

Mid-Atlantic Writing Centers Association 2020 Conference



Decolonizing Writing Center Practice: A New Vision for a New Decade

Towson University
March 6-7, 2020

Land Acknowledgement

We gather here today on Turtle Island, the Indigenous term for the North American continent. We are convening on the ancestral land of the Paskestikweya (Pist-ka-tanh-wah) people. We humbly offer our respects to the elders, past and present citizens, of the Cedarville Band of the Piscataway Conoy, the Piscataway Indian Nation, and the Piscataway Conoy Tribe, all Algonquian (Al-Gon-Qwe-An) Peoples. We have come together today on the western shore of the Chesapeake Bay. The word Chesapeake is also an Algonquian word named after a nation of people who once lived near the mouth of the Chesapeake Bay, in an area now called Hampton Roads, Virginia.

While a land acknowledgement is not enough, it is an important social justice and decolonial practice that promotes Indigenous visibility and a reminder that we are on sacred land. Let this land acknowledgement be an opening for all of us to contemplate the ongoing struggles to resist colonial indoctrination through various Indigenous movements for identity, sovereignty, and self-determination.

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Conference Schedule

Friday, March 6, 2020

Registration 12:00 - 5:00 p.m. Liberal Arts Building, Main Foyer, 2nd Floor

Friday Workshops 2:15 - 5:00 p.m., Liberal Arts Building

Concurrent Workshops A and B 2:15 - 3:30 p.m. (Locations on page 5)

Featured Workshop C 3:45 - 5:00 p.m., Liberal Arts 4110

Reception 5:15 - 6:30 p.m., Liberal Arts Cafe (4th Floor)

MAWCA Board Meeting 6:30 - 7:30 p.m., Liberal Arts 4201

Saturday, March 7, 2020

Registration 8:00 a.m.- 8:50 a.m, Liberal Arts Building, Main Foyer, 2nd Floor

Breakfast 8:00 a.m. - 8:50 a.m., LA 2216

Welcome Ceremony: Celeste Del Russo, 9:00-9:15 a.m., Smith Hall 326

Keynote: Romeo García, 9:15 a.m. - 10:15 a.m., Smith Hall 326

Registration Resumes, 10:30 a.m., Liberal Arts Building, Main Foyer, 2nd Floor

Exhibits, 10:30 a.m. - 4:30 p.m., Liberal Arts Cafe (4th Floor)

All Saturday Sessions take place on the 4th floor of the Liberal Arts Building

Session A 10:30-11:30 a.m.

Session B 11:45 a.m.-12:45 p.m.

Lunch 12:45-1:45 p.m., Liberal Arts Cafe (4th Floor)

Session C 2:00-3:00 p.m.

Session D 3:15-4:15 p.m.

Featured Panel 4:30-5:30 p.m.

(Keynote and special guests respond to conference theme)

Keynote Address:
"Have We Arrived?
Will I Ever Have Arrived?"



Mid-Atlantic Writing Centers
Association welcomes
Dr. Romeo García,
University of Utah

Romeo García is Assistant Professor in the Department of Writing and Rhetoric Studies at the University of Utah. He earned his PhD at Syracuse University in 2017. García's research interests include decolonial studies, cultural rhetorics, comparative rhetoric, archival studies, and composition and writing center studies. His work is featured in the *Community Literacy Journal*, *Reflections*, *Journal of Multimodal Rhetorics*, *Journal of Hispanic Higher Education*, *Constellations*, and *The Writing Center Journal*. García's essay "Unmaking Gringo-Centers" has been selected for both the 2019 *Best of the Journals in Rhetoric and Composition* and *Landmark Essays in Contemporary Writing Center Studies*. His co-authored essays (with José Cortez), "In Preparation for Alterity" and "The Trace of a Mark that Scatters" are forthcoming in *College Composition and Communication* and *Rhetoric Society Quarterly*. García is co-editor (with Damián Baca) of *Rhetorics Elsewhere and Otherwise: Contested Modernities, Decolonial Visions* (SWR) and co-author (with Iris Ruiz, Anita Hernandez, and Maria Caravajal Regidor) of *Viva Nuestro Caucus* (Parlor Press). *Rhetorics Elsewhere and Otherwise* recently won the 2020 CCCC Outstanding Book Award.

