SOUTHEASTERN
WRITING CENTER ASSOCIATION
PRESENTS

Stories

from the Center

WESLEYAN COLLEGE
MACON, GEORGIA

APRIL 23-25, 1998

KEYNOTE SPEAKERS
AL DECICCIO AND KATHERINE SHINE CAIN

a message from the chair

Dear conference attendees,

Welcome to Macon, Georgia and Wesleyan College. I hope your stay is thought-provoking and uplifting. Even as I write the preceding sentence, I remember the first conference that I attended as a grad student; a colleague heard me complaining about a session that I had just attended. She turned to me and said, "You know if I can walk away from a conference or meeting like this with just one new idea, I feel that my time has been well spent."

While I hope you leave this year's SWCA conference with more than just one provocative idea or new insight, I know that not every presentation will meet your expectations. Still I hope in the sharing of stories, we all grow together. For in this bonding, and the rebonding that occurs long after these three days pass, will come the real test of the conference's success. Enjoy Macon, enjoy Wesleyan, but most of all, enjoy each other and the shared stories of our professional lives.

Sincerely,

Peg Ellington

SWCA'S
Keynote Speakers
FOR 1998
PRESENT

"WE ARE THE STORIES WE TELL:
THE SIGNIFICANCE OF LORE IN THE WRITING CENTER"

Albert C. DeCiccio has taught rhetoric and composition at Merrimack College for 17 years; in addition, since 1984, he has served as Director, Associate Director, and Steering Committee member for the Merrimack College Writing Center. On sabbatical leave for the 1997-1998 academic year, he currently holds the position of Dean of the Faculty of Liberal Arts. He has made presentations on writing center theory and practice, as well as on social constructionism and collaborative learning, at the Conference on College Composition and Communication, the annual conference for the National Council for Teachers in English, the National Peer Tutoring in Writing Conference, and the New England Writing Centers Association, and he has been Second and First Vice President of the Executive Board of the New England Writing Centers Association. He is a member of the Editorial Board of NWCA Press and, with Joan Mullin, he is co-editor of The Writing Center Journal. He regularly contributes articles to The Writing Lab Newsletter, and his books include *Sample Research Papers from Across the Disciplines* (Harper Collins 1991) and *Exploring Literature: A Collaborative Approach*, with Kathleen Shine Cain and Michael J. Rossi (Allyn & Bacon 1993).

As as a professor at Merrimack College, Kathleen Shine Cain has directed the college's Writing Center and is currently the Director of the Women's Studies Program. She is the author of articles on writing centers, detective novelists, and contemporary American writers, as well as several textbooks, including *Living in the USA: Cultural Contexts for Reading and Writing* (Allyn & Bacon 1994), and the reference book, *Leon Uris: A Critical Companion* (Greenwood 1998). None of her accomplishments, however, compares with the accolade offered in 1993 by her then twelve-year-old daughter: "Mom, of all the mothers, you're the least embarrassing."

Dr. DeCiccio and Dr Cain have presented together at numerous composition and writing center conferences and have coauthored (with Michael J. Rossi) "Walking the Tightrope: Negotiating Between the Ideal and the Practical in the Writing Center" (*Writing Center Perspectives*, Byron L. Stay, Ed, NWCA Press 1995) .

1998 Southeast Writing Center Conference Schedule

Thursday, April 23, 1998

6:30-8:30 pm--**Welcome Reception**, early registration, Macon Museum of Arts and Sciences, 4182 Forsyth Road, light refreshments, entertainment. Shuttle will be available to drive attendees to this event; please call ahead for shuttle reservation--757-3904.

