

MSWCA 2018

Pre-Conference, March 23, 5:00pm – 7:00pm

Welcome & Refreshments	5:00 – 6:00
Shared Spaces: DeSoto Writing Center / Followed by Q&A	6:00 – 7:00
MSWCA Board Meeting	6:00 – 7:00

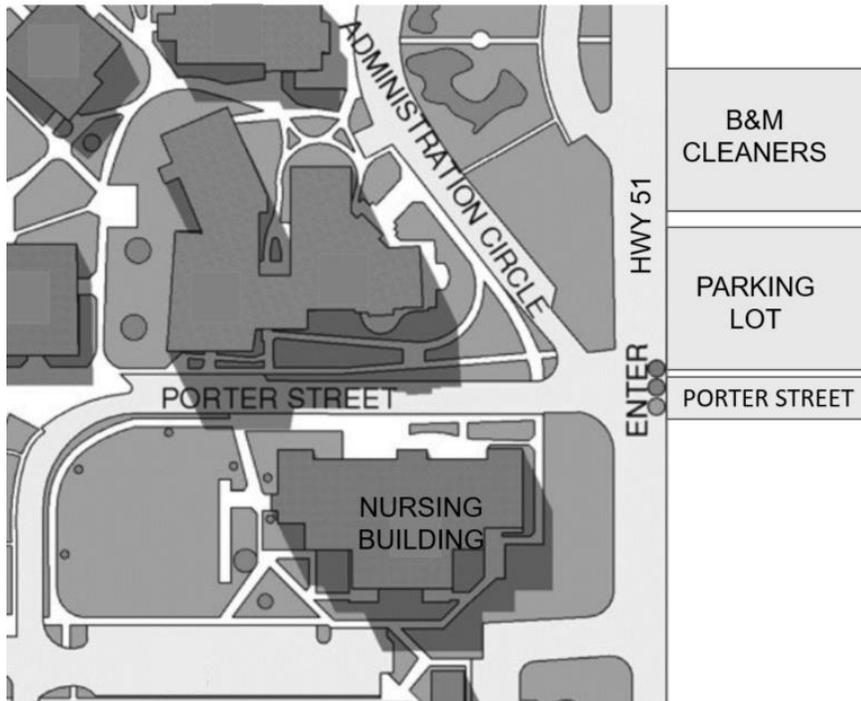
Conference, March 24, 8:00am – 4:30pm

Registration	8:00 – 8:30
Welcome	8:30 – 8:50
First Sessions	9:00 – 10:15
Second Sessions	10:30 – 11:45
Lunch	11:45 – 12:30
Keynote	12:30 – 1:30
Third Sessions/TutorCon	1:45 – 3:00
Fourth Sessions	3:15 – 4:30

Hosted by Northwest
Mississippi Community
College



Campus Map and Parking



MSWCA 2018 will be held in the NWCC Nursing Building. There are no restrictions on parking on the weekends, and there is convenient parking behind the Nursing Building. Attendees may also park in the Administration Circle and across from the campus in the parking lot on Porter Street

Room Numbers

A 137

D 136

B 134

Keynote 009

C 135

WC McLendon, 222

Registration

8:00 – 8:30

Coffee and light breakfast foods will be available during registration. Coffee will be available throughout the conference.

First Sessions

9:00 - 10:15

A Leah Gutenson, Fulton Hutchinson, Kontessa McClendon, Crystal McLendon, Jori Perrin, Cynthia Rigsby, Holly Wright, *Hinds Community College*

“Tutor Identity and the Writing Center: Using Tutor Training to Promote Collaboration and Inclusion”

In her 2017 article “Cultivating Professional Writing Tutor Identities at Two-Year Colleges,” Alison Bright calls for increased scholarly attention to the ways writing center consultants develop a “tutor identity” (12). To answer Bright’s call for continued study of “tutor identity,” this roundtable of six writing center peer tutors and their director asks how we might use tutor training to ensure that collaboration and inclusion are core principles of “tutor identity.”

B Kayleigh Few and Sava Kolev, *Mississippi State University*

“Recruiting Writers for Our Workshop Rosters”

This panel presentation will discuss the Mississippi State University Writing Center's initiative to develop a series of seminars and workshops for undergraduate students across in effort to address common writing concerns while also collaborating with other units across campus. We hope to enlist the help of our fellow MSWCA team members to address challenges we are currently facing.

