

18th Annual SCWCA Conference Overview
University of Oklahoma
March 6-8, 2008

Thursday, March 6

5:00 Check-In
 6:00 Welcome Reception: "A Taste of Oklahoma"
 Opening Plenary: Frosty Troy

Friday, March 7

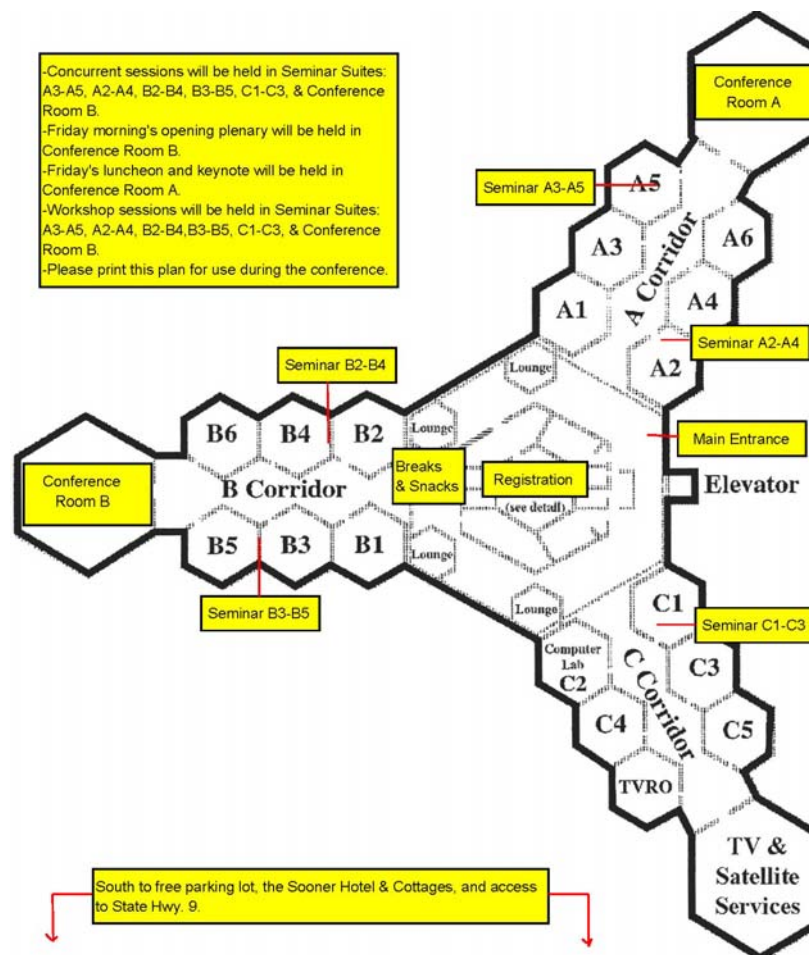
7:30 Check-In & Coffee & Breakfast Bars
 8:30 University Welcome
 Provost Nancy Mergler
 9:00 Concurrent Seminar Sessions 1
 10:00 Concurrent Seminar Sessions 2
 11:00 Concurrent Seminar Sessions 3
 12:00 Lunch & Keynote
 Guest Speaker: Anne Ellen Geller
 Workshop Sessions 4
 1:45 Concurrent Seminar Sessions 5
 3:30 Reception (OU Writing Center)
 5:30

Dinner On Your Own

Saturday, March 8

8:00 Coffee & Breakfast Bars
 8:45 Concurrent Sessions 6
 10:00 Concurrent Sessions 7
 12:00 Closing Plenary: Kevin Davis
 1:00 Conference Adjourns

[Floor plan/map available inside back cover.]



Welcome!

Because I was an active member of the Midwest Writing Centers Association before I came to Oklahoma, I knew I would also want to get involved with this regional, the South Central Writing Centers Association. What I had not bargained for upon moving here was the first message I received from many of the veteran members: Hello Michele, did you know OU has not yet hosted the annual conference in its 18 year history? I took that to mean I should do my part and I am pleased to host this year in Norman, Oklahoma. I realized this regional organization has held some great conferences that I would have to live up to, not the least of which was their hosting the International Writing Centers Association conference in Houston in 2006.

