



# Inventions and Intentions: (Re)Discovering the Unique in the Familiar

South Central Writing Centers Association  
2023 Conference | March 2-4  
Texas Tech University | Lubbock, TX



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# Schedule at a Glance

Wi-Fi Info  
 Network: TTUguest  
 Password: diplomaticthreshold

Use this QR Code to register  
 for an Excursion. All Excursions  
 meet at Weeks Hall, 3rd Floor.



## Thursday, March 2

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1:45 p.m. - 3:15 p.m.	Excursion: Art Cart (Public Art Collection)
1:45 p.m. - 3:15 p.m.	Excursion: Makerspace (Glowforge Project)
2:45 p.m. - 4:15 p.m.	Excursion: Art Cart (Public Art Collection)
2:45 p.m. - 4:15 p.m.	Excursion: Makerspace (Glowforge Project)
3:45 p.m. - 5:15 p.m.	Excursion: Art Cart (Public Art Collection)
3:45 p.m. - 5:15 p.m.	Excursion: Letterpress Studio (History of the Book Talk and Letterpress Project)
5:30 p.m. - 6:30 p.m.	SCWCA Executive Board Meeting
6:30 p.m. - 8:30 p.m.	Welcome Reception at the National Ranching Heritage Center

## Friday, March 3

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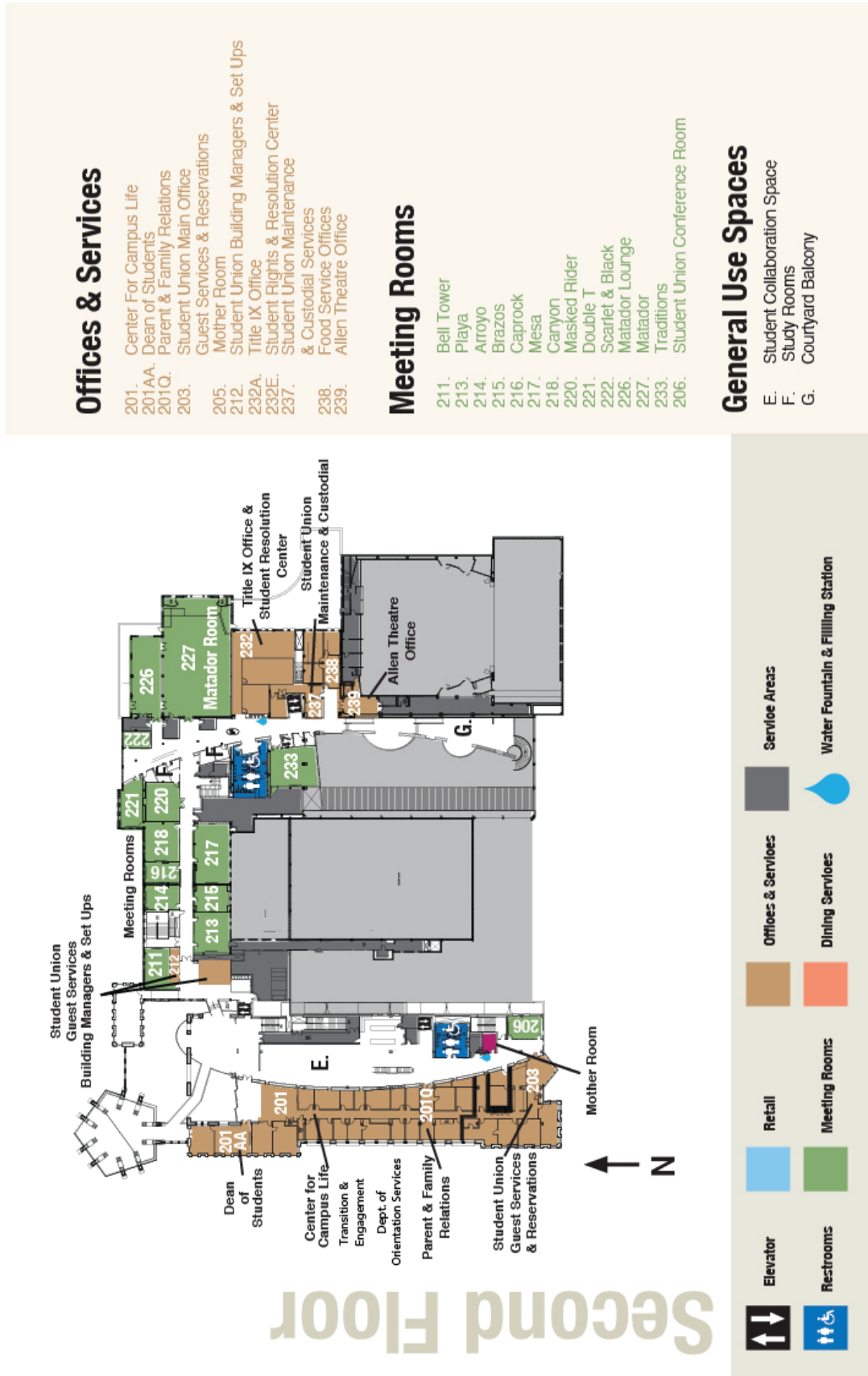
8:00 a.m. - 5:45 p.m.	Registration, Check-In, and Information
8:30 a.m. - 10:15 a.m.	Welcome, Keynote, and Awards Breakfast
10:30 a.m. - 11:45 a.m.	Concurrent Sessions A
12:00 p.m. - 1:15 p.m.	Concurrent Sessions B
1:30 p.m. - 2:45 p.m.	Concurrent Sessions C
3:00 p.m. - 4:15 p.m.	Concurrent Sessions D
4:30 p.m. - 5:45 p.m.	Concurrent Sessions E

