

# Tutor Con 2019: Interdisciplinarity, Diversity, and Collaboration

February 15 – 16, 2019

Jordan Student Success Building (JSSB)

Auraria Campus, Denver, CO

## Schedule Overview: Friday, February 15

2:30 – 6 PM	Tutor Workshop: 10-Minute Takeaways
2:30 – 6 PM	Administrator Workshop: Training Tutors in Best Practices
6 PM – ?	Informal gathering at Tivoli Brewing

## Schedule Overview: Saturday, February 16

7:45 AM	Registration and Refreshments
8:15 AM	Opening and Keynote
9:15 AM	Session Block 1
10:30 AM	Session Block 2
11:30 AM	Lunch
12:30 PM	Special Sessions Block
2:15 PM	Session Block 3
3:30 PM	Session Block 4
4:45 PM	Session Block 5
6:00 PM	Closing and Raffle
6:30 – ?	Informal gathering at Tivoli Brewing

# Detailed Schedule: Friday, February 15

2:30 – 3 PM	Registration and Refreshments	JSSB 205
3:00 – 6 PM	<p><b>Tutor Workshop: 10-Minute Takeaways</b></p> <p>Writing Centers vary in their day-to-day practices. Some centers have 50-minute sessions, while others have 30 min or even 15 min sessions. Some centers have synchronous online appointments, some offer editing services for graduates or faculty, some offer appointments while others operate on a drop-in-only basis. But most writing centers do share a pragmatic view about teaching, about improving the writer. To that end, most sessions contain at least one moment of instruction, of teaching the student a concept or skill that can be applied in their own writing and perhaps in future work. Sometimes the teaching is at the sentence level, and students learn what a comma splice is and how to fix it. At other times, the teaching is at a conceptual level, and students learn how to tailor a thesis to a specific audience. And at other times still the teaching is metacognitive, helping students to think critically about the thinking and learning that they are doing in the moment of the session. Tutors will have a chance to learn a range of 10-Minute Takeaways—what you can teach a student in 10 minutes that they can take away and use in their own writing. Tutors will also have a chance to map out some of their own teaching practices and share some of their own 10-Minute Takeaways with other attendees. Tutors will leave this workshop with a wide range of new and applicable teaching strategies that they can apply to their own practice in their home centers.</p>	JSSB 203 (overflow in 205)
2:30 – 6 PM	<p><b>Administrator Workshop: Training Tutors in Best Practices</b></p> <p>Most writing centers have some sort of training and professional development program in place. At some centers, that program is robust and includes online readings or courses, face-to-face staff professional development, pre-semester orientation, observations and coaching sessions, and so on. At other centers, pragmatic considerations mean that there might only be one staff meeting all semester. Whatever pragmatics may exist, the majority of writing center practitioners acknowledge that better training results in both better consulting and more invested consultants. Attendees will have a chance to reflect on the training and professional development needs of their individual centers, learn from live demonstrations of training and development activities, and share and revise some of their own activities. Attendees will leave with multiple specific activities/strategies for professionally developing the staff at their home centers.</p>	JSSB 204 (overflow in 206)

# Detailed Schedule: Saturday, February 16

7:45 AM	<b>Registration</b>	JSSB Lobby
	Refreshments	JSSB Mezzanine
	Book Table	JSSB Mezzanine
	Raffle Table	JSSB Mezzanine
	Lookout Photobooth	JSSB Mezzanine
8:15 AM	<p><b>Welcome</b> Justin Bain, CWWTC President</p> <p><b>Opening Remarks</b> Clint Gardner, RMWCA President</p> <p><b>Travel Grant Awards</b> Elizabeth Kleinfeld, RMWCA Treasurer Jason Schlueter, CWWTC Treasurer</p> <p><b>Keynote</b> <b>Dr. Tobi Jacobi</b>, Director of the Center for Community Literacy, Research and Outreach in the Department of English at Colorado State University Collaborations, Complicities, and the Radical Work of Community Writing This talk will feature lessons learned over the past fifteen years of directing the Colorado State University Community Literacy Center and facilitating community writing workshops. I argue that writing and literacy work are vital to the development of intentional university-community engagements. Through a series of brief vignettes featuring the perspectives of community writers, I suggest ways that educators and researchers can curate decolonial practices and transformative listening as tactics for promoting inclusion within writing centers that serve communities within and beyond campus borders.</p>	JSSB Lobby
9:00 AM	<p><b>Session Info and Additional Information</b> Justin Bain, CWWTC President</p>	JSSB Lobby

