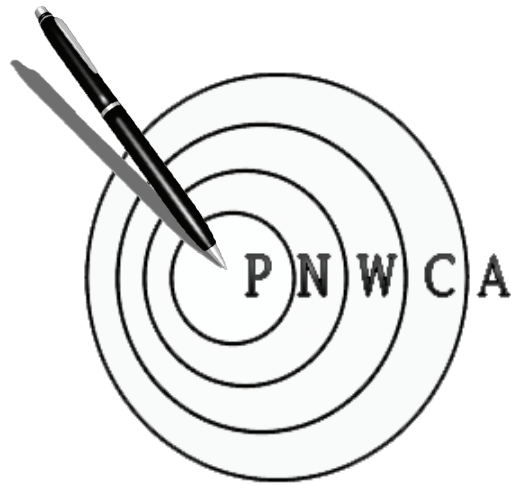




THE 6TH ANNUAL CONFERENCE OF THE
PACIFIC NORTHWEST
WRITING CENTERS
ASSOCIATION
APRIL 17-18, 2009

*WHAT'S CENTRAL?
MOVING TOWARD THE
BULL'S-EYE IN OUR
WRITING CENTERS*



CENTRAL WASHINGTON UNIVERSITY



Invitation

We gather centrifugally and centripetally—from the center out and the outside in—between mountains and dry plains, dams and wind farms, pine trees and fruit orchards, to examine the collaborative forces that push and pull us.

Bull's-eye [bŏŏlz'ī] – noun : 1. The circular spot at the center of a target marked with concentric circles. 2. The precise accomplishment of a goal. 3. Something that achieves exactly the intended effect. 4. A lantern or lamp having such a lens that concentrates light.

What is at the center? What lies along the margins? How do we collaborate across boundaries? How might collaboration marginalize the voices we are trying to strengthen?

How do we reach the “Ah ha!” moment in writing, and in consulting? How do we help ourselves and others create goals, and later assess the accomplishments? How do drafts of our writing help us reach a desired end? What are our goals with regard to developing our programs? What happens when a consultant's goal differs from a student's, or an administrator's?

How does “author's intent” enter into our discussions? Can the intent to achieve be disguised as formulaic thinking?

Do students see us as a beacon of hope? Are there other lamp-carriers out there we can join up with? How do we work as lamps illuminating the writing process? The reading process? Researching? How does our own lantern help us, as consultants, with our writing? What resources and technologies do we use to help us concentrate light?



Friday, April 17th

4:30 p.m. Conference Registration
– *Tunstall Commons*

5 p.m. Friday Night Event
– *Tunstall Commons*

“Constructing Meaning Through Play”

Patsy Callaghan and
CWU Writing Consultants
Mariah Lacey & Celeste Wendler

Patsy Callaghan is Coordinator of General Education and a Professor of Rhetoric and Composition at CWU. She has been English Department Chair, was named Distinguished Professor for Service and Phi Kappa Phi Scholar of the Year, and received the College of Arts and Humanities Chair Service Award. She co-authored the books *Literary Conversation: Thinking, Talking, and Writing About Literature* and *A Meeting of Minds: Strategies for Academic Writing and Inquiry*. Before coming to CWU in 1984, she directed the Writing Center at the University of Oregon, in Eugene.



7 p.m. Free screening of film Wordplay
– *Tunstall Commons*

7 p.m. until whenever ... Tapas Reception
– *Starlight Lounge & Dining Room in Downtown
Ellensburg, 402 N. Pearl St.*

The PNWCA Board is hosting this reception, so directors who see each other every year can get together easily. Since we're renting the Starlight's backroom, student-staff can join in as well, perhaps after the movie. When it is rented, the back room is for all ages.



