

Conference Schedule

directors meeting • friday, march 2 • KA Conf.

2:00-2:30

Opening Social

2:30-3:45

Regional Business Meeting

3:45-6:00

Director Presentations

ESL and the Space Between Disciplines: Cross Disciplinary Perspectives on Writing, Tutoring, and Error
Daniel Emery, University of Utah

Teaching Composition with Templates

Sylvia Newman, Weber State University

Making Space for Grammar Instruction in the Writing Center

Julie Simon, Southern Utah University

Book Discussion--The Everyday Writing Center: A Community of Practice

Clint Gardner, Salt Lake Community College

6:00-8:00

Social

general sessions • saturday, march 3

8:00-8:50

Breakfast and Poster Presentations

*Perfectionism is a Group Effort:
How Perfectionism Can Hinder a Tutor's Success*
Robert Alan Plowman (Scooter)

WB Lobby

Brochures for Writing Across the Curriculum
John Rash, Rebekah Bradway, Audrey McConkie, Rebecca Turner

WB Lobby

The Citation Handbook from Heaven
Diana Maxfield, Erica Jackson, Jackie Lambert

WB Lobby

Communicating Across the Gender Gap
Stephen Bradford

WB Lobby

9:00-9:10

Opening Session & Welcome

WB Lecture
Hall

9:15-9:55 Session I

- Teacher/Consultant: A Conflict of Interests?* WB 110
Joy Palmer
- Integrating Faculty Into the Writing Center Community* WB 110
Amanda Dambrink, Melissa Bentley, Liz Muir, Tim Wirkus
- The Tutoring Session as Narrative* WB 113
Anthony Ricks
- Navigating Professor/Student/ Tutor Communication Space* WB 113
John Hill, Melissa Ward
- The Tutor is Dead—Reviving a Community of Genuine Tutoring
in a “Technified” World* WB 114
Dennis Wendt, Ben Bascom, Katherine Fisher, Biz German, Eve Eddington
- The Grammar Survival Guide* WB 115
Nikki Kendrick, Chris Davidson
- Sitting in Both Chairs: Being Tutor and Tutee* WB 115
Chelsea Taylor
- High School Peer Consultants:
Not Just the Inmates Running the Asylum* WB 117
Mandy Webb
- The English Conversation Social: An Informal Community
for Developing Language Skill and Intercultural Respect* WB 117
Jeff Carr, Emily Gilliland, Maren Petersen
- Open Minds: The Intersection of Community and Writing* WB 119
Rachel Jardine, Jeremy Remy

10:00-10:50 Session II

- Finding the Sweet Spot: Straight Talk Without Taking Over* WB 110
Ellen Wagner
- A Call for Confidence* WB 110
Cynthia Harmon, Carlie Stevens
- Tutors Training Tutors: A Key to Promoting Progressiveness
in the Writing Center* WB 113
Jeanne Wilson, Jon Ogden, Scot Bayles, Alison Palmer
- Finding a Place on the University Campus
Through the Development of Faculty Resources* WB 114
Chanel Earl, Scott Curtis, Don Ramage
- Putting Paragraphs in Their Place* WB 115
Zachery Koppelman

Making the Writing Center More Welcoming Than a Prison WB 117
Greg Heinzman, Shawna Schneidermann

The Part-time Employee vs. the Full-time Tutor WB 119
Kjerstin Evans, Allison Kartchner, Becca Jensen, Kelsy Chesnut, Anthony Garrett

11:00-11:50 **Keynote Speaker, Michele Eodice** WB Lecture Hall

12:00-1:15 **Banquet in the Sky Suites**

1:20-2:30 **Session III**

Writing Center Orientations: Helping Students Find Their Place WB 110
Tim Coray, Chelsea Oaks, Sara Stork, Michelle Morse, & Sarah LaRue

Virtual Spaces: Peer Review in the Online Writing Center WB 113
Virginia Exton

Staying Afloat in a Non-English Tutoring Session WB 114
Jacie Spivey, Jenny Eckenbrecht, Yulia Goff, Andie Kunzler

The Sense of We within the I WB 115
Sayantani Dasgupta

*ESL Learners and Community:
Empathy and Understanding While Tutoring* WB 115
Shelley Johnson

