

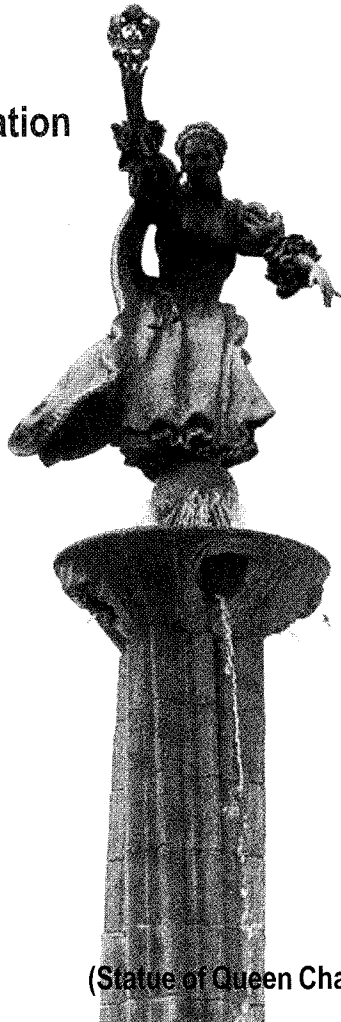
Southern Discourse

Publication of the Southeastern Writing Center Association

Fall 2002 • Volume 6, Issue 1

Making a Difference: Writing Centers and Change

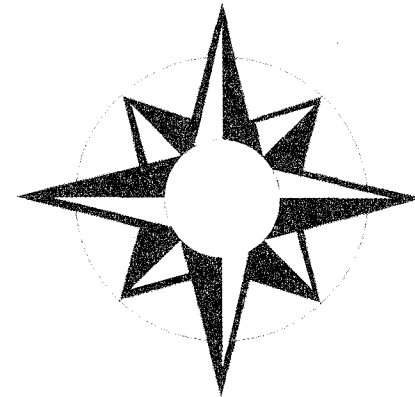
**Southeastern Writing Center Association
Annual Conference
13-15 February 2003
Charlotte, North Carolina
(See Page 13)**



(Statue of Queen Charlotte)

Inside this issue

From the Editor	2
Introduction of Keynote Speaker	3
Tutorial Talk and Personality Types	4
IWCA and Peer Tutors Conference.....	6
SWCA Board Meeting Highlights.....	8
What's the Point?	9
The OWL's Nest	10
SWCA Announces New Award	11
Guidelines for Propective Hosts	11
Charlotte Anticipates Conference	13
Awards: Call for Nominations	14
Letter from the President	15
Membership Guidelines	15
Membership Application	15



SWCA Officers

President

James Inman
University of South Florida
jinman@english.cas.usf.edu

Vice President

Donna Sewell
Valdosta State University
dsewell@valdosta.edu

Secretary

Christina Bourgeois
Georgia Institute of Technology
christina.bourgeois@ece.gatech.edu

Treasurer

Karl Fornes
University of South Carolina, Aiken
karlf@usca.edu

Members-at-Large

Mary Alm
University of North Carolina, Asheville
malm@unca.edu

Jane Love

Furman University
jane.love@furman.edu

Jennifer Kunka

Francis Marion University
jkunka@fmarion.edu

Jerry Mwangbe

Atlanta Metropolitan College
reserveliquidators@msn.com

Southern Discourse Editor

Christine Cozzens
Agnes Scott College
ccozzens@agnesscott.edu

2002 Conference Director

Traci Augustosky
Indiana University of Pennsylvania
taugustosky@hotmail.com

2003 Conference Director

Deanna Rogers
University of North Carolina, Chapel Hill
drogers@email.uncc.edu

Immediate Past President

Marcy Trianosky
Hollins University
mtrianosky@hollins.edu

From the Editor

By Christine S. Cozzens
Agnes Scott College

Some Time on Your Calendar

Southern Discourse always needs writers.

Writing center directors and staff tend to be very busy people, and in our rush to carry out several jobs rolled into one, we sometimes forget about what got us here in the first place—writing. To renew your spirit, to give your next tutoring session an extra intensity, set aside some time and try writing that essay or poem or article or story that has been nagging at you. Painful as writing usually is, it feels good to subject your thoughts to the push and pull of turning ideas into sentences and paragraphs, finding words for air.

And if the resulting work has anything to do with writing or writing centers, send it along to *Southern Discourse*.

This issue offers stories of writers who have done just that. Kelly Richardson and Jane Smith evoke their tutoring personalities in an essay that combines theory and practice in interesting ways. James Inman and Donna Sewell challenge us to think creatively and acronymically about OWLs. Nicolette Lee introduces us to Patricia Lambert Stock, the keynote speaker at the upcoming SWCA conference in Charlotte. Peter Carriere offers a requiem for the virgule—not. Be sure to read about the SWCA annual awards, including a new one for a peer tutor. There's much more in the pages to come.

Now go to your calendar and set aside some time later this month or after the semester ends to write up that writing center essay or poem or article or story that has been nagging at you. And send it along to *Southern Discourse*.

The deadline for the next issue is **1 March 2003**. ✨



Christine

Southern Discourse Publication of the Southeastern Writing Center Association

Editorial Staff

Christine Cozzens, editor
Nicolette Lee, managing editor
Susan Dougherty, assistant editor
William V. Sinski, staff writer
Laura Brandon, publication design
Mary Zimnik, publication design

Southern Discourse is published three times a year in the fall, spring, and summer and is edited and produced at Agnes Scott College. All rights and title reserved unless permission is granted by Agnes Scott College with the following exception: material may be reproduced for educational use only. Direct all other requests to reproduce to the editor. *Southern Discourse* welcomes submissions of all kinds—from new, features, letters to the editor, and editorials to creative works—that are related to writing centers and writing center work. *Southern Discourse* follows the style guidelines set forth

in the current edition of *The Chicago Manual of Style*. To submit articles, queries, announcements, photographs, or other materials, send an email message to the editor at the address listed below. Photographs must have a resolution of 200-300 dpi; appropriate formats are JPEG, TIFF, or EPS. Completed manuscripts should be sent using MS Word via email attachment or disk.

Editorial Address

Christine Cozzens, Editor
Southern Discourse
Agnes Scott College
141 E. College Ave.
Decatur, GA 30030
Tel. 404-471-6221
Fax 404-471-5223
ccozzens@agnesscott.edu

Deadlines

Spring 2003
March 1, 2003

Summer 2003
May 1, 2003

Fall 2003
September 15, 2003



AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

Introducing Patricia Lambert Stock: Keynote Speaker for the 2003 SWCA Conference

By Nicolette Lee, Agnes Scott College

If you are planning on attending the 2003 Annual SWCA Conference in Charlotte (and even if you are not), you may want to learn this name. SWCA has invited Patricia Lambert Stock to be the keynote speaker at this year's conference. Like past speakers, she will bring to the podium a unique background from which to speak and to set the tone for the conference.