Special Guests



Laura Greenfield is the founding director of the Transformative Speaking Program and a Faculty Associate of Communication and Education in the School of Critical Social Inquiry at Hampshire College. Her research and teaching interests include the intersections of language, power, and education, with a particular focus on race and gender. Her first book, *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change*, with Dr. Karen Rowan, was the winner of the 2012 IWCA Outstanding Book Award. Her second book, *Radical Writing Center Praxis: A Paradigm for Ethical Political Engagement*, calls for a paradigm change in writing centers, imagining a field whose very reason for being is to facilitate justice and peace. Previously she served as the founding director of the nonprofit Women's Voices Worldwide, Inc. and as Associate Director of the Weissman Center for Leadership and the Liberal Arts at Mount Holyoke College, where she brought its Speaking, Arguing, and Writing Program into international prominence. In 2018 she was honored by the National Conference on Peer Tutoring in Writing with the Ron Maxwell Leadership Award. Laura Greenfield will facilitate Friday's featured workshop.



Neisha-Anne Green is Faculty Fellow for the Frederick Douglass Distinguished Scholars Program and Director of Academic Student Support Services and the Writing Center at American University in Washington, DC. She teaches in the American University Experience 2 classes, which were created by AU faculty, staff and students as a call to action to ensure that diversity, inclusion, free speech and freedom of expression are part of the core curriculum. Neisha-Anne is a multidialectal orator and author proud of her roots in Barbados and Yonkers, NY. She is an ally always interrogating and exploring the use of everyone's language as a resource who is getting better at speaking up for herself and others. She continues to collaborate and publish on anti-racism and anti-racist pedagogy and is working on her book *Songs From A Caged Bird*. Neisha-Anne is further exploring and refining accomplices over allyship.



Lena Tashjian is a Baltimore City public school teacher who has been teaching English at Baltimore City College High School for the last seventeen years. She earned her Bachelor's degree from the University of Virginia and her Master's degrees from Duke University and Middlebury College. She is an immigrant, an activist, and an intersectional feminist who works to centralize marginalized voices by teaching culturally relevant and responsive literature. She founded the Baltimore City College Writing Center in 2014 in an effort to close the achievement gap that exists between students of color and their peers. She is currently working on opening writing centers across the city of Baltimore and in urban public schools nationwide.

Workshop Facilitators



Emily Murphy Cope is an assistant professor of Rhetoric and Writing Studies at York College of Pennsylvania, where she directs the integrated written, oral, and visual communication program and teaches courses focused on the history of rhetoric and research methods. Her scholarship has appeared in *Rhetoric Society Quarterly* and several edited collections. Beginning in 2020, Emily is a co-editor of *Young Scholars in Writing*.



Gabriel Cutrufello is the Chair of the Department of Communication and Writing and an Associate Professor of Rhetoric and Composition in the Professional Writing program at York College of Pennsylvania, where he teaches courses in first-year composition, technical writing, document design, and research methods. His scholarship on the rhetoric of science has been published in *Rhetoric Review*, and his work on technical writing and writing-about-writing pedagogy has been published in *Next Steps New Directions for/in Writing about Writing*, edited by Bird et al. (2019). Beginning in 2020, Gabriel is a co-editor of *Young Scholars in Writing*.



Kim Fahle Peck is the Writing Center Director at York College of Pennsylvania, where she coordinates writing tutoring, a writing fellows program, and teaches courses on writing center and writing pedagogy. Her scholarship focuses on writing centers, online writing instruction, and technology mediation in writing instruction. Kim currently serves as the Membership/Communication Chair for the Global Society of Online Literacy Educators and the Web Coordinator for MAWCA. Beginning in 2020, Kim is a co-editor of *Young Scholars in Writing*.



