

**SWCA State-by-State
Mini-Regional Conference-
Georgia**



<http://backtothetutor-georgia.blogspot.com/>

**“Back to the Tutor/
Back to the Future”**

Conference Program

**Friday and Saturday,
February 12-13, 2010**

**Agnes Scott College
Decatur, Georgia**



Conference Committee
Conference Co-chairs

Beth Burmester, Georgia State University
Program and Website
Christine Cozzens, Agnes Scott College
Location and Arrangements

Committee Members

Georgia State University

Andrew Davis
Jennifer Forsthoefel
Oriana Gatta
Laura Johnson
Juliette Kitchens
Alice Myatt
Jim Shimkus
Danielle Tillman

Agnes Scott College

Joanna Hair
Jenny Millkey
Neil Simpkins
Monica Spitzer
Shannon Yarborough

Conference Program

FRIDAY, February 12, 2010

5-6:30 pm (Bullock Science Center Atrium)
Registration

6-7:30 pm (Bullock Science Center Atrium)

Conference Welcome & Italian Buffet Dinner

Christine Cozzens, Editor of Southern Discourse

Director of The Center for Writing and Speaking, Agnes Scott College

7-4:45-10 pm (Teasley Lecture Hall, Bullock Science Center)

Film Lecture: "Tutors Go Back to the Movies: Looking at Scenes of Tutoring in *Back to the Future*"

Beth Burmester, SWCA Immediate Past-President

Director of The Writing Studio at Georgia State University, Atlanta

Learn more about the film that inspired the conference theme; go back in time to the 1980s and 1950s, while you watch and listen, with commentary that focuses on the place of time and tutoring in this Hollywood film and how it relates to the future of our own writing center practice.

SATURDAY, February 13, 2010

8-8:45 am (Bullock Science Center Atrium)

Continental Breakfast, Registration, Posters, and Bedford Book Exhibit

9-9:15 am (Teasley Lecture Hall)

Conference Welcome

Christine Cozzens, Beth Burmester, and Conference Planning Committee

9:15-10:15 am Plenary Session I, Teasley Lecture Hall (60 min.)
TUTORING RELATIONSHIPS

"Back to the Tutor (And Tutee)"

Moderated Q&A Discussion

Agnes Scott College

Chair: Jennifer Forsthoefel

**Presenters: Neil Simpkins, Shannon Yarborough, Dani Ad-
amson, Kelsey Clodfeiter, Elizabeth Gustason-Berkstresser,
Joanna Hair, Lucia Hulsether, Rachael
Jenkins, Leah Kuenzi, Jenny Millkey, Nadi Nuhu, Jeanine
Pounds, Molly Saunders, Jennifer Sefa-Boakye, Savannah
Sharp, Monica Spitzer, Cory Struder, Zijia Sun**

The Agnes Scott College Writing Center will present a conversation between tutors and tutees participating in the Partners Program. Launched in 1996, the Partners Program pairs students with a tutor for an hour a week for the entire semester. This program creates potential for more productive, personalized, and fulfilling collaborations as it encourages relationships to grow between tutors and tutees.

To highlight the voices of tutees, we will hold a moderated question-and-answer session with pairs of tutors and their partners. Several questions we wish to examine follow:

How does working with a tutee over a long period of time affect the tutoring process, and subsequently the writing and revision process of our tutees?

How are relationships developed between tutors and tutees? Do they reflect peer relationships?

Are friendships formed? If so, how do they affect the tutoring relationship?

Are connections made across identities and are commonalities explored? How do identities such as race, class, ability, and gender enter into these friendships and tutor-tutee relationships?

We will also be collecting data through a blog where both tutors and tutees will write about their experiences in our Partners Program. With the addition of the audience's questions and input, we hope to come at a better understanding on how this intimate relationship affects both tutoring and writing.

10:15-10:25 am: **Break**

10:25-10:55 am Plenary Session II (30 min.)
SCIENCE IN THE WRITING CENTER

Chair: Alice Myatt

1. **"The Snowball Effect: Psychology, Writing, and Tutoring"**
Roundtable Discussion

University of North Carolina-Asheville

Presenters: Jaime Gresalfi, Charlotte Law, Andi Mariategui
When used consciously, psychological techniques can act as a catalyst for successful tutoring. We analyze the application of methods involving attitude and motivation, cognition and development, and structure and repetition, with an emphasis on real-world application. These methods all hinge on the principle that attentiveness to psychological elements can facilitate the success of a session regardless of clients' subject matter, audience, or stage in the writing process.

