NEWCA 2010: IMAGES

Boston University

April 10-11, 2010

About NEWCA

NEWCA stands for the Northeast Writing Centers Association. The Northeast Writing Centers Association is a regional affiliate of the International Writing Centers Association (IWCA). NEWCA brings together a diverse group of secondary and post-secondary educators from around the region. Each year NEWCA presents a conference with various themes. The NEWCA blog, a forum for discussions about writing center pedagogy and practice, is accessible at http://newca.wordpress.com/

The NEWCA 2010 Steering Committee

The NEWCA Steering Committee plans the annual conference, facilitates communication with IWCA, and develops additional resources for NEWCA members. This committee meets three times a year—in April (directly following the conference), June, and January. Members of the committee hail from across the northeastern states and share a commitment to the writing center community.

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Greetings from the NEWCA Chair

Welcome to Boston University and NEWCA's 26th annual conference, *Images*! On behalf of the 2010 Steering Committee, we hope you find that your experience reflects the warm, purposeful hospitality that is commonplace to writing centers in the northeast, across the country, and abroad. We also hope that the sessions you attend will enliven, challenge, and expand conversations among students, instructors, administrators and friends during our time together and well after the meeting's closing hours.

The conference theme, *Images*, asks us to consider writing center theory, practice, and lore through the lens of the visual world. Calling on the grammar of design and creation, we are able to convey information and insight, to see and appreciate, and to interpret and direct discourses pertaining to writing center representation in intriguing ways. The language of the visual world includes *ways of seeing* that speak, in part, to color, composition, and digital/graphic design. The rhetoric of the visual world asks us the central question, "What do you see?" By exploring how we see ourselves and our centers, in addition to how our multiple audiences see writing center work, we invite you to reflect upon, re-focus, and re-imagine your writing communities in this frame.

Anyone who has ever planned a large function knows that it is truly a collaborative effort. I would like to extend appreciation and gratitude to Boston University for hosting our annual meeting, and to Bedford St. Martin's for their generosity in sponsoring the afternoon refreshments. Special thanks to John Hall, NEWCA conference hosting member, for his continuous cool, calm, and confident demeanor especially in the face of last minute changes. In addition, this conference would not be possible were it not for the dedicated, tireless efforts of *all* its committee members. It is with great affection and appreciation that I extend my profound thanks to all of the members of the NEWCA Steering Committee.

Warmly,

Kathryn Nielsen-Dube

Conference Schedule

Saturday, April 10th

8:30-9:00 Registration—Kenmore Classroom Building (KCB), 565 Commonwealth Avenue

9:00-10:15 Welcome by Conference Hosts Susan Blau, BU COM Dean Tom Fiedler, and John Hall; Opening Remarks by NEWCA Chair Kathryn Nielsen-Dube; and Keynote Address by Kathleen Shine Cain (see bio on last page)—KCB 101

10:30-11:45 Concurrent Sessions One—KCB

12:00-1:00 Lunch, Awards, Announcement of new NEWCA Steering Committee Members—BU Trustees Ballroom, SMG

1:00-1:30 Lunch Speaker, Anne West (see bio on last page)

1:45-3:00 Concurrent Sessions Two—COM

4:30-5:30 Reception (sponsored by Bedford/St. Martin's) and NEWCA Steering Committee Meeting—COM 107

3:15-4:30 Concurrent Sessions Three—COM

A Multimedia Publishers' Exhibit will be available, for conference participants to browse, in the COM building, second floor hallway, from 1:30—5:30 p.m.

Conference Schedule

Sunday, April 11th

8:30-10:00 Breakfast Reception—COM 107

9:00-10:00 SIG Meetings—COM 107, 109

10:00-11:00 SIG Meetings COM—107, 109

8:30--11:30 Northeast Writing Across the Curriculum Consortium Workshop and Business Meeting —COM 111

Special Interest Group (SIG) Topics:

Writing Center Outreach and Collaboration
Social Justice and the Writing Center
Life after the Writing Center
ESL Writers and the Writing Center
Writing in the Disciplines
Tutoring Strategies
Writing Center Administration
Technology in the Writing Center

Complete List of Buildings at BU being used for

NEWCA 2010: IMAGES

Kenmore Classroom Building (KCB), 565 Commonwealth Avenue

Communications Building (COM), 640 Commonwealth Avenue

School of Management (SMG), BU Trustees Ballroom, 595 Commonwealth Avenue. The Ballroom is only accessible via the elevator off the One Silber Way entrance to the SMG building.