I anticipate the theme of "Writing Out Loud", the keynote speaker Anne Ellen Geller, and the local flavor we offer in our Oklahoma guest speakers Frosty Troy and Kevin Davis, will make this an outstanding conference experience.

Will Rogers makes a fine icon for our conference; he was an "out loud" writer, an Oklahoman identified with speaking his mind in ways that were often bitingly truthful but always down-to-earth accessible and memorable to the ordinary reader and listener. I reviewed every session proposal and I can tell you that you will find a variety of presentations by directors and student writing consultants that will resonant with your work and each one promises to be down-to-earth accessible as well as memorable.

As the president of the International Writing Centers Association, I am proud to call SCWCA my home regional organization. I look forward to visiting with you all and celebrating writing centers in our region.

Michele Eodice
University of Oklahoma

"When you don't know what to write or talk about, you can always resort to two subjects, weddings and inflation."

Will Rogers, November 28, 1932

Thank You Notes:

We received permission to use the Will Rogers photo from Steven K. Gragert, the Archivist and Historian for the Will Rogers Memorial Museum in Claremore, Oklahoma <http://www.willrogers.com/>. Steven also did research to find us the great quotes about writing that are in your program and one that is on the souvenir t-shirt.

T-shirt quote: "Nothing will make a reader yawn any quicker than good English." -weekly syndicated, 29 October 1933 [Steven K. Gragert, ed., Will Rogers' Weekly Articles, Vol. 6, The Roosevelt Years: 1933-1935 (Stillwater: Oklahoma State University Press, 1982), 69]

Thanks go to Debra Corley as the OU conference services coordinator, and to her staff here at the Thurman J. White Forum Building. Their work in organizing the conference registration and the venue is greatly appreciated.

Tara Nielsen and Rhonda Kyncl of the OU Writing Center staff dedicated many hours to planning and our student consultants who will join us for the next few days to make sure you have a good conference deserve our thanks as well.

We urge you to support the University of Oklahoma Press. They sent along some books for writing teachers and writers and we will be offering these books as "door prizes" at the closing luncheon.

CONFERENCE SCHEDULE

Friday, March 7, 2008

Conference Room B

8:30 University Welcome
Provost Nancy Mergler

Concurrent Sessions #1 9:00-9:50

Rm. A3-5

1.1 Writing Out Proud

Jennifer Child, Valerie Bell, Dana Allen, and Weston Rose
(Sam Houston State University)

This presentation will examine pride as it relates to students who seek assistance from tutors in writing centers. We will analyze problems that pride presents in relation to student writing.

Conf. Rm. B

1.2 Can You Hear Me Now?: Writing Out Loud In Online Tutoring Sessions

Dean A. Hinnen, Katie Pearson, Cassandra Ramos (University of Texas at Arlington)

This panel presentation describes, theorizes, and critiques a real-time online tutoring system that uses voice, video, and file-sharing over the internet in an attempt to mimic face-to-face Writing Center sessions.

Rm. A2-4

1.3 Writing Out Loud and Beyond: Working with Multiple Intelligences in the Writing Center

Jeni Maple and Jenna Polk (Oklahoma State University)

This workshop will explore various methods of applying Howard Gardner's theory of multiple intelligences to writing center tutorials. Because the writing center is designed to provide students with one-on-one attention in meeting their individual needs in the writing process, it is important for tutors to consider how their own intelligences and learning styles, as well as those of individual students, impact the tutorial.

The Lightbulb Effect: How Learning Styles Can Influence Students' Writing Styles

Erin O'Grady (Texas A&M University)

I plan to study through survey and case study research if helping students figure out their learning styles can open new doors for them in their writing.

Rm. B3-5

1.4 The Reader and the Stage

Keven Still, Joy Langford (Blinn College)

In a dramatic performance of typical writing center happenings, we propose a theatrical metaphor for understanding what writing centers accomplish, who writing centers ultimately serve, and how this affects the tutor / student relationship.

Bridging the Written, the Spoken, and the Visual: WC Performances

Jayetta Slawson (Southeastern Louisiana University)

Writing Centers continue to expand the scope of their missions by engaging in a variety of activities while reaching beyond traditional expectations. These activities, whether incorporating performances, technologies, or visual/oral

elements, serve to celebrate writers' voices, to enliven the environments of our Centers, and to encourage a dialogue between written, oral and visual discourses.

