



Midwest **Writing** Centers Association

*Social Justice in the Writing Center:
Opening the Center for All*

March 1-3, 2018
Hotel RL Omaha
Omaha, Nebraska



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MWCA Chair's Welcome

It is a great honor for me, on behalf of the Midwest Writing Centers Association Executive Board, to welcome you to the 2018 MWCA conference! None of this would be possible without the tireless work of our conference organizers Rachel Azima and Katie Kirkpatrick and the rest of the MWCA Board. My heartfelt thanks to all of them for making this conference happen.

As we start our time together in beautiful Omaha, I encourage all of you to see social justice as not just a conference theme or talking point, but as a call to action in your centers, institutions, and communities at large. During our conference, I hope we all seek out social justice with intention: attend sessions regarding topics you don't already know, interact with peers from different backgrounds, ask questions about things you don't understand, stray away from your comfort zones, and, throughout it all, listen for (and to) the voices that may be marginalized in our centers, our institutions, our communities, and in our profession. It is our sincere hope that this conference will challenge us all while providing opportunities to network, learn, and grow. Thank you for joining us!

Sincerely,

A handwritten signature in black ink, appearing to read 'Josh Worsham'.

Josh Worsham, MA
MWCA Executive Board Chair



2018 MWCA Conference Chair's Welcome

On behalf of the Nebraska Writing Center Consortium, it is my pleasure to welcome you to the 2018 MWCA conference in Omaha!

Our conference theme, "Social Justice in the Writing Center: Opening the Center for All," could not be more timely. In an era when there is a great deal of bombast and precious little constructive dialogue taking center stage, the work of writing centers becomes all the more crucial: talking one-on-one, testing and challenging ideas, considering the effects of our words on our audiences and the world at large, genuinely listening to one another – the list goes on and on. The folks presenting and facilitating dialogue at this conference have taken up the call to explore what social justice means within writing centers in exciting ways, and we can't wait for what are sure to be challenging and productive discussions throughout the conference.

We also could not be happier for you to have the opportunity to get to know Omaha. Whether you are visiting the Henry Doorly Zoo, splashing with your family in the CoCo Keys Water Resort, or stopping by the Great Plains Black History Museum or El Museo Latino, we know you'll find plenty to keep you busy!

The next few days together are sure to launch crucial conversations about creating positive change both within and beyond the writing center, and we hope these dialogues continue long after you return home from this conference. We look forward to learning with you and enjoying "the good life" with you in Nebraska!

Sincerely,

A handwritten signature in black ink, appearing to read "Rachel M. Azima".

Rachel Azima
2018 MWCA Conference Chair



2018 MWCA Conference Planning Committee

Chair: Rachel Azima, University of Nebraska-Lincoln

Venue Liaison: Katherine Kirkpatrick, Clarkson College

Laura Farmer, Cornell College

Rachel Holtz, University of Illinois at Chicago

MWCA Executive Board Members

Josh Worsham, Chair

Elgin Community College

Rachel Holtz, Treasurer

University of Illinois at Chicago

Kristin Risley, Secretary

University of Wisconsin-Stout

Abraham Romney, Web Coordinator

Michigan Technological University

Heather Carroll, Research Coordinator

University of Wisconsin-Waukesha

Jenny Staben, Blog Editor, Community College Representative

College of Lake County

Laura Farmer, Outreach Coordinator

Cornell College

Rachel Azima, Conference Liaison

University of Nebraska-Lincoln

Katrina Bell, IWCA Liaison

Colorado College

Katherine Kirkpatrick, Treasurer-in-Training

Clarkson College

Francesca Gentile, At-Large Member

Buena Vista University



Keynote Speaker

Dr. Shirin Vossoughi, Assistant Professor of Learning Sciences, Northwestern University

Shirin Vossoughi is an assistant professor of Learning Sciences at Northwestern University, where she draws on ethnographic and interactional methods to study the social, cultural, historical, political, and ethical dimensions of learning. Vossoughi's research centers on hybrid learning environments that blend formal and informal elements and support young people to engage in sophisticated forms of disciplinary thinking while questioning and expanding disciplinary boundaries. As the daughter of Iranian immigrants, she is also personally invested in the development and study of educational settings for youth from migrant, immigrant, and diasporic backgrounds. Vossoughi is currently studying embodied learning in after-school tinkering/making programs, as well as the role of feedback on writing in the context of political education. She takes a collaborative approach to research, partnering with educators and students to study the conditions that foster educational dignity and possibility.

Schedule at a Glance

Thursday, March 1

- 11:00 am-6:00 pm Registration • Omaha Foyer
- 1:00 pm-4:00 pm Pre-conference Workshops • Omaha B, C, and D
- 5:30 pm-7:00 pm Opening Reception/Poster Session • Commons Area/Bar RL

