

NCPTW 2016

It's for Everyone: The Inclusive Writing Center



NCPTW 2016

TACOMA, WASHINGTON | November 4–6



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NCPTW 2016

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NCPTW 2016 Chair's Welcome

Welcome to Tacoma! We're excited to share fall in the Pacific Northwest with you.

NCPTW is a really special conference. I especially love how prominent the voices of peer tutors are here. For many of you, it's the first academic conference where you've presented or attended. Presenting at a national conference (developing a proposal, doing research, finding funding, taking time away from regular semester schedules) requires a very high level of commitment—especially on a topic that is, for many of you, outside of your major and areas of academic emphasis. But being all here together is so inspiring; it helps underscore that our work is connected to a much wider community of practice and inquiry, and that the work we do has wider relevance—not just in the work we do in the center but also in helping to develop interpersonal, professional, and even life skills.

The conference theme, “It's for Everyone: The Inclusive Writing Center” is a theme we've taken to heart in developing conference opportunities.

The conference program will offer lots of perspectives on how writing centers can be more inclusive and, in the conference programming more generally, we want to think broadly about what “inclusion” means. Our conference sessions and activities are designed to promote thinking about universal design, about racial diversity, about gender and sexuality, and other aspects of identity that affect writing center work. We want you to learn from each other's research and to get some ideas for your own writing center praxis. We're hoping that, throughout the conference, you will also make connections across campuses; we've tried to design conference activities that will promote engaged conversation with new friends and colleagues.



You will be seeing many ampersands at the conference. This symbol (&) has become the unofficial symbol of our writing center—the Center for Writing, Learning, and Teaching—at Puget Sound. As you might guess from the title of our center, there are a lot of moving parts. We do writing center work & subject tutoring & Writing Across the Curriculum work & teaching and learning work. These concentrations are separate, of course, but they also overlap, and we find that doing each of them helps us to do the other parts better.

We liked the idea of the ampersand when we first adopted it, and its resonance has grown in the couple of years that we've been using it. We initially liked “&” as a symbol of both/and. We wanted to be invitational, to signal a space that might include you and you and you.

But “and” is also complicated. “Both/and” is a phrase we're accustomed to hearing, but we more often hear “and/or.” I'm sure you've all done Boolean searches, and so you know that “and” results in fewer responses than “or” does. When I first observed that, way back in the early days of library catalogs being computerized, it seemed strange to me. Shouldn't “and” be more inclusive than “or”? But “and” is more stringent as a search; it requires more intentionality, more work.

At this conference, I hope that the ampersands will make you think of “both/and” not “and/or.” Coalition-building, border crossing, finding common ground is complicated. It's not my way “or” the high way. It's not either this “or” that. It's complicated, and it's hard work to be both inclusive and respectful, to be both committed and vulnerable. And it's work that peer writing tutors do all the time. I look forward to learning with you.

Julie Nelson Christoph
University of Puget Sound



Acknowledgments

| | |
|---------------------------|--|
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Julie Christoph, University of Puget Sound (Roadie)

Annie K. Lamar, University of Puget Sound (Chauffeur)
Hannah Lehman, University of Puget Sound (Roadie)
Cara Monaco, University of Puget Sound (Gal Friday)
Meghan Rodgers, University of Puget Sound (Gal Friday)
Nate Shelden, University of Puget Sound (Roadie)
Rachael Shelden, University of Puget Sound (Gal Friday)
Meaghan Truckey, Tacoma Community College (Clean-up)

Technologists

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Lilly Bengtson, University of Puget Sound
Zoë Branch, University of Puget Sound
Prairie Brown, Central Washington University
Sean Butorac, University of Puget Sound '13
Olivia Cadwell, University of Puget Sound '16
Dave Childers, University of Puget Sound (Technology Services)
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Corey Friedman, University of Puget Sound
Darcy Irvin, University of Puget Sound
Hannah Lehman, University of Puget Sound
Alex McNeil, University of Puget Sound '16
Matthew Moreno, University of Puget Sound
Kieran O'Neil, University of Puget Sound '16
Ellica Spjut, University of Puget Sound

Conference Info Center

Julie Adams, Tacoma Community College
Isabelle Anderson, University of Puget Sound
Zoe Branch, University of Puget Sound
Gabrielle Chang, University of Puget Sound
Cody Chun, University of Puget Sound
Lauren Gaskill, Tacoma Community College
Sandi Gruberg, Central Washington University (Concierge)
Olivia Keene, University of Puget Sound
Alexandra Kotsovou, Tacoma Community College
Kristen Lane, University of Puget Sound
Cara Monaco, University of Puget Sound (Coordinator and Concierge)
Sophie Myers, University of Puget Sound
Meghan Rodgers, University of Puget Sound (Concierge)
Rachael Shelden, University of Puget Sound (Concierge)
Meaghan Truckey, Tacoma Community College
Kimberly Van Ry, Wilson High School
Jacqueline Wong, University of Puget Sound
Kylie Young, University of Puget Sound

Thursday Night Activities

Nathan Laviste, University of Puget Sound (Game Master)
Pierre Ly, University of Puget Sound (Wine Tasting Host)
Alex McNeil, University of Puget Sound '16 (Game Master)
Melissa Meharg, University of Puget Sound (Game Master)
Matthew Moreno, University of Puget Sound (Game Master)

| | |
|---------------------------|--|
| Puget Sound Day | <p>Technology Services, University of Puget Sound Peggy Carbone and University of Puget Sound Catering Office of Admissions Melissa Meharg, University of Puget Sound (CWLT tour) Kieran O'Neil, University of Puget Sound '16 (Pre-conference session) Meghan Rodgers, University of Puget Sound (CWLT tour)</p> |
| Museum of Glass Reception | <p>Ericka Jorgensen and Group X Catering Calvin Christoph, Wilson High School (Button Designer) Katharine Etsell, University of Puget Sound (Card Designer) Olivia Keene, University of Puget Sound (Letterpress Helper) Annie K. Lamar, University of Puget Sound (Letterpress Helper) Melissa Meharg, University of Puget Sound (Shepherd) Sophie Myers, University of Puget Sound (Letterpress Helper) Ellica Spjut, University of Puget Sound (Shepherd) Aedin Wright, University of Puget Sound (Letterpress Helper) Kylie Young, University of Puget Sound (Candid photographer)</p> |
| Keynote Breakfast | <p>Susan Carroll and Hotel Murano Catering Isabelle Anderson, University of Puget Sound (Table Artist) Gabrielle Chang, University of Puget Sound (Table Artist) Julie Christoph, University of Puget Sound (Ampersander) Katharine Etsell, University of Puget Sound (Ampersander) Olivia Keene, University of Puget Sound (Ampersander) Michael Kosanovich, Certified ASL Interpreter Doug Nelson, Anderson University (Ampersander) Karen Nelson, Anderson University (Ampersander) Dawn Piegdon, Certified ASL Interpreter Karlee Robinson, University of Puget Sound (Ampersander) Rachael Shelden, University of Puget Sound (Designer and Ampersander)</p> |
| Director Dinners | <p>G. Travis Adams, University of Nebraska Omaha Nikki Caswell, East Carolina University Mike Mattison, Wittenberg University Christine Modey, University of Michigan</p> |
| Trivia Night | <p>Emma Wilson, University of Puget Sound '15 (Trivia Master) Alex Plant, University of Chicago (Question Developer) Brady Christoph, University of Puget Sound '16 (Question Developer) Aedin Wright, University of Puget Sound (Candid Photographer)</p> |



NCPTW WIFI information

We are pleased to provide free WIFI at major conference venues.

At the University of Puget Sound, simply choose PS-Guest Access

At the Hotel Murano conference venues:

Username: NCPTW

Password: 2016



Thursday, November 3

- | | |
|-----------|---|
| 4-10 p.m. | Check-in at Hotel Murano NCPTW conference info center (3 rd Floor Foyer) |
| 5 p.m. | Meet in hotel lobby to go to Freighthouse Square food court |
| 5:15 p.m. | Meet in hotel lobby to go to Old Spaghetti Factory |
| 6-10 p.m. | Board games and informal socializing (Torcello/Burano) |
| 7 p.m. | Wine tasting for directors, led by Puget Sound Professor Pierre <u>Ly</u> , faculty writing consultant and scholar of the international political economy of wine (Suite 400) |

Friday, November 4

- | | |
|---------------------|---|
| 7:30-9:00 a.m. | Continental breakfast (Bicentennial Pavilion) |
| 7:30-8:00 a.m. | Check-in at Hotel Murano NCPTW conference info center (3 rd floor foyer) |
| 8:15-8:30 a.m. | First shuttle leaves for University of Puget Sound, from S. 13th Street. |
| 8:30 a.m.-4:30 p.m. | Check-in at the Center for Writing, Learning, and Teaching (Howarth 109) NCPTW conference info center |
| 8:30-9:00 a.m. | Pre-conference session in Rausch Auditorium (McIntyre 003) on <i>Sound Writing</i> , a comprehensive online writing handbook written by three Puget Sound peer tutors, featuring student-friendly writing advice on writing with awareness in English, a complex, evolving, globally significant language |
| 8:30-9:00 a.m. | Pre-conference tour of the Center for Writing, Learning, and Teaching (Howarth 109) |
| 8:50-9:15 a.m. | Second shuttle leaves for University of Puget Sound, from S. 13th Street. |

| | |
|---------------------|---|
| 9:30 a.m.-4:30 p.m. | Shuttles run back and forth between Puget Sound and the Murano as needed. (Board shuttle at Puget Sound outside Wheelock, and board shuttle at Murano at S. 13th Street, northbound direction). |
| 9:30 a.m.-4:50 p.m. | Concurrent sessions (at the University of Puget Sound) <ul style="list-style-type: none"> • Session 1: 9:30-10:45 a.m. • Session 2 or lunch: 11:00 a.m.-12:15 p.m • Session 3 or lunch: 12:35-1:50 p.m • Session 4: 2:05-3:20 p.m. • Session 5: 3:35-4:50 p.m. |
| 4:55 p.m. | First return shuttle leaves Puget Sound for the Hotel Murano (board outside Wheelock). Additional shuttles will be leaving from Puget Sound until 6:00. |
| 5-7 p.m. | Check-in at Hotel Murano NCPTW conference info center (3rd floor foyer) |
| 7-9 p.m. | Welcome dessert reception at the Museum of Glass (meet in hotel lobby 6:45-7:15 if you'd like to walk over with a group) |

Saturday, November 5

| | |
|-------------------|--|
| 8 a.m.-5 p.m. | Check-in at Hotel Murano NCPTW conference info center (3rd floor foyer) |
| 9-10:30 a.m. | Plenary breakfast (Bicentennial Pavilion) Awards ceremony Keynote presentation by Dr. Stephanie Kerschbaum |
| 11 a.m.-4:45 p.m. | Concurrent sessions <ul style="list-style-type: none"> • Session 6: 11:00 a.m.-12:15 p.m. • Session 7: 12:30-1:45 p.m. • Session 8: 2:00-3:15 p.m. • Session 9: 3:30-4:45 p.m. |
| 2-5 p.m. | Afternoon coffee service (Ballroom Foyer outside Venice rooms and Bicentennial Pavilion) |
| 5-6 p.m. | SIG (Special Interest Group) session |

| | |
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| 6-7 p.m. | Steering committee meeting (Venice 4) |
| 7-10 p.m. | Directors' dinners at multiple restaurants (Meet in Murano Lobby) |
| 8-10 p.m. | Peer tutor trivia night, with Trivia Master Emma Wilson ('15 Peer Tutor, University of Puget Sound) in Bicentennial Pavilion |

Sunday, November 6

| | |
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| midnight | Daylight Saving Time ends--time to fall back an hour, for a bonus hour of NCPTW! |
| 8-9 a.m. | Check-in at Hotel Murano NCPTW conference info center (3rd floor foyer) |
| 8-9:30 a.m. | Pastries, coffee, and tea (3rd floor foyer and Bicentennial Pavilion) |
| 9 a.m.-1:05 p.m. | <p>Concurrent sessions</p> <ul style="list-style-type: none"> • Session 10: 9:00-10:15 a.m. • Session 11: 10:25-11:40 a.m. • Session 12: 11:50 a.m.-1:05 p.m. |



University of Puget Sound

Session 1: Friday, 9:30-10:45 a.m.

Session 1A
Friday, 9:30-10:45 a.m.

Chair: Rachel Moore

Thomas Hall 272

Narrowing the Focus for Greater Inclusivity?: Rewards and Challenges of Targeting Specific Student Populations (Roundtable)

Rachel Moore and Rebecca McCarron,
The Catholic University of America

This roundtable considers examples of outreach and programming that target specific student populations in order to examine the potential rewards and risks of seeking to include more students by narrowing the focus to certain populations. Participants are invited to consider the means by which targeted populations are or might be identified and engaged, as well as how this practice is negotiated by tutors in terms of their own practice and identities.

Session 1B
Friday, 9:30-10:45 a.m.

Chair: Meaghan Summers

Thomas Hall 366

A Bigger Table: Group Sessions in the Writing Center (Roundtable)

Meaghan Summers and Maria Symons,
Wittenberg University Writing Center

There comes a time in every advisor's career when they must decide: fewer writers, or more tables? We hope, through Roundtable Presentation discussion, to make new discoveries pertaining to the small, atypical world of group sessions, and the advisors' approach to them. Ultimately, we hope to inspire conversation that helps us to decide just how inclusive we really are.

Session 1C
Friday, 9:30-10:45 a.m.

Chair: Clyde Moneyhun

Thomas Hall Tahoma
Room

Our Inclusive Writing Center: The Challenge of Diversity (Roundtable)

Clyde Moneyhun, Mitzi Luna, Madeleine Jewell, Ally Bea Smith, Emily Allen, and Rebekah Gunderson
Boise State University

We strive on our increasingly cosmopolitan campus to serve all the students who come to the Writing Center in effective ways that honor their diverse origins, identities, and purposes. We will discuss specific ways in which we train to reach non-traditional students, first-generation and underrepresented students, English language learners, and reluctant students.

Session 1D:
Friday, 9:30-10:45 a.m.

Chair: Dexter Gordon

Murray Board Room,
Wheelock

Race and Pedagogy (Workshop)

Dexter Gordon
University of Puget Sound

This session will address a facet of the Race and Pedagogy Initiative (RPI), "a collaboration of University of Puget Sound and the South Sound community that integrates intellectual assets of the campus into a mutual and reciprocal partnership with local community experience and expertise, and pursues the vision of educating students and teachers at all levels to think critically about race and to act to eliminate racism."

Session 1E
Friday, 9:30-10:45 a.m.
Chair: Hillary Thalmann
Wheelock 201

"I Hate Group Projects": Developing Strategies to Increase the Love (Workshop)

Hillary Thalmann, Hannah Davis, and Cory Briar
Western Washington University

Most college students will be assigned a group writing project during their academic career. However, traditional writing center pedagogies are not optimized for group work. What types of concerns are common in group writing and how do they differ from those of individual writers? What strategies can writing tutors use to best address these group writing concerns? In this session, participants will explore the concerns unique to group writing and discuss strategies for effectively facilitating group writing.

Session 1F tour
10:00 a.m.-10:45 a.m.
Wheelock Lobby

Puget Sound Campus Tour

Puget Sound Campus Tour Guides
University of Puget Sound

Participants will tour campus on foot with an undergraduate tour guide, hearing about Puget Sound from a student perspective and seeing most of the major buildings on campus. Campus tours are 45 minutes and begin on the hour; participants are encouraged to tour the Puget Sound Center for Writing, Learning, and Teaching (CWLT) in Howarth 109 for the remaining 30 minutes of the session slot.

Session 1G
Friday, 9:30-10:45 a.m.
Chair: Eric O. Klinger
Rausch Auditorium

Benefiting from Writing Centers' Diverse Staff Positions (Individual Presentations)

Cross Disciplinary Collaboration in Constructing a Communication Center: Partnerships & Possibilities

Kiran Rampersad
Georgia Institute of Technology

How can student tutors from varying disciplinary backgrounds practically contribute to the design, operations, and efficiency of the writing centers they serve? This presentation will analyze the relationships between undergraduate tutors, professional tutors, and administrators within the center. The goal is to discover how these three distinct groups of people can collaborate to become more active stakeholders in resource generation and advertising, particularly at writing centers in STEM focused institutions.

Out From Behind the Desk: Office Staff in Writing Centers

Xavier Royer and Olivia Zeman-Renner
University of Nebraska at Omaha

Many writing centers employ an office staff to both work as receptionists and aid the director(s) with administrative tasks. Office staff are often limited to these duties in writing centers, and are overlooked when it comes to training, research, and other aspects of writing center work. Two office staff members will explore this issue and present ways for directors to better involve and develop their own office staff.

Session 1H
Friday, 9:30-10:45 a.m.
Chair: Julie Christoph
Library 020

International Writing Center Exchange Experiences (Panel)

Brandon Hardy, East Carolina University; **Lance Gibson**, University of Louisville; and **Carol Saalmueller**, Indiana University

Panelists will discuss their experiences in residence at other writing centers around the world. The future of international exchange programs for peer tutors will be discussed.

Session 1I
Friday, 9:30-10:45 a.m.
Chair: Katie Henningsen
Archive, 2nd floor
Library

Opening the Archive: How We Talk about Silences (Workshop)

Katie Henningsen
University of Puget Sound

Using material from the Puget Sound Archives & Special Collections this hands-on workshop engages attendees in discussions of inequality, silences in the historical record, and the politics of collection building. We will discuss the development, implementation, and impact of these sessions for students and faculty as well as how this can translate to other institutions. We will then engage in a discussion of how these types of sessions enhance students' critical thinking and visual literacy skills as well as reinforce research skills and strategies, better equipping students to identify meaningful and manageable research projects as well as appropriate sources.