9:15 AM – 10:15 AM	Session Block 1	Session Type	Location
Panel 1A	<p><a href="#">Kendra Madsen</a> Using Multi-Modalities to Reach a More Diverse Student Body Often in writing centers, we have a limited view on how we can work with students on their writing process. By using multimodalities—graphics explaining grammar principles, short videos explaining citations, flow charts illustrating the writing process, and worksheets to encourage productive brainstorming can help students in their writing process.</p> <p><a href="#">Anne McMurtrey</a> Structure, Nurture, and Paperwork: Creating a Writing Center Course to Support Diverse and Underrepresented Populations This presentation describes a new course that supports underrepresented students in a weekly, credit-bearing peer review that follows general writing center philosophies. The presenter will share documents that might help other WPAs implement similar courses at their institutions, as well as facilitate a discussion about the best resources for tutors working with diverse populations.</p> <p><a href="#">Tanner Haughn and Isabelle Aragon-Menzel</a> Athletes in the Margins: Athlete Outreach and Small-Group Initiatives in the Writing Center At colleges and universities with small(er) athletic programs, writing centers have the distinct opportunity to initiate athlete-outreach and foster interdisciplinarity in students and consultants alike. Our presentation will (1) discuss the psychology of small groups, as it draws parallels between sports teams and writing centers; (2) specifically describe the pilot program that the CC Writing Center created in order to support student-athletes; and (3) outline the ways that similar initiatives may foster an interdisciplinary approach to writing and tutoring.</p> <p><a href="#">Cass Eddington</a> From Effective to Affective: Changing How We Understand Writers' Relationship to Texts This presentation will offer a theoretical framework for discussing affect in relation to writers' relationship with others' texts (reading) as well as their own (writing). Using narratives from marginalized students through DU's Roger Salters Institute, I will present these diverse experiences, raising questions about the value of affective vs. effective approaches to the writing process, as well as writing rhetoric.</p>	<p>Ignite Presentation (5 minutes)</p> <p>Individual Presentation (15 minutes)</p> <p>Individual Presentation (15 minutes)</p> <p>Individual Presentation (15 minutes)</p>	JSSB 200

<p>Panel 1B</p>	<p>Aubrey Baucum, Rachel Livingston, Harrison Murray, and Sierra Rakes,</p> <p>Confronting Issues of Diversity in the Writing Center: Investigating our Complicity with Racism and Other Forms of Oppression</p> <p>The panelists ask, How is our experience of the writing center as a welcoming, diverse place troubled by the experiences of our tutors from historically marginalized groups? And further, how are we complicit in the everyday oppression experienced by tutors from historically marginalized groups? We will report on ethnographic and case study research we conducted in our writing center to help us identify and learn from our failures.</p>	<p>Panel Presentation (60 minutes)</p>	<p>JSSB 202</p>
<p>Panel 1C</p>	<p>Grace Perry and Alison (Ali) Baird</p> <p>First-Year Writing Through Gifts</p> <p>Through an exciting series of gifs, we will present on the Colorado College Writing Center’s approach to first year writing. Our presentation aims to share our programs and philosophy toward first-year writing from two perspectives: a more formal programmatic approach and a more individualized one. First, Ali will present a new program that our center has rolled out this year, the First-Year Writing Fellows Program. Next, Grace will explore how working with first-year writers as a peer-consultant is inherently a holistic process that expands beyond writing. Our intention in our roundtable conversation is to help everyone be more successful in working with first-year writers in the future by providing additional tools and strategies for cultivating a culture of writing that is responsive to the growing diversity represented in our universities.</p>	<p>Roundtable (60 minutes)</p>	<p>JSSB 209</p>
<p>Panel 1D</p>	<p>Tristan Wells, Mariana Marvel, Lydia Mayer, Mary Ridenour, Katelyn Wittenborn</p> <p>A New Age with Digital Natives</p> <p>Our proposal is centered around both our experiences with digital natives, and how we interact with technological interfaces both in and out of the Writing Center environment. As students, we offer a unique perspective to the discussion on technology and its connection to Writing Centers in various academic institutions across the nation. In our research, we aim to better understand the ways that technology is interwoven into the fabric of the academic world. With this knowledge, we hope to learn how to better help the people of all abilities and backgrounds that we collaborate with during tutor consultations.</p>	<p>Roundtable (60 minutes)</p>	<p>JSSB 211</p>

<p>Panel 1E</p>	<p><a href="#">Marlie McGovern and Sam Cook</a>  Spark Intelligence, Spark Change: Meditative, Multi-Sensory, Multi-Modal Practices for Writing Tutors  Participants will learn through guided experiential practices how meditation, mindful movement, and mindful listening spark students’ innate intelligence, enhance their capacities for creative and critical thinking, and inspire confidence and enthusiasm for writing. We’ll explore together how these practices foster inclusivity and embrace diversity, providing both tutor and student a means of experiencing their own breathing bodies and adaptable minds, and returning to the shared experience of being human that lies beneath surface-level differences of appearance and affiliation. The human capacity to feel is valued, as we soften away from the protective armor of difference, labels, and pre-judgment (and the restrictions on written self-expression those entail). Participants will conclude this workshop empowered to incorporate meditation, mindful movement, and mindful listening their own teaching.</p>	<p>Workshop (60 minutes)</p>	<p><a href="#">JSSB 203</a></p>
<p>Panel 1F</p>	<p><a href="#">Emily Jessen, David DeBonis, Jorge Cruz</a>  Function over Form: Teaching Rhetorical Grammar Effectively  Sometimes English rears its ugly “just because” head and fails to provide clear rules, causing anxiety in consultants and confusion in students. We suggest that the cause of this problem isn’t knowing the rules themselves but knowing how the rules actually function. When consultants don’t have a functional understanding of grammar, we’re only able to teach students prescriptively—with arbitrary rules of right and wrong. Teaching grammar rhetorically—in terms of reader experience—gives students agency and understanding. Through group activities and individual reflection, participants will better understand the functional application of grammar rules and leave with specific language to teach students.</p>	<p>Workshop (60 minutes)</p>	<p><a href="#">JSSB 205</a></p>
<p>Panel 1G</p>	<p><a href="#">Salvatore (Sam) PAPA; HUANG (Victor) Xugang; ZENG (Ciel) Cheng; TAN (Kathryn) Silin</a>  Add Oil!: Encountering and Working through “Chinglish” in the Writing Center  With over 350,000 Chinese students now studying in the US alone, writing center tutors and staff are encountering a multitude of English with Chinese characteristics, or so-called: “Chinglish.” This workshop will present the perspectives of writing center tutors and staff from a Chinese university and have participants form into different stations to read and address different topics related to negative transfer in Chinese student writing: direct translation errors, heavily influenced syntax, and noun-ridden wordiness. Attendees will walk away seeing multilingual writing center practitioners’ perspective on writing outside their first language and ways to work with “Chinglish” in the center.</p>	<p>Workshop (60 minutes)</p>	<p><a href="#">JSSB 207</a></p>