*Tutoring and Love: What I Learned from the Beatles
and My 7th Grade Language Arts Teacher* WB 117
David Poulsen

Silent Messages: Body Language in Our Sessions WB 117
Anona Hardin, Kristen Meisberger

*How Writing Center Communities Benefit Procrastinating,
Apprehensive Writers* WB 117
Melissa Keith

*Writes of Passage: Helping the Freshman Writer
Survive in the University Setting* WB 117
Jessie Leatham, Ben Inouye, Lori Dickson, Erica Nielsen, David Peterson

2:30:3:15 **Plenary Session**

Presentation Abstracts

Keynote Speaker, Michele Eodice

Michele Eodice is IWCA Vice President and recipient of the NCPTW 2006 Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing and currently directs the writing center and WAC programs at the University of Oklahoma.

Since founding the Kansas University Writing Center (1998-2006), Michele has directed the IWCA summer institute at Clark University, Kansas University, and Stanford, guiding and inspiring writing center directors from across the country. Her numerous publications include her most recent co-authored book *The Everyday Writing Center: A Community of Practice*, which argues that “writing centers occupy a unique space in the academy that might encourage authentic communities of learners, writers, peer tutors, faculty, and staff” (Elisabeth Piedmont-Marton).

We are delighted to feature Michele Eodice, and we enthusiastically welcome her as our keynote speaker at this year’s conference.

Poster Sessions

Perfectionism is a Group Effort: How Perfectionism Can Hinder a Tutor’s Success

Robert Alan Plowman (Scooter)

“Perfectionism is simply putting a limit on your future. When you have an idea of perfect in your mind, you open the door to constantly comparing what you have now with what you want. That type of self criticism is significantly deterring” (John Eliot). Perfectionism wears many masks and is capable of interfering with nearly every aspect of life. Perfectionism has many degrees of intensity and most people are not affected by the chemical imbalance resulting in the need for help and counseling. Even still, many students suffer from minor degrees of perfectionism and the key signs are the frequent feelings of inadequacy. These perfection seekers can deprive writers and fellow students of their opportunity for lifelong learning. When tutors find themselves in certain positions of leadership and authority then the trait of perfectionism will affect not just them, but many more people as well. Writing tutors must fight against all of the perfectionist urges they may have and try hard not to forget the purpose behind their efforts. Perfectionism on the part of the writing tutor can prevent the writer from learning life-long skills by focusing too much on detail, not listening to the writer’s real concerns, and worrying more about their own performance than that of the writer’s. Oftentimes a writing tutor needs internal space. When life becomes crowded and too many ideas and criticisms cloud the mind, tutoring becomes impossible; this presentation will delineate many solutions.

Brochures for Writing Across the Curriculum

John Rash, Rebekah Bradway, Audrey McConkie, Rebecca Turner

Displays a variety of tutor-created brochures for addressing writing concerns across the curriculum.

The Citation Handbook from Heaven

Diana Maxfield, Erica Jackson, Jackie Lambert

Provides peer tutors with the basic citations for MLA, APA, Turabian, and Chicago reference styles. They help tutors to effectively give help to students in using citations correctly.

Communicating Across the Gender Gap

Stephen Bradford

Communication rituals of both women and men, when not understood by members of the opposite sex, tend to lead to miscommunication. These brochures outline the basic, most common rituals, acknowledging that they are general statements which do not hold true in every situation. Additionally, the brochures offer advice on how to avoid miscommunications which arise from these conversation rituals. This project encourages understanding and tolerance between the sexes in a professional environment and gives writing tutors guidelines in creating an environment for their tutees which is comfortable and free of threatening situations.

Session I

Teacher/Consultant: A Conflict of Interests?

Joy Palmer

I have, thus far, been unable to find myself in writing center literature. While there is a fair amount about graduate student consultants and the possibilities for preparing composition instructors in writing centers, it is apparent that, aside from some directors, there isn't much written about the few composition TAs who also work in writing centers. Occasionally these TA/consultants warrant a brief aside but rarely anymore mention than that. I began teaching first-year composition when I started my graduate program, and the next year I decided to apply to be a consultant at the campus writing center. We are largely staffed by undergraduates, but there are several graduate students who consult (roughly 1/3 of the staff). At least two consultants have become TAs and continued their writing center work, so I'm not completely alone in this situation. The potentials for role conflict between teaching and consulting are endless. To examine this conflict, I will look at transcripts from a writing center consultation with a first-year student as well as one of my conferences with a 101 student. Ultimately I think that although the fields certainly overlap, there are and should be differences in how a writing consultant talks with a writer and a writing teacher talks with a student—if they fulfilled the same function, there wouldn't be a need for both.

