

MiWCA 2018

23rd Annual Ideas Exchange Conference



**Writing Center Myths, Facts, and Fables:
The Stories that Surround Us**



Hosted by: Marian E. Wright Writing Center

Writing Center Myths, Facts, and Fables: The Stories That Surround Us

Tutors, teachers, students, and writing center administrators are all storytellers adding to the myths, facts, and fables surrounding writing center work. The most often told story within the writing center community is likely North's claim that we are here to make better writers not better writing, but it is not the only tale to impact our work. What are the myths, facts, and fables we tell at our own institutions and in the broader academic community that shape our identity, define our work and scholarship, and determine whether we succeed or fail to serve the needs of writers?

We invite you to join us in a conversation about the intersecting myths, facts, and fables that shape the narrative of our work.

Welcome to The University of Michigan-Flint

Dear MiWCA 2018 Attendees:

The Marian E. Wright Writing Center would like to welcome you to the University of Michigan-Flint.

This year's conference theme, Writing Center Myths, Facts, and Fables, aims to interrogate the narratives surrounding writing centers. We are familiar with many of the stories told about us from those outside of writing centers. How do those stories shape us and impact our work? Equally important are the stories we tell about ourselves and who we believe ourselves to be. Scholars, such as Neisha-Anne Green and Frankie Condon, are challenging some of the beliefs we have about ourselves and offering us the opportunity to create more inclusive centers that use social-justice pedagogy. Others are challenging the notion of what a writing center is and should be, more broadly defining writing to include multimedia and oral communication practices.

Conferences are really about stories. The presentations, panels, and workshops we attend tell narratives that inform our work. We hope at this conference you are willing to share some of your stories, and together our collective narratives will help us examine the writing center myths, facts, and fables that shape our effort to support writers.

I want to take a moment and thank all of the people who worked hard for the past year to make this conference happen. Without them, this would not have been possible. First, I want to thank Vicky Dawson who is really the one who made this conference happen. I also want to thank our writing center tutors and those in our tutor-training seminar who have worked very hard to make this conference a success. I want to thank Sherry Wynn Purdue and Ashley Cerku, both from Oakland University, for their support and guidance in making this conference happen.

I also want to thank our sponsors who gave generously. Our UM-Flint sponsors are the College of Arts and Sciences, School of Education and Human Services, School of Nursing, School of Management, and the Department of English. We also want to thank Hoffman's Deli, WCAOnline, and TutorTrac Systems.

At conferences I have had invaluable conversations with colleagues, hatched crazy research collaborations with those from other institutions, and made life-long friends. I would encourage you to have a conversation with someone from a different institution, outside of a session. Learn a bit about them and their writing center. Make plans to meet at some point to create and share new stories that will shape our future.

Thank you for coming to the 2018 MiWCA Conference at UM-Flint. We hope you have fun, learn, and leave energized to continue your writing center work.

Keynote Address

9:15 AM in
The Michigan Rooms

Scott Atkinson often finds himself in writing centers. After stumbling into the writing center tutoring prep course at Michigan State University as an undergrad studying journalism, he began tutoring and fell in love with centers.



He has since tutored as a graduate student at the Marian E. Wright Writing Center at the University of Michigan-Flint, and volunteered in the writing center at Saginaw Valley State University when he was an instructor there.

Atkinson is also a journalist, and his work has appeared in *The New York Times*, *The Guardian*, *Writer's Digest*, and several other publications. He is

also the editor of *Happy Anyway: A Flint Anthology*, a collection of essays about Flint.

Atkinson now spends the bulk of his time as a lecturer in the English Department at UM-Flint and still occasionally wandering back into the Marian E. Wright Writing Center, where he is thankful they still let him hang out.

Conference Schedule

8:00–10:00 a.m.	Registration University Center (UCEN) Michigan Rooms
8:00–9:00 a.m.	Breakfast UCEN Michigan Rooms
8:45–9:50 a.m.	Welcome and Keynote UCEN Michigan Rooms
10:00–10:50 a.m.	Session 1 3rd floor French Hall classrooms
11:00–11:50 a.m.	Session 2 3rd floor French Hall classrooms *Committee meeting held in 335 French Hall
12:00–1:00 p.m.	Lunch UCEN Michigan Rooms
1:00–1:50 p.m.	Session 3 3rd floor French Hall classrooms
2:00–2:50 p.m.	Session 4 3rd floor French Hall classrooms
3:00–3:50 p.m.	Session 5 3rd floor French Hall classrooms

Session Overview

Session 1-A, 10:00-10:50

Room: French Hall 307

“From the Other Side of the Essay: Diving into the Deep End as a New Tutor”

Lucas Savoie, University of Michigan-Flint

Session 1-A, 10:00-10:50

Room: French Hall 307

“Preserving the Past, Preparing for the Future: The Importance of Archiving”

Katie Valley, Oakland University

Session 1-B, 10:00-10:50

Room: French Hall 301

“The Myth of the Writing Center Re-Examined: Who We Really Are and What We Really...”