10:30 AM – 11:30 AM	Session Block 2	Session Type	Location
Panel 2A	<p data-bbox="337 279 764 312"><a href="#">Traci Freeman and Steve Getty</a></p> <p data-bbox="337 327 1195 716">Mindsets, Social Belonging, and Help-Seeking in the Writing Center Studies in education have explored how students’ implicit beliefs shape their motivations and influence their behaviors, including their help-seeking behaviors. In this presentation, we will report on findings from a 2015-16 study, investigating students’ implicit beliefs about intelligence and social belonging and the relationship between these beliefs and students’ willingness to seek help in the writing center. Initial analyses suggest that historically underrepresented minority students (URMs) with a growth mindset are more likely to visit the writing center than URM students with a fixed mindset. These findings have implications for outreach, training, and consulting practices in the writing center.</p> <p data-bbox="337 774 773 808"><a href="#">Lisa Langstraat, Laura Price Hall</a></p> <p data-bbox="337 823 1195 1211">Empathy, Power, and the Emotional Labor of Writing Center Work Every aspect of our work is motivated by affective dynamics, as recent Writing Center scholars have argued (see Alison (2016); Jackson et al. (2016); Perry (2016) and Welch (2010)). Empathy, a ubiquitous emotion referenced in this scholarship, is often presented as an unmitigated good. This propensity may obscure the inherent power relationships that empathy engenders. Drawing from interviews with Writing Center consultants, and the work of contemporary emotion scholars (e.g., S. Ahmed, L. Berlant, and E. Spelman) who attend to the affective politics of empathy, this presentation explores the dynamics of empathy in Writing Center pedagogy and daily life.</p> <p data-bbox="337 1260 591 1293"><a href="#">Elizabeth Kleinfeld</a></p> <p data-bbox="337 1308 1003 1341">Creating a Culture of Self-Care in the Writing Center</p> <p data-bbox="337 1344 1195 1625">People who are well-rested and calm are more effective as tutors and more engaged as clients. Directors who practice self-care are more likely to be patient, supportive, and energetic about their work. Drawing on Merton’s role model theory and theories of self-care from the nursing field, I will share how writing center folks can disrupt the tendencies in academia to wear sleep deprivation like a badge of honor and engage in self-defeating one-upping regarding stress (“You think you’re under a lot of stress? Let me tell you about my week!”).</p>	<p data-bbox="1224 237 1383 338">Individual Presentation (15 minutes)</p> <p data-bbox="1224 840 1383 940">Individual Presentation (15 minutes)</p> <p data-bbox="1224 1304 1383 1404">Individual Presentation (15 minutes)</p>	JSSB 200

<p>Panel 2B</p>	<p><a href="#">Matt Drollette</a>, <a href="#">Missy Roberson</a>  Exploring the Impacts of Active Goal Setting on First-Generation, Non-traditional, and Marginalized Student Populations  In the Fall 2018 semester, the University of Wyoming Writing Center incorporated active goal setting into each consultation by having tutors collaboratively develop revision plans with clients during the last five minutes of every appointment. While tutors in the UWWC have traditionally discussed revision goals with clients as part of the tutoring process, those revision goals were generally less collaborative and more directive, and the goal-setting process was inconsistently recorded. This interactive presentation will focus on our efforts to analyze and assess the effectiveness of our new goal-setting model for first-generation, non-traditional, and marginalized student populations.</p>	<p>Panel Presentation (60 minutes)</p>	<p>JSSB 202</p>
<p>Panel 2C</p>	<p><a href="#">Sarah Collins</a>, <a href="#">Amanda Pruess</a>, and <a href="#">Kara Klein</a>  Navigating the Prompt: Issues of Inclusion, Alienation, and Equity in Writing Assignments  What should consultants do when a prompt puts confusing, unfair, or unrealistic directives on students? For native English speakers, the process of untangling these prompts may certainly be frustrating, but they are at a distinct advantage compared to marginalized students, such as English Language Learners (ELLs), who bear the brunt of academic risk in these situations. After we contextualize the discussion with a selection of problematic prompts, we hope that a collaborative conversation will reveal tutoring and teaching practices that all participants can use to best support marginalized students when we encounter difficult and problematic prompts in sessions.</p>	<p>Roundtable (60 minutes)</p>	<p>JSSB 209</p>
<p>Panel 2D</p>	<p><a href="#">Amelia Zabel</a>, <a href="#">Winnie Pham</a>, <a href="#">Julia Cordova</a>, <a href="#">Clare Gillman</a>, <a href="#">Emily Graboski</a>, and <a href="#">Aliyah Williams</a>  Under(grad) Construction: Undergraduate Consultant Identities in a Predominantly Graduate Student Writing Center  As undergraduate consultants, we wonder: is it logical to assume that graduate consultants, who by definition have more formal education, are better able to consult with writers? Do those with teaching experience and graduate coursework make better consultants? If not, why not? And how can we rebrand undergraduate peer consultants as as valuable? In this roundtable, we share our experience as undergraduate consultants, focusing on particular issues of authority, confidence, and knowledge. We then raise a set of questions about how and when undergraduates should--or can and do--consult differently and invite participants to help us to generate adaptable tutoring strategies.</p>	<p>Roundtable (60 minutes)</p>	<p>JSSB 211</p>