Session 1J
Friday, 9:30-10:45 a.m.
Chair: RhondaLee Randle
McCormick Room, 3rd
Floor Library

Building Genre Awareness through Peer Review (Workshop)

RhondaLee Randle
University of California, Merced

Making use of peer review in Writing in the Disciplines (WID) courses provides a unique opportunity to build genre awareness by encouraging students to learn discipline specific conventions. In the context of WID, identifying rhetorical features within a genre encourages writers to establish their own voice and style as an academic participant of the discourse community. The outlined workshop and methods of integrating peer review in WID courses gives students the opportunity to "[write] themselves into the discipline" (Adler-Kassner, and Wardle 56).



University of Puget Sound

Session 2: Friday, 11:00 a.m.-12:15 p.m.

Session 2A:
Friday, 11:00 a.m.-12:15
p.m.

Chair: Hannah Gill

Thomas Hall 272

A Writing Center at the Medical Center: Reflecting on Inclusivity in New Fields (Panel)

Hannah Gill and Chris Schacht,
University of Nebraska at Omaha

Two tutors use "new racism" as a lens to discuss the operation of a satellite location of their writing center at an affiliated medical university. The new challenges of the center also brought heightened incidences of common themes in writing center studies. This roundtable aims to expand outside collected data to explore issues of inclusivity at graduate level writing centers, and generate discussion among tutors about the expectations of Standard English.

Session 2B:
Friday, 11:00 a.m.-12:15
p.m.

Chair: Keith Kirkwood

Thomas Hall Tahoma
Room

Miscommunication, Verbal and Nonverbal (Individual Presentations)

More Than Words: Body Language and Inclusivity

Madison Dettlinger,
University of Michigan

As we go about our day, 70% of our time will be spent in the company of others, yet we will only speak about 10-11 minutes a day. This is possible through something called nonverbal communication, or body language, which can build a valuable bridge between people of different cultural backgrounds and experiences with language. This paper explores the possible uses of nonverbal communication in accounting for cultural differences in the writing center.

Idioms and Their Impact on Tutoring Dynamics

Aishwarya Sivaramakrishnan,
Drexel University

Idioms are common forms of expression used in daily speech but may not be always be understood by non-native speakers. Idioms are the hallmarks of native-like fluency and as a result provide an exclusivity to the language. This project seeks to understand the impact that idioms have on tutoring sessions and seeks to explore. The project seeks to answer whether they should be addressed and talked about during sessions or avoided to prevent miscommunication.

Racism in a Classroom Setting: Micro aggressions & Melodrama

Keith McDonald and Hannah Quigley
Salt Lake City Community College

Racism in the classroom manifests itself in many ways. This presentation will tackle racism historically and contemporarily with emphasis on unaware and unintentional or self-righteous racial aggressions, first by defining the key terms de jure and de facto racism, then by discussing micro aggression and melodrama. The goal is to illuminate issues that are pertinent in understanding tension between people in regards to race but also other factors such as age, gender or social status.

Session 2C
Friday, 11:00 a.m.-12:15
p.m.

*Chair: Thadeus
Bowerman*

Trimble Hall Forum

Cultural Communication Styles and Writing Center Work (Workshop)

Thadeus Bowerman
Texas A&M

Writing centers can nurture difference by understanding how cultural values dictate communication styles. This workshop will use the intercultural communication work developed by social psychologist Geert Hofstede and anthropologist Edward T. Hall. Following a discussion of cultural communication styles, participants will take part in activities to identify their own communication styles and the values underlying them. We will discuss throughout how these considerations can improve our work and make writing centers more inclusive.

Session 2D
Friday, 11:00 a.m.-12:15
p.m.

Chair: Annika Konrad

Murray Board Room,
Wheelock

Access as a Lens for Peer Tutoring Programs (Panel)

Annika Konrad and Rachel M. Herzl-Betz
University of Wisconsin-Madison

Our panel explores strategies for cultivating accessibility within peer tutoring programs. We address three contexts: collaborations between writing tutors and their peers; the work of writing program leaders; and tutor education courses. In each context, we analyze how power relationships have implications for access, and we end by offering concrete strategies for increasing accessibility for writing tutors, student writers, and program leaders.

Session 2E
Friday, 11:00 a.m.-12:15
p.m.

Upper Marshall Hall,
Wheelock

Lunch, Session I

Participants will eat a buffet lunch at either of the two lunch sessions, with a brief lunchtime program, with President of the Associated Students of the University of Puget Sound Noah Lumbantobing and Puget Sound Dean of Diversity and Inclusion Michael Benitez

Session 2F tour
Friday, 11:00-11:45 a.m.

Wheelock Lobby

Puget Sound Campus Tour

Puget Sound Campus Tour Guides
University of Puget Sound

Participants will tour campus on foot with an undergraduate tour guide, hearing about Puget Sound from a student perspective and seeing most of the major buildings on campus. Campus tours are 45 minutes and begin on the hour; participants are encouraged to tour the Puget Sound Center for Writing, Learning, and Teaching (CWLT) in Howarth 109 for the remaining 30 minutes of the session slot.

Session 2G
Friday, 11:00 a.m.-12:15
p.m.

Chair: Brian Hotson

Rausch Auditorium,
McIntyre Hall 003

Working with Science Students (Individual Presentations)

Being an Ivory-billed Woodpecker in a Flock of Crows: The Specialist vs. Generalist Dilemma

Anna Aylor

Wittenberg University

What do professors in biology want in terms of specialist vs. generalist tutoring for their students' papers? What do the biology majors want? How do biology advisors feel about sessions within and outside of the field? This presentation will address those questions in the context of a small liberal arts college.

Science without Collaboration: Why Biology Students Underutilize Peer Review

Kristen Lane

University of Puget Sound

Despite the fact that most students at liberal arts colleges typically receive some degree of writing instruction, many students do not fully appreciate the importance of writing and peer review in all disciplines, especially the sciences. My presentation will take a close look at biology students' attitudes towards peer review, inspect possible relationships between students' favorability of peer review and their writing center use, and propose strategies for writing centers to better support science writers.

Embedded Writing Tutoring Increases GPA in Science

Brian Hotson

Saint Mary's University

To achieve professional success, scientists and engineers must be able to clearly and concisely communicate with their peers, funding organizations, the media, and the general public. However, many first-year students are surprised that their degree programs require writing, and feel unable to complete their assignments to professors' expectations. Ironically, science and engineering majors are also the least likely group of students to seek assistance from SMU's Writing Centre.

Session 2H
Friday, 11:00 a.m.-12:15
p.m.

*Chair: Alba Newman
Holmes*

Library 020

Theorizing Space and Nonverbal Communication in the Writing Center Conference (Individual Presentations)

The Normative Model of Space in the Peer Tutoring Conference

Cody Chun

University of Puget Sound

I argue that the circular relationship between spatial and social interaction manifests in the tendency of tutor and tutee to remain within the spaces suggested by the table-space and, in so doing, to reinforce its implied structures. By identifying the spatial tendencies of tutors and tutees at the site of the peer tutoring conference, I propose a normative model of space, which graphs the implicit spatial structures within and against which tutor and tutee interact.

Session 2H continued
Friday, 11:00 a.m.-12:15
p.m.
Library 020

Negotiating the Writing Center's Virtual Boundaries: Skype Tutorials and Embodied Listening

Laura Feibush

University of Pittsburgh

This presentation explores the dynamics of remote instruction in the context of Writing Center tutorials. Drawing on theoretical frameworks in sound studies, gesture studies, and Writing Center pedagogy, it asks how aspects of embodiment and listening in peer tutoring function across virtual boundaries. The limitations and affordances of tutoring via virtual platforms (like Skype, BlueJeans, etc.), will be investigated, with the aim of better understanding and serving the needs of tutors and tutees using them.

Tutoring Between the Lines: Analyzing Metamessages for Expected Power Structures

Tanner Call

Brigham Young University

Linguistic approaches have frequently been used to conduct writing center research. One useful linguistic concept that can help us better understand tutor and student relationships are metamessages: the implied messages our language use sends to other participants in the conversation. Metamessages build two types of relationships: hierarchical, to establish power; or collaborative, to create community. Analyzing metamessages in writing center discourse can help us understand sources of miscommunication and promote peer collaboration in tutorials.



University of Puget Sound

Session 3: Friday, 12:35-1:50 p.m.

Session 3A:
Friday, 12:35-1:50 p.m.

Chair: Annabelle Miller

Thomas Hall Tahoma
Room

Beyond Grammar: Rethinking inclusion with multilingual writers (Roundtable)

Annabelle Miller,
Grand Valley State University

With the growing number of international students on campuses, it is important that writing centers shift their focus with multilingual students to understand their needs. This roundtable will provide contextual information about multilingual writers and their relationship with the writing center. It will then shift to a discussion of scenarios around multilingual writers in order to practice contextualizing consultations and opening a dialogue about needs.

Session 3B:
Friday, 12:35-1:50 p.m.

Chair: Kaitlyn M. Smith

Howarth Hall 201

Championing Equality in Under 140 Characters (Workshop)

Kaitlyn M. Smith and John Armstrong,
Drexel University

Newer media technology, particularly social media networks, give us the ability to play a larger role in shaping society—starting with our writing centers. We no longer just passively consume media. We are media and media is power. Through this workshop, we will examine how the language we use and consume in media reinforces power structures and discuss with the audience how we can productively channel our voice as a medium of change.

Session 3C
Friday, 12:35-1:50 p.m.

Chair: Michele Eodice

Trimble Hall Forum

Doing Undergraduate Research: Advice from the Editors of *Writing Center Journal* (Workshop)

Steven Price, Mississippi College and **Michele Eodice,** University of Oklahoma

Two of the editors of *Writing Center Journal* will meet with participants to discuss how to engage in undergraduate research.

Session 3D
Friday, 12:35-1:50 p.m.

Chair: Lizbett Tinoco

Murray Board Room,
Wheelock

The Myth of Inclusivity: The Tutor's Role in Complicating (Non)inclusive Writing Center Practices (Roundtable)

Lizbett Tinoco, Alyssah Roth, and Sean Garcia,
El Paso Community College/University of Texas at El Paso

Recent writing center scholarship focuses on the idea of the "new racism," or subtle acts that seem innocent but reinforce larger dominant structures. Applying this to writing centers, Grimm (2011) gives examples of three dominant mottos that guide writing center theory. This roundtable discussion draws from Grimm's critique of the three mottos and situates itself in how the experiences of three writing tutors working at a predominantly Latino serving community college writing center interrogate the dominant ideologies of these mottos.

Session 3E tour
1:00p.m.-1:45 p.m.
Wheelock Lobby

Puget Sound Campus Tour

Puget Sound Campus Tour Guides

University of Puget Sound

Participants will tour campus on foot with an undergraduate tour guide, hearing about Puget Sound from a student perspective and seeing most of the major buildings on campus. Campus tours are 45 minutes and begin on the hour; participants are encouraged to tour the Puget Sound Center for Writing, Learning, and Teaching (CWLT) in Howarth 109 for the remaining 30 minutes of the session slot.

Session 3F
Friday, 12:35-1:50 p.m.
Upper Marshall Hall,
Wheelock

Lunch, Session II

Participants will eat a buffet lunch at either of the two lunch sessions, with a brief lunchtime program, with President of the Associated Students of the University of Puget Sound Noah Lumbantobing and Puget Sound Dean of Diversity and Inclusion Michael Benitez

Session 3G
Friday, 12:35-1:50 p.m.
Chair: Maureen McBride
Rausch Auditorium,
McIntyre Hall 003

Speaking from the Center: Agenda Setting Practices in Support of Diversity (Panel)

Maureen McBride, University of Nevada, Reno and **Jessica Ross**, Seattle University

What does collaborative agenda setting to support linguistic diversity look like? This panel examines agenda setting training, practices, and research from two institutions, making comparisons between data from session reports, agenda forms, and observations to discuss implications of our research and offer observations about how certain agenda setting practices nurture diversity and opportunities to adjust our training and forms. We invite discussion from attendees for how writing centers can support student diversity, specifically linguistic diversity.

Session 3H
Friday, 12:35-1:50 p.m.
Chair: Courtney Werner
Library 020

Digital Accessibility and Mobile Apps: OWLs Where Students Need them Most (Roundtable)

Courtney Werner, Monmouth University and **Nicole Caswell**, East Carolina University

This roundtable begins with a discussion of mobile usability features of OWLs. Facilitators present the results and implications of a study focusing on OWLs viewed through digital devices and mobile apps. After discussing the study, participants are invited to consider their own OWLs. Facilitators lead participants through creating an action plan to craft mobile-friendly OWLs.



University of Puget Sound

Session 4: Friday, 2:05-3:20 p.m.

Session 4A:
Friday, 2:05-3:20 p.m.

The Wicked Witch Really is Green?: Being Colorblind in a Culture of Color (Roundtable)

Chair: Margaret E. Weaver

Margaret E. Weaver and Mark Paxton,
Missouri State University

Thomas Hall 272

This roundtable explores colorblindness as a "hidden disability." Although ADA prohibits discrimination against those with recognized disabilities, numerous courts have refused to categorize colorblindness as a disability. We will highlight key court rulings and share examples illustrating how colorblindness affects the ability to perform daily tasks and the ability to translate cultural metaphors. Our goal is to explore how someone realizes another person has a different image for a word or a phrase.

Session 4B:
Friday, 2:05-3:20 p.m.

Sensitivity in the Session: Building Confidence and Self-Efficacy (Individual Presentations)

Chair: Rachel Moore

"A wound is a cell and portal": Engaging with trauma in the Writing Center

Demetra Perros and Lauren Leslie,
University of Montana

Thomas Hall Tahoma
Room

Trauma and the writing process have long been linked. As students write, trauma processing often emerges in diverse ways, whether within student texts or in the interaction between tutor and student. How can tutors recognize trauma processing and respond with sensitivity and an appropriate respect for role boundaries? How can engaging with trauma further the overall purpose of student writing and provide useful techniques regardless of subject matter?

Assisting Students with Traumatic Brain Injuries Regain Confidence in Writing

Angela Christman

South Puget Sound Community College

At least 1.7 million Americans experience TBI (traumatic brain injury) per year, and students that we tutor can struggle with this devastating invisible illness. These students can be veterans who were injured during their service, or civilians that experienced deadly accidents. TBI often causes its victims to lose confidence in their thinking and writing due to its frustrating symptoms. These can be combated by effective tutoring methods utilizing student strengths while combating weaknesses TBI brings.

Session 4C
Friday, 2:05-3:20 p.m.

Chair: Kiley Miller

Trimble Hall Forum

Beyond (and Including) the Grammar: Meaningful Engagement in ELL Consultations (Workshop)

Kiley Miller
Colorado State University

Negotiation is an essential consultation starter, releasing productivity-butterflies when writers are prepared to take charge. Often, however, ELLs of various cultural and language backgrounds can struggle in this stage, and "I just want to check my grammar" can induce anxiety in both ELL and NES consultations. Let's reframe these challenges together. This problem-solving based workshop focuses on developing negotiation strategies, equipping attendees with grammar-teaching techniques, and will offer ample opportunities to share best-of approaches.

Session 4D
Friday, 2:05-3:20 p.m.

Chair: Paula Harrington

Murray Board Room,
Wheelock

Tutoring Across Identities: Building an Inclusive Writing Center at a Small Liberal Arts College in Maine (Panel)

Paula Harrington, Marnay Avant, Arunika Bhatia, Angie Peterson, and Ali Russell,
Farnham Writers' Center, Colby College

As Colby College in Maine becomes more diverse, its writing assistants increasingly work with peers across identities, whether socioeconomic, linguistic, gender-related, racial/ethnic, first-gen, or national. As a result, the center is creating a cultural mix that makes it model for inclusion on campus. This presentation will discuss three ways the center is focusing on difference-as-resource: inclusive tutor recruitment, in-services focused on inclusion, and greater preparation in the prerequisite course to become a writing assistant.

Session 4E
Friday, 2:05-3:20 p.m.

Chair: Renee Simms

Rotunda, Wheelock

Idea Lab

If You Build It, They Will Come: Creating Space for Multimodal Projects in the Writing Center

Teresa Williams,
Grand Valley State University

This session is an opportunity to share if/how we as writing centers should approach and nurture multimodal projects, as well as strategies and ideas about multimodal works. The session will begin by giving a little context to exactly what multimodal projects are, how I became interested, and background on my center's approach to them. Then it will move into the discussion.

Nonverbal Gestures In The Writing Center: How Body Language Differs Between Genders

Kayla Dusing and Kasey Feather,
Pennsylvania State University

This presentation explores the details and implications of nonverbal gestures, and how they are expressed through gender in the writing center. It will also display

Session 4E continued
Friday, 2:05-3:20 p.m.

Rotunda, Wheelock

research regarding how nonverbal gestures can help us or hurt us in tutorials. We also want to introduce strategies to implement the knowledge of body language in sessions. Attendees will involve themselves in conversations regarding their experiences/opinions with nonverbal gestures, while learning about gender differences.

Crafting a study on the efficacy of Workshops vs One-on-One Tutoring in Reflective Writing Assignments

Lori Brock and Keith McDonald,
Salt Lake Community College

A study of the effectiveness of workshops vs specific one-on-one tutoring for explaining journal writing skills to students in English, Humanities, and Service Learning Classes is needed. Research indicates that workshops are better at delivering information to science and engineering students, but does the same hold true for students in English, Humanities and Service Learning classes?

Session 4F tour
2:00p.m.-2:45 p.m.