C Kayla Beebe and Kelly Harder, *Mississippi College*

“Are Tutors Still Tutees?’ Exploring the Tutors’ Use of the Writing Center”

As tutors we engage with students, collaborating on their assignments. We help students better their writing, but are we still bettering ourselves? As writers, we know that there is always room for improvement. This study will provide information as to how and to what extent tutors are still seeking collaborative help as students of writing. If tutors are not already pursuing growth with their writing, writing centers should encourage their tutors to do so.

Abigail Still, *Northwest Mississippi Community College*

“Sink, Swim, or Float: Mandatory Writing Center Appointments and Clients’ Perceptions”

The missions of most writing centers includes helping students become better writers. Some WC clients perceive mandatory visits as taking time away from voluntary students, who need just as much help as mandatory students. In this presentation, it is suggested that writing centers must reevaluate mandatory visits based on both clients’ perceptions and institutional data collection.

D **Skye Roberson, *The University of Memphis***

“Why Won’t You Come See Us?”

This presentation will primarily discuss scholarship on non-visits and provide an overview of future empirical work. During the discussion, I will analyze how disciplinary narratives of writing center scholarship obscure the importance of empirical data on non-visits. From there, I will share my future research on non-visits at the University of Memphis, opening the conversation to include constructive feedback on my methodology.

Second Sessions

10:30 – 11:45

A **Lingshan Song and Danqing Tang, *Mississippi College***

“Writing Center in the Global Context: Emerging Opportunities for International Collaboration”

While writing centers are well established in the U.S., “writing center” is still a new educational concept in China. In the past decade, writing centers have started emerging in a handful of Chinese universities, which directly benefits from connections or collaborations with American universities. This research aims to study writing centers established in China in the past 12 years, hoping to notice trends among those pioneering writing centers in China, to discover successful writing center models, and to explore potential international partnership opportunities.

B **Elizabeth Adams, Natalie Baumann, Mary Beth Davis, Elaine Everett, Alyssa Travani, and Alexis Rodgers, *Mississippi College***

“From Concept to Practicality: Exploring Tutor-led Inclusivity”

This panel presentation will analyze Mississippi College Writing Center’s undergraduate tutor training course and current tutors’ experiences with the conceptual and practical engagement of writing centers’ inclusivity. The tutor-led panel of diverse students will engage with the implementation of an inclusive mindset which is practically applied by the tutors themselves. Attendees to this panel will gain practical insights on how the writing center community can actively welcome students in every diverse aspect of their lives.

C **Jordan Parker, *Mississippi State University***

“Know Your Enemy: Understanding Writing Center Stigma”

The effectiveness of Writing Centers as inclusive areas is challenged by our inability to confront social stigmas that deter students from utilizing our services. This problem is exacerbated by the scarcity of research dedicated to the understanding of Writing Center stigma. Research and the greater understanding it would yield are vital to combating the social stigma that has hindered our mission of making better writers out of any and all students.

Devan Torrence, *Mississippi State University*

“Embracing the ‘Split Images’ of Students”

Continuing Kate Fagan's conversation from her article "Split Image", I address how Writing Centers can address the growing concern of academic performance anxiety among college students. I also discuss the need to interact with students as individuals in order to form positive and productive relationships that result in successful students who continue to utilize academic resources.

Lunch

11:45 – 12:30

Keynote Address

12:30 – 1:30



Dr. Brian Fallon

*Associate Professor and Director of the Writing Studio
Fashion Institute of Technology*

“Collaborator, Citizen: Meaning, Criticism, and Love in the Writing Center”

Brian Fallon is the founding director of the Fashion Institute of Technology's Writing Studio, where he has also teaches courses in basic writing, college writing, creative non-fiction, and undergraduate research. His scholarly work focuses on peer tutors' experiences as learners and teachers. He writes and speaks on empathy, listening, and confidence as key components to any tutoring situation. Brian's work reflects on the social dynamics of peer tutoring in writing, especially as influenced by current writing center epistemology and pedagogy. His forthcoming edited collection *Multimodal*

Composing: Strategies for 21st Writing Center Work, co-edited with Lindsay A. Sabatino, is due out later this year from Utah State University Press.

Brian has served as co-chair of the IWCA/NCPTW 2014 joint conference and is the current treasurer of the National Conference on Peer Tutoring in Writing (NCPTW). He was a leader at the 2012 and 2013 IWCA Summer Institute for Writing Center Directors and Professionals and has been an invited speaker at NCPTW, the Gulf Coast Student Success Conference, and the SUNY Council on Writing.

Brian received the 2010 Ron Maxwell Award for distinguished leadership in promoting the collaborative learning practices of peer tutors in writing and co-won the 2007 IWCA scholarship award for an outstanding article. He is also a recent recipient of the SUNY Chancellor's Award for Excellence in Professional Service.