Concurrent Sessions One: Saturday, April 10th, 10:30-11:45

Putting Our Heads Together: Techniques for Re-Imagining the Group Paper Tutorial

Jennifer Jefferson, Writing Center Director; Professional Tutors Lindsey Campbell, Amy Cohen, Courtney Olmos, Ellen Goldstein, and Joe Wildey; and Peer Tutors Gabrielle Pitocco, Karen Tihalas, and Mike Varone

Endicott College KCB 107

Collaborative papers present writers and tutors with unique challenges. Conferences for these assignments change the typical balance between one student and one tutor. What techniques might a tutor use to enable a group to both re-imagine the dynamics of co-authorship and re-see the paper? We will highlight the common interpersonal and composing problems groups face and guide session participants in brainstorming strategies and solutions.

Family Trees from Writing Center Pedagogy

Al DeCiccio, Provost

Southern Vermont College KCB 101

Exploring Face of Diversity: Building the "I am … I am from" Exhibit was the first-in-the-nation college-level course that employed the research methodology (including DNA testing) of Henry Louis Gates, Jr. It also employed writing center pedagogy to nudge first-year students, their course apprentice (SVC's writing fellow), and me into a collaboration of work that resulted in a museum exhibit. The course's pedagogical philosophy (collaborative learning) helped us to write our family histories and to compose a family tree, showing us all that we have a place in history. I seek to engage participants by advocating that, in employing writing center pedagogy, they may help students to engage in a subject they are always interested in, themselves, putting in the forefront the image of a family tree.

First Impressions: The Challenges of High-Stakes Writing with L2 Writers

Rand Nashi, Undergraduate Tutor; Amy Lynn Novak, Undergraduate Tutor; Michaela Farley, Undergraduate Tutor; Vinh Nyugen, Undergraduate Tutor

University of Massachusetts, Amherst Writing Center

KCB 102

Four undergraduate tutors from Umass Amherst Writing Center will invite the audience to contemplate the challenges of high-stakes writing when working with L2 writers. In particular, this interactive workshop will seek to address the following big question: When so much pressure and scrutiny is placed up on both the product and the L2 writer, where do the boundaries of our responsibilities lie?

Literacy Playgrounds, Learning Rooms, and Academic Dishonesty: Safe Space Spoken Here

Alicia Roberts, Undergraduate; Jeremy Rix, Undergraduate; Claudine Griggs, Writing Center Director

Rhode Island College KCB 106

Three presenters will discuss the cultural and physical space of productive learning environments, including (1) the "Literacy Playground," where images of childhood can breakdown barriers between clients and tutors, (2) environmental elements that can help to disable psychological "threats" to learning such as fear of failure or humiliation, and (3) supportive yet adequately responsive tutorial roles when confronted with issues of academic dishonesty. The panel will encourage audience discussion.

Image and Imagination: Enlarging and (Re)Focusing our Views on Writing Center Work

Steven J. Corbett, Assistant Professor; Michelle LaFrance, Writing Center Associate Director; and Stephanie Serenita, Stephanie Gruessner, and Heather Brady, Graduate Teaching Assistants in English KCB 104

Southern Connecticut State University/Drew University

Join an interactive roundtable as we draw on scholarship, stories, and experiences from several instructional models—including writing fellows programs, supplemental instruction, writing centers, and writing groups—to discuss how much can and should be done to more actively bring, take, or share what we know about peer learning into composition classrooms and into Comp/Rhet/WAC administrative designs.

A Multifocal View of Writing Centers and Their Images

Ryan Borowy, Peer Tutor; Adam Ciullo, Peer Tutor; Melody Lopez, Peer Tutor

University of Connecticut, Waterbury Campus KCB 201
(note: this room is not handicapped accessible)

Three peer tutors and the writing center coordinator will initiate a discussion of writing center images and what happens when they do not match what actually occurs in a writing center. This issue will be viewed from different perspectives in an attempt to gain insight into the sources of these images and their effects. Modes of compliance, the process of acculturation, and the model of a paradigm shift will be applied in order to understand the images created and suggest possible ways to focus them.

"Is This any Good?" -- Competing Visions of Writing among First-Year Writers and Writing Center Staff

Gordon Fraser, Assistant Director

UCONN -- Storrs KCB 103

After asking first-year writing students and writing center tutors to define quality academic writing in the humanities, the paper's author attempts to track the gaps between student and tutor expectations. Working from both the gaps and confluences among student expectations, tutor expectations, and commonplace institutional conventions, the author offers strategies for talking with students, in a writing center session, about the purpose and nature of academic writing.