Imari Tetu and Helen Raica-Klotz, Saginaw Valley State University

Session 1-C, 10:00-10:50

Room: French Hall 355

SNAPS: The Public and Private Benefits of Consultant-to-Consultant Appreciation in the Writing...

Emily Zerrenner, Grand Valley State University

Session 1-C, 10:00-10:50

Room: French Hall 355

Observers in the Center: The Center in Our Eyes

Pooja Shah, James O’Dea, Laura Griglak, and Luther Houle, University of Michigan - Flint

Session 1-D, 10:00-10:50	Full STEM Ahead: Integrating the Needs of Science Students Into the Writing Center
Room: French Hall 351	Brett Clark and Faith Ureel, Grand Valley State University
Session 1-E, 10:00-10:50	Transfer Theory and Genre-Specific Tutor Training Interventions
Room: French Hall 307	Daniel Lawson, Victoria Boyd Jennings, Kayla Taylor, and Elise Beller, Central Michigan University
Session 2-A, 11:00-11:50	Myths and Fables in the Writing Center
Room: French Hall 355	Rich Robinson-Sanabria, Macomb Community College
Session 2-B, 11:00-11:50	Understanding the Backstory: Consulting with ELLs and CLDs
Room: French Hall 301	Megan Bowers and Danielle Zukowski, Grand Valley State University
Session 2-C, 11:00-11:50	The Writing Center Frontline: Stories from Behind the Desk
Room: French Hall 355	Alyssa Langlois and Tiana Ogletree, Grand Valley State University
Session 2-C, 11:00-11:50	Developing Writing Identities in the Writing Center
Room: French Hall 355	Bridget Gibley, Aquinas College
Session 2-D, 11:00-11:50	Who Are We Advocates For? Are Writing Centers Reinforcing White Privilege?
Room: French Hall 351	Angela Repke, Tyrice Denson, and Marwa Tahboub, University of Michigan-Flint
Session 3-A, 1:00-1:50	Working with "developmental" writers: Myths and Facts
Room: French Hall 307	Alex Lehto-Clark, Madeline Gardiner and Nicholas Hansen, Northern Michigan University
Session 3-B, 1:00-1:50	Stranger Than Fiction: The Training Program Couldn't Prepare Me for This!
Room: French Hall 301	Olivia Miller and Sarah Kenny, University of Michigan-Flint
Session 3-C, 1:00-1:50	Writing Emails with Artificial Confidence: The Developmental Experience
Room: French Hall 307	Nicole Jarvis, Aquinas College
Session 3-D, 1:00-1:50	Student Surveys: A Cost Benefit Analysis
Room: French Hall 351	Geordan Fisher, Grand Valley State University
Session 4-A, 2:00-2:50	One Writer's Journey Shifts the Narrative: Observing the Tutors
Room: French Hall 307	Sarah Mitchell, Diane Willey and Vicky Dawson, University of Michigan-Flint
Session 4-B, 2:00-2:50	Grammar Myths
Room: French Hall 301	Holly English, Ginny Agee, James Hollenbeck, Anna Chumak, Catherine Connors, and Olivia Conklin, Central Michigan
Session 4-C, 2:00-2:50	Level Up: Video Gaming as an Analogy for Writers Block
Room: French Hall 351	Alyssa Noch, Aquinas College
Session 4-C, 2:00-2:50	Breaking Down the Myth: Accessibility in the Writing Center Community
Room: French Hall 351	Jenelle Dembsey, Miami University
Session 4-D, 2:00-2:50	The Writing Center and Learning Commons Join Forces: Chapter One
Room: French Hall 351	Jessica Fox Brooker, Darryl Mangles, Floyd Pouncil, and Jill Reglin, Lansing Community College
Session 4-E, 2:00-2:50	You Either Die a Tutor or Live Long Enough to See Yourself Become the In-Session Copyeditor...
Room: French Hall 350	Michael Unger, Oakland University
Session 5-A, 3:00-3:50	Supporting Students' Self-Narration through Bullet Journaling
Room: French Hall 307	Leah Bubnitz, Macomb Community College
Session 5-A, 3:00-3:50	They: Standardizing a gender-neutral/gender-inclusive singular-pronoun
Room: French Hall 307	Caleb Lalinsky, Madonna University
Session 5-B, 3:00-3:50	The 30-minute Appointment: Fact or Fiction?
Room: French Hall 301	Patrick Johnson, Grand Valley State University
Session 5-C, 3:00-3:50	What if Narcissus Worked in a Writing Center? Using Tutor Self-reflection to Assess our Tutors...
Room: French Hall 3545	Elissa Lovell and Chris Giroux, Saginaw Valley State University
Session 5-D, 3:00-3:50	A Move Toward Multimodal, Intertextual Commenting Practices
Room: French Hall 355	Bryan Alfaro, Eastern Michigan University
Session 5-D, 3:00-3:50	Patchwork Transitions: Writing Centers, Genre, and First-Year Writers
Room: French Hall 355	Alexandra Johnson, Calvin College

Wi-Fi Access

For Wi-Fi, connect to “MGuest.” Click “Agree & Connect” on the screen that pops up.

