

# Conference Schedule:

Friday, February 24, 2017

---

**Directors' Workshop and Dinner**

**6:00 to 8:00 PM**

MSU Alumni Foundation, Great Room (2nd floor)

---

**Tutor Party and Dinner**

**6:00 to 8:00 PM**

MSU Writing Center, Wilson Hall, 1-114 (1st floor)

Saturday, February 25, 2017

---

**Breakfast**

**8:15 to 9:00 AM**

SUB Ballroom C

---

**Session A.1: Beyond the Writing Center**

**9:00 to 10:15 AM**

SUB Ballroom B

Chair: Luke Ebeling

**Bethany Bibb & Wendy Whatcott**, Salt Lake Community College

*Rhetoric and the Class Visit: Exploring the Effect of Language on Students' Motivation to Visit the Writing Center*

The class visit is a familiar yet underexplored feature of writing center advertising. This presentation addresses how the way we describe our services may affect students' perception and motivation to visit us. Noting common rhetorical strategies in class visit presentations and examining student responses to certain phrasing in these scripts, we invite attendees to explore how their writing centers might use our findings and analysis to improve classroom marketing techniques and reach students more effectively.

**Lara Brenner & Sydney Cook**, University of Montana

*Beyond the WC: Using Liaisons to Spark Conversations About Writing Across Campus*

One of the most important functions of the Writing Center is to initiate conversations about writing across campus. Sydney Cook and Lara Brenner, tutor-liaisons at the University of Montana, will present their experiences collaborating with Wildlife Biology and Pharmacy faculty to develop a resource intended to help students write in their disciplines. They will discuss the opportunities and challenges of working with faculty on a writing project and encouraging them to articulate their writing expectations.

---

**Session A.2: Brave Communities**

**9:00 to 10:15 AM**

SUB Room 233

Chair: Emma Nelson

**Destiny Brugman & Hannah Telling**, Montana State University, Bozeman

*Getting Lost Between Brave Spaces and Safe Spaces*

"From Safe Spaces to Brave Spaces" (Arao and Clemens, 2013) discusses "emphasiz[ing] the importance of bravery, to help students...rise to...challenges of genuine dialogue on...social justice issues." Brave space environments challenge the participant's worldviews with new perspectives. Alternatively, some may argue that safe spaces are devoid of challenges. We will critically examine the current understanding of brave spaces and safe spaces and how they coexist and apply to writing center work as described by Geller et al.'s *The Everyday Writing Center* (2010).

**Chase Edwards**, Northern Arizona University  
*Cultivating a Community of Practice*

Northern Arizona University's Writing Commons is designed after what Wenger-Trayner define as a community of practice—where students and Writing Assistants with a “concern” for the writing process “interact regularly” to improve their practice (Wenger-Trayner). This project examines how the Writing Assistant Mentor Program, English 100 (a 1-credit opportunity through the Commons), and the online presence of the Commons integrate writing into the campus culture while tapping into the “increasing diversity of the college population” (Faigley).

---

**Session A.3: ESL Tutoring**

**9:00 to 10:15 AM**

SUB Room 235

Chair: Jack Bouchard

**Lisa Bell**, Brigham Young University  
*Politeness, Praise, and Praxis: Rethinking the Terrain of the ESL Tutorial*

From compliment sandwiches to verbal hedges, sometimes writing tutors and ESL writers get lost while navigating and negotiating within writing consultations. My presentation will demonstrate how increasing feedback and scaffolding (based in Vygotsky and the Zone of Proximal Development) in the terrain of ESL tutorials, can help ESL writers and writing tutors find confidence, satisfaction, self-efficacy, and more solid ground.

**Marie Groberg**, University of Utah  
*Getting Lost in ESL Tutoring*

This presentation focuses on the challenges the ESL clients face and bring to the writing center and argues that it is possible for writing to harness the natural order in which ESL clients tend to learn grammar concepts in order to help these clients overcome persistent writing errors. Additionally, this presentation provides example errors and corrections as to how tutors can apply these concepts in tutoring appointments.

---

**Session B.1: Secondary Strategies**

**10:30 to 11:45 AM**

SUB Ballroom B

Chair: Emma Nelson

**Jake Hansen & Laure Pengelly Drake**, University of Montana  
*Sketching Our Way Home: Using Diagrams to Help Students Navigate Their Thinking and Writing*

Like many tutors, we use doodled diagrams to explain assignment expectations, things we see going on in students' papers, and ideas that come up during a tutoring session. We find that these illustrations often help students find new and different understanding during the session and that this understanding sometimes sticks with them better than text-based insights. We'll share example diagrams, explain why and how we use them, and invite attendees to share their own.

---

**Session B.2: High School Collaboration**

**10:30 to 11:45 AM**

SUB Room 233

Chair: Alli Behrens

**Adrienne Geraci & Bay Stephens**, Montana State University  
**Lauren Adams, Aysha Chidester, & Thomas O'Leary**, Belgrade High School  
*Breaking Trail: How High School and University Partnerships Help Tutors Forge New Paths*

From childhood, we learn the rules of science, math and writing until, one day, we discover how to break them with purpose. Though a liberating and exciting change of perspective, this instance of “leaving the trail” that others' have shaped often comes later than it could. Two Montana State writing tutors team up with three Belgrade High writing tutors to investigate how high school writing centers can allow this paradigm shift to take place at an earlier stage in life.

