

# LINES IN THE SAND

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HOW WRITING CENTERS DRAW AND REDRAW BOUNDARIES

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*Lines in the Sand* evokes the notion of movement, change, fluidity, adaptability. The landscape of our individual writing centers evolves to meet student need and institutional demand; the topography of the International Writing Centers Association shifts and expands as its constituency does. Its roots on the East Coast with the East Central Writing Centers Association, the IWCA has now reached the West Coast, the geographic location of its conference following its intellectual and professional influence.

We are delighted to welcome veteran writing center professionals, novice professionals, graduate and undergraduate students to what will surely be a vibrant conversation about the important work we do with our students and within our institutions, about our past accomplishments, our present strategies, our future goals. We are pleased to return the hospitality of previous conference hosts, happy to offer this conference to Writing Center professionals in the Southwest who do not have the means to travel far to conferences, and honored to be a part of the journey of the International Writing Centers Association.

Welcome to the 2012 IWCA Conference. Welcome to San Diego.

Shareen Grogan  
2012 IWCA Conference Chair  
President, SoCal Writing Centers Association

# IWCA 2012 Conference Overview

## WEDNESDAY, OCTOBER 24

5:00-8:00 Registration 2nd Floor

## THURSDAY, OCTOBER 25

7 a.m.-8 p.m. Registration 2nd Floor  
9:30-5:00 Exhibits 2nd Floor  
9:00-10:15 Session 1  
10:30-11:45 Session 2  
12:00-1:15 Session 3  
1:30-2:45 Session 4  
2:00-4:45 Poster Sessions 3<sup>rd</sup> Floor Mezzanine  
3:00-4:15 Session 5  
4:30-5:45 Session 6  
6:00-6:45 Writing Center Research Project SIG Emerald Ballroom  
7:00-9:00 Reception East Pool Deck (3<sup>rd</sup> floor)

## FRIDAY, OCTOBER 26

7 a.m.-8 p.m. Registration 2nd Floor  
9:30-5:00 Exhibits 2nd Floor  
7:45-8:30 IWCA Annual General Meeting Emerald Ballroom  
8:45-10:00 Session 7  
10:15-11:30 Session 8  
11:45-1:30 Luncheon and Keynote Emerald Ballroom  
1:45-3:00 Session 9  
2:00-3:45 Poster Sessions 3rd Floor Mezzanine  
3:15-4:30 Session 10  
4:45-6:00 Session 11  
6:15-7:15 SIG Session 1  
7:30-8:30 SIG Session 2

## SATURDAY, OCTOBER 27

8:00-12:00 Registration 2nd Floor  
9:30-12:30 Exhibits 2nd Floor  
7:45-8:30 Regional Meetings  
8:45-10:00 Session 12  
10:15-11:30 Session 13  
11:45-1:00 Session 14  
1:15-2:30 Session 15  
2:45-4:00 Session 16

# THEMATIC SCHEDULE

## **Ethical Issues in Tutoring & Writing**

2H, 3F, 3J, 5J

## **Practice & Application**

1C, 1B, 2A, 3A, 3B, 3G, 4B, 4C, 4D, 5A, 5B, 6B, 6C, 7A, 7B, 7C, 7D, 9B, 10A, 10B, 10C, 11A, 11B, 12B, 12C, 13A, 13B, 13C, 14A, 14B, 15A, 15B, 15C, 15G, 16A, 16B, 16C, 16D, 16J

## **Research & Theory**

1D, 1E, 2B, 2C, 3C, 3D, 4E, 5C, 5D, 6A, 6E, 6F, 6G, 7E, 8B, 9C, 10D, 11C, 12D, 13D, 14C, 14D, 15D, 15E, 15F, 15G

## **Specific Student or Tutor Populations**

1F, 1G, 1H, 2D, 2E, 2J, 2I, 3E, 3F, 3G, 3J, 4F, 4G, 4I, 4J, 5E, 5F, 5G, 6A, 6H, 6I, 7F, 7I, 8C, 8D, 8E, 9D, 9E, 9F, 9G, 10E, 10F, 10G, 10K, 11D, 11E, 12E, 12F, 12G, 13E, 13F, 13G, 14E, 14F, 14G, 15G, 16E, 16F, 16G, 16H

## **Technology**

2F, 3H, 5H, 6D, 8F, 9H, 9J, 10H, 11F, 11K, 12H, 14H, 15H, 16I

## **The Writing Center and the Community**

1I, 2A, 4A, 5C

## **The Writing Center within the University**

1J, 2G, 3I, 3J, 4H, 6J, 7G, 8A, 8G, 8H, 9A, 9I, 10I, 11C, 11G, 11H, 11I, 12I, 14A, 14I, 15I, 16G, 16I,

## **Tutor & Staff Training and Pedagogy**

1A, 2A, 3E, 3J, 5I, 6A, 7H, 7I, 10J, 11J, 13H, 14J, 15J, 16J

# Conference Planner

## Thursday

Session 1 \_\_\_\_\_

Session 2 \_\_\_\_\_

Session 3 \_\_\_\_\_

Session 4 \_\_\_\_\_

Posters \_\_\_\_\_

Session 5 \_\_\_\_\_

Session 6 \_\_\_\_\_

## Friday

Session 7 \_\_\_\_\_

Session 8 \_\_\_\_\_

Session 9 \_\_\_\_\_

Posters \_\_\_\_\_

Session 10 \_\_\_\_\_

Session 11 \_\_\_\_\_

SIG 1 \_\_\_\_\_

SIG 2 \_\_\_\_\_

## Saturday

Regional \_\_\_\_\_

Session 12 \_\_\_\_\_

Session 13 \_\_\_\_\_

Session 14 \_\_\_\_\_

Session 15 \_\_\_\_\_

Session 16 \_\_\_\_\_

**IWCA 2012 Luncheon and Keynote**  
**Friday 11:45-1:30**  
**Emerald Ballroom**

**Lauren Fitzgerald, *Undergraduate Writing Tutors as Researchers: Redrawing Boundaries***

Lauren Fitzgerald has worked in writing centers for twenty years, the majority of which she's spent as Director of the Wilf Campus Writing Center at Yeshiva University where she is also Associate Professor of English. She has authored and co-authored articles and chapters on writing centers, collaborative learning, authorship, and writing program administration for *The Writing Center Journal*, *The Writing Lab Newsletter*, *Composition Studies*, *WPA: Writing Program Administration*, and a number of edited collections, including, with Denise Stephenson, *The Writing Center Director's Resource Book* (edited by Murphy and Stay) and most recently *Exploring Composition Studies: Sites, Issues, and Perspectives* (edited by Ritter and Matsuda), in which her chapter "Writing Center Scholarship: A 'Big Cross-Disciplinary Tent'" appeared. In addition, she has engaged in a range of professional service in writing studies—as an IWCA Summer Institute leader, a of Northeast Writing Centers Association Steering Committee member, a founding member of the Metro-NYC Writing Centers Group, a Council of Writing Program Administrators Executive Board member and Summer Workshop co-leader, and a CCCC Executive Committee member. Currently, with Melissa Ianetta she edits *Writing Center Journal*, which won the Council of Editors of Learned Journals' 2010 Phoenix Award for Significant Editorial Achievement, and is co-authoring *The Oxford Guide for Writing Tutors: Practice and Research* (under contract with Oxford University Press).

# IWCA Conference 2012 Program Schedule

**THURSDAY, OCTOBER 25, 2012**

**Thursday, Oct. 25**

**Concurrent Sessions**

**9:00—10:15 a.m.**

<b>Session: 1A</b>	<b>Panel</b>	<b>1340</b>
<b>Fostering a Professional Community: Peer Consultant Mentoring and Undergraduate Writing Center Research</b>		
Alaine Perconti	<i>Miami University</i>	
Chelsea Milligan	<i>Miami University</i>	
Mark Kylander	<i>Miami University</i>	
Melissa Maykut	<i>Miami University</i>	
Josh Kiger	<i>Miami University</i>	
<b>Session: 1B</b>	<b>Workshop</b>	<b>Topaz</b>
<b>The Idea of a Writing Center, In Haiku</b>		
Rick Coonrod	<i>College of Western Idaho</i>	
<b>Session: 1C</b>	<b>Workshop</b>	<b>1360A</b>
<b>Drawing Lines in the Sand is Fine, but Building Sandcastles is Better: the Value of Play in the Writing Center</b>		
Kylie Kinley	<i>Kansas State University</i>	
<b>Session: 1D</b>	<b>Panel</b>	<b>Diamond II</b>
<b>Tutor-Scholar: Hearing Tutor Voices in Writing Center Research</b>		
Melissa lanetta	<i>University of Delaware</i>	
Lauren Fitzgerald	<i>Yeshiva University</i>	
Brian Fallon	<i>Fashion Institute of Technology - SUNY</i>	
<b>Session: 1E</b>	<b>Panel</b>	<b>Emerald</b>
<b>The Rhetorical Dimensions of Transfer in Writing Center Theory and Practice</b>		
Rebecca Nowacek	<i>Marquette University</i>	
Rebecca Lorimer	<i>University of Massachusetts-Amherst</i>	
Bradley Hughes	<i>University of Wisconsin-Madison</i>	
<b>Session: 1F</b>	<b>Panel</b>	<b>Ivory</b>
<b>Research and Recommendations: Consulting with NNES Writers</b>		
Kate Francis	<i>Miami University</i>	
Kelly Grossman	<i>Miami University</i>	
Lucy Manley	<i>Miami University</i>	

<b>Session: 1G</b>	<b>Panel</b>	<b>1360B</b>
<b>Playing in the Sand: Challenges of Incorporating Student-Athletes into the Writing Center</b>		
Marcus Meade	<i>University of Nebraska at Lincoln</i>	
J. Michael Rifenburg	<i>University of Oklahoma</i>	
Ryan Aiello	<i>University of Nebraska at Lincoln</i>	

<b>Session: 1H</b>	<b>Roundtable</b>	<b>Coral</b>
<b>Drawn Together: Erasing Hierarchical Lines Between Traditional and Newer Peer Tutoring Programs for a Unified, Inclusive Writing Center Community</b>		
Amanda Bryant	<i>DePaul University</i>	
Catherine Brown	<i>DePaul University</i>	
<b>Mastering the Sculling Draw: or, Sliding Sideways Towards a Successful Writing Fellows Program</b>		
Dawn M. Janke	<i>California Polytechnic State University San Luis Obispo</i>	

<b>Session: 1I</b>	<b>Roundtable</b>	<b>Pearl</b>
<b>A Discussion Concerning the IWCA becoming an NCTE Conference</b>		
Kevin Dvorak	<i>Nova Southeastern University</i>	
Pam Childers	<i>Executive Editor, The Clearing House</i>	
Neal Lerner	<i>Northeastern University</i>	
Clint Gardner	<i>Salt Lake Community College</i>	

<b>Session: 1J</b>	<b>Roundtable</b>	<b>Diamond I</b>
<b>Castles in the Sand: Building Communities in Times of Change</b>		
Natalie DeVaul	<i>Albertus Magnus College</i>	
Martha Jerim	<i>University of Kansas</i>	
Brooke Baker	<i>Finger Lakes Community College</i>	
Liliana Naydan	<i>University of Michigan</i>	

<b>Thursday, Oct. 25</b>	<b>Concurrent Sessions</b>	<b>10:30—11:45 a.m.</b>
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<b>Session: 2A</b>	<b>Panel</b>	<b>Pearl</b>
<b>Implications of Higher, Lower Order Concerns for the Writing Center in the 21st Century</b>		
Dylan Kitts	<i>St. John's University</i>	
<b>Writing Center Privatization: Perceptions and Possibilities</b>		
Emily Nye	<i>University of Hawaii, W. Oahu</i>	
<b>Crossing the Line-For-Profit Tutoring and the Future of Writing Centers</b>		
Neal Lerner	<i>Northeastern University</i>	
<b>But Fixing Grammar is What I Do Best!</b>		
Todd Bunnell	<i>Mississippi University for Women</i>	

<b>Session: 2B</b>	<b>Panel</b>	<b>1360B</b>
<b>Research Report: Clarifying Disciplinary and Institutional Networks for More Successful Writing-Across-the-Curriculum Writing Centers</b>		
Joanna Castner Post	<i>University of Central Arkansas</i>	
Dylan Tillman	<i>University of Central Arkansas</i>	
Sarah Jane Cogswell-Gattlin	<i>University of Central Arkansas</i>	
Jordan Wilkerson	<i>University of Central Arkansas</i>	