<p>Panel 2E</p>	<p><a href="#">Kenneth Butterfield, Lisa Bell, Adam Brantley</a>  Empowering Consultants in ESL Sessions: Answering an Interdisciplinary Call for Explicit Grammar Instruction Training  Students whose first language is not English are typically not just writers but language learners and negotiators. Consequently, scholars from composition, education, linguistics, and subfields such as second language writing and writing center studies agree that educating consultants to work with ESL writers should include training on sentence-level language issues to develop explicit understanding (Weigle &amp; Nelson, 2004; Moussu, 2013; Eckstein, 2018). This presentation will outline the results of an IRB-approved action research study, on how and to what extents explicit grammar training for consultants resulted in improved participation and collaboration within ESL sessions.</p>	<p>Workshop (60 minutes)</p>	<p>JSSB 203</p>
<p>Panel 2F</p>	<p><a href="#">Megan Kelly, Liliana Benzel, and Ben Caldwell</a>  Re-Thinking the Literacy Narrative for Writing Center Tutor Training  This workshop explores the value of literacy narratives from the perspectives of peer consultants--one undergraduate and one graduate--and an assistant director. We discuss how our training curriculum incorporates literacy narratives to create opportunities for consultants to explore their writing identities and learning processes. This experience allows for them to consider literacy in new and expanded ways when engaging with writers. We also introduce a campus-wide ePortfolio initiative which includes literacy narratives and trains consultants as workshop facilitators and writing fellows. Participants will engage with reflective prompts used in our workshops and discuss ways of integrating literacy narratives into training.</p>	<p>Workshop (60 minutes)</p>	<p>JSSB 205</p>
<p>Panel 2G</p>	<p><a href="#">Jackie Sizemore</a>  Strategies for Working With Problematic Essays  In this workshop, I'll guide attendees through analyzing the cultural impact of writing center tutoring sessions with their own campus communities in mind. Through reflection, interactive exercises and discussions, we'll work through 5 strategies for attendees to use in sessions.</p>	<p>Workshop (60 minutes)</p>	<p>JSSB 207</p>



11:30 AM - 12:15 PM	Lunch	JSSB Mezzanine
	Book Table	JSSB Mezzanine
	Raffle Table	JSSB Mezzanine
	Lookout Photobooth	JSSB Mezzanine
	CWWTC Board Meeting	JSSB 211

12:30 PM – 2:00 PM	Special Sessions Block	Session Type	Location
Panel S1	<p data-bbox="337 243 1013 279"><a href="#">Diversity and Collaboration: an Improv Approach</a></p> <p data-bbox="337 289 493 321">Nick Trotter</p> <p data-bbox="337 331 1198 751">Writing tutors are etic to many of the ideas and personal narratives they encounter on a daily basis, and any activity pursued by more than one person will necessarily involve more than one perspective or experience base. These encounters require a great deal of both agility and acceptance on the part of the tutor or consultant who wishes to help the student on the student’s terms. Improvisation techniques, drawn from the traditions of comedy and theatre, are useful (and fun!) ways to get out of our own heads and release control of the process, while simultaneously making active contributions. In this workshop, we will get out of our chairs and engage our bodies along with our minds, play some simple games and explore how every tutoring session is an improvised adventure into <i>terra incognita</i>.</p>	Workshop (90 minutes)	JSSB 203
Panel S2	<p data-bbox="337 798 1049 875"><a href="#">Dances for Solidarity: A Workshop on Transcending Punishment</a></p> <p data-bbox="337 886 1081 921">Maya Dank, Mia Fischer, Lauren Samblanet, and Elise Silva</p> <p data-bbox="337 932 1198 1310">Dances for Solidarity-Denver (DFS) is a collaborative prison-pen-pal project which shares dance sequences through letter writing with people in solitary confinement all across the United States. In this interactive workshop participants will learn more about DFS and the role of mass-incarceration. The panelists will share some of the writing, poetry, and artwork from our pen-pals on the inside and participants will be invited to join in an interactive dance performance. In break-out-sessions participants will further explore the purpose of letter-writing in an increasingly digital age and how one may incorporate a project like DFS into a writing course. Finally, participants will have the opportunity to write cards to someone who is currently incarcerated.</p>	Workshop (90 minutes)	JSSB 205
Panel S3	<p data-bbox="337 1356 604 1392"><a href="#">Lighthouse Writers</a></p> <p data-bbox="337 1402 786 1438">Dan Manzanares and Suzi Q. Smith</p> <p data-bbox="337 1449 1188 1791">Lighthouse Writers Workshop’s community engagement coordinators invite you to participate in the Write Denver activity “Word on the Street.” “Word on the Street” uses word tiles—think magnetic poetry only bigger—to create spontaneous poetry and prose based on simple writing prompts. Today’s prompt is sourced from work by poet and nonfiction writer Kevin Young, whose book <i>Bunk: The Rise of Hoaxes, Humbug, Plagiarists, Phonies, Post-Facts, and Fake News</i> is a finalist for the National Book Critics Circle Award. Join us for a conversation of Young’s work and leave having contributed a line or two at this community-building activity.</p>	Workshop (90 minutes)	JSSB 207