Rm. B2-B4

A5 Smoof Operators and Wonders Gyration in the HSU Writhing Center: Strategies to Deal with the Consequences of Relying on Spelling and Grammar Check

Mary Leigh, Leigh McDonald, Amanda Ritter, Dana Smith, and Kathryn White (Henderson State College)

Modern spell and grammar check programs can be valuable assets to writers; however, weak writers often take them for granted. In our presentation, we provide strategies for tutors and instructors to aid writers—and writing—that suffer from an addiction to spell and grammar check programs.

Rm. C1-3

A6 Jonathan Hines (John Brown University)

Student consultants from John Brown University will be showing some tutor training videos they produced on their own initiative and talking about the composition theorists who were most applicable to their situation at a small private university, as well as the challenges of tutoring across the disciplines on such a campus. They will solicit feedback on the video and how it might be tweaked and/or used to promote our services.

“When I write I gotta get off where it’s quiet.” Will Rogers, February 19, 1928

Concurrent Sessions #2 10:00-10:50

Rm. A3-5

2.1 Writing Out Loud, Out There: A Whodunit of Writing Center Expansion

Shannon Carter, Greg Mitchell, LeAnn Nash, and Jake Pichnarcik (Texas A&M Commerce)

This panel presents one university Writing Center’s adventures as we expand services through a collaborative effort to meet increasing need and bring together administration and staff from the library, university, and the Writing Center.

Rm. A2-4

2.2 Non-English Majors in Writing Centers

Jennifer Becker, Sarah Murray, Jose de la Garza, Nick Stevens, and Heather Liner (Sam Houston State University)

Despite non-English majors’ lack of persistent formal exposure to literary elements, we are still writers who are capable of tutoring the English language. Writing is a tool of study in most disciplines, and our familiarity with assignments and the expectations of form are tools we bring to Writing Centers.

Rm. B2-4

2.3 In Cyberspace, No One Can Hear You Scream: When Writing Out Loud is not An Option

Chelsey Crawford and Christopher A. Jones (Oklahoma State University)

Our paper will discuss our experiences with synchronous online tutoring and suggestions that might make it more effective. We will consider how tone, language, pacing, technological proficiency and anonymity all impact online tutoring sessions.

Rm. B3-5**2.4 Performing Writing Centers/Writing Center Performances**

Jenna Allen, Gwen Templin, Melinda Rothouse, Rebecca Jackson, and Mary McCulley (Texas State University)

The theme “Writing Out Loud” invites a performance studies approach to thinking about how writing centers function as performance spaces and the ways that writing center tutors, spaces, and promotional materials perform writing center identity.

Rm. C1-3**2.5 Empowering Silenced Writers: A Radio Documentary & Roundtable**

Tracy Toft Downing and Michaella Hammond (St. Louis Community College-Meramec)

This presentation highlights the audio-autobiographies of several students’ writing processes at St. Louis Community College-Meramec. Notably, the students who share their stories come from communities that often face additional challenges in being “heard”: students who have not experienced initial academic success in composition, adult learners, and ESOL students, among others.

The Value of Silence in Tutoring

Bethany Douglass (Blinn College)

The aural aspects of writing begin with our own thoughts; but, what happens when willingly or unwillingly, we can no longer hear our own contemplation? By understanding the role and significance of silence in a session, tutors become more comfortable directing students into periods of silence.

Conf. Rm. B**2.6 Eye for an Ear: Utilizing Oral Revision Techniques**

Ronald Hays (Texas A&M University)

In my presentation, I will discuss the historical context, psychological influences, and learning-style approach to reading drafts aloud and how we apply this to tutoring at the Texas A&M University Writing Center. From Socratic patterns to the philosophies of Kenneth Burke, attendees will gain a broad sense of how oral revision can strengthen writing center practices.

Performing Authority: Text-Sound Poetry and the Critique of Voice

Tom Orange (Vanderbilt)

Despite the ongoing debate between expressivist and social constructivist pedagogies, writing centers remain heavily invested in a foundational process-oriented metaphor, “voice.” This paper adds another perspective to the debate, one from the field of text-sound poetry.

Syntactical Structure and Performative Review

Robert Lipscomb (University of Texas at Arlington)

This paper will work from the belief that students should read their papers aloud in a tutoring session in the Writing Center. This paper will also argue that this performative aspect often reveals distinct issues relating to syntax that can cause such a catastrophic fault in any paper that a topical or thematic critique cannot be enacted.

