Welcome from the Conference Chair, Frankie Condon

On behalf of the Midwest Writing Centers Association, I am pleased and honored to welcome you to the 2005 NCPTW/IWCA Conference, Navigating the Boundary Waters: The Politics of Identity, Location and Stewardship. It is our hope that you will find the conference most hospitable and the sessions presented to you stimulating, challenging, and rewarding.

The Midwest Writing Centers Association Board and the 2005 Conference Planning Committee are particularly proud of the program of events for this year’s conference. Over 500 of you will be presenting the results of your scholarly inquiry and pedagogical commitments—demonstrating and living your interest in and dedication to writing center work and the students we serve. We want to extend a special welcome to international presenters: thank you for your willingness to travel here and to share your expertise. Half of the conference presenters are students. We are thrilled by your presence here and by the contributions you make to the vitality of our discipline. We also wish to welcome those of you who are the elders as it were; you who have labored long and hard in service of your writing centers, your students, and your regional and international writing centers associations. We hope that you will feel honored by this conference, which is the result of your dedication and generosity to our field.

Eighteen months ago as we were drafting the theme for this conference, we could not have known what resonances water and boundary/border metaphors might take on in the aftermath of hurricanes Katrina and Rita. We could not have known how hurricane Katrina, in particular, would cast in stark relief the terrible web of environmental exploitation and excess, racism, and poverty. We hope that you will claim the opportunity of this conference to consider deeply conceptions of academic literacy, scholarship, and best practices that challenge injustice and empower the oppressed. We also hope you will join us in our fundraising efforts for hurricane relief. Please do visit the exhibit area of the conference to make a contribution and to learn more about future efforts. And please do join us at the Friday evening dance and poetry/prose slam where relief efforts will be combined with celebration of the power of words.

Thanks to the Conference Planning Committee, the International Writing Centers Association, and the National Conference on Peer Tutoring in Writing

The following people gave generously of their time and energy; without their wisdom, experience, and just plain hard work, this conference would not have been possible.
- Harvey Kail, National Conference on Peer Tutoring in Writing
- Jon Olson, President, International Writing Centers Association
- Clint Gardner, Vice President, International Writing Centers Association
- Ben Rapho, Treasurer, International Writing Centers Association

NCPTW/IWCA05 Planning Committee
- Chair of Local Arrangements: Kirsten Jamsen
- Chair of Proposal Review and Program Development: Michael Dickel
- Program Sub-Committee: Michele Eodice; Tony Schaffer; Ann Green; Dawn Fels; Nathalie Singh-Corcoran; Kirsten Jamsen; Michael Dickel
- Proposal Sub-Committee: The Board of the Midwest Writing Centers Association
- Registration Management Chair: Kirsten Jamsen
- Registration and Technology Sub-Committee: Michele Eodice; Ben Rapho; Clint Gardner; Jim Bodenschatz; Brian Shoemaker; Katie Levin
- Tutor Scholarships Chair: Brian Fallon
- Scholarships Sub-Committee: Tom Ferrel; Jane Cogie; Teresa Kramer
- Volunteer Recruitment and Coordination: Katie Levin and Debra Hartley
- Vendor Relations: Kathy Evertz
- Local Events: Thelma Obah; Carol McIntosh; Julie Lucking

Thanks to the members of the Twin Cities Writing Centers Professionals for their support.

We would also like to thank St. Cloud State University, Macalester College, and the University of Minnesota-Twin Cities for their considerable support as institutional hosts of the IWCA-NCPTW 2005 Conference.

Navigating the Boundary Waters
The Politics of Identity, Location, and Stewardship
Proposal Reviewers

Thank you to the following colleagues who generously gave their time to read and review proposals so that every proposal had at least two readers before being reviewed by the Proposal Sub-Committee as a whole. Combined, they are a pillar of strength supporting the quality of the conference:

- Rebecca Babcock
- Will Broussard
- Aaron Bruenger
- Carole Chabries
- Frankie Condon
- Michael Dickel
- Michele Eodice
- Kathy Evertz
- Dawn Fels
- Thomas Ferrel
- Ann Green
- Fran Hooker
- Kirsten Jämsen
- Jesse Kavadlo
- Elizabeth Kellett
- Susan Mueller
- Suzanne Nielsen
- Leslie Olsen
- Jon Olson
- Moira Ozias
- Tony Schäffer
- Nathalie Singh-Corcoran
- Ruth Ulvin
- Lisa Whalen
- Susan Williams
Scholarship Recipients

IWCA Scholarship Awards for Writing Center Directors, Coordinators, Assistant Directors, Graduate Administrators, and Tutors
Michelle Deal, University of Massachusetts
Jackie Hudspeth, University of Alaska—Anchorage
Susan Meyers, University of Arizona
Marlowe Moore, Eastern Kentucky University
Karen Pitt, Long Island University/Brooklyn Campus

NCPTW Peer Tutor Scholarship and Travel Awards
Kelly Anderson, University of Iowa
Tonka Dobreva, George Mason University
Gina Sinisi, Boise State University
Ernest Scheyder, University of Maine
Lisa Zimmerelli, University of Maryland at College Park

Peer Tutor Registration Award (Courtesy of Beth Boquet)
Jessica Williams, Pennsylvania State University
Michelle Turk, Eastern Kentucky University

The MWCA Conference Travel Grants
Beth Godbee
Tanya Cochran
Mike Mcleod
These awards were based on scholarship, service and conference participation.

Navigating the Boundary Waters
The Politics of Identity, Location, and Stewardship
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Kathleen Shine Cain and Michael Rossi Win 2005 Maxwell Distinguished Leadership Award

Kathleen Shine Cain, Professor of English and alternating Director of the Merrimack College Writing Center, and Michael Rossi, Dean of Liberal Arts and alternating Director of the Merrimack College Writing Center, have together won the 2005 NCPTW Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing. The award recognizes dedication to and leadership in collaborative learning in writing centers, for aiding students in together taking on more responsibility for their learning, and, thus, for promoting the work of peer tutors. The award also denotes extraordinary service to the evolution of the conference organization.

One admirer appreciated that “their support of peer tutoring is unwavering and continually seeking new avenues. Kathy’s presence certainly has been galvanizing at times, but Mike’s quiet strength complements her persona. They are a team and they should be honored together.” Another wrote, “Both Kathy and Michael have been to every NCPTW conference that I can recall. They hosted the conference in 2000 and have both been active participants in the business meetings that keep this organization going. They have been generous with their time, supportive of the organization in many ways, and patient and shrewd strategists.”
Maxwell Award Call for Nominations

The 2006 NCPTW Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing

Deadline for Nominations: August 31, 2006

The NCPTW Ron Maxwell Leadership Award is given annually to a professional in the National Conference on Peer Tutoring in Writing organization who has contributed with distinction to undergraduate student development through promoting collaborative learning among peer tutors in writing. The award recognizes an individual for dedication to and leadership in collaborative learning within writing centers, for aiding students in taking on more responsibility together for their learning, and thus for promoting the work of peer tutors. Its presentation also denotes extraordinary service to the evolution of this conference organization.

Such leadership may be demonstrated in a variety of ways, including but not limited to:

- Building a record of bringing peer tutors to present at the Conference
- Giving service to the NCPTW through hosting the Conference, serving as program chair, leading in the search for future sites, etc.
- Fostering leadership skills among peer tutors
- Showing evidence of leadership in collaborative learning on the home campus
- Developing innovative peer tutoring programs in the home community
- In general, welcoming and meeting new challenges in leading a center guided by a collaborative learning philosophy

While other aspects of a candidate’s professional performance—e.g., work with professional tutors, writing center research and publication—are respected by the NCPTW and are surely interrelated, this award is intended to recognize meritorious work in an area too little acknowledged.

Selection Process: An awards committee (consisting of past award recipients and Ron Maxwell) reviews nominations and chooses an annual recipient. A plaque and a $200 cash prize are funded by an endowment from Ron and Mary Maxwell.

Nomination Process: Send nominations by August 31, 2006, to Jon Olson via email <jeo3@psu.edu>, fax (814) 863-9627, or a letter addressed to:

Maxwell Award, Center for Excellence in Writing
206 Boucke Building, Penn State University
University Park, PA 16802-5900.

Consult <http://www.wc.iup.edu/ncptw> or call (814) 865-9243 for more information. Please provide the nominee’s name, title, affiliation, postal address, email address, and phone number. Support the nomination with as much evidence as time permits. The committee admires distinguished writing, but it also welcomes quick and sketchy nominations.

Award History: At the 1997 NCPTW in Lexington, KY, Maxwell received a plaque from the conference organizers in recognition of his leadership in the organization. Twila Yates Papay of Rollins College received similar recognition at the 1998 NCPTW in Plattsburgh, NY. Maxwell’s endowment ensured that such recognition would continue, and the NCPTW board insisted that the award bear the Maxwell name. Molly Wingate of Colorado College received the inaugural 1999 NCPTW Ron Maxwell Leadership Award. Jean Kiedaisch of University of Vermont received the award in 2000, Kevin Davis of East Central University in 2001, Ben Rafoth of Indiana University of Pennsylvania in 2002, Jean Donovan Sanborn of Colby College in 2003, Harvey Kail of University of Maine in 2004, and Kathleen Shine Cain and Michael Rossi of Merrimack College in 2005.
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Navigating the Boundary Waters

*The Politics of Identity, Location, and Stewardship*

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Thursday, October 20—Schedule

CONFERENCES REGISTRATION Nicolle Alcove D Thursday, Oct. 20 7:30 a.m. – 5:30 p.m.

