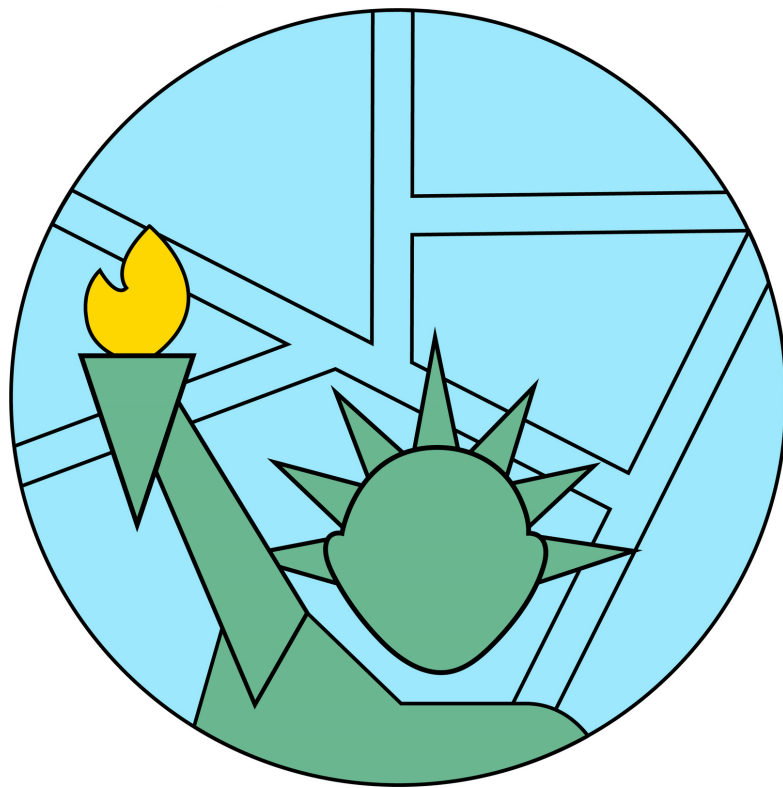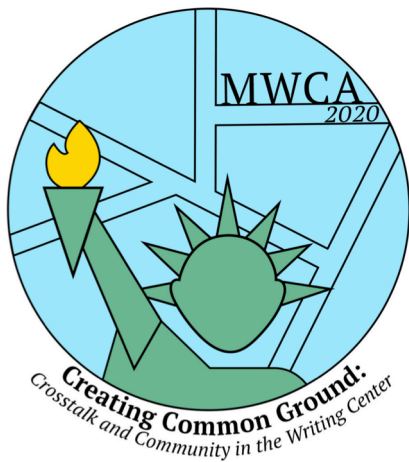# Midwest Writing Centers Association

Creating Common Ground:
Crosstalk and Community
in the Writing Center

MARCH 12 – 14, 2020

DOUBLETREE BY HILTON

CONFERENCE CENTER

CEDAR RAPIDS, IOWA

MWCA mission statement: As a regional nonprofit organization and an affiliate of the International Writing Centers Association, the Midwest Writing Centers Association (MWCA) encourages communication and collaboration among writing centers in the Midwestern region of the United States, which includes Illinois, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Upper Michigan, and Wisconsin. Our mission is to assist writing centers in promoting clear and effective writing, offer support to those who are involved in writing center work, and encourage scholarly activities, such as primary/ secondary research and presentations/publications of research results.

Visit us online:

http://www.midwestwritingcenters.org

Membership portal:

https://www.mwcamembers.org

Conference logo designed by

Jessica Cole (College of Lake County, Grayslake, Illinois)

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MWCA Chair's Welcome:

Kristin Risley

On behalf of the Midwest Writing Centers Association Executive Board, I am honored to welcome you to the 2020 MWCA conference!

Our conference theme, "Creating Common Ground: Crosstalk and Community in the Writing Center," invokes the vital work that writing centers do every day: creating common ground in consultations with writers, among diverse clients and staff, and across disciplines to forge connections at our home institutions. And now we come together in beautiful Cedar Rapids to engage in some lively crosstalk and renew our MWCA community.

The conference logo incorporates the crossroads we will travel to convene in Iowa, at the heart of our region. In featuring the Lady Liberty statue—located on May's Island at the First Avenue Bridge, just a few blocks from our conference venue—we salute the host city. At the same time, we are mindful of the shared values and histories evoked by Lady Liberty: the need to speak and write across difference, to build and cross bridges, and to reach the common ground that forms the bedrock of our national discourse and democracy. It is an important time to come together.

Welcome (back) to Cedar Rapids. I recall the 2016 MWCA conference here as one of special significance to my own work, a time when I reconnected with our organization and rededicated myself to our field. Shortly thereafter, I joined the MWCA Board and discovered a wealth of new challenges and opportunities. I hope this year's conference will bring similar rewards to you.

Thank you for joining us. And thanks to the MWCA Executive Board for making this event possible through their hard work and commitment, particularly the Conference Planning Committee and our tireless Conference Chair, Ben Thiel.

We are delighted to have you with us!

2020 MWCA Conference Chair's Welcome:

Ben Thiel

Welcome to MWCA 2020! Our theme for the conference is "Creating Common Ground: Crosstalk and Community in the Writing Center", and our presenters have really answered the call. *Community* is a universal human need, and one reason I am so drawn to the writing center field is that we know how to meet that need for one another. But we also know that creating community is not always as easy as we would like it to be.

Creating common ground requires us to put aside our own egos while also maintaining our own sense of self. It requires that we assume goodwill on the part of those with whom we interact, and that we treat everyone with unconditional positive regard. I am so pleased to be a part of an organization that strives to do this, day in and day out, even when it's hard.

And I am especially pleased to be a part of this conference. I have always found the MWCA conference to be "a time apart," during which I've been able to ignore (for the moment!) what is happening on my own campus, in my own life, and in the outside world. Coming together for three days to create, maintain, and renew this community to which we have all committed ourselves is a gift. It has also been a gift to me to take my turn at helping to make this conference happen.

If you need anything at all during your time at MWCA 2020, please do not hesitate to ask.