<b>Session: 2C</b>	<b>Workshop</b>	<b>1340</b>
<b>Questioning Questions in Writing Center Dialogue</b>		
Roberta Kjesrud	<i>Western Washington University</i>	
Michelle Wallace	<i>Western Washington University</i>	
<b>Session: 2D</b>	<b>Panel</b>	<b>Emerald</b>
<b>Riding the Wave: Connecting the Ever-Expanding Professional Majors to Writing Center Work</b>		
Abby Cline	<i>Cedarville University</i>	
Chelsea Musser	<i>Cedarville University</i>	
Sarah Wilson	<i>Cedarville University</i>	
<b>Session: 2E</b>	<b>Roundtable</b>	<b>Ivory</b>
<b>Academic Englishes: Preparing a Diverse Tutoring and Fellowing Staff</b>		
Paula Gillespie	<i>Florida International University</i>	
Glenn Hutchinson	<i>Florida International University</i>	
Charles Donate	<i>Florida International University</i>	
<b>Session: 2F</b>	<b>Panel</b>	<b>Topaz</b>
<b>A New Wave of Writing Tutors: Redefining Roles in the Digital Age</b>		
Emily Arcuri	<i>Bloomsburg University of Pennsylvania</i>	
Mariah Mott	<i>Bloomsburg University of Pennsylvania</i>	
Jordan Flaherty	<i>Bloomsburg University of Pennsylvania</i>	
<b>An Online Odyssey: One Writing Center's Story to Cyberspace and Back</b>		
Jessyka Scoppetta	<i>University of Saint Joseph</i>	
Tami Fagan	<i>University of Saint Joseph</i>	
<b>Perhaps Being at the Center Isn't So Important: Providing Writing Center Support within an Online Course</b>		
Kurt Kearcher	<i>California University of Pennsylvania</i>	
Ayanna Lyles	<i>California University of Pennsylvania</i>	
<b>Session: 2G</b>	<b>Roundtable</b>	<b>Coral</b>
<b>Writing Center as Oasis: Renewal in the Midst of Institutional Drought</b>		
Jennifer Halpin	<i>University of Washington</i>	
Gioioa Von Disterlo	<i>University of Washington</i>	
Karl Eckhardt	<i>University of Washington</i>	
<b>Session: 2H</b>	<b>Panel</b>	<b>Diamond I</b>
<b>Ethical Dilemmas: Generosity, Reciprocity, and Gifting in the Writing Center</b>		
Frankie Condon	<i>University of Nebraska-Lincoln</i>	
Dan Emery	<i>University of Oklahoma</i>	
Kathleen Klompfen	<i>California State University, Channel Islands</i>	
Kevin Davis	<i>East Central University of Oklahoma</i>	



**Session: 2I**

Presentation

Diamond II

**Adjusting to the Tide: Tutoring the Influx of Students with Asperger's Syndrome in the Writing Center**

Michayla Lehman

*Cedarville University***Writing Centers in Transition: Different Needs, Different Methods**

Michelle L. Elliott

*Texas State University-San Marcos*

Nancy Wilson

*Texas State University-San Marcos*

Eric .S. Nelson

*Texas State University-San Marcos***Session: 2J**

Panel

1360A

**Crossing Academic Boundaries: High School-College Writing Center Collaborations**

Julie A. Story

*Lock Haven University*

Jacob Blumner

*University of Michigan-Flint*

Daniel Gutierrez

*Windward School*

Pamela B. Childers

*Lesley University***Thursday, Oct. 25****Concurrent Sessions****12:00—1:15 p.m.****Session: 3A**

Roundtable

1340

**Calling the Shots: The Negotiation of Power in Peer-tutoring Sessions**

Francesca Astiazaran

*California State University, San Bernardino*

Nicole Ivey

*California State University, San Bernardino*

Bri Lafond

*California State University, San Bernardino*

Jessica Lee

*California State University, San Bernardino*

Manar Sabbah

*California State University, San Bernardino***"Talk makes it serious." Researching the role of tutor feedback on student revisions**

Gail Nash

*Oklahoma Christian University*

Morgan Nash

*ELS Oklahoma City***When in Rome, Speak English, Please: Toward A New Way of Approaching Local Revisions**

Jonathan Gimpel

*The Ohio State University at Newark***Session: 3B**

Roundtable

Coral

**Space-Shifting and Role-Morphing: Learning in/from Group Tutorial Settings**

Fiona Glade

*California State University, Sacramento*

Beth Pearsall

*California State University, Sacramento*

Sarah Faye

*California State University, Sacramento***Session: 3C**

Panel

1360B

**Faculty as Writers: Envisioning Writing Center Services for Faculty**

Jennifer Follett

*Temple University*

Lynee Lewis Gaillet

*Georgia State University*

Angela Clark-Oates

*Arizona State University, Phoenix*

Violet Dutcher

*Eastern Mennonite University*

Ellen Schendel

*Grand Valley State University*

**Session: 3D**

Panel

Diamond I

**Inquiry, Energy, and Scholarship: The Writing Center as Nexus of Undergraduate Research**

Sara Littlejohn

*UNCG*

Jennifer Whitaker

*UNCG*

Alan Benson

*University of Wisconsin Eau Claire*

Jordan Daniels

*Grimmsly High School***Session: 3E**

Panel

Diamond II

**Erasing Lines of White Privilege in Writing Center Work**

Dan Melzer

*Cal State University, Sacramento*

Matt Kronzer

*Cal State University, Sacramento*

Mandy Proctor

*Cal State University, Sacramento*

Janelle MacDonald

*Cal State University, Sacramento***In-between Teacher and Friend: Exploring the Boundaries of Tutor Conversation and the Contemporary Role of Collaboration**

Kelsey Newman

*Cedarville University***Session: 3F**

Panel

Ivory

**Graduate Writing Groups: Providing Specialized Writing Support Outside of the Writing Center**

Grant Eckstein

*University of California, Davis*

Katherine Evans

*University of California, Davis*

Daniel Moglen

*University of California, Davis*

Whitney Whitener

*University of California, Davis***On a Far Horizon**

Brooke Baker

*Finger Lakes Community College-SUNY***Role Reversal: Negotiating Diverse Experiences in the Tutoring and Mentoring of Non-Traditionally Aged Student Writers**

Jessica Citti

*University of Iowa***Drawing a Line in the Sand: Contesting Everyday Oppression in/through Writing Centers**

Lauren Williams

*St. John's University*

Nancy Alvarez

*St. John's University*

Harry Denny

*St. John's University***Session: 3G**

Panel

1360A

**Re-visiting Exceptions: Non-Native Proficiency in Collaborative Writing Center Discourse**

Charitianne Williams

*University of Illinois, Chicago***Including ESL: Redefining our Local Work amidst Global Changes**

Jennifer Mitchell

*SUNY Potsdam***Shifting Paradigms: Negotiating Tutorial Performances in NNS Writing Conferences**

Patricia Portanova

*University of New Hampshire***Extending the Boundaries of Reflective Practice: Multilingual Writers and Tutor Reflection**

Rebecca Powell

*New Mexico State University*

<b>Session: 3H</b>	<b>Panel</b>	<b>Topaz</b>
<b>Perceptions of Writing Consultants Towards Online Writing Consultation (funded in part by an IWCA grant)</b>		
Janet Dengel	<i>Montclair State University, New Jersey</i>	
<b>The Assistive Technology Lab as Writing Center</b>		
Julie Moss	<i>San Diego State University, Student Disability Services</i>	
<b>Recasting the (On)Line: Online Tutoring Practices Adapt to Students' Shifting Sands</b>		
Lindsay Sabatino	<i>Indiana University of Pennsylvania</i>	
<b>Online Tutoring: How it Improves Our Face-to-Face Work</b>		
Sam Savela	<i>North Hennepin Community College</i>	

<b>Session: 3I</b>	<b>Workshop</b>	<b>Pearl</b>
<b>Mapping the Lines in the Sand: Exploring the Interdependent Relationship Between Identity &amp; Writing Center Praxis</b>		
Rachel Meads	<i>University of Utah</i>	
Elizabeth Coleman	<i>Ontario College of Art &amp; Design University</i>	
Dacia Holliday	<i>University of Utah</i>	

<b>Session: 3J</b>	<b>Panel</b>	<b>Emerald</b>
<b>Drawing Regional Boundaries to Elicit Meaningful Conversations via a Regional Newsletter: A Startup Story</b>		
Anthony Garrison	<i>University of Rochester</i>	
<b>Decolonizing the Writing Center</b>		
M. Melissa Elston	<i>Texas A&amp;M University</i>	
<b>The Academic Success Center Writing Lab: Shifting Lines, Redefining Spaces</b>		
Kelly Leavitt	<i>Missouri Baptist University</i>	
<b>Paulo Freire and the UIC Writing Center: Social Justice and Praxis</b>		
Lydia A. Saravia	<i>University of Illinois at Chicago</i>	

**Thursday, Oct. 25                      Concurrent Sessions                      1:30—2:45 p.m.**

<b>Session: 4A</b>	<b>Panel</b>	<b>Topaz</b>
<b>Spaces and Expectations: Shifting Writing Center Practice and Pedagogical Dynamics Inside and Outside of the Writing Center</b>		
Andrea Malouf	<i>Salt Lake Community College</i>	
Clint Gardner	<i>Salt Lake Community College</i>	
Faye Fischer	<i>Salt Lake Community College</i>	
<b>Drawing Lines for Community Outreach</b>		
Kara Bollinger	<i>University of Kansas</i>	
<b>The Writing Center as an AGent of Social Change: Bringing Our Best Practices to a Community Literacy Program for Senior Citizens</b>		
Leonard Grant	<i>Virginia Tech</i>	

<b>Session: 4B</b>	<b>Workshop</b>	<b>1340</b>
<b>Making the Shift from Tutor to Teacher: Morphing Our Best Writing Center Practices into Composition Classroom Pedagogy</b>		
Maggie Cecil	<i>California State University, San Bernardino</i>	
Kathy Hansler	<i>California State University, San Bernardino</i>	
<b>The Undergraduate as Administrator</b>		
Elisabeth Piedmont-Marton	<i>Southwestern University</i>	
Devin Corbitt	<i>Southwestern University</i>	
Andrea Gannon	<i>Southwestern University</i>	
<b>Session: 4C</b>	<b>Workshop</b>	<b>1360A</b>
<b>Shifting Focus: Addressing the Knowledge Domains of Writing Expertise in a Peer Tutoring Seminar</b>		
John Boyd	<i>Washington College</i>	
Moriah Purdy	<i>Washington College</i>	
<b>Session: 4D</b>	<b>Roundtable</b>	<b>Emerald</b>
<b>Timed Writing: Erasing the Lines in the Sand</b>		
Setareh Tabrizi	<i>California State University, Sacramento</i>	
Tod Pagle	<i>California State University, Sacramento</i>	
Julie Colombo	<i>California State University, Sacramento</i>	
<b>Session: 4E</b>	<b>Roundtable</b>	<b>Coral</b>
<b>"The Problems of Remaking Are Many": Contingency in 21st Century Writing Centers</b>		
Jackie Grutsch McKinney	<i>Ball State University</i>	
Jason Luther	<i>Syracuse University</i>	
Allison Hitt	<i>Syracuse University</i>	
Rebecca Jackson	<i>Texas State University</i>	
<b>Session: 4F</b>	<b>Workshop</b>	<b>Ivory</b>
<b>Waiter! There's a Scientist in my Writing Center!</b>		
Elizabeth Schofield	<i>Harvey Mudd College</i>	
Nate Pinsky	<i>Harvey Mudd College</i>	
Taylor McAdam	<i>Harvey Mudd College</i>	
Wendy Menefee-Libey	<i>Harvey Mudd College</i>	
Anne Clark	<i>Harvey Mudd College</i>	
<b>Session: 4G</b>	<b>Panel</b>	<b>1360B</b>
<b>Academic Honesty and ESOL Writers: Where is the Line?</b>		
Amy Cook	<i>Bowling Green State University</i>	
<b>Writing Centers as Rosetta Stones: Analyzing the Effectiveness of Translation and Negotiation of Meaning within ESL Sessions</b>		
Kathryn Huebschmann	<i>Boise State University</i>	
<b>Is the Practice of Reading Aloud Optimal: Analyzing It in L2 Tutorials</b>		
Lan Wang	<i>SUNY-Fredonia</i>	
<b>The Rising Tide of International Students: Re-imagining Writing Center Roles and Services</b>		
Sue Dinitz	<i>University of Vermont</i>	

