Session 1 10:15-11:15 a.m.

I. Academic Language

Room 187

Promoting Success: Utilizing Habits of Mind in the Writing Center

Sheryl Cavales Doolan, Lauren Servais
Santa Rosa Junior College

Habits of Mind are intellectual dispositions and attitudes that promote students' academic success. These habits can also be applied directly to writing center practice by providing a theoretical framework for navigating the complexities of academic culture. Participants will learn about these habits and develop methods for incorporating them into tutor training and for encouraging them in consultations with students.

II. Tutor Practices

Room 181

Advising Nemo: Looking at Minimalist Advising from the Adviser's Perspective

Margaret Birgen, Madison Chastain, Heather Marsh, Rebecca Patterson
St. Mary's College

What might a writing adviser struggle with during a minimalist session? Through discussion, interactive partner activities, and reflection, we will use Finding Nemo's cast of characters to discuss the difference between minimalist and directive advising and how we can struggle against taking on the role of "experts" during particular scenarios.

III. Writing & Speech

Room 177

Engaging Conversations: How Tutor Talk Influences Revision in the Writing Center

Maureen McBride, Luis Hernandez
University of Nevada, Reno

This presentation will discuss research and facilitate discussions about the types of verbal feedback writing center tutors give and the types of verbal feedback students claim they want. We will discuss specifically how our talk influences students' revision processes and student perceptions of revision.

IV. Writing Center Management

Room 173

Whose Line is it Anyway? The Power of Role-Playing in Tutor Training

Michelle Hager, Pat Walls, Andrew Tucker, John Linford
San Jose State University

Many writing center applicants have never been tutored themselves. So, what does it take to transform an "untutored tongue" into an experienced tutor? Find out in an interactive panel that illustrates how our rigorous hiring process utilizes role-playing scenarios, code-switching strategies, and effective communication skills to mold peers into professionals.

V. Outside the Writing Center

Room 170

Headed to High School: Creating and Sustaining Cross-Institutional Writing Center Connections

Paula Barrington-Schmidt, Katrina Silva, Kelly Olson, Erika Schmidt, Andreas Mechsner
CSU Stanislaus

CSU Stanislaus' Writing Center is developing writing workshops and writing centers with regional high schools. The panelists will discuss and take questions on: challenges in forming and maintaining partnerships, college vs. high school tutor training, and how multiple levels of collaboration encourage teachers, tutors, and students to talk about writing.

VI. General Interest
Room 172

Cultivating Habits of the Writer's Tongue
Kristen Berryhill
Sonoma State University

This session will address and discuss the researched language habits displayed within Sonoma State University's Writing Center and how these habits cultivate specific patterns of discourse among students. This discussion will be followed by a conversation of effective habits that Sonoma State has instilled in their own writing center program.

Jakobson's Birdsong: Unwritten Language in the Writing Tutorial
Kara Wittman
Mills College

This presentation considers how, what Roman Jakobson calls, the "phatic" function of address, the seemingly content-free speech acts designed just to make contact (hello? are you listening?), is actually a rich site of style and voice and can help students confront the difficulties of (and apparent losses in) switching from casual multimodal communication to rule-bound formal writing.

Making Something Useful: Lessons from Design Composition
Blake Watson
University of Nevada, Reno

An approach to writing as "making something," rather than translating ideas, fosters a concrete approach to writing and an expansive conception of (capital-C) Composition. Two important concepts in design theory are the need for trial and usability. These concepts can be profitably translated from design theory into writing centers.

Session 2 11:30am-12:30pm

I. Academic Language
Room 187

"Speaking onto the Page": Negotiating Language Politics in the Writing Center through Low-Stakes Writing
Kyle Hoover, Oscar Chavez, Cody Hoover
California State University, Fresno

In an effort to negotiate students' difficulties adjusting to academic discourse, we examine how we might utilize Peter Elbow's concept of "speaking onto the page" in our tutoring through low-stakes writing, which we argue works as a middle ground between discourses, a space of translation and ultimately entrance into academic discourse.