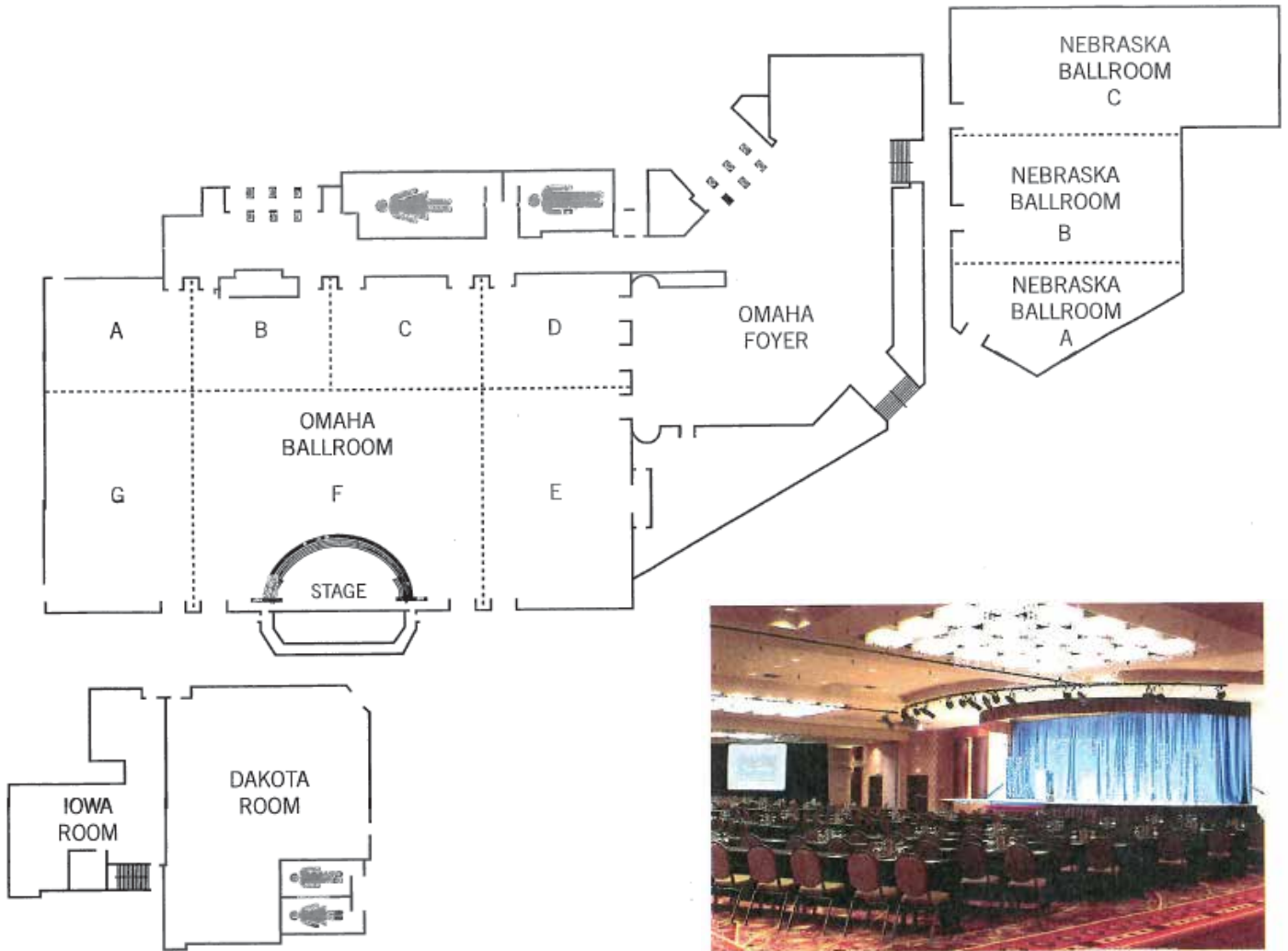
Friday, March 2

- 7:00 am-5:00 pm Registration • Omaha Foyer
- 8:00 am-9:00 am Breakfast • Omaha Ballroom F
- 8:30 am-9:00 am Introduction and Welcome • Omaha Ballroom F
- 9:00 am-10:15 am Concurrent Sessions #1
- 10:15 am-10:30 am Refreshment Break • Omaha Foyer
- 10:30 am-11:45 am Concurrent Sessions #2
- 12:00 pm-12:45 pm Buffet Lunch • Omaha Ballroom F
- 1:00 pm-2:00 pm Keynote: **Dr. Shirin Vossoughi**
"Writing as a Social Act: Epistemic Heterogeneity, Learning and Educational Dignity"
Omaha Ballroom F
- 2:15 pm-3:30 pm Concurrent Sessions #3
- 3:30 pm-3:45 pm Refreshment Break • Omaha Foyer
- 3:45 pm-5:00 pm Concurrent Sessions #4

Saturday, March 3

- 7:30 am-10:30 am Registration • Omaha Foyer
- 8:00 am-9:00 am Breakfast • Omaha Ballroom F
- 9:00 am-10:15 am Concurrent Sessions #5
- 10:15 am-10:30 am Refreshment Break • Omaha Foyer
- 10:30 am-11:45 am Concurrent Sessions #6
- 12:00 pm-1:00 pm Closing Lunch • Omaha Ballroom F

Map of the Conference Venue



Thursday, March 1
Pre-conference Workshop Sessions

1:00 pm – 4:00 pm

**Assessment Practices:
Making the Center Look Good on Paper and
Ensuring It Remains Open for Everyone**

Omaha B

Katherine J. Kirkpatrick, Clarkson College

What do we assess, and how do we use assessments? How do we present assessments? Sharing assessment examples, I will answer these questions and lead guided small-group discussions. In the spirit of the conference, we will also dialogue about what assessment practices might encourage inclusivity and accessibility.