<b>Session: 4H</b>	<b>Panel</b>	<b>Pearl</b>
<b>Exploring the Boundaries: Writing Centers and Writing Programs</b>		
Madeleine Picciotto	<i>University of California, San Diego</i>	
Holly Bauer	<i>University of California, San Diego</i>	
Jenny Haden	<i>University of California, San Diego</i>	
<b>Session: 4I</b>	<b>Roundtable</b>	<b>Diamond II</b>
<b>The Fading Line Between First-Year Writing and Tutor Training Pedagogies</b>		
Jared Featherstone	<i>James Madison University</i>	
Karen McDonnell	<i>James Madison University</i>	
Laura Schubert	<i>James Madison University</i>	
<b>Session: 4J</b>	<b>Panel</b>	<b>Diamond I</b>
<b>Responding to a Changing Population of Multilingual Writers</b>		
Kim Ballard	<i>Western Michigan University</i>	
Linda Bergmann	<i>Purdue University</i>	

**Thursday, Oct. 25** **Poster Session** **2:00—2:45 p.m.**

<b>ESL Students and the Writing Process: Acknowledging Challenges to Create Independent Writers</b>		<b>3rd Floor Mezzanine</b>
Brynya Bowden	<i>Allegheny College</i>	
Rachel Kloecker	<i>Allegheny College</i>	
Roma Panganiban	<i>Allegheny College</i>	
<b>Wave Watching: Marking the Moves of Tutors' Body Language</b>		<b>3rd Floor Mezzanine</b>
Amy Asendorf	<i>Muhlenberg College</i>	
<b>Serving, Transforming, Sustaining: K - 12 Writing Centers and Service-Oriented Colleges Working Together</b>		<b>3rd Floor Mezzanine</b>
Benjamin D. Thiel	<i>University of Iowa</i>	
<b>Ebb and Flow of Cross-cultural Collaboration: A Tide of Racial Awareness in ESL/ELL Pedagogy</b>		<b>3rd Floor Mezzanine</b>
Brohgan Dieker	<i>Kansas State University</i>	
<b>Where Do We Draw the Line? - The Writing Centre in the Classroom</b>		<b>3rd Floor Mezzanine</b>
Carl Johan Carlsson	<i>Chalmers University of Technology</i>	
<b>Tracing our Footsteps: Multi-faceted Assessment of Writing Centers</b>		<b>3rd Floor Mezzanine</b>
Caitlyn Connolly	<i>Bloomsburg University</i>	
<b>Identity Crisis: Dispelling the Urban Legends of Writing Centers</b>		<b>3rd Floor Mezzanine</b>
Leigh Ann Copas	<i>Utah Valley University</i>	

<b>Tutoring to Teaching: How Writing Center Experience Affects Classroom Methodology</b>		<b>3rd Floor Mezzanine</b>
Cara Pawlowski	<i>St. Cloud State University</i>	
Jon Shadden	<i>St. Cloud State University</i>	
Tanya Dotseth	<i>St. Cloud State University</i>	
<b>How Writing Center Geography Impacts Perceptions and Expectations</b>		<b>3rd Floor Mezzanine</b>
Daniel Torrance	<i>University of California, Irvine</i>	
Nathan Directo	<i>University of California, Irvine</i>	
<b>Answering the Question: What Students Really Need?</b>		<b>3rd Floor Mezzanine</b>
Dawn Boeck	<i>Texas A&amp;M University-Corpus Christi</i>	
Romeo Garcia	<i>Texas A&amp;M University-Corpus Christi</i>	
Clarissa Reeves	<i>Texas A&amp;M University-Corpus Christi</i>	
Noelle Ballmer	<i>Texas A&amp;M University-Corpus Christi</i>	
<b>"Types, Tension, and the Writer-Teacher-Tutor Triangle": How Myers-Briggs' Type Theory Develops Better Understanding of Students, their Instructors, and Effective Tutoring Strategies</b>		<b>3rd Floor Mezzanine</b>
Danielle McDonald	<i>Cedarville University</i>	
<b>Developmental Writers in the Writing Center</b>		<b>3rd Floor Mezzanine</b>
Dawn Mendoza	<i>Dean College</i>	
<b>The LEADERFUL Writing Center: Influencing Change in the First Year Student Seminar</b>		<b>3rd Floor Mezzanine</b>
Julie A. Story	<i>Lock Haven University</i>	
<b>Leadership in the Writing Center</b>		<b>3rd Floor Mezzanine</b>
Mary Beth Schaefer	<i>Texas A&amp;M University</i>	

**Thursday, Oct. 25**

**Poster Session**

**3:00—3:45 p.m.**

<b>Rethinking the Boundary of Time: Using Epochal Time in the Writing Center</b>		<b>3rd Floor Mezzanine</b>
Dory Hammersley	<i>Boise State University</i>	
<b>Writing Center Director, Writing Center Consultant and the Blurry Lines In Between</b>		<b>3rd Floor Mezzanine</b>
David Elder	<i>Morningside College</i>	
Demi Dunn	<i>Morningside College</i>	
Cameron Oakley	<i>Morningside College</i>	
Samantha Hansen	<i>Morningside College</i>	
<b>Blurring the Lines: Giving Students a Space of Their Own</b>		<b>3rd Floor Mezzanine</b>
Eleni Mastorakos	<i>California State University, Los Angeles</i>	
Anthony Orona	<i>California State University, Los Angeles</i>	

<b>Erasing the Lines: The Necessity of the Creative with ESL Writers</b>		<b>3rd Floor Mezzanine</b>
Faye Fischer	<i>Community Writing Center</i>	
Sam Nggilari	<i>Community Writing Center</i>	
Brandon Schembri	<i>Community Writing Center</i>	
Ahmyah Smith	<i>Community Writing Center</i>	
Nkenna Onwuzuruoha	<i>Community Writing Center</i>	
<b>Beyond Translating: Helping ESL Students Master the Discourse of Science Abstracts</b>		<b>3rd Floor Mezzanine</b>
Laura Hartwell	<i>Université Joseph Fourier</i>	
<b>Seasoned Citizens and the Writing Center</b>		<b>3rd Floor Mezzanine</b>
Heath Shepard	<i>Boise State University</i>	
<b>Metacognition, Voice, and Technology</b>		<b>3rd Floor Mezzanine</b>
Jennifer Jones	<i>University Of Central Oklahoma</i>	
<b>Synching Up to Next-Gen Learning Environments: Effective Strategies for Synchronous Online Tutorials</b>		<b>3rd Floor Mezzanine</b>
Jennifer Kunka	<i>Francis Marion University</i>	
Anthony Gregg	<i>Francis Marion University</i>	
Alexis Johnson	<i>Francis Marion University</i>	
Justin McGee	<i>Francis Marion University</i>	
<b>Co-Drawing the Lines: Negotiating Language, Status, Disciplinarity, and Personality in the Writing Center</b>		<b>3rd Floor Mezzanine</b>
Bianca Shi	<i>University of Washington</i>	
Yunfei Zhao	<i>University of Washington</i>	
Ron Keller	<i>University of Washington</i>	
<b>Stepping into the Realm of the Great Conversation: Redefining the Tutor's Role</b>		<b>3rd Floor Mezzanine</b>
Emily Nickel	<i>Carthage College</i>	
Emily Oleson	<i>Carthage College</i>	

**Thursday, Oct. 25**

**Concurrent Sessions**

**3:00—4:15 p.m.**

**Session: 5A**

**Panel**

**Pearl**

**You Want Us to Do What? Directing Writing Centers in a Time of Budget Cuts**

Margaret Garner

*University of Wyoming*

**Building a History: Preserving a Writing Center's Legacy**

Robert Cedillo

*University of Nevada, Reno*

**Writing Center Boundaries: Bright and Dark Sides**

Mark Waldo

*University of Nevada, Reno*

<b>Session: 5B</b>	<b>Panel</b>	<b>1360A</b>
<b>Who's Afraid of Overqualified Tutors? Learning to Adapt to and Tap into Professionalized Peer Tutors at the Community College Level</b>		
Jennifer Derilo	<i>Southwestern College</i>	
Benjamin Nahoum	<i>Southwestern College</i>	
Angela Garcia-Sermeno	<i>Southwestern College</i>	
Emily Lohorn	<i>Southwestern College</i>	
<b>Session: 5C</b>	<b>Panel</b>	<b>Topaz</b>
<b>Blurring Boundaries: Developing Collaborative Activities among Tennessee Writing Centers</b>		
Stacia Watkins	<i>Lipscomb University</i>	
<b>The Sponsorship Continuum: A Response to Gaps in the Training, Support, and RAD Research Practices of Writing Center Administrators</b>		
Sherry Wynn Perdue	<i>Oakland University</i>	
Dana Lynn Driscoll	<i>Oakland University</i>	
Linda S. Bergmann	<i>Purdue University</i>	
<b>Session: 5D</b>	<b>Panel</b>	<b>Diamond I</b>
<b>Making Better Talkers: Dialogue Beyond the Writing Center</b>		
Kristen Garrison	<i>Midwestern State University</i>	
Brittany Norman	<i>Midwestern State University</i>	
Heidi Hakimi-Hood	<i>Midwestern State University</i>	
Anna Lerew-Phillips	<i>Midwestern State University</i>	
<b>Session: 5E</b>	<b>Roundtable</b>	<b>Diamond II</b>
<b>Extending the Lines: Addressing the Distinctive Needs of Graduate Student Writers and Writing Consultants</b>		
Netta Avineri	<i>University of California, Los Angeles</i>	
Rebecca Hill	<i>University of California, Los Angeles</i>	
Renee Hudson	<i>University of California, Los Angeles</i>	
Lisa Yamasaki	<i>University of California, Los Angeles</i>	
<b>Session: 5F</b>	<b>Roundtable</b>	<b>Ivory</b>
<b>"Remedial" Students Speak Out: Challenging Writing Center Labeling</b>		
Gina Hanson	<i>California State University, San Bernardino</i>	
Carol Peterson Haviland	<i>California State University, San Bernardino</i>	
<b>Session: 5G</b>	<b>Panel</b>	<b>1340</b>
<b>Write, Escribir, Écrire: A Vision of the Multilingual Writing Center</b>		
Andrew Soria	<i>Azusa Pacific University</i>	
<b>Foreign Affairs: A Harmony Between Chinese and English</b>		
Elizabeth Brandeberry	<i>Texas A&amp;M University</i>	
<b>Evolving Terms &amp; Shifting Practices: Representations of Multilingual Writers in Writing Center Studies</b>		
Libby Anthony	<i>Virginia Tech</i>	
<b>Sand Surfing, or How Flexible Practices can rest on Bedrock Principles</b>		
Shireen Campbell	<i>Davidson College</i>	



<b>Session: 5H</b>	<b>Panel</b>	<b>1360B</b>
<b>Web 2.0: Giving a Voice to Online Writing Labs</b>		
Anthony Bushner	<i>University of Wisconsin, Oshkosh</i>	
<b>Scalability &amp; Efficiency of the Online Writing Center</b>		
Janet Brugger	<i>University of the Rockies</i>	
<b>Session: 5I</b>	<b>Roundtable</b>	<b>Emerald</b>
<b>"Writing 'bout a Revolution: How Our Writing Center Dealt with a Staff Mutiny"</b>		
Tom Philipose	<i>St. John's University</i>	
Mike Morettoni	<i>St. John's University</i>	
Devon Niccoli	<i>St. John's University</i>	
<b>Session: 5J</b>	<b>Workshop</b>	<b>Coral</b>
<b>Antiracist Hope and Tutor Education</b>		
Frankie Condon	<i>University of Nebraska-Lincoln</i>	
Moira Ozias	<i>University of Oklahoma</i>	
Katie Levin	<i>University of Minnesota</i>	
Sherita Roundtree	<i>University of Nebraska-Lincoln</i>	