Wheelock Lobby

Puget Sound Campus Tour

Puget Sound Campus Tour Guides
University of Puget Sound

Participants will tour campus on foot with an undergraduate tour guide, hearing about Puget Sound from a student perspective and seeing most of the major buildings on campus. Campus tours are 45 minutes and begin on the hour; participants are encouraged to tour the Puget Sound Center for Writing, Learning, and Teaching (CWLT) in Howarth 109 for the remaining 30 minutes of the session slot.

Session 4G
Friday, 2:05-3:20 p.m.

Chair: Jenny Spinner

Rausch Auditorium,
McIntyre Hall 003

Including Writers with Autism: Tutoring on the Spectrum (Panel)

Jenny Spinner, Kasie Bourque, and Erin McGrody
Saint Joseph's University

The number of students with high-functioning autism spectrum disorders (ASDs) is expected to increase exponentially in the coming years. Chances are, whether or not a writing center staff knows it, its tutors have worked with writers on the autism spectrum in their writing centers. Our panel will help audience members understand how ASDs can affect the writing process as well as offer strategies for working with writers with autism.

Session 4H
Friday, 2:05-3:20 p.m.

Chair: Ellica Spjut

Library 020

Costs and Benefits of Online Sessions: Who Do They Serve, and Who *Might* They Serve? (Individual Presentations)

Don't Sign Me Up for Email: Are Email Sessions Exclusive?

Libby Bauman
Wittenberg University

Email sessions allow advisors to communicate through writing, and they eliminate

Session 4H continued
Friday, 2:05-3:20 p.m.

Library 020

some of the anxieties of face-to-face sessions, so it would seem that every advisor would enjoy them. However, although every advisor in our writing center may choose to conduct them, some do not. What elements of email sessions might drive advisors away? Do some advisors feel excluded by them? Do any writers feel excluded by them, as well?

Do writers hear online tutors? Assessing the Effectiveness of Online, Asynchronous Writing Feedback at a Four-Year Nonresidential University

Robyn Tasaka

University of Hawai'i--West O'ahu

This presentation shares findings from a case study examination of email feedback on student writing in order to assess whether and how the writer incorporated tutor feedback. My goal is to examine the effectiveness of online tutoring in general and our center's online tutoring in particular, in order to make recommendations for providing feedback on writing for distance students. In what ways might writers misunderstand feedback provided by tutors? Are writers "hearing" tutors at all?

Workspaces: Conceptualizing Writing Pedagogy for Employed Students

Hannah Locher

University of Wisconsin

Most students work while attending four-year universities, yet off-campus employment's influence on undergraduate writing remains understudied. Gaps in scholarship addressing employed undergraduates prevents focused conversation about specializing writing pedagogy. Examining employment's effect on undergraduate writing processes, along with existing writing pedagogy and tutoring resources, allowed me to identify tutoring strategies for working students. By addressing the portions of the writing process disrupted by employment, writing tutors can better serve the underrepresented population of working students.



University of Puget Sound

Session 5: *Friday, 3:35-4:50 p.m.*

Session 5A
Friday, 3:35-4:50 p.m.

Chair: Lora Mendenhall

Thomas Hall Tahoma
Room

Serving Marginalized Writers (Individual Presentations)

Don't Forget About ME! Meeting the Needs of Marginalized Students in the Writing Center

Candace Chambers and Allie Sockwell
University of Alabama

This presentation seeks to foster conversations about ways writing center administrators can train tutors with strategies to meet the needs of African American, non-traditional, and students diagnosed with learning disabilities. Since these populations often experience difficulties in assimilation into mainstream college environments, tutors can increase inclusivity by easing writing anxieties.

Toward Inclusive Writing Assessment for Students with Learning Disabilities: What Happens When Peer-Tutoring Joins the Conversation

Steven J. Corbett
Texas A&M University-Kingsville

During a case study of course-based tutoring, I came to know two students with learning disabilities (LDs) very well. I will draw on current research on LD and writing pedagogy, writing assessment, and my case study research to suggest an inclusive, multi-method model of writing assessment for LD students. Specifically, I describe an assessment frame that includes mainstreaming LD students; a focus on performance and habits of mind; and multi-method measures that include student voices.

Nurturing Differences in the Writing Center: Implementing Tutoring Techniques to Benefit All Students

Rosalee Pilch and April Sirbas
Purdue University Northwest

This presentation outlines how a University with a growing community of diverse learners has adapted tutoring techniques in order to recognize and accommodate students who have a disability, which in return benefits all students. Integrating tutoring techniques from the Writing Center with the assistance of available resources from the Office of Disabilities Resources will help students who have a disability by creating a universal design for all learners.

Session 5B
Friday, 3:35-4:50 p.m.

Chair: Emily Standridge

Trimble Hall Forum

A Heuristic for Embracing Tutor Anxiety (Workshop)

Emily Standridge, Alia Pappas, Rebecca Hale, Erin O'Quinn, and Hailey Siler
University of Texas Tyler

This workshop sets out to explore the issue of anxiety through the lenses of writing anxiety and impostor syndrome as experienced by new and experienced peer tutors. The goal is to develop a heuristic to recognize behaviors triggered by anxiety in tutors and to understand the causes of that anxiety so that tutors can embrace their anxieties as tools for improving their tutoring and writing skills.

Session 5C
Friday, 3:35-4:50 p.m.
Chair: William Morgan
Murray Board Room,
Wheelock

Negotiating Cultural Difference and Insensitivity: Developing a Meta-language for Inclusive Tutoring (Workshop)

William Morgan, Jono Miskot, Tara Parmiter, Amanda Hua, Nina Maryn, Michelle Dent, and Yianni Tsesmelis
New York University

How can we discuss identity in tutoring sessions with the same openness and spirit of collaboration as we discuss academic writing and disciplinary content? In this workshop, we examine student writing and tutor transcripts that help us to name the different kinds of cultural insensitivity, bias, and tension that arise in the work of peer tutors around issues of privilege, difference, and identity. Our goal is to help tutors develop a meta-language and inclusive practices.

Session 5D tour
4:00p.m.-4:45 p.m.
Wheelock Lobby

Puget Sound Campus Tour

Puget Sound Campus Tour Guides

University of Puget Sound

Participants will tour campus on foot with an undergraduate tour guide, hearing about Puget Sound from a student perspective and seeing most of the major buildings on campus. Campus tours are 45 minutes and begin on the hour; participants are encouraged to tour the Puget Sound Center for Writing, Learning, and Teaching (CWLT) in Howarth 109 for the remaining 30 minutes of the session slot.

Session 5E
Friday, 3:35-4:50 p.m.
Chair: Randall Monty
Library 020

Fostering Inclusivity Through Social Media: One Writing Center's Story (Panel)

Elisabeth Buck, University of Massachusetts Dartmouth; **Liz Whiteacre**, University of Indianapolis; **Kathryn Hampshire**, Ball State University; and **Amory Orchard**, Ball State University

This panel will discuss the strategies employed by a social media team at a mid-size public university, including how they used the center's Facebook, Pinterest, Twitter, and Instagram accounts for specific, rhetorical purposes. This session hopes to encourage other writing center practitioners to develop their own heuristics for approaching social media within their local contexts.

Session 5F
Friday, 3:35-4:50 p.m.
Chair: Katie Henningsen
Archive, 2nd floor
Library

Opening the Archive: How We Talk about Silences (Workshop)

Katie Henningsen

University of Puget Sound

Using material from the Puget Sound Archives & Special Collections this hands-on workshop engages attendees in discussions of inequality, silences in the historical record, and the politics of collection building. We will discuss the development, implementation, and impact of these sessions for students and faculty as well as how this can translate to other institutions. We will then engage in a discussion of how these types of sessions enhance students' critical thinking and visual literacy skills as well as reinforce research skills and strategies, better equipping students to identify meaningful and manageable research projects as well as appropriate sources.

Session 5G
Friday, 3:35-4:50 p.m.
Chair: Kate Ozment
Rotunda, Wheelock

**Collapsing the HOC-LOC Triangle: Grammar as Diagnostic Tools
(Workshop)**

Kate Ozment
Texas A&M University

Using the concept rhetorical grammar from Kolln and Gray, this workshop will examine the power of repositioning grammar as tools. Grammar is seen as a "lower-order concern" that is put to the side until higher-order issues are addressed. However, grammar issues often mask bigger problems. This workshop will use this concept to show how grammar issues can be used as a diagnostic tool for clients and as a way of giving agency back to writers.



Museum of Glass (1801 Dock Street)

Opening Dessert Reception: *Friday, 7:00-9:00 p.m.*

Come talk with new colleagues, enjoy desserts, watch glass blowing, make art, and participate in a raffle for a glass vase blown by Tacoma's own Hilltop Artists!

Volunteers will be in the Murano Lobby from 6:45-7:15 to walk over to the museum with those who would like to walk over in a group.





Hotel Murano

Keynote: Saturday, 9-10:30 a.m., Bicentennial Pavilion

Welcome

Julie Nelson Christoph

Conference Chair, University of Puget Sound

Martin Jackson

Associate Dean, University of Puget Sound

Presentation of NCPTW Ron Maxwell Leadership Award

Clint Gardner

Salt Lake Community College

The NCPTW Ron Maxwell Leadership Award is given annually to a professional in the NCPTW organization who has contributed with distinction to undergraduate student development through promoting collaborative learning among peer tutors in writing. The award recognizes an individual for dedication to and leadership in collaborative learning within writing centers, for aiding students in taking on more responsibility together for their learning, and thus for promoting the work of peer tutors. Its presentation also denotes extraordinary service to the evolution of this conference organization.

Such leadership is demonstrated in a variety of ways, including

- Fostering leadership skills among peer tutors
- Showing evidence of leadership in collaborative learning on the home campus
- Developing innovative peer tutoring programs
- Welcoming and meeting new challenges in leading a center guided by a collaborative learning philosophy
- Building a record of bringing peer tutors to present at the conference
- Giving service to the NCPTW

An awards committee consisting of past award recipients chooses the recipient. A plaque and a cash prize are funded by the Maxwell family. Nominations each year are due by August 31. See the NCPTW website for details <http://ncptw.chicagolandwritingcenters.org/maxwell-award/>.



Mike Mattison, 2016 Ron Maxwell Leadership Award Recipient

Wittenberg University

“One of the strangest interviews ever.” That’s how Emily Rayens remembers her meeting with Mike Mattison when she applied to become a Wittenberg University peer advisor. “Dr. Mattison and I did not discuss logistics of working in a writing center or dwell for long on the motivations of my application. Instead, we talked about why I enjoyed writing, why I decided on the topic of my writing sample . . . The conversation was completely terrifying, yet utterly fantastic.”

Mattison has worked in writing centers since 1996, when he became a tutor in the Iowa State Writing Center. At the University of Massachusetts-Amherst, he taught in their award-winning writing program and was the assistant director of the Writing Center. Then, he was a member of the English Department and the director of the Writing

Center at Boise State University for six years, before directing the Wittenberg Writing Center. Through all those

years, he's been able to work with hundreds of students on thousands of papers. Even better, he's worked with dozens of student tutors/consultants/advisors as they have learned to conduct their own sessions with writers, and learned to conduct their own research projects in the writing center field. In her letter nominating Mattison for the 2016 NCPTW Maxwell Award, Rayens recalled that "the most unexpected part of this position was our role as colleagues in the center. . . . All input was taken into consideration and most of our ideas were put into practice."

Mattison also expects peer advisors to attend conferences and publish as scholars just like he does. In fact, that expectation is in their contract. (The program at this conference features five presentations by Wittenberg peer advisors.)

Congratulations to Mike!

Presentation of Student Travel Grants

Sean Butorac

University of Washington

2012 University of Puget Sound NCPTW Travel Grant Recipient

La Beca Award Recipients (\$400)

Morgan Ambourn, Minnetonka High School
Connor Erb, Minnetonka High School
Tyler Harter, Renaissance High School
Kadiedre Henderson, Texas A&M University
Kaidan McNamee, Montana State University
Alyssah Roth, El Paso Community College/
University of Texas El Paso
Lizbett Tinoco, El Paso Community College/
University of Texas El Paso
Yianni Tsesmelis, New York University

Burkean Parlor Award Recipients (\$400)

Logan Clem, University of Tennessee at Chattanooga
Olivia Haynes, University of Tennessee at Chattanooga
Amanda Hua, New York University
Daniel Hughes, Saint Joseph's University
Gina Kokosky, Saint Joseph's University
Alexandra Kutsor, Purdue University Northwest
Erin McGrody, Saint Joseph's University
Rachel Moore, Purdue University Northwest
Brenna Ritzert, Saint Joseph's University
Aishwarya Sivaramakrishan, Drexel University

Registration and Grub Award Recipients (\$150)

Theresa Bender, Saint Joseph's University
Brianna Bos, Montana State University
Kinsie Clarkson, Montana State University
Emily Elvoid, University of La Verne
Sean Garcia, El Paso Community College/
University of Texas El Paso
Adalee Gill, Minnetonka High School
Graeme Greenwood, Montana State University
Alexa Josaphouitch, Drexel University
Elizabeth Kovalchuk, Montana State University
Hannah Locher, University of Wisconsin - Madison
Madalyn Lynch, Seattle University
Alejandra Marquez, University of La Verne
Amy McCoubrey, Renaissance High School
Kiley Miller, Colorado State University
Lydia Mongie, Utah Valley University
Demi Sullivan, Montana State University
Stephanie Sullivan, Purdue University Northwest
Paulina Syracuse, Saint Joseph's University
Jessica Willmore, Utah Valley University
Nicole E. VanAller, St. Joseph's University

Keynote:

Toward Creating an Inclusive Writing Center

Stephanie Kerschbaum

University of Delaware



Stephanie L. Kerschbaum is Associate Professor of English at the University of Delaware, where she teaches first-year writing, advanced writing, and disability studies courses, as well as graduate seminars in rhetoric and writing studies. Her experience working in the Writing Center at the University of Wisconsin-Madison has deeply informed her work as a teacher and researcher.

In her book, *Toward a New Rhetoric of Difference*, she addresses conversations about diversity in higher education, institutional racism, and the teaching of writing by focusing on how people talk with one another, especially around issues of difference. For example, she asks questions like, "How does someone come to realize another person has a different meaning for a word or a phrase than they do?" or "How does someone communicate to someone else how they want to be understood?" These questions underpin everyday acts of communication, from routine conversational exchanges to decisions about which direction to take a one-to-one conference.

With Margaret Price, she is currently at work on an interview study of disabled faculty members. Her most recent article, "Anecdotal Relations: On Orienting to Disability in the Composition Classroom," examines the ways that teachers use stories to create and frame the relationships they build with their students in the classroom where disability is concerned.

When she is not writing, researching, and teaching, she enjoys designing and making cross stitch projects, playing with her two small children, and watching old mystery shows.



Hotel Murano

Session 6: Saturday, 11 a.m.-12:15 p.m.

Session 6A
Saturday, 11:00 a.m.-
12:15 p.m.

Chair: Michele Eodice

Bicentennial Pavilion C

Designing Access for Graduate Student Writers (Workshop)

Michele Eodice and Ami Sommariva

University of Oklahoma This workshop will first discuss the institutional challenges in creating writing support for graduate students by using both stories and data. Building support networks for graduate student writers presents "programmatically and pedagogical challenges" (Simpson 2012). We encourage graduate and undergraduate students to attend and help shape the future of graduate writing support. We plan to facilitate a "design thinking" activity for participants: Design thinking incorporates constituent or consumer insights in depth and rapid prototyping, all aimed at getting beyond the assumptions that block effective solutions. Design thinking—inherently optimistic, constructive, and experiential—addresses the needs of the people who will consume a product or service and the infrastructure that enables it. (Brown & Wyatt)

Session 6B
Saturday, 11:00 a.m.-
12:15 p.m.

Chair: Steven J. Corbett

Bicentennial Pavilion F

Transferring What We Know: Toward Inclusive Instructional Strategies for Writing Fellows and Course-Based Tutors (Roundtable)

Steven J. Corbett, Texas A&M University-Kingsville and **Amanda Bender**, George Mason University

To get this roundtable discussion jump-started we will juxtapose the unsuccessful one-to-one tutorial performances of Julian—an experienced, senior course-based peer tutor depicted in Steven J. Corbett's (2015) book *Beyond Dichotomy*—with the successful one-to-one performances of T9—a writing fellow from Jo Mackiewicz and Isabelle Thompson's (2015) book *Talk about Writing*—who started out as a tutor in the writing center as an undergraduate and later became a writing fellow as a graduate student.

Session 6C
Saturday, 11:00 a.m.-
12:15 p.m.

Torcello

Opening Plenary for High School Educators

Andrew Jeter, Niles West High School and **Rachael Shelden**, University of Puget Sound

In this opening session, Andrew Jeter and Rachael Shelden will welcome K-12 educators to the conference and will suggest ways they might make use of the concurrent sessions.

Session 6D
Saturday, 11:00 a.m.-
12:15 p.m.

Chair: Kieran O'Neil

Burano

Transcending and Transgressing in the Writing Center (Individual Presentations)

Write Like a Girl: Realizing the Value of the Feminized Label and Transcending It to Promote Inclusivity

Alexa Josaphouitch
Drexel University

Writing center work is often labeled as feminized since our work can be related to empathetic behavior. This presentation examines how writing centers can embrace these skills and also transcend that label to become a place for inclusion by encouraging students to discover these skills within themselves. This inclusion can empower students' ideas, their writing, and even allow them to become an agent of social change within the university.

Session 6D continued
Saturday, 11:00 a.m.-
12:15 p.m.