Friday, April 24, 1998

7:30-9:00 am--**Registration** Continues @ Olive Swann Porter Building, Hinton Lounge on Wesleyan Campus, 4760 Forsyth Road

9:00-9:30 am--**Opening Session**, Hinton Lounge

9:30-10:20--Presentations
    Section A, Tate 222: **"The Writing Center Backbone"**
        Bryan Moten, Medical University of South Carolina
        "From Guilt to Instructive Paradox: Issues and Ironies of the Experienced Teacher as Tutor"
        Curt Rode, University of Tennessee-Knoxville
    Section B, Tate 228: **"A Tactful Game Plan"**
        Robin Redmon Wright, University of Tennessee-Knoxville
        "The Story I Love to Tell"
        Sarah Davis, Chowan College
    Section C, Tate 117: **"The Writing Center Log as Storyteller"**
        Karl Fornes, University of South Carolina--Aiken
        "From the Horses' Mouths: ETSU Writing and Communication Center Tutors Share Their Experiences with Adult Students"
        Noell Farley, East Tennessee State University
    Section D, Library
    Strickland Room
        "Administration Across the Curriculum: Alternate Conceptual Frames as a Resource for Writing Center Directors"
        Josephine Koster Tarvers, Winthrop University
        "Not Just a Class Act: Nonacademic Writing in the Writing Center"
        Beth Rapp Young, Susan Spraker, University of Central Florida

10:30-11:20
    Section A, Tate 222: **"Talkin' in the Writin' Center: African-American Communications in the Writing Center"**
        Marti S. Baker, Armstrong Atlantic State University

"**Breaching the Stonewall: Reaching the Reluctant Student**"
Abby Branda, University of Tennessee-Knoxville

Section B, Tate 228: "**Classic Sessions in the Center**"
Lisa Birnbaum, Brian Adams, Rosie Vergara, Keith McBride, Ariel Gunn, Eric Steiner, Terry Lacy, Amy Vandawalker, University of Tampa

Section C, Tate 117: "**Sharing the Load through Community Outreach**"
"**Sharing Staff: One Solution to the Writing Center's Resource Shortage**"
Glenda Lee Thompson, Betty Barstow, Medical University of South Carolina

Section D, Library: "**First Draft: Georgia Southern University**
Strickland Room **Writing Center**"
Anita Coleman, Brad Swope, David Starnes, Carissa Morris, Georgia Southern University

Section E, Porter: "**Follow the Yellow Brick Road: Getting Students**
Hinton Lounge **into the Writing Center**"
Cindy Hughey, Connie James, Lula Mae Martin, Diana Bell, University of Alabama-Huntsville

11:30-12:20

Section A, Tate 228: "**The Speaking Center: A Service for Students**"
Kathleen DeMarco, Agnes Scott College
"**Sing Tongue, the Glorious Battle *Won*: My Fight for the 'Writ'-ing Center**"
Sonja Bagby, State University of West Georgia

Section B, Tate 222: "**I am bound for the Promised Land**"
Tom Waldrep, Jennie Ariail, Medical University of South Carolina

Section C, Tate 117: "**'Let Us Tutor You': Marketing the Writing Center**"
Karen V. Zagrodnik, Auburn University
"**'Help me! I've got to graduate!': Finding the Calm at the Center**"
Ellen Wright-Vance, Miles College

Section D, Library: "**City Center/Country Center: What You See Is**
Strickland Room **Not Necessarily What You Get**"
Carol Howell, University of Alabama
Dabney Gray, Stillman College
"**Going Low Tech**"
Sam Prestridge, University of Georgia-Athens

12:30-2:00   Banquet, Candler Building, Oval Hall
Keynote Address
"We are the Stories We Tell: Significance of Lore in the Writing Center"
Al Deciccio & Kathleen Shine Cain
Merrimack College

2:15-3:05
Section A, Tate 228:   **"Story Tellers Tell Stories About Story Tellers"**
*(Note 2 hr session)
Phillip Gardner, Bob Parham, Francis Marion University

Section B, Tate 222:   **"Confidentiality and the Writing Center"**
Laurie Boggs, Andrea Booher, Laura Brandon, Lee Hayes,
Betsy Morley, Brook Partner, Kristen Toth, Laura
Vanderbloemen, Christine Cozzens, Agnes Scott College

