On the Isthmus
From the Center Across the Curriculum: Developing a Writing Fellows Program as Part of an Existing Writing Center

Emily Hall, University of Wisconsin-Madison
Carol Severino, University of Iowa

Looking for a proven way to expand your writing center into new territory? Want to connect with new faculty members across campus? In this interactive workshop, the directors of the Writing Fellows Programs at the University of Wisconsin-Madison and the University of Iowa will facilitate a discussion of the theory and practice of establishing an undergraduate Writing Fellows program as an extension of (as well as a pathway to) a Writing Center. Topics will include: how to secure partnerships with existing campus entities or groups (such as an honors program or an academic department); how to pilot a program; how to recruit and train Fellows; how to recruit and communicate with professors; and how to troubleshoot problems that may arise. Our focus throughout will be on how a Writing Fellows program can expand the mission of a Writing Center on campus and serve as a bridge for faculty and students back to the Center.

An Inquiry State of Mind: Doing Research in the Writing Center

Michele Eodgee, University of Oklahoma
Beth Godbee, Marquette University

That wonderful moment when we realize that all around us, each day, our writing centers present amazing opportunities for research is also the moment we begin to ask: How do I do research in the writing center? Which methods are useful and available to me? What kinds of questions do I need to develop first? What kinds of support, permissions, and analysis tools do I need? This workshop will help you build an inquiry-based foundation for thinking through the design of a research project. You will leave with a viable research question, a better understanding of available methods, and a plan for working on your project. Participants will work on developing research questions and design a plan for a research project based on “everyday inquiry” methods, those methods that fit best with the ways we work and offer us the richest data for analysis.

• Which method should I use to learn more about talk?
• How would I discover how students revise?
• Do I really need student consent to study their activity in the writing center?
• Isn’t this work just assessment with another name?

The workshop leaders will address these questions and more as we work with participants to facilitate clear definitions, foundational understandings of methods, and basic steps in the research process. The workshop is geared to undergraduate researchers, graduate students, professional staff, and faculty directors.
# Conference at a Glance

## 2011 Midwest Writing Centers Association Conference

### THURSDAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>12:00–7:00 P.M.</td>
<td>Registration</td>
<td>Pyle Center Lobby</td>
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<tr>
<td>1:00–5:00 P.M.</td>
<td>Pre-Conference Workshops</td>
<td>Pyle Center</td>
</tr>
<tr>
<td>5:00–6:00 P.M.</td>
<td>Optional Open House at UW-Madison Writing Center</td>
<td>6191 Helen C. White Hall</td>
</tr>
<tr>
<td>5:30–7:00 P.M.</td>
<td>Welcome Reception</td>
<td>Alumni Lounge</td>
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### FRIDAY

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<thead>
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<th>Location</th>
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<tr>
<td>7:00 A.M.–5:30 P.M.</td>
<td>Registration</td>
<td>Pyle Center Lobby</td>
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<tr>
<td>7:00–7:45 A.M.</td>
<td>Continental Breakfast</td>
<td>Alumni Lounge</td>
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<tr>
<td>8:00–9:15 A.M.</td>
<td>A Concurrent Sessions</td>
<td>Alumni Lounge</td>
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<tr>
<td>9:30–10:45 A.M.</td>
<td>B Concurrent Sessions</td>
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<tr>
<td>10:45–11:00 A.M.</td>
<td>Break</td>
<td>Alumni Lounge</td>
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<tr>
<td>11:00–12:15 P.M.</td>
<td>C Concurrent Sessions</td>
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<tr>
<td>12:30–2:00 P.M.</td>
<td>Lunch, Eric Pritchard, Keynote</td>
<td>Lowell Center Dining Room 610 Langdon St. (One block east of the Pyle Center)</td>
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<tr>
<td>2:30–3:45 P.M.</td>
<td>D Concurrent Sessions</td>
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<tr>
<td>3:45–4:00 P.M.</td>
<td>Break</td>
<td>Alumni Lounge</td>
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<tr>
<td>4:00–5:15 P.M.</td>
<td>E Concurrent Sessions</td>
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<tr>
<td>5:30–6:30 P.M.</td>
<td>Special Interest Groups</td>
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### SATURDAY

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:00 A.M.–2:30 P.M.</td>
<td>Registration</td>
<td>Pyle Center Lobby</td>
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<tr>
<td>7:30–8:45 A.M.</td>
<td>Continental Breakfast</td>
<td>Alumni Lounge</td>
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<tr>
<td>9:00–10:15 A.M.</td>
<td>F Concurrent Sessions</td>
<td>Alumni Lounge</td>
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<tr>
<td>10:15–10:30 A.M.</td>
<td>Break</td>
<td>Alumni Lounge</td>
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<tr>
<td>10:30–11:45 A.M.</td>
<td>G Concurrent Sessions</td>
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<tr>
<td>11:45 A.M.–1:00 P.M.</td>
<td>Box Lunch and MWCA Open Board Meeting</td>
<td>Alumni Lounge</td>
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<tr>
<td>1:15–2:30 P.M.</td>
<td>H Concurrent Sessions</td>
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<tr>
<td>2:45–4:00 P.M.</td>
<td>Closing with Michele Eodice</td>
<td>Pyle Center Dining Room</td>
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</table>
7:00 A.M.–7:00 P.M.
REGISTRATION
Lobby

7:00–7:45 A.M.
CONTINENTAL BREAKFAST
Alumni Lounge, Main Floor

8:00–9:15 A.M.
CONCURRENT SESSIONS

A-1, Room 111
Fishbowl
When the Writing Center is the Center of Writing
Cheryl Prentice and Alex Urquhart, Saint Mary's University of Minnesota-Twin Cities
Fernando Sanchez, Purdue University
This session examines how a writing center should position itself in an institution with no dedicated writing program. Specifically, it explores what happens when the writing center becomes the primary point for writing instruction, the sometimes evaluator of student progress, and an administrative conduit for accusations of plagiarism and faculty development.

A-2, Room 112
Individual presentations
Voyaging Across the Isthmus into Academic Discourse: The Roles and Challenges of the Writing Center in the Two-Year Institution
Christina Cavaco, University of Wisconsin Colleges
This presentation will include a discussion of the importance of identifying the unique mission and scope of the writing center at a two-year institution. In addition, of discussion will be the challenges of serving underprepared students for college-level academic discourse. Various models and strategies will be offered.