A Thursday, Oct. 20 8:30 a.m.

A1 How Does Educational Methodology Training Overlap with Writing Center Experience? Maggie Hammerbacher, Saginaw Valley State University; Jodi Phillips, Saginaw Valley State University; Shannon Tucker, Saginaw Valley State University

A2 Navigating The Boundary Waters of Scientific Argument Jessica Fuhr, Swarthmore College; Jill Gladstein, Swarthmore College; Alex Glick, Swarthmore College; Cara Tigue, Swarthmore College

A3 Cultural Education, Global English, International Students, and the W.C. Jaisree Jayaraman, Purdue University; Elizabeth Lyons, Purdue University; Deb Rankin, Purdue University

A4 Building our Canoes: Constructing Knowledge, Revision and Pedagogy Sue Dinitz, University of Vermont; Jean Kiedaisch, University of Vermont

A5 Designing Tutor Education to Account for Diversity Jill Arola, Michigan Technological University; Anna Cynar, Michigan Technological University; Nancy Grimm, Michigan Technological University; Jenelle Holloman, Michigan Technological University; Karen Koethe, Michigan Technological University; Sylvia Matthews, Michigan Technological University; Bernadette Yeoman, Michigan Technological University

A6 Pushing Boundaries: Composing and Analyzing the WCRP Survey Christopher Ervin, University of South Dakota; Daniel Keller, University of Louisville; Carolyn Skinner, University of Louisville

A7 Doing the Work of the Portage: Faculty Development, Documentation, and Narrative Research Brad Peters, Northern Illinois University

A8 The Identity of Graduate Instructors and Writing Center Tutors: Professionals or Students? Mary Bodelson, St. Cloud State University; Elizabeth Kellett, St. Cloud State University

Vendor Exhibits Greenway Promenade Thursday, Oct. 20 9:30 a.m. – 5:30 p.m.

Navigating the Boundary Waters
The Politics of Identity, Location, and Stewardship
Navigating the Boundary Waters

Thursday, Oct. 20 10 a.m.

B2 Creating Interdisciplinary Fluidity: Personality Assessment and Implications in the Writing Process  
Nicollet D2
Amee Schmidt, Saginaw Valley State University

B3 Analyzing Class  
Class as a Holistic in Analyzing Intern Backgrounds and Client Needs  
Nicollet D3
Allison Holland, University of Arkansas at Little Rock

B4 Traversing Boundaries in Peer Tutoring: Crossing Methodological, Temporal and Disciplinary Divides  
Skyway A
Matthew Berg, University of Wisconsin-Madison; Kyle Oliver, University of Wisconsin-Madison; Jason Rozumalski, University of Wisconsin-Madison

B5 Navigating Liminality in the Writing Center  
Greenway B
David Cregar, New York University; William Morgan, New York University; Tara Parmiter, New York University; Catherine Savini, New York University

B6 Guinea Pigs, Teamwork, & Blood Pacts: A Director and Two MA Students Journey through GSAs  
Regency
Rachel Robinson, Middle Tennessee State University; Trixie Smith, Middle Tennessee State University

B7 Eyeing the Boundaries: Creative Writing and the Center  
Lake Calhoun
It Hurts My Eyes
Greg Sato, Columbia College Chicago

Pushing Boundaries, Channeling North: The Idea of a “Creative” Writing Center
Shanti Bruce, Indiana University of Pennsylvania; Kevin Dvorak, Indiana University of Pennsylvania

B8 Writing Centers in Bloom I: Belletristic Writing and the Writing Center Professional  
Lake Nokomis
Greg Dyer, University of Sioux Falls; Christopher Ervin, University of South Dakota; Maureen Murphy, Dakota State University; Christine Shearer-Cremean, Black Hills State University

Box Lunches  
Greenway Promenade  
Thursday, Oct. 20 10:45 a.m. - Noon

C1 Stewardship: Crossing Boundaries and the Politics of WID Tutoring  
Nicollet D1
Stewardship in the Writing Center: Three Neighboring Writing Centers Cross Boundaries
Lisa Bernstein, University of Maryland-University College; Leigh Ryan, University of Maryland; Lisa Zimmerelli, University of Maryland-University College/University of Maryland-College Park
Stewardship Defined: The Politics of WID Tutoring

C2 Who? Self-representation and Tutor Preference  
Nicollet D2
Lines, Limits, and Looking Glasses: The Self-Representative Boundaries of Writing Centers and Their Consultants
Aaron Bruenger, University of Minnesota-Twin Cities; Tom Friedrich, University of Minnesota-Twin Cities; Mitchell Ogden, University of Minnesota-Twin Cities
Preference and the Zone of Proximal Development in Writing Center Tutorials
Melissa Selby, Kent State University

C4 Toward a “World in which We Need to Live”: A Feasibility Study of Community Writing Center Models  
Skyway A
Mark Anderson, University of Kansas; Moira Ozias, University of Kansas; Daniel Watson, University of Kansas

Thursday, October 20, 2005
C5 Learning Center and Writing Center: Crossing Boundaries
Davie Davis, Central Missouri State University; Tony Shaffer, Central Missouri State University; Patrick Streck, Central Missouri State University

C6 Building Sustainable Bridges Across Boundaries: Faculty Writing and University Communities
Kate Sage, Portland State University
Bridging Boundaries within the University
Debra McArthur, Park University

C7 Identity Theft of a Writing Center Director
Kelly Anthony, Ozarks Technical Community College; Gayle Mercer, University of Wisconsin-Whitewater; Margaret Weaver, Missouri State University

C8 Writing Centers in Bloom II: Belletristic Writing and the Writing Center Professional
Patti Kurtz, Minot State University; Sarah Morgan, Brookdale Community College; Laurel Reinking, Purdue University; Mary Beth Simmons, Villanova University

D1 Navigating the White Waters of the Boundaries: Identity, Whiteness, and Age
Andrea Rossi-Reder, Connecticut College
Age, What is it Good For? Or Does Age Really Matter? Navigating the Boundaries of Mentoring Non-Traditional Students
Swenja Granzow, Saginaw Valley State University
Look to the Leader? Reflections on “Majority” Leadership of “Minority” Writing Center Initiatives
Melissa Tedrowe, The University of Wisconsin-Madison

D2 Borders and Distance: Translation Theory, Technology, and the Writing Center
“Live from Downtown Canton”: Training Tutors via Distance Learning
Jay Sloan, Kent State University-Stark Campus
Crossing Borders: Translation Theory and the Writing Center
Eliana Schonberg, University of Texas at Austin
Uncharted Waters: Tutoring and Electronic “Texts”
David Dedo, Samford University

D3 Finding the Writing Center: Anna Deavere Smith and Pedagogy
Linda Miller, Muhlenberg College; Adam Pinti, Muhlenberg College; Benjy Shaw, Muhlenberg College; Ashley Wallace, Muhlenberg College

D4 Spontaneous Composition: Using Improvisation to Inspire Creativity & Self-Trust in Our Students’ Writing
Amy Brady, University of Missouri-Kansas City

D5 Alternative Sites for Writing: Business and Pharmacy
Writing In The Margins: Writing Centers In Pharmacy Schools
Carol-Ann Farkas, Massachusetts College of Pharmacy and Health Sciences; Susan Mueller, St. Louis College of Pharmacy
The Business of Writing: Initiating Real Collaboration in Business Group Tutorials
Deborah Burns, Merrimack College; Kathryn Nielsen-Dube, Merrimack College; Michael Rossi, Merrimack College

D6 Canoes, Compasses, and Genre: Exploration, Boundaries and Graduate Students
Canoes, Compasses, and College Students: Exploring Boundaries in the Writing Center
Carla J. Corrigan, Winona State University; Brandon D. Gustafson, Winona State University; Ethan Krase, Winona State University
A Genre-Based Approach to Tutoring Graduate Students
Rosalyn Eves, Penn State University

D7 Writing Centers and Dis-Ability
It’s about Time: Writing Centers and Disability
Rebecca Day Babcock, University of Texas-Permian Basin; Michael Dickel, Macalester College
Observing the Boundaries of the Autistic Writer
Gina Sinisi, Boise State University

D8 Deans, Turnips and Oysters: Creating Support for Writing Center Programs
Carol Peterson Haviland, California State University; San Bernardino; Carolyn Kinslow, Cameron University; Roberta Kjesrud, Western Washington University; Katherine Durham Oldmixon; Jenni Runte, Metropolitan State University; Mary Wislocki, Seton Hall University