Throughout her career, Stock has balanced roles as teacher, tutor, writing center director, and academic writer. She is currently a professor of English and education at Michigan State University and president-elect of the National Council of Teachers of English (NCTE). Before going to Michigan State, where she served as founding director of the writing center from 1992-2001, Stock was a faculty member in the English department and associate director of the writing program at Syracuse University and lecturer in composition and English at the University of Michigan. She has served on the boards of the National Writing Project and the International Writing Centers Association (IWCA). She also spent some time as the editor of the journal *English Education*. Besides her extensive leadership experience, Patti (as she signs her emails) has written articles on the scholarship of teaching, teacher research, writing center theory and practice, inquiry-based literacy instruction, the politics of literacy instruction and assessment, and contingent faculty in composition studies. Recipient of the James N. Britton, Janet Emig Award, and Richard A. Meade Awards for her published research in the teaching of English, Patti has written many books including *Forum: Essays on Theory and Practice in Teaching of Writing*, *The Dialogic Curriculum*, and—with Eileen Schell—*Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*. A true Renais-



Patricia Lambert Stock

sance woman of the writing variety, she is currently traveling to speak at NCTE affiliates and is working on an online literacy project, CoLEARN (Centers of Literacy Education, Achievement, Research, and Network).

As extensive and impressive as her achievements are, Patricia Lambert Stock was not selected to speak in Charlotte based solely on this list of accomplishments. The SWCA board invited her because of her intimate knowledge of the writing process and its role in the writing center. As I informally compared our various writing center practices in a brief phone interview with Stock, I realized that she has the vibrancy of someone who truly loves and respects writing centers and the collaboration they harbor. Though she has stepped down from her position as writing center director at the University of Michigan, Patti still implements the tenets of writing collaboration almost everyday. She is currently

teaching a 900-level graduate seminar in which the students take a topic of inquiry and write multiple pieces, each one a metamorphosis of the last, adding reflection to past insight. Patti said that she sees great potential in "writing surrounded by talk," and these pieces allow her classes to discuss writing as a process in which each piece is integral to the one written before and after it.

Stock extends the theme of dialogue beyond the classroom and into the realm of the writing center. As her students are constantly encouraged to learn about the writing process from each piece to the next, so she describes her writing center as "a site of continual inquiry... We're constantly looking at our practice... learning from what we're doing." Making a connection to this year's conference theme, Stock emphasized the importance of adapting to one's surroundings in the context of the writing center. Over time, her

writing center has added peer response modeling in the classroom, group tutoring, and various workshops to adapt to the changing needs of the campus community. "Writing centers are dynamic sites in which members are constantly changing," Stock said. "Practice changes appropriately."

Mulling over her thoughts on writing centers and change, Patti is already beginning the writing process on her speech. Her speech will be imbued with her many experiences—as a writing center director, a leader in the larger writing center community, a professor, a tutor, and, of course, a writer. The speech will explore the theme of this year's conference and encourage the dialogue that has already begun on writing centers and change. It is my pleasure to introduce to you Patricia Lambert Stock. ✨

Tutorial Talk and Personality Types

By Kelly L. Richardson and Jane B. Smith,
Winthrop University

Can there be too much talk during a tutorial session? What about too much silence? We think tutors may answer these questions very differently, depending on whether they are

extraverted or introverted. The two of us certainly differ in how we view the balance of talk and silence when working with a student.



Kelly L. Richardson



Jane B. Smith

We began this essay because our tutoring styles are so similar in some ways: We share the NFJ dimensions (NFJ is a shorthand way of referring to the “Intuitive” (N), “Feeling” (F), and “Judging” (J) dimensions), and are thus both “big picture” tutors; we begin a session with higher order concerns and finish with lower order concerns, have learned to be careful about sympathizing too much with students, and are organized and time-conscious. We also use many of the same strategies such as glossing during our sessions. We became interested in the differences that extraversion and introversion might make in a tutor’s underlying assumptions about writing and the way he or she handled a writing tutorial. Most importantly for us, our being either extraverted or introverted profoundly influences our views of talk versus silence during the session. Although we do not wish to imply that these differences are absolute in any way, we do believe that, as other writing center scholars such as Thomas C. Thompson and Barry Maid have noted, an awareness of the differences described by Jungian personality theory may offer many benefits to tutors and directors.

Let us first provide a very brief explanation of Jungian personality type, the theory that underlies this discussion. John DiTiberio and George Jensen in *Writing and Personality* describe the four processes of Introversion (I) or Extraversion (E): how one focuses energy and attention; Sensing (S) or Intuition (I): how one gathers information; Thinking (T) or Feeling (F): how one makes decisions; and Judging (J) or Perceiving (P): how one approaches the outer world. Extraverts focus outward and prefer to be actively involved, while Introverts focus inward,

preferring to pause and reflect before acting. Sensing types gather information through their senses and are more detail oriented; Intuiting types see possibilities and the “big picture;” they begin with ideas. Thinking types prefer objectivity and establish criteria, while Feeling types prefer to concentrate on an individual’s special needs. Judging types take charge of the outer world and plan; Perceiving types prefer to leave the world unstructured and cover all possible angles as they take in information (DiTiberio and Jensen 20-23).

Thought Processes

Myers and Myers argue in *Gifts Differing* that Introverts “cannot live life until they understand it” (56) and describe Extraverts as being “outwardly directed” with “their real world” as the “outer world of people and things” (56). These two descriptions concur with our own experiences. As an Introvert, Jane sees herself as a “forethinker” who tends to be “reserved and questioning,” “expect[ing] the waters to prove deep” (56)—in fact, she always hopes a situation will prove to be complex and challenging, demanding her internal engagement. As an Extravert, Kelly finds that talking is pivotal in deciphering the world. Talking allows her to display her ideas in some external way, which, in turn, helps her to understand the written or oral communication she is trying to create or convey. If she has ideas about a project or an issue, for example, it is extremely difficult for her to develop and understand them in isolation. Talking with colleagues, friends, or even out loud to herself generates answers to questions, connections among ideas, and conclusions. Jane and Kelly both view their preferences as being slightly double-edged. Perhaps because of our culture, Jane finds it hard not to see the Extravert’s ability to speak as a sign of self-confidence and her silence as a sign of “shyness” or disinterest. Kelly, on the other hand, wonders if her talk could be viewed as “chatter” instead of a deliberate means of generating ideas.

Tutorial Talk

These preferences have definitely affected our tutoring styles. For example, while it is extremely important to us to help students relax, we establish rapport a bit differently. Jane has learned to use almost “canned” questions and phrases in the early part of the tutorial because the first few moments tend to be the most difficult for her. Using well-rehearsed phrases allows time to gather information and plan her strategy for the session—even if the plan can only be hypothetical. In contrast, Kelly does not rehearse her comments but dives right into the session. She usually introduces herself and engages in some small talk with the client before examining the assignment. Kelly sees talk about inconsequentials as essential to establishing rapport. Jane, however, hopes to establish rapport by active listening and projecting her interest in whatever the student is saying.

All the while, she is recreating the session in her head, interpreting what's going on and making connections. Kelly is more actively engaged outwardly—in the actual flow of the tutorial.