Integrating Faculty Into the Writing Center Community

Amanda Dambrink, Melissa Bentley, Liz Muir, Tim Wirkus

Another "The Problem with communication . . . is the illusion that it has been accomplished."

George Bernard Shaw

The Writing Center tutors, the teaching faculty, and the students form a triangle. While students and tutors are frequently in contact, in order for the tutors to most effectively help students, it is important to maintain the often-neglected connection between tutors and faculty members. When misunderstandings arise, all three parties may become frustrated. Even worse, the student does not receive the help he or she needs. It is necessary to facilitate a stronger relationship between the Writing Center and faculty members in order to ensure that the students' needs are met with few complaints.

The Tutoring Session as Narrative

Anthony Ricks

For this session, we will use the lens of narrative theory to examine the nature of a writing session. While writers and tutors sit in stationary chairs, they are actually embarking on unique adventures. Whether it is a quest for the right thesis, a battle with the MLA Handbook, or a detective's search for the definition of an appositive, every good session—like every good story—has a beginning, middle, and an end. For Aristotle, says Jonathan Culler, good stories “give pleasure because of the rhythm of their ordering.” Culler adds, “A mere sequence of events does not make a story.”

Do our writing sessions “give pleasure” and do they involve a sense of “rhythm”? Do they tell good stories? Is a writing session similar to other forms of artistic creation? Does thinking of a session as a story change the tutoring conversation? I propose that there are specific things we can do in the beginning, the middle, and the end of our sessions to help writers (and ourselves) glean the most from the experience. Join me to discuss the similarities between successful stories and successful sessions.

Navigating Professor/Student/ Tutor Communication Space

John Hill, Melissa Ward

Effective communication is an important part of building communities, and reminders of effective strategies for helping students deal with uncertainty over meeting instructor expectations can be very helpful. We will deal with issues such as crossing the line, the interpretation process, procrastination and the interpretation process, what can inhibit that process, and how to engage writers who don't understand their assignments.

The Tutor is Dead—Reviving a Community of Genuine Tutoring in a “Technified” World

Dennis Wendt, Ben Bascom, Katherine Fisher, Biz German, Eve Eddington

The difference between a tutor and a technician. The bona fide tutor seeks to be grounded in the context of the peer-tutor relationship, avoiding a rote reliance on techniques and handouts. This humanistic, relationship grounding does not occur for the mere technician, who has unwittingly redefined tutoring as the abstract dispensation of information and the application of technique. “Technification”, a state in which scientific, technical worldview permeates all the aspects of a culture, including human relations (Polkinghorne, 2004, p. 25). The problem with such a worldview is that it “devalues the uniqueness of the human realm by treating its members as if they were simply another resource to be processed” (p. 1).

The Grammar Survival Guide

Nikki Kendrick, Chris Davidson

Our role as peer tutors places us in an alleged literary superhero position, one in which our tutees look to us for guidance, inspiration, and even snippets of grammatical genius. The pressure is almost insurmountable – and, to make matters worse, there are days when we cannot seem to figure out how to explain the difference between dependent and independent clauses.

Our solution to this common problem is our miniature grammar guidebook, pocket-sized and including all of your immediate grammar clarification needs. Can't remember the best way to define parts of speech? This intensive guide will offer you all the clues to grammar retention you need. Our handbook includes everything from subject-verb agreement to the more difficult concepts like dangling and disruptive modifiers.

Not only is our handbook the key to your syntax troubles, but you can also distribute this guide to tutees who seem to have particularly discouraging difficulties with sentence-level mechanics. Providing students with this guidebook will give them the tools they need to improve their own writing skills. Your job becomes much easier because both you and your tutee have a simple, on-hand guide to the complex world of the English language.