## Saturday, March 4

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8:15 a.m. - 1:15 p.m.	Registration, Check-In, and Information
8:30 a.m. - 10:00 a.m.	SCWCA General Meeting and Breakfast
10:30 a.m. - 11:45 a.m.	Concurrent Sessions F
12:00 p.m. - 1:15 p.m.	Concurrent Sessions G

# Map of Conference Sessions



## Offices & Services

- 201. Center For Campus Life
- 201AA. Dean of Students
- 201Q. Parent & Family Relations
- 203. Student Union Main Office
- Guest Services & Reservations
- 205. Mother Room
- 212. Student Union Building Managers & Set Ups
- 232A. Title IX Office
- 232E. Student Rights & Resolution Center
- 237. Student Union Maintenance
- 238. Food Service Offices
- 239. Allen Theatre Office

## Meeting Rooms

- 211. Bell Tower
- 213. Playa
- 214. Arroyo
- 215. Brazos
- 216. Caprock
- 217. Mesa
- 218. Canyon
- 220. Masked Rider
- 221. Double T
- 222. Scarlet & Black
- 226. Matador Lounge
- 227. Matador
- 233. Traditions
- 206. Student Union Conference Room

## General Use Spaces

- E. Student Collaboration Space
- F. Study Rooms
- G. Courtyard Balcony

# Second Floor

## Land Acknowledgement

We acknowledge that the lands on which we gather—Texas Tech, Lubbock, and the surrounding region—are the occupied, unceded territory of the Comanche and Mescalero Apache Peoples. We want to honor and recognize the many tribal nations who lived here, continue to live here, and will continue living here in West Texas.

Acknowledging these truths is crucial for building and fostering mutual respect and connection across all communities of heritage and difference. Please take a moment to pay respect to elders past and present and recognize the many legacies of violence, displacement, migration, and settlement that brought us together here today.

## South Central Writing Centers Association Board

President.....	Anna Sicari
Past President.....	Frances Crawford
Vice President.....	Carey Smitherman Clark
Secretary.....	Laura Tunningley
Treasurer.....	Ryan Sheets
Assistant Treasurer.....	Allison Holland
IWCA Representative.....	Jennifer Marciniak
At Large.....	Maurice Wilson
Arkansas Representative.....	Katherine Bray
Louisiana Representative.....	Annemarie Galuceia
Oklahoma Representative.....	Dani Putney
Texas Representative.....	Mark Sursavage
Texas Representative.....	Felicia Juliano
Tutor Talks Representative.....	Alanna Bitzel
Web Master.....	Ashlee Pilcher

## Conference Organizers

Co-Chair

Co-Chair

Conference Committee

Kristin Messuri

Jennifer Marciniak

Elizabeth Bowen

Kathy Brawley

Rebecca Bruning

Anita Bryant

Dustin Florence

Tracy Givens

Sava Kolev

Charity Pihlaja

## Conference Session Chairs and Registration Team

Liz Acosta

Nicholas Acosta

Sierra Boone

Maura Chapman

Mckenzie Clark

Caroline Comer

E'lexia Davis

Ch'ree Essary

Isabel Foster

Kristi Gatto

Justin Gonzales

Caroline Hetherington

Laura Koleva

Olivia Kuljian

Jeremy Laughery

Russell Manser

Jaeden McCarter

Mac McCutcheon

Luke Meyer

Derek Morgan

Dominic Moscatello

Ivett Olivas

Raymond Resendez

Nicolas Rivera

Sarah Roach

Makenzie Roper

Preston Sabetpour

McKinlee Salazar

Katie Scott

Rachael Sparks

Julia Siu

Kate Wright

## Travel Award Recipients

**Michelle Waters, Oklahoma University**

**Natasha Tinsley, Southwestern Oklahoma State University**

**Eliza Ball, University of Central Arkansas**

**Sarah Brackett, University of Central Arkansas**

**Erin George, University of Central Arkansas**

**Haydyn Hudnall, University of Central Arkansas**

**Will McDonald, University of Central Arkansas**

**Madison Symonette, University of Central Arkansas**

**Carey Smitherman Clark, University of Central Arkansas**

**Isabel Gallegos, Abilene Christian University**



**Friday, March 3**

**8:30 a.m. – 10:15 a.m. Welcome and Keynote Breakfast  
Matador Room**



**Archival Digs and Oral Histories:  
Re/Uncovering the Writing Center's Historical Context**

This presentation invites attendees to think about writing center histories by presenting research-in-progress using data from three sources: the institutional archives, the department, and IRB-approved interviews. While robust fieldwide histories of writing centers exist through the work of scholars such as Peter Carino, Neal Lerner, and Susan Walker, recovering individual writing center histories can help administrators and tutors understand shifts in writing center identity. Participants will consider their current knowledge of their own centers' histories, as well as ways to uncover, recover, and maintain them.

Dr. Amanda M. May is the writing center director and an assistant professor of English at New Mexico Highlands University, where she teaches first-year, undergraduate, and graduate courses in writing. Before beginning her position in 2020, she completed her doctoral studies in English at Florida State University. In her twelve years of writing center experience, she has served in numerous tutoring and administrative capacities as an undergraduate student, graduate assistant, and sole writing center employee. Additionally, she taught conversational English abroad in Japan. She recently published an article in *The Writing Center Journal* on writing center social media usage and is currently working to recover NMHU's writing center history.