“Remember, write to your Congressman. Even if he can’t read, write to him.” Will Rogers, March 19, 1933

Concurrent Sessions #3 11:00-11:50

Rm. A2-4

3.1 Tutoring Out Loud: How Conversation Affects Conferences

Linsey Allnatt, Krasi Shapkarova, and JoLynn Sallee (University of Houston Clear Lake)

Silence, outside conversation, and tutorial interaction are all key aspects of the overall conference experience. In examining these individual features of a conference, and how they work together, we will show the extent to which verbal communication contributes to the quality of the tutoring session.

Rm. B3-5

3.2 Living Out Loud: Developing Leaders in the Writing Center

Candace Schaefer, Molly Besch, and Anna Transue (Texas A&M University)

In order to maximize our ability to develop leadership within our center, we use a flat, team-oriented leadership structure that fosters participation at all levels. This presentation will discuss how we tie our peer tutor training program to the university’s purpose statement, how we run a flat organization, what that organizational structure does for us, and how leadership skills are honed throughout a peer consultant’s career.

Rm. B2-4

3.3 Utter Articulation: The Instructional Potential of Word Matrices

Kris Gottlieb, David Clarke, and Cami Whitehead (Sam Houston State University)

We have come across a surprising and hope-inspiring tool that succeeds in helping students to articulate themselves succinctly and fluently—word matrices. The tool draws on a student’s reading vocabulary and brings otherwise forgotten words back into their working vocabularies.

Rm. C1-3

3.4 L2 Tutors in the Writing Center: An Examination of Three Perspectives

Elisabeth Schauer, Sally Stevens, and Tracy Kila (Oklahoma State University)

The purpose of this panel is to present the results of a research study done on the interactions between tutors who speak English as a second language and their clients as well as the perspectives of writing center directors. The findings, based on a series of surveys and interviews, examine the expectations, preferences, and experiences of the three participant groups.

Rm. A3-5

3.5 Learning about Language Learning in the Bilingual Learning Center

Beth Virtanen (University of Alberta, Edmonton) and Judith Casey (University of Puerto Rico at Mayaguez)

In the writing centre at the University of Puerto Rico at Mayagüez, we conducted a study of the impact of tutoring services on student writing in English. Using pseudo-scientific

method, we examined the writing of 135 students in four sections of developmental writing who were tutored by the English/Spanish bilinguals who majored in English.

Learning English Out Loud: Conversation Hours for Non-Native Speakers

Maradee Kern (University of Houston-Clear Lake)

This presentation will provide an overview of the Conversation Hour program for non-native speakers in the UHCL Writing Center. I will include transcript excerpts from actual discussions, a brief theoretical foundation for “learning English out loud,” and survey responses from student participants.

Conf. Rm. B

3.6 The Writing Center is a Stage, and all its Tutors Merely Actors

David Sweeten (Sam Houston State University)

Tutors take on various roles, whether they be coach, expert, or encourager, and an adjustment to body language, tone and posture can help the tutor assume the appropriate role for the session and the student to accept that role. This presentation will focus on teaching alterations to body language and tone that can alter a student’s perception of the tutoring session and show tutors how these modifications create the various roles needed in their sessions.

The Identity of a Writing Consultant on the College Campus: A Constant Battle of Personality

Adam Bishop (East Central University)

Students who work in the campus Writing Center are constantly faced with having to make the transition from being

the student in the classroom to the authority figure in the tutoring sessions. Tutors in the Writing Center gain experience in adapting to their surroundings from place to place across the college campus, forming their identity to the environment that they are in and conforming their personality to that setting.

“Nothing will make a reader yawn any quicker than good English.” Will Rogers,
October 29, 1933

Conference Room A

Lunch & Keynote 12-1:30

Anne Ellen Geller

Anne Ellen Geller is Associate Professor of English and Director of Writing Across the Curriculum in the Institute for Writing Studies at St. John’s University. She teaches undergraduate and graduate English and writing courses, works with faculty from all disciplines, and is developing a new writing fellows program. She is co-author of *The Everyday Writing Center: A Community of Practice* with Michele Eodice, Frankie Condon, Meg Carroll, and Beth Boquet (USU Press, 2007). Her article “Tick, Tock, Next: Finding Epochal Time in the Writing Center,” which appeared in *The Writing Center Journal* (25.1), won the 2005 IWCA Outstanding Scholarship Award.