MWCA Executive Board Members

Kristin Risley, Chair
University of Wisconsin-Stout (Menomonie, Wisconsin)

Jenny Staben, Vice Chair & Social Media Team
College of Lake County (Grayslake, Illinois)

Katie Kirkpatrick, Treasurer
Clarkson College (Omaha, Nebraska)

Jennifer Ferrell, Secretary
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Benjamin Thiel, Conference Chair
Mount Mercy University (Cedar Rapids, Iowa)

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University of Nebraska-Lincoln (Lincoln, Nebraska)

Jennifer Ferrell
Cornell College (Mount Vernon, Iowa)

Katie Kirkpatrick
Clarkson College (Omaha, Nebraska)

Kristin Risley
University of Wisconsin-Stout (Menomonie, Wisconsin)

Jenny Staben
College of Lake County (Grayslake, Illinois)

Benjamin Thiel
Mount Mercy University (Cedar Rapids, Iowa)

2020 MWCA Travel Grant Recipients

Kate Balogh, College of Lake County (Grayslake, Illinois)
Lexi Lohman, North Dakota State University (Fargo, North Dakota)

2020 MWCA Research Grant Recipients

Kirsten Jamsen and Kristen Nichols-Besel, University of Minnesota, Twin Cities

Kirsten and Kristen will be presenting their research findings during their individual presentation *"International Students, Identity, and Accessibility: Clients' Perspectives of Our Student Profile Tool"* during Session 5 on Saturday morning (5C; Room 316).

MWCA 2020 Robert Marrs Award

The Robert Marrs Award was created by the MWCA to honor Bob Marrs: a writing center director who, throughout his career, has exemplified tutor-centered leadership both locally, within the writing center he directs, and regionally, within the MWCA. By recognizing his sustained contributions to tutor scholarship and leadership, the MWCA seeks to support and encourage other writing center administrators in similar endeavors: to cultivate tutor leadership in their home writing centers and institutions; to sponsor tutor research leading to the continuing development of writing center staff education; and to sustain tutor research leading to publication or public presentation, particularly at MWCA conferences.

2020 Robert Marrs Award Winner

Renata Fitzpatrick
Coordinator of Second Language Writing Support
and Assistant Director of the Writing Center
Carleton College (Northfield, Minnesota)

2020 Robert Marrs Award Nominees

Travis Adams
Director, Writing Center
University of Nebraska Omaha

Kirsten Jamsen
Director of the Center for Writing
University of Minnesota, Twin Cities

Susan Callaway
Director of the Center for Writing and
Associate Professor of English
University of St. Thomas
(St. Paul, Minnesota)

Laura Farmer
Writing Studio Director and Director of
Fellowships & Scholarships
Cornell College
(Mount Vernon, Iowa)

Carol Severino
Director, Writing Center
University of Iowa
(Iowa City, Iowa)

Keynote Speaker

Dr. Carol Severino,

Professor of Rhetoric and Director of the Writing Center,

University of Iowa

Dr. Severino's keynote presentation is sponsored, in part, by a gift from the International Writing Centers Association.

Carol Severino, Professor of Rhetoric at the University of Iowa, has directed the Writing Center for almost 28 years. With the help of her Iowa colleague Mary Trachsel and Wisconsin colleagues Brad Hughes and Emily Hall, she started the Honors Writing Fellows Program in 2003, which is still going strong. She teaches the three courses that train different types of tutors: Writing Theory and Practice for Writing Fellows (with Megan Knight); Teaching in a Writing Center for graduate student tutors (with Deirdre Egan); and Undergraduate Practicum in TESL (with Craig Dresser) for Linguistics undergrads. Since 2000 she's also taught Topics in Second Language Acquisition (SLA): Writing for the SLA doctoral program called FLARE (Foreign Language Acquisition Research and Education). For FLARE and two programs in the College of Education (Language Literacy, and Culture; and Foreign Language Education), she has served on doctoral committees and co-directed dissertations on writing and language issues in Spanish, French, Russian, Japanese, Chinese, Turkish, English, and English as a Second Language. Every fall she teaches a First-Year Honors Seminar in Travel Writing focusing on slow travel. She won a Fulbright to teach in Ecuador in 2008, a Collegiate

Teaching Award in 2002, and the Mariko Matsuhara Award for Cross-Cultural Understanding in 1994.

For the last three decades, Carol and her co-authors have used data she has collected from students and tutors in the Writing Center to explore issues in second language writing such as tutoring strategies, inadvertent poetry, contrastive/intercultural rhetoric, students' online feedback requests, Chinese students' word choice problems and tutors' online responses to them, and most recently, international students' perceptions of their second language writing. She is especially attracted to case study research because it embraces the social, cognitive, cultural, personal, and the pedagogical. Carol has served on the editorial board of the *Journal of Second Language Writing* since 1995. She has also served on the boards of *College Composition and Communication*, *Writing Center Journal*, and *Learning Assistance Review.* Carol has also written academically and creatively about her experiences learning and writing in Spanish, Italian, Quichua, and Chinese. She enjoys writing creatively about travel in conjunction with language use. Here is a selected bibliography of her work:

Writing Centers

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Severino, C. (2018) Everything I learned about college writing I learned in the first grade (and vice versa). *WLN: A Journal of Writing Center Scholarship.* 43 (1-2), 10-11.

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2020 MWCA Conference Schedule at a Glance

Thursday, March 12th

11:00 a.m. – 6:00 p.m.   Registration
Convention Center Lobby (1st floor Atrium)

1:00 p.m. – 4:00 p.m.   Pre-conference workshop sessions
Taft A and Taft B

4:30 p.m. – 6:00 p.m.   Opening reception and poster session
Parlor Ballroom and Foyer, 16th floor

Friday, March 13th

7:30 a.m. – 5:00 p.m.   Registration
Convention Center Lobby (1st floor Atrium)

8:00 a.m. – 9:00 a.m.   Coffee and light breakfast
Taft A and B

8:30 a.m. – 9:00 a.m.   Introduction and Welcome
Grand Ballroom B and C

9:00 a.m. – 10:00 a.m   Keynote speaker Carol Severino
Notions of Writing Center Community and Challenges to Them
Grand Ballroom B and C

10:00 a.m. – 11:15 a.m.   Breakout Session #1
3rd and 5th floors
Rooms 304, 310, 315, 316, 319, 517, and 519

11:15 a.m. – 11:30 a.m.   Snack and Beverage Break
3rd floor lounge

11:30 a.m. – 12:45 p.m.   Breakout Session #2
3rd and 5th floors
Rooms 304, 310, 315, 316, 319, 517, and 519