## Friday, March 3

### Podcast Interviews 10:30 a.m. - 5:00 p.m.

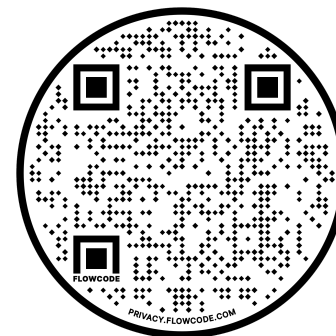
Masked Rider "How We Write" Podcast Interviews

Room

**Alice Batt, Kristin Gilger, Kiara Walker, and Andy Wright**, University of Texas at Austin

The University of Texas at Austin produces a podcast called "How We Write." Over the years we've interviewed stand-up comedians, university faculty and administrators, filmmakers, musicians, playwrights, and prisoners. In each interview, our interviewers focused on not just what we write, but how we do it: our writing processes and what shapes them. This year we would like to turn the focus onto SCWCA members. We will conduct live, in-the-moment interviews at the conference to see what we can learn about our SCWCA community's own writing processes and writing centers post-pandemic. Come share your story!

Use the QR code or link to schedule an interview time: [uwcdesk.youcanbook.me](https://uwcdesk.youcanbook.me)



## Sessions Legend

**Active Session:** this session includes a significant amount of movement, such as walking, dancing, or role-play

**Individual Presentation:** an individual scholarly presentation that conference planners will combine with 1-2 presentations in a session focused on a common theme

**Panel:** 2-3 thematically linked sessions proposed all together as a panel

**Roundtable:** a conversation about a topic aligned with the conference theme and focusing questions that feature participants with different approaches or perspectives

**Special Interest Group (SIG):** a focused conversation about a specific topic or affinity group related to writing center work

**Workshop:** session that actively engages participants in an activity framed toward producing or revising something that can be practically applied in their center or classroom

## Friday, March 3

### 10:30 a.m. – 11:45 a.m. Concurrent Sessions A

Canyon  
INDIVIDUAL  
PRESENTATIONS  
A1

Challenging Asynchronous Anxiety: Embracing Asynchronous Tutoring in a Post-Quarantine World

**Eric Camarillo**, Tarrant County College

In some ways, asynchronous tutoring requires writing center professionals to break with traditional best practices, which leads to a kind of asynchronous anxiety. In this presentation, I'll argue that asynchronous tutoring has a place in the field and that it can be more than a crisis-management strategy. Before the pandemic, numerous institutions offered both asynchronous and synchronous online writing tutoring, seeking new and diverse ways to reach and support new and increasingly diverse students. Yet, despite decades of practice, asynchronous tutoring continues to be seen as a subpar alternative to traditional face-to-face tutoring—that is, asynchronous tutoring as a practice continues to run counter to the lore of our field. Maybe it's time to rewrite that lore.

Challenges and Opportunities of Multimodal Feedback in Asynchronous Sessions: A Writing Center Perspective

**Md. Mukibuzzaman Khan**, Oklahoma State University

In the asynchronous WC sessions, mostly feedback is provided through traditional Written Feedback (WF). But WF falls short in many areas (Stannard, 2008; Harper et al., 2015; Cheng et al., 2017), whereas Multimodal Feedback (MMF) has potential to explore both linguistically and socially situated aspects (Campbell & Feldmann, 2017; Bakla, 2021). That is why this study intends to find out the possibilities and challenges of applying MMF in asynchronous sessions. The outcome of the study will be helpful for future WC consultants and administrators to develop strategies for WC consultancies.

Asynchronous Feedback and Its Relations with International Students

**Yizhu Gai**, University of Oklahoma

This presentation focuses on the relationship between asynchronous sessions and international students. Why asynchronous appointments are important and essential for international writers will be presented. Some topics, such as how consultants offer writing resources will influence the effect, the effective method to help international writers build confidence, and how to maximize the effectiveness in asynchronous sessions, will be discussed.

Brazos  
PANEL  
A2

Re-examining Familiar Work: Intentionality in Writing Center Online Impression Management

**Carey Smitherman Clark, Erin George, Haydyn Hudnall, and Madison Symonette**, University of Central Arkansas

In this presentation, presenters will introduce the concept of impression management and show how we applied organizational impression management taxonomy to writing center websites and social media platforms. Finally, we will discuss how impression management theory can inform our efforts in creating and managing the images others have of writing centers.

## Friday, March 3

### 10:30 a.m. – 11:45 a.m. Concurrent Sessions A (Cont.)

Caprock  
ROUNDTABLE "Tutoring in Spanish Is Just So Exhausting": Designing a Tutor Training Curriculum that Reduces Burnout, Increases Consultant Confidence, and Overcomes Barriers to Multilingual Tutoring

A3 **Elizabeth Miller and Isabel Gallegos**, Abilene Christian University

Recent translingualism scholarship has rightly emphasized the value of multilingual consultants in writing centers, but the taxing nature of translation while tutoring and the complications that often arise during multilingual tutoring have gone largely unaddressed. This roundtable aims to explore how to better prepare multilingual consultants to tutor in any of the languages at their disposal. Specifically, we will discuss how to reduce burnout, increase consultant confidence, and overcome barriers such as limited exposure to the academic forms of languages other than English. Multilingual practitioners are especially welcome to share their unique experiences and insights in this roundtable.

