

**Southeastern Writing Center
Association Conference**

Collaboration at the Center

February 15-17, 2001

**Auburn University
Auburn, Alabama
Co-sponsored by Auburn University and the University
of Montevallo**

Acknowledgements

This conference is truly the product of collaboration. The hard work of many individuals and groups has contributed to its planning and preparation. We would like to offer our gratitude to the Southeastern Writing Center Association Board members who met during June 2000 to choose the conference theme and keynote speaker and to determine the best way to schedule sessions, meals, and other activities.

In addition, we wish to thank all of those who have helped make SWCA 2001 a reality—whether by considering proposals, participating on decision-making committees, or helping with mailings. While it would be impossible to acknowledge every person who has taken a part in this conference's planning, there are some who deserve special recognition. These include:

- *Most special thanks to Mary S. Diamond of Auburn University and Mia Molina-Haignie of the University of Montevallo—whose enthusiastic and energetic preconference assistance was invaluable.*
- Tonja Battle
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- Jennifer Campbell
- Cindy Champion
- Pierre Cyr
- Owen Elmore
- Steve Gilts
- Angela Insenga
- Kim Przett
- Rosemary Stæk
- Kelly Swilley

Warm Regards,

Glenda Conway
University of Montevallo

Isabelle Thompson
Auburn University

Schedule of Events

Thursday, February 15, 2001

3:00-6:00 p.m.

**Registration
Conference Center Lobby**

5:00-6:00 p.m.

**SWCA Board Meeting
Meeting Room C**

6:00-7:30 p.m.

**Supper
(on your own)**

7:30-9:30 p.m.

**Reception
Auburn University Center for
the Arts and Humanities,
Pebble Hill**

*Sponsored by Allyn & Bacon/Longman,
Harcourt Brace, and Prentice Hall.
Meet in the Conference Center Lobby.*

Friday, February 16, 2001

7:30 a.m.-
3:00 p.m. Registration
Conference Center Lobby

7:30-8:45 Breakfast and
SWCA Business Meeting
Ballroom B
(open to all conferees)

9:00-10:15 **A SESSIONS**

Panel: Collaborative Tutoring and Learning

Meeting Room A

Session Moderator: Mary Stephens Diamond, Auburn University

Collaboration as Code Word: Selling Writing Centers Short

Connie B. Sirois, Nicholls State University

The speaker will discuss the ambiguity of the term "collaboration," suggesting that multiple descriptive terms are applicable and necessary in descriptions of writing center work.

Collaborative Learning: True Worship in the Writing Center

Sergio Ferrisi, University of South Carolina Aiken

The speaker will bring theories of social construction and Christian worship to his analysis of the collaborative tutoring relationship as "horizontal," in contrast to the "vertical" hierarchy between teachers and students.

**Collaboration and the Adult Returning Student:
Community Learning**

Mia C. Molina-Haynie, University of Montevallo

The presenter will highlight the specific needs of adult returning students and argue that collaborative groups might best meet the needs of this group.

**Panel: Enlarging the Writing
Center's Scope**

Meeting Room B

Session Moderator: Marcy Trianosky, Hollins University

**Teaching the Skills of Collaboration: A
Teamwork and Small Group Communication
Workshop at USC's Center for Business
Communication**

Trixie G. Smith, University of South Carolina

The presentation describes a workshop designed to improve students' interactions with group members on course writing projects.

Collaboration for Community Literacy

Betty Shiffman, Katherine Kunau, Sarah Wagner,
Spalding University

The panelists will discuss the process of collaboration involved in their efforts to extend their writing center's services into community literacy projects.

**Panel: Tutoring for Specialized
Writing Needs**

Meeting Room D

Session Moderator: Shawn M. Knight, Auburn
University

**Lost in the Jargon: Making Sense of Technical
and Scientific Writing**

Christina Bourgeois, Georgia Institute of Technology

The presenter examines the challenges teachers and tutors face when working with technical and scientific writing assignments, questioning whether pedagogical practices used in most writing centers are effective in a context whereby the content of writers' texts is foreign to the tutor.