12:45 p.m. – 2:15 p.m.   Lunch and Announcements
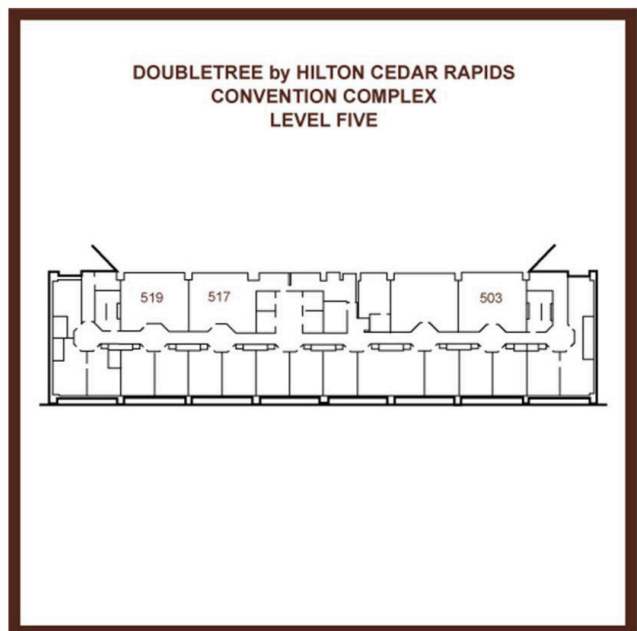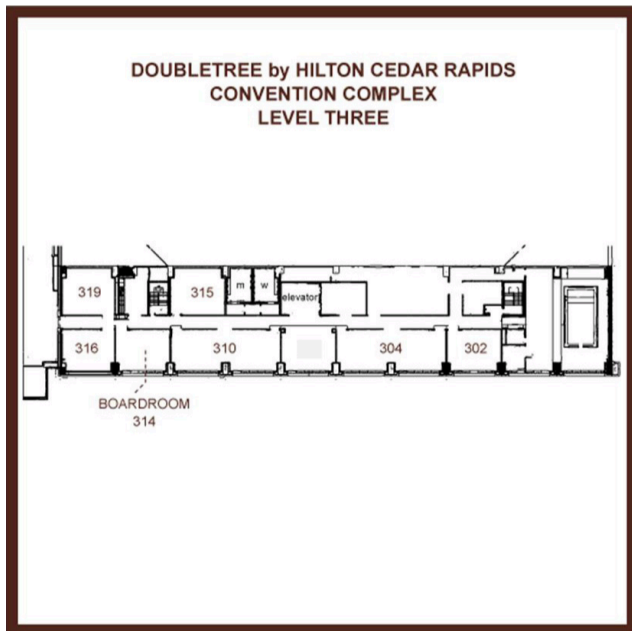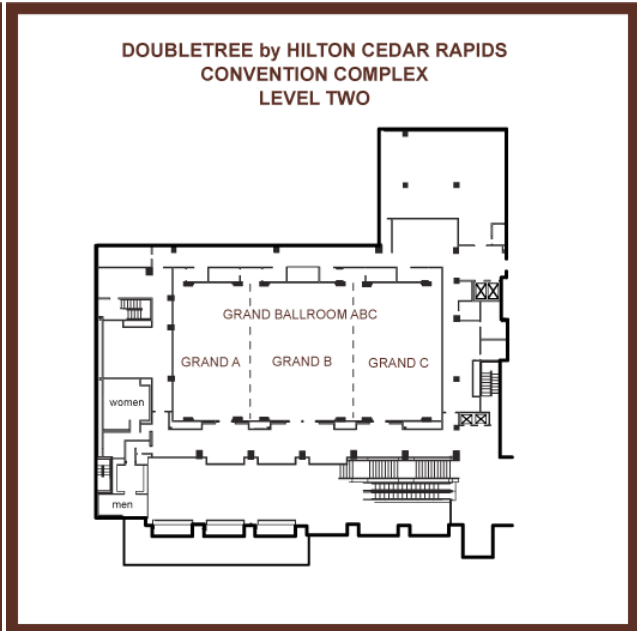*Taft A and B*

2:30 p.m. – 3:45 p.m.	Breakout Session #3 *3rd and 5th floors* *Rooms 304, 310, 315, 316, 319, 517, and 519*
3:45 p.m. – 4:00 p.m.	Snack and Beverage Break *3rd floor lounge*
4:00 p.m. – 5:15 p.m.	Breakout Session #4 *3rd and 5th floors* *Rooms 304, 310, 315, 316, 319, 517, and 519*
5:15 p.m. – 6:00 p.m.	Brad Hughes Retirement Recognition *3rd floor atrium*

Saturday, March 14th

7:30 a.m. – 10:30 a.m.	Registration *Convention Center Lobby (1st floor Atrium)*
8:00 a.m. – 9:00 a.m.	Coffee and light breakfast *Taft B*
9:00 a.m. – 10:15 a.m.	Breakout session #5 *3rd floor* *Rooms 304, 310, and 316*
10:15 a.m. – 10:30 a.m.	Snack and Beverage Break *3rd floor lounge*
10:30 a.m. – 11:45 a.m.	Breakout session #6 *3rd floor* *Rooms 304, 310, 316, and 319*
12:00 p.m. – 1:00 p.m.	Closing lunch *Taft B*

DoubleTree Cedar Rapids Convention Complex

A gender-neutral (family) restroom is available on the first floor, near Taft A and B.

DOUBLETREE by HILTON CEDAR RAPIDS CONVENTION COMPLEX LEVEL ONE

1A 2B 3C
3
2A
w 2B
m

1. EXHIBIT HALL ABC
1A. EXHIBIT HALL A
1B. EXHIBIT HALL B
1C. EXHIBIT HALL C

2. TAFT A/B
2A. TAFT A
2B. TAFT B
3. US CELLULAR ARENA

DOUBLETREE by HILTON CEDAR RAPIDS CONVENTION COMPLEX LEVEL TWO

GRAND BALLROOM ABC

GRAND A   GRAND B   GRAND C

women

men

DOUBLETREE by HILTON CEDAR RAPIDS CONVENTION COMPLEX LEVEL THREE

319   315   m w elevator
316   310   304   302

BOARDROOM
314

DOUBLETREE by HILTON CEDAR RAPIDS CONVENTION COMPLEX LEVEL FIVE

519   517   503

Pre-conference Workshop Sessions

Tutor Café   **Taft A**
Cassandra Forsythe, Cassie Gillmore, Abby Richardson, and Maraleen Ruiz-Diaz,
Mount Mercy University, Cedar Rapids, Iowa
Haley Herzberg and Andrew Stone, University of Nebraska Omaha

This workshop will include opportunities for tutors to get to know one another, become oriented to the conference, and share experiences, questions, and interests. This is a "for-tutors-by-tutors" gathering, offering a space for tutors to lead and support one another in a variety of activities and conversations.