Bell Tower  
SPECIAL INTEREST  
GROUP (SIG) Cracks in the Foundation: Supporting Graduate Writers through Core Writing Challenges

**Rebecca Bruning and Nicholas D. Acosta**, Texas Tech University

A4 To avoid validating deficit discourses, writing centers often focus services on higher-order concerns, leaving a gap in graduate-level institutional resources addressing lower-order writing skills integral to disciplinary success (Cirillo-McCarthy et al., 2014; Philips, 2013). Grounded in the literature and local experience at the TTU Graduate Writing Center, this workshop will combine presentation and discussion to further understanding of both graduate writers' challenges and potential support strategies. An upcoming pilot group for graduate students with foundational writing challenges will also be discussed. Participants may sign up to receive recordings of pilot group resources (to be distributed after the Spring 2023 semester).

Traditions  
WORKSHOP Getting Bodied about Writing: Using the Works of Beyoncé and Jean Piaget to Become Better Storytellers

**Tara Abydos**, Texas Tech University

A5 Using the music of American entertainer Beyoncé Knowles-Carter and theories of cognition as explained by Swiss psychologist Jean Piaget, this workshop will help attendees gain a better understanding of the ways that the writing process can be (re)imagined to help writers enter and (re)enter cognitive spaces to help improve their writing.

## Friday, March 3

### 12:00 p.m. – 1:15 p.m.

### Concurrent Sessions B

Matador Room Tutor Talks Roundtable Event

ROUNDTABLE  
B1

**Alanna Bitzel, Madilyn Abbe, and Fangzhi He**, SCWCA

Please join the Tutor Talks Executive Committee for the SCWCA Conference edition of Tutor Talks on March 3 at 12:00 pm (CT). During the talk, tutors—undergrad, grad, and professional—can meet up to discuss “Tutoring and Technology” as part of the conference theme, “(Re)Discovering the Unique in the Familiar.” Tutor Talks is a tutor-focused forum (“for tutors, by tutors”) of virtual professional development sessions for writing center tutors. Tutors can join in person at the conference or via Zoom. To receive a Zoom link, please fill out this form: [shorturl.at/lmOU0](https://shorturl.at/lmOU0).

Canyon Trauma-Informed Intentions: Writing Centers and Possibilities

INDIVIDUAL  
PRESENTATIONS  
B2

**Glenn Hutchinson**, Florida International University

Many writing center tutors and directors likely have been directly and indirectly impacted by the pandemic and other traumas. In addition to the stress of COVID, there are also traumas present before the pandemic—racism, sexism, ableism, and other experiences. The research of trauma-informed pedagogy amplifies the importance of thinking about how trauma can affect our work. What is most useful about trauma-informed pedagogy is its emphasis upon how our experiences outside the writing center can have a significant impact inside the center. This presentation, then, will discuss how trauma-informed pedagogy can inform training of tutors and administration of a writing center. First, I will survey some of the scholarship about trauma-informed pedagogy and then reflect upon how two ideas—community and care—were applied to our center.

Ambiance in the Writing Center: The Foundation of Alternative Programming

**Crystal Sosa**, Odessa College

The writing center is a space that exists beyond the confines of most traditional spaces at colleges and universities. Writing itself is a communal activity and a creative pursuit. So, the physical space in the writing center needs to be conducive to these intentions. By creating a less sterile and more comforting environment, the space can better serve the community, offer a better venue for alternative programming, and make tutoring a much more comfortable experience.

Matador Lounge The Wandering Writing Center: Incorporating Motion in Writing Assistance

ACTIVE  
SESSION  
B3

**Felipe Prunedá Sentíes**, Hendrix College

Writers from William Wordsworth to Rebecca Solnit have extolled the rewards of wandering for their writing processes. But what happens if we combine the virtues of thinking while moving with our dialogic, collaborative approach to writing assistance? This “session in motion” invites participants of all kinds of mobility to journey through the Texas Tech campus while externalizing questions and possibilities about their projects with fellow writers. The goal is to experience for ourselves the potential of moving appointments as a tool for Writing Centers, one that incorporates the body and makes brainstorming a process akin to being in the world.

## Friday, March 3

12:00 p.m. – 1:15 p.m.

Concurrent Sessions B (Cont.)

Caprock  
WORKSHOP

Asking New Questions of an Old Tool: How the Meyers Briggs Type Indicator (MBTI) Might Be Used to Better Understand How Online Consultants Respond to Student Writing

B4 **Kathy Brawley**, Texas Tech University

How might old tools be re-tooled for today's writing center? This session asks participants to review the results of two asynchronous consultants' Meyers Briggs Type Indicator and then compare the takeaway to a few samples of their work. The goal is to determine how this tool may provide administrators with new ways to use old tools in the training of new online-only writing consultants.

Bell Tower  
SPECIAL INTEREST  
GROUP (SIG)

Information Session: Hosting a Microregional Conference

**Carey Smitherman Clark, Jennifer Marciniak, and Kristin Messuri**, SCWCA

B5 Learn about how to propose and host a microregional, a specialized and creative one-day event where leaders get to design their own conference theme and framework and show off their centers to their colleagues. SCWCA provides financial and other support for your event, but the invention and intention are up to you!

## Friday, March 3

1:30 p.m. – 2:45 p.m.