Burano

Playful Flirtation in Stetson University's Writing Center

Martha Hunsucker

Stetson University

The purpose of this research is to observe if nonverbal, playful flirtation occurs between opposite-sex tutors and students during Writing Center tutoring sessions. Hall and Xing's article *The Verbal and Nonverbal Correlates of the Five Flirting Styles* identifies playful flirtation as having "the purpose of gaining instrumental goals and for boosting self-esteem" (Hall and Xing 60). I will present data from two video-recorded cross-sex writing center sessions, focusing only on the tutor's nonverbal communication.

Swearing in the Writing Center: Would You "Swear" By It?

Mandy Olejnik

Miami University

By analyzing writing center handbooks on how they do (or do not) address swearing as well as examining related research on the topic, this project aims to offer new insight on the rather uninvestigated concept of swearing in the writing center. Specifically, this project will question swearing's potential role on the peer writing tutor-client dynamic, which ultimately tests its inclusive or exclusive capabilities and further complicates our study of social interaction in the writing center.

Session 6E
Saturday, 11:00 a.m.-
12:15 p.m.

Chair: Nat Garcia

Cavallino

Writing Centers as Brave Spaces (Individual Presentations)

Let Revision Save Us: An Exploration of the Writing Center, the University, and the Power of Revision

Ari Appel

Whitman College

Although the Writing Center cannot transcend the University, it holds unique power as a revisionistic space, where students can constantly reinvent themselves and the texts with which they engage.

Including Identity: A Discussion on Race, Culture, and Gender within the (Non)Inclusive Writing Center

Cat Williams and Laurel Rotter

Towson University

The role of identities in the writing center has become an increasingly important aspect of broader writing center discourse. This discourse, however, includes a relative absence of tutor-centric discussions. How do the intersections of race, culture, and gender affect tutors' interactions with student writers? This presentation will attempt to conceptualize and approach differences in identity between tutors and students, challenging former methods of confronting culture and contributing to an evolution in tutor pedagogy that is socially responsive.

Writing Centers as a Brave Space

Taylor M. Lender and Lauren Runkle

Penn State University

We propose that writing centers need to shift the term "safe-space" to Brave Space, a term originally coined by our co-worker, Jordan Todd. In doing so, writing

centers transform into a place where students can bravely discuss controversial ideas, experience diversity, and collaborate over the writing process, while still preserving the judgment-free, open ambience that the "safe-space" intended to provide.

Session 6F
Saturday, 11:00 a.m.-
12:15 p.m.

Chair: Kirsten Jamsen

Venice 1

Infrastructures for Successful Intercultural Sessions (Individual Presentations)

Partnering to Support Linguistic Diversity: Writing Centers and Foreign Language Departments

James Truman
Auburn University

This presentation will describe how Auburn University's Miller Writing Center and Department of Foreign Languages and Literature have partnered to develop a multilingual tutoring program, extending the MWC's support to non-English language classes, while enriching the MWC's work with international students by deepening the staff's engagement with language learning and encouraging truly polyvocal writing consultations.

Here's what I want YOU to know about ME!: Using Optional Student Profile Data to Explore Student Writers' Identities

Kirsten Jamsen and Kristen Nichols-Besel
University of Minnesota - Twin Cities

In this presentation, we take up the question, "What kinds of identity construction happen when we ask our clients for specific information about themselves?" For the past two years, our writing center has collected this kind of optional, student-generated data via our Student Profile tool. We'll share a summary of our data, invite our audience to engage in analysis with us, and explore implications for developing writing center practices attentive and responsive to students' identities.

Nonwhite and unbooked: The effect of ethnically-identifying tutor names on appointment-based writing center consultations across universities

Kaitlyn Smith
Drexel University

A challenge to the inclusive mission of writing centers may be clients favoring white/white-passing tutors, overtaxing them and denying minority tutors professional experience and equal opportunity in the workplace. To determine this issue's prevalence, two East Coast centers with distinct cultures and demographics conducted research. Presenters provide methodologies, results, and implications of their mixed-methods studies on the effects perceived ethnic identity of tutor names has on the frequency and timing of booked writing consultations.

Session 6G
Saturday, 11:00 a.m.-
12:15 p.m.

Chair: Amy Nunnenkamp

Venice 2

The 4 E's: Enlighten, Explore, ESL, and Everyone (Roundtable)

Amy Nunnenkamp, Sandra Calleros, Adelaida Esperanza Rama Luna, and Carissa Berge-Sisneros
Nevada State College

By exploring ESL student perspectives, our goal is to enlighten attendees to better serve and nurture the writing skills of ESL students at Writing Centers. Using the

results of ESL student surveys and professor interviews, this research will connect multilingualism with a universally inclusive Writing Center. Through this research, Writing Centers will successfully integrate ESL perspectives in order to effectively serve the ESL community in academia and writing pedagogies.

Session 6H
Saturday, 11:00 a.m.-
12:15 p.m.

*Chair: Leigh Ann
Dunning*

Venice 3

Centers of Change: Supporting Students Through Writing Program Transitions (Panel)

Leigh Ann Dunning and Aaliyah Gray and Jordan Bennett
Stetson University

Through surveys and interviews, we investigate the shift in the issues that students bring to the Center as the university changes from a required skills-based course (i.e. English 101) to a writing across the curriculum model. We will specifically examine the needs of students enrolled in a new 100-level themed-immersive course offered by the English department. We will collaborate with our participants in identifying and formulating concrete strategies for how writing centers can adapt when changes occur in the writing program and English department.

Session 6I
Saturday, 11:00 a.m.-
12:15 p.m.

Chair: Zoë Branch

Venice 4

Creative Writing Partnerships (Individual Presentations)

All Writers Need Readers: The Effect of Writing Fellows on Creative Writing Classes

Naomi White
Southern Utah University

Creative Writing is an important discipline; its students deserve the same opportunities for feedback that are given to writers of all disciplines and subjects. Because writing fellows are an effective tool in university classrooms, I decided to investigate their effect on a creative writing course. This paper explores the effect the writing fellow had on the class, and how it could be duplicated in other writing centers.

Sugar, Spice, & Everything Nice: How Writing Centers Can Supplement the Creative Writing Workshop

Allison Borzoni
Southern Utah University

The audience will learn different strategies that can be used for supplementing the creative writing workshops through tutoring sessions at the writing center. These strategies will help tutors from all disciplines recognize that they have the necessary ingredients to successfully mentor creative writers.

Beyond the Box: An Exploration of a Writing Center-led Creative Writing Residency Program

Florence Davies, Cat Jackson, and Shailen Scott
Texas A&M University Writing Center

This presentation will focus on the genesis our writing center-led creative writing and performance residency, The Black Box Writers Residency Program. We'll feature residency performance videos and discuss their transformative nature. Our presentation hopes to inspire a dialogue on whether programs like ours are both a natural extension of our writing centers, and also intrinsic to campus-wide inclusivity. Solving the paradigm of the inaccessible creative writer, this workshop asks centers to look within for solutions.

Session 6J
Saturday, 11:00 a.m.-
12:15 p.m.
Chair: Paula Harrington
Bicentennial Pavilion
Rotunda

Poster Session: Tutor Education

Getting out from Behind the Desk: Optimizing Spatial Arrangements for Greater Equity Within the Writing Center

Katie Howell

Stetson University

Certain arrangements, such as when the student sits across from the tutor or when the student's paper is in front of the tutor, seem to lead to an imbalanced power dynamic where the tutor acts as an editor, not as a peer. Through research, surveys and interviews, I will attempt to answer the question: what do writing center tutors believe about seating arrangements during their tutorials?

These Pretzels are Makin' Me Thirsty: Reducing Power Distances with Humor

Stephen McGuire and Nick Holloway

Texas A&M University Writing Center

Geert Hofstede's notion of power distance identifies the degree to which members of an institution accept unequal distributions of power. In the context of writing centers, power distance perceived by consultants and clients can be detrimental to the efficacy of writing consultations, both face-to-face and online. We believe that humor can be an effective way to manage and reduce detrimental power distance in these consultations.

Locus of Control: How To Refocus Writers and Improve Conversations About Writing

Hannah Quigley

Salt Lake Community College

Students coming into writing centers often engage in helpful and effective conversations about writing. However, these conversations are sometimes derailed with students who fall into the two categories of Julian B. Rotter's "Locus of Control." This presentation encourages peer tutors to understand their students' personal sense of control in order to navigate difficult tutoring sessions. The presentation is aimed at tailoring and rethinking basic writing center strategies to refocus students towards conversations about writing.

A Focus on Literacy in the Content Areas: Economizing on the Pedagogy of Simplicity in the Writing Center

Monica Sieg and Amy Prestholt

Wartburg College

Our research focuses on a back-to-basics pedagogy based off of Mike Schmoker's *Focus: Elevating the Essentials to Radically Improve Student Learning*. The basics of reading, writing, and discussing are necessary for all students to understand in order to write better. Once these fundamentals are established, consultations in the writing center can ensure the focus is on the overall process. We hope our findings refine current practices used in our writing center.

Session 6J continued
Saturday, 11:00 a.m.-
12:15 p.m.

Bicentennial Pavilion
Rotunda

Gotta Catch 'em All! The Importance of Having a Diverse Arsenal of Tutoring Strategies

Casey Talay, Li Rikki, and Shannon Pender

University of Pittsburgh

When peer tutors are trained, the prevailing pedagogical climate of their institution heavily influences their understanding of the "best" way to teach writing. But if every student has their own unique approach to writing and learning, can a "best" method of instruction exist? In this panel, we propose a multi-faceted, inclusive methodology that treats students as individuals. By examining the theories of the process movement, we propose an innovative new perspective on peer tutoring.

Power in the Writing Center: Peer Assistants vs. Faculty and Staff

Claire Tyler and Grace Eliason

Western Washington University Hacherl Research & Writing Studio

How do peer writing assistants view their role in the writing center? Is there a difference between their self-perceptions and the way their role is viewed by faculty or staff? Join in the conversation about these questions raised by student writing assistants from Western Washington University. Our goal is to broaden the discussion about the roles, responsibilities, hierarchies, and perceptions involving peer assistants in writing centers, and their relationship with faculty and staff members.

Incorporating Learning Styles into Consultations

Sawyer Wilson and Shelby Saxon

Texas A&M University

Tutors work with students from nearly every field—all with different approaches to learning. There is no singular tutoring strategy that works for each student who comes to a writing center. Factors like field of study and classification inform students' learning styles, whether they are kinesthetic, auditory, hands-on, or visual. If tutors can identify and develop strategies for different learners prior to or early in a session, they can more effectively aid students.



Hotel Murano

Session 7: Saturday, 12:30-1:45 p.m.

Session 7A
Saturday, 12:30-1:45
p.m.

Chair: Julie Christoph

Bicentennial Pavilion
F

Mini-Workshop: Ideas for Programming

What's my name again?: Time Management and Role Negotiation in the Writing Center

Meghan Forest

Grand Valley State University

This presentation will pursue two interrelated goals regarding time management. The first involves providing tutors with concrete strategies they can use to navigate their many responsibilities, both inside and outside their tutoring role. The second goal considers how everyday obligations may impact interactions between tutor and student in a Writing Center space. Participants will be encouraged to discuss the difference between their and their students' priorities and the impact this may have on practice.

Preceptors in a Pod: Bringing Learning to your Bedroom

Britt Henry and Teal St. Nicklaus

Mercer University Preceptor Program

Our videocast, "Preceptors in a Pod" is a series of videos that will make available to all students around campus the lessons and exercises that we Preceptors share with fellow students on a daily basis. In this presentation, we will give a demonstration of one of our podcasts and discuss what went into producing this podcast and what makes a successful video that will be accessible to students as well as fun to watch.

Social Media and the Writing Center: How Blogs and Twitter Celebrate Difference and Create Invitations

Morgan Ambourn, Anna Barnard, Emily Boismier, and Elise Johnson

Minnetonka High School

High school and college students live in a world saturated with social media. How can writing centers best use these channels to invite all students in and build community? This presentation by Minnetonka High School student writing coaches will explore how our Writing Center's blog and Twitter feed reach diverse groups within and outside of our school and nurture a culture of writing.

2 Writers for the Time of 1: Micro-Consultations and the Studio Model

Alyssa Kaufman, Anne Huntemer-Silveira, and Jose Carrillo

Western Washington University

During peak busy times in the school year, it is not uncommon to be tightly packed for one-on-one conferences. A studio-based model can ease time and capacity stressors while also fostering independent growth. Through short sessions (micro-consultations) with tutors, writers develop incremental strategies that break the writing process into manageable steps. Participants in this mini-workshop will have the opportunity to work hands-on with these studio practices, discover ways of utilizing them for their own practice, and learn to apply these strategies during high demand times of the school year to assist more writers. We will be reading common scenarios of students in Writing Centers and brainstorm how to respond to those difficulties in a micro-consultation.

Session 7A continued
Saturday, 12:30-1:45
p.m.
Bicentennial Pavilion
F

Learning Difference in the Writing Center

Mercedes Alexis
Georgetown University

How can writing centers help their tutors to increase their cultural and social competency in order to be aware of difference when they develop their tutoring approaches? This presentation proposes one approach to encouraging the recognition of difference among peer tutors who engage in a space of multiple identities, backgrounds, and experiences. Alexis Larios will examine the implementation of a diversity training designed for new undergraduate tutors at the Georgetown University Writing Center.

Navigating the Waters of Cultural Competency: Empowering Freshmen Young Women in a Remedial Writing Class

Whitney Shaw-Hamp
Missouri State University

This session will explore alternative ways to be a minimalist tutor while helping students navigate complicated cultural differences and re-engage in conversation when the differences become almost unmanageable.

Off the Page and On the Stage: Writing Centers can expand their reach through creative events

Grace Bonde, Connor Erb, Anna Heinen, Alec Huynh, and Libby Isaacson,
Minnetonka High School

We aim to nurture a culture of writing and invite students into our high school Writing Center community via writing conferences, our core focus, but also through creative, engaging outreach. We will highlight successful outreach events: Off the Page—on-stage conversations between students and “local luminaries”—and Writer’s Studio, an open-mic event for students, run by writing coaches. We’ll also cover Secrets of our School, Writing Parties, Most Valuable Paragraph contest and more!

Session 7B
Saturday, 12:30-1:45
p.m.

Chair: Brenna Ritzert

Torcello

Sparking a Queer Conversation: Gender Inclusivity Awareness as a Writing Center Priority (Roundtable)

Brenna Ritzert, Niki VanAller, and George Fenton
Saint Joseph's University

Heteronormative tendencies are prevalent throughout our culture, causing problems of belonging and safety for those who do not ascribe to traditional gender and sex binaries. The writing center culture can perpetuate exclusion, or it can be central in ushering in inclusion for LGBTQ community members. Our roundtable will confront what current scholarship and dialogue is missing in this regard. We will discuss the necessary work the writing center community must tackle: that of raising awareness.

Session 7C
Saturday, 12:30-1:45
p.m.

*Chair: Samantha
Osborne*

Burano

Storytellers Welcome: Demarginalizing Creative Writers in the Writing Center (Panel)

Samantha Osborne, Tammy Jolene Atha, Eric Rubeo, and Marissa Lane
Miami University

This presentation explores how Howe Writing Center has developed and implemented a new Creative Writing Internship designed to utilize writing center services to better serve creative writing students at Miami University. Our discussion includes research and strategies for increasing the number of creative writers in the center, helping consultants develop strategies to work with creative writers, and ultimately building better associations between the writing center and the creative writing community.

Session 7D
Saturday, 12:30-1:45
p.m.

Chair: Kieran O'Neil

Cavallino

Inclusive and Welcoming Writing Centers, by Design (Individual Presentations)

No Place Like a Writing Center

Jarrett Taylor and Daniel Tehrani
Bronx Community College

To have an inclusive Writing Center, its location, size, condition and layout needs to be examined. These factors has to be examined in order for Writing Centers to be welcoming to all visitors. Using the Bronx Community College Writing Center, we can see how changes in setting can improve or impede how a Writing Center welcomes visitors.

What's in a Name? How Language Matters in Creating an Inclusive Environment with Semiotic Writing Center Language

Selina Marcille
Southern New Hampshire University

Tutor. Fellow. Consultant. Coach. In all of our centers, we have specific terms, titles, and language that define our culture. This presentation explores how different terminology used within a Writing Center can impact student perception, and in turn, student utilization. This presentation will provide the preliminary findings in an ongoing research study about the use of writing center tutor language and how certain terms can be used to encourage a more inclusive and open learning environment.

Marketing to the Whole: Marketing Strategies that Attract Prospective Writers to the Center

Theresa Bender
Saint Joseph's University

My presentation will explore ways in which a deliberate marketing strategy can help writing centers convey an open, welcoming environment to prospective writers. In fact, customized marketing plans can foster broad interest and brand appeal for the writing center and demonstrate to different groups of writers how the writing center can meet their needs.

Session 7E
Saturday, 12:30-1:45
p.m.

Chair: Ben Rafoth

Venice 1

Editing: Expanding the Mission to Meet Graduate Students' Needs (Panel)

Ben Rafoth and Kelsey Hixson-Bowles and Melissa Lutz

Indiana University of Pennsylvania

Writing a thesis or dissertation is high-stakes, and the final product is publicly available. Graduate students often need support when it comes to editing a thesis or dissertation. In this panel presentation, we (1) explain the need for expanding writing center services to include editing, (2) share the results of a content analysis of edited theses, and (3) discuss the authors' feedback and the implications of this work for the writing center field.

Session 7F
Saturday, 12:30-1:45
p.m.