<b>Thursday, Oct. 25</b>	<b>Poster Session</b>	<b>4:00—4:45 p.m.</b>
<b>Adapting to the Rising Tide of ESL Students</b>		<b>3rd Floor Mezzanine</b>
John Hall	<i>Boston University</i>	
<b>First Year Students &amp; the Writing Center</b>		<b>3rd Floor Mezzanine</b>
Karen K. Gibson	<i>St. Lawrence University</i>	
<b>The Coolness Quotient: Using Modern Spaces to Destigmatize Center Use</b>		<b>3rd Floor Mezzanine</b>
Karen Head	<i>Georgia Institution of Technology</i>	
<b>The Non-Traditional Student</b>		<b>3rd Floor Mezzanine</b>
Tina LeRoy-Homan	<i>Northwestern Michigan College</i>	
<b>Reading Between the Lines: How Students Really Perceive their Writing Center Tutorials and Why We Need to Listen</b>		<b>3rd Floor Mezzanine</b>
Maggie Herb	<i>Indiana University of Pennsylvania</i>	
<b>A Linguist at the Writing Center: Negotiating the Line Between Theory and Practice</b>		<b>3rd Floor Mezzanine</b>
Malavika Shetty	<i>Georgia Institute of Technology</i>	
<b>Putting the Reflective Potential of Word Clouds to Work</b>		<b>3rd Floor Mezzanine</b>
Maradee Kern	<i>San Jacinto College South</i>	

<b>Session: 6A</b>	<b>Panel</b>	<b>Topaz</b>
<b>Paths, Edges and Nodes: Kenneth Lynch's The Image of the City and the Roles of Writing Centers</b>		
Alba Newmann Holmes	<i>University of Denver</i>	
<b>A Welcoming Theory: Accounting for Context in Writing Center Theory and Practice</b>		
Brandy L. Grabow	<i>North Carolina State University</i>	
<b>The Wandering Center: Using Nomadic Strategies to Cross Boundaries and Adapt to the Tides</b>		
Kimberley Hardin	<i>Del Mar College</i>	
<b>Establishing Writing Center Best Practices for Observing and Assessment</b>		
R. Mark Hall	<i>University of Central Florida</i>	
<b>Session: 6B</b>	<b>Panel</b>	<b>Pearl</b>
<b>Elaborating the Assistant Director as Ally Tutor: Clarifying Boundaries in the Center</b>		
Grace Hall	<i>Abilene Christian University</i>	
<b>The Language of Power: Reinterpreting Academic Discourse in the Writing Center</b>		
Hannah Janvrin	<i>Allegheny College</i>	
Matt Kelley	<i>Allegheny College</i>	
Heather Nelson	<i>Allegheny College</i>	
<b>Session: 6C</b>	<b>Workshop</b>	<b>1360A</b>
<b>Writing-Centered Workshops: a Methodology for Situated Curricular Design</b>		
Keri Bertino	<i>Baruch College, CUNY</i>	
Heather Samples	<i>Baruch College, CUNY</i>	
<b>Session: 6D</b>	<b>Workshop</b>	<b>Emerald</b>
<b>Caught in the (Inter)Net? Negotiating Technology and Sustainability in the Writing Center.</b>		
Richard Sévère	<i>Centenary College, New Jersey</i>	
Erin Durkin	<i>Centenary College, New Jersey</i>	
Brad Laden	<i>Centenary College, New Jersey</i>	
Amanda Stevens	<i>Centenary College, New Jersey</i>	
<b>Session: 6E</b>	<b>Panel</b>	<b>Coral</b>
<b>Ancient Innovations: Greek and Roman Rhetoric in the Writing Center</b>		
Maureen Clark	<i>University of Utah</i>	
LeAnn Nash	<i>Waldorf College</i>	
Christopher LeCluyse	<i>Westminster College (UT)</i>	
<b>Session: 6F</b>	<b>Panel</b>	<b>Diamond I</b>
<b>The Theory/Practice Divide: Tempering, Troubling, and Tying Together Theoretical Traditions and Writing Center Praxes in the Scholarship</b>		
Citlalin Xochime	<i>New Mexico State University</i>	
<b>Encouraging Knowledge Transfer: Expanding the Writing Tutor's Role in Interdisciplinary Consultations</b>		
James Sandberg	<i>Cedarville University</i>	
<b>Can You Handle This? : Tutors, Transfer, and Recontextualization</b>		
Susanne Hall	<i>California Institute of Technology</i>	

**Session: 6G** **Panel** **1360B**  
**Knowing by Showing: Students Research Gender, Self-Perception, and Language Learning in the Writing Center**  
 Lauren Allen *Westminster College (UT)*  
 Jessica Kaushal *Pomona College*  
 Leslie Brown *Westminster College (UT)*  
 Mary Hedengren *University of Texas at Austin*

**Session: 6H** **Workshop** **Ivory**  
**Pedagogical Implications of Contrastive Linguistics for Writing Centers**  
 Brianna Johnson *University of Iowa*  
 Terah Keim *Spring International Language Center, University of Arkansas*

**Session: 6I** **Panel** **Diamond II**  
**Permeable Boundaries: Dialogue Across the Lines**  
 Kristen Nicolaisen *Sonoma State University*  
 Robert Barrett *Sonoma State University*  
 M. Bryn Schut *Sonoma State University*  
 Emily Sanchez *Sonoma State University*

**Session: 6J** **Panel** **1340**  
**"It's Just Lunch," But in Our Burkean Parlor**  
 Leigh Ryan *University of Maryland*  
 Heather Lindenman *University of Maryland*

**Thursday, Oct. 25** **6:00—6:45 p.m.**

**Writing Center Research Project SIG** **Emerald**  
 Allison Holland *University of Arkansas, Little Rock*

**Thursday, Oct. 25** **7:00—9:00 p.m.**

**Reception** **East Pool Deck (3<sup>rd</sup> floor)**

**FRIDAY, OCTOBER 26, 2012**

**Friday, Oct. 26**

**7:45—8:30 a.m.**

**IWCA Annual General Meeting**

**Emerald**

**Friday, Oct. 26**

**Concurrent Sessions**

**8:45—10:00 a.m.**

**Session: 7A** **Panel** **Pearl**

**Finding an Audience Beyond the Classroom: Strengthening Purpose and Passion**

Kimberly Del Bright *The Pennsylvania State University*

**Sand, Shale, and Slate: Creating Stronger Foundations for Science and Engineering Writing Tutoring**

Sarah Jayne Hitt *Colorado School of Mines*

**Session: 7B** **Panel** **1340**

**When Enough is Enough: Drawing the Line in the Sand and Jumping out of the Shoot**

Leigh A. Smith *University of Central Oklahoma*

**Drawing Arrows in the Sand**

Nancy K. Peterson *Eastern New Mexico University*

**What's Your Leadership Style?: Directors' Leadership Style and Its Impact on Writing Centers**

Whitney Barksdale *Bloomsburg University*

**Session: 7C** **Roundtable** **1360A**

**Crossing the Lines: Centering on Grammar**

Denise R. Stephenson *MiraCosta College*

Brandi Blahnik *MiraCosta College*

Melissa Lloyd-Jones *MiraCosta College*

Sarah Pultz *MiraCosta College*

**Session: 7D** **Roundtable** **Diamond I**

**Writing Center at High Tide: The Climate of Encouragement**

Katie Stahlnecker *Metropolitan Community College*

Kym Snelling *Metropolitan Community College*

Sana Amoura Patterson *Metropolitan Community College*

Jen Lambert *Metropolitan Community College*

**Session: 7E** **Panel** **1360B**

**Charting the Tides: Research on Current Practices in Writing Centers**

Lori Salem *Temple University*

Sarah Summers *Penn State University*

Zachary Beare *University of Nebraska-Lincoln*

<b>Session: 7F</b>	<b>Panel</b>	<b>Diamond II</b>
<b>Space, Race, and Saving Face: What Writing Centers Can Do to Minimize Division</b>		
Nancy Wilson	<i>Texas State University</i>	
Morgan Gross	<i>Pittsburg State University</i>	
Megan Boeshart	<i>Ohio State University-Newark</i>	
<b>Session: 7G</b>	<b>Panel</b>	<b>Emerald</b>
<b>Crisis as Kairos: Activism and the Two-Year Writing Center</b>		
Alexis Presseau Maloof	<i>Illinois Central College</i>	
James Decker	<i>Illinois Central College</i>	
<b>Session: 7H</b>	<b>Panel</b>	<b>Topaz</b>
<b>Reflective Records</b>		
Jessica Banke	<i>Texas A&amp;M University</i>	
Elizabeth Brandeberry	<i>Texas A&amp;M University</i>	
<b>Two Perspectives: Discovering Shifting Praxis</b>		
Kristen Welch	<i>Longwood University</i>	
Meredith Grady	<i>Longwood University</i>	
<b>Moving the Measuring Stick: Assessing Tutors' Immediate Learning</b>		
Crystal Mueller	<i>University of Wisconsin Oshkosh</i>	
<b>Session: 7I</b>	<b>Panel</b>	<b>Coral</b>
<b>Apprenticeship in the Writing Center</b>		
Amber Bowden	<i>Utah State University</i>	
Susan Andersen	<i>Utah State University</i>	
<b>Tutor Deployment of the Collective Self-Reference "We" to Appeal to Distinct Frames of Reference</b>		
Matthew Allen	<i>Purdue University</i>	
<b>Creative Writing Studies and the Writing Center: A Study of Perception and Collaboration (or "Can You Really Help With That?")</b>		
David R. DiSarro	<i>Endicott College</i>	

**Friday, Oct. 26**

**8:45—11:30 a.m.**

<b>Works In Progress</b>		<b>Ivory</b>
Evelyn Doman	<i>University of Macau</i>	
Andrea Efthymiou	<i>Yeshiva University</i>	
Sherita Roundtree	<i>University of Nebraska-Lincoln</i>	
Julia Bleakney	<i>Stanford University</i>	
Patti Hanlon-Baker	<i>Stanford University</i>	
Caitlin Caron	<i>Hobart and William Smith Colleges</i>	
Alex Janney	<i>Hobart and William Smith Colleges</i>	
Hannah Dickinson	<i>Hobart and William Smith Colleges</i>	
Julie Colombo	<i>California State University, Sacramento</i>	
Taylor McAdam	<i>Harvey Mudd College</i>	
Sue Mendelsohn	<i>Columbia University</i>	
Charlesia McKinney	<i>Kansas State University</i>	
Lisa Zimmerelli	<i>Loyola University Maryland</i>	
Graham Stowe	<i>University of South Carolina</i>	

<b>Session: 8A</b>	<b>Roundtable</b>	<b>Pearl</b>
<b>The Line Between Research and Writing: Empowering Peer Writing Tutors through Information Literacy</b>		
Dory Ann Cochran	<i>Kansas State University</i>	
Kate Nygren	<i>Kansas State University</i>	
<b>Session: 8B</b>	<b>Panel</b>	<b>Topaz</b>
<b>"Comfort", Goals, and Needs: Tutors' Constructions of Writing Center Theory, Practice, and Space</b>		
Christopher DiBiase	<i>University of Massachusetts Amherst</i>	
<b>Making Assessment Work for You: Developing and Sustaining a Values-Based Framework for Writing Center Assessment</b>		
Matthew Moberly	<i>University of California, Merced</i>	
<b>Charting Institutional Tides with Panoramic Vision: Total Economic Valuation and Writing Center Assessment</b>		
Nicole Kraemer Munday	<i>Salisbury University</i>	
<b>Being There: (Re)Defining the Boundaries of the 21st Century Writing Center</b>		
Chloe Diepenbrock	<i>University of Houston-Clear Lake</i>	
Katie Hart	<i>University of Houston-Clear Lake</i>	
Joseph Boone	<i>University of Houston-Clear Lake</i>	
Ann Nelson	<i>University of Houston-Clear Lake</i>	
<b>Session: 8C</b>	<b>Roundtable</b>	<b>Coral</b>
<b>Crafting Together: Welcoming Creative Writers into the Writing Center</b>		
Adriana Martinez	<i>University of Nebraska - Lincoln</i>	
Eric Holt	<i>University of Nebraska - Lincoln</i>	
Neal Gebhard	<i>University of Nebraska - Lincoln</i>	
Daniel Nyikos	<i>University of Nebraska - Lincoln</i>	
<b>Session: 8D</b>	<b>Roundtable</b>	<b>Diamond I</b>
<b>Stressful Times: Assisting Students with Unique Needs During a Time of Crisis</b>		
Andrew Rempt	<i>Southwestern College</i>	
Susan Yonker	<i>Southwestern College</i>	
Jennifer Derilo	<i>Southwestern College</i>	
Lisa Tiedemann	<i>Southwestern College</i>	
<b>Session: 8E</b>	<b>Workshop</b>	<b>Diamond II</b>
<b>The Shifting Sands of Creative and Academic Vision: Helping Writers to Think (and Compose) like Artists</b>		
Pamela B. Childers	<i>Lesley University</i>	
Steve Sherwood	<i>Texas Christian University</i>	
Malcolm Childers		