Minneapolis, Minnesota
E1 Breaking the Dam: Releasing the Potential of Stewardship in the Center
Joshua Begley, Eastern Kentucky University; Carrie Cook, Eastern Kentucky University; Marlowe Moore, Eastern Kentucky University; Sherry Robinzon, Eastern Kentucky University; Michelle Turk, Eastern Kentucky University
E2 Exploring Metaphors and Conceptual Models for Online Writing Center Design
Lee-Ann K Breuch, University of Minnesota
E3 Who Do We Think We Are? Disciplinarity, Genres, and Facelifts
Joshua Begley, Eastern Kentucky University; Carrie Cook, Eastern Kentucky University; Marlowe Moore, Eastern Kentucky University; Sherry Robinzon, Eastern Kentucky University; Michelle Turk, Eastern Kentucky University
E4 Undergraduate Consultants Go Undercover: Gender, Expectations, Motivations, and Online Conversations
Jeff Engelmann, University of Minnesota-Twin Cities; Sara Marsh, University of Minnesota-Twin Cities; Stephanie Nero, University of Minnesota-Twin Cities; Dan Obst, University of Minnesota-Twin Cities
E5 Moving In and Out of the Center
Tracy Hamler Carrick, Colby College; Aimee Jack, Colby College
E6 Crossing Disciplinary Boundaries: An Integrated Writing Center at a Western Catholic University
Anna Capacci, University of Portland; Sarah Elze, University of Portland; John McDonald, University of Portland
E7 Accountability in Writing Center Outreach Collaborations
Jane Cogie, Southern Illinois University at Carbondale; Michael Dickel, Macalester College; Teresa Kramer, Central Washington University; Joanna Stein, Macalester College
E8 Color Me Writing: Tutoring with Crayons and Paint
Meg Carroll, Rhode Island College; Nicole Colasanti, Rhode Island College; Kristin Cook, Rhode Island College; Amanda DiSanto, Rhode Island College; Melissa Kusinitz, Rhode Island College; Monika Messore, Rhode Island College

Thursday, Oct. 20 2:30 p.m.
E1 Breaking the Dam: Releasing the Potential of Stewardship in the Center
Nicollet D1
Joshua Begley, Eastern Kentucky University; Carrie Cook, Eastern Kentucky University; Marlowe Moore, Eastern Kentucky University; Sherry Robinzon, Eastern Kentucky University; Michelle Turk, Eastern Kentucky University
E2 Exploring Metaphors and Conceptual Models for Online Writing Center Design
Nicollet D2
Lee-Ann K Breuch, University of Minnesota
E3 Who Do We Think We Are? Disciplinarity, Genres, and Facelifts
Nicollet D3
Joshua Begley, Eastern Kentucky University; Carrie Cook, Eastern Kentucky University; Marlowe Moore, Eastern Kentucky University; Sherry Robinzon, Eastern Kentucky University; Michelle Turk, Eastern Kentucky University

Thursday, Oct. 20, 4 p.m.
Writing Across Borders: What Future for Globalization?
Feature Session
Chris Anson, North Carolina State University; Paula Gillespie, Marquette University

Thursday, Oct. 20, 5:30 p.m.
IWCA-NCPTW 2005 Opening Reception
Nicollet B & C
This reception is made possible by the generous support of Bedford/St. Martin’s. Please thank them at their exhibition booth during the conference.
Walker Art Gallery Tour & Reception
Leave from Nicollet Promenade
Thursday, Oct. 20, 7 p.m.
(limit 55 participants, cost $10, sign-up at registration table)

Thursday, October 20, 2005
Minneapolis, Minnesota
Writing Personal Statements • Style for Students • Writing Recommendation Letters

For years, Joe Schall’s books have been helping students and faculty advance their skills in the art of writing. Style for Students is a college writing survival guide and a highly valuable writing center resource. Writing Personal Statements helps grad school applicants craft stylish personal essays, and Writing Recommendation Letters aids faculty in composing credible, elegant letters recommending their students. Collectively, Schall’s books have been adopted by hundreds of career centers, libraries, scholarships offices, and writing centers. Endorsed by students, professors, and the National Association of Fellowships Advisors, these books belong in every writing center, every library—every writer’s hands.

"Joe Schall speaks to the student writer with the comfortable engagement of a peer consultant in one-on-one conversation."

—Jon Olkon, President, International Writing Centers Association

To place an order, call 1-877-398-7485 or go to www.outernetpublishing.com
Navigating the Boundary Waters

The Politics of Identity, Location, and Stewardship

Friday, October 21—Schedule

Conference registration
Nicollet Aclove D
Friday, Oct. 21, 7:30 a.m. – 5:30 p.m.

Research Fair I
Nicollet Ballroom
Continental Breakfast available in Nicollet Ballroom

Friday, Oct. 21, 7:30 a.m.

F1 Testing the Water of Words: Bridging Writing and Alternative Disciplines
Ellen Knapp, Philadelphia University; Nancy Sorkin, Philadelphia University

F2 Visual Rhetoric: Addressing Student Needs in the Age of the Image
Jeanette Jeneault, Syracuse University; Marjorie Ledden, Syracuse University; Jason Luther, Syracuse University

F3 Flirting, Trauma, and Murder: Troubling Texts and the Odd Dynamics of Tutoring
Tutoring the Case-Western Shooter
Neal Lerner, Massachusetts Institute of Technology
Responding to Troubling Texts
Dawn Fels, Indiana University of Pennsylvania
Flirting in the Moment: How Peer Interactions Change Writing Center Sessions
Brian Fallon, Indiana University of Pennsylvania

F4 Transatlantic Boundaries: Transforming the Writing Center into the Writing Centre (Northern Ireland)
Kathleen Shine Cain, Merrimack College; Jonathan Worley, St. Mary's University College Belfast

F5 Rogue Waves in Secondary School Writing Centers: Problems and How We Stay Afloat
Pamela Childers, The McCallie School; Jeanette Jordan, Glenbrook North High School

F6 Talking the Talk: Understanding And Welcoming Non-Native Speakers
Understanding the Cultural Educational Values of Asian ESL Students
Anne Shillingsburg, Indiana University South Bend
Talking the Talk: Making Real Moves To Welcome Non-Native Speakers
Alina Koyfman, Babson College; Teresa Puk, Babson College; Kerry Rourke, Babson College

F7 White-Water Tutors: Navigating from Theory to Identity
Taking the Writing Center out of the Center: Refocusing the Center from Theory to Identity
Keri Mayes, Middle Tennessee State University; Sara Sweitzer, Middle Tennessee State University; Laurel Taylor, Middle Tennessee State University
I'm a [    ] Tutor: Navigating Tutor Identities in the Writing Center

F8 Ever Changing Like a River: Blurred Boundaries & Rotating Responsibilities in W.C. Administration
Rachel Greil, Kennesaw State University; Mary Lou Odom, Kennesaw State University; Bonnie Smith, Belmont University; Melissa Tedrowe, The University of Wisconsin-Madison

F9 Local Knowledge: A Critical Examination of What Tutors Bring to Writing Center Research
Jennifer Corroy, University of Wisconsin-Madison; Emily Hall; Brad Hughes, University of Wisconsin-Madison; Tisha Turk, University of Minnesota-Morris

F11 Sex and the Writing Center: Exploring Gender Dynamics in Tutorials
Harvey Kail, University of Maine; Michael King, University of Maine; Emily Morrissette, University of Maine; Christine Nold, University of Maine; Ernest Scheyder, University of Maine

F12 Blurring Boundaries: Integrating the W.C. with Freshman Programs for Underprepared Students
Patricia Dyer, Widener University; Jayne Thompson, Widener University; Susan Warren, Widener University

Friday, Oct. 21 9:15 a.m.

F1 Testing the Water of Words: Bridging Writing and Alternative Disciplines
Greenway A
Ellen Knapp, Philadelphia University; Nancy Sorkin, Philadelphia University

F2 Visual Rhetoric: Addressing Student Needs in the Age of the Image
Greenway J
Jeanette Jeneault, Syracuse University; Marjorie Ledden, Syracuse University; Jason Luther, Syracuse University

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Greenway B
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Neal Lerner, Massachusetts Institute of Technology
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Dawn Fels, Indiana University of Pennsylvania
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Brian Fallon, Indiana University of Pennsylvania

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Greenway C
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Greenway D
Pamela Childers, The McCallie School; Jeanette Jordan, Glenbrook North High School

F6 Talking the Talk: Understanding And Welcoming Non-Native Speakers
Greenway E
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Skyway B
Patricia Dyer, Widener University; Jayne Thompson, Widener University; Susan Warren, Widener University

Navigating the Boundary Waters

The Politics of Identity, Location, and Stewardship
Navigating the Boundary Waters

Friday, October 21, 2005
Blind: Talking of the New Racism  
**Keynote Address**  
Victor Villanueva, Washington State University

Friday, Oct. 21 12:15 p.m.
Nicollet Ballroom

H

**H1 The Boundaries of Beginner’s Mind: Zen and the Arts of Tutoring**
*Tune, Essence, and the Art of Tutoring in the Present*
Tayvis Dunnahoe, University of Houston-Downtown
*The Delight of Sameness: Developing Koans for Tutors*
Deborah Murray, Kansas State University

**H2 Craig Crist-Evans – A Tribute**
Pamela Childers, The McCallie School; Dawn Fels, Indiana University of Pennsylvania; Jeannette Jordan, Glenbrook North High School; Jon Olson, The Pennsylvania State University

**H3 Computing a “Value Added”: Connecting Rural & Urban Students through Internet Consulting**
Michael McLeod, Michigan State University; Ninna Roth, Michigan State University; Janet Swenson, Michigan State University