Technology Support

Smart Carts with AV capability are located in each room for use by presenters. Additionally, all rooms are equipped with whiteboards, markers, and erasers. Please see conference staff for tech support.

Presentation Practice Room

Room 310 in French Hall will be reserved as a presentation practice room. A computer, projector, speakers, and whiteboard are available in this space.

Food

Breakfast— UCEN Michigan Rooms (8:00 a.m. — 9:00 a.m.)

Luncheon— UCEN Michigan Rooms (12:00 a.m. — 1:00 p.m.)

Refer to campus map on pg. 13

Writing Center Tutors: They are in the yellow shirts if you need assistance.

Patrick Bitterman,	Darlene Carey	Tyrice Denson	De’Brayah Dukes
Sarah Keyser-Brown	Sarah Kenny	Olivia Miller	Sarah Mitchell
Jordan Morrow	Caty Mraz	Angela Repke	Lucas Savoie
Sania Sajid	Natalie Shelton		

Jacob Blumner, director

Vicky Dawson, coordinator

Social Media

Twitter— @miwca2018

Facebook— #miwca2018

3rd Floor French Hall

Directors
Meeting:
11-12
Room 335

Session D:
Room 351

Session C:
Room 355

Session E:
Room 350

Elevators

Session B:
Room 301

Session A:
Room 307

Restrooms

Practice Room
Room 310

Session 1: A-E

10:00-10:50 AM

Session A

French Hall Room 307

- ◇ 20 min. session— **“From the Other Side of the Essay: Diving into the Deep End as a New Tutor ”**

Lucas Savoie, University of Michigan - Flint

Writing center veterans are easy to spot: they are the ones who seem as comfortable tutoring a stranger as they are relaxing at home. Experienced tutors are often sociable, well-read, and easily engaged with their sessions. This is the ideal tutors strive for, but it doesn't happen naturally. The presenter chose to delay joining the writing center, and is now in the process of becoming a confident tutor. This presentation examines this journey from student to tutor, moving to the other side of the essay.

- ◇ 20 min. session— **“Preserving the Past, Preparing for the Future: The Importance of Archiving ”**

Katie Valley, Oakland University

Writing centers pride themselves upon progress. We make changes to adhere to what works best, but sometimes we forget to think about the significance of how we document progress. Preserving the progression of time in writing centers serves as a method to depict traceable growth. The ability to discuss growth is an important element of writing center local understanding. This presentation will discuss the importance of archival work by overviewing the process and setbacks that came with the compilation of a timeline of the Oakland University Writing Center.

Session B

French Hall Room 301

- ◇ 50 min. session— **“The Myth of the Writing Center Re-Examined: Who We Really Are and What We Really Believe ”**

Imari Tetu, Saginaw Valley State University

Helen Raica-Klotz, Saginaw Valley State University

This workshop will share the current strategic plan in use at the SVSU Writing Center and examine the relevance of the value statements in this plan. Through quantitative data, including the tracking of the frequency in which tutors select each value statement when completing their session records, along with tutor focus groups focused their interpretation of these statements, this workshop will provide a framework for creating and assessing strategic plans and value statements in a writing center.

Session C

French Hall Room 355

- ◇ 20 min. session— **“SNAPS: The Public and Private Benefits of Consultant-to-Consultant Appreciation in the Writing Center”**

Emily Zerrenner, Grand Valley State University

At GVSU, the writing center staff participates in a program called SNAPS, where employees submit positive stories about each other to be featured every few weeks in an all-staff email. This session will explore the benefits to recognizing employee accomplishments on a regular basis, why GVSU is able to accomplish this, and how you might take something like it back home to your writing center to continue telling stories.

- ◇ 20 min. session— **“Observers in the Center: The Center in Our Eyes”**

Luther Houle, University of Michigan-Flint

Pooja Shah, University of Michigan-Flint

James O’Dea, University of Michigan-Flint

Laura Griglak, University of Michigan-Flint

This panel presentation will provide the perspectives of four students in the University of Michigan-Flint tutor training seminar. Each presenter will share their insights into the center prior to taking the class, observations during the class and practicum, and into their own changing perspectives.