Empowering Multilingual Writers Through   **Taft B**
TESOL-Writing Center Cross-Talk: The Importance of Tutor Development
Jennifer Staben, College of Lake County, Grayslake, Illinois
Kristin Risley, University of Wisconsin-Stout, Menomonie, Wisconsin

No matter what the context, writing centers and writing tutors have the potential to provide multilingual students with vital one-on-one interaction and scaffolding that can help them develop their academic writing and communication skills in English. As part of an ongoing effort to encourage Writing Center and TESOL cross-talk, this workshop will focus on the importance of tutor development in helping writing centers better meet the needs of multilingual writers.

In this workshop, the presenters will discuss, model, and lead participants through a series of activities that can help peer and professional tutors negotiate the complexities of working with multilingual writers. These activities include ways to help tutors develop sensitivity/empathy, think about the diversity of the second language writers they work with, work towards becoming academic, rhetorical, and linguistic resources, and develop flexibility of practice. In addition, participants will get the opportunity to reflect on how these activities might be adapted or revised to best suit their own writing center setting.

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"Gender Dynamics in the Contemporary Writing Center"
Abby Jae Benusa and Kelsey Anna Halverson, St. Olaf College, Northfield, Minnesota

Male-identifying students come to Writing Centers at consistently lower rates than students who identify otherwise. Our poster will demonstrate that intentional hiring practices that prioritize representation can make Writing Centers more accessible to students of all genders.

"ReSearch/ReWrite: Rethinking References and Revisions"
Alex Bernheimer and Megan Laufer, Augustana College, Rock Island, Illinois

ReSearch/ReWrite is a collaborative program synchronizing efforts between Reading/Writing Center Tutors and Library Research Assistants to refine writing assistance for students. Improved accessibility to inclusive peer-led feedback for all stages of the writing and researching process contributes to greater student support and fosters an exchange of expertise between these resources.

"Confronting Crosstalk: Science Writing Support at St. Olaf College"
Emilia Galchutt and Brianna Doyle, St. Olaf College, Northfield, Minnesota

Scientific disciplines and writing centers share foundational values, but misconceptions from both communities often hinder science writing support. Research at our own institution confirmed unproductive crosstalk. Seeking to improve cross-community discourse in order to best serve science writers, we will offer strategies to expand common ground.

"Writing Center Location and Community Perceptions"
Toni Gibbs, Atifah Ridha Allah, Breanna Walsh, and Carrie Blackford,
Upper Iowa University, Fayette, Iowa

Theories of community suggest that location naturally contributes to the ethos and perception of a community. This study will seek to determine if and how this theory holds true for the Upper Iowa University Writing Center, in terms of both the physical and organizational locations.

"Confidence in Communication: Factors that Relate to Student Confidence in Writing Abilities"
Sarah Jones, Iowa State University, Ames, Iowa

Confidence is a critical aspect of communication; without it, students cannot better their abilities or expand their knowledge of the communication process. The factors that constitute this assessment of confidence, however, are unknown. Identifying these features will allow writing centers consultants to cultivate a strong, confident community of communicators.

"Exploring the Values of Creative Writing Workshopping in Academic Writing Tutoring"
Ellen Larson**,** St. Olaf College, Northfield, Minnesota

Four practices of creative writing workshopping will be observed, broken down, and adjusted through the lens of academic writing tutoring in order to apply them to writing centers to better support writers in terms of their comfort levels, engagement with and understanding of their own work, and developing clear and understandable writing with or without the use of Standard Written English.

"Voice as Power: Investigating the Import of Personal Voice Development at the Writing Center"
Abby Schneekloth, St. Olaf College, Northfield, Minnesota

The link between power and communication is formidable; therefore, it is essential to highlight the relationship between identity, personal voice and power. This poster will create a strategy so that the Writing Center can be effective in helping writers hone their personal voice—enabling them to powerfully enter the professional world.

"The Impact of Motivation on the Effectiveness of Writing Centers"
Emmy Sharaan, Augustana College, Rock Island, Illinois

Is writing center effectiveness influenced by students' motivation for seeking out sessions? A survey was conducted in a small liberal arts college that compared the impact a writing center had on students based on their reason for seeking the center.

"Latinx or Hispanic Perceptions of Iowa State's Writing and Media Center"
Haley Spengler and Ana Mier, Iowa State University, Ames, Iowa

This project examines the Latinx/Hispanic community's perception of Iowa State University's Writing and Media Center. We are searching to learn if they feel the writing center is a resource for them, if they have used the writing center, and what shapes their perceptions.

1A: Individual Presentations   **Room 304**

"Informal Writing Communities"
Jodi Berry, Dalton Academy of the Affiliated High School of Peking University, Beijing, China

This presentation is for tutors and directors interested in extending outreach beyond individual consultations. How can seminars, workshops, and program environments evolve from safe spaces to brave spaces? How can international students and students who speak English as an additional language contribute to inclusive school communities? With informal writing practices, all participants can express themselves freely and exchange ideas without judgment.

"Growing the Inclusive Writing Center Through 'Student Voices' Research"
Susan Callaway, University of St. Thomas, St. Paul, Minnesota

Are we unconsciously supporting privileged writers while maintaining inequity on our campus? In this presentation, I describe our current research that enables students to challenge our assumptions and reveal our vulnerabilities. This project—where the director and consultants collaborate on the design, collection, and analysis—is our foundation for a genuinely inclusive writing center.

"'I Just Need Help With Grammar!' Patterning Error in a University Writing Center"
Anne Liners, Augsburg University, Minneapolis, Minnesota

This research investigates various types of error found in a sample of student writing. Analyses of formal rules, linguistic functions of problematic language, and writers' native- or secondary-language relationship to English show that Writing Center tutors should primarily address "grammar" errors as impediments to effective communication instead of rule violations.

1B: Roundtable Discussion   **Room 310**

"Bookshelves and/or URLs: Considering Writing Center Resources in Community"
G. Travis Adams, Alea Hall, Sarah Larson, Bridget Lillethorup, and Anna Pieper, University of Nebraska Omaha

This roundtable draws from a mixed-methods study of writing center spaces and resources and from the experiences of multiple consultants to encourage a deeper discussion of writing center resource use that more fully explores the role and use of print and electronic resources in writing centers.