Our differing styles also influence the rest of the session. Jane, for example, would rather think about what's going on than do something. Jane reads the student's paper silently to herself and begins rehearsing what she plans to say. Because Jane knows that students can be daunted by a long silence or simply get bored, she makes herself comment briefly as she is reading. But she then can get annoyed if the student sees this as a signal to talk! She also finds that she needs to look away from the student as she is thinking or she gets distracted, particularly by eye contact. Kelly also reads the draft silently often to get a sense of the paper, but she asks questions or makes comments along the way to help generate conversation about the paper. Kelly feels that talking about the content is one way for students to determine what areas of their topics with which they are more comfortable and which areas need improvement. Having students talk is also another strategy Kelly uses to help students be in charge of the session.

To Jane, thought suggests silence. Lots of talk from the student suggests nervousness or even avoidance of the issues; Jane is aware of a need to “stem the flow” and get the student to focus—possibly, if the student is Extraverted, before he or she is ready. Jane usually doesn't have a problem waiting for an answer one-on-one; if anything, she feels that she may wait too long, especially when students have been trained by the classroom culture of the public schools to see silence as threatening. While she sees the tutorial dialogue as a step toward the student's own developing internal dialogue that is so necessary for writing, she still finds it difficult to make it appear purely casual and spontaneous rather than purposive.

Kelly, in contrast, equates thought with talk. Too much silence can suggest to her that the session is not working or that the client is uncomfortable. She has to guard against rushing in to fill the silence and asking additional questions that may overwhelm. If clients become quiet, Kelly tends to ask if they need time or clarification. She also finds it helpful to establish eye contact, provide conversational “filler” if necessary, and ask consistent questions that show her engagement—all in an effort to make the client comfortable. While Kelly tries to be sensitive to whatever the client seems to prefer—for example, she does not want

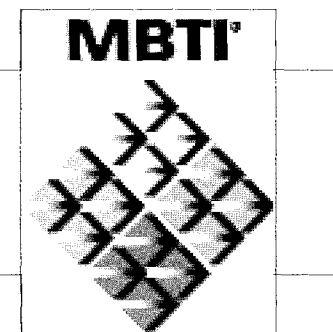
to overwhelm the quieter client—she does find conversation extremely helpful to her thought processes and to showing that writing is a communicative act.

We also found that the E/I preference and the role of talk influence the way we felt after the session. For Jane, lots of talk from the student sometimes leaves her feeling overwhelmed, especially if it is repetitive—there's simply too much data for her to process. On the other hand, Kelly frequently comes away from the tutorials feeling energized, largely because she feels like the talking has accomplished something.

Assumptions About Writing

Our writing styles, also influenced by the E/I preference, also create assumptions that we strive to be aware of in order to avoid imposing our personal views on the students. For example, Jane tends to assume that students have the Introverted

Visit www.discoveryourpersonality.com/MBTI.html to take the Meyers-Briggs Test and find out more about your tutoring style.



ability to “reinvent” the paper mentally as they revise, while Kelly often thinks they can revise their paper better through talking about it. Jane often sympathizes with students' desires not to change aspects of a paper because she assumes they thought through their work carefully before drafting. Obviously, experience with student writing has enabled her to recognize a paper that is still in the freewriting stage, but she still begins the session with this assumption. Kelly, however, is often less sympathetic than Jane to a student's resistance to changes because her own writing style and thought processes involve multiple revisions. Because she spends so much time generating ideas through talk, she is very comfortable with the idea that each topic can be approached in multiple ways, and she does not think of every single word as valuable during the drafting process. Consequently, it is extremely easy for her to cut huge parts of a paper. Kelly thinks the Extraverted preference makes it easier for her to give words away because “I haven't had them for very long. Once I experience them, I let them go.” Yet, Kelly knows

TUTORIAL TALK: Continued, Page 8

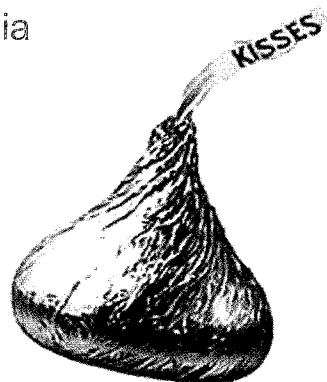
IWCA and National Peer Tutors Group to Host Joint Conference in Hershey, PA in 2003

By Traci Augustosky,
Indiana University of Pennsylvania

For the first time ever, the International Writing Centers Association (IWCA) and the National Conference on Peer Tutoring in Writing (NCPTW) will host a joint conference on 23-25 October, 2003. Attendees can anticipate an historic event as the IWCA (founded to foster communication among writing centers) and the NCPTW (established to promote the teaching of writing through collaborative learning) combine resources, expertise, and experience in the exciting environment of Hershey, Pennsylvania next year.

Evoking the "please write back" salutation of our letters and emails, the conference theme "Writing Back" is an invitation to respond to the everyday practices and experiences in our writing centers. Based on postcolonial studies, the idea of writing back suggests ways to reflect on, revise, or rewrite our familiar notions about writing center theory and practice, including writing center history, tutor and director roles and responsibilities, academic discourse, plagiarism, and our "canon."

In addition to an eclectic array of presentations and interactive sessions, the conference offers a keynote address by Rebecca Moore Howard, author of *Standing in the Shadow of Giants: Plagiarists, Authors, Collaborators*, and a feature presentation by Aesha Adams and Howard Ramsby. Our conference venue, nicknamed the "sweetest place on earth," serves up more than a few tantalizing choice activities. Attendees can tour the nearby Chocolate

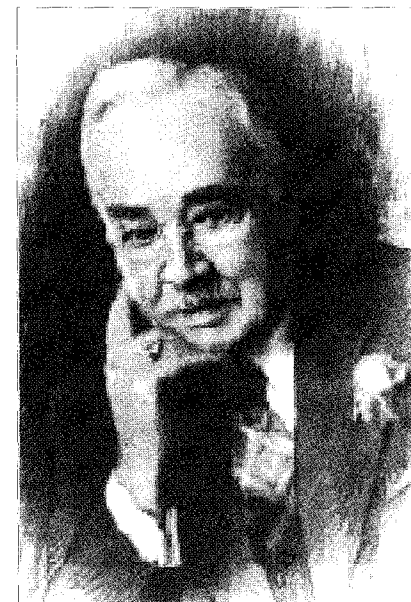


The Hershey Kiss

World Factory, visit the Hershey Theme Park, hike nature trails, or relax in comfort at the Hershey Lodge and Convention Center.

Most people recognize the name Hershey as the nation's leading manufacturer of confectionery, but the town built around the Hershey Food Corporation has become a popular attraction for millions of visitors annually. With only a fourth grade education, Milton S. Hershey began his successful enterprise in 1883 and quickly established himself as a preeminent candy maker by developing and marketing his own formula for milk chocolate. By 1905 he built the world's largest chocolate manufacturing plant using innovative mass production techniques.

But Milton Hershey is not only recognized for his commercial success; he had a profound sense of moral responsibility and benevolence, demonstrated by his philosophy to place the well-being of his workers ahead of company profits. His philanthropy has spanned decades, including the model town, transportation system, public school, and burgeoning park all built for his employees. Opened in 1907, the park with its amusement rides, swimming pool, and recreational facilities started attracting thousands of out-of-towners. Hershey's Depression era "Great Building Campaign" provided jobs while furnishing the town with a monumental hotel, community center, theatre, and sports stadium. Hershey also established the Milton S. Hershey School for orphans in 1909, an institution to which he bequeathed his entire fortune of Hershey Chocolate Company stock. Today, the school fosters more than 1000 indigent children and young people. His legacy continues to nourish various charities and endeavors through The M.S. Hershey Foundation (supporting local educational and cultural opportunities), The Milton S. Hershey Medical Center of The Pennsylvania State University, and The Milton S. Hershey Testamentary Trust. The conference center, theme park, and food company all



Milton Hershey

(courtesy of the Hershey Theatre)

continue to increase the charitable trust funds.