**The Writing Center and the End of Developmental Writing:
A Case for New Beginnings**

Omaha C

Francesca Gentile, Buena Vista University
Dan Platt, Graceland University

This pre-conference workshop explores how writing centers might support writing programs that are moving away from developmental writing courses. Using a framework grounded in ongoing discussions of social justice and accessibility, we will consider this movement away from developmental writing alongside external and institutional pressures related to college admissions and retention. The facilitators will explain how our own writing centers (past and present) adapted to this movement and ask participants to share their experiences with similar projects or partnerships. Ultimately, we hope to initiate a large-group conversation about how the writing center can actively participate in a writing program's new structure or new sequence and can more purposefully connect with writing program administrators and instructors who might face challenges within these new models.

Structuring and Staffing the Intersectional Writing Center

Omaha D

Rachel Azima, University of Nebraska-Lincoln
Katie Levin, University of Minnesota

In this interactive workshop, participants will think, talk, and write about centering the core value of equity in their own writing centers. In what ways does your center attend to race, gender, (dis)ability, citizenship status, class, and other markers of identity? What microaggressions do visitors and staff experience in your center? Together, we will explore what specific structures and practices – in staffing, in policies, in everyday artifacts – we can develop to move our centers closer to where we want them to be.

This workshop is sponsored by IWCA.

Thursday, March 1
Opening Reception

5:30 pm – 7:00 pm

Commons Area/Bar RL
Hors d'oeuvres and cash bar available.

Friday, March 2
Registration
Omaha Foyer

7:00 am – 5:00 pm

Breakfast
Omaha Ballroom F

8:00 am – 9:00 am

Concurrent Sessions #1

9:00 am – 10:15 am

1A: Individual presentations
Omaha B

“Y’all Better Listen’: Gendered Power in the Writing Center”
Regan Levitte, University of Nebraska-Lincoln

Using Foucaultian power theory and Butler’s theory of performativity, an extremely gendered writing consultation will be examined and analyzed in this presentation, especially focusing on how the writing center is seen as a feminized space where feminine work is done, and how this can combat sexism in the writing center.

“Write as You Are: Allocating Space for Ritual”
Alexandra DeLuise, University of Nebraska-Lincoln

This paper analyzes the writing habits of students at University of Nebraska-Lincoln in order to determine whether these unique writing needs can be met in a writing center environment. Insight into the types of rituals used by prolific writers can inform the ways writing center staff approach consultations and writing center design.

1B: Panel presentation
Omaha G

“Codeswitching, Clarifying, and Connecting: The Importance of Multilingual Tutors”
Jennifer Staben, Stephanie Paredes, Diana Flores, and Jaycob Lorenzana,
College of Lake County

This presentation will focus on the importance of hiring multilingual writing tutors – especially at institutions that serve diverse populations. Strategies for recruitment and retention will be discussed and several peer tutors will share their experiences – focusing on the challenges they’ve faced and the skill sets they have developed.

1C: Roundtable discussion

Omaha E

“Inclusive First Encounters in the Coe College Writing Center”

Kelly May and Meredith Wall, Coe College

In this roundtable discussion, two Writing Fellows will share the preliminary results of a research project aimed at improving conferences between consultants and first-years from diverse backgrounds through an innovative relationship-building exercise. They will engage participants to expand on the process and implications of their research.

1D: Workshop

Dakota Room

“Crossing Political Boundaries: Promoting the Trickster in University Writing Centers”

Sarah Cohen and Kelsey M. Bee, University of Nebraska Omaha

This workshop will investigate the power dynamics that exist in writing center consultations. Encouraging consultants to reflect upon the unique position of peerness they wield concerning student writing while assuming the role of the Trickster when crossing political boundaries will provide consultants with opportunities to reevaluate their mediation strategies.

1E: Panel presentation

Omaha C

“Seen and Unseen Challenges: Social Justice in the Writing Center”

Z. Z. Lehmborg, Ryan Meister, Ian McGhee, Emily Maynor, Maddison Kohlmann, and Danielle Knapp, Northern Michigan University

This panel presentation engages directly with the conference theme of social justice in the writing center by addressing the often seen and unseen challenges writing tutors face. By sharing their experiences with how disability, colloquialism, and nationality are perceived and felt, the presenters will involve the audience in a discussion of how to make the writing center accessible and safe not only for the students we work with but also for the tutors who work there.

1F: Individual presentations

Omaha D

Moderator: Francesca Gentile, Buena Vista University

“Rehearsing Roles with Graduate Student Writers Along the Uneven Road to Expertise”

Jeff Gard, Briar Cliff University

The graduate student population is rising in the United States and becoming more diverse, but only a handful of studies have addressed their needs. My empirical study explains why graduate students seek the services of a writing center and how writing centers can help these marginalized groups.

“A Writing Center? I Didn’t Even Know That Was a Thing!”

Angela Richard, Iowa State University

Students can only benefit from a writing center if they walk in the door. The location and presence of a writing center communicate to students, and those who interact with the campus differently (non-traditional and first generation) may not even see the writing center as a resource for success.

“Hear from the Unheard: A Case Study on Writing Center Non-Users”

Xiany Xiong, University of Minnesota Twin Cities

An undergraduate writing consultant discusses his interview research into the perceptions of non-users of the writing center. What do they think of and expect from the writing center? What might motivate them to become users? And finally, what should writing centers do to respond to these non-user perceptions?