## Concurrent Sessions C

Caprock  
ROUNDTABLE  
C1 Facilitating Online Feedback Writing Groups for Graduate Students

**Rabail Qayyum**, University of Hawai'i at Mānoa

The presenter will share her design of a feedback-focused online graduate student writing group. While considerable research into writing groups has found the space beneficial, little attention has been paid to the facilitator's role. This study addresses this gap by tracing how one facilitator organized writing groups online and her scaffolding strategies. The findings from multiple data sources suggest that the facilitator played an active role in organizing the space, teaching members effective feedback strategies, and scaffolding the feedback process. Overall, the study reveals how van Lier's (2004) conditions for scaffolding language learning underpinned the writing group design.

NSF GRFP Writing Groups: How Can We Best Support Applicants?

**Caroline Hetherington and McKinlee Salazar**, Texas Tech University

This roundtable session will allow participants to examine and discuss the challenges we have observed in writing groups for students applying for the National Science Foundation Graduate Research Fellowship Program (NSF GRFP). Participants will have the opportunity to share strategies for writing support for this fellowship or other similar fellowships at their own institution. Breakout groups will allow participants to brainstorm ideas for how best to support students applying for the NSF GRFP in small groups.

Bell Tower  
PANEL  
C2 An In-Person Multilevel Writing Retreat

**Rebecca Babcock, Candice Harding, and Whitney Wright**, University of Texas Permian Basin

This session engages participants in developing plans for holding their own in-person writing retreat. The presenters are a graduate student, a recent BA graduate participant, and the faculty organizer of such an event. The graduate student and recent graduate will discuss their experience and the faculty member will discuss the steps involved to organize such a retreat. We will also share interview and focus group data from the other (faculty) participants in the retreat.

Traditions  
WORKSHOP  
C3 The Writer's Apprentice: Teaching Annotating Skills in the Writing Center

**Cassandra Yatron and Lindsey Surratt**, University of Texas Arlington

In 2005's "The Reader's Apprentice: Making Critical Cultural Reading Visible" Sherry Linkon notes the importance of teaching students how to be "good" readers. Beyond writing, the writing center can also be a space where students develop their literacy skills through annotation. At the UTA Writing Center, we have developed an annotation workshop for graduate students to aid in literacy and "reading as a writer" skills, which in turn improves their writing. We will present our research in an interactive workshop and share how we teach annotation through a live annotation activity and foster a discussion on best practices.

## Friday, March 3

1:30 p.m. – 2:45 p.m.

Concurrent Sessions C (Cont.)

Brazos  
WORKSHOP  
C4

Choose Your Own Adventure: Which Path Is Right for Your Center?  
**April Sikorski, Kayla Smith, and Milton DeLeon**, Brazosport College

Organized like a choose-your-own-adventure story, participants will begin by choosing how they would respond to four adventures our center has encountered. This prompted conversation will provide participants with a thought experiment they can use to springboard their own innovations at home. Scenarios will include: inheriting a writing lab, consultants' experiences learning WC practice, pivoting online during a global pandemic, and working and living during a modern civil rights movement. After making their choices, participants will discuss the intentions behind these choices and how they actually played out in our center.

Canyon  
INDIVIDUAL  
PRESENTATIONS  
C5

Building Awareness in Shared Spaces: A TTU Case Study  
**Ian Barba and Shelley Barba**, Texas Tech University

University Writing Centers and Academic Librarians provide valuable services to students, but often struggle to compete for students' attention and awareness. Instead of competing, we encourage these and other similarly aligned academic groups to work together in the interest of student success. Our case study discusses how these groups can develop specialized workshops, presentations, and reciprocal office hours enabling students to take advantage of combined services and improve their school experience.

(Re)Imagining the Role and Value of Staff Professionalization in Writing Center Work

**Kristin Gilger and Andy Fischer Wright**, University of Texas at Austin

Writing centers offer valuable professionalizing experience for student employees. This presentation follows up on a previous IRB-approved study of our center's professionalization practices by asking how we might reframe observations as less of an exercise in managerial oversight and more as a development opportunity, encourage consultants to engage with data without overemphasizing the quantifiable elements of the job, and facilitate more peer-to-peer consultant communication and feedback. We share observations and insights from a "Community Conversation on Professionalization" in which we candidly assessed our current offerings with our staff and collaborated on new approaches to developing transferable job skills.



## Friday, March 3

3:00 p.m. – 4:15 p.m.

## Concurrent Sessions D

Canyon  
INDIVIDUAL  
PRESENTATIONS  
D1

Relationship-Based Tutoring Versus Transactional Tutoring: Inverting the Trust Relationship Between Institutions and Individuals

**Mick Howard**, Langston University

A common warrant is that students trust institutions to both have their best interests in mind and have the needs to fulfill them; this is the foundation of what I call Transactional Tutoring (TT). However, at HBCUs, this is often not the case. As such, I have created an alternate strategy called Relationship-Based Tutoring (RBT), which assumes that students do not trust the university, and by extension, our writing center. As such, our first priority is to establish individual trust relationships that will transfer to the writing center. This presentation will break down the strategies we use for tutors, desk workers, and administration to create this relationship.

Refamiliarizing Inclusivity: Reassessing Writing Tutoring for Nontraditional Students

**Marwah Abuhandara and Jenna Ennis**, University of Texas at Arlington

In "Negotiating Authority: Perceptions of Age in the Writing Center," Courtney L. Werner uses her research to recognize the effects of stereotyping non-traditional students and denying the impact that age has in the writing center. While Werner's research remains applicable to writing centers today, the lasting effects of the COVID-19 have created a greater need to reassess writing tutoring practices in working with nontraditional students. In our presentation, we discuss our own recent experiences in working with nontraditional students at UTA, our developing writing workshop on how to best serve them, and provide an opportunity for discussions on acknowledging and assisting diverse demographics of students and writing center clientele across campuses.