<p>Panel S4</p>	<p><a href="#">Community Literacy Center</a>  Matthew Gorman, Michaela Hayes, Tobi Jacobi, Derra Larsen, Yibei Zhang  This workshop features the Speakout! Writing workshop developed by the Colorado State University Community Literacy Center. Facilitators will demonstrate program principles, model workshop practices, and highlight community voices. Participants will have opportunities to sample workshop activities and discuss the challenges of working with people whose engagement with writing ranges from confident enthusiasm to wary curiosity to skepticism. The last portion of this session will focus on the benefits and challenges of community publishing. Participants will receive the Fall 2018 SpeakOut! Journal, a 200+ page anthology of community writing.</p>	<p>Workshop (90 minutes)</p>	<p>JSSB 209</p>
<p>Panel S5</p>	<p><a href="#">Writing a Tutor/Consultant Philosophy</a>  Drew Bixby  Like an organizational mission statement or a teaching philosophy, a Writing Center tutor/consultant philosophy can help practitioners clarify, communicate, and guide their intentions surrounding session work. In this interactive workshop, attendees will first read and reflect on samples of mission statements and tutoring philosophies before beginning to write (and share) their own.</p>	<p>Workshop (90 minutes)</p>	<p>JSSB 211</p>
<p>Panel S6</p>	<p><a href="#">Corporeal Writing Techniques for Writing Tutors</a>  Stina French  Presence slows time and increases learning. The benefits of calming the nervous system on cognitive processes are well-documented, but tutoring sessions may already feel too short or too crowded to implement mindfulness measures. This session will discuss how we might find time for the kind of “outside time” behavior that can increase learning, decrease stress, encourage students’ and tutors’ fullest involvement in the session, and create a positive emotional association with tutoring that will keep students coming back.</p>	<p>Workshop (90 minutes)</p>	<p>JSSB 213</p>

2:15 PM – 3:15 PM	Session Block 3	Session Type	Location
Panel 3A	<p><a href="#">Jeff Gard</a>  Push vs Pull Tutoring: Maximizing Collaboration in an Era of Lean Budgets  This presentation explains how lean manufacturing models may help writing centers maximize their offerings even while their budgets and resources are shrinking.</p> <p><a href="#">Devon DeSmet and Cassandra Reid</a>  "I didn't know you all were here:" Pop-Up Writing Centers as Engagement on an Urban Campus  Occasionally, the best support a WC can give its clients is exactly what we say we should not: quick proofreading. MSU Denver has launched a pop-ups program to do precisely this, allowing brief, LOC-focused sessions at a number of locations across the campus. Varying from tables outside to corner tables in the campus brewery, the purpose of these surprise sessions is not simply to provide editing on the go, but to engage with a commuter campus in high-traffic areas. This presentation would elaborate our methodology and research and enable the start of a broader conversation.</p> <p><a href="#">Catherine Becker and Amy Rice</a>  Leveraging Collaboration: Developing a Writing Center through Interdepartmental Connections  This presentation will explain how Northwest Nazarene University developed from an exclusively undergraduate in-person service to a full-service Writing Center through collaborative efforts with our Library staff.</p>	<p>Individual Presentation (15 minutes)</p> <p>Individual Presentation (15 minutes)</p> <p>Individual Presentation (15 minutes)</p>	JSSB 200
Panel 3B	<p><a href="#">Ella Longpre, Evelyn Hampton, and Lucien Darjeun Meadows</a>  Meeting Beyond our Barriers: Authentic Connection &amp; Self-Actualization in Writing Center Consultations  In many writing centers nationwide, peer consultants meet with student and faculty writers from increasingly diverse backgrounds and with increasingly diverse goals. How can consultants craft a safe space with these writers? How can the first 5-10 minutes of a session activate an environment of accessibility, inclusion, and voice—or generate barriers to authenticity and growth? How can consultants draw from interdisciplinary and multimodal experiences—within and beyond academia—to help writers build toolkits for future success? And how can authentic collaboration be a key resource for when a session encounters barriers? In this interactive session, three first-year PhD students at the University of Denver will explore these issues. Presenters and attendees alike will emerge with concrete strategies for immediate application as well as big-picture ideas to provoke continued research and dialogue.</p>	Panel Presentation (60 minutes)	JSSB 202