Friday, March 2
Refreshment Break
Omaha Foyer

10:15 am – 10:30 am

Friday, March 2
Concurrent Sessions #2

10:30 am – 11:45 am

2A: Panel presentation
Omaha B

“Revising the Writing Center: Strategies For Assisting Populations In Need”

Chelsea Burk, Lenore Maybaum, and Daniel Grace, Kirkwood Community College;
Jody Swilky, Drake University

Writing centers can promote social justice by adopting strategies that can benefit immigrant refugee students, offering services to former students living in the community, forging literacy partnerships with local human services agencies, and revising tutor training programs to meet the tutoring needs of these groups.

2B: Roundtable discussion
Omaha G

“Creating Queer-Friendly Writing Centers”

Grace Stallworth, Aryn Huck, and Keshia McClantoc, University of Nebraska-Lincoln

The panelists will engage the audience by discussing how gender non-conforming (GNC) and queer (LGBTQA+) consultants experience “outness” in the center, tackle how society decides who can belong, and navigate bigotry. Our roundtable will facilitate discussion and provide strategies for helping queer consultants and writers feel safe and comfortable.

2C: Roundtable discussion

Omaha E

“Metro Power Of Writing Rangers (eMPOWeR): A Pilot Program Evaluating the Role of the Writing Center in Prison Reentry”

Erin Arellano and Katie Hupp, Metropolitan Community College; Diane Good-Collins, 180-RAP MCCNEB Reentry Program; Jerry L. Arellano, Nebraska Department of Corrections

Our roundtable discussion will gather individuals who play different roles in Nebraska prison reentry in a conversation about the transformative role that writing centers play for offenders and ex-offenders during the reentry process. We hope to include a few short readings by some of our eMPOWeR/180-RAP participants.

2D: Individual presentations

Dakota Room

Moderator: Kristin Risley, University of Wisconsin-Stout

“Examining the Effect of Strict Assignment Requirements on Growth of Multilingual Writers in the Writing Center”

Isaiah Baker, Iowa State University

This paper examines the ways in which undergraduate writing assignment rubrics may create disincentives for English as a second language (ESL), English language learners (ELL), and multilingual students to focus on higher-order writing concerns in the writing center.

“Middle Kingdom Ethics in the Midwestern Writing Center: Tutor Beliefs Regarding Plagiarism and Chinese Academic Culture”

Kelli Rozendaal, Iowa State University¹

An undergraduate tutor newly returned from a year of study in China examines the attitudes and beliefs surrounding plagiarism and Chinese academic culture through the lens of writing center tutors. This paper explores tutor knowledge of cultural conceptions of plagiarism in a Chinese academic setting through a qualitative research approach.

“Foreign Language Tutoring: Challenges and Benefits”

Claudia Pozzobon, University of Iowa

This presentation will focus on the nature of foreign language tutoring and its similarities and differences with native or second language tutoring. I will discuss how tutoring in a foreign language, in this case, Spanish, enriches the writing center work, providing necessary resources to expand multilingual and multicultural environments for students in universities.

¹Travel grant award winner

2E: Individual presentations

Omaha C

Moderator: Katherine Kirkpatrick, Clarkson College

“Storying Our Sessions: Novice Consultants Self-evaluate Post-visit Comments and Raise Questions About Their Own Agency and Practice”

Meredith Steck, University of Minnesota²

New consultants often struggle with visit comments, wondering what to write and how to write it. This presentation highlights insights from an activity in which novice consultants self-evaluate post-visit comments. Audience members will read sample comments and reflect on the rhetorical conventions used in comments at their own centers.

“Incorporating Consultant Voices: Using Design Thinking to Create Mentoring Moments”

Katrina Bell, Colorado College

While our work as consultants is student-centered, our work as directors is often institutionally driven. Through principles of design thinking, we’ll discuss how to incorporate peer consultant voices to establish a system that creates mentoring moments between and among consultants and directors.

“From Assessment to a Strategic Plan: Cultivating a Writing Center’s Ethos”

Grace Pregent and Amy Kessel, Loyola University Chicago

After discovering misapprehensions about Loyola’s Writing Center, the Center’s administrative team launched a faculty needs assessment survey in conjunction with the Office of Institutional Research. In this session, we will share about our instrument, results, and strategic plan, which underscores our commitment to social justice, one of Loyola’s foremost values.

2F: Workshop

Omaha D

“Procrastinators Unite: Bringing The Long Night Against Procrastination to Your Campus”

Kathy Radosta and Olivia Zeman-Renner, University of Nebraska Omaha

This interactive workshop will share a collection of published literature and tools to plan and facilitate a successful Long Night Against Procrastination (LNAP). Activities include discussing the benefits of hosting LNAP, brainstorming funding sources/budget, constructing a timeline, considering themes, promoting the event, and creating an event schedule.

²Travel grant award winner

Friday, March 2
Buffet Lunch
Omaha Ballroom F

12:00 pm – 12:45 pm

Friday, March 2nd
Keynote: Dr. Shirin Vossoughi

1:00 pm – 2:00 pm

*“Writing as a Social Act: Epistemic Heterogeneity,
Learning and Educational Dignity”*

Omaha Ballroom F

Concurrent Sessions #3

2:15 pm – 3:30 pm

3A: Panel presentation
Omaha B

“I’d Like to Buy a Vowel: Socioeconomic Status in the University Writing Center”

Wyn Andrews Richards, Madeline Moore, and Clara Edwards, University of Nebraska-Lincoln

One graduate and two undergraduate writing consultants from a large research university come together to initiate discussion surrounding writers with low socioeconomic status (SES) in the higher education writing center. This roundtable seeks to better position writers with low SES both in the writing center and the wider university.

