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The Writing Lab Newsletter

Transformative Reflections

**Southern California
Writing Centers Association
Tutor Conference**

March 1, 2014



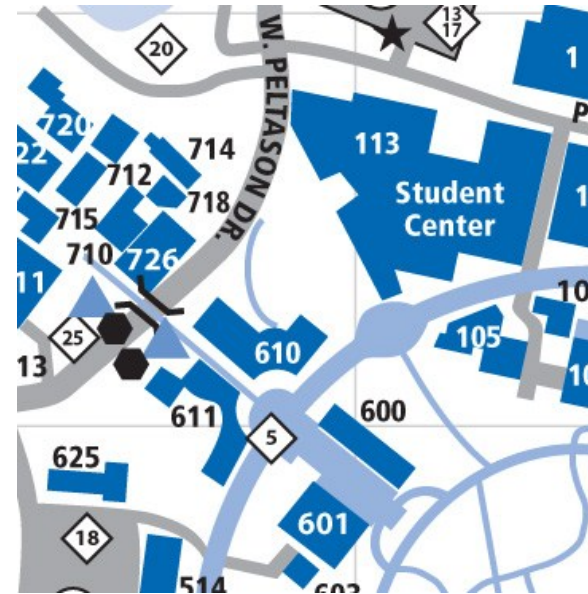
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2014 SoCal WCA Tutor Conference

Schedule of Events

- 9:00 - 9:50 am Registration, Mini-Continental Breakfast, Welcome
Emerald Bay, Student Center
- 10:00 - 10:50 am Breakout Session #1
Session: _____
Room: _____
- 11:00 - 11:50 am Breakout Session #2
Session: _____
Room: _____
- 12:00 - 12:50 pm Breakout Session #3
Session: _____
Room: _____
- 1:00 - 1:50 pm Lunch
Remarks by Catherine Palmer and Michelle Tsai
Keynote: "Reflections on Partnerships"
Dr. Jonathan Alexander
Emerald Bay, Student Center
- 2:00 - 2:50 pm Breakout Session #4
Session: _____
Room: _____
- 3:00 - 3:50 pm Breakout Session #5
Session: _____
Room: _____

WC Directors: Because the sessions at the Conference are led by tutors for tutors, we directors like to get out of their way and have our own day of it. Please join us for our Directors' Day at the conference, which will include both formal and informal conversations about writing center work. We're excited to hear from the reading paraprofessionals from Riverside City College who will share some strategies for helping students with college reading.
Center for Excellence in Writing and Communication, ASL 193



- ### Sessions
- 105 Student Services II
 - 113 Student Center
 - 610 Humanities Instructional Building
 - 611 Humanities Gateway

Student Center



Breakout Session #5 (con't)

from our study, we invite you to join us in small groups to discuss the importance of tutor-student interactions and how faculty class-structure may or may not be organized to enhance this bond.

Communication and Comfort in the Writing Center

Humanities Gateway 1010

Nichole Nomura, Jenny Haden, Sarah Kowalski
University of California, San Diego

The language we use to communicate with students can help to create a sense of comfort, leading to greater understanding and more effective engagement with the writing process. We will briefly reflect on our own approaches to communication, and encourage the audience to brainstorm ideas for communicating in response to a specific example of student writing.

Self-Discovery Tools in Tutorials: How Reverse Outlining Encourages Reflection for Tutees and Tutors

Humanities Gateway 1030

Julia Wasnok, Nicole Rehnberg
California State University, Fullerton

Reverse outlining typically provides students with a way to interact metacognitively with their paper's organization; however, this metacognitive activity is more than just an editing tool. Through audience involvement and discussion on our own use of reverse outlining, our presentation will promote reverse outlining as an activity that can provide students with a more holistic approach to reflecting on the content of their writing, and consequently their own writing process, as opposed to simply a method to "fix organization."

on past experiences related to these situations and will discuss new strategies for more comprehensive tutoring.

Breakout Session #2

11:00 - 11:50 am

Inter-Collegiate Exchange Programs: A Vehicle for Building the 'Dream' Writing Center?

Crescent Bay A

Lauren Gonzalez, Shree Pandya, Veronica Salas
Claremont McKenna College

In our presentation, we seek to foster reflection based on the best practices and distinct visions of each participant's writing center. We will discuss the inter-collegiate exchange program that the Center for Writing and Public Discourse has pioneered at the Claremont Colleges and use that experience as a vehicle for inspiring transformative reflection among participants.

Sense and Sensibility: Strategies and Support for Struggling Students

Crescent Bay B

Bill Presant, Jessica Gross, Adena Zadourian
University of California, San Diego

To help students struggling with daunting assignments, we need to reach both the brain and the heart, offering concrete strategies and simultaneously providing encouragement. After reflecting on our own approaches, we will ask the audience to address a scenario where a difficult assignment may overwhelm a student.