The generous spirit of Milton S. Hershey is complemented by the pastoral setting of the town of Hershey, nestled in south-central Pennsylvania. Open fields, a pond, and fall foliage will surround The Hershey Lodge and Convention Center during our conference. The large main lobby features a grand fireplace while the indoor pool, whirlpool, sauna, fitness room, and game room offer fun and relaxation. Guest rooms are conveniently located in one wing of the complex and meeting rooms in another wing. The Lodge contains a sports bar, bakery, diner, buffet, and an up-scale steak and seafood restaurant. Guests may stroll or hike outdoor nature trails at and nearby the Lodge.

Hershey, near Harrisburg, Pennsylvania, is within reasonable driving distance from several major cities (Syracuse 244 miles, Richmond, Va. 225 miles, New York 159 miles, Philadelphia 94 miles, and Baltimore 90 miles). The Harrisburg International Airport (serviced by American, Continental, Delta, Northwest, United, and USAir) is only seven miles from the Hershey Lodge.

In addition to the splendid accommodations of the Hershey Lodge, conference attendees can also enjoy Hershey Theme Park, with nine roller coasters and

seven water rides among its attractions. The park, promoting a special fall weekend, will charge only \$10 admission in October. Adjacent to the park, Chocolate World will also delight visitors. The free tour journeys through the cocoa bean harvest from jungle to seaport to production process. Tourists learn the secrets of making chocolate and may sample some of Hershey's delicacies.

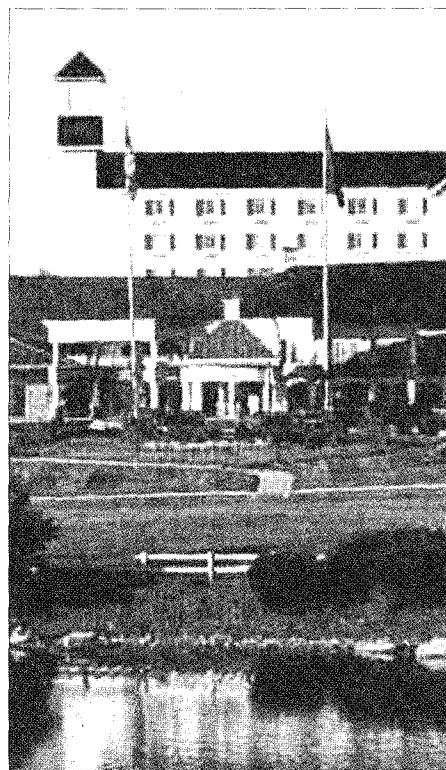
Before heading home, conference attendees may choose to visit Frank Lloyd Wright's architectural wonders—Fallingwater and the Hagan home. In October these homes are usually open for tours, and the cost is \$10-\$15. For information on Fallingwater, located over a waterfall in the Laurel Highlands, call 724-329-8501 or visit www.wpcoline.org/fallingwaterhome.htm. For information on the Hagen Home built around a hexagonal grid courtyard at Kentuck Knob just ten miles from Fallingwater, call 724-329-1901 or visit www.kentuckknob.com.

For more information on Hershey, PA or the conference (including registration and proposal submission details), visit the conference

Website at www.wc.iup.edu/2003conference/index.htm. Preregistration ends **15 July 2003** and proposal submissions must be received by **1 April 2003**.

Conference Planning Committee

Ben Rafoth (conference coordinator: brafoth@iup.edu), Traci Augustosky (program phair: taugustosky@hotmail.com), Kurt Bouman, Jamie Carnegie, Al DeCiccio, Michele Eodice, Brian Fallon, Paula Gillespie, Harvey Kail, and Jon Olson. ✨



Hershey Lodge and Convention Center
(courtesy of USA Hotel Guide)



Convention Center Interior
(courtesy of Travel Hero)

Highlights of the SWCA Executive Board Meetings in April and June, 2002

By Marcy Trianosky, Hollins University

April 2002, Savannah, Georgia

The last meeting of the 2000-02 board took place in Savannah, at the site of the joint conference between SWCA and the International Writing Centers Association. The board thanked Traci Augustosky, 2002 conference coordinator, for her role in making the conference a reality—a very pressing reality, since Traci had to leave the board room repeatedly to keep the registration process going! Deanna Rogers of UNC Charlotte, conference coordinator for 2003, shared the proposed conference budget for next year and led a discussion of various conference planning details. Karl Fornes, treasurer, distributed a copy of the budget report. Sonja Bagby, vice president, described procedures to be used for board elections and the vote on revisions of the bylaws, which took place on the last day of the conference. A discussion ensued regarding membership procedures, and the board approved a motion for a designated annual membership period corresponding to the traditional academic fiscal year (July 1-June 30). The board voted unanimously to reappoint Christine Cozzens as editor of *Southern Discourse* for a third two-year term from 2002 to 2004. (At the SWCA members meeting the next day, a new bylaw was approved changing editor's and treasurer's terms to five years; these new term lengths will go into effect in 2004.) Karl agreed to continue serving as coordinator of the SWCA web page until the new board members were in place. This meeting was the last board meeting for the 2000-02 slate: Marcy Trianosky (president); Sonja Bagby (vice president); Glenda Conway (secretary); Bryan Moten, Beth Rapp Young, and Jerry Mwangbe (members-at-large); and Karl Fornes (treasurer). Christine made a motion for formal recognition of appreciation for the outgoing board, which was approved unanimously.

June 2002, Charlotte, NC

The election held at the conference in Savannah in April 2002 came just a few days after the board meeting of the outgoing members. In June, the members of the newly elected board gathered for the first time at the site of the 2003 conference in Charlotte. Present were: James Inman, University of South Florida (president); Donna Sewell, Valdosta State University (vice president); Christina Bourgeois, Georgia Tech (secretary); Mary Alm and Jerry Mwangbe (members-at-large). Returning members included Deanna Rogers (2003 Conference Coordinator), Traci Augustosky (immediate past conference coordinator, 2002) and Marcy Trianosky (immediate past president). Additional attendees included Jennifer Courtney (2003 conference registration coordinator) and Jo Koster (chair, 2003 conference proposal selection committee). After hearing from Deanna about details of the conference, the

board voted for a keynote speaker, Patricia Lambert Stock, and finalized details about an honorarium and letter of invitation. Jo discussed how the call for proposals would be organized. James presented his plan for initiative teams to organize the board's activities. Teams were created for awards, conference evaluation, membership expansion, online expansion, and organizational issues. Board members volunteered for positions on the teams, and James explained his intention to involve other members of SWCA outside the board, to broaden participation and get new members involved. James also announced that Dean Hinnen had found it necessary to resign his position as member-at-large. After some discussion, the board voted to allow James to appoint a one-year replacement for this position: Jane Love of Furman University. With regard to the issue of creating staggered terms for board members as mandated in the revised bylaws passed in April 2002, the board decided that two at-large positions will be filled at the 2003 conference (Jane's and Mary Alm's), allowing the staggering of terms for these positions to begin. Other items discussed included the establishment of a domain name for a new SWCA web site. ✨

TUTORIAL TALK: Continued from page 5

she has to be careful with her clients, as many students might find this approach intimidating and overwhelming. They may be so glad to have written something that they do not want to undertake such drastic content revisions.