1C: Roundtable Discussion **Room 315**

"All Up In Our Feelings: The Often Invisible Emotional and Affective Dimensions of Writing Center Work"

Nora Harris, Meredith Steck, Rachel Azima, Shannyn McEntee, and Rose Kottwitz, University of Nebraska Lincoln

The affective dimensions of writing center work run both more and less visibly through every aspect of consulting, directing, and outreach. Our roundtable thus explores how affective concerns cross role and context boundaries, discussing how they manifest within consultations, in everyday interactions among writing center staff, and on our websites.

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1D: Roundtable Discussion **Room 316**

"Co-curricular Assessment of Writing Centers"

Anne Marie Smith, Benedictine University, Lisle, Illinois

This roundtable discussion will focus on co-curricular processes, challenges, and successes within the writing center context. Co-curricular assessment focuses on skills primarily developed outside of classrooms: writing professional statements for a graduate school application, making connections across courses, building independence and the ability to advocate for one's self, and more.

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1E: Workshop **Room 319**

"Writing Center Work and Creative Writing Practices: Exploring Common Ground and Constructing Positive Crossover"

James Jackson, University of Kansas, Lawrence, Kansas

This workshop will explore common ground between writing center work and the field of creative writing. The session will encourage active audience participation and examine the ways in which both fields discuss the writing process, create communities of writers, and provide feedback on writing.

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1F: Workshop **Room 517**

"Welcoming the New Kid: Infographics as Multimodal Texts in the Writing Center"

Kate Balogh, College of Lake County, Grayslake, Illinois

This workshop presents strategies for supporting students as they analyze and create infographics. The presenter will emphasize key elements of infographic design analysis, facilitate a discussion of infographics as multimodal texts, and present a tutorial on drafting and revising visual data using accessible graphic design platforms.

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1G: Workshop   **Room 519**

"Tutors Know Thyselves: What are your REAL values as a tutor? Developing a Six-Word Tutoring Philosophy"
Deborah Murray and Amy Levin, Kansas State University, Manhattan, Kansas
Silvan Plattner, University of Zürich, Zürich, Switzerland

Aimed at inspiring creativity and self-awareness, this workshop will guide attendees in drafting six-word tutoring philosophies. After drafting, discussion, reflection, and revision, attendees will be asked to share their philosophies. Are there patterns, surprises and/or contradictions? Are our tutoring philosophies genuine or in need of revision?

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2A: Panel Presentation   Room 304

"Creating Common Ground Between Peer Writing Tutors and First-Year Students: A Pilot Program"
Jennifer McNabb, Cassandra Forsythe, and Cassie Gillmore, Mount Mercy University, Cedar Rapids, Iowa

This presentation features a pilot program designed to build community between first-year students and the Writing Center, and reduce student anxiety about writing. In this pilot, students took part in one-on-one "Introductory Conversations" about writing. The varied results of the pilot will be explored and next steps will be discussed.

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2B: Roundtable Discussion   Room 310

"Just Listening: Fostering Critical Empathy & Connection in Peer Tutoring"
Megan Knight, Deirdre Egan, Allexis Mahanna, Carla Seravalli, and Julia Poska, University of Iowa, Iowa City, Iowa

In this roundtable, presenters will explore the complex roles active listening and empathy play in the peer-tutoring dynamic. Audience members will be invited to share strategies, post questions, and consider new ways of incorporating empathetic listening into their pedagogical practice.

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2C: Panel Presentation   Room 315

"Engaging with New University Communities Enhances Writing Center Centrality"
Drew Taylor, Jennie Longo, Tammi Neville, and Scot Sorrells, North Dakota State University, Fargo, North Dakota

In recent years, our center expanded its graduate services into the STEM disciplines, fellowship applications, credit-bearing courses, and oral presentations. We will describe how we engaged with different communities, how these initiatives developed our consultants' knowledge and versatility, and how they moved us to a more central position on campus.

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2D: Roundtable Discussion **Room 316**
"North Park University Writing Contest: Chicago and Stateville Correctional Center Campuses"
Antonio Balderas, Ovidiu Brici, Johnny Marizetts, Alex Negrón, Melissa Pavlik, and Michael Sullivan, North Park University: Chicago and Crest Hill, Illinois

In this roundtable discussion that integrates incarcerated writers' voices, writing advisors from North Park University's Chicago campus will reflect on experiences collaborating with writing advisors housed at Stateville Correctional Center to plan and partake in a writing contest opened to all free and incarcerated North Park students in Fall 2019 on the optional theme community.

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2E: Panel Presentation **Room 319**
"Building Community: The Power of Creating and Sharing Tutor Philosophies"
Jennifer Staben, Casper Badovinac, John Beranek, B'Nasia Dell, Tatiana Kapinos, Martha Machuca, Andrea Morales, Claudia Robinson, and Sarah Sayerstad, College of Lake County, Grayslake, Illinois

A panel of tutors will explore the role one assignment, the "Tutoring Philosophy," has played in their development. Tutors can respond to the questions this reflective assignment poses in any genre—artwork, essay, video, rap, etc. Panel members will share project excerpts in addition to discussing their experiences.

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2F: Individual Presentations **Room 517**
"Cross-Talking With Other Fields: What Writing Centers Can Learn from Organizational Theory"
Joseph Cheatle, Iowa State University, Ames, Iowa

This presentation examines the previous way of viewing writing centers – as places that are "home," "safe," or "comfortable" – and provides a new way of viewing centers based on organizational theory.

"Creating Community Through Creating Resources"
Jamie Sass and Lea Johannsen, Iowa State University, Ames, Iowa

In this presentation, the Ivy College of Business Communications Center will discuss the ways its unique physical space on campus affects building campus connections and community. It will also highlight the meaningful resources it creates, including language handouts, instructional videos, and a class and club to serve ELL students.

"Forging and Sustaining Networks and Partnerships: A Geographical Perspective on the Work of Writing Centers"
Jody Swilky, Drake University, Des Moines, Iowa

Does the concept of community simplify our institutional identity and service? A geographical view of writing center work suggests we are more participants in networks and partnerships than members of a community. This presentation will describe Drake University's writing center's approach to forging and sustaining institutional alliances. It will also address the challenges of maintaining these relationships.

2G: Individual Presentations   **Room 519**

"Corpora as Community: Using Text Corpora to Explore Academic Discourse Communities During Graduate Writing Consultations"
Sarah Kugler, University of Kansas, Lawrence, Kansas

This presentation argues that text corpora are useful resources for graduate writing consultations. Incorporating corpora into consultations can help writers observe linguistic patterns, encourage them to consider linguistic variation as a feature of discourse communities, and support efforts to enact membership in those communities through their own writing.