II. Tutor Practices
Room 181

Cross-Genre Tutoring & Universal Conventions: Embracing New Media for Academic Writing
Emily Seder, Melia Pavloff, Samuel Wilson
Sonoma State University

Can new media be a writing tutor's best friend instead of her worst enemy? Discussion on the shared conventions of academic writing and new media, and how to utilize these universal conventions while tutoring students raised in a generation which typically consumes media more than traditional literary forms.

III. Writing & Speech
Room 177

Speaking in Tongues: The Power of Conversation, Translation, and Adaptability
Loriann Negri, Rhiannon Hillman, Tristan Bernie, Paloma Herrera
Sonoma State University

SSU's Lead Tutor program created a mentorship role where Lead Tutors act as intermediaries and translators between the administrative staff and tutors. This panel discusses how the program has evolved since its inception and has led to a better rapport amongst our staff and stronger tutoring within our Writing Center.

IV. Writing Center Management
Room 173

"If you want to lead the people, you must learn ho to follow them": Collaborative Leadership and Empowerment in the Writing Center
Tereza Kramer, Joseph Zeccardi, Reyna Olegario, Madeline Bell, Jaq Davis
St. Mary's College

Leadership can imply hierarchy—there are leaders and there are followers. But that ignores the inherent wisdom and opportunity of peer-centered work. How can we foster true collaborative community, with the invisible leadership espoused by Lao-tzu, while satisfying the practical needs of administrative leadership and training?

V. Outside of the Writing Center
Room 170

Outreach: Talking about writing, and using talk to teach writing
Julia Bleakney, Sarah Pittock, Allie Fijolek, Kyle Michelson
Stanford University

This presentation explores our Writing and Speaking Center's outreach initiatives to the local high schools as well as marketing outreach across campus. Through this, we explore the relationship between students' words and voices: student leaders learning to speak an educational language and Center users informing how we talk to them about tutoring.

VI. General Interest
Room 172

Online Tutoring: A Place for Face-to-Face Conversation about Writing
Meghan Facciuto, Susan Griffin
Sacramento City College

The Sacramento City College Writing Center offered an online tutoring pilot program to students last semester using Google Video Chat and Drive. Our goal was to create an online writing tutoring experience that closely mirrored our highly conversational in-person tutoring. This presentation will explore "talk" in online tutoring.

Tutoring the "Untutored Tongue" Online
Lizbett Tinoco
University of Texas at El Paso

This presentation will focus on the benefits and challenges of tutoring English language learners in a synchronous online setting. It will also explore how online tools available to students effectively inform students' communication with tutors during online tutoring sessions.

Tutoring the Whole Tongue: Soliciting Vernacular Speech as a Form of Comprehensive Support in the 2-Year College
Marcus Chinn
Gateway Community College

Training tutors to utilize a combination of iPads and holistic support strategies to help bridge the gap between tutoring conversations and writing, while emphasizing vernacular speech to address the 3 questions that students ask themselves: 1) Can I do this? 2) Do I belong? 3) What's the purpose of this?

Session 3 1:30-2:30 p.m.

I. Academic Language
Room 187

If the Shoe Doesn't Fit - Sacrificing Comfort and Style in the Writing Center
Erica Lawrence
Sonoma State University

My presentation will detail the importance of creativity and style in academic writing and explore how we, as tutors, can bridge the gap between general textual conversation and academic discourse.

Don't Write Like You Speak
Jaclyn Walker
Ventura College

Many writers are told not to write like they speak. This presentation challenges that narrative by looking at students as agents of voice. We know that rhetorical agency is a means towards writing consciousness and preservation of vernacular eloquence, How do students' perceptions of voice differ from those of writing teachers, and in what way do rhetorical practices shape a writer's decision-making of voice? This presentation will explore these questions through ethnography and documentary with the hope of honoring the rich understanding students have about their own writing voices.

When Talking is Hard: Conversation As Negotiation in Tutoring Sessions
Jennifer Haigh
Sonoma State University

This presentation will examine how conversation serves as a negotiation of how speech is used within a tutoring session when conversation and speech is difficult for students, and present possible alternatives.