Reflections of Each Other: Tutoring, Teaching, and the Ways One Informs the Other

Student Services II 1002

Jennifer Brewer, Francesca Astiazaran, Ashley Hamilton
California State University, San Bernardino

Tutors at the CSUSB Writing Center often have the unique experience of

Transformative Reflections

Breakout Session #2 (con't)

spending two quarters teaching First Year Composition having been both tutors and teachers, we plan to reflect on the ways in which these two roles have informed each other and discuss the two subject positions we assume during individual conferences and in front of the classroom as a tool to help us better understand these roles and improve at both. We will address whether working with thousands of students before ever stepping in a classroom makes us natural teachers, or does tutoring make us so inclined to teaching dialogically that when students in our classes don't interact we are ineffective at helping them.

Biases Everywhere: Biases Within the Writing Center *Student Services II 1010*

Kelsey Denham, Anna Dickau, Jana Heyman, Sarah Kaump
California State University, Fullerton

Join us for an exploration of inherent biases and their effect on the tutorial process. We will reflect on our own biases as tutors and the way in which to deal with biases within the tutees and within the content of their material.

Strategies for Success: Saddleback College's Transformation of its Tutoring Center

Humanities Gateway 1010

Marina Aminy, Erica Fowler, David Lappin, Alexis Tindall
Saddleback College

This session will share recent, innovative programs at Saddleback College's Tutoring Center that have transformed the way we support various student groups, such as athletes and developmental learners. The presenters, all tutors, will reflect upon these transformations by considering the effectiveness of these programs and their experiences working with students.

Breakout Session #5

3:00 - 3:50 pm

A Writing Consultant's Guide to Tutoring STEM Majors *Crescent Bay A*

Scott Chandler, Rosalyn Reyes
University of La Verne

STEM (Science, Technology, Engineering, and Mathematics) majors are trained to look at a problem and find the most efficient process to unearth a definitive result. Attendees will discuss the needs of this group, develop strategies to address those needs, and leave the session with a "How to Tutor STEM Majors in Writing" resource guide.

From Face to Screen: Cultivating Instant Rapport for Effective Online Tutoring

Crescent Bay B

Chandra Howard, Claire Edwards, Millie Jones, Michelle Lekkerkerk
Ashford University

This presentation reflects on best practices for creating rapport between tutors and students during text-based chats and synchronous online conferences. We will also discuss transforming f2f practices into electronically-mediated tutoring sessions.

Structuring a Bridge Between Classroom and Center: How In-Class Structure Affects Students' Engagement with the Writing Center

Student Services II 1010

Elyse Angel, Ebony Breaux, Kevin Keebler
California State University, Channel Islands

Although applicable to any interaction between students, tutors, and faculty, our study considers the structure needed for a first-year composition class with an in-class tutor that best encourages students to visit the writing center. After a brief overview of the CSUCI in-class tutoring program, as well as the results

Breakout Session #4 (con't)

A Tale of Two Learners

Humanities Instructional Building 135

Emily Osborne, Alexis Reed

MiraCosta College

Understanding that different students have varied styles of learning should motivate consultants to adopt a wide array of approaches during writing sessions allowing consultants and students to have more enriching and rewarding experiences as they come into our writing centers. However, how do we determine which students would benefit from which approaches? In this session, we will explore possible answers to this question through large group discussion. We will also explore different ways to utilize tools such as Tinker Toys, Legos, and highlighters that may be beneficial to students with different learning styles.

The Role of Technical Writing in the Scientific Method

Humanities Instructional Building 137

Margaret Thompson, Ryan Seldon, Carling Sugarman, Jozefa

McKiernan

Harvey Mudd College

Workshop participants will attempt short, hands-on activities and reflect on those tasks in a short technical written exercise. A group discussion will then be conducted about the importance of technical writing in science or design tasks and how we might use this information when consulting technical documents in the writing center.

Breakout Session #2 (con't)

Transforming First and Subsequent Impressions: Customer Service in the Writing Center

Humanities Gateway 1030

KD King, Daniel Hinman, Teresa Hodges

MiraCosta College

We've found that approaching Writing Center operations with a customer service mindset produces a user-friendly, warm, and welcoming atmosphere which increases both our utilization and our effectiveness. In this workshop, we'll discuss the innovations and tweaks we've made to develop a more "customer" focused approach to providing Writing Center services, role play some of our new moves, and give participants a chance to brainstorm/discuss/practice similar customer service strategies to take back to their campuses.

Reflective Development: Bettering our Capacities as Individual Writers and Collaborative Tutors

Humanities Instructional Building 137

Tessa Tweet, Kaily Heitz, Samantha Morse

Pitzer College

While we usually think of writing center practices as self-reflective, this panel explores how they may be more akin to collaborative reflection about the writing and tutoring process since both tutors and tutees benefit from this approach. We ask: how can tutors guide students' reflections about their own writing, and what might tutors learn by reflecting on student evaluations and writing from conference sessions?