<p>Panel 3C</p>	<p>J.J. Seggelke          Choosing Your Own Adventure: Self-Driven Consultant Development          This roundtable will briefly cover the Fall 2018 implementation the MSU Denver Writing Center consultants' self-chosen professional development plans, the lessons learned from its initial run, then solicit feedback from attendees based on their experience as administrators and/or consultants. From there, attendees will be encouraged to discuss their own practices (as WC administrators) or wants/needs (as consultants). The goal is to create an environment where we can share (read: steal) each other's practices as best fit our writing centers to address the question: What do we do to develop our consultants?</p>	<p>Roundtable (60 minutes)</p>	<p>JSSB 209</p>
<p>Panel 3D</p>	<p>Jenna McGoldrick, Darryl Ellison, and Jonathan Jennings          Navigating Graduate Writing          A roundtable discussion about how graduate students interact with writing centers, the best ways to help those students, what this means to the contemporary view of writing center sessions. A two-hour writing session would help graduate students address what specific they need help with and how a writing consultant can help address those needs. Additionally, exploration in generalist writing centers as a method to accommodate all students is looked at with the frame of complex issues that graduate students face. Looking at a strategy for writing centers to grant additional development for consultants to assist graduate students in their higher level content understanding.</p>	<p>Roundtable (60 minutes)</p>	<p>JSSB 211</p>
<p>Panel 3E</p>	<p>Julie Voss          Bringing a Mindfulness/Meditation Practice to Your Work in the Writing Center          Meditation has been defined as calming the thought waves of the mind. In this workshop, I will review some of the principles that guide a meditation/mindfulness practice and then lead participants in a guided meditation, focusing on calming the body and the mind. We will then discuss the applications of such a practice to our work in the Writing Center. Topics will include ideas like showing up with more compassion, staying present, cultivating a witness state, remaining calm in the face of adversity, and creating a safe space for the exploration of ideas.</p>	<p>Workshop (60 minutes)</p>	<p>JSSB 203</p>

<p>Panel 3F</p>	<p><a href="#">Mikayla Peters</a>  Tutor as Guide, Teacher, Participant: ELL Students and the Writing Center  With a surge in international students at American universities, many writing centers find their already-stretched resources pushed even farther by students who many require more time, deeper knowledge of the English language, or specialized techniques. In face-to-face appointments with ELL students, tutors run into many problems. How can we effectively help ELL students understand the writing process and academic English without being too directive? This workshop explores how tutors can collaborate to create interesting programs, workshops, and individual meetings for ELL students, without having to create an ELL-specific writing center, as some colleges have done.</p>	<p>Workshop (60 minutes)</p>	<p>JSSB 205</p>
<p>Panel 3G</p>	<p><a href="#">Amber Sullivan and Craig Hartz</a>  Passion Project Workshops: Writing Centers Beyond Academia  Designing new types of creative workshops increases the client potential for writing centers by attracting students based on personal interest rather than academic need. Passion projects—non-academic workshops aimed at exploring under-taught modes of writing—are one way to do this. Including a variety of student passion projects allows for collaboration across multiple departments, invites tutors to invest in their personal interests by designing related curricula, and attract students who would not traditionally utilize WCs. This workshop will investigate passion projects as a concept and help tutors begin the process of designing workshops that emphasize creative over academic projects.</p>	<p>Workshop (60 minutes)</p>	<p>JSSB 207</p>



3:30 PM – 4:30 PM	Session Block 4	Session Type	Location
Panel 4A	<p><a href="#">Chloe Robertson</a>  Learning across Space: A Discussion of ELL Frameworks within the Writing Center  As Writing Center faculty, we have a responsibility to ensure the needs of campus writers are being met; I argue that the needs of English Language Learners (ELL) are currently not being met across the country. In this presentation, I will outline a theoretical framework that places the onus on instructors' limitations and biases instead of our ELL writers. By focusing on our own paradigms, we mitigate the risk of 'othering' our visiting writers and promote an inclusive environment that focuses on writing improvement as well as confidence.</p> <p><a href="#">Rachel Hawley</a>  Roadways into Developing English Skills  I will present the theory behind the program, how it was implemented, and lessons learned from our first semester, as well as the successes of our second semester changes.</p> <p><a href="#">Maxwell Kee</a>  Nobody's Perfect: Feelings of Guilt, Shame, and Shortcomings in Writing Center Consultants  As Jennifer Nicklay explains in her 2012 essay, "Got Guilt?: Consultant Guilt in the Writing Center Community," the ubiquitous adoption of minimalism promotes guilt in consultants. Going further, this presentation examines distinct differences between guilt and shame, and how they relate to self-blame and perfectionism, from a psychological perspective. I ask consultants whether they experience guilt or shame, consider themselves perfectionists, and favor a more directive or non-directive approach. Findings demonstrate that favoring directiveness mitigates guilt and shame, reconciling self-blame with a drive for perfection. These findings challenge normative assumptions, calling for greater flexibility in consulting with more psychologically-healthy approaches.</p>	<p>Individual Presentation (15 minutes)</p> <p>Individual Presentation (15 minutes)</p> <p>Individual Presentation (15 minutes)</p>	JSSB 200