II. Tutor Practices
Room 181

Agency, Self-Efficacy, Context, and Expertise: What Forces 'Tame the Untamed Tongues' of Students Tutors, and Fellows
William Maculey, Kat Lambrecht, Phil Lovas, Derrian Goebel,
University of Nevada, Reno

When writing centers were more isolated, what drove successful sessions was discussed anecdotally. However, writing centers reaching out provokes discussion of what writing centers bring to others, including expertise, and how that helps. This session will discuss empirical research into the forces that influence successful sessions.

III. Writing & Speech
Room 177

Write It Like You Said It: Peer Tutoring, Improvisation, and Writer Confidence
Lauren MacDonald, Tyler Reyes, Elizabeth Hensley
CSU MontereyBay

Viewing improvisation as a metaphor for tutoring, we adopt the idea of "never saying no" to the scene set forth by the writer. Infusing confidence and collaboration into the writer-tutor relationship with improvisational modes, we give the writer the opportunity to decide for herself what good writing feels and sounds like.

IV. Writing Center Management
Room 173

Tutor Reflection as Education and Assessment
Kathryn Valentine, Beth Sherman, Julie Williams
San Diego State University

This panel explores reflection as a means for educating tutors and as a means for educating directors about the understandings that circulate in their centers. We will invite audience members to discuss their use of reflection for tutor education and how reflection might also inform their work with assessment.

V. Outside the Writing Center
Room 170

Embedded Supplemental Instruction Group Tutoring: Reaching, Teaching, Speaking, and Supporting
Jennifer Dorian, Tabitha Villalba, Shushanek Silvas, Nick Quintana
Fresno City College

The Fresno City College Writing and Reading Center's Peer Assisted Study Sessions (PASS) program is a supplemental instruction (SI) writing and reading tutoring program. The presentation will discuss the most recent data as well as new practices including behavior modification using positive reinforcement with food and school supplies. The following panel discussion will include tutors sharing their experiences regarding the different dialogues involved in SI tutoring.

VI. General Interest
Room 172

Taking the Writing Center With Us
Greta Bell, Megan Bronson, and Deanna Halliday
California State University, Fresno

This panel will explore how working at the writing center has influenced our views on teaching in our respective disciplines. Common features of college coursework from English, History, and Psychology will be re-imagined to incorporate skills gained through leading small group and one-on-one tutoring sessions.

Session 4 2:45-3:45 p.m.

I. Academic Language
Room 187

Sources Matter: How Talking about Research at the Tutoring Table Influences Student Writing
Denise K. Krane, Jill Goodman Gould, Gail Gradowski
Santa Clara University

This panel introduces the idea of an analytic rubric that tutors can use when talking about evidence with tutees working on research papers. We will explain the development of the rubric, demonstrate its use with student work, and open discussion about ways writing centers help writers engage thoughtfully with research.

II. Tutor Practices
Room 181

Reply: A Conversation on Life
Zoyer Zydel, Selena Edin, Kevin Jensen, Briana Lucas
California State University, Fresno

What if we looked at a piece of writing not with an eye to improve it, but read it and responded to it in order to enter into a conversation. Often what is most helpful from an audience is not advice for improvement but the reader's experiences with the topic, responding in a way Peter Elbow calls A Reply.
This workshop explores how the Reply Lens can be a gateway between the classroom and larger community, how education should be personal because education that is personalized resonates more with the student and is more likely to become internalized as part of their core understanding of life.

III. Writing & Speech
Room 177

Various "Tongues": The Moves Writing Centers Make to Negotiate Meaning Between Teacher, Student and Tutor
Setareh Tabrizi
American River College

The presentation draws on the results of a questionnaire taken from instructors and tutors in a Writing Across the Curriculum program and Writing Center at American River College. The research question that drives this questionnaire is: What types of "tongues," verbal or written, do tutors use to negotiate meaning when working in the drop-in center versus one-on-one conference sessions?

All We Do Is Talk-Talk: Exploring the Influence on Student Writing Through Talk at the Tutoring Table
Murleen Ray
Santa Rosa Junior College

A qualitative ethnographic research/study of student attitudes/response to how the talk about writing at the tutoring table influences how they write.