Breakout Session #3

12:00 - 12:50 pm

Let's DTR: Define Tutor Relationships

Crescent Bay A

Morgan Condie, Ellis Dyck, LoGan Gowers
Southern Utah University

This session will redefine and explore three overlooked but essential writing center relationships: between tutors in the center, students and their writing, and the center and university administrators. Participants and presenters together will generate and workshop ideas to understand and improve these relationships.

Shaping Philosophy and Pedagogy Through Interaction with Introductory Composition Writers

Crescent Bay B

Grier King, Zachary Valladon, Dylan Türcios, Rafael Deligio
California State University, Channel Islands

Join us for a discussion of the ways in which the challenges and insights that arise when working with first year composition students act as a catalyst for personal and professional growth, as well as the formation of tutoring philosophies through exploration of and reflection upon the experience of tutors and educators.

Personal Journalism as a Form of Reflection: A Guided Experience to Understanding

Student Services II 1002

John Lewis, Mercedes Vossburgh, Cindy Rivas
Mt. San Antonio College

Ever wish we could turn back time and fix or improve a tutoring session? While we might not be able to, personal journalism provides tools for constructively reviewing sessions and improving future ones.

Breakout Session #4 (con't)

ability to reflect as a group, and ask you for your ideas on improving the writing center community through (sometimes digital) reflection.

“Speak the Speech, I Pray You:” Working on Oral Presentations in the Writing Center

Student Services II 1010

Brendan Gillett, Rachel Davidson, Daniel Martin, Amy Shoemaker
Pomona College

This session will give participants a chance to reflect on the components of an effective oral presentation, while also providing a platform to transform their thoughts into verbal feedback for each other. By working with the very format we seek to define and critique, we hope to provide a comprehensive experience in which each component of the session reinforces the central themes of clear communication.

“I Haven’t Written a Paper in Twenty Years!”: Translating the Academic Writing Experience for Adult Learners

Humanities Gateway 1030

Alyssa Koutsoutis, Shelby Griffin
University of La Verne

The University of La Verne’s Learning Enhancement Center caters to not only traditional students, but also Campus Accelerated Program for Adults (CAPA) students and aims to provide solid, applicable strategies to help both groups of students. However, understanding that the academic experience for adult learners is unique, this workshop aims to provide both discussion and solutions for improving the adult learner’s classroom and writing experience.

Breakout Session #4

2:00 - 2:50 pm

Writing Spaces, Writing Places: The Influence of Physical Space on Tutoring Practices

Crescent Bay A

Hayden Hunt, Hope Boyer, Megan Jansen
University of Redlands

How does physical space affect the tutoring that your writing center is able to provide? We will discuss how space affects tutoring environments, while also giving the audience an opportunity to reflect on the use of space in their own writing centers.

Reflective Reading Stimulates Composition Strategies

Crescent Bay B

Ronillo Lacson, Sandra Hernandez, Mercedes Vossburg, Ivan Rios
Mt. San Antonio College Writing Center

The primary goal of the session is to encourage tutors to inspire students to become more critical, active readers in order to improve composition skills. The activities will generate constructive discussion of various reading strategies that can be applied in tutorial sessions with Native Speakers, Language Learners, and students with Learning Disabilities.

Getting Personal with the Writing Center: Building a Stronger Community through Reflection

Student Services II 1002

Nicole Ivey, Nathan Jones, Cheré Smith
California State University, San Bernardino

As a commuter campus our writing center has few opportunities for tutors to be in the same place at the same time, giving us limited time to reflect, making us wonder how the relationships between tutors affects our ability to consider our tutoring practices. In this session we share our successful and less successful community building tactics, to explore how these have impacted our

Breakout Session #3 (con't)

Making the Leap from Summary to Analysis

Student Services II 1010

Eileen Sun, Raveena Bakhru, Karen Underwood
University of California, San Diego

Analytical thinking is crucial for most academic papers, but students do not always find it easy to move from the safe ground of summary to the risky terrain of analysis. Our goal is to reflect on ways that we can help students to become more confident with analysis by sharing some of our ideas and inviting the audience to practice some strategies of their own.

Working with Emotional Tutees

Humanities Gateway 1010

Dana Thiele, Erica Cruz, Oliver Vaughn, Josue Cabanas
Antelope Valley College

Writing tutors will see a few typical scenarios in which emotional tutees seek help and subsequently lose their composure. Following this, group activities will help generate and circulate strategies for calming emotional tutees and giving them the help they need.

Alienation and Individualism with the Writing Center

Humanities Gateway 1030

Karina DaSilva, Kelly Eisenbrand
California Lutheran University

This session will discuss how cultural ignorance and individualistic perceptions can harm a tutor's attempt to consult a student with their work. We will discuss this in small groups, using guided questions to incite discussions of how people view their individuality, how they believe their exposure to Western culture might have influenced their writing, and how they think their experience with Western methods could potentially become a barrier when interacting with students from different cultures.