Saturday, April 18th

7 a.m. **Open PNWCA Board Meeting**

–*Tunstall Commons*

All Conference participants are members of the PNWCA and invited to this annual Open Meeting

8 a.m. Conference Registration

– *Tunstall Commons*

9 a.m. Welcome and Keynote Address

– *Tunstall Commons*

“Being Writing Centered: It Begins Where You Live”

Keynote Address

Jon Olson

Past president of the International Writing Centers Association, Jon Olson was awarded the IWCA’s 2008 Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing. Since 1997, he has directed the Center for Excellence in Writing at Penn State University — the undergraduate and graduate Writing Centers, the Writing Across the Curriculum Program, and the Public Writing Initiative. Previously, at Oregon State University, he alternately coordinated the Writing Center and interim-directed the Writing-Intensive Curriculum Program. His publications include “Student-Centered Research in the Writing Center,” “Tutor Training,” and “Writing Intensive Curriculum Roots.”





10:10 – 11 “A” Sessions

A.1 Workshop: ***Award Winner***
“Murder in Writingcenterville: Ongoing Online”
– *Hertz Hall 103 CWU’s Writing Center*

Can Bruffee’s “conversation of peers” be extended from consulting sessions into meaningful peer discussion that sustains and deepens training among a busy staff that works different hours? Our online writing center journal provides a Burkean parlor in which we carry on our “unending conversation,” ranging from the ridiculous to the sublime. Come join that conversation.

Highline Community College

Rosemary Adang	Dieudonne Bala
Sara Beyene	Erika Rose Gilbert
Rachel Hagen	Lesley Parrott

Discussion continues during Knowledge Café F.13

A.2 Lightning Talk:
“Bummer of a Birthmark, Hal”
– *Black Hall Room 137*

“Bummer of a Birthmark, Hal” focuses on what keeps us centered on the core of our work—one-on-one sessions with writers. Panelists and audience members will share strategies used on their campuses to stay focused and brainstorm ideas for keeping their centers viable in times of severe budget cuts.

Eastern Washington University

Sarah Dilworth	Gail Forsgreen
Neal Hallgarth	Jennifer Heckler
Ray Melvin	Bob Neubauer
Anikke Trier	Jill Wagner



A.3 Workshop:

Award Winner

“Measuring Our Mark: Researching Tutorial Effectiveness in the Writing Center”

– *Black Hall Room 142*

This session will give attendees a firsthand look into a recent effectiveness study conducted by the WSU Writing Center. The study measured the program’s influence on students’ conception of themselves as writers and their abilities to effectively respond to other students’ writing. Participants will discuss their experiences and the implications of this study.

Washington State University

Anne Ritter

Lisa Johnson-Shull

Discussion continues during Knowledge Café F.8

A.4 Problem Posing:

“Centering the Relationship: Student Writers and Peer Tutors”

– *Black Hall Room 202*

How can we balance the tension between being a peer and a tutor, roles that sometimes seem to be at odds with one another? (How) can we maintain a professional working environment without sacrificing our ability to connect as peers? In this session, we will present several short skits followed by group discussion and cross-campus networking.

University of Washington, Bothell

Sunoma Codispoti Carmell Emory

Alymena Krause Karen Rosenberg

Selena Salihovic Kim Sharp

Discussion continues during Knowledge Café F.4



A.5 Problem Posing:

“Building Collaborative Agency: Sharing Knowledge and Responsibility for Positive Change”

– *Black Hall Room 136*

Does it seem like all you do is jump through other people’s hoops? How can we create learning communities which instill agency, responsibility, and leadership? And why don’t many systems foster these life skills? Let’s collaboratively discuss these questions and the problems of this disparity. Help us brainstorm solutions by proposing positive changes in our writing centers.

Western Washington University

Jake Herman

Lana Larson

Katie Heizenarder

Courtney Nicholson-Paine





11:10 – 12 “B” Sessions

B.1 Workshop:

“Bridging the Digital Gap: From Synchronous to Asynchronous and Everything In-between”

– *Black Hall Room 129*

Get connected with today’s students and their writing needs. Attend a two-part seminar on the importance of synchronous online consulting. Featuring a presentation on the features of web consulting followed by a unique opportunity to experience and try out firsthand the capabilities and power of online tutoring.