Sitting in Both Chairs: Being Tutor and Tutee

Chelsea Taylor

The Writing Center is for students on campus to come in and receive advice for their papers, but where do the tutors go for help? In this presentation, we will discuss how Writing Center tutors can take advantage of the services they offer to others. We will also discuss issues in taking other tutors seriously when they come to be tutored.

Via Power Point Presentation, we will discuss issues of being a tutor in the tutee chair of the session. Points that will be touched on include: giving up our pride and realizing the need of receiving feedback from another person; raising our self-confidence and realizing we can tutor another tutor; and addressing concerns and anxiety in relation to the “perfect paper.” Also, through audience participation and role-play, we will observe a good tutor-to-tutor session and also a weaker tutor-to-tutor session.

This presentation should encourage all tutors to take a chance and sign up for a consultation. Since the ultimate goal of the Writing Center is to help make people better writers, why not get tutored ourselves? What could it hurt?

High School Peer Consultants: Not Just the Inmates Running the Asylum

Mandy Webb

The first high-school writing centers were founded in the 1970s, around the same time that the modern writing center movement started. However, more than thirty years later, few high schools utilize writing centers, despite research indicating the far-reaching benefits of writing tutorials. High school administrators have been reluctant to establish writing centers out of concern over available resources and ambivalence over who should perform consultations. Most current research on high school writing centers focuses on the positive effects that centers have on student writing and improved test scores, but overlooks how they benefit peer consultants and increase discipline and accountability among the student body as a whole. Beyond the professional and educational benefits shared with undergraduate and graduate consultants, high-school-age consultants also undergo cognitive and emotional development particular to the adolescent mind. Moreover, including peer consultants in high-school writing centers maximizes the relationships through which students can learn and extends the collaborative nature of writing center philosophy to the consultants themselves.

The English Conversation Social: An Informal Community for Developing Language Skill and Intercultural Respect

Jeff Carr, Emily Gilliland, Maren Petersen

Most Writing Centers face challenges of how to effectively approach sessions with international students learning English. We have developed weekly English Conversation Socials sponsored by Utah State University’s Writing Center to provide opportunities for international students to practice English conversation with English-speaking students. These socials have created a community of curiosity and respect for different cultures and backgrounds, with representatives from dozens of countries including Japan, China, the Dominican Republic, Saudi Arabia, Germany, Mexico, and Pakistan. These socials have become increasingly popular since we began them the fall of 2005, and professors have expressed gratitude for the conference and conversational experience the socials give international students and well as the cultural sensitivity and global awareness that it gives their English-fluent students.

This presentation will involve a definition of the conversation socials as well as an explanation of their organization—the roles of conversation group leaders, the participation of English-speaking students not hired (Not sure what this is supposed to mean. Look over original piece.) by the writing center, and what a typical gathering involves. We will discuss the benefits the socials have had at Utah State as well as the challenges and concerns we have faced along the way.

Open Minds: The Intersection of Community and Writing

Rachel Jardine, Jeremy Remy

Providing the opportunity for community involvement is essential to developing an inclusive writing center. Writing Centers can effectively involve members of their local community through an analysis of the rhetorical situation a writing center faces. With an understanding of audience and purpose, peer tutors can better serve their communities on a variety of levels. Three techniques, designed to create an interactive writing environment for non-academic writers, include: writing workshops, writing groups, and community partnerships.

Session II

Finding the Sweet Spot: Straight Talk Without Taking Over

Ellen Wagner

Like in therapy, there are two extremes in tutoring: 1) the tutor who invades the author's space by trying to fix or solve their papers' problems for them and 2) the tutor who maintains so much space between themselves and the paper that it prevents them from giving worthwhile advice. The challenge of every Peer Tutor is to maintain an appropriate space between themselves and the students' papers. Analyzing therapist/patient relationships gives insight into what is and is not appropriate tutoring. This relationship also helps illustrate that there is a sweet spot in which one gives worthwhile advice without trying to solve the others' problems for them. Writing specific techniques that can help Peer Tutors find the sweet spot in-between the extremes are being writer focused, teaching writing skills, recognizing multiple solutions, remembering the strength of the author, and actively listening.