A Bridge to the Community: Service Learning in the Writing Center
Kara Bollinger, University of Kansas Main Campus
Though increasingly popular, service learning remains uncommon in writing centers; however, because of its benefits, service learning should be adapted for our work. This presentation will discuss service-learning's applications to writing centers, benefits, and already existing writing center outreach, encouraging attendees to create bridges into their larger communities.

A-3, Pyle Center Dining Room/Lower Level
Workshop
The “Writing Body” in Writing Center Tutorials
Cassidy Little, Emily Schoon, and Melissa Wangall, Western Illinois University
Writing centers must constantly recognize the diverse needs of their clients during sessions. Somatic literacy and the position of bodies is a recent approach in addressing this diversity. In this workshop, we invite participants to explore somatic literacy through three strategies including embodied learning, cluster criticism, and defensive minimalist tutoring in order to maximize productivity.
Connecting Burke's Pentad, Identification, and Terministic Screens to Writing Center Praxis

Tim Taylor, Eastern Illinois University

In this presentation, I will introduce three concepts from the work of Kenneth Burke— the dramaticative pentad, persuasion as "identification," and "terministic screens" —and participants will discuss how these principles connect to writing center work and consider how to implement Burke's principles in our Burkean parlors.

A-6, Room 225

Fishbowl

Hiring Challenges: More than Filling Open Positions

Gail Jacky, Northern Illinois University

Because consultants must be able to identify clients' needs while discussing the writing process and related strategies, staffing writing centers is more challenging than just filling open positions. Although tutor training classes can improve skills, certain innate proficiencies are required. This interactive workshop will investigate issues related to hiring practices.

Individual presentation

Electronic Portfolios: Multiple Functions in Writing Center Staff Development

Jonathon Ameling, Anna Hegland, Courtney Marti, Kayla Musgjerd, Alison Polivka, Katie Selinger, and Miriam Taour, Coe College

This panel presentation will introduce the writing center staff's electronic portfolio project, present digital samples of portfolios, explain how the project was initiated, and identify benefits of this e-portfolio project for the staff and for individual writing consultants.

A-7, Room 309

Panel presentation

From Image Through Language: Literary Translation Theory and Writing Center Practice

Leah Coming, Katherine Cornwell, and Leandra Wolf, University of Notre Dame

All writing is a form of translation. We translate ideas, images and thoughts into words as we write, and then our readers must translate those words back into ideas in their own minds. Three presenters will offer ways to apply the theory of literary translation to the writing center model.

A-8, Room 325

Workshop

Factors Affecting English Language Learners' Identities as Writers

Rachael Larsh and Crystal Mueller, University of Wisconsin-Oshkosh

Qualitative data from semi-structured interviews with University of Wisconsin-Oshkosh students will be presented. Participants will be invited to participate in data analysis to unearth how ELL writers view themselves as writers and whether/how the ELL label has affected writers' self perceptions.

A-9, Room 326

Lightning talk

Widening Our Vision: Seeing New Connections in our Campus Peripherals

Rachelle Doan, Deborah Murray, Kara Northway, Jon Tveite, and Shannon Wilson, Kansas State University

We will describe ways we have widened our vision beyond the scope of the writing center. Participants will reflect on how we can remove our blinders in order to problem-solve and identify common goals with other writing tutoring groups on campus in order to benefit our students and tutors.

9:15–9:30 A.M.

BREAK
9:30–10:45 A.M.

CONCURRENT SESSIONS

B-1, Room 111

*Fishbowl*

Outreach Answers/Outreach Questions

Rob McAlear, Case Western Reserve University

This fishbowl will engender discussion by presenting our outreach survey data and providing a context for how and why we arrived at our current outreach plan.

B-2, Room 112

*Panel presentation*

The Writing Center: A Critical Isthmus for Basic Writers?

Paige Conley and Margaret Mika, University of Wisconsin-Milwaukee

Sharing results from a ten-year study, this presentation seeks to identify and further critique means for enhancing writing center experiences for basic college writers. The presenters will argue that writing centers can function as a critical pedagogical space for particular students by attending to key socio-spatial considerations for writing.

B-3, Pyle Center Dining Room/Lower Level

*Panel presentation*

Weaving an Effective Web of Writing Center Relationships at Small Liberal-Arts Colleges

Cynthia Cochran, Illinois College

Andrew Chael, Kathy Evertz and Debbie Wong, Carleton College

Hailley Fargo, Robert Marrs, and Haley Welby, Coe College

Emphasizing their multiple roles and divergent constituencies while meeting our own missions, writing/learning center directors and several undergraduate writing consultants from three small liberal-arts colleges discuss the opportunities and special rhetorical, cultural, political, and intellectual challenges of spinning a web of relationships with other community agencies.

B-4, Room 213

*Panel presentation*

The Rhetorical Dimensions of Transfer in Writing Center Theory and Practice

Bradley Hughes and Rebecca Lorimer, University of Wisconsin-Madison

Rebecca Nowacek, Marquette University

Both student writers and writing center tutors struggle to transfer writing-related knowledge from one context, genre, or discipline to another. The three speakers on this panel will explore the varied dimensions of this challenge for writing center theory and practice.

B-5, Room 220

*Individual presentations*

Self-Assessment Methods as Ongoing Tutor Training

Crystal Mueller, University of Wisconsin-Oshkosh

Three self-assessment methods will be compared to consider opportunities for undergraduate peer tutors’ growth and learning: general reflection on strengths/weaknesses, reflection specifically related to scaffolding, and reflection specifically related to situational leadership. Excerpts from tutors’ reflections and meta-reflections will be studied and suggestions made for training activities.

The Writing Center as Transformative Experience

David Leaton, Truman State University

Are consultants transformed by their practice? If so, we can use this information to defend writing centers and (re)shape the consultant experience. Former consultants of the Truman State University writing center were given a survey based primarily on Mezirow’s theory of the transformative learning experience. Results, interpretations, and uses will be discussed.
B-6, Room 225

**Individual presentations**

**Creating an Isthmus to Connect Two Cultures: Writing Centers and SWOT Analysis**

John Franklin, Pittsburg State University

In this presentation I discuss SWOT: Strengths, Weaknesses, Opportunities, and Threats. I provide this management strategy's structure; give examples of its application to corporations such as McDonalds, Starbucks and WalMart; and argue that this strategy can be applied to writing centers. Discussion will identify elements and factors common to writing centers. SWOT analysis will be performed.