**Session: 8F** **Panel** **1360A**

**Designing Computer Simulations for Tutor Education: Introducing Case Scenario/Critical Reader Builder**

Bradley Hughes	<i>University of Wisconsin-Madison</i>
Rebecca Nowacek	<i>Marquette University</i>
Blaire Bundy	<i>University of Wisconsin-Madison</i>

**Session: 8G** **Panel** **1340**

**Shifting Conceptions of Literacy Terrains: Writing Center and Library Instruction in Third Spaces**

Sarah Blazer	<i>Lehman College, CUNY</i>
Emily Drabinski	<i>Long Island University, Brooklyn</i>
Katherine Dimitropoulou	<i>Long Island University, Brooklyn</i>
Lynn Hassan	<i>Long Island University, Brooklyn</i>

**Librarians and Writing Advisers merge intentions, information, and identities: new collaborations based upon research and analysis of how students integrate sources**

Tereza Joy Kramer	<i>Saint Mary's College of California</i>
Sharon Radcliff	<i>Saint Mary's College of California</i>
Elise Y Wong	<i>Saint Mary's College of California</i>
Jeff Chon	<i>Saint Mary's College of California</i>

**Session: 8H** **Workshop** **1360B**

**Negotiating Boundaries Through Strategic Planning: A Hands-on Approach**

Crystal Bickford	<i>Southern New Hampshire University</i>
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**Friday, Oct. 26** **11:45 a.m.—1:30 p.m.**

**Keynote & Luncheon** **Lauren Fitzgerald** **Emerald**

**Friday, Oct. 26** **Concurrent Sessions** **1:45—3:00 p.m.**

**Session: 9A** **Panel** **Pearl**

**How Guerilla Instruction can Foster a WAC Program**

Chad Verbais	<i>Southern Illinois University, Edwardsville</i>
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**"I See Writing People ': Writing Center Directors and Institutional Identity on Campuses without WAC"**

Andrea Deacon	<i>University of Wisconsin-Stout</i>
Kristin Risley	<i>University of Wisconsin-Stout</i>

**A Writing Center with a New WAC Focus: Solid Rock or Sinking Sand?**

Deborah Davis Schlacks	<i>University of Wisconsin-Superior</i>
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**Redirecting Faculty Strategies: Two WAC/WID Faculty Development Projects**

Susan Mueller	<i>St. Louis College of Pharmacy</i>
Carol Martin	<i>North Park University</i>

<b>Session: 9B</b>	<b>Roundtable</b>	<b>1360A</b>
<b>Writing Across the Core: Shifting Roles and Collaborative Opportunities for Peer Tutors and Writing Centers</b>		
La'Tonya Rease Miles	<i>Loyola Marymount University</i>	
Lilianna Myers	<i>Loyola Marymount University</i>	
Jacquelyn Wood	<i>Loyola Marymount University</i>	
<b>Session: 9C</b>	<b>Panel</b>	<b>1340</b>
<b>Shifting Theory and Praxis: A Writing Center's Role in the Transfer of Writing Knowledge</b>		
Margaret Stahr	<i>Catawba College</i>	
Susan Hahn	<i>DePaul University</i>	
<b>Session: 9D</b>	<b>Roundtable</b>	<b>Diamond I</b>
<b>The Plagiarism Paradigm: Teaching and Learning with ELL Writers</b>		
Bobbi Olson	<i>University of Nebraska-Lincoln</i>	
Jing Shao	<i>University of Nebraska-Lincoln</i>	
Kelly Meyer	<i>University of Nebraska-Lincoln</i>	
Yue Wang	<i>University of Nebraska- Lincoln</i>	
<b>Session: 9E</b>	<b>Roundtable</b>	<b>Opal</b>
<b>Crossover Identities: Professional Creative Writers on Their Roles as Writing Center Directors</b>		
Karen Head	<i>The Georgia Institute of Technology</i>	
Julie L. Moore	<i>Cedarville University</i>	
Daniel Gallagher	<i>University of Maryland College</i>	
Lane Anderson	<i>Yeshiva University</i>	
Christy Zink	<i>George Washington University</i>	
<b>Session: 9F</b>	<b>Panel</b>	<b>Ivory</b>
<b>Shifting Definitions of the Scholar: Integrating Reflective Practice into Dissertation Boot Camp</b>		
Katya Fairbanks	<i>Claremont Graduate University</i>	
Shamini Dias	<i>Claremont Graduate University</i>	
Paula McGee	<i>Claremont Graduate University</i>	
<b>Session: 9G</b>	<b>Workshop</b>	<b>Diamond II</b>
<b>Shifting Lines of Perception: 5th Graders CAN Be Effective Peer Tutors!</b>		
Rebecca Damron	<i>Oklahoma State University</i>	
Jennifer Sanders	<i>Oklahoma State University</i>	
<b>Shifting Sands: How a Semester of Study in Spain Shaped a Writing Center Tutor's Approaches To Working with Hispanic English Language Learners</b>		
Ashley Moore	<i>Cedarville University</i>	



<b>Session: 9H</b>	<b>Roundtable</b>	<b>Coral</b>
<b>If You Build It, They Will Come: Establishing a Writing Lab Online</b>		
Elisa Hedrick	<i>Southwestern College</i>	
Laura Brooks	<i>Southwestern College</i>	
Hana Lohorn	<i>Southwestern College</i>	
Justin Dykes	<i>Southwestern College</i>	
<b>Session: 9I</b>	<b>Workshop</b>	<b>Topaz</b>
<b>Information Literacy at the Center: Adapting to the New Realities of Academic Writing</b>		
Caren Baldwin-DiMeo	<i>Colby-Sawyer College</i>	
Sondra VanderPloeg	<i>Colby-Sawyer College</i>	
<b>Session: 9J</b>	<b>Panel</b>	<b>1360B</b>
<b>Online Instructional Scaffolding</b>		
Sara Culver	<i>Walden University</i>	
Jonah Charney-Sirott	<i>Walden University</i>	
Beth Oyler	<i>Walden University</i>	

**Friday, Oct. 26**

**Poster Session**

**2:00—2:45 p.m.**

<b>Building Confidence: The Writing Center's Role in Reinforcing Student Agency</b>		<b>3rd Floor Mezzanine</b>
Meghan Facciuto	<i>Sacramento City College</i>	
Elizabeth Geisser	<i>Sacramento City College</i>	
Juan Espinoza	<i>Sacramento City College</i>	
Jesus Limon	<i>Sacramento City College</i>	
<b>Changing Identities: The Development of New Proficiencies when Transitioning from an Undergraduate to a Graduate Tutoring Position</b>		<b>3rd Floor Mezzanine</b>
Michelle Fisher	<i>Shippensburg University</i>	
Karen Johnson	<i>Shippensburg University</i>	
<b>Age Lines or How to Help a Writer's Crow's Feet Disappear During a Tutorial</b>		<b>3rd Floor Mezzanine</b>
Martha Jerrim	<i>University of Kansas</i>	
<b>Principles and Practices of Productive Diversity Training at Midwest Writing Centers</b>		<b>3rd Floor Mezzanine</b>
Molly Rentscher	<i>University of Wisconsin-Madison</i>	
<b>Multilingualism and the Writing Process</b>		<b>3rd Floor Mezzanine</b>
Nathan Pinsky	<i>Harvey Mudd College</i>	
<b>Re-Imagining Handouts: Online Multimedia Writing Strategy Demos</b>		<b>3rd Floor Mezzanine</b>
Percival Guevarra	<i>UNC Chapel Hill</i>	

<b>Gladwell's Blink: The Use of "Thin-slicing" to Improve Student Writing</b> Peggy Johnson <i>Saint Mary's University of Minnesota</i>	<b>3rd Floor Mezzanine</b>
<b>Draw, Erase, and Redraw: Blurring the Boundaries Between Classrooms and a Writing Center Staffed by Faculty</b> Patricia Dyer Tara Friedman Jayne Thompson <i>Widener University</i> <i>Widener University</i> <i>Widener University</i>	<b>3rd Floor Mezzanine</b>
<b>Putting a Face on the Digital Student: How a Writing Center Searches for Asynchronous Tutorial Demographic Information</b> Reuben Ellis <i>Woodbury University</i>	<b>3rd Floor Mezzanine</b>
<b>The Writing Cooperative: Fighting Procrastination One Draft at a Time</b> Raquel Falk <i>University of Notre Dame</i>	<b>3rd Floor Mezzanine</b>
<b>A Writing Center Moves into a New Sand Castle</b> Bob Marrs Anna Barton Lauren Chiavetta Ashley Collom Hailley Fargo Heidi Heaton Jane Lindemann Taylor Mayenschein Maureen Stapleton Haley Welby <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i>	<b>3rd Floor Mezzanine</b>
<b>The Writing Center Plus</b> Max Badesheim <i>Boise State University</i>	<b>3rd Floor Mezzanine</b>

**Friday, Oct. 26**

**Poster Session**

**3:00—3:45 p.m.**

<b>E-Portfolios in a Writing Center: Creating Digital Sand Castles</b> Bob Marrs Kelci deHaas Margaret Gruhler McKenna Inskeep Julia Pillard Greg Ponder Chloe Reichelt William Spencer Connor Swanson Ariana Uding <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i> <i>Coe College</i>	<b>3rd Floor Mezzanine</b>
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**Expectations Unfulfilled: Sand Castles Washed Away**

**3rd Floor Mezzanine**

Bob Marrs	<i>Coe College</i>
Mike Anderson	<i>Coe College</i>
Millie Osburn	<i>Coe College</i>
Nicole Peterson	<i>Coe College</i>
Connor Roth	<i>Coe College</i>
Sara Sweeney	<i>Coe College</i>
Ryan Tripp	<i>Coe College</i>
Olivia Watson	<i>Coe College</i>
Emily Weber	<i>Coe College</i>
Courtney Worthington	<i>Coe College</i>

**Sand Castle Remodeling: Revising or Editing?**

**3rd Floor Mezzanine**

Bob Marrs	<i>Coe College</i>
Katie Gibson	<i>Coe College</i>
Peter Madsen	<i>Coe College</i>
Tim Salis	<i>Coe College</i>

**Spilling the Beans: A History of a Writing Center Sand Castle**

**3rd Floor Mezzanine**

Bob Marrs	<i>Coe College</i>
Samantha Burt	<i>Coe College</i>
Anna Hampton	<i>Coe College</i>
Angela Kettle	<i>Coe College</i>
Leeann Oelrich	<i>Coe College</i>
Felicia Owens	<i>Coe College</i>
Samantha Patterson	<i>Coe College</i>
Spencer Roth	<i>Coe College</i>
Beth Wallace	<i>Coe College</i>
Emily Williams	<i>Coe College</i>

**The Line of the Learning Curve: Reflecting on the First Year  
of a UK Writing Centre**

**3rd Floor Mezzanine**

Sian Harris	<i>University of Exeter, UK</i>
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**Shoring Up Student Writing: Interdepartmental Collaborations  
Combine Expertise to Improve the Teaching of Writing**

**3rd Floor Mezzanine**

Samantha Strine	<i>Shippensburg University</i>
Karen Johnson	<i>Shippensburg University</i>

**Life Not-Examined Is Not Worth Living: Redefining Myself  
and My Work**

**3rd Floor Mezzanine**

Z. Z. Lehmborg	<i>Northern Michigan University</i>
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**Session: 10A** Panel 1360A**Crossing the Lines: Bringing Writing Center Pedagogy to the Creative Writing Workshop**

Rick Coonrod

*College of Western Idaho***Write Brain Thinking: Creative Writing and the Writing Center**