*Chair: Marino
Fernandes*

Venice 2

Maybe We Can Do This Too: Non-native English speakers H.E.L.P.ing peer multilingual writers (Panel)

Marino Fernandes, Yu Tian, Jia Xian Siew, Wenqian He, and Shuhan Liu

University of New Hampshire ESL Institute

In this panel presentation, H.E.L.P. (Hi, English Learning Partner) members and their advisor will introduce you to an unofficial writing center on a campus of a large university in the Northeast. HELPers are non-native English speakers (NNES) who offer writing conferences for other multilingual writers who are ineligible for conferences at the official University Writing Center (UWC).

Session 7G
Saturday, 12:30-1:45
p.m.

*Chair: Shawna
Schneiderman*

Venice 3

Acts of Inclusion (Panel)

Shawna Schneiderman, Carlee Benjamin, Noah Collingwood, Maddie Felzien, Meliha Grbic', Tyler Harter, Koby Jargstorf, Kailee Jones, Riley Kenerly, Amy McCoubrey, Lydia Mercado, Kay Oak, and Emma Wasser

Renaissance High School

This presentation will discuss our efforts to create a community of inclusion within our writing center and high school, as well as among the secondary writing centers in our area. We will outline various outreach projects our center has conducted, including placing writing center TAs in various classes, a high school writing center mini-conference, and work we've done with the Math and World Languages departments. We will discuss how these projects have affected our consultation practices and our perceptions about writing as an act of inclusion.

Session 7H
Saturday, 12:30-1:45
p.m.

*Chair: William
Morgan*

Venice 4

Code Meshing (Individual Presentations)

Linguistic Inclusion: Strategies for Implementing Code Meshing in the Writing Center

Katherine Mims and Gabriella Berlanti

University of Mississippi

In order to end the linguistic segregation that Standard English and code switching encourage, we propose the introduction of code meshing into writing center pedagogy. We intend to present the research we have gathered to begin developing an implementable plan for teaching code meshing in the writing center.

Session 7H continued
Saturday, 12:30-1:45
p.m.

*Chair: William
Morgan*

Venice 4

Session 7I
Saturday, 12:30-1:45
p.m.

Bicentennial Pavilion
Rotunda

Session 7J
Saturday, 12:30-1:45
p.m.

Chair: Darcy Irvin

Bicentennial Pavilion
C

Now yah really stuck wid me!: Redefining what it means to be an accomplice

Neisha-Anne Green

American University

Code-meshing, a sociolinguistic term has been forced to become a revolutionary movement in order to sustain those who believe in its purpose. This route is often difficult, filled with intense opposition and loneliness. What has helped are the individuals who have assembled to regain control of language, empowering others to do the same. This new model of mentoring has a ripple effect starting with directors and ultimately trickling down to students. We have become accomplices.

Tour of University of Washington-Tacoma's Teaching and Learning Center (Tour)

Kelvin Keown

University of Washington-Tacoma

Participants will walk over to nearby University of Washington-Tacoma to tour the Teaching and Learning Center.

Training Tutors for Reading Papers and People (Individual Presentations)

Thin-Slicing for Reading Writers: Making Time for Reading Pedagogy

G. Travis Adams

University of Nebraska Omaha

In "Thin-Slicing for Reading Writers: Making Time for Reading Pedagogy" Speaker 1 responds to writing center and composition scholars urging writing centers to embrace the teaching of reading and to better prepare consultants to teach students now asked to read in "new" ways. Speaker 1 explores writing-focused reading instruction through "faster" and "slower" literacies to offer an analytical framework and tools for quick but deep use in tutor education and reading centered sessions.

Consultant Assessment Guided Inclusion

Zachery Koppelman

Wabash College

As trained observers of writing and writing processes, writing center consultants assess writing and writers. Consultants don't give grades or certify "A" papers, but they do carefully assess every paper and writer. This presentation details how one writing center started collecting consultant assessments of writers' needs to develop better consultant training and writing center resources. Including consultant assessments in training refinement and resource creation allows for a more inclusive, writer-centered writing center.

From Kirk to Janeway: Celebrating Tutor Individuality Through the Lens of Star Trek

Madelyn Marie DeVore

Wittenberg University

This presentation seeks to create a "personality quiz" wherein tutors can learn which Star Trek captain they most resemble. The actual purpose of this quiz is to celebrate the unique style of every tutor, and to not sacrifice that individuality for the sake of being a flexible tutor. We believe that a balance can be struck between being prepared for all sessions and having a preferred methodology.



Hotel Murano

Session 8: Saturday, 2:00-3:15 p.m.

Session 8A:
Saturday, 2:00-3:15
p.m.

Chair: Hannah Gill

Bicentennial Pavilion C

Designing Welcoming Spaces (Individual Presentations)

A Music Session for a Writing Session? A Study of Ambient Noise in the Writing Center

Zahmar Rounds

University Houston-Downtown

Looking at the effects of playing music within a writing center is an idea that has seen minimal attention in academia. In contrast, many other studies have shown that music can reduce stress, increase pain tolerance and have many other positive effects. In this session, I will share the results of my study on the effects of ambient music in writing center sessions.

Minimizing Social Exclusion Through The Presence of Living Organisms

Alissa B. Charvonia

University of Puget Sound

How do we make it clear upon entry that the Writing Center is an inclusive space? The physical space of the writing center may have the ability to positively impact students immediately. This experiment aims to explore whether the presence of a plant, fish, or dog successfully decrease negative feelings related to social exclusion. The results can scientifically substantiate methods to make the physical Writing Center more welcoming and immediately encourage feelings of acceptance.

Can I Sit Here?: Comfort and Functionality in a High School Writing Center Environment

Amy McCoubrey and Tyler Harter

Renaissance High School

In our presentation, we will explore the environment of the ideal writing center in comparison to Renaissance High School's center, The Scribe. What impact does setting have on writing? How can creativity and comfort work in unison with functionality in the writing center? How can a writing center be welcoming to everyone while maintaining a focused work space?

Session 8B
Saturday, 2:00-3:15
p.m.

Chair: Julie Christoph

Bicentennial Pavilion F

Mini-Workshop: Ideas for Sessions

Revisiting Compare and Contrast Essays to Find Our Voice

Simon Doughty and Zachery Koppelman

Wabash College

This research draws lessons from the comparison and contrast essay. I will closely read and annotate short ones, focusing on how the author constructed the introduction, thesis, topic/transition sentences, and paragraphs—so that I can answer the question, can we write with our own voices, in a way that makes sense, while also following traditional writing rules. For example, why does a thesis have to be one sentence when the message is clearer in three?

Session 8B continued
Saturday, 2:00-3:15
p.m.

Bicentennial Pavilion F

Drawings, Pictures, Toys-Oh My!

Kadie Henderson

Texas A&M University

This hands-on workshop will bring out the kid in you, rethinking simple writing concepts and illustrating how creating visual aids in every day writing consultations can add to and/or be more beneficial than typical auditory tutoring styles. We will collaborate using drawings, images, and toys to create and share creative ways to explain common problems we encounter with our clients. Get ready to roll your sleeves up and rethink how to tutor.

Back to the Drawing Board: The Art of More Effective Writing

Lora Mendenhall, Indiana University of Pennsylvania and **Trumere Butler**, Purdue University Northwest

As young children, our first form of written self-expression is drawing. Along with the fun of creating our own symbols and images, our minds create vivid stories along with them. We later adhere to more standard academic writing processes, often leaving drawing behind. Are we leaving behind much of our potential as writers? This workshop will explore how drawing can be utilized in the writing center to clear roadblocks in our thought processes and writing.

Conversational English: Immersing Diverse Cultures

Hallie Shayna Semmel

Southern New Hampshire University

International students often face a certain level of exclusion on a college campus. They do not always intermingle with domestic students, nor do they reach out for help with their English and social skills. This presentation explores how Southern New Hampshire University has implemented a program for International students, so they can be included in our culture and tutoring services through a special program that aims to improve their English speaking and writing skills, and get them more accustomed with our culture. This program is called Conversational English.

Expanding the Elementary: Proximal Development and the Five-Paragraph Essay

Benjamin Wade

Wabash College

At times new college writers can become stuck following rudimentary formats—such as the five-paragraph essay—and feel left out of academic dialog. However, writing consultants can turn the use of rudimentary formats into a strong foundation for future development. Drawing on Lev Vygotsky's zone of proximal development, savvy writing consultants are able to better include all new college writers by using the five-paragraph essay as a gateway into more complex compositions.

Session 8B continued
Saturday, 2:00-3:15
p.m.
Bicentennial Pavilion F

Why Did You Pick That Word? The Presence of Connotation in Writing Centers

Megan Woodyard

Arizona State University

Connotation is ever-present in peer-tutoring, whether one initially realizes so or not. Connotation is a writer's tendency to apply emotions, abstract meanings, and subtexts to language. All writers use, or are affected by connotation, so tutors must have methods to discuss the rhetorical, connotative aspects of language. In this presentation, attendees will explore how experiences affect linguistic connotation and discuss how tutoring techniques can cultivate difference.

Session 8C
Saturday, 2:00-3:15
p.m.

Chair: Randall Monty

Torcello

Building and Healing Community Within the Writing Center (Individual Presentations)

A "Swampy Lowlands" Exploration Team: Redefining Success and Celebrating Its Diversity in the Writing Center

Amanda Wampler

Wittenberg University

Sometimes, tutoring is like strolling with writers through a garden, trimming hedges along the way and stopping to smell the roses. Other times, tutoring is more like putting on waders on the edge of a swampy lowland and exploring the wilderness waist-deep. Using Schön's (1983) theory of critical reflection and sharing her personal experiences, the presenter will invite everyone involved with writing centers to see themselves as members of a swampy lowlands exploration team.

Telling our Stories: Fostering identity in the writing center community

Margaret Lundberg

University of Washington Tacoma

Every space where people gather has a unique culture, and the UW Tacoma Teaching and Learning Center is no different. To better understand this culture, I launched an ethnographic project, based on an anthropological model of participant-observation. Methods included surveys, reflection, and interviews with students, staff and peer tutors. Demographics and personal stories offered in the context of our writing center community form the resulting narrative, and can contribute to discussions concerning student success.

The Struggle is Real: The True Impact of Staff Tensions in the Writing Center

Madalyn Lynch, Anya Vindla, Taylor Martino, and Layla Fidel

Seattle University

The Writing Center at Seattle University is struggling with the many facets of a deteriorating staff dynamic. Distrust and discomfort have manifested themselves in cliques, lapses in communication, and a general feeling of a crumbling community. With the most obvious symptom being the unusual silence in the back of the Center, we wonder if a lack in communication and cohesion within the staff impacts the Center's interaction with clients. In other words, in what ways do interpersonal dynamics play a role in WC operations and contribute to larger power relationships within the Center? In this analysis, we will interview staff members to diagnose staff tensions, determine how individual pedagogies and consulting competencies develop from co-worker relationships, and seek solutions to the problem of staff dynamics in the Writing Center. Further, we will assess how these divisions impact our interactions with clients, starting at the front desk and throughout individual consultations.

Session 8D
Saturday, 2:00-3:15
p.m.
Chair: Nancy Vazquez
Burano

There's More to Life than Handouts: Creating Media to Engage Multiple Writing Center Audiences (Panel)

Nancy Vazquez, Florence Davies, and Davis Land
Texas A&M University

What if, instead of giving clients a handout on, say, how to write introductions or avoid comma splices, you could instead have them watch a video or listen to a podcast? We'll explore how writing centers can create their own audio and video content as a way to reach multiple audiences with different needs, including international students, students with learning differences, and distance students.

Session 8E
Saturday, 2:00-3:15
p.m.
Chair: Sean Butorac
Cavallino

Writing Centers and Gender (Individual Presentations)

A Woman's Writing Center in a Man's World

Brie Winnega and Emma Planet,
University of Michigan - Ann Arbor

With a majority of peer writing consultants and clients being female, writing centers remain gendered spaces. Scholars overwhelmingly agree that gender impacts tutor-writer interactions -- yet how those interactions are influenced remains to be seen. Our presentation will empirically explore expectations that students and tutors bring into the writing center, behaviors and interactions between same-sex and opposite-sex writers and consultants, and the extent to which the gender variable is at work in tutorial interactions.

Embodied Rhetoric and Writing Pedagogy

Natalie Garcia

DePaul University/ University Center for Writing-based Learning

As Judith Butler states, "The performative is one domain in which power acts as discourse" (1). This presentation aims to expose the way embodied rhetoric, identity performance, and the roles of peer writing tutoring shape (or ought to) the world of writing center theory. Utilizing previous primary research at my field site at DePaul University, I aim to facilitate an active, and engaging discussion on how and why we need to "queer" our writing centers. No budget necessary.

Perceptions of the Writing Center: Gender, Achievement, and Social Factors

Addie Gill, Kenna McRae, Ceci Stratton, Jessie Wang, and Katie Ward
Minnetonka High School

This presentation explores perceptions of a writing center, specifically how gender, social groups, and academic performance affect whether students feel comfortable in the space and make use of the writing center's services. Minnetonka High School student writing coaches share findings from research into perceptions and academic identity. We will also invite audience participation and develop a graphic that reflects language we use when we talk about our centers.

Session 8F
Saturday, 2:00-3:15
p.m.
Chair: Christine Modey
Venice 1

The Effects of Tutoring on *Tutors* (Individual Presentations)

Peer Tutor Exit Interviews: An Approach for Assessment and Program Development

Christine Modey
University of Michigan

Much writing center research focuses on how writing tutorials affect writers. However, we spend comparatively little time studying how writing center work affects tutors themselves, although tutor development preoccupies writing center directors. In this presentation, I discuss an exit interview protocol for graduating tutors that draws on the Peer Writing Tutor Alumni Research Project. I will share what I learned from our tutors and consider its use for program development and assessment.

Developing and Enhancing Communication Skills: Why all Majors should Tutor at the Writing Center

Colette Graham and Melissa Fitzgerald
Purdue Northwest

This presentation outlines the important communication skills tutors develop while working at the writing center and why all majors should utilize this source to enhance their own skills. A tutor-student session utilizes communication aspects such as interpersonal dynamics and power relationships within culture, understanding both of these can make the tutor a more effective communicator both for the writing center and the tutor's future career. Our action plan will help writing centers promote the skills being developed by tutors on campus so students can gain from this experiential learning opportunity.

The Cost of Thoughtless Inclusion: How Required Appointments Can Negatively Affect Tutors

Madeline Gray
University of Wisconsin Eau Claire

Despite their positive intentions, it has been shown that required visits can also have negative effects on writers. But what about the tutors? This presentation examines the results of a multi-semester project exploring how writing tutors feel about working with required writers, and how the additional worries and anxieties they experience during required appointments affect them and their work in the writing center.

Session 8G
Saturday, 2:00-3:15
p.m.
Chair: Brittney Tyler-Milholland
Venice 2

Exploring Translingualism in the Writing Center: Welcoming Writers and Improving Inclusivity (Panel)

Brittney Tyler-Milholland, University of Kansas; **Shana Schmidt**, Kansas State University; and **Kirsten A. Hermreck**, Kansas State University

This panel investigates the incorporation of translingual practices in three writing center contexts: tutoring sessions, digital spaces, and classrooms. We recognize the similar desires of translingualism and writing center practice, particularly the focus on the individual "histories and present circumstances" (Rafoth 32) of students, and analyze the applicability of translingual approaches in the writing center to ensure the effectiveness of this pedagogy and to learn where we can still improve.

Session 8H
Saturday, 2:00-3:15
p.m.

Chair: Leigh Ann
Dunning

Venice 3

Analyzing Conversation in the Writing Center Conference (Individual Presentations)

The Importance of Asking Effective Questions in Consultations

Brooke White

University of Michigan Sweetland Peer Writing Center

"Question Asking During Tutoring" by Arthur C. Graesser and Natalie K. Pearson (1994) states that students were roughly 240 times more likely to ask questions in a tutoring session than in a classroom setting. My research analyzes the pedagogy in writing centers by using writing center theory to demonstrate how the type of question, frequency of questions, and person asking questions may enhance the dynamic between consultant and client in peer writing consultations.

Analyzing the role of authority between tutors and international students during a writing center session

Jeremy Jackman

Stetson University

My research project will look at conversation between international students and tutors during a writing center session in order to contribute to better understanding the interaction. I will present data on 5-8 audio-recorded tutoring sessions at Stetson University's Writing Center between each other over the course of two semesters. To analyze the data, I will examine how many minutes each participant in the session speaks. I will also code how and why the conversation changes.

Talking Small, Thinking Big: The Influence of External Rapport and Solidarity on Construction of the Collaborative Writing Center Experience

Kieran O'Neil

University of Puget Sound

Empirical studies have shown strong correlation between rapport-building and tutee satisfaction (Thompson et al. 2009, Carino and Enders 2001). However, few studies have examined how conversation and exchange *outside* of the writing objectives (e.g., "small-talk", extracurricular identification) influence rapport-building and perceived success of the tutorial. This empirical study 1) quantifies and characterizes instances of rapport construction and solidarity through time-stamp observations of videorecorded conferences, 2) assesses their influence on the overall "success" of the writing appointment (as measured by Thonus (2003)), and 3) proposes reinterpretations of established definitions and roles of rapport in the tutorial experience.

Writing Centers as Agents of Support and Language Policy Change (Individual Presentations)

Writing While Black: The Black Tax on African American Writers

Cedric Burrows

Marquette University

This presentation examines the double consciousness of being a black and student writer through what I term "the black tax." In proving a definition of the black tax and a narrative illustrating how the black tax can affect the writing practices of African American writers, I offer a call to action for universities and writing centers to provide support for African American writers.

Session 8I
Saturday, 2:00-3:15
p.m.

Chair: Maureen
McBride

Venice 4

Session 8I continued
Saturday, 2:00-3:15
p.m.