The Sounds of the Silenced: Increasing Inclusion with Participatory Design

**Amie Johnson**, Austin College

While in a period of transition, writing center scholars, directors, and tutors are examining what can be improved to increase equity and inclusion. Participatory Design (PD), a design concept utilized in other fields, creates systems that value the skills of both the user and designers, creating a learning process that both parties use to learn and grow together. When applied to writing centers, this field has the potential to include writers who exist outside writing practices of higher education. This presentation will introduce PD and invite discussion of how centers can expand their practices to include practices of all writers.

Brazos  
ROUNDTABLE  
D2

Rethinking 'Peers': Fostering Faculty/Consultant Collaboration in Communication Centers

**Christina Rothenbeck and Becky Carmichael**, Louisiana State University

This roundtable discussion will focus on considering how writing/communication centers can find new and intentional ways to involve faculty not only as experts or authorities, but as collaborators within the space of the center and peers or near-peers of center staff and management. We hope to share our own successes and setbacks and learn from staff and management at other centers what avenues they have explored in building connections between center staff and faculty.

## Friday, March 3

3:00 p.m. – 4:15 p.m.

## Concurrent Sessions D (Cont.)

Traditions Training for Transfer: Eight-Count Charleston and Vulnerable Writers

ACTIVE **Cole Bennett**, Abilene Christian University

SESSIONS  
D3

My individual presentation will be part dance instruction and part verbal address. First, I will invite all who wish to participate to learn the basic 1930s Charleston step, a lesson I have given many dozens of times to swing dancers. Afterward, I will openly query participants with various questions surrounding the concept of vulnerability, a sizable hurdle to overcome when teaching dance. Finally, I will argue that the careful handling of vulnerability can transfer from one teaching arena to another, and that training writing tutors should include discussions of vulnerability.

Unleashing Your Academic Warrior: A Yoga-Based Movement Tool for Writers to Overcome COVID-19 Pandemic's Impact on School-Related Stress and Burnout

**Siri Nuguri**, University of Oklahoma

Three writing center consultants (two returning and one new) will share their testimonies regarding writers' disconnect with their own creative processes due to the COVID-19 pandemic's impact on feelings of burnout and stress. For this workshop, the consultants hope to teach a movement methodology to help other consultants innovatively connect with their writers. They propose that an interactive structure prior to brainstorming consultations that utilize movement will spark writers' motivation/creativity and personal connection to writing. This structure will be accessible to people of all backgrounds and ability levels, providing writers with a tool to connect with their inner creators.

Caprock Intentional Justice: A Writing Center's Efforts to Pursue Anti-Racist and Social Justice Pedagogy in an Exclusionary America through Inventing New Ideas

ROUNDTABLE **Anna Sicari, Laura Tunningley, AP Poythress, Katie Long, Chantay Waithe, and Lucy Emerho**, Oklahoma State University

D4

In this roundtable, presenters will discuss some of the Anti-Racist and social justice work they have done in our WC at Oklahoma State over the past six years. We will further share the institutional and state opposition we faced with our most recent initiative, the Anti-Racist embedded tutoring, and our concerns for the future as our institution has shifted the conversation surrounding equity and inclusion work. We will then offer some guiding activities and writing time to the participants, as we invent new and intentional strategies to continue to do this work in this political climate.

Bell Tower Creating Safe Learning Environments

WORKSHOP **Elizabeth Parrish**, Tarrant County College

D5

Attend this session to develop and share ideas for writing centers based on Prashanti and Ramnarayan's ten maxims for classrooms. As a group, we will decide what maxims to adapt, expand, or reject for use in the writing center. Participants will discuss building connections, valuing talents, setting expectations, and using interactive elements in a writing center. This active workshop asks attendees to contribute their own ideas and practices, providing a time and space to brainstorm with other writing center leaders. Participants will leave with new ideas for their writing centers and tools to evaluate spaces for supportive learning.

## Friday, March 3

4:30 p.m. – 5:45 p.m.

## Concurrent Sessions E

Canyon  
INDIVIDUAL  
PRESENTATIONS  
E1

Remembering Why We Do This: Considering George Saunders's "A Swim in a Pond in the Rain" as a Writing Center Text

**Michael Brittain**, University of Texas at Arlington

In *A Swim in a Pond in the Rain* (2021), George Saunders condenses his class on the nineteenth-century Russian short story into book form, providing readers with his own unique approaches to teaching both the writing and reading of fiction. In this presentation, I will discuss Saunders's ability to guide his readers to openly question and engage in probing their own writing and reading processes, which I argue is an opportunity for those of us in writing center work to ultimately look beyond our common titles of "director," "tutor," or "student," so as to establish a more humanistic approach in our daily interactions and work with writers.

What We Think, What We Do, and Mapping the Gulf Between the Two

**Luke Meyer**, Texas Tech University

"A writing center maintains the writer's ownership of their paper." "A writing center helps with any writing at any stage of the writing process." "A writing center is not an editing service." My session explores the state of the Truism in writing center literature and practice. This discussion is an open invitation to contribute to the design and deployment of a recurring survey, which will regularly poll writing center administrators across the world. Hopefully, this field-wide introspection will help us re/discover assumptions and practices in our writing centers, fueling further discussions for decades to come.

