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**WCONLINE** 

The Writing Lab Newsletter

Southern California
Writing Centers Association
Tutor Conference

March 1, 2014



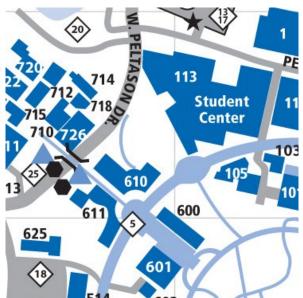
# 2014 SoCal WCA Tutor Conference **Schedule of Events**

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

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# **Sessions**

105 **Student Services II** 

113 **Student Center** 

610 **Humanities Instructional** Building

611 **Humanities Gateway** 

### **Student Center**



Notes:

### **Breakout Session #1**

10:00 - 10:50 am

# Students to Professionals: How Peer Tutoring Fosters Professional Skills

Crescent Bay A

Courtney Hamilton, Eric Jin, Tiffine Pham University of California, Irvine

Tutorials foster skills in students that go beyond that of writing, including communication, flexibility, problem solving and self-reliance. Reflection is essential to cultivating these specific traits in a student--tutor or tutee--in their gradual transformation into a professional; our presentation articulates the reflection a student should undertake in order to understand how tutorials condition both the tutor and tutee's skills for their venture into the professional world.

# Academic Language as a Second Language Crescent Bay B

Ashley Lunsford California State University, Fullerton

This session will be framed as a group discussion that aims to explore the interaction between tutees and the standard academic language. As tutors, how do we help guide a student through college or university expectations concerning academic English?

# **Tutoring Students with Differences: Structuring Effective Sessions**

Student Services II 1002

Marina Aminy, Sherri Dadsetan, Zach Gavin, Dick McConaughy Saddleback College

Tutors will discuss strategies for helping students succeed, including those who with cultural/linguistic differences, learning disabilities and honors/higherachieving students.

### **Breakout Session #1 (con't)**

# **Breakout Session #5 (con't)**

# Re-visioning the Writing Center: Transforming Identity, Perceptions, and Practices

**Humanities Gateway 1010** 

Juliana Essen, Allana Joy Bourne, Karen Clarke Soka University of America

This session aims to stimulate discussion on re-visioning Writing Centers to better prepare students to communicate in the 21st century—in our case as a hub of critical inquiry, multi-literacies, and communication for future global citizens. Our big question is: given inevitable constraints, do we focus on creating space for innovation or do we initiate collaborative efforts to transform current structures?

### **Experience Reflected**

**Humanities Gateway 1030** 

Becky Broome, Sarah Pultz MiraCosta Community College

Returning students are frequently challenged because they don't believe they have the skills or study habits required to succeed in higher education; however, these students often have more writing experience than they are aware of and significantly more life experience than many of their classmates. In this session, we will facilitate a small group activity and a short brainstorm focusing on how to help returning students recognize existing skills and reflect on them, leading to a large group discussion of how consultants can help non-traditional students use those skills to transform their academic writing.

# **Short but Effectively Comprehensive**

**Humanities Instructional Building 135** 

Rachel Kim Fullerton College

Many tutors have experienced difficulties with time allocation and dissatisfaction with the limited amount of topics covered during the short amount of time available for each appointment. At this session, we will reflect

# Informed Consent: The Hands-Off Approach in Non-Native Speaker Tutoring Sessions

**Humanities Instructional Building 135** 

Bri Lafond, Lupe Rincon, Kristen Schellhous, Ricardo Ramirez California State University, San Bernardino

In this session, we will explore issues pertinent to tutoring sessions with nonnative English speakers with particular emphasis on interrogating the hands-off mandate so ubiquitous to most tutor training. Rather than advocating an utter dismissal of the hands-off approach, we will reflect upon ways to negotiate the non-directive ethos of tutor pedagogy in light of specific student needs.

# Notes:

### **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 intercollegiate 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

### **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)**

### **Breakout Session #2 (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.

# 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 #4 (con't)**

# 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.

ability to reflect as a group, and ask you for you 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 #3 (con't)**

# 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

# 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.

### **Breakout Session #3 (con't)**

### **Catalysts of Reflection**

**Humanities Instructional Building 137** 

Alex English, Sandra Diaz, Ruby Gomez Riverside City College

This session contains a presentation of writing center resources that act as catalysts for reflection and explains the benefits of the reflection. Following the presentation, a variety of scripted mock sessions will be acted out, and time will be given to the participants to practice their own reflection on the resources and the subject of each mock session.

Notes:		

# Keynote: "Reflections on Partnerships" Dr. Jonathan Alexander Lunch

1:00 - 1:50 pm Emerald Bay, Student Center