Session D

French Hall Room 351

- ◇ 50 min. session— **“Full STEM Ahead: Integrating the Needs of Science Students Into the Writing Center”**

Brett Clark, Grand Valley State University

Faith Ureel, Grand Valley State University

This workshop is designed to familiarize writing consultants with the rules and customs of scientific writing, as well as strategies to improve efficacy in science writing. This workshop will include a discussion of working with drafts of various types of science writing, including mathematical proofs, and scientific manuscripts. We will also introduce consultants to improve techniques used by the Alan Alda Center for Science Communication and provide helpful guides to the genres of STEM writing.

Session E

French Hall Room 350

◇ 50 min. session— **“Transfer Theory and Genre-Specific Tutor Training Interventions”**

Daniel Lawson, Central Michigan University

Victoria Boyd Jennings, Central Michigan University

Kayla Taylor, Central Michigan University

Elise Beller, Central Michigan University

This panel shares a research design to examine the efficacy of tutor training interventions based on transfer to help consultants work with writers on unfamiliar disciplines and genres. The project leans heavily on recent work on transfer theory and tutor training practices such as Heather Hill’s “Tutoring for Transfer” and Jody Cardinal’s “Transfer Two Ways.” In short, two optional training interventions—one based on general transfer theory and one specific to a particular genre—are followed by mandatory questionnaires to determine tutor perceptions of their frequency of transfer-related tutor talk, and the kinds of transfer talk they perceived themselves offering.

Session 2: A-D

11:00-11:50 AM

Session A

French Hall Room 307

◇ 50 min. session— **“Myths and Fables in the Writing Center”**

Rich Robinson-Sanabria, Macomb Community College

Although many misconceptions of writing centers exist among students, tutors also may have beliefs about writing centers and themselves that may need to change. How do we address and confront our own biases to better serve the community that we endeavor to help? We have a conversation about the myths and fables that we, as tutors, believe and accept. We share experiences that have shaped, and maybe even changed, our beliefs about writing centers. This discussion is to help discover if those myths and fables are valid, and whether they help or hinder our service to students.

Session B

French Hall Room 301

◇ 50 min. session— **“Understanding the Backstory: Consulting with ELLs and CLDs”**

Megan Bowers, Grand Valley State University

Danielle Zukowski, Grand Valley State University

The first session with an English Language Learner (ELL) has been a common source of negative feelings for our beginning consultants and can be a deterrent for continuing work with Culturally and Linguistically Diverse (CLD) students. As these students are a portion of our service, we hope to cultivate comfort and enthusiasm in working with them by clarifying some background information, beginning with recognition of our preconceptions. In this interactive workshop, we intend to dissect and diversify our categorizations. Some strategies we will cover pertain to understanding the categories of students you may encounter, getting to know your student, and how gathered information can be incorporated into consultations.

Session C

French Hall Room 355

- ◇ 20 min. session— **“The Writing Center Frontline: Stories from Behind the Desk”**

Alyssa Langlois, Grand Valley State University

Tiana Ogletree, Grand Valley State University

This presentation examines the impact that a distinct desk staff has on the administration, students, and consultants within a tutoring space. This impact illustrates the importance desk workers play in improving the efficiency and functionality of writing centers. Through surveying students and consultants, as well as interviewing writing center administrators and staff, the essential nature of desk staff becomes evident.

- ◇ 20 min. session— **“Developing Writing Identities in the Writing Center”**

Bridget Gibley, Aquinas College

Whenever we write anything (lab reports, literature analyses, journaling, even texting), we contribute to developing our identities as writers. However, our primarily talk-centered Writing Center consultations, as essential parts of the writing process, also contribute to this development. Our writer identities develop in Writing Center consultations because we are always collaboratively writing. Our job as consultants is not only to produce better writers, as Stephen North says, but also to become better writers.

Session D

French Hall Room 351

- ◇ 50 min. session— **“Who Are We Advocates For? Are Writing Centers Reinforcing White Privilege?”**

Angela Repke, University of Michigan-Flint

Tyrice Denson, University of Michigan-Flint

This round-table discussion focuses on the impact of white privilege in writing centers. After a brief introductory conversation, participants will be provided with two writing samples. These samples are based from the same assignment, but one has undergone significant revision. The participants will be challenged to ask themselves if the student’s voice and tone have been retained in the revised writing sample. Participants will then discuss who we advocate for as writing center staff. Are we encouraging writers to express themselves through writing or are we unintentionally protecting a system of elite language based in white privilege?

Session 3: A-D

1:00-1:50 PM

Session A

French Hall Room 307

◇ 50 min. session— **“Working with "Developmental" Writers: Myths and Facts”**

Alex Lehto-Clark, Northern Michigan University

Madeline Gardiner, Northern Michigan University

Nicholas Hansen, Northern Michigan University

What are the myths that surround developmental writers in the context of Writing Center based tutoring? What challenges do developing writers face in college? What are preconceptions carried by tutors when working with writers who have been labeled developmental and what gifts do these writers bring to the table? In this presentation, two undergraduate tutors and a graduate assistant will discuss five myths that surround developmental writers. They will discuss the myths in the context of their personal experience, both in writing their own academic papers and tutoring students in two composition classes aimed at getting developmental writers to a college level. The workshop will include a small group brainstorm, asking participants to bring up more myths and it will end with a large group discussion, where participants and presenters will get to the root of these myths through sharing their experiences.