Tutoring Referential Writing and the Visual Learner

Phillip Gardner, Francis Marion University

The speaker will demonstrate how to teach students to "color code" texts in order to highlight organization, use of outside authority, and coherence.

Panel: Lessons From Tutoring

Meeting Room H

Session Moderator: Christine Cozzens, Agnes Scott College

The Impact of Gendered Rhetoric in the Writing Center

Amber Feldman Goldberg, University of Central Florida
The presenter will share her research on the responses of writing center consultants to students depending on the gender of both the consultants and the students.

Tutoring Spontaneous Overflows

A. J. Brigati and Jeremy Lespi, University of Montevallo
The speaker will consider the ways in which tutors can offer revision assistance that allows texts to maintain the energy and feeling that is often the strongest characteristic of first drafts.

Panel: Assessment of Writing Centers

Computer Lab

Session Moderator: Karl Fornes, University of South Carolina Aiken

Knowing the Score: The Challenges of Writing Center Assessment

Sherry Robinson and Barbara Szubinska, Eastern Kentucky University

The speakers will examine the benefits and liabilities of current assessment methods and analyze the challenges inherent in assessing the effectiveness of writing centers.

Historicizing Ourselves: Analyzing and Comparing Diverse Centers

Donna Sewell, Valdosta State University

James A. Inman, Furman University

Traci E. Augustosky, Savannah College of Art and Design

The presenters examine their writing centers through their histories and practices, using that data to theorize about what writing centers are and what their differences mean.

10:30 – 11:20

B SESSIONS

***The Collaboration Continues:
Speaking from the Center***

Meeting Room B

Veronica Henson-Phillips, Amanda Colgate, Donna Gopaul, Emily Gibson, Keri Norris, Agnes Scott College

Panelists in this session will discuss the relationship of their institution's writing center with its newly-instituted speaking center.

***Using the Language of the
Discipline: Tutoring Across Campus***

Meeting Room D

Patrick Bizzaro, Philip Adams, James Anderson, Michael Flinchbaugh, and Resa Crane Bizarro, East Carolina University

The presenters will describe the transition that has taken place in transforming the Department of English Writing Center at their institution into a University Writing Center with a Writing Across the Curriculum orientation.

***Marketing Student Support
Services: Speaking to Student
Motivators***

Meeting Room E

Elizabeth Bir, Fayetteville State University

Carmen Christopher, North Carolina State University

The speakers will consider various student motivators for seeking writing assistance and evaluate their writing centers' current strategies.

***The Classroom, the Tutoring Table,
and the Dean's Office: Varying
Perspectives on the Writing Center
Computer Lab***

Maury Maryanow, Troy State University Montgomery

Susan Lewis Wallace, Troy State University

Ray Wallace, Troy State University Montgomery

The speakers will examine conflicting perceptions of the writing center.

11:30 – 12:15

Keynote Address

Lisa Ede, Oregon State University

Ballroom B

12:15 – 1:00

Luncheon

Ballroom B

1:30 – 2:20

C SESSIONS

***Designing Writing: Teaching
Strategies for Technical Writing
Consultants***

Meeting Room A

Christopher McGahey, Stephanie Somerville, Tim

Stoneman, and Phil Unger, Georgia Institute of

Technology

Based on their research findings, this panel will present effective strategies for teaching and tutoring technical writing to engineering students.

***The Integrated Communication
Skills Center: Evaluation and
Recommendations***

Meeting Room B

David R. Dedo, Kristina M. Godwin, and Julia R. Cain,
Samford University

The panel will describe and evaluate the expanded services provided through their former writing center in response to a major revision of their school's core curriculum.

***The Healing Touch: Human
Services Technology in the Writing
Lab***

Meeting Room D

Roseanna Almaee and Susan Andresen, Darton College

The presenters describe the ways that programs in Human Services Technology, Occupational Therapy Assistance, and Physical Therapy Assistance collaborate with the writing lab to develop students' communication skills.