**Session B.3: Writer Confidence and Anxiety****10:30 to 11:45 AM**

SUB Room 235

Chair: Kaidan McNamee

**Elizabeth Kleinfeld**, Metropolitan State University of Denver  
*A Growth Mindset: Research & Strategies for Building Student Confidence*

One of the most common ways students “get lost” is in doubting their own abilities to tackle writing. This session will explore how tutors can help students overcome defeatist attitudes and embrace what psychologist Carol Dweck calls a “growth mindset.” Dweck’s research indicates that people with growth mindsets are more resilient in the face of challenge and failure.

**Olivia Hintz, Erin Strickland**, Montana State University, Bozeman  
*Becoming a Cultural Guide: Helping ESL Students Navigate Academic Writing*

Non-native writers often feel lost when attempting American academic writing, and tutors often feel lost in aiding them. We believe that engaging a non-native writer in a productive conversation about language and the cultural influences on their writing is one way to help navigate that feeling; it can be beneficial for both tutors and writers. Often tutors feel pressure to help writers meet an academic standard of correctness and don’t take the time needed to explore the challenging and unique impact that culture has on writing. We will discuss practical ways tutors may guide students to see how cultural identity influences writing, and how correctness isn’t all we should focus on in a session with non-native writers.

**Keynote Lunch****12:00 to 1:30 PM**

SUB Ballroom A

**Session C.1: Writing Center Outreach****1:45 to 3:00 PM**

SUB Ballroom B

Chair: Alli Behrens

**Griffin Johnson & Demetra Rivard**, University of Montana  
*Writing Center Outreach: Harnessing Testimonials and In-House Publications to Help Dispel Misunderstanding*

Outreach is an important task for any writing center, but it is made difficult by widespread misunderstanding of what a writing center actually does. Tutors Griffin Johnson and Demetra Rivard will present their work on the University of Montana’s recent publication of a 15th-anniversary booklet aimed at dispelling some of those misunderstandings. They will discuss the effectiveness of booklets like this as alternate delivery methods for communicating to the broader university community the purpose of the writing center.

**Session C.2: Lost and Found****1:45 to 3:00 PM**

SUB Room 233

Chair: Luke Ebeling

**Lisa Hacker & Diana North**, College of the Mainland, Texas  
*Lost and Found: How Adult Basic Ed Students Lost a Tutoring Center and Gained Embedded Tutors in the Classroom*

When the Adult Basic Education department at their college lost its tutoring center, Lisa Hacker and Diana North knew the students left without services they needed to succeed would soon be arriving at the Speaking, Reading and Writing Center. After establishing a working relationship with a campus career navigator and ABE instructors, Hacker and North developed an embedded tutoring program to help these students find success in the classroom and beyond.

**Session C.3: Interactive Workshop****1:45 to 3:00 PM**

SUB Room 235

Chair: Bay Stephens

**Justin Bain & Drew Bixby**, University of Colorado, Denver*Method, Praxis, Reflexivity: An Interactive Workshop on Being a Successful Tutor*

During this stand-alone workshop, participants will have the opportunity to:

1. Reflect on times when they have become lost in a session
2. Discuss how and why this happens as well as why it matters
3. Work through a series of interactive scenarios designed to engage them in reflexive practice

The workshop will conclude with a discussion of how Consultants can effectively integrate systemic reflexivity and hyper-reflexivity into their own centers and practices.

**Session D.1: Unknown Places & Spaces****3:15 to 4:30 PM**

SUB Ballroom B

Chair: Hannah Telling

**Lauren Leslie & Emily Withnall**, University of Montana*"I won't tell you where the place is": Traveling with writers into the abundant unknown*

Students often view assignments as walled cities, enclosed places which demand little engagement that might result in lasting thought and impact. Tutors, however, view assignments as small areas of a larger map of inquiry. This position allows us freedom to "get lost" fruitfully, and to travel with students. We propose tutor traveling supplies should include an understanding of the students' positioning choices and a discussion of self-conception as a way into ideas.

**Emma Nelson & Jack Bouchard**, Montana State University, Bozeman*Possibilities for Free Inquiry in Heterotopic Spaces*

How are peer tutors supposed to deal with ideas that they disagree with? We argue that narratives emphasizing "coziness" permit tutors to disengage with those ideas for their and the student's comfort. We use Foucault's notion of heterotopia -- a space of an amalgamation of differences -- to establish the Writing Center as a site of free inquiry. Referencing personal experiences, we use the concept of "wanderlust" as a method to productively engage with student work.

**Session D.2: RMWCA Board Meeting****3:15 to 4:30 PM**

SUB Room 233

**Session D.3: Multiliteracy Practices****3:15 to 4:30 PM**

SUB Room 235

Chair: Kaidan McNamee

**Kimberly Del Bright**, Pennsylvania State University*Lost in Translation: Tutor Training Shifts Toward an Expanding Literacy Definition*

Today's digital world requires students to graduate with communication skills that integrate text with audio and visual components. What has been lost in transition with this expanding definition of literacy on the practice of tutor training in our writing centers? Using St. Martin's Sourcebook for Writing Tutors and other definitive writings on print-based tutor training, this presentation will explore ways to transition our practice of tutor training toward an expanding definition of literacy.

**Katie Gerhart**, Coe College

*Cite Right: Citation Curricula in First-Year Writing*

Coe College recently implemented a program to engage first-year students with writing curriculum via multi-modal methods (MMM), which include draft-based and technology-based consultation techniques. The primary goal of this presentation is to explain the overall approach, the initial 2015-2016 results, and the broader application of the MMM framework in the 2016-2017 academic year.

**Closing Reception**

**4:30 to 5:30 PM**

---

SUB Ballroom C