Workshops #4 1:45-3:15

Rm. A3-5

4.1 *Featured Workshop* Writing Center Research: Beyond Usage Reports

Terese Thonus (University of Kansas)

Too often, writing center “research” is limited to tallying usage statistics and preparing reports. But what actually goes on in the conversations we call writing consultations? How do the patterns of talk and dialogue in these conversations support or detract from our writing centers’ goals in serving students? In this workshop, participants will pose questions relevant to their own writing center contexts. They will receive guidance in recording and transcribing sample consultations. Then, they will discuss patterns of interaction they find in these transcripts and draw conclusions they can apply to ongoing consultant education as well as administrative practice.

Rm. A2-4

4.2 *Illiterates and Nerds: Surmounting Stereotypes in the Writing Center*

Katie Benson, Sara Caldwell, LaPorsha Coats, Allison Finley, Nicki Redmond and Nicki Green (East Central University, Ada, Oklahoma)

Writing Centers seem to be petri dishes for growing stereotypes. For example, some students won’t use the Writing Center because they don’t want to be stereotyped as illiterate or ignorant. And almost all Writing Consultants are at some point branded “nerd” by another student. What are these stereotypes? Where do they come from? How can we overcome them? How can we use them to our advantage? Through the use of peer groups and open discussion, we plan

an interactive exploration of writing center stereotypes, the good, the bad, and the useful.

Rm. B2-4

4.3 *Getting Down to Business: How Corporate Leadership Training Can Enhance Writing Center Conferences and Build E’sprit de Corps*

Allison Holland, Trent Kays, Brad Pierce, Julie Gladden, Jessica Fawley, Meredith McMillan, Barrett Hulen, John Freshour, Anthony Taylor, Katelyn Cobb, Josh Taylor, Julie Gladden, and Trent Kays, Brad Pierce (University of Arkansas at Little Rock)

Providing writing center services to a campus community means understanding the multiple needs of a diverse set of clients both on and off campus. Students at metropolitan universities are typically more diverse than students on traditional campuses, but one thing remains true about all collaborative writing conferences, no matter the academic level. Writing tutors must be skilled at quickly assessing clients’ needs so “the main thing can remain the main thing”: writing tutors work with people, not papers. Whether the writing center has paid, credit, or volunteer staff, each individual working in the writing center can provide better services by understanding important principles of leadership and management. This 3-part session demonstrate how the University Writing Center at the University of Arkansas has used corporate executive John Maxwell’s book [The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow](#) to enhance tutor training and improve client services over three semesters.

Rm. B3-5

4.4 *Caffeinated Creativity: Transforming the Writing Center into an After-Hours Coffee Shop*

Charley Bevill and Joel Carter (University of Houston-Clear Lake)

Writing center tutors spend their time helping others harness their creativity. Tutors can benefit from staging events that give them the opportunity to express their own creativity in the space in which they help others to do the same. In this performance/workshop, tutors from the University of Houston – Clear Lake Writing Center will stage a poetry reading in a “coffee house” setting where they will present their own creative writing and invite others to share their work—prepared or spontaneous. The tutors will also talk about their experiences staging these events at their writing center and discuss why such events are so valuable to the center and the university community.

Cup-O-Joe Work

Moria Ozias (University of Kansas) and Thomas Ferrel (University of Missouri Kansas City)

For some time now we have recognized our periodic but intentional coffee conversations have affected our work in meaningful and long-reaching ways. Over cups of coffee, we brainstorm approaches to consultant education, prepare for meetings with administrators, share out loud joys and disappointments and write—in talk and silence. Reflecting on recordings of some of our out-of-office, cup-o’-joe sessions, we trace how these conversations and silences color our work and how our dialogic and meditative practices correspond with our values—revealing how talk, silence and writing weave together for us a tapestry that supports our work and embodies our personal/professional/pedagogical identities.