***Stones in My Passageway: The
Tutor's Unique Perspective on What
Blocks the Writing Process***

Meeting Room E

Ben Click, Pete Andreone, Sarah Magruder, Molly Robey, St. Mary's College of Maryland

The speakers will share and discuss common constraints that disturb the development of the writing process of undergraduates as witnessed by undergraduate peer tutors.

***Connecting the Past and Present of
Writing Centers With the Future:
Lessons From the MOO***

Computer Lab

Lynley E. Loftin, Clemson University

James A. Inman, Furman University

The presenters discuss approaches to developing online tutoring services that maintain core writing center values.

2:30-3:20

D SESSIONS

***Tearing Down Borders: Extending
the Writing Center Community***

Meeting Room A

Leah F. Cassorla and Anetia L. Ports, Valdosta State University

The presenters will discuss the challenges of creating an online writing lab, including the ways in which tutoring styles are affected by the online medium.

Extending the Center

Meeting Room B

Carol A. Howell, University of Alabama

The presenter will demonstrate how the writing center collaborative approach can be used in the composition classroom.

***“So, can you teach a medicine and
literature course?”***

Meeting Room D

Tom Waldrep, Jennie Ariail, Tom G. Smith, Shannon Richards-Slaughter, Medical University of South Carolina

This presentation explores issues surrounding the design, by MUSC writing center personnel, of a medicine and literature course for students from the Colleges of Dental Medicine, Graduate Studies, Health Professions, Pharmacy, Medicine, and Nursing.

***Collaborating on the Numbers:
Documenting Writing Center
Performance Through Data
Collection and Interpretation***

Computer Lab

Dean A. Hinnen, The University of North Carolina at
Pembroke

*This interactive session will describe easily designed
small- and large-scale writing center research projects,
suggest sources of potential collaborators for such
projects, provide an introduction to readily available
statistical software packages, and engage participants
in discussions to help them find research collaborators
and design projects that fit their institutional needs.*

3:30 – 4:45

E SESSIONS

***Panel: Tutoring for Collaborative
Writing Projects***

Meeting Room A

Session Moderator: Thom Young, Francis Marion
University

***Beyond One-On-One Tutoring: Approaches to
Collaborative Tutoring Sessions***

Kristy Vantleven and Brantley Graham, Francis Marion
University

*The speakers will present their experiences with
conducting collaborative tutorials, drawing on direct
experience, interviews with professors, and student
survey results.*

***Writing Center, Writing Lab, and Composition
Theory Course: A Three-Way Collaboration at
Francis Marion University***

Ken Autrey, Francis Marion University

*The presenter will explain ways in which combined
involvement in his institution's writing center, writing
lab, and composition theory course benefits
tutors-in-training.*

Panel: Collaborating Ethically

Meeting Room B

Session Moderator: Glenda Conway, University of Montevallo

Hitting the Highlights: How Highlighter Pens Have Affected Collaboration in a College Writing Center

Jim Booth, Surry Community College

This presentation discusses a successful approach to dealing with ethical issues involving peer tutor appropriations of student texts.

Collaboration and Collusion: The Maintenance of Integrity

Kate Kessler and Kenneth Wright, James Madison University

The presenters will discuss the differences between collaboration and collusion, including examination of honor code/plagiarism statements in combination with examples and commentary from peer writing tutors and freshman writing workshop participants.

Panel: Writing Conditions and Constraints

Meeting Room E

Session Moderator: Mia Molina-Haynie, University of Montevallo

Under What Conditions Are Student Writers Most Productive?

Beth Rapp Young, University of Central Florida

The speaker reports on investigations she conducted to determine the effects of peer response, writing contexts, number of writing sessions, and writing apprehension on student writers.

A Pedagogy of Procrastination: Generating a Twelve-Step Program for Last-Minute Writers

Twila Yates Papay, Rollins College

The presenter, who advocates an acceptance of the reality of "last-minute" tutoring, will identify what kinds of help tutors can offer to writers under time constraints, then engage the audience in devising additional options.