<p>Panel 4B</p>	<p>Ashley Owen, Andy Scott, Stefan Huddleston, Kat Pacetti, Samantha Futhey, and Allison McDonald</p> <p>Writing Fellows: An Incentivized Group-Tutorial Program</p> <p>In the Fall 2018 semester, the Pikes Peak Community College Learning Commons revised its co-curricular tutoring program: Writing Fellows. After the success of the group-tutorial focused STEM Fellows pilot, Writing Fellows was redesigned around having students attend a number of Writing Fellows group tutorials as part of their class grade. This presentation will cover the design and results of this program, including: student/instructor perceptions of the program effectiveness, tutors' experiences facilitating group writing tutoring, any student grade changes observed as a result of program participation, and whether the program satisfied the Learning Commons' primary goals in creating and facilitating it.</p>	<p>Panel Presentation (60 minutes)</p>	<p>JSSB 202</p>
<p>Panel 4C</p>	<p>Jess Carroll, Jake Swisher, and Lauren Adams</p> <p>Are You Asking Us to Be Activists? Grappling with the Place of Social Justice and Participatory Hospitality in Tutor Education</p> <p>This roundtable provides an overview of a tutor curriculum connecting participatory hospitality with social justice. The discussion leaders (one administrator, one undergraduate tutor, and one graduate tutor) will share their experiences and invite participants to join them in discussing--What is the responsibility of tutors to engage in social justice work? What is the responsibility of Writing Center administrators to engage tutors in social justice work? How do our local contexts shape the forms of that responsibility? What is the difference between social justice work and social justice activism? What are the learning outcomes we are hoping for?</p>	<p>Roundtable (60 minutes)</p>	<p>JSSB 209</p>
<p>Panel 4D</p>	<p>Lyn Poats and Katie Addison-Taylor</p> <p>Consultants These Days! Am I Right?</p> <p>The youngest and the oldest consultant from the Writing Center at University of Colorado Denver hope to examine the potentially false constructs that differences in age bring to the tutoring session. Also, the possible real challenges of teaching across an age barrier will be discussed. If a difference in age creates barriers, real or imagined, can the shared culture of writing bridge these obstacles?</p>	<p>Roundtable (60 minutes)</p>	<p>JSSB 211</p>
<p>Panel 4E</p>	<p>Sara Sheiner and Elijah Null</p> <p>Interfacing with Theory: When, How, and Whether to Use Theoretical Language with Writers</p> <p>The goal of this workshop is to stimulate thoughtful discussion about what place theoretical language has (or doesn't have) in our consultations and in the way tutors present themselves in their writing center biographies.</p>	<p>Workshop (60 minutes)</p>	<p>JSSB 203</p>

<p>Panel 4F</p>	<p><a href="#">Michael Ennis</a>  <a href="#">Helping Writers Understand Genre</a>  This workshop will prepare peer tutors to explain genres more effectively to the students they work with. We will focus on how to explain the concept of genre as a set of social expectations that speak to communities of readers. Based on this understanding, we will prepare concise explanations for a variety of genres undergraduates are commonly expected to master. Being prepared to work with a variety of genres across disciplinary expectations will help peer tutors contribute to interdisciplinary writing centers.</p>	<p>Workshop (60 minutes)</p>	<p><a href="#">JSSB 205</a></p>
<p>Panel 4G</p>	<p><a href="#">Kat Bell</a>, <a href="#">Chris Schacht</a>, and <a href="#">Roy Jo Sartin</a>  <a href="#">Changing Culture through Collaboration: The Evolution of a Writing Center Community</a>  This workshop is focused on helping directors and consultants evaluate the culture of their individual writing center contexts and to identify points of potential change. Through an open conversation, we will create collaboration-based action plans for moving forward. Topics for discussion will include increasing professionalism, shifting hiring practices and tutor education paradigms, community building, and campus outreach.</p>	<p>Workshop (60 minutes)</p>	<p><a href="#">JSSB 207</a></p>
<p>Panel 4H</p>	<p><a href="#">Taylor Tolchin</a>, <a href="#">Olivia Tracy</a>, and <a href="#">Justin Wymer</a>  <a href="#">Getting a Feel for It: Foregrounding Accessibility, Play, and Empathy in a Collaborative Consultant-Training Course with Peer-Led Discussion Sections</a>  This roundtable will explore the peer-centered, -planned, and -led discussion section (DS) model implemented in our consultant training, and how, as DS leaders, we developed methods to encourage accessible, playful, and empathetic practices in consultations. We will discuss the deeply collaborative nature of DSs (within sections and among DS leaders and writing center directors) before providing participants with the opportunity to implement this model in a DS of their own. Participants will then discuss the possibilities and challenges of this model as well as how we can further foster more diverse and collaborative writing center spaces.</p>	<p>Workshop (60 minutes)</p>	<p><a href="#">JSSB 213</a></p>