Our purpose here has been neither to construct some absolute interpretation of the E/I preference nor to imply that one style is better than the other. We do not think it is a good idea to try to guess a student's type in a session. As Thomas Thompson argues, "Guessing incorrectly and trying to tutor 'for' particular preferences could do more harm than ignoring preferences altogether" (145). The benefit of being acquainted with type theory is that it can "help [tutors] understand their own processes (both of writing and tutoring), so they can be better prepared to spot biases that may creep into their tutoring styles" (Thompson 145). And that view led us to examine assumptions about talk versus silence. Reflecting on talk and silence in tutorials has enabled us better to understand the strengths and potential weaknesses of our preferences and serves as a reminder of one more way that our clients may—but may not—share our point of view.

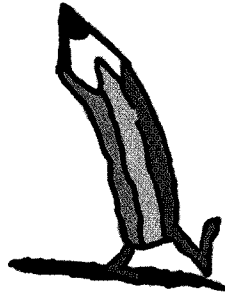
Works Cited

- DiTiberio, John K. and George H. Jensen. *Writing and Personality: Finding Your Voice, Your Style, Your Way*. Palo Alto, CA: Davies-Black Publishing, 1995.
- Myers, Isabel Briggs with Peter B. Myers. *Gifts Differing: Understanding Personality Type*. Palo Alto, CA: CPP Books, 1993.
- Thompson, Thomas C. "Personality Preferences, Tutoring Styles and Implications for Tutor Training." *The Writing Center Journal* 14 (1994): 136-149.

What's the Point?

Requiem for the Virgule—Not

By Peter M. Carriere,
Georgia College and State University



In an earlier column I mentioned a mark called the virgule, referred to by most of us today as a slash (/). In Middle English manuscripts, the virgule marked a vocal pause similar to the comma, and perhaps this similarity precipitated its demise: why use two points for the same pause? Some of us retain a degree of nostalgia for the lowly virgule, however. Tossed aside as a point for pauses, it was forced to find part-time work elsewhere in English. Even today it performs lowly, peripheral tasks, though because of the Internet the neglected little virgule may be rising to magnificent heights worthy of a former point.

But was it ever a true point or was it the illegitimate offspring of Latinate meddling in English? The word “point” originated with the idea that a dot, which resembled a small hole in a piece of paper, might be used to indicate a strong vocal pause, as in our period, and from this idea emerged a whole collection of points, including the virgule. But the virgule ran into difficulties from the start. Whereas a true point resembled a hole, the virgule, or slash, suggests a rip or tear, hardly compatible with the original concept of pointing. Indeed the marks most used today retain some kind of resemblance to a hole, at least partially:

? ; . ! :

Below are some examples of the virgule as it was used in the middle ages. The text is from a document called “An Anthology of Chancery English” available on the Internet (<http://www.hti.umich.edu/c/cme/cme-idx?type=HTML&rgn-DIVI&byte=2242465>). The text, probably set down in the early 1300s, established government rules and regulations used by English King Henry V:

By the Kyng Trusty and welbeloued. ffor asmuche as in cer tain matiers at gretely touchen and concernen e good / weele / and worship of vs our Landes lordships and subgittes We haue willed our Comissaries berers herof to comen with you: We woll / desire / and pray you erfore hertely / at in suche inges as at ei or eny of eim woll shewe declare / and sey vnto you on our behalf: ye woll yeue vnto hem / and to eche of hem full feith and credence: And we pray you at ye leue not is as ye woll e good weele / and worship abouesaid: Yeuen vndre our priue seel at westmin stre e .xx. day of Iuyll This style of trusty and welbeloued may be direct to oon persone / or to as many to gider as shal lyke e said Commissioners: And it may serue for all maner men yif nede be except Bisshops: Item e said style of Trusty and welbeloued may serue for Citees Tovneships and Commaltees after is tennour in e taile of e lettre: To our trusty and welbe loued e thrifty men notable persones and Comin alte of our Citee of .A. or of the Tovne of .B. and to eueriche of eim. To e Right Dere in god / and Dere in god eueriche of ees styles may serue for Abbottes / Prioures / Denes Archediacones.

A careful examination of this text suggests that the comma might easily substitute for the virgule in every instance, as in the last line, where the virgule marks items in a series.

So what are the odd jobs the virgule performs today? Well, there are several. It is used to indicate that an idea may be connected to another idea by the contradictory conjunctions “and/or”: “the weather today could be hot and/or rainy.” It is used to indicate a period of time between two dates: During 1997/99 he attended Georgia College and State University. Speed may be indicated with the virgule: Sixty miles/hour is the same thing as one mile/minute.

But the virgule’s long struggle to regain its former dignity as a true point finally may have ended. With the advent of hypertext, the neglected little virgule has come into its own and may now snub its nose at its former colleagues. For the virgule is absolutely necessary in today’s Internet addresses: <http://www.gcsu.edu>. And I would venture to say that the virgule no longer gives a rip about its fall from grace as a point of honor to be fought over by medieval scribes. Anyway, everybody knows that pointing and clicking just aren’t what they used to be.

Should we shed a tear over the shabby treatment of the virgule? Probably not. It now has such a vital role in contemporary life, at least for Internet users, that it has begun to assert a bit of hypertext tyranny. Thus the virgule’s hypertext revenge makes one thing clear: what’s the point? ✨

The OWL's Nest

Giving OWL a Rest: Playing with New Titles



By Donna Sewell, Valdosta State University, and
James A. Inman, University of South Florida

In this column, we'd like to think with you about the acronym OWL and its strengths and weaknesses. We'd also like to issue a challenge that will test your creativity and be fun all at once.

OWL is understood generally as "online writing lab" but sometimes interpreted as "online writing center." In *Taking Flight with OWLs*, Lady Falls Brown explores the history of the term, which originated with Muriel Harris. Camille Langston suggested COWS for Centers of Online Writing while Eric Crump offered WIOLE for Writing Intensive Online Learning Environment and Clint Gardner offered VWC for Virtual Writing Center (Brown 19). At the University of Michigan, Barbara J. Monroe, Rebecca Rickly, William Condon, and Wayne Butler defined OWL as "online writing and learning" after rejecting COW (Center for Online Writing), COL (Center for Online Literacies), and OIL (Online Interactive Learning) (212). Of course, many other possibilities exist.