"When Libraries and Writing Centers Collaborate"
Liz MacDonald and Susan Edele, Lindenwood University, St. Charles, Missouri

In a time when staff resources are few and expectations of support are high, and when institutional decisions are data-driven, learn how the Dean of the Library and the Director of the Writing Center created a successful Strategic Plan with shared responsibilities for both staffs in areas of outreach, social media, workshops, presentations, technology, and customer service.

"Symbols of the Center: Rites of Initiation and Sense of Belonging"
Mary Reding, Upper Iowa University, Fayette, Iowa

According to traditions of initiation as defined by mythologist Joseph Campbell, at the threshold of a new world, an initiate should be provisioned with amulets that will allow them to overcome the challenges of and signify belonging within that world. This presentation seeks to examine that process as it applies to the writing center.

Friday, March 13   **2:30 p.m. – 3:45 p.m.**
Breakout Session #3   *3rd and 5th Floors*

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3A: Panel Presentation   Room 304
"Intersections of Community: Engaging in Feminist and Anti-Racist Conversations"
Logan Frodl and Maria Lynch, University of Wisconsin, Eau Claire

Our presentation aims to create strategies to cultivate community within conversation
and construct a sense of belonging within the writing center space. These strategies are
supported by studies of identity. Both speakers believe that tutors serve as guides to
navigate the mutual experience of conversation and thus our panel strives to engage
community at intersections of race and gender through peerness and rhetorical
listening.

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3B: Workshop   Room 310
"Building Cross-Campus Partnerships to Support Holistic Tutor Development"
Bridget Draxler, Skye Nguyen, and Khang Cao Huy Gia, St Olaf College, Northfield,
Minnesota

Writing Centers are committed to individual empowerment and community
development; this workshop will help participants achieve both goals by building
campus partnerships that cultivate tutors' personal, academic, or vocational interests.
From one-time events to sustained partnerships, and from career services to diversity
centers, we will inspire creative connections for your community.

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3C: Panel Presentation   Room 315
"Origin Stories: Writing Center Beginnings for Professional Tutors"
Kate Balogh, Heather McClelland, and Diane Gordon, College of Lake County,
Grayslake, Illinois

A panel of community college writing tutors share how their writing center beginnings
have informed their tutoring. They will reflect on how their backgrounds as either
tutors or teachers impact their work as tutors while also considering the challenges and
advantages of their starting points in the writing center.

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3D: Individual Presentations   Room 316
"K-12 Education Goes International" (Ignite presentation)
Jodi Berry, Dalton Academy of the Affiliated High School of Peking University, Beijing

This presentation explains trends, practices, and growth data of K-12 international
schools around the world. Where are international students coming from? What makes
international education different from national education systems? Writing center

tutors and directors can better understand, serve, and engage international students by understanding their unique educational experiences.

"The Intersections of Rhetoric, Violence, and Writing Center Work"
Katherine Kirkpatrick, Clarkson College, Omaha, Nebraska

This individual presentation examines the intersections of rhetoric, violence, and writing center work by taking a slow walk through our community's past scholarship and attempting to unravel the complex means through which writing centers have explored, responded to, and worked to undo violence and violent rhetoric in our field and in our institutions.

"Establishing Online Community: Using Online Documents to Facilitate Collaboration Between Students, Writing Instructors, and Writing Center Tutors"
Geoffrey Sauer and Amanda Arp, Iowa State University, Ames, Iowa

Responding to Robinson et al. (2019), we argue for online documents that facilitate collaborative loops between students, writing instructors, and writing tutors. We will discuss potential ethical standards, show how this process will correct last-minute writing practices, and describe the benefits of connecting students' writing center appointments to their instructors.

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3E: Panel Presentation   **Room 319**
"From Transactional to Transformational: How Three Iowa Tutoring Centers Engage Undergraduates as Partners"
Anne Sand, Dana Thomann, and Sonja Mayrhofer, University of Iowa, Iowa City, Iowa

In this panel, the leadership of three University of Iowa tutoring centers housed within the Rhetoric Department will discuss how we have transformed our ideas of leadership to engage undergraduates as full participants in the center's life and identity.

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3F: Panel Presentation   **Room 517**
"Creating Community through Various Contexts in the Writing Center"
Bobbi Olson, Brett Norris, Arijana Catic, and Brooklynn Way, Grandview University, Des Moines, Iowa

This panel presentation offers multiple perspectives of how the term "community" defines writing center professionals' work within the writing center and how we can foster this sense of community in various ways, including through a variety of contexts (such as required appointments) and campus outreach.

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3G: Panel Presentation **Room 519**

"Making Time for Community: Developing a Writing Center Scheduling and Management Platform"
Abraham Romney, Caden Sumnner, and Glory Creed, Michigan Technological University, Houghton, Michigan

Does the technology you use in your writing center encourage student engagement? While grappling with the limitations of current software offerings, tutors at one writing center teamed up to design TimeSlot, a writing center management platform that fosters an accessible and innovative experience for students and tutors.

Friday, March 13   **4:00 p.m. – 5:15 p.m.**
Breakout Session #4   *3ʳᵈ and 5ᵗʰ Floors*

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4A: Individual Presentations   **Room 304**
"Maximizing Leadership Roles in the Writing Center Community: the Rise of Night Mayors"
Claudia Chiappa, Coe College, Cedar Rapids, Iowa

The Coe College Writing Center recently launched a program that placed
upperclassmen consultants in positions of leadership and support during our evening
hours, from 7 pm to 11 pm. This presentation will present research on how these peer-
leadership positions affected the working environment, relationships among
consultants, and relationships between consultants and director.

"Shift-Scheduling Program Created by Consultants: A Demonstration and Call for Feedback"
Jane Nesmith**,** Matthew Appler, and Ethan Alsop, Coe College, Cedar Rapids, Iowa

We have designed a shift-scheduling program that takes into account consultant
availability, consultant majors and graduation years, and busy times of day and week.
We will discuss the program's design, demonstrate how it works, and request your
feedback for making it user-friendly, so we can share it with others.

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4B: Panel Presentation   **Room 310**
"Writing Center Consultants Helping (and not) in Freshman English Courses"
Kristina Caton, Enrico Sassi, Lexi Lohman, and Ben Pitkin,
North Dakota State University, Fargo, North Dakota

How can writing centers assist freshman English classes with peer review units? We
will compare a semester when we led the process to one when composition instructors
deployed us. The results will highlight the value a writing center can provide to writing
courses.