After spending four years teaching ESOL in Japan, **Wayne Robertson** returned to the United States where he directed Oregon State University's Writing Center from 1999-2007. In 2005, Wayne wrote and directed the film *Writing Across Borders*, a three-year film project meant to help faculty and tutors work more productively with international students. While at Oregon State University, Wayne was a founding member of the Pacific Northwest Writing Center Association, and he served three years on the International Writing Center Association's Executive Board. Since 2012, Wayne has been the Writing Center Director at Towson University. He lives in Maryland with his partner and ten-year-old son Tai.

Friday Workshops

Concurrent Workshops

Workshop A. Liberal Arts 4118. 2:15-3:30 p.m.

"From Presentation to Publication: Publishing Undergraduate Research in *Young Scholars in Writing*," featuring Emily Murphy Cope, Gabriel Cutrufello, and Kim Fahle Peck; York College of Pennsylvania. This workshop, presented by the incoming co-editors of *Young Scholars in Writing*, will share information for undergraduates and faculty mentors of undergraduate researchers on publishing opportunities within this journal. The facilitators will introduce participants to the types of articles published in the journal, and explain the publication process from submission, peer review, revision upon acceptance, and mentorship with faculty advising editors. Participants will then have the opportunity to discuss their work and draft a plan for developing a manuscript for submission.

Workshop B. Liberal Arts 4110. 2:15-3:30 p.m.

"Tongue Tied: Searching for a Coherent Language Acquisition Pedagogy for International Students," featuring Wayne Robertson, Towson University. This interactive workshop asks participants to think about how writing centers can better meet international students' language needs. We will address some of the common misconceptions people have about learning another language, and how those misconceptions influence the way international students are taught, tutored, and graded. We will discuss the importance of increasing international student talking time in sessions as well as how to make use of the significant grammatical knowledge that many international students have. We will look at ways to tutor sentence-level concerns while maintaining the student's voice and authority, and we will talk about how to balance the often-competing priorities we are presented with in sessions. In short, this workshop aims to increase participants' understanding of language acquisition as well as to provide additional strategies for working with international students.

Featured Workshop

Workshop C. Liberal Arts 4110. 3:45-5:00 p.m.

"Radical Writing Center Praxis: Turning Social Change Theory into Practice in Our Centers," featuring special guest, Laura Greenfield of Hampshire College. Curious about how writing centers are implicated in systems of oppression and eager to intervene boldly and unapologetically? What is radical writing center praxis and how might it provide a paradigm for ethical political engagement in our field? How can directors, tutors, and students draw on radical theories of social change to develop meaningful, transformative practices in their centers, institutions, and communities? This workshop will provide an introduction to radicalism as a political philosophy distinct from conservatism and liberalism; present an argument for the ethical necessity of radicalism in the writing center field as a whole and in individual centers; explore tangible examples of radicalism in practice, including both opportunities and challenges; and support participants in collaboratively developing or strengthening more ambitious radical visions and plans for implementation on their home campuses.

Saturday Session Descriptions

All Saturday Sessions will take place in the Liberal Arts Building (LA)

Session A: 10:30 a.m. - 11:30 a.m.

A1. Roundtable, LA 4201. "Between Ocean and Land": Infusing One-on-One Sessions with Studio Strategies. Anthony Defino, Dylan Astrom, Nia Tift; Rowan University. *Three undergraduate tutors will share their journey from one on one tutoring to studio tutoring, how they grew from the demands and dynamics of studio, and developed practices of universal design and transferred that back to one on one tutoring.*

A2. Roundtable, LA 4211. Writing Fellows as Agents of Change. Alexandra Jones, Shippensburg University. *The roundtable discussion encourages attendees to think of how Writing Fellows serve as agents of change in the classroom, institution, and community at large.*

A3. Panel, LA 4316. "I have forced myself to contradict myself in order to avoid conforming to my own taste:" Remix, Dadaism, and the Writing Center. Anissa Sorokin, Beth Caruso; Stevenson University. *What does a banana duct-taped to a wall have to do with remix, power, and writing center? Join us for a panel on rationality, absurdity, and new media texts to find out.*

A4. Roundtable, LA 4209. Preparing Peer Tutors for a Life of Language Equity. Mary Allain, Nimra Sohail, Aaron Jeong, Aaliyah Sesay; Drexel University. *This roundtable discussion offers an opportunity to discuss the different ways we can bring anti-racist pedagogy and writing center practices into our professional industries when we leave academia.*

A5. Data Dash, LA 4204

Assessing the Effect of Writing Centers on Writing Performance Using Causal Inference.