Section C, Tate 117:   **"Teaching Thinking at the Center"**
Jonaid Sharif, Fort Valley State University
**"Applying Adult Learning Theory to Writing
Center Practice: aPEERances are Deceiving"**
Rob Russell, East Tennessee State University

Section D, Library: **"Coming of Age Stories: On-the-Job Training of
Strickland Room   Freshmen Writing Assistants"**
Marilyn Lutz, Rebecca Ellis, Wendy Jernigan, Lori
Mewherter, Chris Ortega, Debra Williams, University of
North Carolina-Pembroke

3:15-4:05
Section A, Tate 228:   **"Story Tellers Tell Stories About Story Tellers"
Part II**
Phillip Gardner, Bob Parham, Francis Marion University

Section B, Tate 222:   **"Tutorials From Hell"**
Litasha Dennis, Joe Keener, Meredith Reynolds, Winthrop
University

Section C, Tate 117:   **"Seeing the Forest and the Trees: The Auburn
University English Center Takes a Walk"**
Isabelle Thompson, Linda Gordon, Auburn University

Section D, Library: **"Circle Hopping: A Secret History of Writing
Strickland Room   Center Initiations"**
Rich Bruner, Sacia Glazener, C.J. Neal, Jason Ortiz,
Carolyn Fisher, Rollins College

Saturday, April 25, 1998

9:00-9:50 am
Section A, Tate 228:   **"Bridging the Gap Between Writing Centers and
Computer Labs"**
Laary Jackson Cushman, University of South Carolina-
Aiken

"Trying to Come Across as a Friendly Giant"
Ron Baxley, University of South Carolina-Aiken

Section B, Tate 222: **"The Challenge of Responding Across the Curriculum"**
*(Note 2 hr session)
Brenda Robertson, Alan Burns, Whitney McClintock, Collin Brown, Amanda Benefield, Jeremy Griffin, Tiffany Kilpatrick, University of Mississippi

Section C, Tate 117: **"Dr. Jekyll and Mr. Tutor: Shifting Roles in the Writing Center"**
Scott Gilbert, Winthrop University
"The Collaboration between the Freshman Writing Program and the College of Engineering Faculty at USC"
Deanna Ramey, University of South Carolina

Section D, Library: **"Balancing Theory and Practice in ESL**
Strickland Room **Tutorials"**
"An Academic Preparation for ESL Tutorials"
Traci Augustosky, Valdosta State University
"When LaKeisha Met Yuichi: Preparation Meets Reality"
LaKeisha Carter, Valdosta State University

10:00-10:50 am

Section A, Tate 228: **"The Good and the Evil of the Three 'Ts' (Teaching, Tutoring, and Technology)"** *(Note 80 min Session)
"War and Peace, or, Zen and the Art of Computer Usage"
Carol L. Robinson
"Fought Battles: Won and Lost"
Sharmtelle Radford
"Learning From My Failures"
Alisandra Archer
"The Transition from War to Peace: Tutor/Teacher and Student Relations"
Dianne Hollingsworth
Middle Georgia College

Section B, Tate 222: **"The Challenge of Responding Across the Curriculum" Part II**
Brenda Robertson, Alan Burns, Whitney McClintock, Collin Brown, Amanda Benefield, Jeremy Griffin, Tiffany Kilpatrick, University of Mississippi

Section C, Tate 117: **"'so much depends/upon...': On the Contextual Relativity of the Tutoring Relationship"**
Glenda Conway, Connie Morris, University of Montevallo
"The Writing Center as Advocate for the Visually Impaired: Brian's Story"
Karin Sisk, Jennifer Warren, Augusta State University

Section D, Library: **"A Pride of Professionals: Stories of Leadership**
Strickland Room **in the Writing Center"**
Leslie Tillman, Stephanie Baum, Virginia Uelze, Emily
Jorgensen, Twila Yates-Papay, Rollins College

