

SCHEDULE AT A GLANCE

“Unbound,” NEWCA 2023

SATURDAY, APRIL 1

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| Registration | 8:00am – 9:00am |
| Holloway Commons, Piscataqua Room | |
| Breakfast | 8:00am – 9:00am |
| Holloway Commons, Piscataqua Room | |
| Welcome & Keynote Address | 9:00am – 10:30am |
| Holloway Commons, Piscataqua Room | |
| Session 1 | 10:45am – 11:55am |
| Paul College | |
| Lunch, Awards, & UNH Legacies Celebration | 12:00pm – 2:00pm |
| Holloway Commons, Piscataqua Room | |
| Session 2 | 2:20pm – 3:30pm |
| Paul College | |
| Session 3 | 3:40pm – 4:50pm |
| Paul College | |
| Reception/Coffee Hour | 5:00pm – 6:30pm |
| Holloway Commons, Piscataqua Room | |

SESSION 1

Saturday, April 1, 10:45AM – 11:55AM

Roundtable Discussion: *“Multilingualism and Multiculturalism in Writing Centers”*

UNIVERSITY OF CONNECTICUT: **Margaret Bugingo, Robert Zatoryb, Eunice Kim, and Lizzy Irizarry**

Paul College 115

Working together as a writing center coordinator, a graduate assistant director, and two undergraduate tutors, we will lead a roundtable discussion of multiculturalism and multilingualism within writing centers that features both theory and practice. Our focus will be a discussion driven by tension between the goals of inclusive writing centers and the institutional and ideological forces that presume English as the default language.

Roundtable Discussion: *“Bridging the Gap: Crafting Resources for Incoming Trainees”*

ST. JOHN’S UNIVERSITY: **Alex Overton and Kelly Kreuscher**

Paul College 125

This roundtable discussion will focus on creating interactive, engaging, and relevant instructional and reference documents to support writing center consultants. It will include a presentation of some of the documents and protocols our writing center has designed and open the floor for participants to ask questions, offer constructive criticism, and guide future training development.

Roundtable Discussion: *“Labor Based Grading and Writing Centers: Writing New and Old Stories of Labor”*

PACE UNIVERSITY: **Alicia Clark-Barnes**

Paul College 135

The increase in popularity of labor based grading in first year writing courses and beyond has led to an increase in discussions surrounding labor and writing on university campuses. In this roundtable, the presenter will share how their center’s current practices interact with labor based grading in hopes of continuing Basta & Smith’s (2022) conversation of how writing centers and faculty are negotiating new relationships as antiracist pedagogy and labor based grading practices become more widespread.

Individual: *“Sustaining Client Mental and Emotional Health Through the Writing Conference”*

UNIVERSITY OF NEW HAMPSHIRE: **Matthew Morrison**

Paul College 165

Given the concerning mental health landscape in colleges, this presentation looks at the history of therapeutic conferencing with undergraduates to find techniques and lessons we can use to improve the well-being of writing center clients. While not advocating a conflation of therapy and the writing conference, it might be argued that the experiences of the moment provide a wonderful opportunity to borrow certain techniques from therapeutic settings to better serve student populations.

Individual: *“Social-Emotional Learning in Writing Workshops for Multilingual Graduate Students”*

TUFTS UNIVERSITY: **Kristina Aikens**

Paul College 165

Graduate programs often expect writing centers to “professionalize” graduate student writing through a focus on written products over process and efficiency over emotion. Attempting to resist these imperatives, our writing center developed a workshop series for multilingual graduate students that instead emphasizes reflection, experimentation, social connections, and habits of writing. Describing the workshop and student responses, this talk asks attendees to reconsider their assumptions about graduate and multilingual student needs and how to address them.