**H4 Movies of the Reptilian Brain at Sea: Creative Approaches in the W.C.**
*Tutoring at Sea: Stephen Maturin, Writing Tutor*
Linda Coblentz, University of Houston-Downtown
*Tutoring Like a Reptile (Without the Biting)*
Gregory Naylor, Penn State University

**H5 W.C. Relationships: What Happens When College Tutors Initiate A High School Writing Center?**
Kofi Adomako-Ayisi, University of Connecticut; Jaclyn Allard, University of Connecticut; Nita Beeman, University of Connecticut; Nina Condren, University of Connecticut; Melissa Rinaldo, University of Connecticut

**H6 Women, Men, and Everything in Between: Queer Theory and Gender in the Writing Center**
*Breaking Rank: On Being a Queer Assistant Professor Administrator*
Tara Pauliny, University of Wisconsin, Oshkosh
*Women, Men, and Everything in Between: Why Writing Centers Need to Undefine Gender*
Muffy Guilloil, University of Missouri-Kansas City

**H8 Locating Global Englishes: Navigating Language Boundaries with Non-Native Speakers of English**
Emily Clark, University of Washington; Steven J. Corbett, University of Washington; Teagan Decker, University of Washington; Jennifer Halpin, University of Washington

**H9 Sitting at the Big Table as Dual Citizens: Institutional Context and Marginality**
*What Margins? The Writing Center and the Small, Private College*
Erika Spohrer, Eckerd College

**H10 High School-University Writing Center Articulation**
*High School-University Writing Center Articulation in an Urban Setting*
Nancyanne Ferrarini, Steinmetz Academic Centre; Peter Vandenbergh, DePaul University
# Navigating the Boundary Waters

**H11 Peer Tutors, Plagiarism, and Non-Directive Tutoring**  
Skyway A  
Lauren Fitzgerald, Yeshiva University; T. Kenny Fountain, University of Minnesota; Allison Smith, Yeshiva College

**H12 Crossing Boundaries: Perspectives on Peer Tutoring, from the Inside Out and the Outside In**  
Skyway B  
Matthew Brown, University of Iowa; Laura Goettsch, University of Iowa; Megan Knight, The University of Iowa; Susan Quesal, University of Iowa

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<td>I</td>
<td><strong>Friday, Oct. 21 4 p.m.</strong></td>
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|         | **I1 How Not to Proofread: Collaborative Tutoring Techniques for Lower-Order Concerns**  
Laura Greenfield, The George Washington University; Soma Kedia, The George Washington University; Paul Natland, The George Washington University | Greenway A |
|         | **I2 From Boundary Waters to Mainstream: Re-conceptualizing W.C. Work Through Critical Inquiry**  
Christine Cozzens, Agnes Scott College; Phillip Gardner, Francis Marion University; Jennifer Kunka, Francis Marion University; Marcy Trianosky, Hollins University | Greenway J |
|         | **I3 Finding and Challenging Boundaries: Diversity, Anti-Racism, Board of Ed, and Beyond**  
Rebecca Taylor, Gustavus Adolphus College; Michael Pemberton, Georgia Southern University; And Justice for All: Writing Center Work and the Goals of Brown v. the Board of Education | Greenway B |
|         | **I4 Four Authors in Search of a Writing Center – Redux!**            | Greenway C |
|         | **I5 Do We Do That Tutoring That We Do So Well, After All?**          | Greenway D |
|         | **I6 Working with Non-native English Writers: It’s Not Just About Grammar!**  
Safiya Ahmed, University of Minnesota-Twin Cities; Alida Casey, University of Minnesota-Twin Cities; Emily Hanna, University of Minnesota-Twin Cities; Anthony Hoa, University of Minnesota-Twin Cities; Amanda Larson, University of Minnesota-Twin Cities; Brian Trolander, University of Minnesota-Twin Cities | Greenway E |
|         | **I7 Don’t Know Much About...: Tutoring Across Gaps in Knowledge**    | Greenway F |
|         | **I8 De-Centered Tutoring: Meeting Students Where They Live, Work, and Play**  
Naree Chan, Stanford University; Bries Deerrose, Stanford University; Chethana Kulkarni, Stanford University; Jenny Maehara, Stanford University; Clyde Moneyhun, Stanford University | Greenway G |
|         | **I9 Service: Inside and Outside the Institution**                    | Greenway H |
|         | **I10 When the Center Expands: Negotiating Authority, Redefining Identities, & Managing Expectations**  
Scott Berg, George Mason University; Tonka Dobrev, George Mason University; Anna Habib, George Mason University; Terry Myers Zawacki, George Mason University | Greenway I |
|         | **I11 Democracy and “Citizen Leaders”: Both Sides of a Two-Way Street**  
Vains Aleksa, University of Illinois at Chicago | Skyway A |
|         | **I12 Am I a Peer or Not? Experiences Of Nontraditional-Aged Students As Writing Tutors**  
Heath Iverson, College of Lake County; Marilyn Little, College of Lake County; Candy Luzar, College of Lake County; Colette Ruscheinsky; Jennifer Stuben, College of Lake County; Connie Wilson | Skyway B |
NCPTW open meeting  
Friday, Oct. 21, 5:30 p.m.  
Lake Calhoun

Special Interest Groups  
Friday, Oct. 21, 5:30 p.m.

SIG: Secondary School Writing Centers  
Skyway A
Dawn Fels, Indiana University of Pennsylvania; Jeanette Jordan, Glenbrook North High School  
Join us for an open discussion about writing centers in the elementary, middle, or high school. Possible topics include but are not limited to starting or maintaining a writing center, collaborating with area universities, tutor training, community outreach, efficacy, publicity, and funding. All are invited to attend.

SIG: Associated Colleges of the Midwest  
Skyway B
Michael Dickel, Macalester College  
Writing Center staff and directors from the 14 colleges in the ACM are invited to meet together at this SIG to discuss potential collaborations.

Writing (and Reading) Up a Storm  
Friday, Oct. 21, 8:00 p.m.
Nicollet Ballroom  
Benefit for Katrina and Rita

Open Mic & Dance  
Featuring Tsatskeles, the all grrrl klezmer band  
Master of Ceremonies: Michele Eodice and Friends  
Please join us in a very special hurricane relief effort. Contribute an hour’s salary or whatever you can afford and share your creative work. Challenge your friends to join you in writing and reading for hurricane relief. Please visit the Hurricane Relief Table in the Conference Exhibit area for more details on challenge and matching donation opportunities. Donations will be sent to Oxfam America and the Louisiana Environmental Action Network.
Saturday, October 22—Schedule

Conference registration
Saturday, Oct. 22, 7:30 a.m.-Noon

IWCA Open Meeting
Saturday, Oct. 22, 7:30 a.m.

J1 Group Workshops: Hits and Misses
Libby Beckman, Harvey Mudd College; Wendy Menefee-Libey, Harvey Mudd College; Catherine Meyers, Harvey Mudd College

J2 Alternative (Virtual) Ecologies for Writing Centers: The Promise of Online Multiplayer Games
Kym Buchanan, Michigan State University; David Sheridan, Michigan State University; Janet Swenson, Michigan State University

J3 Tutor Wellness: A Dialogue on Tutor Anxiety

J4 Breaching the Walls: The Writing Center and Urban Communities
Jon Blitzer, Muhlenberg College; Linda Miller, Muhlenberg College; Megan O'Donnell, Muhlenberg College; Bob Tarby, Muhlenberg College; Betsy Woerner, Muhlenberg College

J5 Desperate to Get Done: The Perils and Pleasures of Working with Graduate Students
Jennifer Pauley-Gose, Ohio University; Talinn Phillips, Ohio University

J6 Tutoring Writing Outside of the Center: Crossing Boundaries in Communities and Classrooms
Susan Naomi Bernstein, University of Cincinnati; Shannon Carter, Texas A&M University-Commerce; Ann Green, Saint Joseph’s University; Cathryn Molloy; Terry Peters, University of Cincinnati

J7 Negotiating Boundaries Between Campus and Community
Maureen Fitzsimmons, Syracuse University; Molly Voorheis, Syracuse University

J8 Discovering Water: Talking About Traditional Writing Instruction
Michael Condon, Minnesota State Colleges and Universities; Victoria Levitt, SUNY Potsdam; Jennifer Mitchell, SUNY Potsdam

J9 Appealing to People from Different Boats: Enticing & Consulting a Diverse Assortment of FY Students
Dr. Kerri Jordan, Mississippi College; Dr. Steven Price, Monmouth College

J10 How Different Are We From Our Students? Shared Reflection to Improve Writing Center Practice
Dr. Kerri Jordan, Mississippi College; Elizabeth Beckel, Colorado College

J11 Writing Center Staff Training: Creating Conferations
Katie Duren, Coe College; Debbie Heckt, Coe College; Kathryn McBride, Coe College; Amelia Vohs, Coe College

J12 Origami, Anyone? Tutors as Learners
Elizabeth Boquet, Fairfield University; Meg Carroll, Rhode Island College; Michele Eodicke, University of Kansas; Anne Ellen Geller, Clark University

Navigating the Boundary Waters
The Politics of Identity, Location, and Stewardship
Navigating the Boundary Waters

Vendor Exhibits

Greenway Promenade
Saturday, Oct. 20 9:30 a.m. – Noon

Saturday, Oct. 22 10:45 a.m.