11:00-11:50

Section A, Tate 228: **"The Good and the Evil of the Three 'Ts'**
(Teaching, Tutoring, and Technology)" *(Part
II) "War and Peace, or, Zen and the Art of
Computer Usage"
Carol L. Robinson
"Fought Battles: Won and Lost"
Sharmtelle Radford
"Learning From My Failures"
Alisandra Archer
"The Transition from War to Peace:
Tutor/Teacher and Student Relations"
Dianne Hollingsworth
Middle Georgia College

Section B, Tate 222: **"Words and Numbers Don't Lie: Using a Writing**
Center Database To Track Student Progress and
Facilitate Writing Instruction"
Jim Booth, C. Chris Yopp, Surry Community College
"Cultural Perspectives and Literary
Interpretation of the Quixote: Students of
English and Spanish Exchange Notes"
Lee Bollinger, Jana Sandarg, Augusta State University

Section C, Tate 117: **"Virtual Tutorials: An Analysis of Email and**
MOO Tutoring Environments"
"Hello, are you there? Asynchronous Tutorials
Using Email"
Rod Spellman
"Bovine Experiments: Synchronous Tutoring"
Jennifer Trevisol
"Virtual Tutorials: The View from the
Director's Computer"
Donna Sewell
Valdosta State University

Session D, Library: **"Southern Discourse: Reviving the SWCA**
Strickland Room **Newsletter"**
Christine Cozzens, Agnes Scott College

Section A, Tate 228

"The Writing Center Backbone," Bryan Moten, Medical University of South Carolina
For Writing Centers to accomplish their mission, they must have in place a highly functional system for daily operation, statistical data collection, and a qualified staff assistant, capable of designing and producing effective presentations for workshops, lectures, and classes. This presentation will offer the details of an efficient program.

"From Guilt to Instructive Paradox: Issues and Ironies on the Experienced Teacher as Tutor," Curt Rode, University of Tennessee-Knoxville.
This presentation focuses on the unique pleasures and problems that a group of experienced composition and literature teachers have witnessed when they return as tutors to a campus writing center.

Section B, Tate 222

"A Tactful Game Plan," Robin Redmon Wright, University of Tennessee-Knoxville
This session examines how building trust between student athletes and Writing Center Tutors can help overcome a student athlete's resistance to using personal experience and reflection in his or her academic writing.

"The Story I Love to Tell," Sarah Davis, Chowan College
To understand how The Write Place, Chowan College's Writing Lab, grew from nothing to anything to something (the right place) is to hear a combination of many stories that merge into one story I love to tell.

Section C, Tate 117

"The Writing Center Log as Storyteller," Karl Fornes, University of South Carolina-Aiken
Through an analysis of writing room logs, this presentation will discuss how issues raised in the logs reflect the attitudes and responses of consultants to specific events that occur within and outside of the writing center.

"From the Horses' Mouths: ETSU Writing and Communication Center Tutors Share Their Experiences with Adult Students," Noell Farley, East Tennessee State University

This presentation will detail writings from tutors' journals including anecdotal episodes regarding lessons learned from, and reflections on, the unique opportunities for growth provided by cross generational interactions in a Writing Center.

Section D, Library, Strickland Room

"Administration Across the Curriculum: Alternate Conceptual Frames as a Resource for Writing Center Directors," Josephine Koster Tarvers, Winthrop University

An examination of why center administrators require tutors to learn about the languages of other disciplines but often don't use the language of administrative disciplines themselves.

"Not Just a Class Act: Nonacademic Writing in the Writing Center," Beth Rapp Young, Susan Spraker, University of Central Florida

We do our best to revise faulty understandings about writing centers. But in addition to revision, sometimes it helps to circulate new stories. This presentation will talk about how a focus on unusual, nonacademic writing can help publicize a writing center and help people better understand what we do.