Group Panel Presentation: *“Responsibility and Care: Supporting Writers and Tutors in Writing Center Sessions”*

UNIVERSITY OF MASSACHUSETTS AMHERST: **Stacie Klinowski**, panel chair, Graduate Assistant Director; **Danielle Marrocco**, presenter, Undergraduate Administrative Assistant; **Anna Shahbazyan**, presenter, Undergraduate Tutor and Administrative Assistant; **Sam Gallant**, presenter, Undergraduate Tutor; **Haley Aponte**, presenter, Undergraduate Tutor and Administrative Assistant; **Megan Bondar**, presenter, Undergraduate Tutor

Paul College 175

These presentations by undergraduate tutors and administrative assistants highlight the tensions around responsibility and care in writing support, which requires writing center workers to reflect on our identities, engage with difference during sessions, and confront bias. We explore suggested practices for how to navigate these dynamics. We invite audience members to reflect on and share how these questions are taken up in their own centers.

Roundtable Discussion: *“Equitable Written Feedback: How Can Writing Centers Address Linguistic Differences Asynchronously?”*

KEENE STATE COLLEGE: **Julia Mitchell** and **Michael Von George**

Paul College 185

In this roundtable discussion, presenters will explore the relationship between written feedback and linguistic equity, working to empower students struggling with standard written English. Research will consist of feedback from tutors and tutees, and their experience with the written feedback process. Discussion questions for the group will address appointment intake questions and predetermined language for tutors giving feedback. With the participant input, this data will be used to create a “decision tree” for written feedback appointments.

Individual: *“UnBloomed: The Sentence as the Root of the Tutorial”*

UNITED STATES COAST GUARD ACADEMY: **Robert D. Madison**

Paul College 235

The greatest help to the greatest number of students is rooted in hands-on sentence work. The complex sentence is the workhorse of academic writing but is almost always mishandled by first-year writers and overburdened by more advanced students. Writing centers have often evolved a Bloomian triage which actively discourages and even suppresses first-response sentence-level tutoring in favor of so-called “higher order” elements. This needs to be reversed.

SESSION 2

Saturday, April 1, **2:20PM – 3:30PM**

Group Panel Presentation: *“Serving Adult Students in the Writing Center: Past and Present Methods”*

UNIVERSITY OF SOUTHERN MAINE: **Dr. Carrie Kancilia**, Writing Center Director; **Julia Rand**, Graduate student and tutor; **Meagan Wyss**, Undergraduate student and tutor

Paul College 115

Our panel discusses methods of serving adult students in the Writing Center, relating our proposed approaches to the population of our institution. Presenter 1 examines historical tactics to address adult learners using foundational research. Presenter 2 discusses how recent Writing Center and pedagogical research has considered how to implement these findings for practical application. Presenter 3 will present primary research from adult students to identify modes of Writing Center support most beneficial to academic success.

Workshop: *“Don’t Fear the Future: How Should Writing Centers Respond to Artificial Intelligence/Text Generation Tools?”*

UNIVERSITY OF CONNECTICUT: **Tom Deans, Alexander Solod, and Noah Prayer**

Paul College 125

AI text generation tools like ChatGPT are complicating writing. A writing center director, a computer science major with deep knowledge of AI, and a peer tutor/philosophy major will explain the architecture of these tools, share results of a survey on how students are using them now, and explore the opportunities and dilemmas raised by AI writing. This should provoke an informed and lively discussion on how writing centers should respond.

Roundtable Discussion: *“Diversifying Campus Outreach: Collaborations Between Undergraduates and Administration”*

NORWICH UNIVERSITY: **Renee Ann Drouin** and multiple undergraduate writing tutors

Paul College 135

Both faculty and undergraduate writing coaches of the Center for Writing (Norwich University) collaborate in methods of campus outreach, from working in dorms, online events for freshmen, or campus wide celebrations. The following roundtable reflects on the successes, struggles, and future of how we approach a campus outreach that can reach all students, regardless of background/major. Additionally, the undergraduate writing coaches share experiences in developing outreach between their peers and the Center for Writing.