3B: Workshop
Omaha G

“Be Bold: Identity, Improv, and Embodiment in the Writing Center”

Erin Herrmann, DePaul University

In this interactive workshop, we will consider how identity is complex and embodied and apply a social justice lens to tutor professional development in order to navigate embodied identities in the writing center. Participants will engage in activities that explore social justice inquiry through improvisation.

3C: Panel presentation
Omaha E

“Transforming the Center: Position, Equip, and Collaborate”

William De Herder, Tolu Odebunmi, Emma Lozon, Aaron Hoover, Rachel Hetherington,
and Neffertia Tyner, Michigan Technological University

Presentations:

“Is This My Problem?: Discovering the Political Position of Writing Centers”
Tolu Odebunmi and Emma Lozon

This panel will explore the political positioning of writing centers and how to create a safe space for all. We review WC scholarship pertaining to social justice, the reaction of the IWCA email list to the 2016 presidential election, and the unique problems social injustice poses to writing center work.

“Equipped to Respond: Coach Education for Social Transformation”
Aaron Hoover and Bill De Herder

How can writing centers prepare coaches to become participants in social transformation? This presentation will detail training strategies for addressing difference, including suggested coach reading and critical approaches to that reading. The presenters will also share methods for engaging coaches in conversations about access and difference in the interest of developing their ability to respond to difficult situations and improve racial literacy on predominantly white campuses.

“Existing in the Institution: Social Justice Synergy in the Writing Center”
Rachel Hetherington and Neffertia Tyner

This presentation will explore the writing center’s physical place in the university, stressing the importance of social justice synergy (collaborating with programs of intersecting goals).

3D: Individual presentations

Omaha C

Moderator: Laura Farmer, Cornell College

“Students’ Interpretations of Feedback on Their Writing”
Eric Wisz, University of Minnesota Twin Cities

An undergraduate writing consultant presents findings from a study of students’ perceptions of instructor feedback on student writing. How do students interpret and use instructor feedback? Can understanding how students interpret and use instructor feedback inform our practice as we give feedback during asynchronous online writing consultations?

“What Do Writing Centers Use Social Media For, Anyway?”
Christopher Schacht, Clarkson College and University of Nebraska Omaha

Writing centers may feel pressure to engage on social media, but to what purpose? Advertising, engagement, or something else? And how do we measure success? The presenter will offer his experience as a microcosm of the difficulty with creating and assessing social media content.

“A Threshold Concept: Tutoring Multivalent Cultures by Telephone”
Amy Nejezchleb, Bellevue University

Writing labs currently offer synchronous online appointments, asynchronous writing reviews, and face-to-face appointments, yet how many centers use the telephone? One of the oldest forms of technology, the telephone is a simple solution to latent dilemmas of race, gender, and language in the digital age. This project will highlight the novelty and relevance of the telephone as a tool for inclusive tutoring and provide strategies for its implementation in writing centers.

3E: Panel presentation
Omaha D

“Messier than That: The Emerging Role of Writing Centers in Equity, Diversity, and Inclusivity Movements”
Zachary Peterson, Logan Frodl, Charlotte Kupsh, Jonathan Rylander, and Andrew Suralski, University of Wisconsin-Eau Claire

How do we work not only with writers, but with institutional commitments to equity, diversity, and inclusivity (EDI)? Our university recently approved an EDI plan requiring faculty to account for contributions to diversity. We wonder how this initiative will unfold, given messy realities conversational pedagogies reveal about identities and institutional norms.

3F: Roundtable discussion
Dakota Room

“From Client to Co-investigator: How Might We Engage Clients in Research to Improve Writing Center Access and Inclusion?”
Kirsten Jamsen, Katie Levin, and Kristen Nichols-Besel, University of Minnesota Twin Cities

What are the various ways clients can be included in writing center research, from participants to co-researchers, in order to improve the center’s accessibility for all students? What’s in it for clients? Participants in this roundtable will share their perspectives about methods and implications for client-involved research.

3G: Panel presentation
Omaha A

“Valuing Difference: How Tutor Challenges Become Tutor Strengths”
Jenny Staben, Anastasia Brown, Anna Brunette, Jessica Cole, Sarah Emmerson, and Hannah Trychta, College of Lake County

A panel of community college writing tutors will share their individual histories involving academic struggles, learning disabilities, and mental health issues. They will explain the ways these experiences have helped them become more effective tutors but also discuss the ways these histories or moments of “dual citizenship” complicate their writing center work.

Refreshment Break
Omaha Foyer

3:30 pm – 3:45 pm

Concurrent Sessions #4

3:45 pm – 5:00 pm

4A: Roundtable discussion
Omaha B

“Writing Partners: Stateville Correctional Center Students and North Park University Writing Advisors”
Emily Smith, Amanda Huck, and Jessica Reeves, North Park University

In this roundtable discussion, North Park University undergraduate writing advisors involved in a write-to-learn partnership with incarcerated students from Stateville Correctional Center seek a platform to reflect on the initial stages of their project and invite feedback regarding the role writing centers play in preparing all North Park students for their futures.

4B: Individual presentations
Omaha G

“Strategies for Growing Inclusive Writing Centers”
Susan Callaway, University of St. Thomas

How can we make our writing centers inclusive? What obstacles do we see students facing on our own campuses that silence their voices and learning? I will define what roles we can take as peer consultants and directors to engage in campus life and support diverse students beyond our centers.