Central Washington University

Donald McIntyre

Octaviano Gutierrez

B.2 Lightning Talk:

“Tackling the Transition: How to Help Students New to College-Level Writing”

– *Black Hall Room 134*

What strategies can we offer to help students new to college-level writing? In this interactive session, participants will discuss common pitfalls these students face, based on survey results, as well as ways various programs across campus can collaborate to help students succeed with this transition.

Pacific University

Brently Johnson

Tyler Atwood

Western Washington University

Tasha Ritter

Jaima Lindell

Shannon Tolleson



B.3 Problem Posing: ***Award Winner***
“Toward Effective, Scalable Support for Graduate Student Writing: The Graduate Writers Studio”
– *Black Hall Room 142*

This presentation explores several issues involved in supporting long-term graduate student writing projects, such as proposals, theses, and dissertations and suggests ways in which facilitated writers groups may effectively support writers for whom writing center resources would not be sustainable.

Oregon State University
Dennis Bennett
Mattie Davenport

Discussion continues during Knowledge Café F.6

B.4 Problem Posing:
“The Wily Workshop: Why Workshops Work”
– *Black Hall Room 201*

Are grammar and writing workshops compatible with the principles of a peer writing center? When workshops are developed and run by consultants, they can be an extension of the consulting conversation; they offer a service that students want, and they help peer consultants to build their own knowledge and professionalism.

Highline Community College
Jenee Stanfield
Stephanie Gildart
Andrea Hughes
Rachel Hagen
Rosemary Adang

*Discussion continues during Knowledge Café F.14



12 – 1:20

Box Lunch – *pick up in Black Hall foyer*

12:30 – 1:20 pm “Professional Mentoring”

– *Black Hall Room 201*

Bring your lunch, and join in the discussion:

Jon Olson — Key Note Speaker

Larry Nichols — PNWCA President

Roberta Kjesrud — First President of PNWCA and

Vice President & President-Elect of the

International Writing Centers Association

1:30 – 1:55 “C” Sessions

C.I Lightning Talk:

“Learning the Language of Learning Differences”

– *Black Hall Room 136*

What do language learning differences look like? In our presentation, we will collaborate with participants to practice strategies for working with learning differences, as well as present our own findings. Participants will leave with an awareness of how to recognize language-learning differences and incorporate effective methods into their practice.

Western Washington University

Ari Weinberg

Mica Smith



C.2 Problem Posing:

“Who’s Central in the Center? Negotiating Ownership over Writing Center Space”

–*Black Hall Room 137*

How can Writing Center tutors and directors show student writers that we’re here to serve them, rather than only or mainly serving ourselves, and at the same time create and maintain a workplace that honors and respects the difficult work tutors do day in and day out?

The Evergreen State College
Andrew Olmsted

Discussion continues during Knowledge Café F.10

C.3 Fishbowl:

“Illuminating the Effects of Gender in the Writing Center: A New Perspective”

– *Black Hall Room 150*

We will present research that offers a perspective on the impact of gender in writing centers, and then we will invite participants — drawing upon their past experiences — to respond to the research. The discussion will help illuminate the idea that gender may affect the work we do in writing centers.

Central Washington University
Sean O’Mera
Kevin Coelho
Jason King

Discussion continues during Knowledge Café F.12



C.4 Workshop:

“Starting Strong: Prewriting to Promote Productive Procrastination”

– *Black Hall Room 142*

Do you have a history of procrastination? A phobia of getting started? Are you a stranger to prewriting? Writing and procrastination are deeply intertwined. Through presentation, discussion, and hands-on activity, this workshop will explore links between prewriting and procrastination — and how they can work together to the writer’s advantage.

Western Washington University
Amy Wixon
Kimberly Rost

Discussion continues during Knowledge Café F.3

2 – 2:50 “D” Sessions

D.1 Workshop:

Award Winner

“Silence: Central to Communication, Learning, and Tutoring”

– *Black Hall Room 201*

Silence is an opportunity for self-critical thinking and for increasing openness to others. Paying attention to silence can help tutors not just cultivate the voice but also cultivate the writer. This workshop will provide a place to examine silence, its role in communication, and its role in tutoring.