K

K1 Writing Center Directors as WPAs: Rethinking Roles, Territories, Writing, and Mentoring
Linda Bergmann, Purdue University; Lauren Fitzgerald, Yeshiva University; Rebecca Fraser, Empire State College; Carol Peterson Haviland, California State University, San Bernardino; Melissa J. Ianetta, University of Delaware; Lisa Lebuska, Wheaton College; Jennifer Ritter, University of Alaska-Anchorage

Greenway A

K2 Mission (Im)Possible? Shifting into WAC/WID Work without Shortchanging VC I dentity
Dee Baer, University of Delaware; Barbara Gaal Lutz, University of Delaware; Dorry Ross, University of Delaware; Gilda Teixido Kelsey, University of Delaware

Greenway J

K3 Negotiating Cultural Assumptions in the Writing Center
Angela Huettl, Indiana University South Bend; Suzanne Meyer, Indiana University South Bend; Jeffrey Rhyne, Indiana University South Bend; Nancy Troeger, Indiana University at South Bend

Greenway B

K4 Tutor Labor and Teaching Labor: Dialogue and Democracy on Working Conditions
James McDonald, University of Louisiana at Lafayette

Greenway C

K5 Breaking Down Boundaries and Barriers: An Ecology for Writing Centers
Jamie Barnett, University of South Dakota; Christopher Ervin, University of South Dakota; Adriane Raba, University of South Dakota; Amber Wegehaupt, University of South Dakota

Greenway D

K6 Location, Location, Location: How Geography Affects Writing Centers
Thomas Ferrel, University of Missouri-Kansas City; Melissa Helquist, Salt Lake Community College

Greenway E

K7 CHILL OUT! Vernaculars, Disclosures, and Cultural Writing Practices
Steve Accardi, DePaul University

Greenway F

“It’s all good!” – Embracing Different Vernaculars in the Writing Center
Chad Verbaas, Southern Illinois University Edwardsville

CHILL OUT!: How to be a more down-to-earth tutor
Amy Kostesich, Penn State University; Jessica Williams, Penn State University

Greenway G

K8 Observations of / on Faculty Reading Students’ Academic Papers: The Practices of Preachers
Holly Grieder, Coe College; Matt Hall, Coe College; Katie Mraz, Coe College; Jessi Schau, Coe College

Greenway H

K9 Designing and Implementing Writing Center Assessment
Joan Hawthorne, University of North Dakota; Roberta Kjesrud, Western Washington University; Neal Lerner, Massachusetts Institute of Technology; Mary Wislocki, Seton Hall University

Greenway I

K10 Navigating the Boundary Between Tutoring and Teaching
Andrew Borelle, University of Nevada, Reno; Jason Luther, Syracuse University; Nick Plunkey, University of Nevada, Reno

Greenway J

K11 Insidious Disincentive: When Instructor Comments Unintentionally Impede Student Motivation
Deborah DePiero, University of Rhode Island; Susan Rashid Horn, University of Rhode Island; Hillary Ornberg, University of Rhode Island

Skyway A

K12 The Benefits of Having Undergraduate Writing Center Coordinators
Meagan Brown, Wilkes University; Sarah Herbert, Wilkes University; Janet Starner, Wilkes University

Skyway B

Saturday, October 22, 2005
Box Lunch
Nicollet Ballroom
Saturday, Oct. 22, 12:15 p.m.

Research Fair II
Greenway A
Saturday, Oct. 22, 12:15 p.m.

MWCA Open Meeting
Greenway J
Saturday, Oct. 22, 12:15 p.m.

Special Interest Groups
Saturday, Oct. 22, 12:15 p.m.

SIG: Community and Two-Year College Writing Centers
Greenway J
Jill Pennington, Lansing Community College; Clint Gardner, Salt Lake Community College
This SIG will provide an opportunity for two-year college writing center personnel to become acquainted with one another and
with the IWCA. Topics of discussion will include the new Position Statement on Two-Year College Writing Centers (forthcoming
in TETYC), the results of a recent IWCA survey on two-year college writing centers, and the needs of two-year college writing
centers as they relate to the mission of the IWCA and the greater community.

SIG: Tenure-Track Writing Center Directors
Greenway B
Melissa J. Ianetta, University of Delaware
A group of assistant professor administrators gathering to talk about the issues of the tenure track writing center director.

L
Saturday, Oct. 22 1:30 p.m.

L.1 Beyond Unfamiliar Borders & Minding Gaps: Diversity, Pedagogy, Tutor Training & Transformation
Greenway A
Minding the Gaps: Exploring Stereotypes, Expectations, and Unfamiliarity Within Peer Tutoring
Chelsea Lindemann, University of Wisconsin-Madison; John Sacia, University of Wisconsin-Madison
Beyond Borders: Cross-Cultural Pedagogies in the Writing Center
Susan Meyers, University of Arizona

Minneapolis, Minnesota
Navigating the Boundary Waters

L2 Writing Centers Beyond Tutoring
Wendy Goldberg, Stanford University; Clyde Moneyhun, Stanford University; John Tinker, Stanford University

L3 Partnering, Orthodoxy, and Collaborations: Theory and Practice in the Writing Center
Dagmar Corrigan, University of Houston-Downtown; Chris Graves, University of Houston-Downtown; Brandi Matthews-James, University of Houston-Downtown

L4 Slacker Boys, High-Strung Girls: When “Hard” Institutional Data Transform W.C. Pedagogy & Stewardship
Dan Gallagher, Temple University; Lori Salem, Temple University

L5 Crossing Boundaries: Native American Students, Tribal Colleges, Identity and Rewriting Race
Bethany Davila, DePaul University

L6 From Smooth Sailing to Turbulent Waves: Navigating the Institutional Waters
Cindy Catherwood, Metropolitan Community College, Omaha, NE; Angela Glover, University of Kansas/Metropolitan Community College; Brett Mertins; Kym Snelling, Metropolitan Community College; Katie Stahlnecker, Metropolitan Community College

L7 Rough Waters Run Deep: The Effects of History, Politics, and Pedagogy on Writing Centers
Kelly Allen, West Chester University of Pennsylvania; Thomas Magee, West Chester University of Pennsylvania; Jeffrey Markovitz, West Chester University of Pennsylvania; Meg Mikovits, West Chester University; Kara Polhemus, West Chester University of Pennsylvania; Victoria Tischio, West Chester University of Pennsylvania

L8 Opening the Floodgates: Giving Creative Writers Access to the Writing Center
Pamela Childers, The McCallie School; Steve Sherwood, Texas Christian University

L9 The Tutor’s Body: Visibility, Authority, and Representation
Jessica Brenner, Penn State Berks; Madonna Delfish, Penn State Berks; Misty Doane, Penn State Berks; Susan Huber, Penn State Berks; Greg King, Penn State Berks; Karen Kraemer, Penn State Berks; Nicole Krause, Penn State Berks; Mark Morton, Penn State Berks; Amy Rayner, Penn State Berks; Jeanne Marie Rose; Nicole Settler; Jacquelyn Wheeler, Penn State Berks

L10 Trust & Turnitin.com: Plagiarism Detection Software & Students’ Relationships with Teachers & Tutors
Renee Brown, Indiana University of Pennsylvania; Elizabeth Guiden, Indiana University of Pennsylvania; Jessica L Lott; Elizabeth Matthews; Ben Rafoth, Indiana University of Pennsylvania

L11 Multiple Dimensions of Student Identity: Stories, Styles, and Political Selves
Megan Knight, The University of Iowa; Victoria Krajewski, University of Iowa; Mary Trachsel, University of Iowa

L12 Writing Center Experience & Training: The Effects of W.C. Discourse on the Lives of Peer Consultants
David Carroll, Southwestern University; Melida Juarez, Southwestern University; August Lemke, Southwestern University; Kandace Lytle; Chelsea Williams, Southwestern University

Saturday, October 22, 2005
M6 If You Meet the Buddha on the Road, Kill Him
Jeremy Corbett, Penn State University; Anjali Demla, Penn State University; Marcus Fowler, Penn State University; Jennifer Hlopek, Penn State University; Ashley Miller, Penn State University; Vicki Schwoebel, Penn State University; Matt Seigel, Pennsylvania State University

M7 Charting and Starting: Writing Centers, Sustainability, and Leadership
Charting A Course to Writing Center Leadership
Brittany Hanstad, University of North Dakota
Power Plays: The Notion of Peer in the Writing Conference
Shareen Grogan, National University

M8 YOU’RE THE TOP!
Nancy Bagshaw-Reasoner, Metropolitan State University; Donna Blacker, Metropolitan State University; Paul Borzo, Metropolitan State University; Jill Boyles, Metropolitan State University; Leah Harvey, Metropolitan State University; James Henderson, Metropolitan State University; Krisann Johnson, Metropolitan State University; Katie Kraemer, Metropolitan State University; David Lieberman, Metropolitan State University; Anne Lies, Metropolitan State University; Tammy Darrah Wenberg, Metropolitan State University

M9 Dams And Other Disasters: Contrarian Views On Navigating Tutorial Boundaries
George Cooper, University of Michigan; Ashley Jardina; Ben Taylor, University of Michigan; Andrea Vought, University of Michigan

M10 Tutors and Adult Women Learners as Co-Investigators / Co-Authors
Brenda Hardin, Bay Path College; Elenore Long, Bay Path College; Tiffany Phillips, Bay Path College

The Cultural Work of Writing Centers: Contesting Boundaries and the Importance of Local Resistance
Saturday, Oct. 22, 4:30 p.m.
Feature Session
Lil Brannon, University of North Carolina-Charlotte; Daniel Mahala, University of Missouri-Kansas City; Derek Owens, St. Johns University
Hotel Floor Maps

Main Floor

Second Floor

Navigating the Boundary Waters
The Politics of Identity, Location, and Stewardship
18
Fifth Floor
TUTORTRAC: A FLEXIBLE SOFTWARE SOLUTION FOR MANAGING YOUR TUTORING CENTER

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Thursday, October 20—Abstracts

Thursday, Oct. 20 8:30 a.m.