Session B

French Hall Room 301

◇ 50 min. session— **“Stranger Than Fiction: The Training Program Couldn’t Prepare Me for This!”**

Olivia Miller, University of Michigan-Flint

Sarah Kenny, University of Michigan-Flint

A 50-minute workshop where participants share stories and reflections of tutoring sessions that were strange, challenging, or just plain uncomfortable. This workshop is meant to be highly interactive, with the presenters opening up the discussion to everyone and asking not only for unique writing center stories, but also opinions and options for how tutors could navigate the situations that are considered out of the ordinary.

Session C

French Hall Room 355

◇ 50 min. session— **“Writing Emails with Artificial Confidence: The Developmental Experience”**

Nicole Jarvis, Aquinas College

We don’t often talk about consulting with writers on emails, but they are becoming an increasingly prevalent form of written communication. The construction of an email can change how others perceive you, and even how you regard yourself.

Session D

French Hall Room 351

◇ 50 min. session— **“Student Surveys: A Cost Benefit Analysis”**

Geordan Fisher, Grand Valley State University

This workshop will focus on how Writing Centers receive feedback. It wants to discuss what benefits each writing centers gain from their various feedback methods, and how that helps students. It will also look at the costs associated with those methods and what ways those costs can be reduced. We will also discuss if the benefit is worth the cost. Hopefully, each person will leave with new ideas about how to improve their Writing Centers way of receiving feedback.

Session 4: A-E

2:00-2:50 PM

Session A

French Hall Room 307

◇ 50 min. session— **“One Writer's Journey Shifts the Narrative: Observing the Tutors”**

Sarah Mitchell, University of Michigan – Flint

Diane Willey, University of Michigan – Flint

Vicky Dawson, University of Michigan - Flint

Writing center scholarship often revolves around a unilateral set of stories told from the perspective of scholars about student writers: their perceptions about what students want, should need, and feel about writing center staff. Yet, how often do tutors and scholars turn the conversation and ask writers to tell us their insights into us, beyond the prescribed end of session survey? This panel presentation looks at one writer’s story, but also, that writer’s insights into the tutors she’s claimed as her “team.”

Session B

French Hall Room 301

◇ 50 min. session— **“Grammar Myths”**

Holly English, Central Michigan University

Ginny Agee, Central Michigan University

James Hollenbeck, Central Michigan University

Anna Chumak, Central Michigan University

Catherine Connors, Central Michigan University

Olivia Conklin, Central Michigan University

This presentation will be a round table discussion on common grammar myths that are pervasive in many writing centers. Though usually considered a surface-level part of the writing process, grammar can ease clarity and provide access to different genres of writing. After presenting the two areas of focus, the discussion will center on possible ways consultants can work with grammar in sessions. Specifically, focusing on how to approach these conversations with writers.

Session C

French Hall Room 355

◇ 20 min. session— **“Level Up: Video Gaming as an Analogy for Writers Block”**

Alyssa Noch, Aquinas College

Severe writer's block: consultants have seen it, where the block was unable to break. The writer was at level 1 when they needed to be at level 50, game complete. Some writers need a collaborative approach. They have few “items” at their disposal for beating one particular level. But multiplayer mode can be activated, giving the struggling writers new characters and items to beat levels because writing isn’t solely a single-player game. This 25 minute presentation will work to dispel people of the myth that writers compose alone, outlining benefits and creativity explored through a collaborative method I will display.

◇ 20 min. session— **“Breaking Down the Myth: Accessibility in the Writing Center Community”**

Jenelle Dembsey, Miami University

For many of us, the writing center field has been an inclusive community: students and newcomers are welcomed to participate in the same forums as veteran administrators. However, one area often ignored is whether our stories and methods of storytelling are equally accessible to all members of our community. This presentation will overview and critique some of the accessibility issues present in our storytelling methods, including our conferences, publications, and consulting practice. This presentation will give attendees specific practices for increasing accessibility in their own presentations and helping to increase access in our field overall.

Session D

French Hall Room 351

◇ 50 min. session— **“The Writing Center and Learning Commons Join Forces: Chapter One”**

Jessica Fox Brooker, Lansing Community College

Darryl Mangles, Lansing Community College

Floyd Pouncil, Lansing Community College

Jill Reglin, Lansing Community College

Writing centers merging into larger tutoring centers is nothing new, but these mergers often go poorly for many reasons. A recent administrative decision to merge the Writing Center into the Learning Commons at Lansing Community College posed many challenges for not only the staff in both areas but English department faculty who felt the Writing Center should remain in its disciplinary home where it had been housed for twenty years. Despite the multitude of challenges we have already faced, and many that still lie ahead, Writing Center and Learning Commons staff have committed ourselves to working together to create an innovative, cost-effective hub for student writing support and high impact practices. We have cut through pride, tension, confusion, and frustration to take control of our own narrative and take ownership of an opportunity. In this panel, leaders within both the Writing Center and the Learning Commons will share Chapter One of our story about how such a partnership can work well.