The Rhetorical is Ideological: Discipline Specific Approaches in the Writing Center

Molly Doub, Tutor

University of Connecticut KCB 103

Because writing combines style and substance, this project aims to generate a conversation that complicates "writing" by underscoring the existence of many different discipline specific "writings". By making students aware of the justifications behind discipline specific approaches to writing, we enable them to realize that their rhetorical choices are also ideological. Recognizing these "writings" also requires us to reimagine the Writing Center as a collage, as a space that must address a multiplicity of student needs.

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Also available

Concurrent Sessions Two: Saturday, April 10th, 1:45-3:00

The Writing Center Looking Glass: Reflecting and Refocusing Our Campus Language Practices

Laura Greenfield, SAW Coordinator; Christine Overstreet, SAW Assistant Coordinator; Student Presenters

Mount Holyoke College, Speaking, Arguing, and Writing program (SAW) COM 213

Is an English-only writing center on a mulit-lingual campus an adequate reflection of the culture of speaking and writing on campus, or should peer mentors in the writing center work with students in and on mulitple languages? We will share our attempts to expand the language practices of our center, invite participants to talk about their own contexts, and discuss theoretical and practical implications of such efforts.

Extreme Image Makeover: The Writing Center Edition

Marie Basche, Director; Jill Gray, Academic Support Liaison; Nancy Rubin, Tutor Coordinator

Capital Community College COM 217

This panel discussion will explore a young writing center's overnight success, the common misperceptions on the part of students about the tutors' role, and the unanticipated expectations on the part of faculty about the center's goals and objectives. This presentation will include an open discussion leading to practical ideas on how to alter a writing center's image on campus to more accurately reflect its true mission, thereby creating a more effective and harmonious learning environment.

Writing Center as Living Room: Using 'rhetoric from below' to define writing center work

Stephanie Wade, Director, the Open M.I.C. Writing and Study Center

Stony Brook Southampton COM 323

In Living Room: Teaching Public Sriting in a Privatized World, Nancy Welch defines "rhetoric from below" as methods of persuasion used by activists. I argue that such rhetoric allows writing centers to define themselves as living rooms--material spaces to develop skills, strategies, communities, and dreams of better futures. I will conclude by inviting the audience to contribute moments when they have observed "rhetoric from below" and to debate its relevance to their/our work.

Image as Translation: Using Visual Representations to Make the Case for Writing Center Structures and Relationships

David Martins

Rochester Institute of Technology COM 323

The focus for this interactive discussion is the role of visual representations in arguments to university administration about Writing Center structures and their relationships between Writing Centers and WAC Programs, First-year Writing Programs, GE, and Assessment efforts. I invite members of the audience to share their experience of using visual representations to translate what we know into a language that administrators can understand, and in turn enable robust dialogue among stakeholders.

At Home with the Artist: WID Practice in an Arts University Writing Center

Jennifer DiDomenico Clark, Coordinator

Savannah College of Art and Design-Atlanta COM 212

Students entering college are quickly met with high expectations, often with little knowledge of the culture of their new institutional homes. For visual arts students in particular, writing centers act as intermediary between the "comfort zone" of artmaking and the culture of college academics. Through case studies, this presentation explores the applications of WID practice and advocates the use of "home bases" of knowledge to immerse students in the culture of college writing.

Images of Authorship in the Writing Center

Bryan DeSousa, Graduate Student in English at St. John's University; Michele Eodice, Executive Director, Learning, Teaching, & Writing Programs, University of Oklahoma

COM 212

The idea that tutors are only collaborators and nothing more rests upon traditional belief in solitary genius, individual textual ownership, and the grading economy of the university. Yet, in trying to define both collaboration and co-authoring, there is no definitive consensus among scholars. Does co-authoring happen in the writing center? What does it look like? How is co-authoring pedagogically sound or possibly counter to the goals of both the writing center and writers? How might co-authoring complicate the institution's understandings of how knowledge is made?

Web Statistics and the Effectiveness of Your Online Image

Courtenay Dunn-Lewis, Writing Tutor

University of Connecticut (Storrs) COM 317

As the online portal to the writing center, websites serve as the writing center's electronic image. The tracking of website statistics allows administrators to develop web content and refine both the center's overall image and its e-image. Many educational institutions collect web statistics by default, thereby diminishing perceived technological hurdles. This workshop presents a case study of this type of information harvesting at the University of Connecticut (as well as suggestions for implementation elsewhere).