The Evergreen State College
David Hunter



D.2 Workshop:

“Mission: Possible”

–*Black Hall Room 202*

Your mission, should you choose to accept it . . . is to figure out what your mission is! We’ll have a discussion about the central values behind tutoring philosophy and how those values influence our personal goals as tutors. Come in with your ideas, and create your own personal mission statement!

Everett Community College
Luisana Hernandez
Helen Villanueva
Jordan Campau
Cerise Robinson

Discussion continues during Knowledge Café F.11

D.3 Fishbowl:

“New Directions for the Non-Directive: Questions on Intersecting Technology into Writing Centers”

–*Black Hall Room 151*

If the Writing Center privileges nondirective face-to-face tutoring methods, how can the Writing Center keep these valued, associative practices while incorporating technologies (mainstream software, online tutoring, etc.) that potentially distance students from tutors?

Washington State University
Wesley A. Andrews
Patrick Johnson

University of Washington
Nichole Poinski

Discussion continues during Knowledge Café F.9



D.4 Problem Posing:

“The Britney Spears Effect: Maintaining a Peer Relationship in a Celebrity-Crazed Society”

– *Black Hall Room 134*

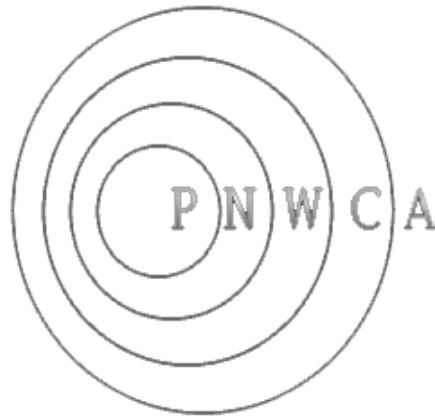
Writing consultants are frequently elevated to celebrity status, recognized on campus by everyone, praised by faculty, and considered “exceptional.” This elevated status makes it difficult to maintain the peer relationship that is one of the foundations of writing center theory. Join us for an interactive exploration of the peer relationship.

Central Washington University-Des Moines

Annie Scanlon

Prairie Brown

Discussion continues during Knowledge Café F.7



2:50 – 3:10

Snack: *Black Hall Foyer*

Knowledge Café presenters use this time to set up.



3:10 – 4 “E” Sessions

E.1 Lightning Talk:

“Training Consultants/Tutors to Work with Graduate-Level Writers”

– *Black Hall Room 152*

As universities offer more writing support for graduate students, the need for effective training of consultants/tutors working with graduate-level (including L2) writers is increasing. In this session, we address challenges related to working with graduate-level writers, and invite audience members to share their own writing center challenges and strategies.

Washington State University

Kristine Kellejian

Han Quek

E.2 Workshop:

“The Art of Conversation: Using Dialogue as a Writing Center Resource”

– *Black Hall Room 137*

Conversation lies at the center of our work as writing center professionals. In this “voices on” workshop we focus on the hows and whys of conversational techniques in tutoring sessions, paying special attention to their power to bridge the gap between our short- and long-term tutoring goals.

University of Washington

Emily Clark

Brian Hutchinson

Jens Lloyd

Aaron Willis

Kiley Dhatt

Kaye Kovacs

Pamela Saunders



E.3 Problem Posing: ***Award Winner***
“Identifying, Understanding, and Helping Students with Learning Disabilities”
– *Black Hall Room 142*

Learning Disabilities: What are they? What is it like to have them? How are people diagnosed with them? What can I do to help students who have them? Find out with the personal and professional experiences of consultants with learning disabilities and CWU director of disability services.

Central Washington University
Nuno Fernandes
Amanda Hagedorn
Rob Harden

Discussion continues during Knowledge Café F.5

E.4 Problem Posing:
“Writing Center Ethics: What We Can and Kant Do”
– *Black Hall Room 136*

Through an exploration of Kantian philosophy and a discussion of ethical problems we often must face as consultants, our session will help to develop a philosophical center through which consultants can tackle ethical dilemmas in their work.