Venice 4

On the right side of history: How the writing center can be a voice for linguistic diversity

Patrick Johnson

Grand Valley State University

Many writing centers prize inclusivity. However, one often overlooked area is linguistic diversity, specifically African American Vernacular English (AAVE). Building off the NCTE position statement on language rights and the LSA resolution on "ebonics," this discussion explores how a writing center can serve students while still being a promoter of change.

Toward a Language Policy Model for Writing and Language Centers

Simoni Valadares

University of New Mexico

This paper addresses a model for language policy as a manifestation of agency in higher education institutions locally, particularly in the context of writing centers, i.e., Writing and Language Center of the Center of Academic Program Support of the University of New Mexico. One of the goals is to create a multilingual, multicultural, and inclusive environment for students in the U.S. Southwest, attempting to move from interpretative to practical realms as a bottom-up process.



Hotel Murano

Session 9: Saturday, 3:30-4:45 p.m.

Session 9B
Saturday, 3:30-4:45
p.m.

Chair: Maggie Herb

Bicentennial Pavilion C

"All Writers Welcome"?: A study on the students who do not use our center and why (Panel)

Maggie Herb, SUNY Buffalo State College; **Olivia Haynes, Logan Clem, Jenny Ness, Alyssa Homeier, and Jora Burnett**, University of Tennessee at Chattanooga

When we talk about our writing center, we proudly proclaim that it's a place "where all writers are welcome." We want this to be true, but is it? Studying our center's usage data suggests that we are not adequately providing a welcoming space for all writers. In this panel, we will discuss how identifying a center's underserved groups can be used to achieve more meaningful inclusivity, even if it means reimagining our practices entirely.

Session 9C
Saturday, 3:30-4:45
p.m.

Chair: Zoë Branch

Bicentennial Pavilion F

Innovative Programs for Mentoring Multilingual Writers (Individual Presentations)

2+2 = Unique Opportunities for Writing Centers

Julia Combs

Southern Utah University

2+2 programs pair universities by aligning programs to facilitate the success of students. These programs are becoming increasingly popular between American and Chinese universities. This presentation shares the experiences of a writing center's role in the growth and success of 2+2 programs. Four writing center consultants and the writing center director traveled to Wuhan, China and opened a writing center. As outsiders, writing center consultants learned new ways to mentor multilingual writers.

Toward Inclusivity: Multilingual Learning Communities

Tait Bergstrom and Sumyat Thu

University of Washington

Targeted Learning Communities (TLC) sprang from non-directive writing center pedagogy to support the needs of multilingual students on a large university campus. As the campus has changed, so TLCs have evolved to a credit-bearing interdisciplinary learning community. Our panel will present our peer learning community model, offer preliminary research results of the kinds of talk in these learning communities, and facilitate a discussion for the future of multilingual support.

Reshaping Borders: How embedded ESL tutoring can merge the Writing Center with STEM courses

Taycia Grasmick

College of Western Idaho

The College of Western Idaho has adapted a unique embedded tutoring program to find the overlap between the Writing Center and science writing courses. Combining the experience of an embedded tutor within STEM courses with Writing Center and ESL pedagogy, and STEM ELL instructional resources, the College of Western Idaho will present an investigation into this intriguing merger between the writing goals of STEM and ESL programs with the experience of the Writing Center.

Session 9D
Saturday, 3:30-4:45
p.m.

Chair: Rachel Moore

Torcello

A Therapist's Guide to Tutoring: Applying Therapeutic Approaches in the Writing Center (Workshop)

Rachel Moore, Stephanie Sullivan, and Alexandra Kutsor

Purdue University Northwest

Graduate tutors in a Marriage and Family Therapy (MFT) program have developed tutoring techniques rooted in MFT theory. Using specific techniques from a strengths based, culturally diverse, therapeutic theory have been shown to increase the students' ability to think critically about writing. Students benefit by leaving sessions feeling motivated and empowered, rather than frustrated and discouraged. Overall, the workshop aims to provide attendees with the tools to utilize inclusive techniques within their own writing centers.

Session 9E
Saturday, 3:30-4:45
p.m.

*Chair: Marino
Fernandes*

Burano

Training (Undergraduate) Tutors to Work with Graduate Students (Individual Presentations)

Building Expertise through Consultation with Undergraduate Tutors

Theresa Rodriguez

Texas A&M, University Writing Center

This presentation focuses on a particular way in which the narrative of “help-seeking by ‘needy’ students working with ‘expert’ students” is disrupted: undergraduate consultants working with graduate students completing a thesis or dissertation. By assessing and revising current training for a program pairing experienced consultants with individual graduate students in the final phase of their degrees, I will assess and make recommendations for training equipping undergraduate consultants to confidently and effectively tutor advanced graduate students.

Across the Threshold: Training Undergraduates as Interlocutors

Nick Cenegy and Nick Holloway

Texas A&M University Writing Center

When writing centers rely on undergraduate consultants to serve the needs of diverse populations—particularly graduate students—perceived and real disparities in knowledge and experience present a perennial challenge. This study engages with emerging scholarship on “threshold concepts” to offer a framework for developing undergraduate peer-tutors and mitigating perceived boundaries between graduate and undergraduate students. It outlines an approach that positions tutors as interlocutors rather than instructors.

Bridging the differences: A journey of L2 writers creating graduate writing center

Jet Saenggoen and Bee Chamcharatsri

University of New Mexico

This case study examines the professional and emotional impacts of mentor-mentee relationship between an L2 writing expert and a novice tutor at a writing center for graduate students at a University in the U.S. Implications for training non-native English writers as writing tutors will be discussed.

Session 9F
Saturday, 3:30-4:45
p.m.

Chair: Sean Butorac

Cavallino

Writing Centers in Transitional Moments for Students (Individual Presentations)

Transition to College Writing: In what ways is academic discourse a 'new language?'

Jong Seok Lee

Swarthmore

This presentation reports the findings of a survey of 300 undergraduates and interviews of a sub-group, who were asked to reflect on their transition from high school to college as writers. The purpose of the study was to identify strategies that could better prepare students of all backgrounds and levels of preparation to self identify as writers before those students encounter the challenges of writing in new genres or disciplines.

Science Majors Writing Non-science Papers

Andrea Ramirez

Texas A&M University

I sought to address the idea that science majors often have trouble when writing essays in classes such as English. I discussed my own transition from a Biomedical Sciences major to English major and the trouble I faced with learning a completely new writing style. I then touch on how I used this experience in many of my consultations with science majors.

The Writing Center Clique: Age Marginalization in the Community

Meliha Grbic' and Noah Collingwood

Renaissance High School

Our presentation will explore methods to end the marginalization of K-12 education within the writing center community. Specifically, writing tutoring is generally unavailable to elementary school students. By exposing younger age groups to writing centers, we hope to foster engagement and excitement for writing as these students advance to higher education levels. This concept is important because it will aid in the development of writing skills and prepare students for their future academic writing.

Session 9G
Saturday, 3:30-4:45
p.m.

Chair: Laura Greenfield

Venice 1

From "Inclusion" to Cultures of Radical Engagement: How Writing and Speaking Programs can Develop Shared Leadership and Transformative Practices (Roundtable)

Laura Greenfield, Lily Holmes, Shannon Marie-Niece Kennedy, Kaylie Vezina, Alizae Wineglass, and Devin Zhu

Hampshire College

How can writing centers explode boundaries and facilitate deep transformation? This roundtable will explore Demaris and Landsman's "cultures of radical engagement" model and its relevance to writing centers. Such cultures aim to decentralize and share leadership in order to sustain everyone ("you lead me"), strengthen bonds and share collective resonance ("you move me"), and build bridges for radical diversity and accessibility ("you change me"). Participants will be invited to discuss opportunities to translate this theory into practice.

Session 9H
Saturday, 3:30-4:45
p.m.
Chair: Corey Friedman
Venice 2

Grammar and Linguistic Diversity (Individual Presentations)

Second Language Interference: Knowing the difference between grammatical deficiency and linguistic diversity

Alejandra Marquez and Emma Saturday
University of La Verne

This presentation will explore why writing tutors must learn to tell the difference between a grammatical mistake and linguistic diversity. It also aims to define the difference between lower order concerns (i.e. grammatical issues) and second language interference. By doing so, tutors will be made aware of the influence these students' native languages have on their writing, as well as their different features.

Directing Interlanguage: The Presenting Issues of Grammar at Writing Centers and a Solution

Dom Acri
University Writing Center, University of Notre Dame

Writing centers with non-directive tutoring approaches could better serve students who are non-native English speakers if they adopted a direct approach with regard to grammar. When grammatical issues present themselves, tutors are often unable to address both grammar and the writer's process in one session. This study proposes that the implementation of supplemental pamphlets, rooted in language acquisition theory, can resolve the issues of grammar and allow for work on high-order issues in one session.

They/Them = We/Us: Grammar Instruction for Tutors to Promote Inclusive Writing Center Pedagogy

Helen Raica-Klotz and Chris Giroux
Saginaw Valley State University

This presentation will discuss attempts to establish a formalized grammar seminar for tutors over the past two years at Saginaw Valley State University. This program strives 1) to emphasize best practices linked to discussing grammar without over-privileging this topic and 2) to use qualitative and quantitative research methods to evaluate the efficacy of these practices. The presenters will share an overview of the seminar and mechanisms used to evaluate the effectiveness of this grammar instruction.

Session 9I
Saturday, 3:30-4:45
p.m.
Chair: Kate Ozment
Venice 3

Hiring Diverse Writing Center Staff (Individual Presentations)

Conscious Hiring Practices: Creating an institutionally representative Writing Center

Louis Herman and Gina Lawrence
University of Texas at El Paso

Writing centers are institutional epicenters of cultural and racial identities. We are continually practicing and adapting pedagogy and theory for broader inclusion. However, writing center consultants are not always linguistically and racially representative of the university they serve. This presentation focuses on how our writing center adapted hiring practices to create a linguistically and racially representative writing center to provide just access to writing assistance to the entire institution.

Session 9I continued
Saturday, 3:30-4:45
p.m.
Venice 3

Employing Diversity: The Why and How of Bringing Diverse Identities to Work in Writing Centers

Jacqueline Wong
University of Puget Sound

Because the composition of identities in academia is changing and writing centers must adapt accordingly, my presentation will address diverse identities of peer tutors in writing centers. I will touch on writing center scholarship, but will mostly focus on business management and industrial/organizational psychology perspectives. I will report on a study of perceptions of an organization's readiness to hire diverse employees.

Session 9J
Saturday, 3:30-4:45
p.m.
*Chair: Gabriella
Manduca*
Venice 4

Developing a More Humane Praxis in the Writing Center (Panel)

Gabriella Manduca, Lakshmi Bisram, and Shayne Stilman
The Fashion Institute of Technology

The establishment of Standard American English (SAE) in an academic setting can lead students to believe that they are poor writers due to incorrect grammar or improper sentence structure under the principles of SAE. SAE disregards dialects of English found in various social, economic, or ethnic backgrounds. Regarding SAE as the only correct writing method may lead writing tutors to impose internalized linguistic prejudices during a tutoring session, thereby limiting a writer's development.



Hotel Murano

SIG Session: Saturday, 5:00-6:00 p.m.

SIG Session A
5-6 p.m.

Bicentennial Pavilion C

Peer Writing Tutor Alumni Research Special Interest Group

Jane Nesmith, Haleema Smith, and Jean Springsteen
Coe College

The NCPTW SIG on Peer Writing Tutor Alumni Research brings together writing center staff doing peer tutor alumni research. Part of a national effort spearheaded by Brad Hughes, Harvey Kail, and Paula Gillespie, peer tutor alumni research studies the long-term effects of collaborative learning and peer tutoring on peer tutors after they graduate from college and move into their post-graduate lives.

SIG Session B
Saturday, 5-6 p.m.

Bicentennial Pavilion F

Antiracism Activism Special Interest Group

Clint Gardner
Salt Lake Community College

The IWCA SIG on Antiracist Activism supports writing center practitioners in working to undo racism at multiple levels: in the immediate context of the writing conference and local writing center and more widely through systematic cross-curricular and cross-institutional initiatives. The SIG will provide a space for writing center tutors and administrators to share the anti-racism work they are doing locally and consider how they can make the work sustainable, given the high turnover of staff in most writing centers. Together, participants will specifically consider how they can build collaborations across institutions and regionally to broaden and deepen the initiatives they have already begun on their local campuses. Our conversation will continue the work already accomplished by the SIG through previous conference sessions and the WCAntiracism listerv. SIG Coordinators: Kelsey Hixson-Bowles, Indiana University of Pennsylvania, and Clint Gardner, Salt Lake Community College

SIG Session C
Saturday, 5-6 p.m.

Torcello

Closing Plenary for High School Educators

Andrew Jeter and Rachael Shelden
Niles West High School and University of Puget Sound

In this closing session, Andrew Jeter and Rachael Shelden and faculty and students from Minnetonka High School will talk about how to incorporate peer-to-peer into high school classrooms and, perhaps, how to create a new writing center.

SIG Session D
Saturday, 5-6 p.m.

*Chair: Lydia
McDermott*

Bicentennial Pavilion
Rotunda

Poster Session: Specific Populations of Writers

Using Nondirective Approaches to Facilitate Directive Tutoring

Samantha Bailey
Southern New Hampshire University

Southern New Hampshire University offers both directive and nondirective tutoring approaches. This includes walk-in tutoring, one-to-one tutoring, classroom assisting, and other specialized programs. By offering multiple approaches to tutoring, we are able to interact with students of all backgrounds and provide an inclusive tutoring environment. This presentation will explore how starting with a nondirective approach will often find students, both international and domestic, seeking out more directive opportunities as they grow as a learner.

SIG Session D
continued
Saturday, 5-6 p.m.
Bicentennial Pavilion
Rotunda

Culture of Understanding: Strategies for Tutoring Multilingual Writers

Cassidy Balkus

The Fashion Institute of Technology

In this poster, Culture of Understanding: Strategies for Tutoring Multilingual Writers, the challenges and strategies of working with beginner to low-intermediate ESL tutees is explored. Using practical and theoretical research, key areas of understanding the tutor roles and resources are illuminated. Practices and methods are employed to help you and your tutee reach a common ground of understanding where you can together break past the common mishaps and miscommunications on your journey toward inclusive learning.

A New Population to Consider: Prospective Students

Kasie Bourque, Daniel Hughes, Paulina Syracuse, and Gina Kokosky

Saint Joseph's University

As writing centers consider ways to include all writers, most centers focus on students already at their institutions. One overlooked group is prospective students. Our poster presentation will highlight beneficial ways writing centers can work with admissions offices to reach prospective or newly admitted students. The inclusion of prospective students will increase writing centers' visibility in their own institutions as well as make these students aware of writing centers in general.

Creating a Safe and Social Space for International Student Writing: Using a Conversation English and Personal Writing Program to Encourage Inclusivity at SNHU

Megan Leger and Selina Marcille

Southern New Hampshire University

Our writing center created a Conversational English Program to help international students feel more welcomed in our learning center while improving upon their English skills. Having a successful three years of Conversational English, the writing center has decided to expand and create a Personal Writing Program to help international students with their writing. This program will be launched in the fall of 2016. Our goal is to bridge the gap between spoken and written English.

The Writing Center as a Safe Space: Supporting Marginalized Student Populations

Alec McMullen, Miray Demian, and Callie C. Olson

University of Nebraska at Omaha

Students from marginalized populations tend to underutilize the resources available to them, a trend that can contribute to poor academic outcomes. Writing centers often become unofficial resources for these students, which begs the question: How can writing centers better support marginalized student populations? The proposed poster presentation will explore this question as it relates to English language learners (ELL), students with mental illness and psychiatric disabilities, and students with divergent gender and sexual identities.

SIG Session D
continued
Saturday, 5-6 p.m.
Bicentennial Pavilion
Rotunda

Ni hao, how can we help you? Driving writing centers to be more inclusive of international graduate students.

Sharon Paterson

Texas A&M University at Galveston

International graduate students present challenges to writing centers; while exhibiting higher level writing skills and motivation to improve their writing, they display issues with language awareness, advanced syntax, and conjugation. Writing styles and peer editing common in the US may be unfamiliar due to education, language, and cultural differences. The challenges of addressing their needs while respecting their skills and culture based on our experience tutoring these students in a workshop setting will be discussed.

Putting the "Person" in Personal Statements

Gracie Gilbert and Austin Zook

Texas A&M

This project's goal is to identify and share methods that we as writing consultants can use to help clients inject confidence and character into their personal statements and applications to showcase their individual voice. A motif that's been identified across a broad spectrum of clients is that they felt being "professional" meant they had to sound "technical." New methodologies for discussing that aspect will be recognized to promote communication and reinforcement of personal styling.



Hotel Murano

Steering Committee Meeting: *Saturday, 6:00-7:00 p.m.*

Steering Committee
Saturday, 6-7 p.m.
Venice 4

Want to get involved with NCPTW?

Anyone who comes to the meeting is on the Steering Committee! At the meeting, the Steering Committee will be addressing the following agenda items:

- two proposals for hosting NCPTW 2017
- appointment of the new Executive Vice President of NCPTW
- a financial report from NCPTW Treasurer Brian Fallon
- preliminary conference report from 2016 Chair Julie Christoph
- and other business related to supporting tutor involvement in scholarship and conference proceedings

We invite you to add your voice to the conversation as we develop plans to move the conference organization forward.

Members of the Steering Committee will also be added to the Google Groups list and will receive occasional emails over the course of the year, particularly when it is time to solicit volunteers to serve on the selection committees for program proposals and travel grants.



Hotel Murano

Saturday Evening Activities

Directors' dinners at multiple restaurants
Meet in Murano Lobby at 7:00 p.m.