2. **"Why Current Traditional? Maybe It's Your Type! Personality and Pedagogy"**

Georgia College and State University, Milledgeville

Presenter: Rebecca Hazelwood

As a writing center consultant, I have sometimes wondered why so many intelligent, well-educated members of our academic community retain such an immovable affinity for what James Berlin labeled "current traditional" pedagogy. One possible answer for its popularity despite evidence that it is the least effective of teaching models, may be embedded in the Myers-Briggs Type Indicator. Perhaps our personality type (in other words, our personal unconscious world view) naturally leads us into one writing pedagogy over others. In fact, I find correlations between the four major pedagogies outlined by Berlin in 1982, and the Myers-Briggs Type Indicator, and my presentation links and explores them for writing center applications.

10:55-11:10 am : **Break**

11:10-12:00 noon Plenary Session III (50 min.)
IDENTIFYING TUTOR WORK AND DUTIES

"A Tutor is Never Just a Tutor: Examining the Evolution of the Tutor Role"

Roundtable Discussion

Kennesaw State University

Chair: Danielle Tillman

Presenters: Mary Lou Odum, Rachel Greil, Christine Ghattas, Robert Rockett, and Montyne Morris

Particularly as writing centers grow and change in response to new trends in writing, technology, and student demographics, tutors must regularly re-envision the roles they fulfill for their centers: their duties shift as the needs of their centers demand. As a result, the day-to-day role of a writing center tutor can also include roles as advisors, trainers/mentors, technology consultants, public relations specialists, and even *ad hoc* administrators – and often all in the same day. This roundtable discussion will seek to explore how tutors and those who supervise and support them negotiate these shifting roles.

(Cont'd next page)

(Continued from previous page)

In addition to sharing some of our own experiences, we will invite session attendees to consider the ways that their writing centers also embody – and can benefit from – the truth that a tutor is never just a tutor.

12:00-1:00 pm (Bullock Science Center Atrium)

LUNCH (Special thanks to Decatur's Raging Burrito!)

Tour of Dana Fines Arts Building and Dalton Gallery of Art
Tour of The Center for Speaking and Writing, McCain Library
Basement

1:00-1:30 pm Plenary Session IV, Teasley Lecture Hall (30 min.)
DOCUMENTING TUTOR WORK

"Tutor Reports, Tutee Surveys, and Weekly Snapshots"

Poster Session/Roundtable Discussion

Emory University

Chair: Juliette Kitchens

Presenters: Jen Callaghan, Patrick Jamieson, Shannon Palma
After every conference in the Emory Writing Center, the tutor writes a 1-

paragraph report describing what was accomplished, recording any strategies used, and evaluating successes and failures. At the same time, the tutee takes a survey, indicating his or her level of satisfaction with the conference and offering feedback about the experience. These two sources of information are collated on Monday mornings to produce a "Weekly Report," which provides the director, assistant director, and graduate student fellows with a snapshot of the previous week's conferences

1:30-1:40 pm : **Break**

1:40-2:55 pm Plenary Session V, Teasley Lecture Hall (75 min.)
TUTOR PRACTICES

1. **"Dynamic Tutoring"**

Workshop/Roundtable Discussion

Warren Wilson College

Chair: Laura Johnson

Presenters: Sari Rovinsky, Thomas Belmore, Molly Herold,

Hannah Inglesby, Janai Kinnebrew, Charlotte Mitchell, Leo

Neufeld, Courtney Newsome, Emily Shanblatt, Julie Wilson

In our center, we resist the tendency to fall into tutoring ruts through the approach of dynamic tutoring, where we respond to the individual writer who has come, the moods of writer and tutor, the weather, and other tangible and intangible environmental and other factors. We have learned to deepen the practice of dynamic tutoring by studying learning styles—visual, kinesthetic, and auditory, as well as Howard Gardner's multiple intelligences—and looking for these learning styles in our sessions. These approaches may lead us to listen to music in a session, draw, cut up the paper, or put aside pen and paper altogether and take a walk. At the same time, in dynamic tutoring, we must also know our comfort level and set limits accordingly, both on an individual and center level. We will lead participants in practicing dynamic tutoring through structured scenarios.