The term OWL seems to be institutionalized, even though it's not necessarily an applicable term for everyone's online efforts. Time and energy have been put into determining what counts as an OWL. Certainly, the idea of an OWL has been important in writing center practice and still exerts influence, but we wonder what would happen if everyone looked less at building an OWL and more at building whatever technology initiatives, online or other, best made sense for their local contexts? That is, rather than making the goal to add an OWL, why not make



James Inman and Donna Sewell

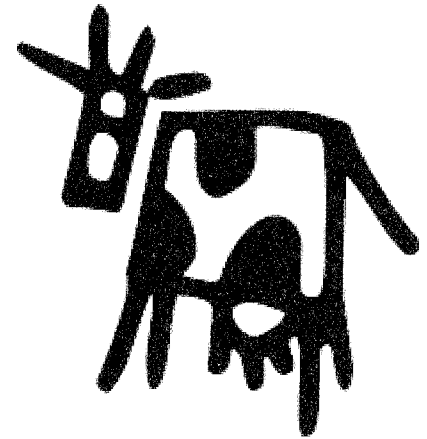
the goal to add whatever will most help writers, no matter what it's called?

What, then, do you think needs to happen online for your writing center? Do you see your online presence as mostly serving to publicize your physical writing center? If so, does OWL (Online Writing Center) fit that webpage, or do you need a new acronym for that page? If your online presence matches the physical writing center by offering real-time tutorials, do you want to call that web presence an OWL or something else?

With the previous questions as background, we invite you to think of the most creative acronyms to describe your technology-based writing center initiatives. Let's throw OWL out the window for now. Can you think of some fun and creative acronyms to share?

Please email your responses to us at dsewell@valdosta.edu and jinman@english.cas.usf.edu, and we'll print the top three in our next column.

Good luck, and have fun! ✨

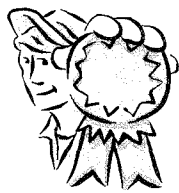


"Camille Langston suggested COWS for Centers of Online Writing..."
(Picture courtesy of Ink Warp)

Works Cited

- Brown, Lady Falls. "OWLs in Theory and Practice: A Director's Perspective." *Taking Flight with OWLs: Examining Electronic Writing Center Work*. Ed. James A. Inman and Donna N. Sewell. Mahwah: Erlbaum, 2000. 17-28.
- Monroe, Barbara J., Rebecca Rickly, William Condon, and Wayne Butler. "The Near and Distant Futures of OWL and the Writing Center." *Taking Flight with OWLs: Examining Electronic Writing Center Work*. Ed. James A. Inman and Donna N. Sewell. Mahwah: Erlbaum, 2000. 211-22.

SWCA Announces New Awards Competition



By Jennifer Liethen Kunka, Francis Marion University

This year, the SWCA Awards Committee is pleased to announce a new awards competition in recognition of the important contributions of peer tutors to their own educational institutions and the writing center community.

The SWCA Peer Tutor Award will be presented annually to a writing center consultant who demonstrates significant contributions to his or her educational institution through tutoring and other scholarly activities. The award will also recognize a peer tutor's contributions to the SWCA and the larger writing center community. The recipient of the first SWCA Peer Tutor Award will be recognized with a plaque and a prize of \$100 at the 2003 SWCA Conference in Charlotte.

The Peer Tutor Award is one of two awards competitions sponsored by the SWCA. The SWCA also announced the call for nominees for the 2003 SWCA Achievement Award in the summer issue of *Southern Discourse*. The SWCA Achievement Award is offered annually to a recipient who demonstrates excellence in writing center administration and contributes to the SWCA and the writing center community through volunteerism, research, and other scholarly activities. The recipient of the 2003 award will be presented with a plaque and a prize of \$250 at the Charlotte conference.

The SWCA Awards Committee encourages writing center directors, administrators, and peer consultants to nominate individuals who have made outstanding contributions to their schools and the writing center field. The awards competitions are designed to recognize the significant efforts of individuals working at educational institutions in states included in the SWCA region. The deadline for receipt of materials for both awards competitions is 15 December 15 2002. Inquiries regarding submission of nominations or awards materials should be directed to Jennifer Liethen Kunka, co-chair of the SWCA Awards Committee, at jkunka@fmarion.edu or (843) 661-1520. ✨

For awards announcements, see page 14

Guidelines for Prospective Hosts: Southeastern Writing Centers Association Conference

These guidelines were drawn up by 2001 SWCA conference cohost Glenda Conway and approved by the executive board in June 2001. The SWCA is always looking for prospective conference hosts, and board members are eager to help future hosts assess their readiness to plan a conference. Conference hosts work closely with the executive board throughout the process of planning and hosting the conference, and they serve a term as board members in order to advise the incoming conference hosts. (Editor)

By Glenda Conway, University of Montevallo

General

- Ability to meet with the SWCA Board of Directors during the summer before the conference (usually over a weekend and usually in the area in which the conference will be held), to plan the general schedule for the conference and to deal with other planning matters. Support and understanding from your local supervisors and colleagues for your pre-conference, post-conference, and actual conference attendance responsibilities.
- Ability to serve on the SWCA Board of Directors as a past conference host during the following year.
- Ability to make arrangements for managing money (accounts received and paid) and keeping easily-transferable records (conference registration fees; SWCA/IWCA membership fees; deposits and other payments to the conference facility; paying honorarium(s) and making expense reimbursements to invited speakers; etc.). Depending on your institution's policies, you may use an already-existing account or start a new account at a local bank.
- Patience. You need to be prepared to deal with continuous interruptions during the year of the conference, numerous questions, requests for changes and

GUIDELINES: Continued from page 11

other assistance, difficulties with mailings, miscommunications with facility folks and conferees, and all sorts of other challenges.

Lodging Facility

- Ability to accommodate up to 150 overnight guests during the “peak” two nights of the conference (generally the first and second night) at varied room capacity (i.e., one-four conferees in each room).
- Willingness to offer discounted conference rates is a plus, as is willingness to offer a number of rooms for student tutors at an even more attractive rate. The physical location should be in an area suitable and safe for exercise walkers and joggers. If in a large city, it should be near (or within accessible public transportation of) sites of historical or other tourist interest. (Many conferees travel by air, are funded by their institutions only for transportation between the airport and the conference hotel, and thus should not feel stranded in an isolated hotel.)

Conference Facility

- Located in the same building as the conference hotel or within easy walking distance of it. If not in same building, shuttle service for disabled conferees should be available at no charge.
- Capacity for banquet/receptions for at least 200 conferees.
- At least six available breakout session rooms with seating for 30 or more conferees.
- Existence of a central area—ideally with chair and table groupings—suitable both for setting up between-session coffee, soft drinks, and water and facilitating after-session conversations and networking.
- Reasonable prices and menu choices (including vegetarian options) for banquet style meals. The choice of a buffet set-up is usually economically favorable, since it reduces the need for servers.

Other Facilities

- Conferees enjoy time away from the primary conference facility. If a reception or enrichment activity can be arranged with minimal transportation or other expense, this will be a major plus. For example, the 2001 Conference held at Auburn University included a first night reception at Pebble Hill, a historic home several blocks from the Conference Center (a shuttle was available) and a second afternoon visit to the Auburn Sports Museum.
- Access and permission to use swimming pools and exercise equipment is always appreciated.