Trivia Night for Peer Tutors, with Trivia Master Emma Wilson, University of Puget Sound '15
Topics include "Candy," "Disney," "Failed Presidential Elections," and more!
Bicentennial Pavilion, 8:00-10:00 p.m.





Hotel Murano

Session 10: Sunday, 9:00-10:15 a.m.

Session 10A

Sunday, 9:00-10:15
a.m.

Chair: Emily R. Beck

Bicentennial Pavilion B

The Wrong Assumption (Roundtable)

Emily R. Beck, Lori Brock, and Jonathan Ramirez

Salt Lake Community College

Learning Disabilities: our question is, if writing centers are for everyone, how can we help students who have learning disabilities, LD? This presentation will examine the visual LD and the hidden LD. We will discuss and examine: why students with LD don't come; how can we help those that do; and how can we make the students WC experience better? What can we change in ourselves to help these students and to stop making the wrong assumption?

Session 10B

Sunday, 9:00-10:15
a.m.

Chair: Tian Qing Yen

Bicentennial Pavilion C

Working Towards a Racially Inclusive Studio (Workshop)

Tian Qing Yen, Justine Dombrowski, and Dee Payton

Western Washington University Research-Writing Studio

Writing Centers and Studios have the potential to be more than an inclusive space--they can be spaces that actively foster advocacy and racial justice. This workshop examines how racial inequality manifests on a systemic and interpersonal level within peer tutoring: from hiring practices, to staff education, to student-assistant interactions. Join us as we tackle challenging scenarios and explore ways to identify inequality in our own studios and writing centers.

Session 10C

Sunday, 9:00-10:15
a.m.

*Chair: Matthew
Moreno*

Bicentennial Pavilion E

Combatting Standard Academic English: Embracing Diverse Linguistic Identities (Roundtable)

Kaylee Cruz and Emily Elvoid

University of La Verne

The presenters aim to facilitate a discussion about the faults embedded in Standard Academic English, as well as how writing centers can empower students to develop their voices within the standard. This presentation will focus on how SAE impacts student writing and how tutors can best address this topic in a tutoring session, inviting participants to discuss the implications for their tutoring practices and to reconsider their understandings of how an individual's voice works in conjunction with SAE.

Session 10D

Sunday, 9:00-10:15
a.m.

Chair: Donna Evans

Bicentennial Pavilion F

Tutoring Writing and Students with Disabilities (Panel)

Donna Evans, Caleb Winn, Cara R. Campbell, and Kyra Reddington

Eastern Oregon University

Whether or not informed that a student has one or more learning disabilities, writing tutors need to be able to recognize the signs and provide the best opportunity for that student to learn and grow. This panel will discuss research

and personal experience with working with students who have disabilities. Participants will learn about how words for naming disabilities are perceived, methods for recognizing learning disabilities, and strategies for tutoring students with dyslexia or alexia.

Session 10E
Sunday, 9:00-10:15
a.m.

*Chair: Courtney
Munther*

Torcello

Strategies for training coaches to work with journalism/communication students (Workshop)

Courtney Munther, Lori Shontz, and Diana Dawson
University of Oregon

Journalism and communication students are required to write in styles and attribute sources in ways that are far different from most university classes. There are no topic sentences, no conclusions, shorter paragraphs and no easing into the main idea. This workshop, designed primarily for university-wide writing centers, will introduce the basics of these skills and suggest strategies for working with "j-students."

Session 10F
Sunday, 9:00-10:15
a.m.

Chair: Jordan Fonseca

Burano

Bridging a Gap: Writing and Engineering (Panel)

Brianna Bos, Kinsie Clarkson, Graeme Greenwood, and Elizabeth Kovalchuk
Montana State University

A study conducted by Dinitz and Harrington (2014) focused on the differences in sessions based off the the tutor's disciplinary expertise. They found that the more productive sessions occurred when the tutor had the disciplinary expertise of the writer's field. To better prepare tutors for sessions outside of their disciplines, this panel will focus on new ways to bridge the gap between the specific disciplines of STEM and writing.

Session 10G
Sunday, 9:00-10:15
a.m.

*Chair: Lydia
McDermott*

Cavallino

Tutoring in the Hyphen: Personas as a Tool in Multilingual Writing (Panel)

Lydia McDermott, Jesse Moneyhun, Faith Nyakundi, and Esther Ra
Whitman College

Writing or communicating without a working understanding of persona is like feeling around in the dark. Persona, both in the act of writing and of tutoring, can be the light switch that illuminates language acquisition and manipulation. As writing tutors, not only are we cultural informants, but we are also cultural learners and one key aspect of culture is the appropriate negotiation of personas in writing and therefore in tutoring.



Hotel Murano

Session 11: Sunday, 10:25-11:40 a.m.

Session 11A

Sunday, 10:25-11:40
a.m.

Chair: Avery Viehmann

Bicentennial Pavilion B

When Writing Centers are Multilingual: A Search for Best Practices (Panel)

Avery Viehmann, Allison Deboer, Kowsar Hassan, Eric Huang, Baljeet Kaur, and Ivanna Miakota

Highline College

In a multilingual peer consultant center, how is collaboration fostered? Non-native and native English speaking consultants and the director will share primary research results, connections to theory, and best practices.

Session 11B

Sunday, 10:25-11:40
a.m.

Chair: Andrea Malouf

Bicentennial Pavilion C

The Tutor as Writer: The Impact of Working as a Writing Tutor on a Tutor's Writing (Roundtable)

Andrea Malouf, SLCC Community Writing Center; **Clint Gardner**, Salt Lake Community College; **Emily R. Beck**, Salt Lake Community College; **Lori Brock**, Salt Lake Community College; **Nic Contreras**, SLCC Community Writing Center; **Keith McDonald**, Salt Lake Community College; **Atticus Olmedo**, SLCC Community Writing Center; **Hannah Quigley**, Salt Lake Community College; **Jonathan Ramirez**, Salt Lake Community College; and **Sandra Salazar-Hernandez**, SLCC Community Writing Center

This roundtable discussion engages peer tutors in writing to consider how peer tutoring changes (or does not) the tutor's perceptions of themselves as writers, their writing, as well as how tutors use their own scaffolding techniques in their own writing. This round table will foster lively discussion and engagement with tutors and administrators from SLCC, as well as those attending about writing practices, identity and knowledge transfer in writing.

Session 11C

Sunday, 10:25-11:40
a.m.

Chair: Jessica Citti

Bicentennial Pavilion F

Metaphors We Tutor By: Using Metaphors to Encourage Writing Self-Efficacy (Workshop)

Jessica Citti and Thomas King

Humboldt State University

Sandwiches, umbrellas, roadmaps, signposts . . . Writing center tutors use metaphors as teaching tools frequently, yet these metaphors are rarely questioned or examined. Drawing on metaphor research and on our experiences as peer tutors, this workshop explores the benefits and pitfalls of metaphors in tutoring sessions. Through hands-on activities, participants will explore inclusive, metaphor-based tutoring strategies designed to help all writers, especially writers new to academic discourse or who express writing anxiety.

Session 11D

Sunday, 10:25-11:40
a.m.

Chair: Courtney Munther

Torcello

Establishing boutique writing centers: Addressing needs, confronting challenges and creating solutions (Panel)

Courtney Munther, Lori Shontz, and Diana Dawson

University of Oregon

Students in journalism and communication courses experience different writing

challenges than students in other academic courses. This panel will address the need for boutique journalism and communication writing centers, the unique issues students present, and the ways two schools are creating spaces for not only struggling writers, but students learning to be professional writers.

Session 11E
Sunday, 10:25-11:40
a.m.
Chair: Brooklyn Walter
Burano

A Sense of Belonging: Praxis that Inspires Inclusion and Collaboration (Panel)

Brooklyn Walter, Hailey Roemer, Taylor Bereiter, and Anthony Morely
Washington State University

The Writing Center, a place of cultural, racial, linguistic, and disciplinary intersection, and a field that naturally plays with prepositions, is primed to enact a shift in perspective from learning about students to learning with students. Changing student demographics catalyzed such a shift in the Washington State University Writing Center, leading to the investigation and integration of critical literacy, queer theory, contrastive rhetoric, and rhetorical listening, ultimately aimed at cultivating a "pedagogy of belonging."

Session 11F
Sunday, 10:25-11:40
a.m.
Chair: Rick Coonrod
Cavallino

Keeping Mum? Questioning Confidentiality's Role in Creating a Safe and Inclusive Environment? (Roundtable)

Joseph Davidson, Forest Gerlach, and Rick Coonrod
College of Western Idaho

In this roundtable session, after a brief presentation, we will facilitate a discussion about confidentiality in the writing center. Is it important? Should we defend our student's privacy? Is confidentiality related to creating a safe space? How is low-stakes learning related to confidentiality? What is our responsibility, as writing center professionals, if pressured by instruction or administration to report detailed session information? How does our desire for confidentiality compare to other fields like counselling?

Session 11G
Sunday, 10:25-11:40
a.m.
Bicentennial Pavilion
Rotunda

Tour of Tacoma Art Museum: *30 Americans*

Elise Richman
University of Puget Sound

Participants will walk over to nearby Tacoma Art Museum with Art professor Elise Richman for a tour of the *30 Americans* exhibit, featuring "an influential group of prominent African American artists who have emerged as leading contributors to the contemporary art scene in the US and beyond" (TAM). Participants can also stay to enjoy the annual Día de los Muertos Free Community Celebration at the museum.



Hotel Murano

Session 12: Sunday, 11:50 a.m.-1:05 p.m.

Session 12A
Sunday, 11:50 a.m.-
1:05 p.m.

Chair: Allison Schentrup

Bicentennial Pavilion B

Embracing Psychological Perspectives in Tutoring: A Holistic Approach (Panel)

Allison Schentrup, Bresha Younger, Muriel Vinson, and Beatriz Chavez

California Institute of Integral Studies

Panelists will offer liberatory, psychologically-oriented approaches for creating a more holistic and integral writing experience in the writing center. The panel will explore the tutoring room and academic writing spaces as sites for expression, activism, self-awareness, curiosity, and healing. Themes will include challenging concepts of "disability," valuing unique perspectives, inviting somatic and creative arts expressions to inform writing and tutoring processes, and exploring the relationship between the multifaceted writer and the subject.

Session 12B
Sunday, 11:50 a.m.-
1:05 p.m.

*Chair: Matthew
Moreno*

Bicentennial Pavilion C

Creating and Advertising Narratives of Writing Centers as Invitational Spaces (Individual Presentations)

You're Invited! Using invitational learning strategies to connect students to studio services

Shayna Woods, Riley Jessett, Luke Russell, and Oonagh Parker

Western Washington University Research-Writing Studio

Getting students to engage with writing center services is a challenge faced by nearly all university writing centers. Peer tutors at Western Washington University's Research-Writing Studio conducted a study exploring invitational learning, a pedagogical model that focuses on making people, places, practices, and policies 'invitational' sites for student learning. Come to this presentation to learn more about invitational learning and how it can increase student engagement with writing center services.

On Messages to Faculty: Making and Unmaking Writing Center Lore

Donna Evans

Eastern Oregon University

This presentation analyzes explicit and implicit messages sent by writing centers to faculty and students while calling on work by Bonnie Devet, Kevin Davis, and Wcenter listserv posts. Participants in this session will have the opportunity to share effective communications and those that have gone wrong, and brainstorm strategies for sending the message to faculty that the writing center is indeed welcoming and inclusive.

Changing the Narrative: What Outcomes Data Tell Us about Visitors to the Writing Center

Eric Klinger

University of Colorado-Boulder

Writing Centers are ideal sites to study student retention and success. Such data can be used to change the narrative of writing centers only attracting struggling students to one where students of all achievement levels seek ways to connect

and thrive on campus. The presentation will discuss a six-year longitudinal study from an R1 university comparing outcomes for freshmen visitors and non-visitors, and its implications for advertising and enhancing the center's contributions in these areas.

Session 12C
Sunday, 11:50 a.m.-
1:05 p.m.
Chair: Jennifer Heckler
Bicentennial Pavilion F

Gaining Wisdom through Experience: Simulating Cultural Clashes in Tutoring Sessions (Workshop)

Jennifer Heckler, Highline College and **Angie Jenkins**, Seattle University

Workshop participants quickly learn and play a card game in small groups. During the game, participants rotate from one group to another and experience different intercultural encounters that reveal their assumptions about others and highlight unarticulated "rules" of acceptable behavior. These assumptions and rules contribute to miscommunications. After playing the game, participants debrief by sharing their experiences, reflecting on why cultural differences can lead to conflict and misunderstanding, developing strategies for identifying cultural misunderstandings and modifying our behaviors to foster safe, productive spaces for communication and learning in tutoring sessions.

Session 12D
Sunday, 11:50 a.m.-
1:05 p.m.
Chair: Jordan Jenkins
Torcello

Disrupting A Narrative: Using Reflexive Critique to Interrogate Class in the Writing Center (Roundtable)

Jordan Jenkins, Sarah Nelson, and Doug Lewis
Pitzer College

We seek to explore the ways in which writing centers engage or do not engage with class. Our discussion will be based on an empirical investigation of our writing center's representation of class. Participants will leave with tools to think critically about class demographics within their writing centers and the potential for the expansion of what constitutes inclusivity. This roundtable will address the position of writing centers within socioeconomic realities of American higher education.

Session 12E
Sunday, 11:50 a.m.-
1:05 p.m.
Chair: Brady Christoph
Burano

Navigating Identity in the Writing Center (Individual Presentations)

Ethnography in the Writing Center: Cultural Capital, Habitus, and the Culture of Power

Kylie Young
University of Puget Sound

This ethnographic study seeks to understand the experiences of University of Puget Sound students who come to college underprepared to participate in the academic culture of power. By using Pierre Bourdieu's concepts of cultural capital and habitus, as well as Lisa Delpit's 'culture of power,' this study aims to analyze how the Writing Center is used to acquire cultural capital and to outline what institutional changes will better facilitate this cultural transmission.

Session 12E continued

Navigating ESL tutorials: Monolingual tutors' strategies with multilingual

Sunday, 11:50 a.m.-
1:05 p.m.
Burano

students

Lydia Mongie
Brigham Young University

According to Harry Denny, tutors who see connections between identity, language, and writing best collaborate with students in the writing process. In ESL tutorials, however, tutors may find it difficult to encourage expressions of cultural or language identity. For example, ESL students may prioritize “corrections” over voice or content, trying to sound and write (quite understandably) like native speakers. Often, Tutors then resist these requests, or respond with paternalistic, overly directive strategies. This individual presentation will analyze a case study of ESL tutorials, highlighting strategies tutors used to respond to this dilemma.

This Time, It's Personal: Empathy and Personalities in the Writing Center

Stephen Allen and Jessica Willmore
Utah Valley University

This presentation will examine the varying personality types that exist in the writing center and university settings, focusing on tutors' increased ability to empathize with students who don't fit into the academic ideal. It will then discuss the importance of empathy for students and how empathy can be used to create an inclusive and understanding environment for the student and, in turn, promote more successful applications of lesson content and personal development in academic writing.

Session 12F
Sunday, 11:50 a.m.-
1:05 p.m.
Chair: Michelle Miley
Cavallino

Silence and Listening: Rhetorical Frameworks for Inclusivity (Panel)

Kaidan McNamee, Demi Sullivan, and Michelle Miley
Montana State University

Answering Nordlof's call for a "spirit of inquiry" into the theoretical frameworks that "allow us to articulate our practices" (p. 49), this panel present their findings from three research projects that use qualitative methods to examine how theories on rhetorical silence and listening can help those in writing centers create inclusive spaces for a variety of writer and personal identities.

Session 12G
Sunday, 11:50 a.m.-
1:05 p.m.
Bicentennial Pavilion
Rotunda

Tour of University of Washington-Tacoma's Teaching and Learning Center

Kelvin Keown
University of Washington-Tacoma

Participants will walk over to nearby University of Washington-Tacoma to tour the Teaching and Learning Center.