Nicholas Cunningham, United States Military Academy. *This study will use the causal inference method of propensity score matching to assess the effect of consultations at West Point's writing center on cadet writing performance.*

"I Know I Chose That, But...": Intake Form Language and Student Conceptions of Writing Issues.

Daniel Schall, Jazmin Collins, Tiara Moore and Sierra Tufts-Sicard; Arcadia University. *This data dash analyzes student responses to a Writing Center intake form to demonstrate how language used in such forms can radically impact student conceptions of Center functions and services.*

Taking English for Granted: Helping Tutors Identify Linguistic and Cultural Disconnects Between Japanese and English. Kate Steagall, Salisbury University. *This presentation considers differences in languages and writing contexts to provide tutors with strategies for working with writers of multiple languages towards linguistic conversations rather than only emphasizing correctness.*

A6. Panel, LA 4310. Partnering for student success: Centering student agency in the writing and research process. Erin Durham, Elaine MacDougall, Allison Jennings-Roche, Beck Hertl, Emma Jett, and Kyndall Hardwick; University of Maryland, Baltimore County. *The library and writing center staff have developed a strong collaborative relationship to center student agency in the research and writing process at the University of Maryland, Baltimore County (UMBC).*

A7. Panel, LA 4315. Naming and Challenging White Supremacy Culture in Student Writing and Writing Center Work. Sarah Slates, Carolyn Solo, Susannah Sinclair; Bryn Mawr College. *Panelists examine how white supremacy culture manifests in student writing and the writing process. Implications are informed by key concepts from social work practice – a person-in-environment perspective and integrated support.*

A8. Panel, LA 4303. Envisioning Change: Laying the Groundwork for a Decolonized Writing Center. Katie Garahan, Justine Jackson Stone, Marie-lys Chambraud; Radford University. *The presenters explain their work of building a decolonized writing center through assessment methods, efforts to be a “mobile” center, and tutoring strategies that are inclusive of ESL students.*

A9. Panel of individual presentations, LA 4317

An Asynchronous Paradigm: Making Space for Asynchronous Sessions in the Writing Center. Eric Camarillo, University of Houston-Victoria. *This presentation will explore potential best practices for online writing center work based on what asynchronous tutoring is rather than what it is not.*

Asking Students to Find Solutions: The Writing Center as Client in Project-Based Learning.

Kimberly Peck, York College of Pennsylvania. *What happens when you ask freshmen to develop solutions for your writing center? This presentation will share the outcomes of a collaboration with first-year seminar classes using project-based learning.*

Resisting Imperialist Tendencies in the Writing Center: Assessing the Needs of L2 Writers. Desiree Jones, York College of Pennsylvania. *This presentation shares preliminary data evaluating the needs of L2 writers in the writing center to deconstruct the imperialist tendencies of TESL and encourage the use of more globalized pedagogies.*

A10. Panel of Individual Presentations, LA 4329.

Responding to Oppressive Language in the Writing Center. Basha Hofheimer Nachman, Goucher College. *Writing Center Peer Tutor interviews are used to re-examine accepted best tutoring practices and to recommend practical strategies for responding to oppressive language found in tutees’ texts.*

Effecting Change in African American Students' Learning Engagement. John Ograh, Shippensburg University. *Based on qualitative research and my two years’ experience of leading small tutoring groups, I will discuss how I helped students experience academic success and become culturally immersed.*

Session B: 11:45 a.m. - 12:45 p.m.