A Call for Confidence

Cynthia Harmon, Carlie Stevens

This presentation will offer ideas on how a tutor can encourage a sense of confidence that a novice writer needs in order to take risks and improve his or her writing. Using the skills of active listening, establishing a connection, acknowledging positive elements, and treating a paper as a potential masterpiece, tutors can have a profound influence on the way writers view themselves. Building this kind of confidence prepares students to feel more comfortable writing and allows them to explore new options in their writing styles. In this way, tutors can make a lasting impression that will reflect the student's approach to writing for the future. This presentation will focus on the necessity of confidence in writing and how tutors can approach establishing this confidence in the students that they see without giving superfluous praise. With the techniques explored in this workshop, tutors can be confident in their approach to give useful feedback to students and help them beyond the reach of one paper. This new-found confidence in students can spur the motivation to write.

Tutors Training Tutors: A Key to Promoting Progressiveness in the Writing Center

Jeanne Wilson, Jon Ogden, Scot Bayles, Alison Palmer

The Writing Center occupies an important place in the world of university learning. It acts as a vehicle for the exchange and clarification of ideas, helping writers to put those ideas onto paper and to engage in insightful academic discussions. A university is a place of new knowledge and never before thought of connections, and as a part of this, the writing center must prevent stagnation within itself in order to truly become a part of the learning process.

Tutors can become too comfortable with their methods of tutoring which is a problem because these methods can not always be applied in all circumstance.

Writing Centers need to constantly strive to improve their effectiveness. They can do this by hiring tutors with a variety of different ideas and tutoring methods then by allowing tutors time (staff meetings) to exchange ideas on a regular basis.

Finding a Place on the University Campus Through the Development of Faculty Resources

Chanel Earl, Scott Curtis, Don Ramage

Although faculty and administrators are some of the greatest supporters of Writing Centers, many have different ideas about what a Writing Center does. From their experiences with high school writing centers, many have come to view us as an editing service, a place where students receive remedial instruction, or an extension of the classroom. When expectations created by these views are not met, it can lead to faculty frustration with the Writing Center, which in turn leads to decreased student participation.

At the University of Utah, we have developed new resources to inform faculty and administration of the mission and functions of the Writing Center: resources that begin to correct common misconceptions that faculty members have, while defining the Writing Center's place on campus.

We will guide our session participants through the creation of such materials with the introduction of a booklet developed by our tutoring staff. This booklet explains our mission and answers common questions about the Writing Center; it also explains the services that we offer to both students and teachers. Each Writing Center has its own goals and objectives; this workshop will offer ideas about how writing centers can establish their space on campus and find a place in the faculty consciousness.

Putting Paragraphs in Their Place

Zachery Koppelman

Many times in writing centers consultants are faced with essays that contain interesting ideas and information but lack cohesion and clarity. At times the reason for the confusion is difficult to articulate. However, a revision method widely used in composition classes provides consultants with a simple technique to focus the essay: paragraph drill. This revision method—also called glossing, a descriptive outline, or reverse paragraphing—is explained, in detail, by Brock Dethier in *Acts of Revision*, and versions of the method are discussed by Bruce Ballenger and Peter Elbow. Much of the revision method can be directly incorporated into a session. This workshop provides a detailed look into how a paragraph drill can be used in a writing center, in both face-to-face and e-mail consultations. Participants will have the chance to learn some of the history behind the technique, to apply the technique, and to discuss its application.

Making the Writing Center More Welcoming Than a Prison

Greg Heinzman, Shawna Schneidermann

What makes an effective writing space? A coffee pot? A couch? Bars on the windows? Our presentation will focus on three spaces in which the presenters have consulted with writers: The BSU Writing Center, The BSU Writing Center West Campus (a satellite center located in Nampa, ID), and the Solitary Confinement Unit of the Washington State Penitentiary. We will discuss how the atmosphere of the writing space impacts the quality of the consultation by comparing and contrasting the pros and cons of each space. The goal of the workshop is to help participants establish criteria, a checklist of sorts, for creating a welcoming and productive physical environment in the Writing Center.

The Part-time Employee vs. the Full-time Tutor

Kjerstin Evans, Allison Kartchner, Becca Jensen, Kelsy Chesnut, Anthony Garrett

As student employees, tutors only work part time. Being a tutor, however, requires the dedication and motivation usually associated with full time jobs to successfully improve as a tutor and assist students in a meaningful way.