A1 HOW DOES EDUCATIONAL METHODOLOGY TRAINING OVERLAP WITH WRITING CENTER EXPERIENCE?
Group Panel NICOLLET D1
Maggie Hammerbacher, Saginaw Valley State University; Jodi Phillips, Saginaw Valley State University; Shannon Tucker, Saginaw Valley State University
English education majors often gravitate toward writing center employment. To reinforce the value of writing center mentoring experience for those entering the educational field, this presentation will explore the extent to which elements of methodology training and writing center practice cross boundary lines that separate the mentoring session and the student-teacher relationship. Topics will highlight the essential tools utilized by mentors in the writing center that are required for success in English education instruction. Lastly, it is our goal that this presentation will encourage mentors to take full advantage of opportunities presented in the writing center beyond their expected obligations.

English Education Pedagogy Tutor Training

A2 NAVIGATING THE BOUNDARY WATERS OF SCIENTIFIC ARGUMENT
Group Panel NICOLLET D2
Jessica Fuhr, Swarthmore College; Jill Gladstein, Swarthmore College; Alex Glick, Swarthmore College; Cara Tigue, Swarthmore College
Students often struggle with writing scientific lab reports. We investigated how students’ understanding of critical aspects of argument in biology writing changes over the course of a semester with an emphasis on the peer tutor’s role in this process. We analyzed the progress of student writing across three lab reports from an introductory biology course. We also explored the issues the peer tutor addressed in the students’ writing and how the students incorporated these suggestions during revision. Our presentation will discuss how peer tutors facilitate the understanding of argument in scientific writing. We believe that argument exists in scientific writing and that peer tutors are instrumental in helping students see connections between disciplines. The peer tutor can be utilized to help make this unique form of writing more accessible to all students.

Scientific Technical Writing WAC

A3 CULTURAL EDUCATION, GLOBAL ENGLISH, INTERNATIONAL STUDENTS, AND THE W.C.
Group Panel NICOLLET D3
Jaisree Jayaraman, Purdue University; Elizabeth Lyons, Purdue University; Deb Rankin, Purdue University
Facilitators who lead ESL conversation groups at the Purdue Writing Lab often encounter conflicts between the participants’ expectations and beliefs and the purpose of the conversation groups: promoting communicative competence. The presentation will discuss these conflicts, the issues involved, and strategies to address them.

ESL

A4 BUILDING OUR CANOES: CONSTRUCTING KNOWLEDGE, REVISION AND PEDAGOGY
Constructed Panel SKYWAY A
Tutors Constructing Knowledge: Handouts Revisited
Sue Dinitz, University of Vermont; Jean Kiedaisch, University of Vermont
Feeling conflicted about using handouts in our writing center, as they seem to contradict our philosophy, we have developed a different concept of handouts. Tutors create “unofficial” handouts about writing in their disciplines that are gathered in binders, becoming “lore” to be shared with students in a collaborative way.

From Place to Pedagogy: What Can Tutor Training Say About Writing Instruction?
Serkan Gorkemli, Stanford University
Responding to changing representations of the “place” of writing centers in college writing instruction, this presentation concerns the ecology in writing centers from the perspective of tutor-training programs. The multiple positions prospective tutors inhabit within the multifaceted “space” of writing centers open up new critical pedagogical possibilities in writing instruction.

Inviting Kenneth Burke into the Writing Center’s Parlor
Sue Mendelsohn, St. Louis University
Theorist Kenneth Burke uses the term auscultation, the act of listening to the body’s sounds, to talk about framing ideologies. This auscultation of the writing center community, its heartbeat, burps, and burblings, suggests ways that Burke’s thought can
challenge definitions and limitations of our institutional identities.

**A5  DESIGNING TUTOR EDUCATION TO ACCOUNT FOR DIVERSITY**  
Group Panel  GREENWAY B  
Jill Arola, Michigan Technological University; Anna Cynar, Michigan Technological University; Nancy Grimm, Michigan Technological University; Jenelle Holloman, Michigan Technological University; Karen Koethe, Michigan Technological University; Sylvia Matthews, Michigan Technological University; Bernadette Yeoman, Michigan Technological University  
This roundtable will address the ways that diversity can be thoroughly integrated into writing center programming by using social theories of learning, rethinking recruitment, and redesigning tutor education to meet the challenges of communicating in a global and diverse environment.  

**A6  PUSHING BOUNDARIES: COMPOSING AND ANALYZING THE WCRP SURVEY**  
Group Panel  REGENCY  
Christopher Ervin, University of South Dakota; Daniel Keller, University of Louisville; Carolyn Skinner, University of Louisville  
This panel will discuss the composition of the Writing Centers Research Project national surveys from 2001-2004. Specifically, we will focus on the difficulties in eliciting answers and analyzing data about the positions writing centers occupy in institutions, many of which cross the boundaries between traditional academic structures, and the people involved in writing center operations, including writers, consultants, and administrators. Making generalizations about these issues on a national level is often difficult because of the variety of local practices and institutional locations of writing centers. Because of this variety, it is difficult to administer a survey that will provide benchmarks that writing center directors can apply to their own local settings.  
We plan to explore what these difficulties suggest about the place of writing centers in contemporary academic institutions.

**A7  DOING THE WORK OF THE PORTAGE: FACULTY DEVELOPMENT, DOCUMENTATION, AND NARRATIVE RESEARCH**  
Constructed Panel  LAKE CALHOUN  
Writing as Training: The Value of Writing in Preparing Peer Tutors  
Harvey Kail, University of Maine  
I will argue that the tutor’s own writing should be central to tutor training programs. A collaborative learning approach that asks tutors to risk their writing and ideas with each other develops analytical ability and tact while constructing a classroom environment through which contemporary writing center issues can be addressed.  

Charting the Long Voyage Out: Documentation Strategies  
Brad Peters, Northern Illinois University  
This presentation asserts that effective writing center directorship calls for implementation of documentation strategies that locally inscribe a writing center’s development in the collective memories of institutional constituencies so that a writing center’s practices, its positive impact, and its needs are seen as integral to an institution’s identity and mission.  

Sounding the Depths: Faculty Development as a Means of Promoting Lasting Pedagogical Change  
Rebecca Rine, Covenant Theological Seminary  
Faculty members are the institutional “deep waters” who substantially impact university culture. This presentation considers how faculty development might best be accomplished by introducing a case study, by providing bibliographies regarding issues in assigning, teaching, responding to, and evaluating student writing, and by surveying various ways writing center professionals have approached faculty development.

**A8  THE IDENTITY OF GRADUATE INSTRUCTORS AND WRITING CENTER TUTORS: PROFESSIONALS OR STUDENTS?**  
Group Panel  LAKE NOKOMIS  
Mary Bodelson, St. Cloud State University; Elizabeth Kellett, St. Cloud State University  
Everyone needs to be able to define who they are in order to create the necessary boundaries. Mary Bodelson spent four years as a Graduate Instructor at Saint Cloud State University, where she strived to find her identity within the English Department. Elizabeth Kellett worked as a writing center tutor at North Hennepin Community College for four years and at Saint Cloud State University for two. She is now a Graduate Instructor at Saint Cloud State University where she makes many connections between the struggles with identity that she experienced in the writing center. As part of our presentation, we will be incorporating artistic expressions of how Graduate Instructors and writing center tutors view their conflicting identities. This will include a presentation of various forms of expression (poetry, paintings, short stories, etc) created by actual Graduate Instructors and writing center tutors.
B2 CREATING INTERDISCIPLINARY FLUIDITY: PERSONALITY ASSESSMENT AND IMPLICATIONS IN THE WRITING PROCESS
Workshop NICOLLET D2
Amee Schmidt, Saginaw Valley State University
The presentation will discuss the implications of personality in the writing process by using the Keirsey Temperament Sorter and evaluating its results. In a workshop setting, the audience will complete a typology test and learn how their individual typology and temperament applies to their writing skills and difficulties.

Thursday, Oct. 20 10 a.m.

B3 ARTICULATING AND ANALYZING IN BOTH HIGH SCHOOLS AND CLASS
Constructed Panel NICOLLET D3
Class as a Holistic in Analyzing Intern Backgrounds and Client Needs
Allison Holland, University of Arkansas at Little Rock
This presentation explains how issues of class often transcend those of race and gender and explores ways writing centers can interpret and utilize the diversity and richness of social class experience of interns/tutors to enliven writing center work and lead to better understanding of clients and faculty they serve.