B1. Roundtable, LA 4201. Collaboration is Key: A Discussion on Integrating Writing Fellows to Support Student Writer Authority. Preetum Gary, Seeda Williams; Towson University. *In this roundtable, we will discuss strategies for effective collaboration between fellows and faculty partners, and the role of fellows as in-class supporters of student writer authority.*

B2. Roundtable, LA 4316. Smashing Intellectual Imperialism: Unlocking Authentic Student voices in the Creative Process. Laura Kincaid, Laura Foley, Dominick Marconi; Rowan University. *The roundtable discussion will facilitate reflection and brainstorming about how creative writing tutoring is both a colonizing practice and a tool to decolonize tutoring.*

B3. Roundtable, LA 4211. Building an Accessible Writing Center: Discussing the Role of Disability in Writing Center Theory and Practice. Mary Murdock, University of Maryland, College Park. *Writing center scholarship and practice have often neglected disability in their assessment of the accessibility of the writing center. In this roundtable discussion, we will discuss what steps we have already taken to make our centers more accessible for students with physical and learning disabilities, and what steps we still need to take.*

B4. Roundtable, LA 4315. Defining and Complicating What it Means to be a "Professional." Shyheim Snead and Caron Martinez, American University. *This roundtable examines core questions around how to work toward decolonization of our writing and speaking center, while simultaneously preparing students to be effective and compelling communicators in the business world. Discussion will cover inclusive tutor training, tutor identity, and notions of professionalism.*

B5. Round Robin, LA 4330. Tutor, Text, and Tone: Dialect Challenges in Online Tutoring. Mimi Yu, Elysse Meredith; Montgomery College. *In this round robin discussion, participants will discover tools and strategies to manage tonal inferences within online text-based feedback to students by expanding the definitions of dialect, language, and identity.*

B6. Roundtable, LA 4310. Room for Improvement?: Readings of our Writing Center Space. Crystal Conzo, Tristin Milazzo, Julia Lieback; Shippensburg University. *Our writing center recently moved to a new space that administrators have negatively interpreted, leading us to wonder how tutors and writers read the space.*

B7. Panel, LA 4303. Vulnerability in the Writing Center: Dismantling Privilege through the Interpersonal. Colleen Eils, Peter Howell, Mikayla Ramnauth, Caleb Gordon; United States Military Academy. *This panel critically examines the role of vulnerability – sometimes unavoidable, sometimes strategic – in the writing center as transformative in its potential to mitigate privilege and unsettle present writing center paradigms.*

B8. Panel of Individual Presentations, LA 4317.

Writing Centers: The Academic Contact Zone. Catherine Kula, University of Pittsburgh at Bradford. *Writing center work cannot be viewed as a place of remediation; writing centers must be viewed as Contact Zones: a place where different academic disciplines/discourses converge and interact in reaction to and in concert with one another.*

Training tutors to support multilingual writers' linguistic needs through pedagogical grammar modules. Tetyana Bychkovska, Rachel Thompson, Amanda Ganus; George Mason University. *This presentation will discuss the implementation of pedagogical grammar modules as a method of training tutors to support multilingual writers' linguistic needs more effectively.*

Language Diversity and Discrimination: A Survey of Loyola Faculty Values. Lily Gretz, Loyola University Maryland. *I will present my analysis of faculty grading trends at my university and evaluate whether they focus more on English grammar conventions or rhetoric and linguistic diversity.*

B9. Panel of Individual Presentations, LA 4329.

A Creative Writing Center, Part 2. Tom Earles, University of Maryland, College Park. *Following-up on a previous presentation that examined attitudes and perceptions toward tutoring creative writing in writing centers, this session will discuss strategies and possible opportunities for collaboration with creative writing.*

The Writing Center is for You, Too: Faculty Writing Support as a Means of Promoting an Accurate View of Writing Center Work. Monica Boothe, Michel Becker; Bowie State University. *This presentation will discuss the format and results of our faculty writing studio program as well as its impact on the local narrative about writing center work.*

The Writing Tutor as Civil Servant. Trela Anderson, National Defense University. *This presentation will discuss the challenges of serving as both writing center tutor and civil servant and how Professional Writing Instructors at National Defense University navigate between writing center best practices and military culture.*