Individual Presentation: *“The Use of Role Playing in Law School Writing Centers”*

TOURO UNIVERSITY JACOB D. FUCHSBERG LAW CENTER: **Ann Nowak**

Paul College 165

Desperation led me to develop a role-playing tool in our law school writing center. This tool has resulted in a dramatic uptick in student visits because the process enables students to model the behavior of professionals in the work world and personally experience how improved writing skills empower them there. In this presentation, I will explain the process and how it can be adapted for college and university writing centers.

Individual Presentation: *“Devising Contingent Feedback Approaches: Shuttling Between Criterion-based Feedback and Reader-based Feedback”*

THE UNIVERSITY OF TEXAS AT EL PASO: **Shankar Paudel**

Paul College 165

Writing centers are forums which usually promise to help students from all disciplines in the universities. Sometimes, the incompatible disciplinary situatedness of the consultants and the students lead to frustrating conditions in the consulting sessions. By using personal experiences of frustrating situations, my presentation aims to demonstrate what consultants can do to help students using theories of feedback approaches.

Data Display/Poster Presentation: *“The Effectiveness of Writing Sessions Based on the Interpersonal Relationship of the Consultant and Consultee at a Small, Liberal Arts College”*

COLLEGE OF THE HOLY CROSS: **Elizabeth Mahoney and Erin Sands**

Paul College 175

In writing center scholarship, there is a debate on the impact of the interpersonal relationship between a peer consultant and their tutee on the efficacy of the tutoring session. To further this conversation, we will collect data from both consultants and students within writing centers to analyze how their interpersonal connections affect the productivity of their sessions. Our research will conclude session effectiveness increases when interpersonal connections are previously established or positive.

Individual Presentation: *“Extending the Metaphor of Ecology to the Writing Center”*

TRINITY COLLEGE: **Ella Campopiano**

Paul College 175

Cooper described in the creation of her theoretical framework that the system of writing is a, “web, in which anything that affects one strand of the web affects the whole.” Many writers within the field of writing center studies of adopted her ideas, and applied them to writing tutorials and centers more broadly. Understanding the theory of writing center ecologies reveals the necessity of understanding the interconnectedness that exists within every facet of writing centers.

Group Panel Presentation: *“Using Mentor Texts, Demystifying Discourse Communities”*

UNIVERSITY OF NEW HAMPSHIRE: **Ashley Barry, Mali Barker, Tanner Faucher, Alyssa Landry, and Rachel Roy**

Paul College 185

This panel will discuss mentor texts, the different uses for them, as well as how to implement them in your own writing center. Mentor texts have the potential to help students from diverse backgrounds enter and understand various discourse communities.

Individual Presentation: *“Supporting Faculty of Color through Writing Groups”*

UNIVERSITY OF MASSACHUSETTS, BOSTON: **Maria Carvajal Regidor**

Paul College 235

This presentation uses data from ongoing study to show how a writing group for faculty of color has supported the scholarship and sense of belonging of participants. It also outlines strategies for partnering with units on campus to support and collaborate on these kinds of targeted, university-wide initiatives. The data and strategies discussed will be valuable to writing center administrators interested in supporting faculty or in building more anti-racist initiatives through their writing centers.

SESSION 3

Saturday, April 1, **3:40PM – 4:40PM**

Group Panel Presentation: *“The Writing Center as a Location of Agency”*

MOUNT SAINT MARY COLLEGE: **Gina R. Evers**, Writing Center Director; **Julia Flynn**, Tutor; **Makayla Green**, Tutor; **Adam Leone**, Tutor; **Mikayla Peccerillo**, Tutor; **Nyla Pichardo**, Writer; **Laura Sporel**, Tutor

Paul College 115

Borrowing from Clarissa J. Walker’s storytelling framework, this Group Panel Presentation explores the Writing Center as a “location of agency” for our students and administrators. Current writers and tutors from the same institution will share how they’ve been empowered to self-advocate outside the Writing Center. Its director will conclude by discussing writing centers’ institutional positioning, so often in the margins, from where administrators can leverage campus relationships in order to repair and disrupt institutionalized harm.