10:30-11:20

Section A, Tate 228

"Talkin' in the Writing Center: African-American Communications in the Writing Center," Marti S. Baker, Armstrong Atlantic State University

In this presentation, I wish to offer advice to tutors who may experience the dilemmas I have as I, an African-American tutor, tutored African-American students. I want to tell how my experiences with African-American students have helped me become a better tutor and have opened the communication barrier tutors face during one-on-one conferences with students.

"Breaching the Stonewall: Reaching the Reluctant Student," Abby Branda, University of Tennessee-Knoxville

In this presentation, I will share the strategies that I used to motivate and empower a passive student writer.

Section B, Tate 222

"Classic Sessions in the Center," Lisa Birnbaum, Brian Adams, Rosie Vergara, Keith McBride, Ariel Gunn, Eric Steiner, Terry Lacy, Amy Vandawalker, University of Tampa

In this interactive workshop on issues in tutoring, sessions will be briefly (often humorously) dramatized for audience discussion and analysis.

Section C, Tate 117

"Sharing the Load through Community Outreach," "Sharing Staff: One Solution to the Writing Center's Resource Shortage," Glenda Lee Thompson, Betty Barstow, Medical University of South Carolina
Community outreach is an integral part of what the Writing Center at the Medical University of South Carolina offers. These presentations discuss two specific projects that we have undertaken in the past year. Both have allowed us to forge mutually beneficial connections with our community.

Section D, Library, Strickland Room

"First Draft: Georgia Southern University University Writing Center," Anita Coleman, Brad Swope, David Starnes, Carissa Morris, Georgia Southern University
We are first-year tutors, in new facilities, with developing programs.
Telling our stories, we are composing the first draft of the GSU Writing Center.

Section E, Porter Building, Hinton Lounge

"Follow the Yellow Brick Road: Getting Students into the Writing Center," Cindy Hughey, Connie James, Lula Mae Martin, Diana Bell, University of Alabama-Huntsville.
This interactive workshop is designed to explore ways of attracting students to the writing center through the use of classroom presentation. We will first present a successful skit used at the University of Alabama in Huntsville, then break into groups to develop presentations that could be successful in other contexts.

11:30-12:20

Section A, Tate 228

"The Speaking Center: A Service for Students," Kathleen DeMarco, Agnes Scott College
The Speaking Center at Agnes Scott College uses the tutorial approach to critique speeches-in-progress, while allowing peer tutoring in paralanguage skills such as pitch, projection and pace.

"Sing Tongue, the Glorious Battle Won: My Fight for the 'Writ'-ing Center," Sonja Bagby, State University of West Georgia
Gather around, writing center colleagues, knights in battered armor--my writing center story focuses on the theoretical, philosophical, and ethical questions (in a bit of a tongue-in-cheek manner) that I pondered, explored, and "conquered" during these first two years of our "renovated" Writing Center. I will touch on many of the obstacles we all fight to overcome--bringing a dead center back and the battles fought, won, and lost along the way.

Section B, Tate 222

"I am bound for the Promised Land," Tom Waldrep, Jennie Ariail, Medical University of South Carolina

This presentation argues that writing centers are not only for learning communication skills but are key sites for promoting all that is vital and central to education. Writing centers have come of age and now is the time for them to assert their central, starring role in the academy.

Section C, Tate 117

"'Let Us Tutor You': Marketing the Writing Center," Karen V. Zagrodnik, Auburn University

This paper presents my story of an orientation program provided for over twenty freshman composition courses at Auburn, including the specific format and techniques used in the session. I include stories from students who directly benefited from these sessions and now regard the Center as another resource for the writing process.

"'Help me! I've got to graduate!': Finding the Calm at the Center," Ellen Wright-Vance, Miles College

A well-ordered, and untested, world was suddenly disrupted when Marshall walked in one day, grabbed an arm and demanded to see the "Doctor." Marshall presented an almost overwhelming challenge, but he also became the catalyst that finally helped give direction to our new Writing Center. Through Marshall, we gained a better insight into what we should attempt to do and how to go about accomplishing our goals.