Trisha Suhr

*Midwestern State University*

Dawn Bond

*Midwestern State University*

Vickie Starr

*Midwestern State University***Session: 10B** Panel 1340**We've Got Style: Balancing the Rubric with Student Creativity**

Anna Sundbo

*University of Notre Dame*

Richard

*University of Notre Dame*

Bevington

Matt Doyle

*University of Notre Dame***Session: 10C** Panel Pearl**Redrawing Lines of Authority and Advocacy: How Lead Tutors Bestride the Boundaries of Peer and Mentor**

Lauren Benjamin

*Sonoma State University*

Scott Miller

*Sonoma State University*

Loriann Negri

*Sonoma State University*

Emily Hostutler

*Sonoma State University***Session: 10D** Panel Diamond I**Shifting Tides: Assessing the University Writing Center**

Nicole Bailey

*Indiana State University*

Susan Andersen

*Utah State University*

Amber Bowden

*Utah State University*

Sarah Blazer

*Lehman College, CUNY***Session: 10E** Panel Diamond II**"Putting Ourselves in Their Feet": Tutors as Second Language Writers**

Carol Severino

*University of Iowa*

Lina Maria Ferreira

*University of Iowa*

Jette Irgens

*Wartburg College***Session: 10F** Panel Ivory**Blurring the Lines between Writing Centers & Writing Classrooms: How Writing Fellows, Embedded Tutoring, and Course-Based Tutoring Programs can Improve First-year Composition Courses**

Kevin Dvorak

*Nova Southeastern University*

Shanti Bruce

*Nova Southeastern University*

Star Medzerian

*Nova Southeastern University*

Kelly Concannon Mannise

*Nova Southeastern University*

Claire Lutkewitte

*Nova Southeastern University*

<b>Session: 10G</b>	<b>Workshop</b>	<b>1360B</b>
<b>Getting Their Feet Wet: Preparing Tutors to Dive into Working with ELL Writers</b>		
Renata Fitzpatrick Jenni Runte	Carleton College Metropolitan State University	
<b>Session: 10H</b>	<b>Panel</b>	<b>Coral</b>
<b>Plugged In: The Integration of Technology in the Writing Center</b>		
Gretchen Vollmer Kristie O'Donnell Lauren Schiely Caroline Richardson	Texas State University Texas State University Texas State University Texas State University	
<b>Session: 10I</b>	<b>Roundtable</b>	<b>Emerald</b>
<b>Writing Centers and Our Allies -- Redrawing the Lines in the Sand Through Professional Development</b>		
Gina DeNardi Megan Connor Jeanne Smith Jeffrey Pellegrino	Kent State University Kent State University Kent State University Kent State University	
<b>Session: 10J</b>	<b>Panel</b>	<b>Topaz</b>
<b>Expanding Tutor Training Practices: Adapting to the Moving Tides of New Technologies</b>		
Lisa Litterio	Rensselaer Polytechnic Institute	
<b>"Silence - It's Complicated: The Context-Dependent Roles of Silence in Tutorial Sessions"</b>		
Marissa Bottino	Muhlenberg College	
<b>Online Feedback: Lessons Learned from Audio Feedback</b>		
John Chapin	University of Baltimore	
<b>Session: 10K</b>	<b>Panel</b>	<b>Opal</b>
<b>The Ebb and Flow of Centers and Their Services: Advancing Writing Support for Graduate Students with a Title V Grant</b>		
Corrine Hinton Lisa Rodriguez Rebecca Valdez	University of La Verne University of La Verne University of La Verne	

**Friday, Oct. 26**

**Concurrent Sessions**

**4:45—6:00 p.m.**

<b>Session: 11A</b>	<b>Roundtable</b>	<b>Diamond I</b>
<b>Beyond the Triangulated Relationship Between Tutors, Students, and Evaluators</b>		
Becca Johnson Hye-Ran Jung Jill Wiest	University of Nebraska-Lincoln University of Nebraska-Lincoln University of Nebraska-Lincoln	

<b>Session: 11B</b>	<b>Panel</b>	<b>Ivory</b>
<b>Blending the Lines Between Group and Individual Tutoring or Tutorial Conversation in Writing</b>		
Magda Gilewicz	<i>California State University, Fresno</i>	
Kirk Stone	<i>California State University, Fresno</i>	
Tyler Richmond	<i>California State University, Fresno</i>	
Marcus Chinn	<i>Gateway Community College</i>	
<b>Session: 11C</b>	<b>Panel</b>	<b>Diamond II</b>
<b>Negotiating the Agenda: Defining a New Writing Center amid Varying Definitions of Writing Center Work</b>		
Diana Awad Scrocco	<i>Carnegie Mellon University</i>	
<b>The Bridge to Academia</b>		
Benjamin Feintech	<i>University of Wisconsin, Oshkosh</i>	
<b>The Writing Center in Ruins</b>		
Victoria Hurst	<i>Clemson University</i>	
Sophia Basaldua	<i>Clemson University</i>	
Steffanie Gollither	<i>Clemson University</i>	
<b>Session: 11D</b>	<b>Roundtable</b>	<b>1360A</b>
<b>Sands of Time: The First Generation of Writing Center Scholars Reflect</b>		
Lisa Zimmerelli	<i>Loyola University Maryland</i>	
Leigh Ryan	<i>University of Maryland College Park</i>	
Michael Pemberton	<i>Georgia Southern University</i>	
Pamela B. Childers	<i>Lesley University</i>	
<b>Session: 11E</b>	<b>Panel</b>	<b>1340</b>
<b>Crossing the Line? Tutors as Second-Language Teachers</b>		
Terese Thonus	<i>University of Kansas</i>	
Carol Severino	<i>University of Iowa</i>	
Shih-ni Sun Prim	<i>University of Iowa</i>	
Jane Cogie	<i>Southern Illinois University</i>	
<b>Session: 11F</b>	<b>Panel</b>	<b>Coral</b>
<b>Flowing Dunes: Using Blogs Across Institutions for Tutor Development</b>		
Holly Ryan	<i>Penn State University, Berks</i>	
Vicki Russell	<i>Duke University</i>	
Eric Klinger	<i>University of Colorado, Boulder</i>	
Chris Brendel	<i>Penn State University, Berks</i>	
Kara Kennedy	<i>Penn State University, Berks</i>	
<b>Session: 11G</b>	<b>Workshop</b>	<b>Emerald</b>
<b>Mind the Gap: Reimagining Our Institutional Identities</b>		
Kathy Evertz	<i>Carleton College</i>	
Renata Fitzpatrick	<i>Carleton College</i>	
Andrew Chael	<i>Carleton College</i>	
Deborah Wong	<i>Carleton College</i>	

**Session: 11H** Panel Pearl

**Unscripted Lines: Libraries, Learning Commons, and Writing Centers in Collaboration**

Wesley Houp  
Caty Chapman  
Jenny Rowan

*Middle Tennessee State University*  
*Middle Tennessee State University*  
*Middle Tennessee State University*

**Session: 11I** Workshop Opal

**Tired of Getting Sand Kicked in Our Faces? Determining Survival Strategies for Today's Beleaguered Writing Center Communities**

Muriel Harris  
Kim Ballard  
Nicole Caswell  
Michael Meinhardt

*Writing Lab Newsletter, Purdue University*  
*Western Michigan University*  
*East Carolina University*  
*Loyola University, Chicago*

**Session: 11J** Roundtable Topaz

**"Get Over Yourself": Redefining Boundaries for Peer-Conferencing Among Interns**

Kelsie Walker  
Joshua Johnson  
Jason Cessor  
Anna Waller

*University of Arkansas, Little Rock*  
*University of Arkansas, Little Rock*  
*University of Arkansas, Little Rock*  
*University of Arkansas, Little Rock*

**Creating Collaboration in Thirty Minutes or Less**

Karla Seamons

*Dixie State College of Utah*

**Session: 11K** Panel 1360B

**Advancing the Line: Extending the University Writing Center's Services Through the Use of Blackboard Community**

Drew Glover  
James Wilson

*University of Arkansas at Little Rock*  
*University of Arkansas at Little Rock*

**Friday, Oct. 26** SIG Session 1 6:15—7:15 p.m.

**Research SIG** Ivory

Rebecca Babcock

*University of Texas of the Permian Basin*

**Assessment SIG** Pearl

Kim Ballard  
Sipai Klein

*Western Michigan University*  
*Clayton State University*

**Mentoring SIG** 1340

Carol Peterson Haviland  
Michele Eodice  
Brian Fallon  
Maggie Cecil

*California State University, San Bernardino*  
*University of Oklahoma Brian Fallon*  
*Fashion Institute of Tech., SUNY*  
*California State University, San Bernardino*

**Antiracist Activism SIG** 1360A

Nicole Munday  
Vershawn A. Young

*Salisbury University*  
*University of Kentucky*

<b>Writing Center Regional Leaders Network SIG</b>		<b>Topaz</b>
Lori Salem	<i>Temple University</i>	
<b>Writing Centers as Transformative Sites at Mission-Driven &amp; Religious-Affiliated Institutions SIG</b>		<b>1360B</b>
Mitch Nakaue	<i>University of Iowa</i>	
Lisa Zimmerelli	<i>Loyola University Maryland</i>	
<b>SLAC (Small Liberal Arts College) Writing Centers SIG</b>		<b>Diamond I</b>
Elisabeth Piedmont-Martin	<i>Southwestern University</i>	
Sarah Skripsky	<i>Westmont College</i>	
<b>The Roles of Writing Centers in Graduate Education: Exploring the Possibilities</b>		<b>Diamond II</b>
Linda S. Bergmann	<i>Purdue University</i>	
Bradley Hughes	<i>University of Wisconsin-Madison</i>	
Neill Johnson	<i>Pennsylvania State University</i>	
Carol Severino	<i>University of Iowa</i>	
<b>A Discussion Concerning the IWCA Becoming an NCTE Conference</b>		<b>Emerald</b>
Kevin Dvorak	<i>Nova Southeastern University</i>	
Pam Childers	<i>Executive Editor, The Clearing House</i>	
Neal Lerner	<i>Northeastern University</i>	
Clint Gardner	<i>Salt Lake Community College</i>	

**Friday, Oct. 26**

**SIG Session 2**

**7:30—8:00 p.m.**

<b>Veterans' Writing Groups in the Writing Center</b>		<b>Ivory</b>
Cheryl Carithers	<i>Texas Christian University</i>	
Cynthia Shearer	<i>Texas Christian University</i>	
<b>Undergraduate Research Initiatives and the Writing Center</b>		<b>Pearl</b>
Elizabeth Boquet	<i>Fairfield University</i>	
Michele Eodice	<i>University of Oklahoma</i>	
<b>Graduate Student Network SIG</b>		<b>1340</b>
Matt Gilchrist	<i>University of Iowa</i>	
<b>Empirical Instruments to Measure Effects of Writing Centers</b>		<b>1360A</b>
Katherine Schmidt	<i>Western Oregon University</i>	
Joel Alexander	<i>Western Oregon University</i>	
<b>The Role of Workshops at the Writing Center</b>		<b>Topaz</b>
Sipai Klein	<i>Clayton State University</i>	
<b>LGBTQ SIG</b>		<b>1360B</b>
Richard Sévère	<i>Centenary College</i>	



**Writing Centers Serving Healthcare Programs**

Susan Mueller

*St. Louis College of Pharmacy*

**Diamond I**

**Writing Centers, Multimodal Composition, and Faculty Development**

Leslie Valley

*Eastern Kentucky University*

Russell Carpenter

*Eastern Kentucky University*

**Diamond II**

# SATURDAY, OCTOBER 27, 2012

**Saturday, Oct. 27**

**Regional Meetings**

**7:45—8:30 a.m.**

<b>European</b>	<b>Ivory</b>
<b>Middle East/North Africa Writing Centers Alliance</b>	<b>Pearl</b>
<b>East Central</b>	<b>1340</b>
<b>Mid-Atlantic</b>	<b>1360A</b>
<b>Midwest</b>	<b>Topaz</b>
<b>Northeast</b>	<b>1360B</b>
<b>Pacific Northwest</b>	<b>Diamond I</b>
<b>Rocky Mountain</b>	<b>Diamond I</b>
<b>South Central</b>	<b>Coral</b>
<b>Southeastern</b>	<b>Diamond II</b>
<b>Northern California</b>	<b>Emerald</b>
<b>Southern California</b>	<b>Emerald</b>