A

Tatiana Glushko and Kathi R. Griffin, *Jackson State University*

“Where Can Dreams Take Us? Meshing the Idealistic and the Rational to Create a Vision for Your Writing Center”

Creating a vision for the writing center is as important as having a mission that guides our daily decisions. In this presentation, participants will talk about visions of their writing centers, discuss how their visions might be shaped by institutional and external forces, and reflect on how the language we use and practices we promote in our visions reflect who we are and project the changes we want to see in Mississippi.

B

Scott Sundvall, *The University of Memphis*

“The Literacy Fetish: The Exclusion of Digital Emergence”

This panel will explore the function of electracy within the writing center as method for teaching and consulting digital rhetoric and writing. In broad strokes, “alphabetic print : literacy :: digital media : electracy” (Ulmer). Nonetheless, electracy is more than a mode or medium of communication; it is, rather, “a social machine, partly institutional and partly technological” (Ulmer). While electracy does not negate literacy (just as literacy did not negate orality), the unique specificity of ubiquitous computing and compositional praxes therein demands an approach that exceeds the limits of literacy. In this sense, “digital literacy” as concept for the teaching and consulting of digital rhetoric and writing fails (tantamount to framing “literacy” as “written orality”). This panel will therefore explore various methods for the integration of electracy into the teaching and consulting of digital rhetoric and writing.

WC

Logan Brauer, Paige Bryant, Angel Dunlap, Johnny Fedorenko, Josh Figures, Austin Ivy, Casey Kellogg, and, Abigail Still, *Northwest Mississippi Community College*

Meet at the Registration Table for a brief tour of the campus and the NWCC Writing Center. TutorCon is an opportunity for tutors from across the state (and nation) to network, team-build, and have fun.

A

Rachel Johnson, Cynthia Scott, Allison Dillon, Anna Glidewell, Sandra Currier, and Aaron Meek, *University of Mississippi—Tupelo*

“Strategies for Developing Inclusive Services and Resources for Transfer Students”

Transfer students face significant academic and social challenges when transitioning to a new institution. Researchers have called this “transfer shock” and “transfer stigma”. Writing centers can play an important role in combating this with innovative and inclusive practices and services for transfer students. At our center, transfer students are the norm, not the exception. We believe we have important insights to share about our experience with developing unique tutoring practices, specialized services, and accessible resources.

B

Liz Egan, Courtney Cleveland, Roxanne ElShamy, Mohamed Hegazy, Sarah Rimmer, AK Singleton, *Milsaps College*

“Small Campus, Big Questions: Where are SLACs in the Writing Center Story?”

Research by and about writing centers at small liberal arts colleges (SLACs) is not common. At our small institution, we know we aren’t alone in the challenge of adapting existing studies and monographs produced by writing centers on large campuses to inform our significantly different circumstances. By researching the writing center culture at our SLAC, we strive to widen the narrative about writing centers and the students who do, and don’t, choose to use them.

C

Lakshmi Bisram, Yi Peng (Adrienne) Yap, and Melissa DeOliveira, *Fashion Institute of Technology*

“Implementing LGBTQIA Inclusive Language in the Writing Center”

Inclusive language regarding gender fluidity and sexual orientation is slowly integrating into our everyday vocabulary. Despite this recent trend, Andrew Rihn and Jay Sloan (2013) note that “an unconscious ideological bias toward heteronormativity has dominated writing center scholarship” (p. 1). This workshop addresses how writing center tutors might work toward increased LGBTQIA inclusivity by introducing methods and resources for integrating inclusive language in writing center practice.

D

Murray Shugars, Jada Similton, Consuela Jones, Lois Winn, Ifeoma Mba-Madubuike, *Alcorn State University*

“Traveling Tutors: Extending the Writing Center’s Reach into the Classroom”

The Alcorn Writing Center has numerous initiatives to build bonds across the university community and beyond. The most exciting and effective has been collaborating with instructors to bring undergraduate tutors into their classrooms. Tutors give brief, focused discussions/workshops on a range of writing concerns. Our panel will introduce and discuss this effort from several perspectives: writing center administrator, classroom instructor, and peer consultant. Computer and project; we will use a PowerPoint presentation The Alcorn Writing Center has numerous initiatives to build bonds across the university community and beyond. The most exciting and effective has been collaborating with instructors to bring undergraduate tutors into their classrooms. Tutors give brief, focused discussions/workshops on a range of writing concerns. Our panel will introduce and discuss this effort from several perspectives: writing center administrator, classroom instructor, and peer consultant.