"I'm a Really Terrible Writer": A Look at How Students' Self-Efficacy Affects Writing Self-Image

Samantha Williams, Peer Tutor

Endicott College COM 317

Students often lack confidence in their writing ability. A solid disconnect exists between how well students believe they write, and how well they actually write. As tutors, how can we help students work through their negative self-image, as well as positively affect students' self-efficacy in a lasting fashion? This session will cover the research that has been done on writing self-efficacy, as well as interactively brainstorm innovative ways to resolve these present issues.

The Rorschach Draft: What Are We Seeing Here?

Scott Campbell, Writing Center Director; Jenny Adamchek and Anne Wettersten, Faculty Writing Consultants; Philip Burnham, Administrative Assistant/Writing Consultant; Mary DeMaio and Ashley Kolman, Peer Writing Consultants.

UCONN -- Greater Hartford Campus COM 215

This roundtable discussion seeks to explore how a writing center can make the dynamic between what is seen and what is imagined an explicit part of the writing center session. In drawing on two concrete examples of a student paper in process, we expect to bring sessions attendees into a conversation about how a writing center consultation can help students to envision, communicate, and achieve their image of what a paper can or will be.

Creating a New Image: Re-imagining the Undergraduate Writing Consultant as Writing Fellow

Lauren Ball, Doctoral Fellow; Tatiana Duggan, Matthew Knotts, Hadia Sheerazi, and Mallory Tokunaga, Undergraduate Writing Consultants/Writing Fellows; and Anne Ellen Geller, Director

St. John's University (Queens, NY) COM 210

This group will describe their experiences in -- and research of -- a pilot Writing Across the Curriculum Faculty Fellows/Writing Fellows program. We will offer context for the program and our research, and then, depending on what the semester's research – and experience – reveals, the writing fellows will invite the audience to look at student writing, to explore the complexity (and satisfaction) of relationships between faculty and writing fellows, and/or to observe the learning that surprises writing fellows or faculty .

Concurrent Sessions Three: Saturday, April 10th, 3:15—4:30

Help! I'm a Graduating Peer Writing Tutor, and I'll be looking for work after Commencement!

Patricia Morelli, Director, Center for Reading and Writing

University of Hartford COM 323

Image IS everything. The discourses of academia, the rhetoric of pop culture -- all communication and even the individual as text -- present graphics and facades richly layered with superimposed imagery. How does a peer writing tutor emerge from academia into the competitive world of high-stakes employment opportunities? How do undergraduate writing tutors highlight their various proficiencies, articulate persuasive profiles that foreground their professional suitability, and present conceptions of "Peer Tutor" as a dynamic, developing picture of appealing promise?

Close-Knit or Closed Off?: How Writing Centers Project Images of Inclusiveness and Exclusiveness

Jahleh Ghanbari, Administrative Assistant; Josh Starkey, Allison Siwacki, Karah Dunn, and Kate Curtis, Peer Tutors

Keene State College COM 213

Writing centers have the unique position of simultaneously being integrated into the academic community while cultivating identities that are often separate from their campuses. While centers see themselves as part of the institution, the nature of our work can be viewed as exclusive at best, cult-like at worst. We invite the audience to explore why it is that writing centers tend to project images of elitism that can greatly affect practices, whether intentional or not.

Visuals & Metaphors: Creative ways to promote tutors' reflection on self-image, process & practice

Margaret Pobywajlo, Director of Center for Academic Enrichment

UNH Manchester COM 210

Creating visuals and writing metaphors can encourage tutors to reflect on their thinking and writing processes, their self-image as tutors, and their tutoring practice. In this interactive workshop, participants will lern how visuals and metaphors can be effective means of promoting tutors' reflection on their self-image as tutors, their tutoring practice, and their relationship with tutees, as well as their writing process.

Training High School and Middle School Tutors: Deconstructing the Writing Center Tutor Training Process

Kaylee Czajka, Writing Center Graduate Assistant, Caitlin Garzi, Undergraduate Writing Center Associate

University of Connecticut (Storrs) COM 212

This session will focus on university/high school partnerships and especially on the initial training of new secondary school tutors. Drawing on UConn's experience of helping local schools launch their own writing centers, we will ask: Is it time to reevaluate the high school outreach program at UConn and extend ourselves past actively creating writing centers to creating tools for teachers to independently create a center? This interactive workshop demonstrates various training strategies, including group tutoring sessions, what-if scenarios, and team building activities. Beyond modeling such strategies, we will include the voices of teachers and students from UConn's outreach schools and include a question/answer session.