Conf. Rm. B

4.5 When Technologies Converge: Writing Centers, Centers for Multiple Literacies

Donna Dumbar-Odom, Shannon Carter, and Valerie Balester (Texas A&M Commerce)

With convergence of various media into new forms of literacy and with the growth of communications in the disciplines and across the curriculum, the writing center of the future faces many challenges. The two writing centers featured in this panel are working to meet these challenges, arguing that the writing center is ideally suited to enable students and faculty to engage the emerging conversations about the changes technology is bringing to the academy and to help others work with the new media resources that are complicating literacy across the curriculum.

“[Y]ou can’t stop a person if he gets it
in his head he can write.”

Will Rogers, June 11, 1933

Concurrent Sessions 5 3:30-4:45

Rm. C1-3

5.1 Collateral Damage or Powerful Ally: The Writing Center and the Curricular Wars

Elisabeth Piedmont-Marton (Southwestern University)

Writing centers and their directors cannot exempt themselves from high-stakes campus-wide discussion about curriculum change. Directors can and should become advocates for writing in all its incarnations on campus.

Writing Centers and Kenneth Burke’s Concepts of Division, Identification, and the Scapegoat

James McDonald (University of Louisiana at Lafayette)

Kenneth Burke's concepts of identification, division, communion, and the scapegoat can contribute to our ideas of the writing center as a contact zone or borderland. Burke's theory grapples with issues of identification and persuasion, divided loyalties and subjectivities, and resultant guilt and blame, and all this is relevant to the work of writing center directors and tutors in the "multi-versity."

How Orality and Literacy Became Separated in U.S. Higher Education

Catherine Hobbs (University of Oklahoma)

This paper explores the disciplinary separation of English and speech departments in the early 20th century. It argues that the rise of the "English" department centered on literary studies marginalized rhetoric at the same time as popular elocution was at its peak.

Rm. A2-4

5.2 Watching my P's and Q's: Reading Aloud for Clear Communication

Perri Graves (Henderson State University)

While reading aloud helps both tutor and student to communicate with each other, it is imperative that students with dyslexia read aloud to make sure that the words they are writing are the words they mean. Since writing is a significant way to communicate, it is important that students write the words that will lead to clear understanding.

A New Look at Writing Centers: Multimodality

Angela Kennedy (Louisiana Tech University)

While researching writing center theory in the high school setting, this presentation will incorporate several interviews

from educators and students alike in order to address both the need for writing centers in high schools and to troubleshoot some of the various problems that exist during the implementation of writing centers on high school campuses.

Rm. B3-5

5.3 Writer to Tutor: "You're talking so much I can't hear myself think!"

Deborah Murray, Stacia Gray, and Heather Varnadore (Kansas State University)

All tutors need to remind ourselves of the importance of exploratory talk. Writers engaged in this kind of talk need supportive listeners. Instead of trying to read students' minds and fill in the gaps of their broken sentences, we need to slow down and hear what the writer is saying.

Rm. B2-4

5.4 Speaking to Write and WRITING IS SPEAKING: The Role of conceptual Metaphors in the Writing Tutorial

Phillip Heasley (Oklahoma State University)

This presentation will examine one element of tutor/client talk – metaphor – and its role in shaping our ideas about writing and decisions about texts. Metaphors occur frequently and effect the direction and the success of tutorials.

What Orality & Literacy Can Teach Us About Tutoring Writers

Brandon Cooper (Sam Houston State University)

My research will explore the complications that arise from the constant pull between the spoken and written English forms, issues of orality and literacy. Via interviews with writing center tutors and a survey of student writing samples, I will draw

some conclusions as to the intermingling of the two forms encountered in the typical writing center.

Rm. A3-5

5.5 Speaking Out: The Writing Center as Student Advocate

Chloe Diepenbrock (University of Houston-Clear Lake)

This session will describe a project initiated by the Writing Center that encourages students to speak out to their elected representatives about their educational funding needs. Writing Center tutors will help students to write personal profiles that will allow them to testify in the virtual space of our website.

Tutoring as Activism: Envisioning the Writing Center as a Forum for Social Debate

Sonya Sawyer (Texas A&M University)

It is not uncommon in the community college writing center in which I work for tutors to encounter student writing that is one-sided, uninformed, or marked by racist overtones. When tutors find students' writing to be socially irresponsible in some way, is it appropriate for the writing center to become a forum for debate over this issue? Can good tutoring take the form of social activism?