“Racialized Protest Rhetoric in Higher Education: The Role of the Writing Desk on Tone Policing and the Editing Process”
Hannah Gerdes and Nina Rickett-Green, St. Olaf College

Through a case study of protest on our home campus, we will examine the Writing Desk’s responsibility to help students negotiate rhetorical choices, specifically looking at protest rhetoric as a legitimate alternative to Standard Written English that empowers protesters rhetorically, especially people of color, without compromising their justified emotion.

4C: Panel presentation
Omaha E

“Speak Up: Supporting Marginalized Voices in our Speaking Centers”
Matthew Erickson and Bridget Draxler, St. Olaf College; Jamie Sass, Iowa State University

Public speaking can reinforce the privilege of certain bodies and certain voices in the public discourse. Speaking tutors work on the front lines of supporting underprivileged students. This presentation will show how speaking centers can train tutors to advocate for a more inclusive approach to public speaking.

4D: Panel presentation
Dakota Room

“Enacting Radical Love in the Writing Center”

Kate J. Feuling Porter, Karla M. Padrón, Jennifer A. Nicklay, University of Minnesota

This panel examines scenarios of writing consultants supporting writers who have received harsh feedback from reviewers. Focusing on the ways in which consultants respond from a place of intersecting vulnerabilities, the presenters theorize how these moments create spaces for the enactment of radical love as defined by Paulo Freire.

4E: Panel presentation
Omaha C

“Embracing the Multis to Level the Playing Field: How Our Multiple Centers Enact Multicultural, Multilingual, Multimodal, and Multidisciplinary Pedagogy”

Dorothy Giannakouros, Benjamin Hassman, Anne Sand, Claudia Pozzobon, and Carol Severino, University of Iowa, Amanda Gallogy, University of Iowa

Our panel describes how the Rhetoric Department’s Multiple Centers (Speaking Center, Conversation Center, Digital Center, Spanish Writing and Speaking Center, the Writing Center and its satellites) enact multicultural, multilingual, multimodal, and multidisciplinary pedagogies to level the playing field and increase opportunities for diverse and at-risk populations.

4F: Workshop
Omaha D

“Letting Go of Preconceptions and Expectations: A Mindful Path to Awareness and Choice in the Writing Center”

Katie Hupp, Metropolitan Community College

Training consultants to focus awareness only on what is in the moment prepares them to suspend preconceptions, dismiss expectations, and, thereby, make themselves fully present for the student, no matter what arises. In this workshop, attendees will participate in mindfulness exercises, written reflections, and group discussion.

Saturday, March 3
Registration
Omaha Foyer

7:30 am – 10:30 am

Saturday, March 3
Breakfast
Omaha Ballroom F

8:00 am – 9:00 am

Saturday, March 3
Concurrent Sessions #5

9:00 am – 10:15 am

5A: Workshop
Omaha B

“Introducing SIEGE: A ‘Self-Identifying and Editing Grammar Errors’ Strategy for Working with Non-native English Speakers (NNES) in the Writing Center”
Vanessa Petroj and Amy Nejezchleb, Bellevue University

SIEGE (Self-Identifying and Editing Grammar Errors) is a strategy for addressing grammatical errors that can be used independently with and by NNES during and after writing sessions. By applying SIEGE, writers are taught to isolate problematic units and solve them one-by-one, thus allowing for more productive writing center sessions overall.

5B: Workshop
Omaha G

“Specific Strategies Provide Social Justice for Students with Learning Disabilities”
Amy Chapin, College of Lake County

In this interactive workshop, participants will experience what school can feel like for students with learning disabilities. Learn and apply multimodal and other “equal access” tutoring strategies proven particularly effective for writers with disabilities, but also helpful for any student. Walk away with tips you’ll use Monday.

5C: Roundtable discussion
Omaha E

“Toward a Queer Feminist Ethic for Writing Center Work”
Simone Droge, Stevie Seibert Desjarlais, Katie McWain, and Anne Johnson, University of Nebraska-Lincoln

This roundtable explores enacting a queer, feminist ethic in the writing center. Speakers raise questions about queer and/or feminist identity, including gendered resistance from writers, invisible labor of consulting, gender and nationality, and vulnerability. We provide scenarios exploring intersections of gender, sexuality, and embodiment, ultimately opening into a whole-group discussion.

5D: Roundtable discussion
Dakota Room

“Is There a Hidden Culture of Ageism in the Writing Center?”
Melissa Hayes, Nebraska Wesleyan University

Although writing centers claim to be an inclusive space for all types of students, is there a hidden culture of ageism in our writing centers? The question arises, should the services of the writing center change or adapt to meet the needs of ‘non-traditional’ students?

5E: Panel presentation
Omaha C

“Writing Center Tutors and Writing Fellows: Advocating and Equalizing”
Carol Severino, Claire Jacobson, Alexandra Chasteen, Emma Fenstermaker, and Brooke Clayton,
University of Iowa

Using Hall and Hughes’ article “Preparing Faculty, Professionalizing Fellows,” this session explains how tutors and writing fellows advocate for vulnerable students, help improve their writing as future advocates, and work to flatten or mitigate the effects of academic hierarchies placing professors at the top and students at the bottom.