Section D, Library, Strickland Room

"City Center/Country Center: What You See Is Not Necessarily What You Get," Carol Howell, The University of Alabama and Dabney Gray, Stillman College

The University of Alabama and Stillman College are both in Tuscaloosa, Alabama. Both institutions have writing centers. Those centers, however, have vastly different functions and provide services to their populations in ways which would not necessarily be those expected of a big, state university and a small, religious school. Points of comparison include physical structure, hours of operation, services offered, technological components utilized, staffing, institutional expectations, and the duties of the directors.

"Going Low Tech," Sam Prestridge, University of Georgia-Athens

This presentation focuses on efforts to develop a series of video-taped grammar tutorials and includes excerpts from videos, an examination of instructional materials, and a discussion of specific problems.

Section A, Tate 228

"Story Tellers Tell Stories About Story Tellers," Phillip Gardner, Bob Parham, Francis Marion University. NOTE: 2 hour session
　　This workshop focuses on writing within a context and creating contexts for writing.

Section B, Tate 222

"Confidentiality and the Writing Center," Laurie Boggs, Andrea Booher, Laura Brandon, Lee Hayes, Betsy Morley, Brook Partner, Kristen Toth, Laura Vanderbloemen, Christine Cozzens, Agnes Scott College
　　In this presentation, we explore both the reasoning behind our policy of confidentiality and how it works successfully. We also highlight some of the situations in which a strict policy of confidentiality may prove difficult, but not impossible.

Section C, Tate 117

"Teaching Thinking at the Center," Jonaid Sharif, Fort Valley State University.
　　This presentation will detail preconditions necessary for success in teaching thinking, provide an actual example of a conference, and touch on some drawbacks and exceptions. Handouts will be provided to the audience.

"Applying Adult Learning Theory to Writing Center Practice: aPEERances are Deceiving," Rob Russell, East Tennessee State University
　　Based on our experiences in the Writing and Communication Center at ETSU, the idea of the "peer tutor" is still a viable way to describe the preferred dynamic between traditionally-aged tutors and non-traditional students. An action plan for integrating the concepts of adult learning into writing center practice through staff training, outreach, and faculty development workshops will be presented.

Section D, Library, Strickland Room

"Coming of Age Stories: On-the-Job Training of Freshmen Writing Assistants," Marilyn Lutz, Rebecca Ellis, Wendy Jernigan, Lori Mewherter, Chris Ortega, Debra Williams, University of North Carolina-Pembroke
　　Freshmen and upperclass tutors share personal stories about training experiences, confidence building, successes and challenges during consultations, and changing attitudes toward writing and tutoring.

Section A, Tate 228

"Story Tellers Tell Stories About Story Tellers, Part II" Phillip Gardner, Bob Parham, Francis Marion University. NOTE: 2 hour session
    This workshop focuses on writing within a context and creating contexts for writing.

Section B, Tate 222

"Tutorials From Hell," Litasha Dennis, Joe Keener, Meredith Reynolds, Winthrop University
    This interactive role-playing session explores nonproductive and productive tutoring techniques. The presentation features four role-playing simulations that show what can go wrong in typical tutoring situations, allows for discussion, and then simulates an improved version of handling the session.

Section C, Tate 117

"Seeing the Forest and the Trees: The Auburn University English Center Takes a Walk," Isabelle Thompson, Linda Gordon, Auburn University
    Sometimes a writing center confines itself to the space allocated. When we expanded the space for us at Auburn, by walking out into the woods (aka the School of Forestry to conduct a writing workshop), the writing center turned an unfamiliar forest into a constructive writing grove of academe.