Writing the Intimate Out Loud: When Writing makes Write or Consultant Uncomfortable

Zachary W. Koppelman (Boise State University)

As peer consultants, we are already trying to balance the needs of the writer, the needs of the writing, the needs of the assignment, and our needs. Adding emotions—be they anger towards a person, agony over an event, dedication to an ideology, or embarrassment over details—presents a greater

challenge. Building on work from Payne (2000), Pemberton (2001), and Hudson (1999), this presentation will work to determine the best strategies for handling a consultation when intimate topics are discussed.

"They say a smart man changes his mind, but an editorial writer never does." Will Rogers, April 28, 1927

**5:30 Reception at the OU Writing Center
Bizzell Library, Lower Level 2**

CONFERENCE SCHEDULE
Saturday, March 8, 2008

Conference Room B
SCWCA Open Meeting 7:45

"Now here is what we got to do with this writing business. We got to have it divided according to talent. I'll handle the cattle end." Will Rogers, November 28, 1932

Concurrent Sessions 6 8:45-9:45

Rm. A3-5

6.1 The In-World Writing Center: Virtual Tutoring in Second Life

Shannon Carter, Lori Rios Doddy, Christy Foreman, and Sandra Liu (Texas A&M Commerce)

The embodiment of the physical space--tables, chairs, rustling papers, scratching pens, tapping keyboards, humming monitors --seems more "authentic" than the text-based, disembodied, asynchronous nature of the OWL. What if we could bring those bodies into cyberspace--via an avatar (that might or might not look like us) in a space designed to approximate reality (or not)? This panel looks at the 3D virtual environment of *Second Life* as an alternative to text-based exchanges of the OWL.

Rm. A2-4

6.2 Getting the Words on Paper: Working with Developmental Students and Writing

Angela Stanley (University of Texas at Arlington) and Nicole Perkins (Blinn College)

This presentation will investigate prominent theory on authorship and collaborative writing. This theory will then be applied to the personal experiences of tutors and students in an effort to conclude the effects of a tutoring session on a writing sample as it relates to authorship.

Decolonizing the Writing Center Website

Nancy Wilson (Texas State University, San Marcos)

My own research reveals that tutors are every bit as prescriptivist as their professors. Writing Center websites can bypass tutors to deliver liberatory information directly to our clients. In this presentation, I will discuss the research that informed my revisions to my writing center website, the revisions themselves, and faculty and student responses.

Conf. Rm. B

6.3 Understanding Through Metaphor

Semira Taheri and Bernadette Russo (Sam Houston State University)

This presentation is designed to demonstrate the use of metaphor in the context of tutoring to enhance student comprehension with regard to the various aspects of writing. Furthermore, as this technique utilizes a multi-sensory approach to learning, it is successful in assisting ESL students and students with differing learning styles, as well as all other students who seek guidance in the Writing Centers.

The Logic of Ratatouille in the Writing Center

James Cooper (Oklahoma State University)

The recent Pixar film, *Ratatouille*, and Peter Elbow's *Everyone Can Write* challenge and deconstruct the concept of academic discourse and intellectualism as elitism and instead suggest that this "elitism" is actually open to anyone willing to learn something new. My presentation will focus in the cognitive moves tutors make when they engage in discussion with students on how to move from informal to a more formal, academic voice. Instead, it is the goal of my presentation to suggest that while not everyone can become a great writer, a great writer can come from anywhere.

Rm. B2-4

6.4 Strategic Planning for Writing Centers

Diana Dowdey and Frances Crawford (Sam Houston State University)

Our dean has invited all departments and programs to create a strategic plan envisioning where we would like to be in five years. We have been encouraged to "dream large." We would like to hear from other writing centers what they are doing with strategic planning and what types of innovative programs they are creating or contemplating.

Rm. C1-3

6.5 From Cacophony to Harmony: Building A Writing Center Across the Disciplines

Linda Larons, Delma McLeod-Porter, Matthew Welsh, and Harold Stevenson (McNeese State University)

McNeese State University has created a harmonious cross-disciplinary symphony through the development of its Write to Excellence Center. The Write to Excellence Center reflects needs identified by every college and General and Basic Studies. This panel presentation examines the obstacles that members of the Write to Excellence Committee overcame to

promote writing in their colleges and illustrates how the development of a writing center can bring disparate disciplines together harmoniously.