B10. Lab Time, LA 4204. Reading in a University Writing Center: Data Analysis. Kelsie Endicott, Salisbury University. *This lab time session will involve analysis and development of coding schema for a pilot project on reading within a writing center context. Participants should be writing center researchers.*

B11. Roundtable, LA 4209. Rebuilding a Bear: Fostering Communities of Practice between Novice and Veteran Tutors. Ryan Fallert, Jessica Bajorek; Hofstra University. *Communities of practice can involve conflict as novice tutors enter veteran tutors' space. Our roundtable deconstructs the power structure separating our center's different communities of practice.*

Session C: 2:00 p.m. - 3:00 p.m.

C1. Roundtable, LA 4201. What Do “Diversity” and “Social Justice” Mean to Writing Center

Practitioners? Violeta Brito, Uchendu Uchendu, Fleurine Amouzou Guiffo; University of Maryland, Baltimore County. *This roundtable will engage participants to think critically about diversity and social justice in writing centers. We will analyze the past, present, and future pedagogies of writing centers in the context of social justice.*

C2. Roundtable, LA 4316. Descolonização: A Freirean Approach to Tutoring against Oppression.

Benny Gottwald, Betty Araya; Hofstra University. *In this session, we will analyze the ethical duties that those of us in a position of power and privilege have to those put at a “disadvantage” by systemic attitudes toward English and writing pedagogy.*

C3. Special Interest Group, LA 4211. Writing Centers Facing the PASSHE System Redesign.

Ted Roggenbuck, Bloomsburg University; Karen Gabrielle Johnson, Shippensburg University; Cortie Ervin, Westchester University. *We will briefly present survey results of Pennsylvania State System of Higher Education (PASSHE) writing center directors about the system redesign. Our goal is to facilitate discussion among PASSHE directors.*

C4. Roundtable, LA 4209. Identity in the Writing Center and Beyond. Leigh Ryan, Pamela Childers, Kathleen Shine Cain; University of Maryland, College Park. *After leaving writing center work, Wendy Bishop said, “You can’t take the writing center out of the girl.” We’ll examine how writing center work contributes to and reflects our identities and values, and transfers into work/activities elsewhere.*

C5. Workshop, LA 4331. Mix and Match: My Experiences as a Transgender Person of Mixed Race.

Charlie Rickle, Rowan University. *Step into my shoes as a mixed race, transgender member of the LGBT+ community. Learn about the obstacles I’ve had to overcome and ways the Writing Center experience for students like me could be improved.*

C6. Round Robin, LA 4330. Shortcuts and Pitfalls: How Teaching Toward “Correctness” Bypasses

Process and Critical Literacy. Kerrin Smith, University of Baltimore. *Don’t start your sentences with conjunctions. Write a five-paragraph essay. Don’t use personal pronouns. Students hear these instructions a lot, but what do these instructions actually teach? In this round robin, we’ll identify “shortcuts” and how they stunt students’ ability to make process-based decisions about their writing.*

C7. Panel, LA 4310. Envisioning and Constructing Anti-racist and Decolonized Writing Center Sites and Methods. Samaa Gamie, Kirk Henderson, Shaniece Holmes-Brown; Lincoln University. *This panel investigates applications of anti-racist pedagogies in the WC and presents approaches to practicing mindfulness/compassion and to challenging linguistic assimilation in the academy.*

C8. Panel, LA 4315. Strategies to Convey Meaning, Clarity and Communication: Collaborating Effectively and Respectfully with International Student Writers. Brennan Thomas, Cierra Eby, Rebecca Norris, Jack Weidner; Saint Francis University. *This panel critically examines tutoring practices that problematize collaborative efforts between native-speaking tutors and international students, as well as strategies that promote inclusivity while enhancing international students' self-efficacy as writers.*

C9. Panel of Individual Presentations, LA 4303.