5F: Individual presentations
Omaha D

Moderator: Abraham Romney, Michigan Technological University

“From Coercion to Collaboration: Strategies for Reading Aloud in Writing Centers Across Disciplines”
Stephanie Tsank, University of Iowa

This paper explores the practice of reading aloud during tutoring sessions with consideration of its problematic history as a tool of racial, economic, and gendered coercion. Drawing on the presenters’ myriad tutoring experiences at the University of Iowa, this paper offers strategies for how to purposefully employ reading aloud across disciplines.

“Accommodating Writers in STEM: Putting Writing in STEM Careers and Curriculum Under the Microscope”
Christiana Carroll, Coe College

In recent years, there has been an influx of students entering the STEM fields; however, there is little in the literature on how the writing center has adapted. This study utilizes responses from STEM faculty to find out what resources the writing center can provide to better accommodate students’ needs.

“Cultivating Compassion: Mindful Actions for Empowering Tutors to Engage with Difficult Ideas”
Keli Tucker, Southwestern Illinois College

When we meet writers whose papers contain harmful language or ideas, it is important to help them become more critical of those ideas. However, this labor comes with a heavy burden. This presentation will suggest mindfulness practices to alleviate this burden by empowering tutors to approach writers with courage and compassion.

Refreshment Break
Omaha Foyer

10:15 am – 10:30 am

Saturday, March 3
Concurrent Sessions #6

10:30 am – 11:45 am

6A: Individual presentations
Omaha B

“Gender and Consultation in the Writing Center”
Keshia McClantoc, University of Nebraska-Lincoln

This research explores gendered barriers within the University of Nebraska-Lincoln Writing Center, specifically addressing consultants’ tutoring methods. In identifying these barriers, I posit an argument for a gender-neutral writing center through different ways of training tutors, rhetorical presentation of the center, and further understanding of tutoring methods.

“LGBT Issues in the Writing Center: Trends in Scholarship and Suggestions for Best Practices”
Danielle Kennedy, University of Iowa

While diversity has become a major area of interest in writing center scholarship, there is a shockingly small body of work devoted to LGBT issues. My paper briefly overviews the existing literature, then offers suggestions for ways writing centers can best serve this marginalized group.

6B: Panel presentation
Omaha G

“Building Cross-Campus Collaborations to Increase Writing Center Access”

Moderators: Kyhl Lyndgaard, College of Saint Benedict / Saint John’s University; Bridget Draxler, St. Olaf College

The session will offer concrete models and best practices for developing training modules and forging campus partnerships that help tutors take active ownership of their role as advocates for social justice and critical empathy. Four tutors will present on their work, guided by their Writing Center directors.

Presentations:

“Through My Eyes: How Writing Centers Can Bridge the Gap for Students with Disabilities”
Stanton Charlton, Saint John’s University

“Tutor-informed Professional Development for Working with English Learners”
Maria Frie, College of Saint Benedict

“Rethinking Expectations at the Writing Desk: Tutoring Students with Disabilities”
Mickey TerLouw and Bria Lattery, St. Olaf College

“Female Faces, Friendly Spaces: How a Female Majority Staff Impacts Student Perceptions of the Writing Center”
Natalie Sidsel Brottman, St. Olaf College

6C: Roundtable discussion

Omaha E

“Inclusive Tutoring: Respecting Identity in the Writing Center”
Erin Lord Kunz, Kristin Wright, Alicia Loiland, and Bethany Larson, Mayville State University

This roundtable will discuss ways writing center consultants can learn to respect and tutor the diverse student identities that come to the writing center.

6D: Roundtable discussion

Dakota Room

“Curricular Boundaries: What Living Learning Communities and Social Justice Clubs Can Offer Writing Centers”
Lauren Brooks and Caroline Morris, University of Wisconsin-Eau Claire

This roundtable will instigate conversation around organizational methods of living learning communities (LLCs) and student organizations committed to social justice. Paying attention to these wider strategies could prove particularly useful to re-perceiving collaboration as social action in the writing center.

6E: Panel presentation

Omaha C

“Critical Revisions: Voicing and Languaging Toward a Racially, Culturally, and Socially Just Writing Center Pedagogy”
Rossina Zamora Liu, Tamar Bernfeld, Raquel Wood, and Carrie Aldrich, The University of Iowa

How might peer-tutors facilitate writers’ voices and identities on/off the page? In our presentation we call for an epistemological shift in how we teach writing in higher education, one that is more racially, culturally, and socially just, one that structurally supports students’ strengths and identities as writers, not as problems.

6F: Workshop Omaha D

“Bias, Fake News, and Information Literacy in the Writing Center”
Melanie Seitzer and Alea Hall, University of Nebraska Omaha

In this workshop, participants will discuss scenarios focusing on writers’ struggles with information literacy. Additionally, participants will analyze difficult and obscure example sources for bias and credibility. Participants will take away a deeper understanding of information literacy, as well as how to help writers with today’s challenges surrounding source credibility.

Closing Lunch
Omaha Ballroom F

12:00 pm – 1:00 pm

Area Map



Restaurants Near Hotel RL Omaha

There's more than just steak in Omaha! Below are a selection of restaurants within striking distance of the conference venue.