Section D, Library, Strickland Room

"Circle-Hopping: A Secret History of Writing Center Initiations," Rich Bruner, Sacia Glazener, C.J. Neal, Jason Ortiz, Carolyn Fisher, Rollins College
    As writing centers, we can identify initiation stories, the rites by which clients, peer consultants, faculty, and administrators become connected to us. Deconstructing these stories will reveal what they say of unconscious exclusions. To initiate everyone into the writing community, this workshop will help us write new stories with inclusionary tactics for the seeming nemesis we may have written out of the tale.

4:30
Hay House Tour--Come join us on a tour of a restored Georgia mansion. Limited space available; sign up at the registration desk.

6:00
Dinner on your own. Check your registration materials for restaurant suggestions.

Section A, Tate 228

"Bridging the Gap Between Writing Centers and Computer Labs," Laary Jackson Cushman, University of South Carolina-Aiken

In essence, the writing center is a place where students come to write. But in most cases, the process of initial prewriting and last minute revision occurs outside the writing center environment. One solution to this problem that we at USC have found is to combine two resources that produce a hybrid environment where questions that occur at any stage of the process can be answered.

"Trying to Come Across as a Friendly Giant," Ron Baxley, University of South Carolina-Aiken

Our story from the center is one of trying to come across as a friendly giant. We just moved from a small room in which most of the students were in hearing distance of the consultants to three combined rooms, a huge space. Such a space, we hope, will make the center more of an idea room and less of a utilitarian presence.

Section B, Tate 222

"The Challenge of Responding Across the Curriculum," Brenda Robertson, Alan Burns, Whitney McClintock, Collin Brown, Amanda Benefield, Jeremy Griffin, Tiffany Kilpatrick, University of Mississippi. NOTE: 2 hour session

The University of Mississippi has no institutionalized Writing Across the Curriculum program. Therefore, the Writing Center provides a staff from varied disciplines to respond to student writers. In their panel presentation, six staff members will describe how the specialized writing they do in their own disciplines informs their reading of students' writing in other disciplines. The Writing Center Director will describe the challenges of supervising such a program.

Section C, Tate 117

"Dr. Jekyll and Mr. Tutor: Shifting Roles in the Writing Center," Scott Gilbert, Winthrop University

Making the transition from graduate tutor to faculty tutor has meant adjusting to changes in expectations and style; this presentation will detail what turned out to be an invaluable shift.

"The Collaboration between the Freshman Writing Program and the College of Engineering Faculty at USC," Deanna Ramey, University of South Carolina

The University of South Carolina's College of Engineering has implemented an innovative writing program that introduces freshmen to the arts of writing and speaking persuasively as engineers. The collaboration between the Freshman Writing Program staff and the U101E faculty can serve as a model for other programs as it demonstrates realistic methods of working together to address the communications needs of students.

Section D, Library, Strickland Room

"Balancing Theory and Practice in ESL Tutorials," Traci Augustosky, LaKeisha Carter, Valdosta State University
This panel focuses on the ways tutors prepare for working with ESL students and the reality they confront when moving from the textbook explanations of ESL students to the actual students.

10:00-10:50

Section A, Tate 228

"The Good and the Evil of the Three 'T's (Teaching, Tutoring, and Technology)," Carol L. Robinson, Sharmtelle Radford, Alisandra Archer, Dianne Hollingsworth, Middle Georgia College
Sessions titles include: **"War and Peace, or, Zen and the Art of Computer Usage," "Fought Battles: Won and Lost," "Learning From My Failures," "The Transition from War to Peace: Tutor/Teacher and Student Relations."** This session addresses the relationships between students, technology, tutors, and teachers of Developmental Studies (DST) English. Two teachers and two students will relay their stories of success in the harsh struggle to improve student writing.