**Saturday, Oct. 27**

**Concurrent Sessions**

**8:45—10:00 a.m.**

<b>Session: 12A</b>	<b>Workshop</b>	<b>Pearl</b>
<b>Strengthening Writing Center Boundaries When the Lines Keep Moving</b>		
Allison Holland	<i>University of Arkansas at Little Rock</i>	
Harold Brown	<i>University of Arkansas at Little Rock</i>	
Jason Cessor	<i>University of Arkansas at Little Rock</i>	
 <b>Session: 12B</b>	 <b>Workshop</b>	 <b>Ivory</b>
<b>Putting Poetics Back in Academic Discourse</b>		
Blaze Owens	<i>University of Nebraska-Lincoln</i>	
Allie O'Dell	<i>University of Nebraska-Lincoln</i>	
 <b>Session: 12C</b>	 <b>Panel</b>	 <b>Emerald</b>
<b>Required Visits: Standing on Shifting Sands</b>		
Sandee McGlaun	<i>Roanoke College</i>	

<b>Session: 12D</b>	<b>Workshop</b>	<b>Diamond II</b>
<b>Building Writing Center Assessments That Matter</b>		
Ellen Schendel	<i>Grand Valley State University</i>	
William J. Macauley	<i>University of Nevada, Reno</i>	
<b>Session: 12E</b>	<b>Panel</b>	<b>1360B</b>
<b>Models for Writing Center-Based WAC Mentors Programs</b>		
Clyde Moneyhun	<i>Boise State University</i>	
Andy Hyer	<i>Boise State University</i>	
Patrick Delana	<i>Boise State University</i>	
Melissa Keith	<i>Boise State University</i>	
Charlene Cariou	<i>Boise State University</i>	
Shauna Anderson	<i>Boise State University</i>	
<b>Session: 12F</b>	<b>Workshop</b>	<b>1340</b>
<b>Tutoring Clients with Learning Disabilities: Strategies, the Role of Technology, and Writing Center Responsibility</b>		
Nich Miller	<i>Texas A&amp;M University</i>	
Jenni Marshall	<i>Texas A&amp;M University</i>	
Mary Beth Schaefer	<i>Texas A&amp;M University</i>	
<b>Session: 12G</b>	<b>Roundtable</b>	<b>Diamond I</b>
<b>Creating a Winning Team: Writing Centers, Instructors, and Student-Athlete Writers</b>		
Tom Philipose	<i>St. John's University</i>	
Alanna Bitzel	<i>University of Texas at Austin</i>	
<b>Session: 12H</b>	<b>Workshop</b>	<b>Topaz</b>
<b>Moving with the Tide: Integrating Innovative Technologies into Writing Center Work</b>		
Mary Inks	<i>Penn State Fayette</i>	
Jessica Smell	<i>Penn State Fayette</i>	
<b>Session: 12I</b>	<b>Panel</b>	<b>Coral</b>
<b>Lines and Intersections: The Writing Center, Information Literacy, and First Year Experience Partnerships</b>		
Daniel Lawson	<i>Central College</i>	
Elizabeth McMahon	<i>Central College</i>	
<b>Session: 12J</b>	<b>Panel</b>	<b>1360A</b>
<b>Shifting Sands, Shifting Purposes: Examining Writing Center Work Through Tutor Summary Reports</b>		
Maureen McBride	<i>University of Nevada, Reno</i>	
Erin Goldin	<i>University of Nevada, Reno</i>	
Savannah Thompson	<i>University of Nevada, Reno</i>	

<b>Session: 13A</b>	<b>Panel</b>	<b>1340</b>
<b>The Sound of Progression in the Writing Center</b>		
Caleb Sawyer	<i>Texas A&amp;M University - Corpus Christi</i>	
Ed Quintana	<i>Texas A&amp;M University - Corpus Christi</i>	
Jessica Slentz	<i>Texas A&amp;M University - Corpus Christi</i>	
<b>Session: 13B</b>	<b>Panel</b>	<b>Ivory</b>
<b>One Campus, Fourteen Centers: The Boundaries, Burdens, and Boons of Disciplinary Writing Support</b>		
Matthew Gilchrist	<i>University of Iowa</i>	
Thomas Keegan	<i>University of Iowa</i>	
<b>Strange Navigations: Demarginalizing the Writing Center in Response to Budget Realities</b>		
Scott L. Miller	<i>Sonoma State University</i>	
Loriann Negri	<i>Sonoma State University</i>	
Emily Hostutler	<i>Sonoma State University</i>	
<b>Session: 13C</b>	<b>Workshop</b>	<b>Diamond I</b>
<b>Fire or Fizzle: Creating Writing Workshops with Pizzazz</b>		
Nancy Rowe	<i>Loyola University New Orleans</i>	
<b>Session: 13D</b>	<b>Panel</b>	<b>Topaz</b>
<b>Correlating Writing Center “Pitches” and Tutorial Visits: A Mixed Methods Study</b>		
Julia Bleakney	<i>Stanford University</i>	
Sohui Lee	<i>Stanford University</i>	
<b>Session: 13E</b>	<b>Panel</b>	<b>1360B</b>
<b>How Writing Centers Can Support ELL Graduate Students</b>		
Deborah Sundmacher	<i>University of San Diego</i>	
Jennifer Lagerdrost	<i>University of San Diego</i>	
Sarina Molina	<i>University of San Diego</i>	
<b>Session: 13F</b>	<b>Panel</b>	<b>1360A</b>
<b>Winds of Change, Sands of Time: Dialect Diversity in the Writing Center</b>		
Kelsey Updegrave	<i>Bloomsburg University of Pennsylvania</i>	
Anne Reno	<i>Bloomsburg University of Pennsylvania</i>	
Chelsea Rae Meade	<i>Bloomsburg University of Pennsylvania</i>	
<b>Outlines and Outliers: Assessing the Impact of an American Cultural Approach to Composition Among International Students</b>		
Tara Keenan	<i>John Cabot University</i>	
<b>Session: 13H</b>	<b>Panel</b>	<b>Emerald</b>
<b>Line Dancing: How Professional Tutors Can Promenade Between Roles of Teacher and Tutor</b>		
Benjamin M. Erwin	<i>Syracuse University</i>	
Kiffen Dosch	<i>Syracuse University</i>	
Dawnelle Jager	<i>Syracuse University</i>	

**Session: 14A** **Panel** **1340****Hiring the Best to Produce the Best: Affirming the "Coach Approach" When Hiring Qualified Student Workers**

Kristal Cutley

*Woodbury University***Considering Emotional Health: Upholding a No-Dumb-Questions Policy in Writing Centers**

Charlesia McKinney

*Kansas State University***Child Language Socialization: Unlikely Implications for Writing Center Theory and Practice**

Stephen Hill

*University of Illinois at Urbana-Champaign***The Public Work of Writing Centers**

Sue Mendelsohn

*Columbia University***Session: 14B** **Roundtable** **Pearl****The Shifting Sands of Power and Inexperience: Reflections on the Director/Graduate Assistant Director Relationship**

Carol Mohrbacher

*St. Cloud State University*

Nicole Gillespie

*St. Cloud State University*

Derek Spoden

*St. Cloud State University***Session: 14C** **Roundtable** **Diamond I****Bridging the Writing Gap: The Problem of Transference and the Graduate-Student Writing Adviser 'Grey Area' Solution**

Anna Gates

*Saint Mary's College of California*

Sara Vander Zwaag

*Saint Mary's College of California*

Mick Sherer

*Saint Mary's College of California*

Daniel Horan

*Saint Mary's College of California***Erasing Lines in the Sand: Writing Centers as Shoring Up Transfer**

Charlene Summers

*University of Kansas***Session: 14D** **Panel** **Diamond II****When the Entire Student Body is Your Class: Expanding the Scope of Writing Center Training**

Deborah Bertsch

*Columbus State Community College*

Derek John Boczkowskiv

*The Ohio State University at Newark*

Alexander Chien

*The Ohio State University at Newark***Session: 14E** **Roundtable** **Coral****Sacred Identity: The Intersection of Religion and Gender in Writing Centers**

Andrea Efthymiou

*Yeshiva University*

Adina Kay-Gross

*Yeshiva University*

Lane Anderson

*Yeshiva University***Session: 14F** **Workshop** **Ivory****We're Not ALL the Same: A Commentary on NNES in the Writing Center**

Lauren D. Maher

*Azusa Pacific University*

L.E. Foisia

*Azusa Pacific University*

Rachel Redfield

*Azusa Pacific University*

Misty Kim

*Azusa Pacific University*

<b>Session: 14G</b>	<b>Panel</b>	<b>1360A</b>
<b>Knowing Your Audience: A Strategy for Shifting Sands</b>		
Tess Stockslager	<i>Liberty University</i>	
Allison Scoles	<i>Liberty University</i>	
Shelah Simpson	<i>Liberty University</i>	

<b>Session: 14H</b>	<b>Panel</b>	<b>Topaz</b>
<b>Rhetoric +: Introducing Multimodal Thinking</b>		
Sohui Lee	<i>Stanford University</i>	
Christine Alfano	<i>Stanford University</i>	
Russell Carpenter	<i>Eastern Kentucky University</i>	

<b>Session: 14I</b>	<b>Roundtable</b>	<b>1360B</b>
<b>Riding the Tide of Standardized Testing: Examining the Impact of NCLB on College Writers</b>		
Lisha Daniels Storey	<i>UMass Amherst</i>	
Robin Garabedian	<i>UMass Amherst</i>	
Betty Matthews	<i>UMass Amherst</i>	

<b>Session: 14J</b>	<b>Roundtable</b>	<b>Emerald</b>
<b>Tutoring as Community Building</b>		
Teresa Cordova	<i>California State University, Sacramento</i>	
Mary Zilkie	<i>California State University, Sacramento</i>	
Svetlana Popova	<i>California State University, Sacramento</i>	

<b>Saturday, Oct. 27</b>	<b>Concurrent Sessions</b>	<b>1:15—2:30 p.m.</b>
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<b>Session: 15A</b>	<b>Panel</b>	<b>Pearl</b>
<b>Appropriating Clausewitz's "Center of Gravity": Creating a Writing Center at the U.S. Naval War College</b>		
Donna Connolly	<i>U.S. Naval War College</i>	
Neil Cunningham	<i>U.S. Naval War College</i>	
<b>"Tutoring" a Faculty Member in the Writing Center: An Activity Theory Analysis</b>		
Kathleen Vacek	<i>University of North Dakota</i>	
<b>"Midwiving" the Writing Center</b>		
Nancy Grigg	<i>University of Michigan-Flint</i>	

<b>Session: 15B</b>	<b>Workshop</b>	<b>1340</b>
<b>"I Am; I Am Not: Re-Envisioning 'Problematic ' Aspects of Writing Center Identity"</b>		
Cassandra Bausman	<i>University of Iowa</i>	
Matthew Capdevielle	<i>University of Notre Dame</i>	
Mitch Nakaue	<i>University of Iowa</i>	

<b>Session: 15C</b>	<b>Roundtable</b>	<b>Diamond I</b>
<b>Recasting Peer Tutors as Professionals</b>		
Patricia Morelli	<i>University of Hartford (CT)</i>	