B-7, Room 309

**Workshop**

**The Body and the Writing Center: Movement-Based Work for Learning and Social Transformation**

Beth Godbee, Marquette University
Moira Ozias, University of Oklahoma
Jasmine Kar Tang, University of Minnesota-Twin Cities

In this interactive workshop, participants will explore the potential of movement-based work for learning and social transformation. Together, we'll explore what it means to enact "embodied" practices through a series of exercises that raises questions about how we make relevant and consequential our whole embodied selves in writing center conferences.

B-8, Room 226

**Lightning talk**

**Creating an Isthmus Between Sustainable Thinking and Correct Writing: Strategies for Consultants**

Michael Bonifacio, Becky Nugent, and Amy Porter, Governors State University

All too often in writing center practice, we are greeted by flustered students whose ideas are stifled before they even reach us. Writing centers, in direct collaboration with instructors, must foster a shift from "correct" writing to the true-to-life process of writing. This undertaking is especially arduous at the upper division where we practice.

B-9, Room 325

**Roundtable**

**Traversing the Isthmus: Writing Center Work → Teaching Lives**

Mary Fiorenza and Peter Mayshle, University of Wisconsin-Madison
Mary Lou Odom, Kennesaw State University

In this roundtable session, participants will traverse and cultivate the land that stretches between our writing center work and larger teaching lives. Using narrative strategies, critical questions, focused dialogue, and whole group discussion, participants will describe and theorize varied chronologies, identities, relationships, and practices that bridge personal and professional geographies.

B-10, Room 326

**Fishbowl**

**Navigating Online Tutoring: Sharing Tips and Tricks (and Treats)**

Lori Baker, Lorien Downing, and Amanda Paine, Southwest Minnesota State University

While general practices for online tutoring appear simple on the surface, we have discovered that each tutor has different methods for the nitty-gritty "how-to" aspects of online tutoring, tricks for balancing the time constraints with getting the work done. In this fishbowl session, we will share our tricks (and treats) with the audience and ask the audience members to describe their own practices.

10:45–11:00 A.M.

**BREAK**

Alumni Lounge
11:00 A.M.–12:15 P.M.
CONCURRENT SESSIONS

C-1, Room 111
Panel presentation
All Aboard! The Writing Center as Hub for a University’s ELL Resources
Janine Harrison, Miranda Morley, and Lauren Zajac, Purdue University-Calumet Campus
At Purdue University-Calumet Campus, English Language Learners (ELLs) have access to numerous resources. However, lack of cohesion between programs creates difficulties and frustrations for ELLs. Through an online training program conducted by the Writing Center, these resources will be brought together to create clear guidelines and pedagogical practices.

C-2, Room 112
Panel presentation
Bridging Disciplines: Expanding the Role of the Writing Center to Facilitate Collaboration Between University Communities
Megan Hadorn, Kelsey Hixson-Bowles and Jessica Reyes, Kansas State University
This panel will present three unique approaches to increasing the value of the writing center within various campus communities. By collaborating with other departments or incorporating anthropological concepts, writing centers can gain access to a more diverse population and encourage campus-wide investment in the development of student writing.

C-3, Pyle Center Dining Room/Lower Level
Individual presentations
Rethinking Dissertation Support in the Writing Center
Laura Plummer, Jo Ann Vogt, and Holly Schreiber, Indiana University-Bloomington
Our recently redesigned program for dissertation writers aims to better serve the needs of these students. While some challenges are logistic, such a project also represents a confluence of issues within the field: the politics of graduate student expertise; the pressures of WID; faculty mentor-writer relationships; and tutoring multi-lingual writers.

Exclusive Inclusion: Dangers of De-Emphasizing Graduate-Level Work in the Writing Center
Angel Theriot, Kansas State University
Writing centers that host graduate-level tutors are places where new graduate students can learn from their peers. However, placing limits on the ways in which graduate writers use the center has produced exclusive inclusion, which may promote negative effects on writers, tutors, and ultimately the writing center’s image.

Graduate Student Writing Groups: Ferrying Graduates to the Other Side
Amelia Herb, University of Illinois at Urbana-Champaign
Whether at the dissertation, coursework, or exam phase, graduate students encounter different writing challenges without much support, as evinced by ever-increasing demand on writing centers. How can graduate writing groups help writing centers reach more graduate student writers? Why else should writing centers sponsor graduate writing groups?

C-4, Room 213
Panel presentation
Responding to Increasing Numbers of Second Language Writers
Derek Benesh, LuAnn Dvorak, Stephen McNutt, and Carol Severino, University of Iowa
With the increasing enrollment of international students, writing centers have been called upon to educate faculty and staff about working with this population. One way to educate and to avoid stereotypes is to use individual case studies. Our panel presents three case studies of students from China, the country that sends the largest number of students to our college.

C-5, Room 220
Panel presentation
Breaching Boundaries: Formality and Informality in Writing Fellow Work
Alexis Brown, Patrick Bingo Johnson, and Jenna Mertz, University of Wisconsin-Madison
The presenters, three Writing Fellows from UW-Madison, will discuss how peer tutors navigate boundaries of formality and informality in the conversation of the conference and the papers on which they comment.

C-6, Room 225
Individual presentations
The Writing Isthmus: Embodying Scholarship and Modeling Academic Writing to the Distance Learner
Amy Kubista and Heidi Marshall, Walden University
This presentation will explore how to bridge the isthmus between the online student and the learning that comes from being immersed in a brick and mortar campus setting. As a writing center, we have embraced the online environment and have created a community that breeds scholarship and academic writing skills through technology and communication.

How Writing Center Websites Fulfill Writing Center Missions
Jillian Mergen and Alexa Sandbakken, Saint Cloud State University
Writing center websites must represent the missions of their writing centers. We will evaluate the rhetorical features of independent writing center websites to discover whether the websites reinforce the purposes and goals of their writing centers.
The Writing Center needs a variety of collaboration partners across campus to most effectively serve the students. One of these potential partners is the Athletic Department; a positive relationship with the coaches/role models can help reach a group of students that otherwise would not frequent the writing center and serve as an assessment tool.