Conflict arises when tutors are forced to decide between their part-time schedules and full-time obligations. Understanding this conflict can allow tutors to overcome the downfalls of a part-time-employee mindset, while avoiding the sometimes overwhelming pressure of full-time employment, leading to tutoring that exceeds expectations.

Dr. Alan Zimmerman lists four traits of a positive employee, part time or not, that guarantee success for the employee, the client, and the organization.

Positive Employees: 1. Know hard work is good for the soul. 2. Decide to enjoy their work . . . no matter what. 3. See the good in every situation. 4. Ask how they can do more than is expected.
("Building Positive Attitudes: 4 Positive Employee Behaviors That Will Lead You To Guaranteed Success"
California Chronicle, December 2, 2006)

Session III

Writing Center Orientations: Helping Students Find Their Place

Tim Coray, Chelsea Oaks, Sara Stork, Michelle Morse, & Sarah LaRue

Giving students an opportunity to get to know the Writing Center through an orientation helps them feel more welcome and comfortable in a sometimes foreign environment. We at Southern Utah University's Writing Center feel it important to work with professors in the English Department to bring their classes into the Writing Center. When professors bring their classes into the Writing Center, retention rates increase among the students and we, as tutors, are able to become familiar with our future clients and discuss what we feel is important for the life of the Writing Center. Student awareness of our goals and services in the Writing Center is vital to the communal feel of the center in general and the number of students tutored throughout the course of the semester. In conjunction with this concept, when new tutors view and present orientations, they feel more at ease and able in their new work setting.

Virtual Spaces: Peer Review in the Online Writing Center

Virginia Exton

Colleges and universities are educating an increasingly diverse student body, and in some cases grappling with declining student enrollment. One way that post-secondary institutions are adapting to the changing needs of their students is through distance education. For example, the aging population of college students in general means that more non-traditional students are juggling college with work and family demands, and distance education courses (online and/or broadcast format) often fit more easily into their schedules. In addition, both Utah State University and University of Utah report that an increasing proportion of traditional resident students are signing up for online classes.

In this climate of flexible academic schedules the walk-in Writing Center is no longer convenient for many students, so Writing Centers have adapted by adding an online component. There is much to be learned from tutor and administrator experiences in these virtual environments. Even the definition of "Virtual Writing Center" varies, as noted by Lee-Ann Kastman Breuch in her 2004 book, *Virtual Peer Review: Teaching and Learning about Writing in Online Environments*. This panel will bring together tutors from various institutions which currently provide online peer response. The panel will discuss a broad range of topics, from "nuts and bolts" working details about online Writing Centers to the pedagogical issues of remote peer review.

Staying Afloat in a Non-English Tutoring Session

Jacie Spivey, Jenny Eckenbrecht, Yulia Goff, Andie Kunzler

An "Staying afloat in a non-English tutoring session" is a panel presentation that provides information for English tutors on tutoring across the curriculum. We will discuss such subjects such as Philosophy, History, Art, Nursing, Science, ESL, and the Social Sciences to help prepare a tutor for some of the requirements in each field. We will cover the concerns over what citation styles to use, audience, voice and language acceptable to the field, and other issues that the subjects may require and a tutor should know in order to more fully aide the student. We hope that when the tutors leave this presentation they will take with them a broader understanding of the different subjects as related to English. Tutors should feel confident in guiding a tutee through any paper under the understanding that the focus is still always English, despite any of the material within the paper, with only minor variations in the requirements.

The Sense of We within the I

Sayantani Dasgupta

Another Everyone should be part of a minority at least once in their lives. It's a humbling yet enriching experience. I came to America last fall as a graduate student of creative writing. Giving up a near perfect life in India wasn't easy, but I did so because I wanted to chase a dream. In my first semester I started interning at the Writing Center with a great deal of trepidation. I had already heard from some quarters that I sounded "too British", my color screamed that I wasn't one of the overwhelming majority, the biographical note about me at the Writing Center announced that I was foreign. I wondered whether there would be any student -- native or international -- who would say, "So what if English is not her first language, I am sure she knows it enough to be able to teach it." Six months later, today, I walk into my office with confidence simply because nothing has made me feel more like a member of the University of Idaho community than the Writing Center. I feel one of "them" when they walk in -- of all colors, programs, years -- and acknowledge my presence, and help me help them.