Considering the Conversation on Competing Views on Error

**Kristen Spaeth**, University of Texas at Arlington

Ask any student how they feel about grammar, spelling and punctuation, and odds are the response one will receive is not a positive one. Why? Because grammar, spelling, and punctuation are the mechanical aspects that a student either gets it right or wrong in their use. I aim to dive further and look into why instructors inside and outside the field of composition value or despise error, and consider why composition instructors struggle to convey to students and those outside the field the negatives around emphasizing error in composition.

Bell Tower  
ROUNDTABLE  
E2

(Re)Discovering the Diversity on Our Campus to Promote the Center

**Katherine Bray and Cameron Steed**, University of Central Arkansas

In this roundtable discussion, presenters will examine their promotion on campus through the lens of diversity and inclusion. The goal is to have new ideas and initiatives to reach students who are diverse and how to be more inclusive with our promotion.

Caprock  
WORKSHOP  
E3

Swapping Drafts for Dragons

**Kirksey Baker and Madeleine Lowery**, Brazosport College

This workshop examines how various aspects of *Dungeons & Dragons* gameplay can be incorporated into writing center practice to enrich learning. Table-top gaming and roleplay helps students gain a deeper connection to and understanding of classroom materials. Through this presentation, participants will learn how and why to utilize gameplay as a learning tool in the writing center.

## Friday, March 3

4:30 p.m. – 5:45 p.m.

## Concurrent Sessions E

Traditions  
INDIVIDUAL  
PRESENTATIONS  
E4

Intentional Bridgework: Fusing Professional Teaching and Collegiate Writing Center Experiences into Piloting a Secondary School Writing Center

**Michelle Boyd Waters**, University of Oklahoma

Implementation of a new writing center serves as a site for interrogation of how writing center protocols impacts student writing in an urban, high-poverty high school. A former secondary school English language arts teacher and current writing center consultant and participants will offer insights into how the writing center protocols can be implemented in the high school setting to support and encourage teachers to provide writing assignments and instruction within their subject areas and to help secondary students hone their writing skills through the assistance of trained peers, pre-service teachers, and writing center leaders.

Playing Around with Personal Statements: Using Identity Construction Pedagogy and Acts of Play to Engage Consultants in How They Assist Student Writers with Personal Statements

**Johnathan Richards**, University of Houston

In an effort to enhance engagement in consultant training sessions, acts of play have been incorporated with relevant writing center pedagogy to discuss subjects like working with STEM writers and mapping out the writing process. The presenter intends to share the designs for a consultant training session wherein a comprehensive approach to working with students' personal statement writing was formatted as a murder mystery game. When applicable, the presenter believes that integrating acts of play with writing center pedagogy can be used not just to enhance consultant engagement, but also potentially reduce student worker burnout.

## Saturday, March 4

### 10:30 a.m. – 11:45 a.m. Concurrent Sessions F

- Caprock  
ROUNDTABLE  
F1
- Come on In, the Writing's Fine: Lowering Barriers to Entry and Meeting Diverse Needs in Graduate Writing Groups  
**Russell P. Manser and Olivia R. Kuljian**, Texas Tech University
- Graduate writing groups provide graduate students with structured time to write and discuss progress on their documents. Despite clear descriptions of a writing group's purpose and expectations for participants, there are barriers to entry in joining a writing group, and participants may not receive the support they need. Through group discussion and focus group brainstorming, this roundtable session will explore how to lower barriers to entry into writing groups, what types of support should be made explicit, how to best support the whole student through graduate writing groups, and how modality and formality affect the support that can be provided.
- Traditions  
ACTIVE  
SESSION  
F2
- Mobile Consultations: Exploring Bringing the Writing Center into the Classroom  
**Natasha Tinsley**, Southwestern Oklahoma State University
- The presentation is based on a pilot program called "Mobile Consultations: Bringing the Writing Center to the Classroom." It describes a role-playing activity where some participants will be "consultants" and others will be "students." The presenter will create a mock classroom environment and assignment. The "student" participants will be given scenarios based on possible issues students could have with the writing process, some inspired by the pandemic. The "consultant" participants will work with the "students" to help them while navigating through a classroom setting. A reflection will be given at the end based on the experience.
- Brazos  
ROUNDTABLE  
F3
- Mapping the Conversation: A Roundtable Discussion Exploring the Intersection of University Writing Centers and Teaching College Courses  
**Nicolas Rivera and Jeremy Laughery**, Texas Tech University
- The overwhelming majority of graduate writing center consultants at Texas Tech University have taught, or are currently teaching, some form of academic curricula. Therefore, in an effort to explore the nature of the relationship between writing consulting and teaching college courses (or academic courses of any kind), this roundtable will converse, question, and share ideas, experiences, and methodologies related to the intersectional duality of teaching and writing consulting.
- Bell Tower  
WORKSHOP  
F4
- Identities, Intersectionality, and Inclusion: Thinking About Equity in Our Writing Centers  
**Elliott Williams, Lillian Carr, Jennifer Paul, and Chloe Moss**, Brazosport College
- This workshop will help attendees understand how intersectionality, implicit biases, and hypervisibility/invisibility affect students and consultants in a WC. Attendees will learn how to unpack their own implicit biases and understand the privileges they hold in the context of writing centers and collaborating with students through activities such as the "invisible knapsack" and "identity wheels." This workshop is designed for an audience who already has an intermediate understanding of intersectionality. However, beginners will still find the activities accessible and gain valuable insight from them.