UNIVERSITY OF PUGET SOUND | CAMPUS MAP

BUILDINGS

- 1 Alcorn Arboretum (E-2)
- 2 Anderson/Langdon Residence Hall (E-3)
- 3 Athletics and Aquatics Center ■●○(B-2)
- 4 Baker Stadium/Peyton Field/Shotwell Track ▲(B-2)
- 5 Baseball Diamond (A-2)
- 6 Benefactor Plaza (D-3)
- 7 Center for Intercultural and Civic Engagement ▲●(C-4)
- 8 Ceramics Building ■●(E-4)
- 9 Commencement Walk (B-3-E-2)
- 10 Communications House ■●(D-4)
- 11 East Athletic Field (A-3)
- 12 Event Lawn (C-3)
- 13 Expeditionary (E-4)
- 14 Facilities Services ■●(A-3)
- 15 Harned Hall/Oppenheimer Café ■●(D-1)
- 16 Harrington Residence Hall (E-3)
- 17 Howarth Hall ▲●○(D-3)
- 18 Human Resources ■●(D-3)
- 19 Jones Circle (D-3)
- 20 Jones Hall/Norton Clapp Theatre ■●○(D-3)
- 21 Karlen Quad (D-2)
- 22 Kilworth Memorial Chapel ■●○(E-2)
- 23 Kittredge Hall and Art Gallery ▲●○(D-4)
- 24 Langlow House (C-4)
- 25 Library, Collins Memorial ■●○(E-2)
- 26 Lower Baker Field (C-2)
- 27 McIntyre Hall ■●(E-3)
- 28 Memorial Fieldhouse/Pamplin Sports Center ■●○(B-3)
- 29 Music Building/Schneebeck Concert Hall ■●(D-2)
- 30 Oppenheimer Hall ▲(E-3)
- 31 President's House ▲●(E-2)
- 32 Print and Copy Services ▲(D-4)
- 33 Register Residence Hall (C-3)
- 34 Schiff Residence Hall ▲○(E-3)
- 35 Sculpture Building (E-4)
- 36 Security Services ▲(D-4)
- 37 Seward Residence Hall (C-3)
- 38 Smith Residence Hall ▲●(E-3)
- 39 Softball Field (B-3)
- 40 Student Activities/Residence Life ▲(D-4)
- 41 Student Diversity Center and Social Justice Center ▲●○(C-4)
- 42 Tennis Pavilion ■(A-2)
- 43 Theme House Row (C-3)
- 44 Thomas Hall ■●○(C-3)
- 45 Thompson Hall ▲●○(D-2)



- 46 Todd Field (C-2)
- 47 Todd/Phibbs Residence Hall ■●(D-3)
- 48 Trimble Residence Hall/Trimble Forum ▲●(D-3)
- 49 Union Avenue Residences ■▲●○(D-1)
- 50 University Club ■●(C-4)
- 51 University of Puget Sound Garden ■(E-4)
- 52 Warner Gymnasium ▲●(C-2)
- 53 Weyerhaeuser Hall/Mobility Park ■●○(B-3)
- 54 Wheelock Student Center/Divisions Café/The Cellar/Rasmussen Rotunda/Bookstore ■●○(D-4)

- 55 Wyatt Hall ■●(C-2)

BUILDING KEY

- Wheelchair accessible entrance(s) and all/most floors
- ▲ Wheelchair accessible entrance(s) and one floor
- Wheelchair accessible restrooms
- Gender neutral restrooms

PARKING—MAIN

- P1 [C][F][V][♿](C-4)
- P2 [P][♿](B-3)
- P3 [C][F][R][V][♿](B-2)
- P4 [C][F][R][V][♿](D-2)
- P5 [F][V][♿](E-3)
- P6 [C][F][R][V](E-4)

PARKING—SECONDARY

- P7 [C][F][R][♿](E-4)
- P8 [F][♿](E-4)
- P9 [V](D-3)
- P10 [C][F][R](C-4)
- P11 [C][F][R](C-4)
- P12 [C][F][R](B-4)
- P13 [F][♿](D-2)
- P14 [C][R][♿](C-1)
- P15 [C][R][♿](D-1)

PARKING KEY

- [C] Commuter Student
- [F] Faculty/Staff
- [P] Clinic Patient
- [R] Resident
- [V] Visitor
- [♿] Wheelchair accessible

food. wine. brew.

downtown tacoma

Paddy Coyne's Irish Pub 1
pub | 815 pacific ave.
272-6963 | paddycoynes.net

Tacoma Comedy Club 2
pub | 933 market st.
282-7203 | tacomacomedyclub.com

Galanga Thai Cuisine 3
thai | 1129 broadway
272-3393 | galangathai.com

Bite Restaurant 4 P
american + steak
1230 broadway plaza | 238-8000
hotelmuranotacoma.com

Emerald City Smoothy 5
smoothies
1498 pacific ave. #303
779-5400 | emeraldcitysmoothy.com

Zara Mediterranean 6 P
mediterranean
1498 pacific ave. #300
572-1222 | zaracuisine.com

Pacific Grill 7 P
american + steak | 1502 pacific ave.
627-3535 | pacificgrilltacoma.com

Twokoi Japanese Cuisine 8 P
japanese | 1552 commerce st. #100
274-8999 | twokoi.com

Grassi's Garden Cafe 9 P
american | 1702 pacific ave.
672-1216 | grassisflorist.com

The Old Spaghetti Factory 10 P
italian + pizza | 1735 jefferson ave.
383-2214 | osf.com

The Social Bar + Grill 11
waterfront | 1715 dock st.
301-3835 | thesocialbarandgrill.com

Hello, Cupcake 12 P
bakery | 1740 pacific ave.
383-7772 | hello-cupcake.com

The Swiss Pub 13
pub | 1904 jefferson ave.
572-2821 | theswisspub.com

The Rock Wood Fired Pizza 14
italian + pizza | 1920 jefferson ave.
272-1221 | therockwfp.com

Indochine 15 P
pan asian | 1924 pacific ave.
272-8200 | indochinedowntown.com

Harmon Pub + Brewery 16 P
american + steak | 1938 pacific ave.
383-2739 | harmonbrewing.com

Great Northwest Popcorn 17
desserts
1948 a pacific ave. | 779-5676
greatnorthwestpopcorn.com

El Gaucho 18 P
american + steak | 2119 pacific ave.
272-1510 | elgaucho.com

The Happy Teriyaki #4 19 P
asian | 2223 pacific ave.
272-1544 | thehappyteriyaki.com

Mary's Burger Bistro 20 P
american | 2301 pacific ave.
779-0777 | marysburgerbistro.com

Friesenburgers 21 P
american | 308 e. 26th st.
203-6753 | friesenburgers.com

Celebrity Cake Studio 22 P
bakery | 314 E. 26th St.
627-4773 | celebritycakestudio.com

gig harbor
Tides Tavern P
waterfront | 2925 harborview dr.
858-3982 | tidesavern.com

greater tacoma
21 Cellars P
wine bar | 2621 21st St.
470-4829 | 21cellars.com

Adriatic Grill P
italian + pizza | 4201 steele st.
475-6000 | adriaticgrill.com

Chalet Bowl + 26th St. Cafe P
american | 3806 n. 26th
752-5200 | chaletbowl.com

Chevys Fresh Mex P
mexican | 3702 s. fife st.
472-5800 | chevys.com

C.I. Shenanigans P
waterfront | 3017 ruston way
752-8811 | cishenanigans.com

Doyle's Public House P
pub | 208 saint helens ave.
878-7468 | doylespublichouse.com

Gibson's Frozen Yogurt Shoppe P
ice cream | 8 n. tacoma ave.
302-3856 | gibsonsyogurt.com

The Hub P
american | 203 tacoma ave. s.
683-4606 | theharmonhub.com

Katie Downs Eatery P
waterfront | 3211 ruston way
756-0771 | katedowns.com

Lobster Shop P
waterfront | 4015 ruston way
759-2165 | lobstershop.com

Marlene's Market + Deli P
natural foods | 2951 s. 38th st.
472-4080 | marlenesmarket-deli.com

Marzano Italian Restaurant P
italian + pizza | 516 garfield st.
537-4191 | dinemarzano.com

Neighborhood Bistro P
deli + fast food | 714 s. 27th st.
573-6646 | neighborhoodbistro.com

**Northern Fish "Old Town" Fish
Tales Bistro** P
northwest + seafood
2201 ruston way | 272-4101
northernfish.com

Pastiche P
wine bar | 2715 sixth ave.
572-2277 | pasticheawinebar.com

Vino Aquino P
wine bar | 4417 sixth ave. #1
272-5511 | vinoaquino.com

Wines P
wine bar | 2631 n. pearl st.
756-1922 | winestacoma.com

eatonville
**Stringtown Lavender Farm +
Wine Cellar** P
wine bar | 39610 eatonville cutoff rd.
[360] 832-4743 | stringtownfarms.com

lakewood
Stina's Cellars P
wine bar | 9316 lakeview ave s.w. b
227-9748 | stinascellars.com

des moines
Salty's at Redondo Beach P
northwest + seafood
28201 redondo beach dr. s.
946-0636 | saltys.com/redondo

vashon island
Palouse Winery P
wine bar | 12431 vashon hwy. s.w.

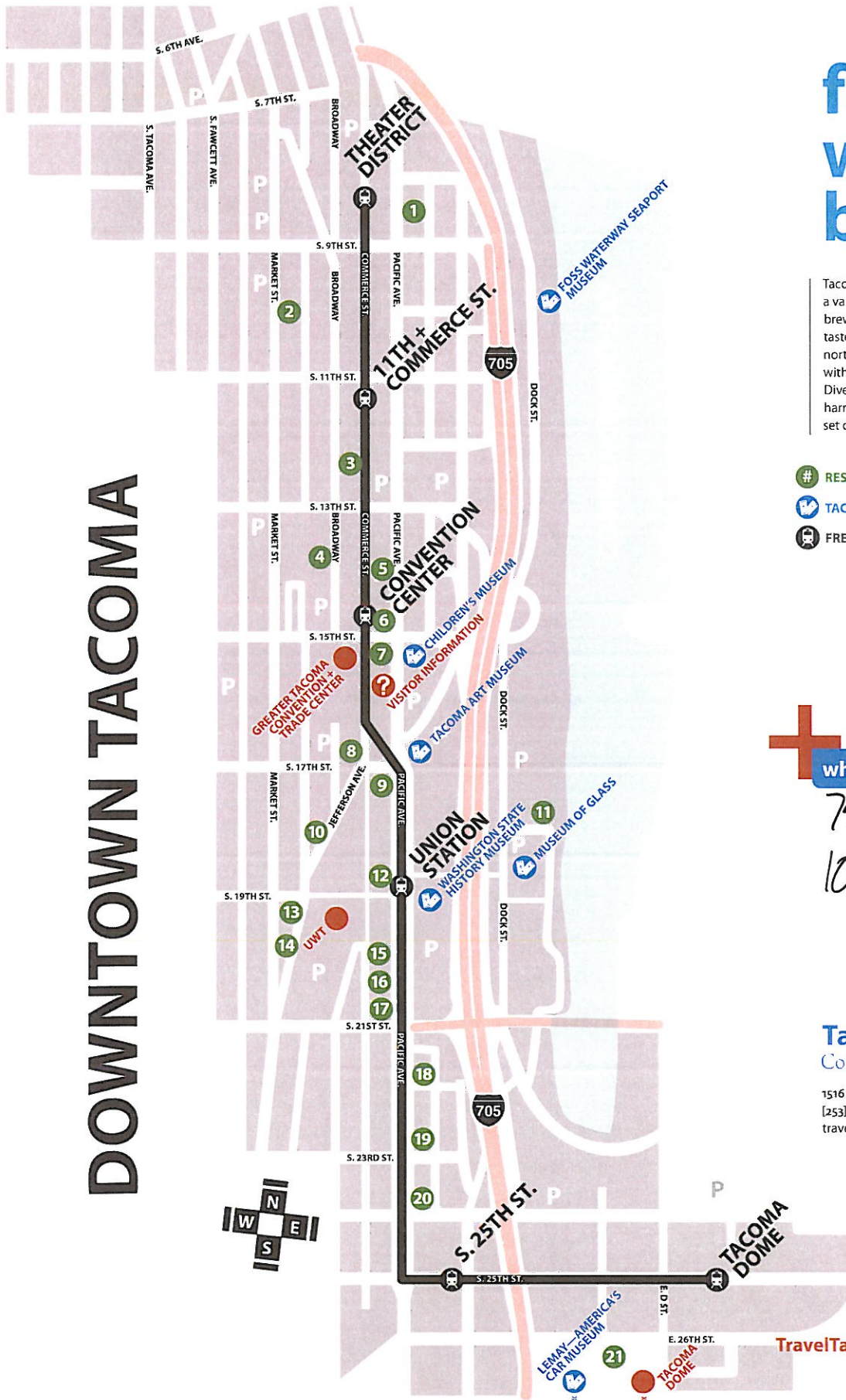
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type | address
phone + area [253] | website

RESTAURANTS [MAP ON FRONT]

P CATERING AVAILABLE

P FREE PARKING NEARBY

DOWNTOWN TACOMA



food wine brew

Tacoma + Pierce County is home to a vast array of unique restaurants, breweries and lounges. Wow your taste buds at a chic bistro or enjoy a northwest favorite, smoked salmon with a side of amazing views. Diverse cultures in the region harmonize to bring you an exceptional set of dining experiences.

- RESTAURANTS [KEY ON NEXT PAGE]
- TACOMA MUSEUM DISTRICT
- FREE TACOMA LINK LIGHT RAIL

what's nearby

75+ RESTAURANTS + CAFÉS

10 MINUTE WALK OR RIDE from the Greater Tacoma Convention + Trade Center

Tacoma Regional Convention + Visitor Bureau

1516 Pacific Ave. | Tacoma, WA 98402
 (253) 284-3254 | (800) 272-2662
traveltacoma.com

TravelTacoma.com/What-To-Do

Food. Pho. Coffee.

Interested in getting out of Downtown or trying some Puget Sound favorites?

Here are some suggestions from us that cover some other Tacoma neighborhoods!

Hilltop

[Pho King*](#) (\$)

1020 M.L.K. Jr Way

M-Sa 10:30a-8p

Vietnamese soups, salads, and sandwiches.

[Pho Bac Café*](#) (\$)

1115 S 11th St

M-Su 10a-6p

Just pho, but done right. Simple, classic, cash-only.

[Quickie Too A Vegan Café**](#) (\$)

1324 M.L.K. Jr Way

Th 11a-5p, F 11a-8p, Sa 12-6p, Su 11a-3p

Bare bones on the outside, but full of flavor inside!

[Le-Le Restaurant](#) (\$)

1012 M.L.K. Jr Way

M-Su 11a-9p

A huge menu of Thai and Vietnamese food. Try the Bánh Xèo!

Stadium District

[Shake Shake Shake](#) (\$)

124 N Tacoma Ave

M-Th 11:30a-9p, F-Sa 11:30a-10p,

Su 11:30a-8p

Fun flavored milkshakes and burgers, classic diner style.

[Indo Asian Street Eatery](#) (\$)

110 N Tacoma Ave

Tu-Fr 11a-9p, Sa-Su 12-9p

Asian fusion streetfood.

[The Hub**](#) (\$)

203 Tacoma Ave S

M-F 11a-11p, Sa 9a-1a, Su 9a-11p

Local brewpub known for its pizza.

They make a great gluten-free crust!

[Art House Café](#) (\$)

111 N Tacoma Ave

W-Th 8a-9p, F-Sa 8a-11p. Su 8a-9p

Colorful café with a PNW inspired menu. Great for brunch, and live music Friday and Saturday evenings.

[Stink and El Tulfo](#) (\$)

628 St Helens Ave

T-Th 11a-9p, F-Sa 11a-10p

Cheese, cured meats, beer, wine—because pungent means flavor! Great for lunch and small plates for sharing.

Proctor District/University Area

[Viva**](#) (\$)

2602 N Proctor St D

M-Th 11a-8p, Sa 9a-9p, Su 9a-8p

Creative vegan and raw food!

[Rosewood Café](#) (\$)

3323 N 26th St

M-Su 11:30a-9pm

American: salads, soups, hot plates, and wine.

[Café Brosseau](#) (\$)

2716 N 21st St

Su-Th 6:30a-7p, F & Sa 6:30a-9p

Coffee, treats, soup & sandwich.

[La Fondita](#) (\$)

2620 N Proctor St

Su-Th 11a-9pm, F & Sa 11a-10p

A cozy spot for Tex-Mex.

6th Ave Business District

[Engine House 9 \("E9"\)](#) (\$)

611 N Pine St

M-F 11a-1a, Sa & Su 8a-2a

Brewery & comfort food.

[Silk Thai**](#) (\$)

3401 6th Ave F

T-F 11:30a-2:30p, 5-9p

Sa & Su 4:30-9:30p

Great Thai!

[Wild Orchid**](#) (\$)

3023 6th Ave

M-F 11:30a-8p, Sa & Su 12-8p

More great Thai!

[Shakabrah*](#) (\$)

2618 6th Ave

M-Sa 7a-4p, Su 8a-4p

Casual breakfast & lunch, a student and neighborhood favorite.

[Legendary Doughnuts](#) (\$)

2602 6th Ave

Su-Th 5a-6p, F & Sa 5a-7p

Just doughnuts.

But *legendary doughnuts*.

[Red Hot*](#) (21+) (\$)

2914 6th Ave

M-Th 11a-11p, F 11a-12a, Sa 9a-12a,

Su 9a-11p

Unique hot dogs, a student favorite.

Try the Hosmer Hound Dog with bacon and peanut butter...seriously.

[Gateway to India*](#) (\$)

2603 6th Ave

M-F 11a-3p, 5-9p,

Sa & Su 12p-3p, 4p-9p

Indian cuisine, a student favorite.

[Taco Time*](#) (\$-fast food)

2915 6th Ave

M-Su 10a-10p

The PNW's answer to Taco Bell!

[Primo](#) (\$)

2701 6th Ave

M-Th 4-10p, F & Sa 4-11p, Su 4-9p

Locally sourced, steak, pasta & pizza.

[Bluebeard Coffee](#) (\$)

2201 6th Ave

M-F 6a-7p, Sa-Su 7a-7p

Just coffee and pastries, but a student/neighborhood favorite

[Asado](#) (21+) (\$)

2810 6th Ave

M-W 11:30a-10p, Th 11:30am-12am,

F 11:30a-1:30a, Sa 4p-1:30a, Su 4-10p

Happy Hour M-F 2:30-6:30p

Argentinian steak house! The [bar bites menu](#) is a really great lunch option for more affordable food.

[The Table](#) (\$)

2715 6th Ave

M-F 4-11p, Sa 10:30a-2p & 4-11p,

Su 10:30a-2p

Sharable tapas style, locally sourced.

Some other things Downtown that we like!

[Choripan](#) (\$)

1801 Dock St

M-Sa 10a-5p, Sun 12-5p

Argentinian sandwiches

Located inside Museum of Glass (see Asado above, same owners)

[Elemental Pizza*](#) (\$)

1702 Pacific Ave

S-Th 11a-9p, F-Sa 11a-10p

Wood fired pizza

[Happy Belly**](#): (\$)

1122 Market St

M-F 7-5 & Sat 9a-3p

Vegetarian-focused food and juice bar

KEY *Fast lunch option! **Vegan and/or gluten-free/dairy-free option