Seattle University
Lindsey Gerber
Daniel Pizarro



4:10 – 5 Knowledge Café “F” Sessions

– *Black Hallway*

Research and information swapping:

Groups of participants view presentations, listen to 5-minute remarks, and discuss with presenters.

F.1 “Writing Center Advertising: Targeting Students for a Significant University Service”

Advertising is critical, in terms of teaching students (especially freshmen and new transfer students) about this service. Knowledgeable and friendly staff members will illustrate the use of signs, a PowerPoint presentation, a website, and brochures, plus outreach such as poetry readings and art/writing events.

Central Washington University

William Gibson

Celeste Wendler

F.2 “Repositioning the Writing Center: Imagining a more Integrated Role in the University Context”

Writing centers possess potential for engendering substantial shifts in university environments. Such shifts can produce dramatic returns, which range from increases in use of services to comprehensive recognition as central and indispensable links in campus communities.

This poster invites participants to look beyond the services commonly offered by writing centers to imagine the potential for new programs, partnerships, and priorities.

Western Oregon University

Katherine Schmidt

Heidi Coley

Jennifer Moris



F.3 “Starting Strong: Prewriting to Promote Productive Procrastination”

see C.4

F.4 “Centering the Relationship: Student Writers and Peer Tutors”

see A.4

F.5 “Identifying, Understanding, and Helping Students with Learning Disabilities”

see E.3

F.6 “Toward Effective, Scalable Support for Graduate Student Writing: The Graduate Writers Studio”

see B.3

F.7 “The Britney Spears Effect: Maintaining a Peer Relationship in a Celebrity-Crazed Society”

see D.4

F.8 “Measuring Our Mark: Researching Tutorial Effectiveness in the Writing Center”

see A.3

F.9 “New Directions for the Non-Directive: Questions on Intersecting Technology into Writing Centers”

see D.3

F.10 “Who’s Central in the Center? Negotiating Ownership over Writing Center Space”

see C.2

F.11 “Mission: Impossible”

see D.2



F.12 “Illuminating the Effects of Gender in the Writing Center: A New Perspective”

see C.3

F.13 “Murder in Writingcenterville: Ongoing Online”

see A.1

F.14 “The Wily Workshop: Why Workshops Work”

see B.4





5 – 6 Closing and Awards Ceremony *–Tunstall Commons*

Appreciation from CWU to attendees

Appreciation to conference team

Honoring Best-Proposal Award Winners

Conference Overview

–by John Bean, rhetorician, Seattle University.

Appreciation to Keynote Speaker Jon Olson.

Recognition of outgoing PNWCA officers:

President Larry Nichols

Treasurer Ann Harrington

Announcing the 2010 PNWCA Conference at Western Oregon
University, site host Katherine Schmidt

Thank You Raffle-Gifts Drawing

Ongoing conversations at pnwca.org



Appreciation

PNWCA Conference Team

Program Committee

Prairie Brown, CWU – Co-Chair
Rosemary Adang, Highline Community College – Co-Chair
Chris Strom, CWU
Larry Nichols, Seattle University
Kit Bean, South Seattle Community College
Teresa Joy Kramer, CWU – non-voting member

Site Committee, all CWU

Teresa Joy Kramer – Co-Chair
Chris Strom – Co-Chair
Mariah Lacey – Event Planner
Kira Birkett – The Organizer, The Detailer, The Finisher,
The “t” Crosser and “i” Dotter
Celeste Wendler – Creative Collaborator
Amanda Hagedorn – Graphic Designer

PNWCA Board Members

Larry Nichols, Seattle University – President
Teresa Joy Kramer, CWU – Vice President
Ann Harrington, Everett Community College – Treasurer
Kit Bean, South Seattle Community College – Secretary
Chris Strom, CWU – Student
Dennis Bennett, Oregon State University – At-Large
Alison Woods, Vancouver Community College – At-Large

Roberta Kjesrud, Western Washington University – First
President of PNWCA, Vice President & President-Elect of
the International Writing Centers Association

Conference Sponsors

PNWCA
Central Washington University

The PNWCA is a regional affiliate of the
International Writing Centers Association.