ESL Learners and Community: Empathy and Understanding While Tutoring

Shelley Johnson

Here at Salt Lake Community College we have a very high percentage of ESL learners and all of them come with separate stories ranging from the very practical to the extraordinary. Although it may be difficult at times to reek down one's native tongue for the benefit of another learning it, it is absolutely necessary to keep in mind the situation from multiple perspectives and not just one's own. This presentation will provide testimonies of ESL students in both their native tongues and English on a timed basis, hence showing how labor-intensive it is to write in a secondary language. To provide another perspective, I will be also introducing my own experiences as a student in Germany with limited language capability and facing the same challenges of ESL students here in America. All of this will be done on PowerPoint presentation and involve the audience through group work and hypothetical questions based on true experiences of ESL students attending Salt Lake Community College.

Tutoring and Love: What I Learned from the Beatles and My 7th Grade Language Arts Teacher

David Poulsen

In this presentation we will take a momentary step back from the usual emphasis on skills-based training in our tutoring of writing to focus on the main underlying motive that truly empowers both the tutor and the student—love. As cheesy as it sounds, we are all most powerfully motivated and affected by feelings of love. In tutoring students with their writing this love is expressed in many forms, specifically in our patience, humility and general empathy. Conversely, our effectiveness is severely crippled when we exhibit any of the opposite traits—i.e. impatience, pride, and apathy. This presentation will rely upon the actual experiences that students have had with caring teachers for evidence of the agreeable conclusion that in order to tutor most powerfully, "all you need is love." In developing this concept of love in our tutoring, we first look inward to consider the ways we could better develop this love inside of us—simply thinking about it is often the forgotten step. Secondly, we can look outward to specific things we can actually do for our students to communicate this feeling.

Silent Messages: Body Language in Our Sessions

Anona Hardin, Kristen Meisberger

Without even opening our mouths, we telegraph to people how we feel about them and/or the session we are involved in. Our body language immediately signals whether we are accepting, bored, open, angry, or interested. As tutors and representatives of our writing centers, it is important that we become aware of these unspoken messages. Our facial expressions, posture, and even the space we put between us and the patron influence our sessions. We may be conveying unintentional messages that inhibit the learning process. Through research, images, and discussion, we will explore the intricacies of body language and examine its impact on our sessions.

How Writing Center Communities Benefit Procrastinating, Apprehensive Writers

Melissa Keith

Writing center tutors encounter procrastinating students every day. What tutors may not realize about these students is that the procrastination may actually be a by-product of writing apprehension. This session will explore the connection between these two concepts and why I believe writing centers are ideal arenas for these students to begin to learn how to embrace—instead of fear—writing. Conversations with peer tutors allow students the opportunity to work through the writing process in a non-evaluative situation. Much like how the role of the tutor falls somewhere between being a student and a teacher, the writing center's environment falls somewhere between home and a classroom. The peer tutoring relationship and the writing center environment creates a sense of community for students that also helps to welcome students into the academic community. So, what can a writing center community do for the students who come to the center suffering from writing apprehension and procrastination? I suggest that the sense of community that comes from the dedicated staff and welcoming environment of the center can encourage students to not give up on school—or themselves—just because writing initially poses a problem for them.

Writes of Passage: Helping the Freshman Writer Survive in the University Setting

Jessie Leatham, Ben Inouye, Lori Dickson, Erica Nielsen, David Peterson

As novices to both college life and academic discourse, freshmen students face the unique challenge of becoming initiated into the university writing community. Specifically, first-year students must make the fundamental switch from what Kidwell calls thinking like a dualist (i.e. knowledge is constructed rights and wrongs) to thinking like a multiplist (i.e. students realize that truth is opinion, which can be more or less supported and /or valid). This shift is most likely to take place in a first-year writing course; consequently, the writing center is in a position not only to work on freshmen students' writing skills, but to facilitate their transition to college-level thinking and argumentation. Our presentation will focus on specific ways to help first-year expand their thinking and become engaged in college-level discourse, using discussion and small group-problem solving.

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Lori Lundell

Gregory Sawyer

Jacie Spivey

Kassie Terkelson

Melissa Ward

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