WANTED

**Director and site for the
SWCA Annual Conference 2004.**

*If you can meet these host guidelines, please
contact one of the board members listed on page 2.*

Programmatic Planning

- Brochure and flyer design skills (or ability to recruit a volunteer or reasonably priced designer) for key conference documents: the Call for Proposals; the official Conference Announcement; the Conference Program.
- Skill with or working support from someone skilled with web design, so that all Conference publicity can be Internet-available.
- Ideally, institutional support for copying and mailing of conference materials. Access to assistance in

preparing a bulk-rate mailing is a major plus, since bulk-rate mailings cost only a fraction of what first-class mailings cost. (Institutional financial support is not required, however, as SWCA can offer funds for such needs.)

- Ability to organize a committee to read and rate proposals and to decide whether to accept or reject them.
- Ability to compose acceptance and rejection letters that are clear and that convey a clear sense of respect and goodwill to the addressees.
- Ability to set up a program of sessions that fits with the design of the conference set up by the SWCA board during its summer meeting. ✨

UNC Charlotte Anticipates February 2003 SWCA Conference:

Some News and Tips about the Conference

By Deanna Rogers, University
of North Carolina, Charlotte

As the 2003 SWCA Conference in Charlotte draws nearer, the conference planners would like to update you on some of the exciting events planned for the three-day event. Patricia Lambert Stock, director of the writing center at Michigan State University, will be our keynote speaker. Among other accomplishments, Stock has served on the boards of the National Writing Project and the National Writing Center Association. We look forward to her insights on writing centers and the changes she has participated in and observed during her career working with writers and teachers of writing.

On Friday, 14 February 2003, the tutors at UNC Charlotte's Writing Resources Center would like to invite all visiting tutors to an evening of fun after the day's conference sessions. The tutors will be hosting a gathering at Jillian's at Concord Mills Mall in Concord, NC, just up I-85 from the conference hotel. Concord Mills boasts fine shopping, a sixteen-screen movie theater, great restaurants, and Jillian's, an entertainment and restaurant complex. All tutors who attend the conference are invited to share in

this evening at Concord Mills for a chance to meet and talk with tutors from around the SWCA region.

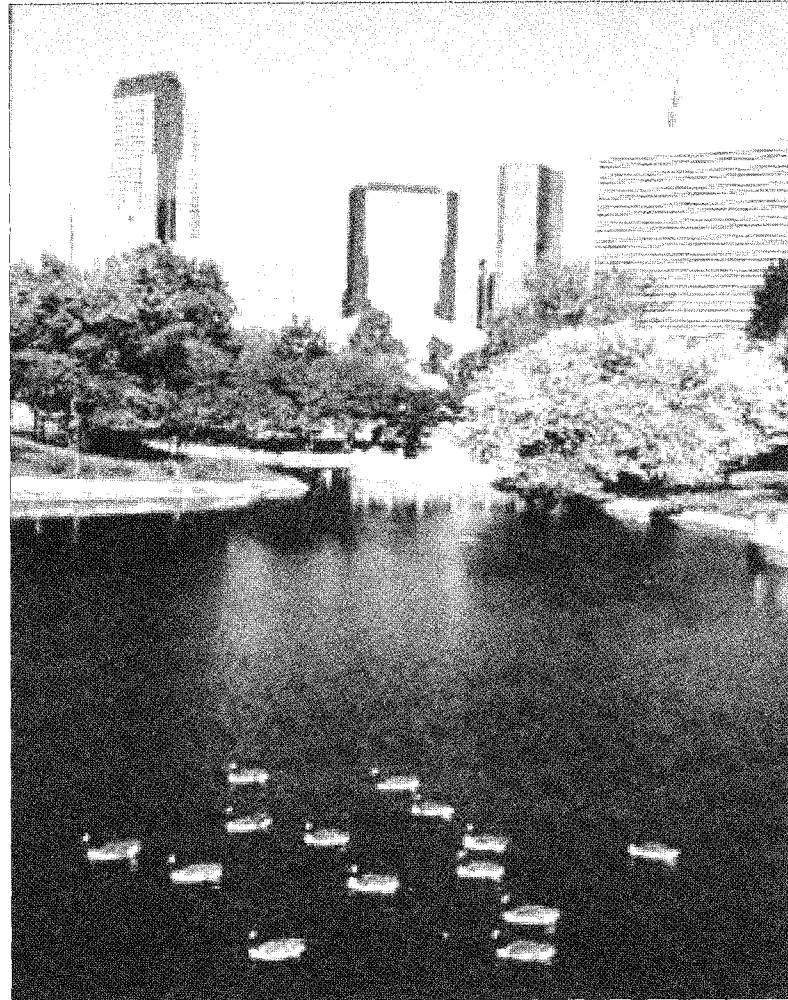
We'd also like to remind everyone that the Friday of the conference is Valentine's Day, so groups or individuals who plan to eat out that evening will want to make reservations well before coming to town for the conference. There are some phone

numbers on the conference brochure for restaurants within walking distance of the hotel. There are also numerous fast-food places within walking distance. But crowds will definitely be an issue that evening.

Please remember to mention the SWCA conference when you call the Hilton Charlotte University Place to reserve a hotel room. That will automatically give you the discounted rate of \$99.00 per room for our conference. We also have a small block of student rooms at the incredibly low rate of \$79.00 per room. Those rooms must be reserved through Deanna Rogers, the conference coordinator. You may reach her at drrogers@email.uncc.edu or 704-687-4226.

As a reminder, 15 January 2003 is the deadline for preregistration rates. You can register by mailing in the registration form in the brochure or by visiting the SWCA conference Website at www.uncc.edu/writing/wrcindex.html. Preregistration rates are significantly lower, so we encourage you to take advantage of the discounts.

Please email or call Deanna Rogers if you have any questions or need additional information. We look forward to seeing you in Charlotte in February! ✨



Uptown Charlotte.

Awards Call for Nominations!



The 2003 SWCA Achievement Award

The Southeastern Writing Center Association Achievement Award is presented annually on a competitive basis to a member of the association in honor of his or her outstanding contribution to the writing center community.

Eligibility

Any member of the SWCA is eligible to receive the award.

Process

To nominate an eligible candidate, send a short letter of nomination to the address below. The nominator is also responsible for informing the candidate that he or she has been nominated.

The candidate should submit supporting documents, which may include letters of support from students, tutors, faculty, administrators, or colleagues from other institutions; syllabi; publications; local writing center materials; etc. to the address below by **15 December 2002**.

Nominations and supporting material should be sent to
Jennifer Liethen Kunka, SWCA Awards Committee
Department of English
Francis Marion University
P. O. Box 100547
Florence, SC 29501-0547
jkunka@fmarion.edu

A committee of SWCA members will review the nominations.

Deadline for Nominations: **15 December 2002**

The winner will be announced and presented with the award (a nifty plaque and a check for \$250) during the 2003 SWCA Conference in Charlotte.

Awards Committee

If you are interested in serving on the committee that reviews the nominations, please contact Jennifer Liethen Kunka at the above address or call her at 843-661-1520.

The 2003 SWCA Peer Tutor Award

The Southeastern Writing Center Association Achievement Award Committee is pleased to announce the establishment of a new award that celebrates excellence in tutoring. The SWCA Peer Tutor Award will be presented annually on a competitive basis to a peer tutor at an educational institution in the Southeastern region for his or her outstanding contribution to the writing center community. The award recipient will be announced and presented with a plaque and a check for \$100 during the 2003 SWCA Conference in Charlotte.