4:45 PM – 5:45 PM	Session Block 5	Session Type	Location
Panel 5A	<p><a href="#">Kait McNamee and Gretchen Hack</a>            Women in Education: Creating Tutoring Frameworks that Support Intersectionality</p> <p>This panel will address tutoring strategies and classroom learning strategies to help develop educational frameworks for female-identifying students through the lens of ELL/ESL teaching and STEM.</p>	Panel Presentation (60 minutes)	JSSB 200
Panel 5B	<p><a href="#">Maddie Sholar</a>            Can Collaboration Perpetuate Neoliberalism in the Writing Center?</p> <p>American culture is saturated with neoliberal practices and ideals. These neoliberal practices have permeated into institutions of higher education, where universities are increasingly seen as providing a service to customers. The writing center directly pushes against the neoliberal paradigm by emphasizing tutor practices that focus on relationship building, but collaboration can unintentionally preserve the rugged individualism and make-it-to-the-top mindset of neoliberal narratives. A roundtable discussion will provide a framing for the question: what tutoring practices enable a neoliberal presence? Then we can push against neoliberal intrusion.</p>	Roundtable (60 minutes)	JSSB 209
Panel 5C	<p><a href="#">Elizabeth Kleinfeld</a>            Forming and Sustaining a Writing Practice</p> <p>We all value writing, but many of us struggle to maintain a healthy, productive writing practice of our own. Whether our genre of choice is fiction, journal article, or something else, just finding the time to write can seem like an insurmountable challenge. When we do find the time, we may hate everything we write. And when we finally produce a draft, we may not know who to turn to for critical feedback. Does any of this sound familiar? This session will help you rethink your approach to your writing practice.</p>	Workshop (60 minutes)	JSSB 203
Panel 5D	<p><a href="#">Xandi Wright, Steven Vigil-Roach, Dani Sheehan, and Caroline Stump</a>            Am I Your Type? Toward a Digitally Inclusive Writing Center</p> <p>Modern academic participation demands not only strong writing skills, but also digital fluency. Yet research finds this fluency is far from universal, even among so-called “digital natives.” When essays are typed, submission is online, and many writing center appointments are managed digitally, where is the boundary between writing skills and digital literacy? Participants will discuss how digital inequality is enacted in higher education and how writing centers can help students build relevant digital skills to better navigate the larger academic environment. Together we will examine assumptions about digital participation, and identify strategies and interdisciplinary allies to help all students succeed.</p>	Workshop (60 minutes)	JSSB 205

<p>Panel 5E</p>	<p><a href="#">Juli Parrish, Geoffrey Stacks, and Alison Turner</a>  <a href="#">Great Work and Good Luck: Evaluative Language in the Writing Center</a>  This workshop asks participants to join in a collective process of 1) naming and analyzing instances of evaluative language in writing center practice and 2) considering what we learn when we look at evaluative language in more nuanced ways. In addition to suggesting that evaluative language can be unexpectedly difficult to identify and define, we propose that this work is a simple form of RAD research (replicable, aggregable, data-driven) that participants might take back to their own centers.</p>	<p>Workshop (60 minutes)</p>	<p><a href="#">JSSB 207</a></p>
<p>Panel 5F</p>	<p><a href="#">Jessica McDermott and Lekshmi Nair</a>  <a href="#">Supporting English Language Learners in the Writing Center: A Humanizing and Collaborative Approach</a>  To best serve our tutees, we must view them as whole people with complex pasts, cultures, and knowledge. All students should be viewed holistically, but this presentation will focus specifically on how to tutor and support ESL students holistically and individually through collaboration and thoughtful practices. To begin, attendees will fill out a brief questionnaire to reflect on their concerns and needs when it comes to serving ESL students. The presentation will then move into a discussion on how to humanize students and ask participants to share out. After framing the situation, we will engage in an interactive exercise aimed at diagnosing various language concerns that may arise based on culture and native language. We will also discuss collaborations undertaken at the Community College of Aurora and one of the presenter’s experiences as an ESL student in the United States. We will close with a sticky note activity aimed at attendees writing down how they humanize students at various stages of the tutoring process (environment, process, tutoring session, post session). We will end by sharing these ideas and final thoughts.</p>	<p>Workshop (60 minutes)</p>	<p><a href="#">JSSB 213</a></p>
<p>Panel 5G</p>	<p><a href="#">Brooke Anderson</a>  <a href="#">Just Say It: Having Challenging Conversations in Uncertain Times</a>  This roundtable discussion is for tutors, faculty, staff, and administrators at community colleges or universities that are either experienced or inexperienced at having challenging conversations and that want to get better at this difficult task.</p>	<p>Roundtable (60 minutes)</p>	<p><a href="#">JSSB 211</a></p>

Panel 5H	<p>Shannon Tuttle</p> <p>Transfer in the Writing Center: Tutors Facilitating Students' Understanding of Transfer</p> <p>Helping students engage in transfer is vital to helping students become better writers. Tutors are in a prime position to encourage students to transfer their knowledge. To increase tutors' ability to facilitate transfer, I have developed an experimental curriculum meant to help tutors develop transfer-focused tutoring skills. A transfer-focused tutorial will hopefully enable students to better transfer writing skills and strengthen their ability as writers. I will present this curriculum and invite audience members to share ideas about improvement and to develop ideas for implementing transfer theory into their own writing centers.</p>	Workshop (60 minutes)	JSSB 202
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6:00 PM	Closing Remarks and Raffle	JSSB Lobby
6:30	Conference End	

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