Session E

French Hall Room 350

◇ 50 min. session— **“You Either Die a Tutor or Live Long Enough to See Yourself Become the In-Session Copyeditor: Tutoring Ideals and Myths”**

Michael Unger, Oakland University

This workshop will present and elicit discussion of some of the ideals and myths that writing consultants have both crafted for themselves and sometimes had foisted upon themselves by others alongside what happens when those ideals and myths meet the reality of what happens in sessions. Should we adapt our centers and consultations in order to become the most pragmatic, efficient, positive-outcome-creating things they can be, or is there something to be said for upholding the various ideals that we have about what it truly is that we're doing in and with our centers?

Session 5: A-D

3:00-3:50 PM

Session A

French Hall Room 307

- ◇ 20 min. session— **“Supporting Students’ Self-Narration through Bullet Journaling”**

Leah Bublitx, Macomb Community College

This brief workshop will discuss the framework of support for self-regulation in the Writing Center and give participants an opportunity to practice using a “bullet journal” to help students design a personalized task-management system.

- ◇ 20 min. session— **“They: Standardizing a gender-neutral/gender-inclusive singular-pronoun”**

Caleb Lalinsky, Madonna University

Language is not static. Natural languages are always changing through processes of lasting alterations made to their features and functions. “Standard English” is the dialect of English language established through common and repeated usage and widely recognized and accepted as the national norm. It is commonly believed that in English there exists no widely-accepted gender neutral, third-person singular nouns. However, the use of “they” as a singular, gender-neutral pronoun is becoming more acceptable for referring to persons whose gender is inconsequential, un-known, agender or nonbinary. Standardizing a gender-neutral/gender-inclusive singular-pronoun helps to avoid potential biases towards particular sexes or social genders.

Session B

French Hall Room 301

- ◇ 50 min. session— **“The 30-minute Appointment: Fact or Fiction?”**

Patrick Johnson, Grand Valley State University

In our writing center the most common feedback we receive from students is that they want more time. From an organizational perspective, a 30-minute consultation helps prioritize revisions, aids in comprehension, and makes staffing more efficient. We make exceptions in a few cases, but our service promotes and maintains a 30-minute appointment model. But, maybe the reasons why are a myth we tell ourselves. Should we trust students to know how long their consultation needs to be?

Session C

French Hall Room 355

- ◇ 50 min. session— **“What if Narcissus Worked in a Writing Center? Using Tutor Self-reflection to Assess our Tutors and our Writing Centers”**

Elissa Lovell, Saginaw Valley State University

Chris Giroux, Saginaw Valley State University

This workshop will explore how tutor-written self-reflections are an effective tool to assess tutors' own professional development and identify potential issues – and opportunities – in the Writing Center. Specifically, this workshop will provide overview how two years of written self-reflections by tutors in our community writing centers have been used, identifying some recurring themes and providing a template for other writing centers' use of this tool.

Session D

French Hall Room 351

- ◇ 20 min. session— **“A Move Toward Multimodal, Intertextual Commenting Practices”**

Bryan Alfaro, Eastern Michigan University

In an effort to continually work at evolving as a writing instructor to meet the continually evolving (academic, professional, and community) multiliteracy expectations and pressures placed on students, I have been piloting and revising a multimodal, intertextual commenting practice involving video recording my desktop while reading aloud and commenting on student writing. This practice enables students to hear how their writing sounds to themselves and another reader. While doing this work, I also include links to online resources that provide students with targeted examples and instruction. Within this framework, I also compose focused traditional margin and end comments.

- ◇ 20 min. session— **“Patchwork Transitions: Writing Centers, Genre, and First-Year Writers”**

Alexandra Johnson, Calvin College

The path from High School to College is often a far cry from a magical yellow brick road—it is often patched together with anecdotes from high school teachers and pressures from college professors. Writing centers are in an ideal position to help first-year students along this path by encouraging new writing habits and orienting them to college writing. But do writing centers live into this narrative? Through my longitudinal study of first-year writing students, I argue that writing centers can enable the transition to college writing by expanding students' understanding of genre and providing them strategies to grow as writers.

Off-Campus Dining

(Consult individual locations for hours of operation.)