Eligibility:

Any peer tutor who is currently tutoring in a writing center at an educational institution in a state or province located in the Southeastern Writing Center Association region (North Carolina, South Carolina, Virginia, Florida, Georgia, Tennessee, Alabama, Mississippi, Kentucky, Puerto Rico, or the American Virgin Islands) is eligible.

Process:

To nominate an eligible candidate, please send a short letter of nomination to the address below, outlining the contributions the peer tutor has made to the writing center at his or her institution. The letter should include the nominee's name, institutional affiliation, address, telephone, and email (if applicable). The letter may also address other relevant information, such as the tutor's involvement in the writing center field and with SWCA. The nominator is also responsible for informing the candidate that he or she has been nominated.

To be considered for the award, the nominated candidate must submit a packet that includes

- a cover letter indicating acceptance of the nomination;
- a letter of support from the nominated candidate's writing center director, if the candidate was initially nominated by someone other than his or her director;
- at least two letters of support from students, tutors, faculty, or administrators. Letters may also be included from colleagues from other institutions.

The nominated candidate's submission packet may also include

- writing center materials developed by the candidate, including but not limited to instructional resources and advertising materials (a maximum of fifteen pages of printed material).
- websites and online resources created by the nominated candidate.
- conference materials and publications relevant to writing center practice and research (a maximum of fifteen pages of printed material).

Nominations and nominees' submission packets should be received **15 December 2002** at the following address for review by the SWCA Peer Tutor Award Committee:

Jennifer Liethen Kunka, SWCA Awards Committee
Department of English
Francis Marion University
P. O. Box 100547
Florence, SC 29501-0547
jkunka@fmarion.edu

Letter from the President

By James Inman,
University of South Florida

Dear SWCA Members,

I hope this column finds you enjoying a happy, healthy, and productive fall academic term.

In my last column, I outlined new SWCA initiative teams and invited your participation, so I'd like now to provide an update by listing those SWCA members who have answered the call and agreed to serve on the various teams:

SWCA Awards Program Initiative Team

· Jennifer Liethen Kunka, Co-Chair
· Jerry Mwangbe, Co-Chair
· Bonnie Devet
· Michael Pemberton
· Marcella Sherman
· Stone Shiflet
· Marcy Trianosky

SWCA Evaluation Initiative Team

· Mary Alm, Chair
· Kirsten Benson
· Ormond Loomis
· Isabelle Thompson
· Beth Young

SWCA Membership

Expansion Initiative Team

· Christina Bourgeois, Chair
· Jennifer Ahern
· Glenda Conway
· Elisabeth LoFaro
· Bryan Moten
· Deanna Rogers
· Donna Sewell

SWCA Online Program

Expansion Initiative Team

· Karl Fomes, Chair
· Tracy Hudson
· Jo Koster

· Jane Love

· Julia Makosky

· Dan Melzer

· Alice Trupe

SWCA Organizational Issues Initiative Team

· Christine Cozzens, Chair

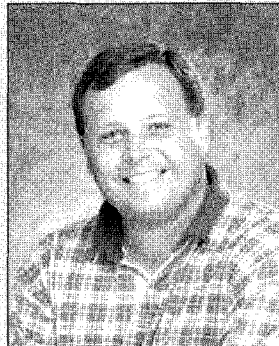
· Kim Abels

· Sonja Bagby

· Debra Dobkins

· James Inman

· Kerri Jordan



Membership Guidelines Streamlined By Marcy Trianosky, Hollins University

At the April meeting of the SWCA board in Savannah, a detailed discussion was held regarding the strengths and weaknesses of current membership recordkeeping practices and policies. The board voted to place the following guidelines into effect immediately.

- SWCA membership periods will now be determined in terms of fiscal year rather than calendar year. SWCA's fiscal year will begin July 1st and end June 30th.
- If your membership dues are received by December 30th, you will be considered a member of SWCA for that fiscal year. For example, if your dues are received by December 30, 2002, you will be considered a member for the 2002-03 year. This means that if you choose to pay your dues as part of your registration for the annual SWCA conference (usually held in February), and you pay on January 15, you will be paying ahead for your membership in the coming fiscal year. For example, members who paid dues at the April 2002 conference in Savannah have prepaid their membership for the 2002-03 fiscal or academic year.
- All members whose membership expires at the end of the 2001-02 academic year will be notified at the end of the membership period.

Membership dues will be as follows: \$15 individual membership (one copy of each issue of *Southern Discourse*); \$25 institutional membership (3 copies of each issue of *Southern Discourse* per institution) To prevent returns, multiple copies of *SD* for institutional membership will be sent in the name of the director of the writing center.

- Individual SWCA members and the staff of writing centers with an institutional membership will receive discounted registration rates for the annual SWCA conference as part of their membership privileges.
- All members paying an individual membership are entitled to receive one copy of each of the three issues of *Southern Discourse*, published in November, March and June (approximately). Institutional memberships will be issued under one name, with three copies of each issue of *SD* mailed to the contact person for use by members of the writing center included in that institutional membership.
- Voting status will be conferred on any member of SWCA during the fiscal year in which such members are eligible, whether such a member holds an individual membership or is a member of a writing center staff with an institutional membership.
- Because of some confusion in our membership records, the board agreed to provide membership for one year free of charge to anyone who believes he or she paid membership dues in the last two years but did not receive full membership benefits. If you experienced any confusion in your membership status during this time and believe you are eligible for a one-year membership, please contact the SWCA Treasurer, Karl Fomes, karlf@usca.edu.

The board hopes that these new guidelines will help us provide the best service possible to our SWCA members. Please let us know if you have any suggestions for improving our membership procedures.

SWCA Membership Application 2002-2003

Name: _____

Center or Department: _____

Institution: _____

Mailing Address for copies of *Southern Discourse*: _____

Telephone: _____ Fax: _____

Email address: _____ Writing Center Web URL: _____

2002-2003 Membership

Individual \$15

Institutional \$25

The membership period extends from 1 July 2002 to 30 June 2003

Mail application with check to:

Christina Bourgeois, SWCA Secretary, Georgia Institute of Technology, School of Electrical & Computer Engr., 777 Atlantic Drive, Van Leer Building, Atlanta, GA 30332-0250

Thanks to all of you who have volunteered your time and energy! I know your efforts will make a real difference for SWCA.

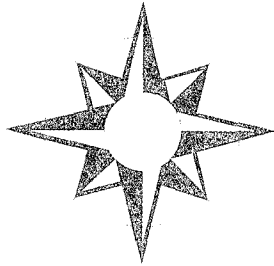
If anyone is interested in joining one of these teams, there's still plenty of time to do so. I invite you to email me at jinman@english.cas.usf.edu and indicate which team interests you most; I'll add you to the group and introduce you to everyone right away. ✨

Best wishes,

James

Southern Discourse

Publication of the Southeastern Writing Center Association
Fall 2002 • Volume 6, Issue 1



Christine Cozzens, Editor
Agnes Scott College
141 E. College Avenue
Decatur, Georgia 30030-3797

Making A Difference: Writing Centers and Change
SWCA Annual Conference, 13-15 February 2003,
Charlotte, North Carolina