B4 TRAVERSING BOUNDARIES IN PEER TUTORING: CROSSING METHODOLOGICAL, TEMPORAL AND DISCIPLINARY DIVIDES
Group Panel SKYWAY A
Matthew Berg, University of Wisconsin-Madison; Kyle Oliver, University of Wisconsin-Madison; Jason Rozumalski, University of Wisconsin-Madison
This panel explores boundaries—including disciplinary, methodological and temporal—that arise in the interactions between peer writing tutors and their students. The panelists’ position as peer tutors has given them a first-hand perspective on the ways these boundaries arise in peer-defined relationships and offers suggestions for traversing them. Speaker one, who has done most of his peer tutoring work with science majors enrolled in humanities courses, will discuss methods for “tutoring by analogy”—drawing on students’ knowledge of scientific methodology to illuminate analogous ideas in the humanities. Speaker two analyzes the theoretical and methodological distance between what writing tutors suggest to their students as the students revise their writing and what revision techniques students actually employ. Speaker three will demonstrate and discuss the results of his original research, which explored the ways online tutoring could be used to enrich peer collaboration in writing tutoring and overcome boundaries between peer conferences and student revision.

B5 NAVIGATING Liminality in the Writing Center
Group Panel GREENWAY B
David Cregar, New York University; William Morgan, New York University; Tara Parminter, New York University; Catherine Savini, New York University
This panel will explore the problems and potential of liminality, from the uncertain role of the Writing Center for international students and the often fuzzy lines of communication between departments, to the paradoxical freedom of movement in the tight space of the writing center cubicle. How do we navigate this liminality with the writers with whom we work, with the teachers with whom we are often in silent partnership, and in the context of the larger demands of the university? When do we fight to make the WC central, required, its rites of passage considered necessary?

B6 GUINEA PIGS, TEAMWORK, & BLOOD PACTS: A DIRECTOR AND TWO MA STUDENTS JOURNEY THROUGH GSAS
Group Panel REGENCY
Rachel Robinson, Middle Tennessee State University; Trixie Smith, Middle Tennessee State University
This is the story of a writing center director who instituted a Graduate Student Administrator position in the center—why she did it, what she expected. It is also the story of two guinea pigs—the GSAs who helped define this position as they worked through their anxieties, concerns, expectations, and desires, with the aid of their own blood pact. It becomes the negotiated story of all three as they discuss how the position actually evolved, what they learned from the experience, and what advice they have to offer the next generation. We’d also like it to become your story as you share tales from your center and offer up your questions and advice.
B7  EYEING THE BOUNDARIES: CREATIVE WRITING AND THE CENTER
  Constructed Panel  LAKE CALHOUN

Pushing Boundaries, Channeling North: The Idea of a “Creative” Writing Center
Shanti Bruce, Indiana University of Pennsylvania; Kevin Dvorak, Indiana University of Pennsylvania
This interactive workshop will theorize the role of creativity in writing center pedagogy; explore options writing centers have for broadening their academic foci; and actively engage audience members in creative activities. The workshop will encourage audience participation in a discussion about innovative ways to introduce creativity and nontraditional methods of teaching and learning into the academic writing center.

B8  WRITING CENTERS IN BLOOM I: BELLETRISTIC WRITING AND THE WRITING CENTER
  PROFESSIONAL
  Group Panel  LAKE NOKOMIS

Greg Dyer, University of Sioux Falls; Christopher Ervin, University of South Dakota; Maureen Murphy, Dakota State University; Christine Shearer-Creman, Black Hills State University
In her essay titled “Why Don’t We Write What We Teach? And Publish It?” Lynn Z. Bloom asserts that “Writing regularly should be as much a part of the teacher’s activity as meeting class, and as unremarkable” (118). Each member of the panel will read his or her own belletristic writing generated from writing assignments used in the first-year composition course(s) at the writer’s institution. After these readings, panelists and those in attendance will explore the implications such writing holds for us as writing center professionals. We hope to continue a conversation about the necessity of writing in the lives of those who teach writing, and we hope remain true to Bloom’s larger emphasis: “[If more of us wrote and published belletristic essays, we would] enliven and enhance the genre, our teaching, and our profession. And we’d have more fun” (119).

C1  STEWARDSHIP: CROSSING BOUNDARIES AND THE POLITICS OF WID TUTORING
  Constructed Panel  NICOLLET D1

This presentation considers the politics of WID tutoring, both inside and outside of the classroom, and the responsibility of Writing Centers to guide such programs—with writing center theory and practice—through the boundary waters so as to sustain stewardship of writing within an institution, even as that writing transforms itself.

C2  WHO? SELF-REPRESENTATION AND TUTOR PREFERENCE
  Constructed Panel  NICOLLET D2

Aaron Bruenger, University of Minnesota-Twin Cities; Tom Friedrich, University of Minnesota-Twin Cities; Mitchell Ogden, University of Minnesota-Twin Cities
“What’s in a Choice?” (Friedrich)
This study seeks to understand how one center’s tutors are working to support writers through taking as its subject those consultants’ experience of enacting their tutoring philosophies through the choices they make in individual sessions. To describe and interpret these navigations, the researcher will analyze tutors’ written accounts of sessions.

“Through the Looking Glass” (Ogden)
Writing center consultation between graduate students creates a unique dynamic, owing to the positional, political, and personal situations of both participants within the boundaries of their various institutional territories. This anecdotal study examines three distinct grad-on-grad settings and explores their philosophical and pedagogical implications.

“Crossing a Line” (Bruenger)
This presentation explores how an example of sexually-explicit writing transformed a meeting addressing the affective dimensions of tutoring into a debate over acceptable content and raised questions about the perceived boundaries between writing consultants’ professional, political, and private self-representations.

Tutoring Graduate Students

Preference and the Zone of Proximal Development in Writing Center Tutorials
Melissa Selby, Kent State University
This presentation describes comments tutors prefer. Using CA, three transcripts of tutorials were analyzed. This presentation suggests that tutors use assessment strategies that prefer agreement which may hinder collaboration. Thus, tutor preference may work against a sociocultural practice that places authority in the negotiating group (“The Burkan Parlor”).

Tutor Training

C4 Toward a “World in Which We Need to Live”: A Feasibility Study of Community Writing Center Models
Group Panel SKYWAY A
Mark Anderson, University of Kansas; Moira Ouzias, University of Kansas; Daniel Watson, University of Kansas
The difference is not the method […] even the best method will take you round and round in a circle […] The goal—and I think it is brotherhood, democracy, a kind of world, in which we need to live—must be constantly in view. —Myles Horton
We are interested in how a community writing could help unite KU with the wider Lawrence community. Therefore, in our panel, we will each consider a different writing center model—a literary/arts model, a literacy/skills model, and a social justice model—looking at each model’s merits and challenges in light of the needs of our wider community, the perspective of new literacy studies, and educators like Myles Horton. We will explore the following questions: What is the world in which we need to live, how do we get there from here, and how could a community writing center help us do that?

C5 Learning Center and Writing Center: Crossing Boundaries
Workshop GREENWAY B
Davie Davis, Central Missouri State University; Tony Shaffer, Central Missouri State University; Patrick Streck, Central Missouri State University
Presenters will discuss how partnership between writing centers and learning centers can enrich the practice of peer tutors in both facilities. Specifically, the session will demonstrate how centers can collaborate to train tutors in human temperaments and learning styles, and provide hands-on experience with personality assessments and other training tools.

C6 Building Sustainable Bridges Across Boundaries: Faculty Writing, University Communities, and the W.C.
Constructed Panel REGENCY
Bridging Boundaries within the University
Debra McArthur, Park University
Is your Writing Center kept safely within boundaries, apart from other departments of your institution? Do you defend those boundaries when they are threatened? At Park University we have bridged many boundaries to create goodwill, invite cooperation from academic departments, and even help increase our budget for our department.

Collaboration WAC Institutional Context
Faculty Writing, the University Community, and the Writing Center: Building Sustainable Partnerships
Kate Sage, Portland State University
It is essential to change the perception that the Writing Centers at research universities only exists to help undergraduate students with remedial writing. Continued financial support for and philosophical belief in the writing processes promoted by the Writing Center requires that all members of the university consider the Writing Center a place that supports them in their work. The Writing Center Coordinator, the Director of Writing, and the Faculty Writing Consultant from PSU will discuss the implementation of the Faculty Writing Project pioneered by the Writing Center at Portland State University, including preliminary program data, program structure, and issues/questions raised during the pilot.

C7 Identity Theft of a Writing Center Director
Group Panel LAKE CALHOUN
Kelly Anthony, Ozarks Technical Community College; Gayle Mercer, University of Wisconsin-Whitewater; Margaret Weaver, Missouri State University
We will explore another kind of identity theft that is not predicated on financial gain—the identity theft that occurs in academia as a form of punishment. After some students took offense at comments in a graduate class taught by the Writing Center Director...
(while she was not in class), the issue escalated and she eventually was ordered to resign as Director. This public theft of her identity was her punishment. This round-table discussion will begin with each presenter (the ex-Writing Center Director, a graduate student who was in the class, and an English faculty member) offering a brief position statement regarding how this identity theft impacted her own identity in the academy. We will then explore questions with attendees: How and why is a writing center’s identity intimately associated with the writing center director’s identity? How does using identity theft as punishment function as an internalized inscription of power on faculty?