The Drover - *Steakhouse*
2121 S 73rd St, Omaha, NE 68124

Spezia - *Italian dining*
3125 S 72nd St, Omaha, NE 68124

Dudley's Pizza - *Pizza, burgers, subs, wraps, and salads*
2110 S 67th St, Omaha, NE 68106

Anthony's Steakhouse - *Old-school chophouse*
7220 F St, Omaha, NE 68127

Voodoo Taco - *Local Mexican food chain*
2295 S 67th St, Omaha, NE 68106

Mai Thai Omaha - *Thai and Asian styled food*
2279 S 67th St B, Omaha, NE 68106

Starsky's Bar & Grill - *Sports Tavern*
7812 F St, Omaha, NE 68127

Vida - *Happy Hour food and drinks*
3650 S 72nd St, Omaha, NE 68124

Castaways - *Comfort food*
3321 S 72nd St, Omaha, NE 68124

Margarita's - *Colorful Mexican food*
4915 S 72nd St, Omaha, NE 68127

Great Wall - *Quick Bite Chinese food*
3033 S 84th St, Omaha, NE 68124

Omaha Attractions



The **Henry Doorly Zoo** is considered one of the premier zoos in the world: <http://www.omahazoo.com/>

- [A review of the Henry Doorly Zoo](#)
- [Directions](#)
- [Ticket costs](#)



Lauritzen Gardens – Omaha’s botanical gardens.

<http://www.lauritzengardens.org/>

- Their mission statement: “Lauritzen Gardens is a living museum of unique four-season plant displays, maintained to the highest standards consistent with environmental stewardship. It provides memorable educational and aesthetic experiences for all.
- “Escape to an urban oasis of beauty and tranquility to experience the glory of the garden. Discover a hidden sanctuary in the heart of the city. Relax while cultivating your mind in this living plant museum, conveniently located in the beautiful riverfront hills.”
- [A review of the Lauritzen Gardens](#)
- [Directions](#)
- [Hours of operation and costs](#)



The Durham Museum – regional history and science museum.

<https://durhammuseum.org/>

- From their website: “Beautiful architecture blends with memories of a time gone by at The Durham Museum. Making its home in one of Omaha’s most unique treasures, Union Station, The Durham Museum offers a fascinating look at the history of the region and offers a broad-range of traveling exhibits covering subjects ranging from history and culture, to science, industry and more through our affiliation with the Smithsonian Institution and strong ties with the Library of Congress, National Archives and the Field Museum.”
- Read a [review of the Durham Museum](#) by *U.S. News and World Report*
- [Directions](#)
- [Hours of operation and admission costs](#)



The Joslyn Art Museum

- View a *U.S. News and World Report* [review of the museum](#)
- [Directions](#)
- [Hours and admission details](#)



Visit **The Old Market**, Omaha's Arts and Entertainment District:
<https://oldmarket.com/>

- [A map of all shops, restaurants, and services](#)
- An [overview of things to do and places to go](#) in the Old Market



The Bob Kerrey Pedestrian Bridge

- [Read about "Bob,"](#) the pedestrian bridge connecting Nebraska to Iowa over the Missouri River
- [A review containing directions](#) to the bridge



The Omaha Children's Museum: <http://www.ocm.org/>

- [Review of the Omaha Children's Museum](#)
- [Directions, hours, and admission costs](#) (at the bottom of the page)



Room Escape Games: https://www.tripadvisor.com/Attractions-g60885-Activities-c56-t208-Omaha_Nebraska.html

- The above link provides details on several different room escape game locations.
- Here are direct links to several room escape game locations:
 - Entrap Games: <https://entrapgames.com/>
 - Get Out Omaha: <https://getoutomaha.com/>
 - House of Conundrum: <https://www.houseofconundrum.com/>



Websites detailing Omaha Attractions

- [Google Maps](#)
- The Crazy Tourist's ["25 Best Things to do in Omaha"](#)
- Omaha.com – ["40 off-the-beaten-path things to do in Omaha"](#)
- TripAdvisor's ["10 Best Things to do in Omaha"](#)
- VisitOmaha's ["Things to do in Omaha"](#)
- [Family Fun in Omaha](#)
- Groupon: ["Things to do in Omaha"](#)

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- Travel to professional conferences
- Write for NSU's literary magazine
- Work as a graduate assistant



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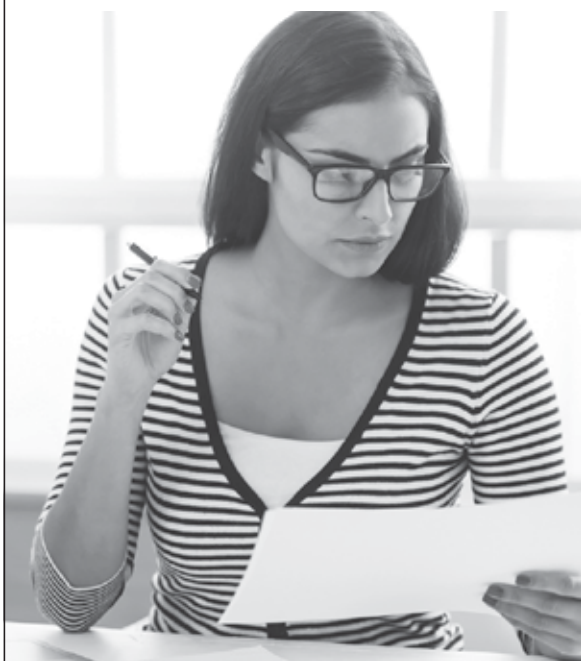
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Midwest Writing Centers Association



Social Justice in the Writing Center
Opening the Center for All