Understanding Coachability: Strengths-Based Tutoring of Student-Athletes
Frankie Condon, University of Nebraska-Lincoln
In this paper I challenge popular representations of elite athleticism as antithetical to academic success. I examine the ways in which athletes’ aptitude for being coached prepares them in extraordinary ways for learning in the context of a writing center. Finally, I outline a strengths-based approach to working with student-athletes tasked with writing.

Hearing Loss in the Writing Center
Amanda Paine, Southwest Minnesota State University
In tutoring, we try to meet the needs of everyone that comes to the writing center. Most tutors have not heard about or dealt with those who are hearing impaired. What is it like to have a hearing loss? How can tutors recognize it? How can we as tutors help?

Tigers in the Junkyard: The Importance and Mechanics of Serving Soldiers and Veterans in Writing Centers
Rosalind Mann, Southern Illinois University-Carbondale
This presentation will highlight the need for awareness and research related to tutoring veteran and active-duty students in writing centers. I will discuss both my primary research and secondary scholarship in relation to the variety of challenges, especially trauma’s effect on the writing process, that tutors and center administrators may encounter in serving this growing population.

Writing center relationships (instructor/student, tutor/tutee, administrator/staff, etc.) are often valorized for their contribution to successful writing center work of various types, such as one-to-one instruction or in doing social justice. However, too often these relationships are represented through a normative lens that flattens the complexity of identities that are at work. In the keynote address I will use eros, identity, normativity, and friendship to examine how we might 1) facilitate untapped critical possibilities for these relationships, 2) work to subvert the misrecognition individuals have of one another, and 3) enable our capacity for self-connection in our personal and professional life.

12:30–2:00 p.m.
Lowell Center Dining Room/Lower Level
610 Langdon St. (One block east as you exit the Pyle Center)
2:30–3:45 P.M.
CONCURRENT SESSIONS

D-1, Room 111
_roundtable_
Local Perspectives, Global Positions: The Liminal Roles of Graduate Student Administrators in the Writing Center
Andrea Gronstal Benton, Madison Area Technical College
Danielle Warthen, University of Wisconsin-Madison
Brian Williams, Marquette University
Seeking to complicate the status of Graduate Student Administrators, this roundtable offers site-specific perspectives from three former GSAs of the UW-Madison Writing Center. We will discuss the problematic and productive liminality of a GSA, changes in the role over time, and ways administrators can deepen the contributions of and for GSAs.

D-2, Room 112
_roundtable_
Writing Centers as Sites for Transfer Research: A Roundtable on Methodology, Ethics, and Representation
Neil Baird and Bradley Dilger, Western Illinois University
Writing centers have not tapped their potential as sites for transfer research. In this roundtable, we invite discussion about contributions writing centers can make to transfer research. We focus on methodology, given widespread agreement that transfer research is challenging, while sharing preliminary results from our multi-year research project.

D-3, Room 213
_roundtable_
Writing Center as a Bridge of Negotiation: The Benefits and the Challenges of Undergraduate and Graduate Tutor Collaboration in Organizing Tutor Training Sessions
Elizabeth Hileman, Duygu Kilic, and Rosalind Mann, Southern Illinois University-Carbondale
In this roundtable session, three tutors will explore the benefits and the challenges of the two-way undergraduate and graduate tutor collaboration in organizing tutor training sessions. Each tutor will investigate a separate dynamic of collaboration related to traditional versus alternative forms of training.

D-4, Room 213
_individual presentations_
Navigating Academic Writing with English Language Learners
Jessica Bannon and Yu-Kyung Kang, University of Illinois at Urbana-Champaign
The University of Illinois at Urbana-Champaign’s Writers Workshop recently began holding writing group workshops for international graduate and undergraduate students speaking English as a foreign language in order to better serve a greater segment of this population. We will share our experiences facilitating these writing group workshops, communicating both the benefits and challenges we faced.

Writing in Between: An ESL Tutor’s Reflective Analysis of Tutoring Experiences with ESL Writers
Hye-Ran Jung, University of Nebraska-Lincoln
This ESL tutor’s reflective analysis of tutoring experience with ESL writers shows every writing step of ESL writers, from optimal word choices to constructing sentences to shaping paragraphs to organizing paragraphs, is more closely related to paradigmatic shifts than the display of writing skills or techniques.

D-5, Room 220
_panel presentation_
Blurring Boundaries: Moving Theory Beyond the Writing Center
Jenna Brack, Caitlin Garzi, and Robin Sommer, Kansas State University
We argue that a writing center can be involved in antiddiscriminatory practices without accepting a marginalized status in the institution. Rather, we explore how writing centers can create an isthmus between the university and traditionally minimized groups through classroom pedagogy, community outreach efforts, and workplace initiatives.

D-6, Room 225
_roundtable_
Ethnography and Reflective Practice: Creating Alternative Tutoring Stories
Katie Anderson, Christina DeLapp, Jacob Fishbeck, Stephanie Prahl, Kelsey Thompson, and Blake Westerlund, University of Wisconsin-Eau Claire
Presenters will use a roundtable format to discuss various ways in which ethnographic reading and writing projects in a peer tutoring course promoted reflective practice. Presenters will share insights pertaining to their own ethnographic work and tutoring practice as a way to set the stage for audience feedback and participation.

The Luggage Under the Tutorial Table
Martha Jerrim, University of Kansas Main Campus
There is a government-backed influx of non-traditional students arriving on campuses all over the country. Writing Center staffs need to be prepared to serve the ever-increasing non-traditional student population effectively.
**D-7, Room 309**

**Workshop**

**Designing Computer Simulations for Tutor Education: Introducing Case Scenario Builder**

Blaire Bundy, Les Howles, and Bradley Hughes, University of Wisconsin-Madison

During this workshop we will introduce Case Scenario Builder, a free computer program which tutors and directors can use to create web-based simulations of tutorials. We will demonstrate the program, explain learning theories behind it, and have participants begin planning their own computer simulations.