Scaffolding the Process to "Writing Up": Expectations and Liberating Writing. Eva Villarreal, Towson University. *This presentation engages Godbee, Freire, and psychological concepts to evaluate current teaching and tutoring strategies and present concrete, integrative methods to scaffold students in writing up while avoiding traditional banking practices.*

Making Molehills out of Mountains: Redefining Support of Extended Written Works in Writing Center Practice. Mariam Kazmi, Towson University. *This presentation will seek to understand the pros and cons of premeditated reading times and how they can lead to unintended biases that may become detrimental to the success of students.*

Effects of Writing Anxiety on Frequency of Writing Center Use: The Moderating Effect of Writing Self-Efficacy. Ryan Robertson, Towson University. *This study examines the moderating effect of writing self-efficacy on the relationship between writing anxiety and frequency of writing center use. Implications for future research and tutoring strategies will be discussed.*

C10. Panel of Individual Presentations, LA 4329.

Decolonizing QWERTY. Samuel Fine, Rowan University. *Colleges today presume students are "digital natives" possessing computer literacy already. However, there are many skills writing center tutors can share with tutees to improve writing at all levels.*

The Student Paradigm: Exploring Perceptions to Redefine the Writing Center. Caitlin Srager, Seton Hill University. *This presentation describes a research study performed to identify the perceptions students have of the Writing Center, as well as efforts to respond to those perceptions.*

Navigating Contested Spaces: An Antiracist Approach to Tutor Education. Lana Oweidat, Goucher College. *I analyze tutors' anecdotal experiences with oppressive language while reimagining tutor education to center it around antiracist pedagogical practices.*

C11. Lab Time, LA 4317. Multilingual Writers' Perspectives on Language Diversity: Developing a Study. Courtney Massie, Tetyana Bychkovska, Sarah Johnson; George Mason University. *We are designing a study to elicit multilingual writers' perspectives on language diversity. We seek feedback from writing center faculty and tutors on our methods, including our proposed interview questions.*

C12. Workshop, LA 4214. Creating Trauma-Informed Writing Workshops: Reflection and Intervention in the Narratives of Our Lives. Elaine MacDougall, University of Maryland, Baltimore County. *Trauma-Informed writing workshops allow space for reflection and intervention in our own thought processes. Writers can reflect on their own sense of a "dominant cultural narrative" and work to transform that narrative if necessary, giving voice to silence when imposed on individuals in our communities, including writing center spaces.*

Session D: 3:15 p.m. - 4:15 p.m.

D1. Roundtable, LA 4201. Growing Pains in Graduate Writing Support. Donna Mehalchick-Opal, Jenn Tharp, Carmen Grasso; Rowan University. *The presenters will discuss their journey as their mostly undergraduate staff adapts and develops strategies to accommodate our growing graduate programs in an increasing research-intensive environment.*

D2. Roundtable, LA 4316. It Takes a Village to Raise a Writer: Reflections on an Embedded Tutoring Program for Composition Courses. Megan Titus, Amy Atkinson, Iwona Inoescu, Tessa Douglas, Veronica Elghazaly; Rider University. *Roundtable discussion of the growing pains of a newly implemented classroom-based tutoring program within Rider University's Composition Program. This discussion will include insights from administrators, faculty, and tutors.*

D3. Roundtable, LA 4331. How Woke Is Too Woke? And Who Decides?: A Performance of Dialogues Across Differences. Andrea Efthymiou, Marilyn Buono, Jennifer Marx, Aisha Wilson-Carter, Joseph Chilman, Jamel Hudson, Tyler Thier; Hofstra University. *Inspired by contentious conversations about the call, our roundtable performs racial, abled, and gendered positionalities pertaining to writing centers. We invite divergent perspectives in an effort to decolonize our practices.*

D4. Round Robin, LA 4330. Risking Acts of Love: Time and Patience in the Writing Center. Mary Pigliacelli, Catalina Benavides, Andrew Schlosser, Pei-Shuan Chiang; Long Island University, Post. *We embrace Freire's concept of "armed love" and use therapeutic art-making processes to examine the roles of time and patience in fighting oppressive educational practices in writing centers.*

D5. Data Dash, LA 4204.