Section B, Tate 222

"The Challenge of Responding Across the Curriculum Part II," Brenda Robertson, Alan Burns, Whitney McClintock, Collin Brown, Amanda Benefield, Jeremy Griffin, Tiffany Kilpatrick, University of Mississippi. NOTE: 2 hour session
The University of Mississippi has no institutionalized Writing Across the Curriculum program. Therefore, the Writing Center provides a staff from varied disciplines to respond to student writers. In their panel presentation, six staff members will describe how the specialized writing they do in their own disciplines informs their reading of students' writing in other disciplines. The Writing Center Director will describe the challenges of supervising such a program.

Section C, Tate 117

"'so much depends/upon...': On the Contextual Relativity of the Tutoring Relationship," Glenda Conway and Connie Morris, University of Montevallo
In the tutor-student relationship, "so much depends/upon" context--both the tutor's and the student's. This presentation acknowledges and celebrates the essentialness of context in the tutoring relationship.

"The Writing Center as Advocate for the Visually Impaired: Brian's Story," Karin Sisk, Jennifer Warren, Augusta State University
With the advent of Disabilities Coordinators, the role of the Writing Center has changed...for the better. Get an update on the ADA and how it is to be appropriately applied to students with disabilities: a Prescription for Success--Less Stress.

Section D, Library, Strickland Room

"A Pride of Professionals: Stories of Leadership in the Writing Center" Leslie Tillman, Stephanie Baum, Virginia Uelze, Emily Jorgensen, Twila Yates Papay, Rollins College

Celebrating early peer consultants who built Centers and shaped the realities of our work, this session looks at your leadership stories and ours--of creation, initiation, growing up as writers and tutors, revelers, revolutionaries, and even directors. How can we grant such leaders even greater voice in the evolution and operation of Writing Centers? Our own model, the Clough Senior Consultant Program, will provide one option as we define the power of this pride of professional peers. Audience discussion will consider how similar programs might be shaped at a variety of Centers.

11:00-11:50

Section A, Tate 228

"The Good and the Evil of the Three 'T's (Teaching, Tutoring, and Technology) Part II," Carol L. Robinson, Sharmtelle Radford, Alisandra Archer, Dianne Hollingsworth, Middle Georgia College

Sessions titles include: **"War and Peace, or, Zen and the Art of Computer Usage," "Fought Battles: Won and Lost," "Learning From My Failures," "The Transition from War to Peach: Tutor/Teacher and Student Relations."** This session addresses the relationships between students, technology, tutors, and teachers of Developmental Studies (DST) English. Two teachers and two students will relay their stories of success in the harsh struggle to improve student writing.

Section B, Tate 222

"Words and Numbers Don't Lie: Using a Writing Center Database to Track Student Progress and Facilitate Writing Instruction," Jim Booth, C. Chris Yopp, Surry Community College.

In this presentation, Professor Booth will explain how/why a writing center data base can/should be built; Professor Yopp will discuss how the data base helps him refine writing instruction.

"Cultural Perspectives and Literary Interpretation of the *Quixote*: Students of English and Spanish Exchange Notes," Jana Sandarg, Lee Bollinger, Augusta State University

Through selected readings, journal writing, film clips and group discussions, a Spanish class and a communications class discover the cultural differences of Don Quixote de la Mancha.

Section C, Tate 117

"Virtual Tutorials: An Analysis of Email and MOO Tutoring Environments," Rod Spellman, Jennifer Trevisol, Donna Sewell, Valdosta State University

This panel focuses on the advantages and disadvantages of email and MOOs as tutoring environments from the perspectives of tutors, tutees, and the director.

Section D, Library, Strickland Room

"Southern Discourse: Reviving the SWCA Newletter," Christine Cozzens, Agnes Scott College

   Southern Discourse, the SWCA newsletter, is back again, housed at Agnes Scott College under the editorship of Christine Cozzens. This session invites those of you who would be interested in writing occasionally for the newsletter or being a part of its editorial staff. We will discuss the role the newsletter should play in the organization and share ideas for future issues. Be warned--you will probably leave this session with a writing assignment!

1 2 : 0 0

Box Lunches and Bidding Farewells
On the Quad