"[J]ust think of the novelty of a man being in the writing game that knows what he is talking about." Will Rogers,
November 28, 1932

Concurrent Sessions 7 10:00-11:00

Rm. A2-4

7.1 Communicating Across Cultures: Cultural Empowerment at the Texas A&M Writing Center

Masha Sukovic, Gina Wen-Chun Chen, and Tony Wan-Tsai Kung (Texas A&M University)

This presentation introduces a collaborative learning project organized by the Texas A&M University Writing Center, in Fall 2007, which targets collaborative cross-cultural teaching and learning, as well as intercultural exchange in order to prepare students to be citizens of the world. In addition to this, the project addresses a number of language and writing-related issues, as well as ways in which culture affects personal writing styles and communication skills.

Rm. B3-5

7.2 Writing Geology Out Loud

Mary Carter, Michael Charlton, and Rhonda Dean Kyncl (University of Oklahoma)

Our Writing Across the Curriculum cohort recently undertook a Writing Fellows project with the School of Geology and

Geophysics at OU. As we laid the groundwork for this project, we became aware of how important “writing out loud” is to our work with other departments. In this session, we will examine our experience in “writing Geology out loud.”

Rm. B2-4

7.3 Red Hat Ladies at the Writing Center

Sheryll Lamkin, Julia Clark, and Nick Stephens (Sam Houston State University)

This panel session is a unique combination of humorous skits, lecture, and visual art. We look at the effect of non-traditional tutors and students upon the writing center environment. The three person panel will address issues encountered in tutoring sessions by non-traditional student tutors, as well as tactics and techniques these tutors might use. We will also contrast this information to the tactics and techniques used by traditional student tutors. In addition, this group will discuss workplace relationships between traditional tutors and non-traditional tutors.

Rm. C1-3

7.4 Big Students, (Little) Teachers, and Mini-Directors: How do GTAs Perform Multiple Roles in an Undergraduate-Staffed Writing Center

Robert Lipscomb, Lorie Jacobs, Justin Lerberg, Barbara Noyes, and Milissa Riggs (University of Texas at Arlington)

Our writing center employs both undergraduates and graduate students as tutors. The teaching graduate students take hands-on roles in the shaping of the writing center’s functioning objectives, paving new intersections between shifting responsibilities. This roundtable will explore the dynamic roles GTAs are asked to perform out loud in an up-and-coming writing center.

Conf. Rm. B

7.5 Writing Center as Student Service: Rhetorical Choices and the Art of Voicing Student’s Needs

Courtney Werner, Collette Caton, and Jonathan Polk (Texas State University-San Marcos)

Each presenter will investigate different rhetorical choices writing centers make that affects how the student body views and utilizes the center. Speaker one will study writing center websites, determining whether their online rhetorics align the centers more closely with the student body or with the standards of the academy. Speaker two will describe three ways one local writing center changed its rhetorics to align itself more closely with a diverse student body. The third speaker will examine the rhetoric of the tutorial, making a case for service-model conferences that focus on students’ needs rather than tutors’ perceptions of those needs.

Rm. A3-5

7.6 Write Out Loud with Podcasts

Steve Kaminczak, Meghan Wall, and Mandy Crawford (Texas A&M University)

We will show through demonstration and discussion how to produce writing center podcasts. Steve Kaminczak, Assistant Director of the Texas A&M Writing Center, will discuss getting staff involved in the writing and production of podcasts both to promote writing and the writing center and to gain experience in writing for a new and growing medium. Meghan, a student worker and voice of the Writing Center’s podcast, will provide participants with tips on what equipment and training they will need to produce podcasts—she will discuss selecting podcast topics and audiences, preparing interview guides,

scriptwriting, and voice talent as well as venues for publishing. We will record some podcasts during the workshop.

"It must be almost heart breaking for those splendid writers, to see what some of us syndicate birds get away with." Will Rogers, October 29, 1933

NOTES

Conference Room A Closing Plenary Session 12:00 Kevin Davis

Kevin Davis is a former National Writing Centers Association board member; current SCWCA board member, article reviewer for English Journal, and former editor of Oklahoma English Journal. He has been at East Central University since 1987 where he is the only person to have been awarded three Teaching Excellence Awards. He is a former Maxwell award winner.

Conference Adjourns 1:00

National Weather Center Tour