Evaluating Gender and Race Bias in Peer-to-Peer Writing Center Feedback. Christina Photiades, Saint Joseph's University. *This data dash will highlight the results of research that analyzed bias and language patterns used in survey responses of tutors' performance.*

Developing more effective tutoring strategies for multilingual writers in the Writing Center. Ajay Kharkar, Jamie Denton; University of Maryland, Baltimore County. *This Data Dash presentation features the early findings of research on strategies to increase comfort for multilingual writers in our Writing Center.*

Decolonization and LGBTQ+ Liberation in the Writing Center. Lucinda Grinnell, Montgomery College. *This proposal connects the concepts of decolonization and LGBTQ+ inclusivity and offers examples of what a writing center can do to promote radical inclusivity in the physical space of the learning center.*

D6. Panel, LA 4310. Students' Right to Their Own Language and to the Language of Those in Power: An Historically Black University Writing Center's Perspective. Terry Kundell, Jessica Clatterbuck, Cita Christian, Christian Ferguson, Nikolas Mejia, Ciani Wells; University of Maryland, Eastern Shore. *The Writing Center staff at an Historically Black University Writing Center will argue that students have a right to their own language AND to the language of those in power.*

D7. Panel, LA 4315. How Can Exploring Our Own Identities Help Us Reach Students 'Where They're At' As We Re-Imagine Our Tutoring? Rachel Liberatore, Kaela O'Neill, Jacob Walsh, Jenifer Lopez, Ginger Hill, Deborah Afolabi, Blake Reed; Albright College. *This panel explores how consideration of our identities affects our tutoring pedagogy and methods of communication and connection, cross-disciplinary writing assistance, and honoring of writers' own identities and expressions.*

D8. Panel, LA 4303. "SQUAWK!" Freeing the Parrot and Humanizing the Writing Center and the Academy - Accessing the (Double) Standards of Academic English and Free-Recall in the Writing Center. Nidhi Gandhi, Sumayyah Uddin; Hofstra University. *We examine how SAE standardizes voices and free-recall attempts to generate unique perspectives. Through investigating language, we challenge authority in writing center pedagogy and the academy, and analyze new methods of working with students.*

D9. Panel, LA 4214. Meeting Writers Where They Are: Self-Direction in the Writing Center. Noreen Lape, Nora Greeley, Alexandria Kruizenga, Alexander Thorsrud, Anna Harvey; Dickinson College. *To the directive/nondirective debate, we propose a third term: self-directive learning. To decolonize tutoring practices, writing center tutors should promote self-directive learning to create an inclusive writing environment.*

D10. Panel of Individual Presentations, LA 4317.

White Habitus and Labor-Based Grading: A Faculty Engagement Narrative. Benjamin Morgan, West Chester University. *This presentation describes efforts at West Chester University's (WCU) Philadelphia campus to engage faculty in critical approaches to grading using Asao B. Inoue's labor-based assessment ecology.*

Dismantling Borders: A Call for Changes to Invisible and Structural Borders in Online Writing Courses and Online Tutoring. Kristina Fennelly, Kutztown University. *Since writing centers function with "invisible borders," which are further exacerbated by actual borders via online course structures, this paper offers specific changes which can and should be enacted at the PASSHE level.*

Diminishing Tutoring Trepidation: Centering Tutors' Voices to Reimagine Writing Center Training Practices. Madison Thibodeau, Immaculata University. *This research centers tutors' voices to investigate how non-course tutor training compares to course-based tutor training as it relates to tutors' confidence levels.*

Featured Session 4:30-5:30 p.m.

Featured Panel, LA 4310. Reflections on Decolonizing Writing Center Practice. Speakers: Romeo Garcia, University of Utah; Neisha-Anne Green, American University; Laura Greenfield, Hampshire College; Lena Tashjian, Baltimore City College High School. Panel Moderator: E. Mairin Barney, Towson University. *Conference keynote and special guests reflect on the theme of decolonizing writing center practice and offer takeaways to the audience.*

The conference chairs wish to
thank MAWCA, MICA, and
Dr. Romeo Garcia for generously
donating scholarship money to assist
students in attending this conference.

Notes & Reflections

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