**D-8, Room 226**

**Workshop**

**“The Circle is Unbroken”: Circle Practices and Writing Centers**

Susan Mueller, St. Louis College of Pharmacy

Circles are time-honored models for social interaction. They are characterized by equality, shared leadership and responsibility, deep listening, and thoughtful response, all integral to writing center work. Drawing on the work of several theorists, this workshop includes presentation and discussion, but also small group practice with a variety of prompts.

**D-9, Room 325**

**Panel presentation**

**Building Bridges: Creating Mutually Beneficial Relationships Across Campus**

Joy Bancroft, Kara Bollinger and Robert Wilson, University of Kansas Main Campus

Though writing centers use a variety of methods to advertise, we hope our panel discussion will encourage unconventional methods of advertising by building bridges with other campus organizations and groups. By creating these intentional bridges, writing centers not only engage more students, but also create mutually beneficial relationships across campus.

**D-10, Room 326**

**Panel presentation**

**The Tutor Journey: Understanding How Tutoring in High School Impacts the University Experience**

Andrew Jeter, Niles West High School
Glenn McElfresh and Lauren Shimanovsky, University of Wisconsin-Madison

Former high school tutors share their stories about how their experiences led them to pursue college tutoring, volunteer opportunities, and English education degrees. Their stories will encourage participants to consider the long view of tutoring, how it has the potential to change the lives of tutors for years to come.

3:45–4:00 P.M.

**BREAK**

Alumni Lounge
4:00–5:15 P.M.
CONCURRENT SESSIONS

E-1, Room 111
Individual presentations
Penny for Your Thoughts: Modeling Collaboration for the Writing Center
Jennifer Hudson and Ken Webb, Eastern Illinois University
The group writing project is often a frustration for students and writing center tutors alike. Using podcasts created by webcomic duo Penny Arcade as think-aloud protocols, this presentation aims to analyze and distill the habits of effective writing teams, providing a framework for writing consultations on collaborative projects.

The Show Must Go On: Creating Podcasts to Generate and/or Refine Student Writing
Luke Kingery, Eastern Illinois University
Writing consultants should explore the ways in which the writing center can utilize podcast production as a brainstorming technique. Consultants should create podcasts with students pretending they are talk show hosts. This type of session could be used as a brainstorming or idea-refining technique.

E-2, Room 112
Workshop
Red Light, Green Light: Responding to Written Accent in ESL Consultations
Patricia Eliason and Kimberley Strain, University of Minnesota-Twin Cities
In this workshop, the presenters and the participants will discuss written accent in ESL writing. Our goal is to help participants better understand and respond to written accent in ESL writing as well as appreciate the impact these different responses can have on students in different writing contexts.

E-3, Pyle Center Dining Room/Lower Level
Performance
Confessions of a Bad Tutor
Emily Midkiff, Deborah Murray, Angel Theriot, and Christel Woods, Kansas State University
Tutors will dramatize writing and tutoring fears and frustrations which often go unexpressed, even in staff meetings. In mini-monologues, the performers will enact the voices of a range of speakers including teachers, writers, and tutors. This performance will also invite audience participation and discussion of reflections provoked by these confessions.

E-4, Room 213
Conversation
Informal Conversation with the Keynote Speaker, Eric Pritchard
Eric Darnell Pritchard, University of Texas-Austin
Our keynote speaker, Eric Darnell Pritchard, is eager to talk informally with conference-goers—students and professionals—about his keynote address or about anything writing-centered. Please join him for an informal conversation!

E-5, Room 220
Individual presentations
Power Dynamics and the Act of Writing in Three Writing Centers
Rebecca Tarsa, University of Wisconsin-Madison
This paper compares the material conditions of writing center instruction in my institution’s main location to that of two satellite locations—a residence hall and an online chat room—with particular focus on power dynamics and the relationship between one-on-one instruction and the act of writing.

Writing Stigmas: Exploring the Implications of a Residence Hall Tutoring Program
Stephanie Cheslock, Edgewood College
This ongoing project explores the implications the availability of residence hall writing tutors has on the stigma against writing help at Edgewood College. This program, which enables peer tutoring on floating hours, breaks the barriers that have hindered students from reaching out to the formal writing center.

Prescriptive Tutor or Descriptive Tutor? How the Polarity in Grammar Instruction Informs the Directive/Nondirective Tutoring Conversation
Jennifer Finstrom, DePaul University
This presentation will examine the ongoing debate between prescriptive and descriptive approaches to grammar instruction as it pertains to writing center theory and practice, also investigating whether one approach is preferable to another in the peer tutorial and how this question informs the larger debate of directive/nondirective tutoring approaches.

E-6, Room 225
Workshop
The Appropriate Use of Humor in the Writing Tutorial
David Yoblonski, University of Wisconsin-Oshkosh
Workshop participants will develop their own theories on the appropriate use of humor in writing tutorials. What is the appropriate function of humor in the learning setting, particularly the tutorial? How can humor help writers learn more effectively? How does humor work in socially based power negotiations in the tutorial?
E-7, Room 309

Panel presentation
From Helicopter to Hands-off: Tutors Working with Different Writing Instructors

Eric Carlson, Emily Hall, Aubrey Lauerndorf, and Noah Pearce, University of Wisconsin-Madison
Katie Kress, Katie Monger, Carol Severino, and Audrey Williams, University of Iowa

In this interactive presentation, three Writing Fellows from the UW-Madison and three from the University of Iowa will share and discuss some of the unique challenges and tribulations they’ve experienced in their collaborations with professors. In addition to analyzing their personal experiences, Fellows will also explore, together with the audience, how professors influence and affect tutors in a Writing Center setting. Ultimately, we will seek to explore how both kinds of tutors negotiate the presence of professors in their tutoring.

E-8, Room 226

Workshop
Collaborative Agenda-Setting

Terese Thonus, University of Kansas Main Campus

This workshop introduces participants to a heuristic for collaborative agenda-setting in writing consultations. Participants will (1) distinguish agenda-setting in this context from that in other settings; (2) define and identify conversational moves in agenda-setting; (3) practice agenda-setting in role-play tutorials; and (4) realize how collaborative agenda-setting contributes to effective consulting.

E-9, Room 325

Roundtable
I’m a Tutor...Now What?