Roundtable Discussion: *“E-tool Literacy: Working w/Machine Collaborators like ChatGPT (a discussion about what ChatGPT could mean for consultants)”*

COLUMBIA UNIVERSITY: **Kirkwood Adams** and **Maria Baker**

Paul College 125

As writing consultants who also teach in college classrooms, we know that instructors grapple with the implications of ChatGPT on curricula, assignments, and assessment. In this roundtable we will focus on how ChatGPT affects practice in the writing center. Participants will take a critical look at ChatGPT with the aim of dispersing fear, gaining familiarity, and working together to discover the limits and possibilities of this tool for in-person writing center consultations.

Group Panel Presentation: *“From Mill City to Witch City: Northeast Writing Center Stories”*

SALEM STATE UNIVERSITY: **Al DeCiccio**, Salem State University; **William Coyle**, Salem State University; **Alexandra Kirby**, Salem High School; various tutors from Salem State University and Salem High School

Paul College 135

Wendy Bishop confessed you can take the person out of the writing center, but you can't take the writing center out of the person. These stories describe how writing center practices helped me succeed in administration, underscoring that our community's emphasis on collaboration brings about change. Upon returning to writing center work, I uncovered (and will share) histories of Northeast writing centers. Session participants will critique stories, review artifacts, and determine possibilities for future practice.

Individual Presentation: *“In(stagram/tegrate): Integrating Tutee Perceptions into Writing Center Work Through the Use of Social Media”*

TRINITY COLLEGE: **Reese San Diego**

Paul College 165

Often, perceptions of the writing center differ between tutees and staff, which can hinder the effectiveness of center work. Writing center branding has the potential to address these tensions. However, there is little research about social media as writing center branding. This project explores the use of Instagram as one method to alleviate tensions caused by conflicting ideas about the writing center, in particular doing so by integrating student perceptions into branding and practice.

Individual Presentation: *“The Role of the Writing Center for Multilingual International Students”*

UNIVERSITY OF MASSACHUSETTS, BOSTON: **Neeti Shah**

Paul College 165

As a multilingual international undergraduate consultant, I am curious about how multilingual international students feel about developing writing. Through my research and presentation, I hope to outline how multilingual international students benefit from using the writing center and their feelings towards the writing center and its services. This presentation is based on survey data that can help writing center tutors and directors better understand the needs of multilingual international students.

Individual Presentation: *“Negotiating Between the Theories and Expectations of the Students at the Borderland Writing Center”*

THE UNIVERSITY OF TEXAS AT EL PASO: **Hem Pandey**

Paul College 175

The writing center’s consulting approaches are not homogenous. It is largely influenced by a wide range of factors such as positionality, linguistic background, and geographical locations like borderlands, among others, of the instructors and the students. Reflecting on my own ways of assisting students in the writing center, I will demonstrate the common issues of the students at the borderland and the contingent approaches I devised to address students’ needs and expectations.

Data Display/Poster Presentation: *“The Role of Storytelling in Relation to Native American Rhetoric and Its Use in Writing Centers”*

COLLEGE OF THE HOLY CROSS: **Anna-Lisa Norman**

Paul College 175

We tell ourselves stories in order to live; when we stop telling stories about ourselves, we lose our sense of self and place in the world. This poster presentation asks: How can we counter the persistent erasure of Native American culture and identify in our classrooms, writing centers, and writing spaces? One way is through storytelling, a method of conveying our knowledge of the world.

Group Panel Presentation: *“Combating Sexual Harassment in Writing Centers: Strategies and Best Practices for Administrators”*

ST. JOHN’S UNIVERSITY: **Liz Thomae, Aleena Jacob, and Chris Ingram**

Paul College 185

With nationwide occurrences of student misconduct at Writing Centers, we must work to expand the limited scholarship on sexual harassment during consultations. Based on our experiences with 5 distinct incidents as graduate assistants at a private Vincentian university’s writing center, we discuss the evolution of these incidents and our response as leaders; we do this specifically through our adoption of a community contract, analyzing how it affects power dynamics and if it keeps consultants safe.