## Saturday, March 4

### 10:30 a.m. – 11:45 a.m. Concurrent Sessions F (Cont.)

Canyon  
ROUNDTABLE  
F5

Existential Threat or Shiny New Toy: Chat GPT and Its Impact on the Writing Center Community

**Dustin Florence**, Texas Tech University

AI language production tools such as ChatGPT have the potential to impact the way writing centers operate. Writing center practitioners are aware of this potential and have begun discussing what stance our discipline should take, one of curious inquiry or existential dread. As either stance seems justified, the proposed sandbox offers writing center practitioners a time and space to share concerns and collaboratively formulate responses to ensure that consultants are prepared to use these tools if appropriate and respond to student writing that uses them.

The Future of Writing Centers: Harnessing the Power of Artificial Intelligence

**Ian Stark and Baxter Krug**, Texas Tech University

This presentation explores the current state of AI-powered compositional tools and their potential impact on the future of writing and writing centers. Specifically, it argues that the advancement of these tools should be considered a good thing for writers and writing centers, rather than something to be feared. It also highlights the potential of these tools to improve the quality and efficiency of writing, and to revolutionize writing tutoring through personalized feedback and assessment.

## Saturday, March 4

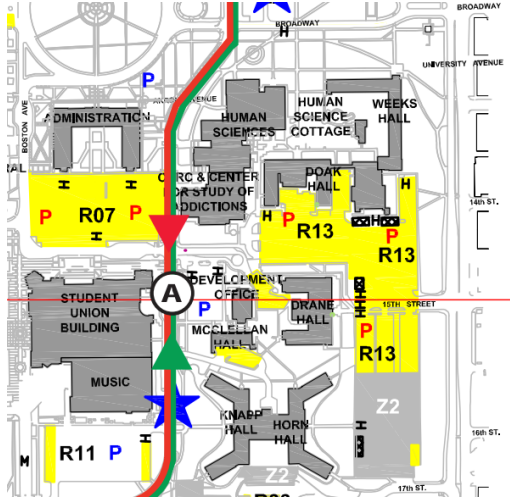
12:00 p.m. – 1:15 p.m.

## Concurrent Sessions G

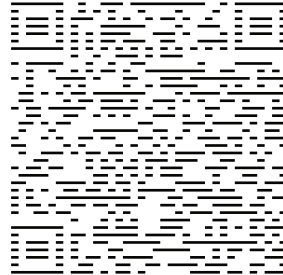
- Canyon  
ROUNDTABLE  
G1  
Facilitating Community Amid Staff Turnover  
**Julie Johnson Archer**, Abilene Christian University Online  
Join this “facilitated discussion” to discuss a challenge writing centers commonly face: community building among centers with high tutor turnover. Led by the director of a small online writing center that is fully online and is based on the community of practice model, this session offers a chance to reflect on the specific challenges and imagine the opportunities you have around building a sense of community amid varying degrees of staff turnover. Administrators and tutors alike are encouraged to attend!
- Bell Tower  
WORKSHOP  
G2  
New Wave Tsunami: Speaking for Code-Meshing and World Englishes as the Future of Academic Language  
**Jayson Guest**, Texas State University  
English has situated itself as the lingua franca of academia. But as our society becomes more globalized, so too do our institutions. Students bring with them a variety of Englishes. Is it socially just, or professionally responsible, to snub all forms of English that do not conform to Standard Academic English? As writing center practitioners, we have all had a writer come in who used a variety of English that varied from SAE. How should we approach the situation without discounting the writer's culture, yet still help them succeed in an institution that is looking for specific standards in writing?
- Traditions  
ROUNDTABLE  
G3  
Knock, Knock (Who's There?): Opening Doors in Writing Center Conversation Through Humor, Irony, and Absurdity  
**Maria Echave and Wren Worley**, University of Oklahoma  
Reinvention in professional and academic writing center spaces is possible through humor, irony, and absurdity. Fostering humor within our center space and engagements with writing content is a supported strategy for building consultant-consultant and consultant-writer relationships. Founded on recent studies into humor, workplaces, and higher learning as well as our undergraduate consulting experience, we discuss benefits to consultant bonding and session environments. Session elements such as icebreaking, relatability, and vulnerability between consultant and writer can be improved with humorous intentions.
- Brazos  
ROUNDTABLE  
G4  
When Clients Become Consultants  
**Charity Pihlaja, Jaeden McCarter, and Oluwatofarati “Toffy” Omilabu**, Texas Tech University  
In this roundtable, three consultants discuss their experiences as student writers, their use of the writing center, and what led one of them to recommend the other two as peer consultants. Additionally, the undergraduate consultants will reflect on how their roles as clients inform their roles as peer consultants. Finally, they will all discuss the value and insights their combined experiences bring to locating future consultants in current clients, while inviting attendees to join the conversation.
- Caprock  
ROUNDTABLE  
G5  
Re-Inventing the Role of Student Assistants  
**Sava Kolev**, Texas Tech University  
Most writing centers are staffed with student workers who fulfill one of two distinct roles: consultants and student assistants who serve as receptionists. In this round table, we want to acknowledge student assistants' contributions to our centers' work and think of ways to reinvent their roles to 1) empower them and give them agency 2) to take on additional duties 3) that will, in return, aid them in their professional development and serve as a resume booster.

# Parking

All campus parking is free on Saturday. In order to use campus parking on Friday, conference guests must register their car with TTU Parking. Registration may be done via the QR code below or over the phone by calling 806.742.7275. Conference parking on Friday is available in parking lots R11 and R13, as located on the below map.



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