Janet Hollen and Terri Souder-Basa, College of Lake County

Tutors come to tutoring focused on the goal of helping students achieve more. However, this fun, interactive tutor-centered workshop will delve into skills a tutor brings with them to the table and skills developed while tutoring. While focused on the tutor, we will look at transferable skills created that bridge the gap between being a tutor and life beyond the tutoring table.

E-10, Room 326

Individual presentations
Chimera Obscura: The Writing Center for the Learning-Disabled Student

Caroline Le, Beacon College

From the unique needs of our learning-disabled students at Beacon College did our Writing Center emerge, a disruptive isthmus with the goal of not just connecting, but compelling our students towards seeking necessary institutional help while simultaneously fostering self-empowerment. I seek to demonstrate alternative Beacon College Writing Center practices which serve this distinctive mission.

Peer Tutoring in Writing Centers: Does Age Difference Make a Difference?

Louise Zamparutti, University of Wisconsin-Milwaukee

This workshop will present results of a survey on age difference in the peer tutoring relationship and pose questions for small-group discussions on how age difference complicates the idea of peer tutoring.

5:30–6:30 P.M.

SPECIAL INTEREST GROUPS

SIG-A, Room 213

Special Interest Group (SIG) on Antiracist Activism

Frankie Condon and Bobbi Olson, University of Nebraska-Lincoln
Thomas Ferrel, University of Missouri-Kansas City
Beth Godbee, Marquette University
Neil Simpkins, University of Wisconsin-Madison

Join us to identify practical strategies and to share stories, artifacts, position statements, and other materials focused on antiracist activism. During the SIG meeting, we’ll review what we have accomplished since our initial meeting at the 2006 MWCA conference, and we’ll set new goals for the upcoming year.

SIG-B, Room 225

How to Keep Doing What You Love: Exploring Graduate Work in Writing Centers, Rhetoric & Composition, WAC/WID, and More

Kirsten Jamsen and Katie Levin, University of Minnesota-Twin Cities
Robert Marrs, Coe College
Christa Olson, University of Wisconsin-Madison

In this SIG designed primarily for undergraduate writing consultants, we will discuss ways of continuing the work we love—the theory and practice of consulting one-to-one with writers—through or during graduate study. Writing center professionals from diverse institutions will help shape the conversation and respond to participant questions.

SIG-C, UW-Madison Writing Center, 6191 Helen C. White Hall, 600 N. Park St.

Optional Open House at the UW-Madison Writing Center, 5:30–7:00 P.M.

This Open House will include a brief presentation about UW-Madison Writing Center programs followed by a self-guided tour of the spaces. You’re welcome to visit at any time during this Open House.

Directions: From the Pyle Center front doors, head west (right). Go to the end of the block and turn right on Park St. Go 1/2 block and cross the street to Helen C. White Hall. Take the elevators to the left of the College Library entrance. At the sixth floor, turn left. (This is the second offering of the Open House that occurred on Thursday, Oct. 20 from 5:00 to 6:00 p.m.)
7:30–8:45 A.M.
CONTINENTAL BREAKFAST
Alumni Lounge

9:00–10:15 A.M.
CONCURRENT SESSIONS

F-1, Room 111
Workshop
After the Writing Center: Tutor Alumni as a Bridge between Past and Future
Jenny Finstrom, Matthew Fledderjohann, and Lisa Lenoir, DePaul University

Inspired by the Peer Writing Tutor Alumni Research Project, the Research Team for DePaul’s Center for Writing-based Learning is exploring the effects of peer tutoring practices beyond the writing center. This workshop will engage participants in reflecting on the ways vocational, personal, and academic development are influenced by the tutor experience.

F-2, Room 112
Individual presentations
Also Every Day: Writing Centers and Teaching Reading
Gregory Adams, University of Nebraska-Lincoln

Writing center scholarship and consultant handbooks fail to provide consultants rich ways of thinking about teaching reading or the complex work readers bring with them into writing centers. This presentation calls upon writing center scholars to articulate reading theory and pedagogy that supports consultants in the reading work they do with readers and writers.

Using Rhetorical Grammar as a Bridge to Academic Discourse
Joy Bancroft, University of Kansas Main Campus

Grammar and flow. These words seem to capture the obstacles writers see between their own writing and "academic" writing. With Martha Kolln’s idea of rhetorical grammar, consultants can guide writers across the bridge to academic writing, explaining how language choices are not existentially right or wrong, but rather right or wrong for the context.

F-3, Pyle Center Dining Room/Lower Level
Workshop
Bringing "Writing Across Borders" Home: Learning about the Needs of our Multilingual Writers and Sharing their Voices with the World
Maija Brown, Kirsten Jamsen, Johanna Mueller, and Zachary Pierson, University of Minnesota-Twin Cities

Who are the diverse multilingual writers visiting our writing centers? How can we improve our pedagogy to better understand and meet their needs? In this workshop, we will share our collaborative technology project to uncover the voices of multilingual writers at our institution, the results of this project, and how our process could be adapted.

F-4, Room 213
Individual presentations
Ethos & Assessment: Reading—and Evaluating—Session Evaluations
Fern Kory, Eastern Illinois University

Examination of the questions we ask on session feedback forms can tell us a lot about what we value. I hope to demonstrate that close reading of responses to open-ended questions can provide us with particularly telling data about how well we have performed and communicated those values.

Requirement, Recommendation, or Free Will: Why Students Utilize the Writing Center
Helena Hall, Loras College

What motivates students to use the writing center’s services? The current study focuses on whether students themselves see a need to utilize the services or if they come because their instructors recommend or require them to go. In addition, the study investigates how students rate the services provided.
Research Teams in the Writing Center
Kelci DeHaas, Peter Hegland, Heather Job, Patrick Johnson, Rebecca McCorkle, Ryan Rey, Kobe Spencer, and Olivia Watson, Coe College

This panel presentation will introduce the results from the undergraduate staff’s research-team projects from last year, primarily focusing on their analysis of data collected in our conference summaries database.

F-5, Room 225
Workshop (continues to G-5)
Conversation Analysis as a Lens for Understanding Writing Conferences
Cecilia Ford, University of Wisconsin-Madison
Beth Godbee, Marquette University

This interactive workshop for tutors and directors introduces conversation analysis (CA) as a method for attending closely to one-with-one writing conferences, for using video analysis in tutor research and staff education, and for furthering scholarship on collaborative writing talk that is the heart of what we do in writing centers.