In her essay titled “Why Don’t We Write What We Teach? And Publish It?” Lynn Z. Bloom asserts that “[w]riting regularly should be as much a part of the teacher’s activity as meeting class, and as unremarkable” (118). Each member of the panel will read her own belletristic writing. After these readings, panelists and those in attendance will explore the implications such writing holds for us as writing center professionals. We hope to continue a conversation about the necessity of writing in the lives of those who teach writing, and we hope remain true to Bloom’s larger emphasis: “[I]f more of us wrote and published belletristic essays, we would enliven and enhance the genre, our teaching, and our profession. And we’d have more fun” (119).

In the digital age, students are visiting the Writing Center with non-traditional, “screen based” documents. My presentation will have participants actively examine/review electronic projects and reach some preliminary conclusions on 1. how tutors might proceed with these forms of student work, and
2. what specialized knowledge, if any, tutors will need for these types of sessions

**Crossing Borders: Translation Theory and the Writing Center**
Eliana Schonberg, University of Texas at Austin
Filtered through the lens of my work as a translator of French poetry and a writing center consultant and administrator, this paper analyzes the ways translation theory can challenge how we position ourselves as collaborators within both consultations and institutional settings.

- Translation theory
- Global language

**“Live from Downtown Canton”: Training Tutors via Distance Learning**
Jay Sloan, Kent State University-Stark Campus
With faculty and budgets stretched thin, large universities with multiple regional campuses often search for ways to share resources. This presentation details the challenges and the rewards of attempting to utilize distance-learning (V-Tele) and web-based classroom technologies (WebCT Vista) to offer a tutor training course simultaneously across multiple campuses.

- Technology
- Tutor Training

**D3 FINDING THE WRITING CENTER: ANNA DEAVEERE SMITH AND PEDAGOGY**
Performance Art  NICOLET D3
Linda Miller, Muhlenberg College; Adam Pinti, Muhlenberg College; Benjy Shaw, Muhlenberg College; Ashley Wallace, Muhlenberg College
Our performance art piece is based on the work of Anna Deavere Smith. We began our work by asking our interviewees—students, writing tutors, and teachers of writing—three questions. These questions, adapted from a list in Nancy Maloney Grimn’s Good Intentions: Writing Center Work for Postmodern Times, focus on our basic writing center practices, such as why we insist on a nondirective approach or why we insist that tutors not write on student papers. We then transcribed the answers to these questions, and called 20 minutes into a performance art piece. During fall 2005, we presented this performance piece to a select audience at Muhlenberg College, and the audience was asked to reply to the performance. These replies were video-taped and added to the initial performance piece. During our workshop at NCPTW/IWCA next fall, we will perform our piece once again (the responses from the first piece included) and ask our conference audience to also add responses. This layering of question to answer, performance to response, and again performance to response will help us find the writing center “in the ways that people speak” (Smith. Fires in the Mirror. xiii).  

**D4 SPONTANEOUS COMPOSITION: USING IMPROVISATION TO INSPIRE CREATIVITY AND SELF-TRUST IN OUR STUDENTS’ WRITING**
Workshop  SKYWAY A
Amy Brady, University of Missouri-Kansas City
Often, the ecologies of our writing centers involve the teaching of pragmatic writing skills while those pertaining to creativity remain overlooked. In this workshop, participants will learn exercises used in improvisational theater to help students cultivate their creative abilities. Debriefing tips on how improvisation relates to creative composition will also be offered.

**D5 ALTERNATIVE SITES FOR WRITING: BUSINESS AND PHARMACY**
Constructed Panel  GREENWAY B
The Business of Writing: Initiating Real Collaboration in Business Group Tutorials
Deborah Burns, Merrimack College; Kathryn Nielsen-Dube, Merrimack College; Michael Rossi, Merrimack College
This presentation explores the dynamic complexity of collaborative work by specifically focusing the potential cognitive growth that can occur within sociocultural-based group Business tutorials. We will focus on the development of effective tutoring strategies, practices, and guidelines that we have researched to meet the needs of our Business faculty and students as well as our writing center staff. Moreover, we will discuss how, through the sharing of our research with our colleagues in Business, writing center pedagogy continues to drive instruction across the disciplines.

- Collaboration
- WAC
- Business / Technical Writing

**Writing In The Margins: Writing Centers In Pharmacy Schools**
Carol-Ann Farkas, Massachusetts College of Pharmacy and Health Sciences; Susan Mueller, St. Louis College of Pharmacy
Writing Centers in pharmacy schools enhance the learning experiences of students precisely because we are different from, and add to, our schools’ dominant cultures. What role do writing centers play in the development of proto-pharmacists? We will explore this question, and show how our experiences apply to others who inhabit border lands between dominant and minority cultures.

- WAC
- Technical Writing
- Scientific Writing

**D6 CANOES, COMPASSES, AND GENRE: EXPLORATION, BOUNDARIES AND GRADUATE STUDENTS**
Constructed Panel  REGENCY
A Genre-Based Approach to Tutoring Graduate Students
Rosaly Eves, Penn State University
In this presentation, I suggest that genre theory may provide a useful approach for generalist tutors to effectively tutor graduate students in a variety of disciplines. I offer some practical suggestions about dealing with genres commonly encountered in tutoring graduate students and include some writing models from different disciplines for tutors to analyze.

- Tutoring Graduate Students
- Genres
- WAC

**Canoes, Compasses, and College Students: Exploring Boundaries in the Writing Center**
Carla J. Corrigan, Winona State University; Brandon D. Gustafson, Winona State University; Ethan Krase, Winona State

Abstracts for Thursday, October 20, 2005
Building off of parallels between Minnesota’s Boundary Waters and university writing centers, this presentation employs theoretical notions of discourse and genre to examine how university writing centers transcend textual, interpersonal, and institutional boundaries. The presenters articulate an alternate identity for writing centers, one informed by the dialogic nature of textuality.

**Genres**

**D7 WRITING CENTERS AND DIS-ABILITY**

**It’s about Time: Writing Centers and Disability**

Rebecca Day Babcock, University of Texas-Permian Basin; Michael Dickel, Macalester College

In this roundtable discussion on disability, discussion leaders will raise important issues regarding disability in the writing center and invite attendees into the conversation. Participation by disabled writing center practitioners is welcomed, as well as participation by those who have tutored disabled students in the writing center.

**Observing the Boundaries of the Autistic Writer**

Gina Sinisi, Boise State University

By working together and discovering innovative consulting approaches, both writers with learning disabilities and consultants can overcome limiting boundaries. For the past seven months, I have been meeting regularly with a partially autistic girl, striving to discover how she interprets language. My presentation will explore the autistic writer, the consultant, and how they interact in the writing center.

**D8 DEANS, TURNIPS AND OYSTERS: CREATING SUPPORT FOR WRITING CENTER PROGRAMS**

Workshop LAKE NOKOMIS

Carol Peterson Haviland, California State University-San Bernardino; Carolyn Kinslow, Cameron University; Roberta Kjesrud, Western Washington University; Katherine Durham Oldmixon; Jenni Runte, Metropolitan State University; Mary Wislocki, Seton Hall University

Can writing center professionals turn administrative turnips into oysters? The challenge is that creating support for writing centers is often complicated: center professionals know that sometimes deans and provosts wish our work didn’t need to be done; we know too that sometimes our work doesn’t fit neatly into the usual institutional categories. Just as important, sometimes we may feel uncertain about how to be proactive in defining and securing our place within our schools. In this workshop, we will help participants work through these complications so that they can address the assumptions, expectations and decisions of key administrators in their own institutions more confidently. Panelists will focus on the language and ethos of writing center professionals, deans and provosts and propose rhetorical and affiliative strategies to help create support for writing center programs. Workshop participants will work in small groups to help each other solve problems and think through plans.

**Wednesday, Oct. 19 2:30 p.m.**

**E1 BREAKING THE DAM: RELEASING THE POTENTIAL OF STEWARDSHIP IN THE CENTER**

Group Panel NICOLLET D1

Joshua Begley, Eastern Kentucky University; Carrie Cook, Eastern Kentucky University; Marlowe Moore, Eastern Kentucky University; Sherry Robinson, Eastern Kentucky University; Michelle Turk, Eastern Kentucky University

In this panel presentation, directors, director interns, and tutors will discuss the approaches to writing center practice they believe are key to developing a stronger sense of stewardship and a fuller understanding of its place in writing center administration. Such approaches have led to a more effective on-going tutor training program and a re-envisioning of the center’s mission and goals. Directors have been freed to re-envision their role, leading to renewed professional vigor and a greater understanding of their responsibility for the learning of both tutors and clients; in fact, directors are now able to see themselves more as educators and less as administrators. These approaches have also led the tutors to have a stronger commitment to the writing center, which has resulted in increased investment, engagement, and initiative from them. This commitment has in turn enhanced the atmosphere of the center and the tutors’ own sense of stewardship to their clients.

**E2 EXPLORING METAPHORS AND CONCEPTUAL MODELS FOR ONLINEWRITING CENTER DESIGN**

Workshop NICOLLET D2

Lee-Ann K Breuch, University of Minnesota

This interactive workshop is designed to help participants working on the design or redesign of an online writing center.