<b>Session: 15D</b>	<b>Workshop</b>	<b>1360A</b>
<b>The Shifting Sands of Self-Perception: Developing Self-Efficacy in Student Writers</b>		
Diane Boehm	<i>Saginaw Valley State University</i>	
Helen Raica-Klotz	<i>Saginaw Valley State University</i>	
<b>When the Lines You See are Crow's Feet: Self-Efficacy in Tutoring Nontraditional Student Writers</b>		
Donna Evans	<i>Eastern Oregon University</i>	
<b>Session: 15E</b>	<b>Workshop</b>	<b>Diamond II</b>
<b>Publishing in The Writing Center Journal</b>		
Melissa lanetta	<i>University of Delaware</i>	
<b>Session: 15F</b>	<b>Panel</b>	<b>1360B</b>
<b>Cross-Institutional Writing Center Focus Groups: Benefits, Surprises, and Pitfalls</b>		
Pam Bromley	<i>Pomona College</i>	
Kara Northway	<i>Kansas State University</i>	
Kanika Agrawal	<i>University of Denver</i>	
Rachel Dunleavy	<i>University of Denver</i>	
TaraShea Nesbitt	<i>University of Denver</i>	
Dan Martin	<i>Pomona College</i>	
Faye Wang	<i>Pomona College</i>	
Emily Miner	<i>Pomona College</i>	
Jessica Reyes	<i>Kansas State University</i>	
Rachel Davison	<i>Pomona College</i>	
<b>Session: 15G</b>	<b>Panel</b>	<b>Ivory</b>
<b>Communication, Collaboration, and Community: Building a Writing Center Using Participatory Design Methodology</b>		
Dana Lawrence	<i>University of South Carolina, Lancaster</i>	
<b>Collaboration's Shifting Sands: The RER and Everyday Discourse in the Writing Center</b>		
Melody Denny	<i>Oklahoma State University</i>	
<b>Redrawing Lines and Reshaping Ties: Promoting a High School Writing Center Across the Curriculum</b>		
Olivia Rios	<i>Bloomsburg University</i>	
<b>Session: 15H</b>	<b>Workshop</b>	<b>Topaz</b>
<b>Playing with Mobile Technologies: Options for Creativity and Innovation in the Writing Center</b>		
Tammy Conard-Salvo	<i>Purdue University</i>	
Jennifer Wells	<i>Florida State University</i>	
Clint Gardner	<i>Salt Lake Community College</i>	
<b>Session: 15I</b>	<b>Panel</b>	<b>Coral</b>
<b>Playing Nice in the Sandbox: Collaboratively Constructing our Ideal Learning Commons</b>		
Mary Beth Simmons	<i>Villanova University</i>	
Juliana Morro	<i>Villanova University</i>	

**Session: 15J**

Panel

Emerald

**A Journaled Shift: Shadows, Reflections, and Pre-Tutoring Internships**

T. Mark Bentley

*Middle Tennessee State University*

Elizabeth Carpenter

*Middle Tennessee State University*

Teresa Crouch

*Middle Tennessee State University*

Brandon Hardy

*Middle Tennessee State University*

Rachel Vines

*Middle Tennessee State University*

Mary LeDoux

*Middle Tennessee State University*

Wesley Houp

*Middle Tennessee State University***Saturday, Oct. 27****Concurrent Sessions****2:45—4:00 p.m.****Session: 16A**

Panel

1340

**More Shifting Sands: Perspectives on Required Visits to the Writing Center and Discussions of Academic Honesty**

Angela Garner

*Bowling Green State University***Becoming Citation Machines: How Writing Center Tutors Use Modeling to Help Students Avoid Plagiarism**

Brittany Leddy

*Metropolitan State College of Denver***The Writing Center as Plagiarism Safe House**

Elizabeth Kleinfeld

*Metropolitan State University of Denver***Session: 16B**

Panel

1360B

**Adapting to the Call of Duty: The Roles of the Writing Tutor in the Classroom**

Erin Litsch

*Muhlenberg College***Sticky Conversions: Recasting Our Efforts to Define Writing Center Work**

Kelly Webster

*University of Montana*

Jacob Hansen

*University of Montana***Drawing a New Line in the Sand: Exploring Peer Tutor Identities in a WAC Writing Center**

Rachel L. Holtz

*Northeastern Illinois University***Session: 16C**

Panel

Ivory

**The Line That Shouldn't Be Drawn: Reading in Writing Centers**

G. Travis Adams

*Auburn University***Reading in the Writing Center**

Megan Ward

*Northwestern Michigan College*

Diane Bair

*Northwestern Michigan College*

Blase Masserant

*Northwestern Michigan College***Session: 16D**

Workshop

1360A

**Life Within the Shifting Sands: Redefining the Student Writer**

Erin Jensen

*University of Utah*

Sherena Huntsman

*Utah State University*



<b>Session: 16E</b>	<b>Panel</b>	<b>Diamond II</b>
<b>It Can Take a Village: Beyond the One-to-One Writing Session</b>		
Alanna Bitzel	<i>University of Texas at Austin</i>	
Dagmar Scharold	<i>University of Houston-Downtown</i>	
Candace Schaefer	<i>Texas A&amp;M University</i>	
<b>Session: 16F</b>	<b>Panel</b>	<b>Pearl</b>
<b>Sex in the Writing Center: Queering Boundaries</b>		
Brittanie Witter	<i>University of Nebraska-Lincoln</i>	
Adriana Martinez	<i>University of Nebraska-Lincoln</i>	
Frankie Condon	<i>University of Nebraska-Lincoln</i>	
<b>Session: 16G</b>	<b>Panel</b>	<b>Emerald</b>
<b>Funambulism in the Writing Center for Students with Learning Disabilities</b>		
Caroline Le	<i>Beacon College</i>	
<b>The Prevalence of Writing Centers on the Two-Year Campus</b>		
Joshua Cruz	<i>University of Pennsylvania</i>	
<b>"You Can 't Get Anywhere Without Relationships": Marginality, Mattering and Shifting Sands in a Branch Campus Writing Center</b>		
Lynn Shelly	<i>Indiana University of Pennsylvania</i>	
<b>Living off the Grid: Lessons for Surviving (and even Prospering) from an HBCU Writing Lab</b>		
Mark Hankerson	<i>Albany State University</i>	
<b>A Counterpublic Lineage: Exploring Counterpublicity in Writing Centers</b>		
R. Justin Wilson	<i>University of Kansas</i>	
<b>Session: 16H</b>	<b>Panel</b>	<b>Topaz</b>
<b>Going Global: The Writing Center's Role in Internationalizing the Campus</b>		
Kathleen Shine Cain	<i>Merrimack College</i>	
Kathryn Nielsen Dube	<i>Merrimack College</i>	
<b>A New Zealand Writing Centre: Developing a knowledge-building community</b>		
Lisa Emerson	<i>Massey University</i>	
<b>The Changing Tide of Writing Centers on Taiwanese Shores: Applying Context Specific Models</b>		
Tzu-Shan Chang	<i>Wenzao Ursuline College of Languages</i>	
<b>Session: 16I</b>	<b>Panel</b>	<b>Diamond I</b>
<b>Imagining the Online Writing Center Through New Literacy Studies</b>		
Heather Lang	<i>Florida State University</i>	
<b>"You've Got One Line; Don 't Screw It Up.": Writing Centers and the CCCC Statement of Principles and Standards for the Postsecondary Teaching of Writing</b>		
Michael A. Pemberton	<i>Georgia Southern University</i>	
<b>Under Construction: Navigating the Roads of Information</b>		
Nichole Peacock	<i>University of Montevallo</i>	
<b>Shifting Lines for Changing Tides</b>		
Anne Ernest	<i>Washington State University</i>	

**Session: 16J**

**Panel/Roundtable**

**Coral**

**Writing Centers as Communities of Practice: Three Lines of Praxis**

Leslie Hutchinson

*California State University, San Bernardino*

Elizabeth Polson

*California State University, San Bernardino*

Kristen Schellhous

*California State University, San Bernardino*

**Redrawing the Lines Within a Tutorial**

Sue Cross

*University of California, Irvine*

**Shifting Tutor Authority: Vocalizing the Impact of Curricular Distractions in Writing Center Sessions**

Sara Stanley

*Nova Southeastern University*

Cristine Busser

*Nova Southeastern University*

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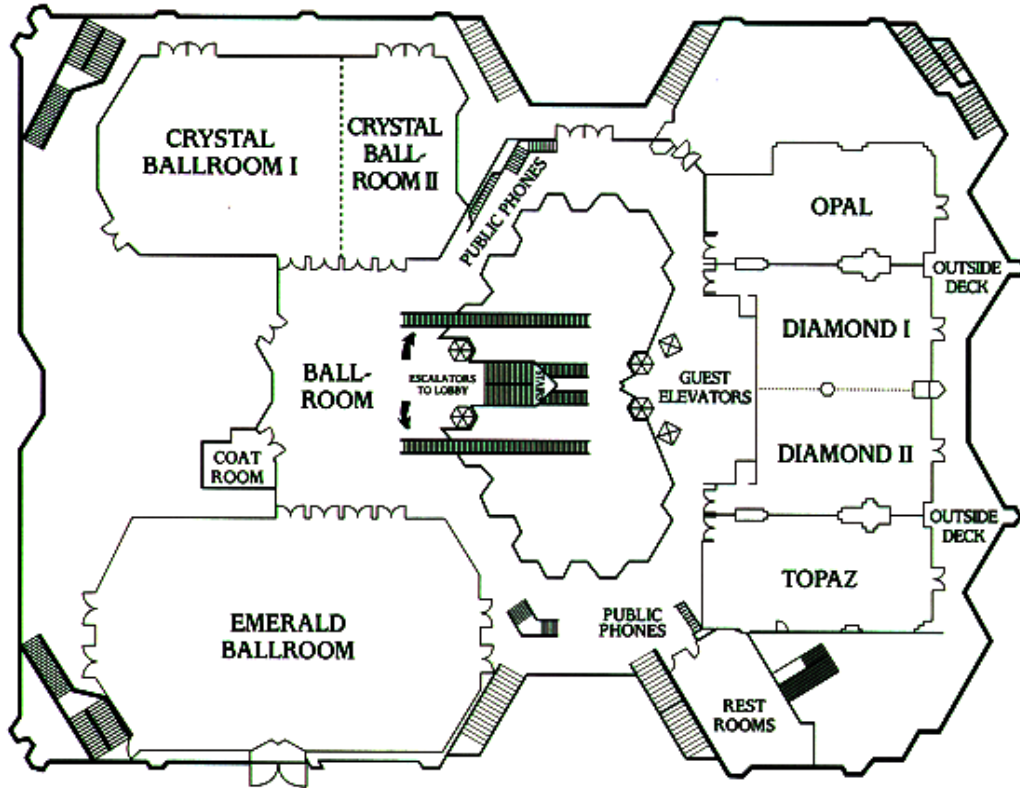
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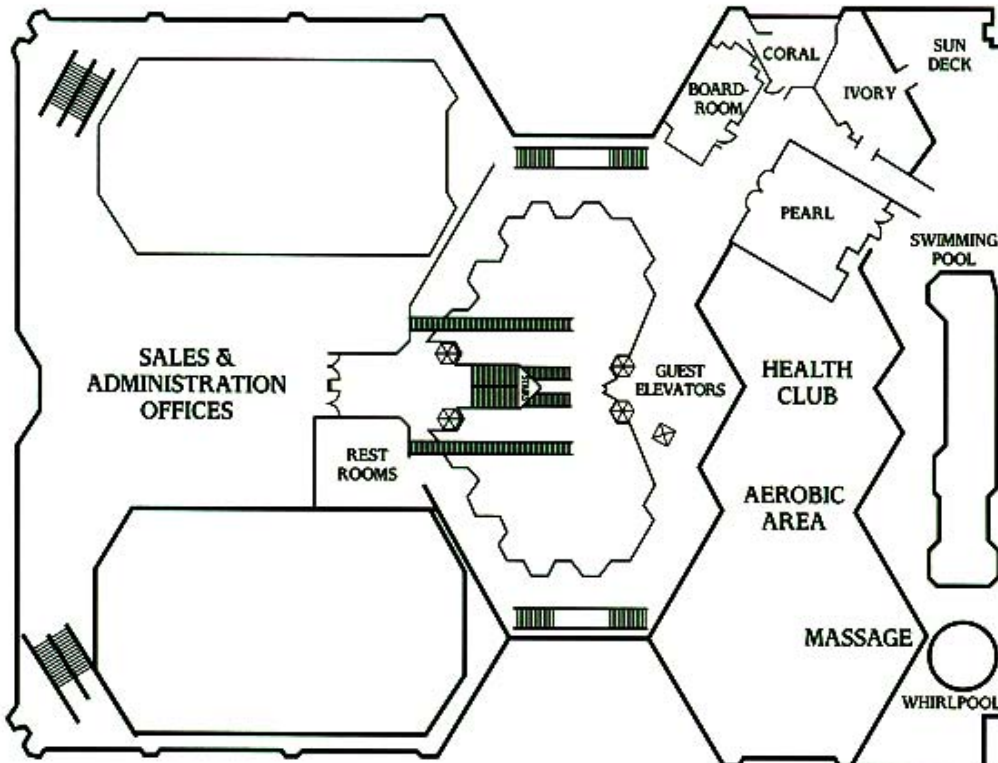
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## CONFERENCE/ MEETING ROOMS



## SECOND FLOOR



## THIRD FLOOR