Effects of Tutor "Tongues" on Rapport Building and Student Writing Development
Jaimie Hill
Truckee Meadows Community College

I will be presenting on the effects that different types of language, or "tongues," can have on the rapport tutors generate with students and the changes that students ultimately make to their assignments.

IV. Writing Center Management
Room 173

Answering the Call: A National Survey of Writing Center Assessment Practices
Matthew Moberly
California State University, Stanislaus

This presentation will report on survey data I've gathered from writing center directors at public, 4-year universities across the country about their assessment practices. Attendees will have the opportunity to see what methods their colleagues are using to answer the call to assess and also engage with writing center professionals in the region to discuss their own assessment, contexts and practices.

V. Outside the Writing Center
Room 170

Authorizing Tutors through Embedded Experiences and Collaborative Partnerships
Vicki Quirarte, Bailey Gillespie, Briana Kwiatek
William Jessup University

Come hear a current student-tutor, recent graduate and writing center director present innovative ways to empower and equip tutors. Learn how embedded tutors in the classroom, carefully constructed faculty partnerships, and individualized writing teams can effectively help "disentangle [student] writing that is produced under academic pressures."

VI. General Interest
Room 172

Starting Secondary Writing Centers: Let's Talk About Writing Before College
Michelle Montoya
Truckee Meadows Community College

Do you try to get students in your doors only for them to find out that the service they get is helpful, friendly and productive? It's again time for us to get students to start talking about writing before they get to college where they get to talk about writing.

Session 5 4:00-5:00 p.m.

I. Academic Language
Room 187

Training Consultants at the Intersection of Field, Genre, and Clarity
Justin Bain
University of Colorado, Denver

By describing a specific training session (Writing in the Sciences) for Consultants at the Writing Center at CU Denver and the Anschutz Medical Campus, this presentation identifies specific training protocols and parameters that address how to create writing that is professional (field and genre-specific), yet still clear and effective.

Writing Centers and Arranged Marriages
Phillip Lovas
University of Nevada, Reno

This presentation reports on the results of a case study on the University Writing Center's Writing Fellows program and a Community Health Science writing course and how writing fellows can be used to solve issues of discourse, genre, and power that commonly arise from these partnerships.

II. Tutor Practices
Room 181
[Presentation cancelled]

III. Writing & Speech
Room 177

Using Vernacular Language to Sail through Brainstorms
Alexander Cosas, David Fujii, Annie Keig, Andrew Kirkpatrick, Shane McCarthy
St. Mary's College

Sailing through brainstorming sessions can be difficult because writing advisers cannot use conventional strategies to assist writers to choose a focus for their paper. This workshop will incorporate improvised performances of typical brainstorm sessions. Participants will experiment with vernacular language and conversation to help writing advisers navigate through brainstorms.

IV. Writing Center Management
Room 173

"Safe Zones:" Threatening & Non-Threatening Spaces
Holland Enke, Caitlin Wire, Amanda Muna, Ruth Sylvester
St. Mary's College

As writing advisers serving a diverse campus community, we believe our Center functions most effectively as a safe space. This presentation will identify and explore the relationships between social identities and perceived safe and unsafe spaces, with emphasis on the roles assumed by writing advisers in implementing them.

V. Outside the Writing Center
Room 170

Embedded Tutoring: Challenges and Best Practices
Lucia Valdez, Michael Vincent, Taylor Belloni
Reedley College

How do I utilize an embedded tutor? This is the concern that instructors most frequently voice when considering utilizing an embedded tutor. Reedley College's Writing Center coordinators and tutors will lead a panel and discussion about the most and least effective classroom practices utilizing embedded tutors.

VI. General Interest
Room 172

Dual(ing) Positions: The Extended Presence of the Tutor/TA
Dawn Janke, Brenda Helmbrecht, Anthony Breakspear, Kat Beglin, Sholeh Prochello, Martin Smith, Justin Swanson
California Polytechnic State University, San Luis Obispo

Administrators, tutors, and composition instructors in this panel argue for the value of incorporating writing center work into TA training. Presenters will recount how moving between the spaces of a writer and one's own classroom helps develop a rhetorical presence that informs a student-centered pedagogy for both sites.