Are We 'Building' Collaboration? A Nonverbal and Environmental Analysis of the Writing Conference

Rachel Goodman and William Wright, University of South Carolina Aiken

The presenters will analyze nonverbal communication and spatial arrangement in the writing center setting in connection to the overall success of tutoring sessions.

Panel: Collaboration and Computers

Computer Lab

Session Moderator: Sonja Bagby, University of West Georgia

Online Collaboration in the Writing Center

Alan Brown, University of West Alabama

The speaker will discuss the advantages and disadvantages of tutoring via email during his school's first year as an "e-campus."

Sharing the Screen: Non-Directive Collaboration on the Computer

David Matos and Eyvondra Wooden, University of South Carolina Aiken

The presenters will relate their experiences with on-computer tutoring while providing techniques useful for collaboration on the computer.

Tutor.edu: A Manual for Writing Center Tutors

Charlene Kiser, Milligan College

Kim McMurtry, Montreat College

The speaker will discuss an online tutor training manual for writing center tutors developed by faculty from five colleges in North Carolina and Tennessee.

5:00-6:00

Tour of the Auburn Sports Museum
Meet in the Auburn Conference Center Lobby.

Saturday, February 17, 2001

8:15 – 8:50

Meeting Room A

All conferees are invited to meet with Christine Cozzens, editor of *Southern Discourse*, newsletter of the Southeastern Writing Center Association, to help plan future issues.

9:00 – 9:50

F SESSIONS

Effective Strategies for Online Tutoring

Meeting Room A

Jennifer Alves-Jackson, Heather Glover, Carol Linskey, Jane Martin-Brown, Deborah Reese, Seth Riley, Robert Rockett, Armstrong Atlantic State University
The panel members will present findings from research, surveys, and direct experience regarding the initiation and operation of an OWL.

A Global Collaboration: Planning Writing Centers World-Wide

Meeting Room B

Rob Russell, East Tennessee State University
Zhaoju Xu, Henan University (China)
Desiree Francis, Mico Teacher's College (Jamaica)
The speakers will describe and analyze their collaborative efforts to establish writing centers in China and Jamaica.

***At the Center: Resolving
Disciplinary Tensions on a Small
Liberal Arts College Campus***

Meeting Room D

Kathi R. Griffin and Mandy Young, Millsaps College
*The presenters will share their views of the tensions
involved in collaborating across interdisciplinary
boundaries and among authoritative expectations.*

***Questioning Collaboration:
Redefining Peer Tutoring***

Meeting Room E

Adeline Ashmore, Erin Brandt, Lisha Daniels, Jamey
Fisher, Beth Godbee, Hillary Harshman, Lee Hayes,
Jana Lott, Caroline Murnane, Ele Paynter, Sarah
Worden, Agnes Scott College
*Through examples and research into writing center
pedagogy, the presenters will establish a model for peer
tutoring that encompasses the practical dynamics of a
conference while retaining a focus on the ideal.*

10:00 – 10:50

G SESSIONS

***Collaboration as Professional
Development: Opportunities and
Challenges in Disciplinary Writing
Centers***

Meeting Room A

Elisabeth Alford, University of South Carolina
Deanna Ramey Rogers, University of North Carolina at
Charlotte

*The speakers in this session will connect the
professional development of graduate student tutors
with deeper analysis of the fundamentals of writing
center operation and describe the ways in which
writing center work prepares graduate students for
leadership positions.*

***Implementing a Writing Center
Through Collaboration***

Meeting Room B

Chris Jennings, Tidewater Community College

Jane Hunn, Salem High School

The speakers recount their collaborative efforts to develop a no-cost writing center at Salem High School.

***Where Are You Going, Where Have
You Been? Tutoring Freshmen***

Meeting Room D

Debra Dobkins, Breneau University

This session addresses particular tutoring needs of freshmen, with special emphasis on methods for attracting freshmen to the writing center.

11:00-12:30

Brunch

**2001 SWCA Achievement Award
Presentation**

Ballroom B