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4C: Panel Presentation   **Room 315**
"Perceptions, Biases, and Assumptions: What We Think We Know About Writing Centers"
Alexandra DeLuise, Zoe McDonald, Maggie Rieckman, and Kelsey Conrad,
University of Nebraska Lincoln

This panel explores questions of identity among various writing center stakeholders, as
well as perceptions about identity—including biases and assumptions—that affect the
way the writing center works with different communities. Drawing on original
research, panelists will propose potential best practices for addressing these biases and
misperceptions.

4D: Individual Presentations   **Room 316**

"Facilitating Community in a College of Business: Engaging Consultants as Partners in Fostering Transfer, a WAC/WID Initiative"
Paula Lentz, University of Wisconsin, Eau Claire

This presentation discusses the successes, challenges, and questions surrounding a communication center's efforts to engage consultants as partners in creating a WAC/WID initiative in a college of business. Topics include training consultants to facilitate transfer and the application of transfer theories to consultants' interactions with students and faculty.

"Assess to Learn: Designing Reflective, Student-Centered Assessments"
Bridget Draxler, Mickey Hirst TerLouw, Kelsey Anna Halverson , and Mei Yi Chen, St Olaf College, Northfield, Minnesota

Writing Center practices affirm a "write to learn" rather than "learn to write" philosophy, framing the act of writing itself as a process rather than only a product of student learning. In the same way, we present an "assess to learn" strategy to create a mission-driven, reflective, student-centered assessment project.

"What We Talk About When We Talk About Flow"
Tisha Turk, Grinnell College, Grinnell, Iowa

Student writers ask "Does it flow?" to solicit feedback on remarkably varied concerns. Without a shared understanding of "flow," writers and tutors end up talking past each other. This presentation explores what students mean by "flow" and suggests strategies for addressing their underlying concerns.

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4E: Roundtable Discussion   **Room 319**
Space in the Writing Center: A Roundtable Exploring Space, Gender, and Writers' Engagement
Mark Houston, Charlotte Kupsh, and Simone Droge, University of Nebraska, Lincoln

In this roundtable, we ask how writing centers as physical spaces impact writers and consultants. We explore how issues of gender, behavior patterns of independence or passivity, and groundedness influence writers. Participants will share the material impact of their own writing centers through freewriting and small- and large-group discussion.

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4F: Roundtable Discussion   **Room 517**

"A Realm of Potential Dialogue: Faculty-Consultant Communication in the Writing Center"
Hannah Vinchur, Amanda Hayworth, Kathy Radosta, Elizabeth Fiala, and Melanie
Buer, University of Nebraska Omaha

This roundtable discussion explores the common ground that exists between
consultants and faculty members. Using current models as springboards for discussion,
facilitators will encourage attendees to share their institution's current practices and to
consider this common ground as an untapped, rich source of validation and tutor
training.

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4G: Individual Presentations   **Room 519**

*"What do Multilingual Writers Want?: Interpreting Feedback From Multilingual Students to
Inform Best Practices" (Ignite presentation)*
Amy Levin, Kansas State University, Manhattan, Kansas

Building on prior research about multilingual writers, this project synthesizes and
presents the results gained through focus groups comprised of multilingual writers
who can provide experiential feedback and new ideas tailored to individual university
demographics in order to reshape Writing Center practices, tutor training, and mission
statements.

"Do Expert Writers Prefer Specialist Tutors? A Network Approach"
Dee Lobo, University of Minnesota, Twin Cities

The disciplinary expertise of tutors influences the interactions and outcomes of a
tutoring session. Thus, writing center administrators, when hiring, training, budgeting,
and marketing of services, often face hard decisions about the composition of their
staff's expertise. Writing center scholarship has been discussing and weighing the
benefits and limitations of specialist vs. generalist tutors for at least three decades using
mostly qualitative approaches. This presentation will innovate the specialist vs
generalist tutoring debate by using a network approach. Here, I seek to explore the
composition and structure of tutoring networks to uncover patterns of students'
preference for disciplinary expertise in tutoring sessions.

"Expanding Our Borders: Building A Multi-Literacy Writing Center"
Ryan Sackfield, Augustana College, Rock Island, Illinois

We are investigating developing multilingual tutoring in our writing center in hopes of
expanding the writing center's community and accessibility to more disciplines on
campus. Through historical and lore-based research, we examine how establishing a
multilingual aspect affects both the tutor and peer community.

Saturday, March 14   **9:00 a.m. – 10:15 a.m.**
Breakout Session #5   *3rd and 5th Floors*

5A: Panel Presentation   **Room 304**

"Common Ground between the Writing Center and Language Lab: Supporting the Diverse Linguistic Needs of ESL Learners"
Sarah Osborn, Kathy Radosta, and Melanie Seitzer, University of Nebraska Omaha

Higher education institutions in the US may offer non-native English-speaking students academic/linguistic support through the Writing Center and ESL-specific Language Lab. This panel examines how these two student service programs collaborate together, avoid duplication of services, and refer students to move between them effectively.

5B: Individual Presentations   **Room 310**

"Utilizing Archival Methods to Create a Stronger Community"
Annelisa Burns and Oscar Peterson-Veatch, Augustana College, Rock Island, Illinois

This session addresses how we established a sustainable archive in order to create a stronger community in our Reading/Writing Center (RWC). To do so, we researched currently employed information preservation methods in our Reading/Writing Center and further archival methods in other writing centers.

"In the Zone"
Erich Fang and Alex Michalak, Augustana College, Rock Island, Illinois

We intend to demonstrate how "contact zone" tutoring reduces bias and fosters community in writing centers by challenging students and emphasizing learning from differences. Can a "contact zone" tutoring model increase writing center outcomes?

"Whiteboarding: Making a Way to the Front of the Classroom"
Thea Gonzales, Augustana College, Rock Island, Illinois

This study examines the benefits and challenges of Whiteboarding, a multimodal tutoring technique used to empower student-centered idea generation. Using a whiteboard to actively transcribe students' ideas and encourage rapport, Whiteboarding makes visual the practices of scaffolding to motivate students who may feel disempowered in class.

"Linguistic Minorities and their Effects on Conversation and Community at the Writing Center"
Hannah Gerdes and Camila Alejandra Avila-Martinez, St. Olaf College, Northfield, Minnesota

Linguistic minorities are often not afforded access to Standard Written English. This project aims to provide tools for tutors on how to better balance access to conventional writing norms and affirmation of student voice, and illustrate how the Writing Center itself can become a place on campus that actively promotes the value of scholarship written outside of SWE.