F-6, Room DE235
Panel presentation
Academic Literacy Across an Institutional Isthmus: Connections Between the Advising Center and the Writing Center
Courtenay Bouvier, Matthew Gilchrist, and Steve McNutt, University of Iowa

This panel presentation will analyze the institutional isthmus that exists between our campus’s Writing Center and Academic Advising Center. The two centers cooperate through a “Writing for Academic Success” course that provides writing support for students most in need but that carries no grades and confers no credits.
10:30–11:45 A.M.
CONCURRENT SESSIONS

G-1, Room 111
Panel presentation
Being Many Things at Once: Graduate Student Administrators in Writing Center Studies
Cydney Alexis, Rebecca Lorimer, and David Stock, University of Wisconsin-Madison

Presenters discuss how their experiences as graduate student administrators (GSAs) of three distinct writing programs inform current scholarship by illuminating tensions among scholarly development, professional identity, and social relations. Each shares strategies for managing these tensions and reflects on the productive challenge of occupying multiple identities while in graduate school.

G-2, Room 112
Roundtable
When the Isthmus is Uncharted Territory: A Case Study in Collaborative and Inventive Writing Center Administration
Dan Fleischhacker and Jules Thompson, Hamline University

Two staff members from Hamline University’s Writing Center will discuss their experiences in uncharted territory after the Director suffered a traumatic brain injury. This interactive roundtable will help Writing Center community members create a path their own Writing Centers can traverse when sudden illness or death strikes.

G-3, Pyle Center Dining Room/Lower Level
Individual presentations
How to Bring the Collective Together: Writing Center Administration as Reassembling the University Oikos
Scot Barnett and Helena Peace, Clemson University

Drawing on one of the presenters’ experiences as a new writing center director, as well as on the work of social theorist Bruno Latour, this presentation proposes a theory of writing center administration which locates in this work opportunities for forming democratic collectives comprised of multiple university agents or actants.

The Confessor in Different Voices: Meta-Corporeal Encounter in the Age of Digital Intermediation
Mitch Nakaue, University of Iowa

Drawing parallels between the Sacrament of Penance and the writing tutorial, this presentation explores how the Church’s response to the release of an iOS4 application that guides penitents through the Form of Confession might serve as a model for writing center theorists and administrators wrestling with what digital intermediation means for the very corporeal work of the writing center.

I'm Just a Parrot’: Bridging Student-Faculty Understandings of College Writing through Film
Angela Woodward, Edgewood College

This presentation begins with an excerpt from a writing assessment film project, focusing on how differently faculty and students understand the common writing term “synthesis.” Emphasis is on the value of film in facilitating a complex and honest discussion, and the potential for amplifying one conversation to influence a larger campus community.

G-4, Room 213
Roundtable
Let There Be Peace in the Writing Center: Bridging Nonviolent Theory and Practice with Humility, Balance, and Responsibility
Brett Mertins, Kym Snelling, and Katie Stahlneck, Metropolitan Community College

For this roundtable, we will share what we learned about putting theory into practice from an uplifting retreat experience based on peacemaking in the writing center, followed by an unusually high number of complaints from both students and faculty regarding less than peaceful interactions they either experienced or witnessed in our writing center.

G-5, Room 225
Workshop (continued from F-5)
Conversation Analysis as a Lens for Understanding Writing Conferences
Cecilia Ford, University of Wisconsin-Madison
Beth Godbee, Marquette University

This interactive workshop for tutors and directors introduces conversation analysis (CA) as a method for attending closely to one-on-one writing conferences, for using video analysis in tutor research and staff education, and for furthering scholarship on collaborative writing talk that is the heart of what we do in writing centers.

G-6, Room DE235
Panel presentation
WAC Wonder-Twin Powers Activate! Re-envisioning First-Year Composition as a Writing Center and Composition Department Team
Michaela Hammond and Michael Keathley, Kaplan University

In August 2010, the Kaplan University Writing Center staff and Composition Department faculty worked together under an online WAC program to re-imagine the curriculum in first-year composition courses. The goal in this two-part course revision was to improve student success and better integrate thematic learning and digital writing.
G-7, Room 309
Panel presentation
Writing Center as Amoeba: How Beneficial is Shape-Shifting?
Tyler Fyotek, Colleen Kelly, Carol Severino, and Ben Thiel, University of Iowa
The session explores ways writing centers, like amoebas, shape-shift in response to initiatives from academic success, K-12, and classical rhetoric. It also asks to what extent our real and perceived shape-shifting flexibility is advantageous to students, colleges, communities, and writing centers themselves.

G-8, Room 325
Performance
Performance Theory in the Writing Center: A Dramatic Session Suggestion
Philip Gallagher and Rashelle Spear, Eastern Illinois University
In this interactive performance-based presentation, we seek to explore the applicability of Performance Theory and Pedagogy within the writing center environment, while addressing how the critical and analytical cognizance of an actor is replicated in the work of a writer. Because of the rhetorical awareness, audience analysis, and interpretive nature of performance ideology, the inclusion of Performance Theory and practice in consultations offers writers expressive ways to negotiate their relationship to both their work and readership.

G-9, Room 326
Individual presentations
On My Honor
Patricia Ackerman, Kansas State University-Salina
"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." What does this mean to students? To faculty? To writing center peer tutors? Patricia Ackerman will facilitate discussion regarding the roles that Writing Centers play in clarifying the boundaries of academic and professional integrity for students.

How Students’ Perceptions of the Writing Center Influence Their Revision Process
Sam Van Horne, University of Iowa
This presentation reports the results of a collective case study of how students revised after writing center conferences. The findings suggest that peer tutors may need to identify students’ situation definitions of what a conference is and help them to achieve “situation redefinition” to have a productive conference.

G-10, Room DE335
Panel presentation
Adapting Writing Center Pedagogy to an Elementary School Setting
Doreen Salli, Ruth Berson, and Selena Lane, Washington University
Come to this panel to hear how one writing center collaborated with an independent elementary school to promote excellence in student writing by bringing writing center pedagogy into their classrooms. Three panelists—the director, an adjunct tutor, and an undergraduate peer tutor—will discuss our roles in this writing partnership.