The Challenge of the Visual

Heather M. Robinson, Writing Center Director; Carolette McDonald, Writing Center Coordinator; Michael J. Cripps, E-Portfolio Coordinator; Anna Charles, E-Writing Studio Consultant; Raquel Coy and Shoba Parasram, Tutors

York College/CUNY COM 215

In this roundtable discussion, we discuss some issues that students encounter when asked to use the visual, either to enhance and facilitate the writing process, or as a part of their final product. We ask the following questions: Why is engaging the visual important? What limitations do students confront when they are asked to think visually? How can Writing Center staff help students negotiate and use images and other visual elements when they write?

Revising our Online Image: The (Re)Construction of a Writing Center's Web Presence

Christopher DiBiase, Writing Center Assistant Director; Lisha Daniels Storey, Assistant Director; Betty Matthews, Kayla Duke, Katie Barrell, and Tobias Bennet, Peer Tutors

University of Massachusetts Amherst COM 217

This panel presentation explores how a writing center's image can be affected by how it chooses to make use of a variety of online technologies, including traditional websites and social networking sites such as Facebook. Audience members will be asked to reflect on and share their own experiences of creating a web-presence for their own centers and navigating the unique rhetorical challenges inherent to developing a web presence for multiple audiences.

Bewitched, Bothered, Bewildered: When the Best of Intentions Confront the Ugly Truth, or, Inventorying Privilege in Community-based Writing Center and Academic Service-Learning

Harry Denny, Director, Writing Centers; Chris Leary, Associate Director; David Farley, Assistant Professor; and Lauren Ball, Jody Ludlow, and Alyssa Federico, Consultants

St. John's University COM 109

Reflecting on our different community-service projects (a school-sponsored soup kitchen, a project directed at college-bound teens, high school writing centers, and an international service "plunge"), the panelists will share the pitfalls of community-service work that fails to get participants thinking about the impact of privilege, perceptions, and bias on outreach. We'll speak on the optics and implicatons of the subtle practices of "Othering" that can be endemic to service projects that don't have well-crafted components of the academic and learning attached to the service.

Please see last session description on the next page

"The Visual Voice of Online Tutoring: Deconstructing and Analyzing Electronic Communication Between Tutors and Students"

Agie Markiewicz, Technology Assistant; Rebekah Johnson, Director, Pace University Writing Center

Pace University COM 317

The presenters will deconstruct several online tutoring transcripts focusing on the tutor strategies employed. This workshop will examine best tutoring practices within the digital environment. The participants will be asked to discover and discuss successful tutoring strategies in the transcripts as well as communication issues between tutro and student due to the lack of the non-verbal signals typically embodied in face-to-face tutoring sessions.

NEWCA 2010: IMAGES Speaker Bios

A founding member of NEWCA, keynote speaker **Dr. Kathleen Shine Cain** has spent a good part of her professional life on the steering committee, chairing the organization in 1987-88, and co-hosting the conference once in each of the past three decades. She has presented at IWCA, NCPTW, CCCC, NEWCA, and other conferences, and has authored several textbooks, including The Mercury Reader and The Pearson Custom Library: Introduction to Literature. Kathy is professor of writing and writing center director at Merrimack College, and spent the 2005-2006 academic year at St. Mary's University College of the Queens University in Belfast, Northern Ireland. That introduction to the international writing center community, along with exposure to the vivid stories and political murals from The Troubles, opened up a new area of research for Cain. Always interested in the power of narrative, she is currently exploring the intersections of national and academic cultures, focusing particularly on how images and narratives function to define those cultures.

Lunch speaker **Dr. Anne West** is a writer, theorist, and independent curator. She has taught in the Rhode Island School of Design Division of Graduate Studies since 1996, where she supports students across disciplines in conceptualizing and writing their Master's thesis. She holds research interests in phenomenology, poetics, and interpretive human studies. Her interpretive projects have been featured on "Two New Hours," C.B.C. Radio; in catalogue essays for museums and galleries in Canada and the United States; and in art journals. Dr. West's work has also been featured in initiatives with The Big Picture Company, Fetzer Institute, Boston's Center for Organizational Learning, and The Aldrich Contemporary Art Museum, among others.

Acknowledgements

Special thanks to our host, Boston University, for its generosity with space, time, resources, facilities and staff. Thanks also to our host NEWCA member, John Hall, for his unflagging efforts to make this conference run smoothly. Finally, we sincerely appreciate Bedford/ St.Martin's' sponsorship of the Saturday afternoon reception.

NEWCA
Northeast Writing Centers Association

BU College of Communication