1:40-2:55 pm Plenary Session V, Teasley Lecture Hall (75 min.)
TUTOR PRACTICES (Continued)

2. **“Teaching Writers to Fish”**

Troy University

Presenter: Elaine Bassett

Our tutors are helping their peers learn the skills needed to express their thoughts in a logical, organized manner—an ability that is one of the hallmarks of an educated person. While the techniques for working with different types of students may vary, the goal remains the same: making writers independent and self-sufficient. This presentation will address the qualities that the tutors at the Troy University Writing Center consider most important when they are helping their peers “learn to fish.”

2:55-3:10 pm: **Break**

3:10-3:55 pm Plenary Session VI, Teasley Lecture Hall (45 min.)
TUTORING AND VISUAL TECHNOLOGIES

“Don’t Bite the Handout that Feeds You: Updated Tools for Visual Learners”

Roundtable Discussion

Augusta State University

Chair: Andrew Davis

Presenters: Melinda McKew, Doug Holley, James Garner,

Trish Burks, Kara Kreutzer

While emerging technologies offer promising opportunities for future tutoring strategies, we must not neglect the tools that have proven effective in the past. We will present and discuss original handouts created by tutors that have been improved with new technologies and are more visually oriented, and will include topics on brainstorming, the construction of an essay, and other issues specifically aimed at inexperienced writers. Our handouts have specifically been made by tutors who have been working in a rigorous English department with unprepared freshman students from area high schools, as well as students who have returned to college after several years.

3:55-4:05 pm : **Break**

4:05-4:50 pm Plenary Session VII, Teasley Lecture Hall (45 min.)
TUTORS AND SELF-EVALUATION

“Reflective Learning in the Writing Center”

University of North Carolina-Asheville

Chair: Oriana Gatta

Presenters: Mary Alm, Joy Neaves, Zarian Bowers, Franchesca Figaro, Jaime Gresalfi, Charlotte Law, Andi

Mariategui, Daniel Resner, Daniel Smedley, Sulkiro Song

We will share our experiences with reflective learning by discussing the uses of tutor self-evaluation in writing centers. What is the purpose of self-evaluation? What is the value? How can self-evaluation and tutor observations work together to push consultants to new levels of knowledge about their strengths and weaknesses and how they help or hinder their work in the writing center? (

Cont’d...)

(Continued from previous page)

How can tutors learn to be discerning about what students want? How can tutors learn to use best practices? We’d like to know if and how other writing centers use self evaluation and to share the relevant readings that we found about the impact of self-evaluation on student learning at the college level, as well as how it is used in the workplace.

4:50-5:00 pm

Closing Remarks and Farewell

GEORGIA STATE UNIVERSITY WRITING STUDIO

The mission of the Georgia State Writing Studio is to enhance undergraduate and graduate student writing by encouraging all writers to participate in regular conversation about the writing process and their academic work. We also support a community where writers, readers, and teachers all learn from each other, by responding to each others’ texts with engaged conversation in both online and face-to-face environments.



We believe that talking about ideas and the art of writing with knowledgeable readers creates the ideal learning environment for practicing personal expression, persuasion, and critical thinking, all of which are vital to succeeding in the arts of academic and professional writing and communication.

THE CENTER FOR WRITING AND SPEAKING AT AGNES SCOTT COLLEGE:

The Center for Writing and Speaking (CWS) is a peer tutoring organization that provides students with individual assistance in writing papers and other assignments and in developing oral presentation and public speaking skills. Founded in 1987 and located on the ground floor of McCain Library, the CWS bases its work on identifying students’ strengths and building on them to achieve further progress. Students at every ability level and stage of an assignment come to the Writing Center or the Speaking Center to work in collaborative relationships with tutors, who offer guidance and serve as responsive readers or listeners for the evolving text or speech. The CWS welcomes and fosters diversity and strives to be a center that is accessible to all, where all students can work in a positive, collaborative, cooperative atmosphere to attain their potential.





&



Writers' Room

Bedford/St. Martin's continues to be a strong supporter of tutoring and writing centers through its publication of titles such as *St. Martin's Sourcebook for Writing Tutors*, *Bedford Guide for Writing Tutors*, *St. Martin's Guide to Writing*, *Everyday Writer*, *Bedford Handbook*, *Writer's Reference*, *Easy Writer*, *Teaching with Hacker Handbooks*, *Rules for Writers*, and *Assessing Writing*.

The Georgia State University Bedford/St. Martin's sales representative, Sheila Miller, has been particularly helpful in the organization of this conference by providing participants with free copies of these titles and with funds for a continental breakfast and coffee break.

Thank you to Sheila and Bedford/St. Martin's!