Saginaw Street Locations (south of campus)

- ◇ Flint Crepe Company 810-336-3308
- ◇ Café Rhema 810-342-0511
- ◇ Churchill's Food & Spirits 810-238-3800
- ◇ Blackstone's Pub & Grill 810-234-9011
- ◇ 501 Bar and Grill 810-410-4406

Buckham Alley (south of campus)

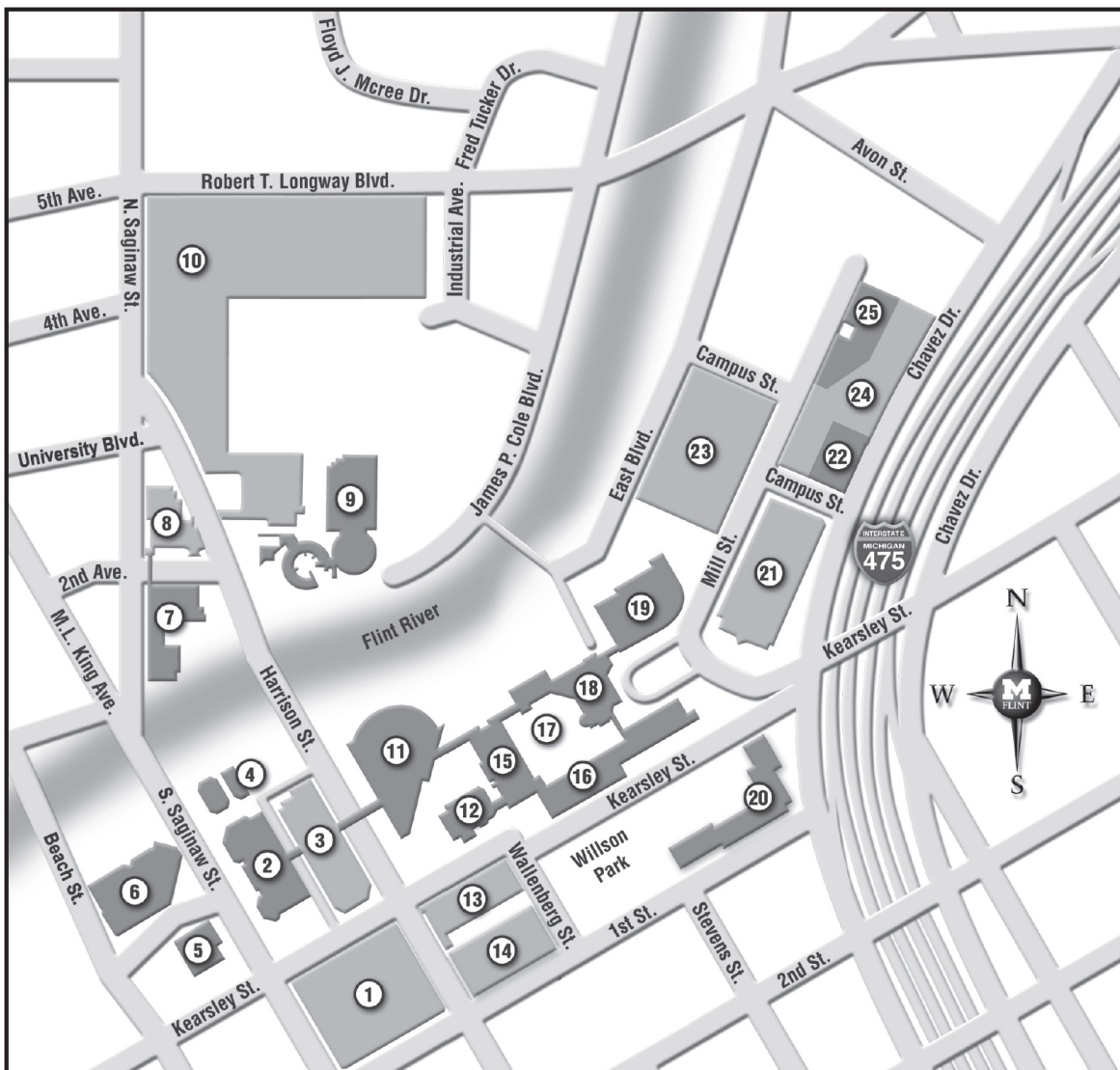
- ◇ Torch Bar & Grill 810-232-0626

Fifth Ave. and Saginaw (north of campus)

- ◇ Rally's 810-234-9577

Delivery

- ◇ Jimmy John's 810-232-3717
- ◇ Little Caesar's 810-767-5585
- ◇ Domino's 810-341-1111