"International Students, Identity, and Accessibility: Clients' Perspectives of Our Student Profile Tool"
Kirsten Jamsen and Kristen Nichols-Besel, University of Minnesota, Twin Cities

This presentation shares survey and focus group findings from our study on how international students perceive the writing center. How does our Student Profile tool create a space for students to express their identity and communicate with consultants? How can writing centers create welcoming, accessible, and responsive spaces?

"Building Community across Difference: Using a Hermeneutic Framework to Make Sense of Chinese Students' Approach to Academic Writing"
Alina Vamanu, University of Iowa, Iowa City, Iowa

This paper uses a dialogical framework inspired by Gadamerian hermeneutics to argue that close attention to international students' prior writing experiences is essential to good rapport and community-building within writing centers. It can also smooth the learning processes through which international students develop the writing skills necessary in American academia.

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6A: Individual Presentations   **Room 304**

"Who is Part of our Community?: Looking to Interdisciplinarity and Writing Center History"
Jennifer Forsthoefel, Augsburg University, Minneapolis, Minnesota

What happens when we look to writing center history to engage with current changes in the university student body? I explore how the intellectual histories of Writing Center Studies and other interdisciplinary spaces initially founded to address new student populations meet each other.

"Rompiendo Estigmas: Writing in Spanglish in the Classroom "
Claudia Pozzobon Potratz, University of Iowa, Iowa City, Iowa

This presentation will focus on the experiences of a group of students writing in Spanglish, and the benefits and drawbacks of writing in a non-standard language. I will also draw connections to what students' right to their own language means in writing center tutoring practice.

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6B: Roundtable Discussion   **Room 310**

"The Best of Both Worlds: Credit-Bearing Tutorials in the Writing Center"
Lucas Street, Augustana College, Rock Island, Illinois

Augustana's writing center is one of several that offer credit-bearing, tutorial-based classes. Come learn about our model and outcomes from the peer and faculty tutors who team-teach these classes. Share your own experiences and/or questions about credit-bearing tutorials, as well as your ideas for future research.

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6C: Individual Presentations   **Room 316**

"The Role of Writing Centers in First-Generation College Student Success"
Carolyn S. Gonzalez, Iowa State University, Ames, Iowa

Writing centers serve as the nexus of all things writing-related on campus. The services we offer are especially advantageous for first-generation college students. In this project, I examine the interventions that can be taken in writing centers at the consulting and administrative levels to offer a more holistic FGCS success.

"Shaping Pedagogy and Praxis: Graduate Students in the Writing Center"
Margaret Kaus, Iowa State University, Ames, Iowa

This qualitative research aims to understand how the consultation work graduate students do in writing centers shapes their pedagogy, praxis, and meaning-making of their degrees under the self-authorship framework. Findings from this research will help inform how to best support the professional development of graduate students working in writing centers.

"'They DO Speak My Language Here!': Improving Tutor Intercultural Competence in the Writing Center"
Kelly Wenig, Iowa State University, Ames, Iowa

This presentation examines a novel program that seeks to increase intercultural competence of writing center tutors and provide a framework for other writing centers to help international and ESL students meet their writing goals more effectively and efficiently. The Advanced Consultant Education program in our center promises increased success for international students since it increases the intercultural awareness of our tutors to the needs and cultural thought patterns of students from regions outside the United States.

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6D: Panel Presentation   **Room 319**
"Aesthetic Expressions & Word Journeys: What is Lost When our Aesthetics are Erased and our Processes Kept Invisible?"
Tamar Bernfeld, Sungeun Kang, Jennifer Miller, and Ching-Lan Lin, University of Iowa, Iowa City, Iowa

In this panel, we explore the tensions between process and product orientations and the reality of institutional demands. Considering the conditions and constraints, is productive crosstalk between our writing centers and the academy possible? And how do we navigate crafting final texts that value writers' aesthetic choices and unique voices?

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Local Information

Welcome to downtown Cedar Rapids, Iowa! We hope that, while you're in town for MWCA, you'll take some time to get to know the downtown area as well. Since the devastating flood of 2008, when much of the downtown area was under water, Cedar Rapids has come together to rebuild and has emerged with even more character than before. You won't find chain restaurants or coffee shops here. You won't find a cookie-cutter downtown area. What you will find is a friendly, walkable area with personality and charm. And don't worry if you get lost while venturing out—friendly Cedar Rapidians will point you in the right direction!

If you're looking for restaurants within walking distance of the DoubleTree by Hilton Convention Complex, don't forget that the DoubleTree has its own restaurant and lounge. Both are on the 16th Floor. 350 First is open from 6:00 a.m. – 11:00 p.m., and the 350 Lounge is open from 3:00 p.m. – 12:00 a.m.

Other restaurants can be found within a block or two of the venue. Head down 3rd Street SE (straight out the main door to the convention center) to the White Star Ale House (on the corner of 2nd Avenue SE and 3rd Street SE) for dinner or drinks. Other nearby restaurants include the Grin N Goose (corner of 3rd Street SE and 2nd Avenue Southeast), Pub 217 (217 3rd Street SE), and the Rock Bar American Grill (219 2nd Avenue SE).

Nearby coffee and breakfast places include The Blue Strawberry Coffee Company (118 2nd Street SE) and The Coffee Emporium and Café (220 3rd Avenue SE).

There is also plenty of local flavor a short drive (or long walk) away. Cedar Rapids is known for locally-owned restaurants and local craft beer. Check out the Cedar Rapids Tourism Visitor's Guide (plenty available at the Registration Desk) or the Tourism website (https://www.tourismcedarrapids.com) for ideas.

To stretch your legs between MWCA events, head down the Cedar River Trail. Simply turn left outside the convention center, and cross 1st Avenue at the zebra stripe next to the railroad tracks. Two blocks later, you'll see the Cedar Rapids Museum of Art on your left. The museum is open late on Thursdays (until 8:00 p.m.), so plan to visit after the Opening Reception!   Greene Square Park is just beyond the museum. You can also pick up another stretch of the Cedar River Trail by turning right out of the convention center and walking two blocks until you reach the river. Cross 1st Avenue to pick up the trail, which follows the river about a mile downstream. Or, instead of crossing 1st Avenue when you reach the river, walk across the 1st Avenue bridge to see not only the iconic Tree of Five Seasons sculpture, but also the mini Statue of Liberty which was the inspiration for the MWCA 2020 logo.

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