11:45 A.M.–1:00 P.M.
LUNCH AND MWCA OPEN BOARD MEETING
Alumni Lounge
Box lunches will be served in the Alumni Lounge. Enjoy them there to participate in the open board meeting, or bring them to a breakout room.
1:15–2:30 P.M.
CONCURRENT SESSIONS

**H-1, Room 111**
Roundtable
Working in the In-Between: Negotiating Roles In and Beyond the Writing Center
Kate Kostelnik, Bobbi Olson, and Jessica Rivera, University of Nebraska-Lincoln
In this roundtable discussion, speakers will share perspectives on negotiating the roles of writing center administrator, tutor, and classroom teacher when representing writing center philosophy to colleagues and students in contexts beyond the typical scope of writing center work.

**H-2, Room 112**
Panel presentation
The (Im)Possibility of Peerness: Graduate Student Tutors and Teachers in the Writing Center
Jenna Green Azab, Danielle Hartke, and Ingrid Nordstrom, University of Wisconsin-Milwaukee
Three graduate students explore the writing center as a site for graduate writers and tutors. We focus on the possibilities and potential challenges of working as graduate students in the writing center. Given the various roles a graduate student often performs (e.g. student, teacher and tutor), is peerness truly possible?

**H-3, Pyle Center Dining Room/Lower Level**
Panel presentation
What Do We Want Tutor Education to Accomplish in the 21st Century? For Whom? And Why?
Kirsti Arko, Adam Gray, Megan Gray, Nancy Grimm, and Jodi Radloff, Michigan Technological University
This panel will report on a critical examination of a local “third generation” writing center handbook to determine what revisions are needed to situate tutor education within 21st century understandings of literacy education. The study concerns include appropriate delivery modalities; normalizing multilingualism; global contexts of use; and maximizing cultural exchange.

**H-4, Room 213**
Roundtable
A BA, an MA, an MFA, and a PhD Walk Out of a Writing Center: Perspectives on the Ongoing Influence of Peer Tutoring
Joshua Johnson, Dominic Scheck and Tisha Turk, University of Minnesota-Morris
Ben Wheeler-Floyd, Minnesota State University, Mankato
Four former undergraduate writing consultants explore the relationship between our primary fields and our writing center work and lead discussion of the roles that writing consulting has played in the academic and personal lives of session attendees.

**H-5, Room 225**
Performance piece
“If music be the food of love, play on”: Building Peer Writing Tutor Communities through Song
Liz Coughlin, Lauri Dietz, and Matthew Pearson, DePaul University
At this performance-based session, we will perform songs we have written for our annual banquet, conduct a song-writing workshop, and end the session with a group performance. This session will show how song can complement our training, marketing, and community-building efforts in peer writing tutor programs.

**H-6, Room DE235**
Individual presentations
Developing the Colorado Technical University Online Writing Center: Connecting Students, Writing Support, Faculty, Student Success, and Curriculum
Lori Danley, Colorado Technical University
The presentation will address how an online writing center can successfully build bridges between diverse student writers and writing success by discussing the development of the Colorado Technical University Online Writing Center and the writing center’s role in building connections between students, faculty, tutors, and other areas of the online campus.

Technology and the Writing Center: Embracing Web 2.0 Tools to Reinvigorate Online Writing Resources
Kathryn Inskeep, Minnesota State University, Mankato
This presentation will examine the online resources available for students through writing centers. A brief overview of the kinds of information available through various formats will be followed by a discussion of how web 2.0 tools can be further utilized to present information in more dynamic, and possibly interactive, platforms.
Sight Unseen: Working with Writing Center Clients through Asynchronous E-Mail Consultations
Michael Frizell, Missouri State University

Have you researched ways your Writing Center can serve students enrolled at satellite locations, in online classes, or dual credit courses only to find that your budget can’t accommodate the service? This presentation demonstrates the pedagogically sound and economic e-consultation, while providing samples, marketing tools, and training materials.

H-7, Room 309
Roundtable
Transatlantic International Writing Center Collaborations?
Katrin Girensohn, European University Viadrina, Frankfurt (Oder), Germany

This presentation introduces writing center work at a German university and its European context. I will report on peer tutor activities that include ideas of transatlantic collaboration, e.g. peer tutor exchange. There will be an opportunity for discussion with the group about ideas and questions about collaborations, partnerships, or exchanges.

H-8, Room 325
Panel presentation
Headaches or Possibilities? Negotiating Community, Reciprocity, Transferability and Accountability in Community Writing Assistance
Elisabeth Miller, Anne Wheeler, and Stephanie White, University of Wisconsin-Madison

Community literacy scholarship consistently references key concepts: community, reciprocity, transferability, and accountability. Using these terms as place markers for the complex questions that arise from community writing programs, this panel will explore these questions and suggest some answers for using community writing initiatives to develop collaboratively constructed discourse communities.

H-9, Room 326
Workshop
Doing It Yourself, or Doing More with Less?: Envisioning Current and Future Writing Center Technologies
Daniel Balm, Kirsten Jamsen, and Kimberley Strain, University of Minnesota-Twin Cities

How can writing centers use technology in ways that encourage access and collaboration? This workshop offers participants a chance to assess their technology needs and explore new online resources to support diverse student writers. We will also share how our team of writing consultants and computer programmers built online tools for language, self-study, outreach, and online consulting.

H-10, Room DE335
Panel presentation
Tutor Education through the Design of Computer Simulations of Conferences
Therese Bermingham, Erin Murphy, Rebecca Nowacek, Sara Patek, Emily Shackleton, and Lindsay Swanson, Marquette University

Five undergraduate tutors report on their experiences designing computer simulations of writing center conferences. They share examples of their work and analyses of the implications of this collaborative project for individual learning, the development of a cohort of new tutors, and integration of new tutors into a writing center staff.

2:45–4:00 P.M.
FEATURED CLOSING SESSION
Pyle Center Dining Room/Lower Level

FEATURED CLOSING SESSION
Let’s Meet at the Charette!
Michele Eodice, University of Oklahoma

Participate in a Charette...a group idea generation process that comes from architecture. What will we build? A writing center, of course! We also have the chance here to write the article that tops the number of co-authors in any humanities field...let’s meet at the Charette!

2:45–4:00 p.m.
Pyle Center Dining Room/Lower Level
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