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|---|--|
| 1. City/Public Parking Lot | 13. Harrison Street Parking Deck
<i>Faculty/Staff Parking</i> |
| 2. University Pavilion | 14. Parking Lot T
<i>Student Parking</i> |
| 3. University Pavilion Parking Deck
<i>Student Parking</i> | 15. David M. French Hall |
| 4. University Pavilion Annex | 16. William R. Murchie Science Building |
| 5. University Tower | 17. McKinnon Plaza |
| 6. Riverfront Center
<i>(includes the Riverfront Residence Hall)</i> | 18. Harding Mott University Center |
| 7. Northbank Center | 19. Recreation Center |
| 8. Northbank Center Parking Deck
<i>Tenants/Visitor Parking</i> | 20. First Street Residence Hall |
| 9. William S. White Building | 21. Mill Street Parking Deck
<i>Student/Visitor Parking</i> |
| 10. William S. White Building Parking Lot
<i>Student/Faculty/Staff/Visitor Parking</i> | 22. Central Energy Plant |
| 11. Frances Willson Thompson Library | 23. Parking Lot A
<i>Student Parking</i> |
| 12. Theatre | 24. Faculty/Staff Parking Lot |
| | 25. Hubbard Building |

A very special thanks to all who made this conference possible

Thanks to the Marian E. Wright Writing Center Conference Committee for all of their hard work: Jacob Blumner, Darlene Carey, Vicky Dawson, Tyrice Denson, De'Brayah Dukes, Kate Flanagan, Sarah Kenny, Sarah Keyser-Brown, Olivia Miller, Sarah Mitchell, Jordan Morrow, Lauren Purdy, and Lucas Savoie.

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We would like to extend a very special thank you to Director, Sherry Wynn Perdue and Operations Coordinator Ashley Cerku from the Oakland University Writing Center, for their invaluable support during our own planning process. We want to extend an extra thank you to Ashley for all of the information she provided to help guide us as we planned this year's conference. This was a tremendously productive, cross-collaborative partnership between our two writing centers. Thank you Sherry and Ashley!

Thank you to our sponsors!

Without the support of our many sponsors, the quality of this conference would've suffered. We appreciate their willingness to back our efforts.



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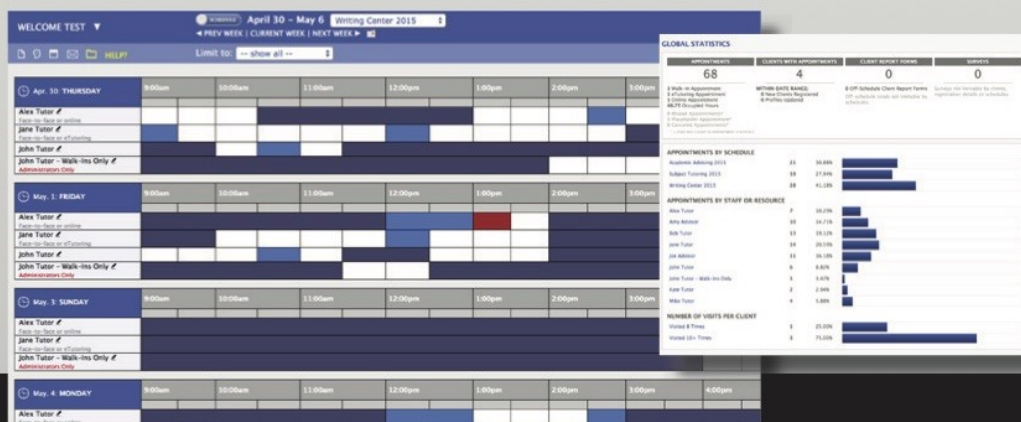
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Source: Bureau of Labor Statistics



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December 10 - MS in Leadership & Organizational Dynamics

December 11 - MBA

December 12 - MS in Accounting

December 18 - BBA Online

Info Sessions 6 PM

October 30 - Graduate Business Programs Information Dinner, Auburn Hills

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About MiWCA

The MiWCA was started by a graduate student, Jill Johnson (Reglin), when she was working in the Michigan State University Writing Center. Because she wanted to know more about the writing support offered to students in other colleges and universities throughout the state, she contacted those institutions, developed a list of writing center professionals working in Michigan and organized an all-day special interest group meeting at the 1994 Michigan Council of Teachers of English conference. At this meeting, the Michigan Writing Centers Project was initiated. The goals of the MiWCA have remained largely the same since its inception. They are as follows:

- ◇ To hold one Ideas Exchange per year (for both faculty and tutors/consultants) on different campuses around the state
- ◇ To continue to encourage people to join our listservs
- ◇ To coordinate proposals for writing center sessions at state, regional, and national conferences and use those conferences for convening our own special interest group
- ◇ To support one another's ongoing praxis-oriented research projects aimed at improving writing center practices
- ◇ To consult with one another as we develop and refine writing workshop support programs across the state of Michigan
- ◇ To provide mentoring for new writing center colleagues
- ◇ To liaison with regional, national, and international writing centers organizations

(Some of the text was borrowed from Sharon Thomas' article, "The Michigan Writing Centers Association," which appeared in the October 1995 issue of The Writing Lab Newsletter.)

Source: Michigan Writing Centers Association

<https://sites.google.com/site/mwcaconference/services/history-of-the-mwca>

Thank you to all of the MiWCA Board Members!

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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