NCWCA Representatives

Susan McCall
NCWCA President and acting Treasurer
American River College

Luisa M. Giulianetti
University of California, Berkeley

Elizabeth Keithley
University of California, Berkeley

Maria Madruga
At-Large Representative

Scott Miller
Secretary
Sonoma State University

Natasha K. Oehlman
California State University, Monterey Bay

Cherryl Smith
Conference Chair

Organizing Committee
California State University, Sacramento

Cherryl Smith
Conference Chair

Dan Melzer
Conference Co-Chair

Jason Schilling
Program Coordinator

Christy Drewry
Conference Assistant

Elizabeth Young
Conference Assistant

Carrie Hamlin
Conference Assistant

David Litty
Conference Assistant

John Tinker
Past NCWCA President
Stanford University
Keynote Speaker

Dr. Sondra Perl
Professor of English and Urban Education
Lehman College, CUNY

An acclaimed teacher, a Guggenheim Fellow, and a founding director of the New York City Writing Project at Lehman College, Sondra has been leading writing workshops in North America and Europe for close to three decades. In 1996, she received the Professor of the Year Award from the Carnegie Foundation for the Advancement of Teaching. Her books include Through Teachers’ Eyes: Portraits of Writing Teachers at Work, Landmark Essays on Writing Process, Felt Sense: Writing with the Body, Writing True: The Art and Craft of Creative Nonfiction (with Mimi Schwartz) and On Austrian Soil: Teaching Those I Was Taught to Hate, a memoir about her work with teachers in Austria. Over the past three years, Sondra has been leading week-long writing workshops at the Esalen Institute in Big Sur and at the Hollyhock Institute in British Columbia. She is eager to return to California to talk with writing center colleagues and others in the world of composition and rhetoric about the many ways writing can transform our lives. Sondra will discuss her struggles and successes teaching in Austria which she has written about in her memoir, On Austrian Soil: Teaching Those I was Taught to Hate.
## Conference Overview

| Friday, March 2 | 1:00-5:00 p.m. | Pre-Conference Workshop  
| | | Writing Center, Calaveras Hall 128 |

| Saturday, March 3 | 8:00-9:00 a.m. | Registration  
| | | Continental Breakfast  
| | | University Union Ballroom III |

| Saturday, March 3 | 9:00-10:30 a.m. | Main Program  
| | | University Union Ballroom III  
| | | Greeting  
| | | Cherryl Smith and Dan Melzer  
| | | Conference Chair and Co-Chair  
| | | Keynote Address  
| | | Dr. Sondra Perl |

| Saturday, March 3 | 10:45-11:45 a.m. | Session 1*  
| | | University Union Lobby Suite and  
| | | Redwood Room (1st Floor) and Orchard Rooms (2nd Floor) |

| Saturday, March 3 | 12:00 p.m.-1:00 p.m. | Lunch and Business Meeting  
| | | University Union Ballroom III |

| Saturday, March 3 | 1:15-2:15 p.m. | Session 2*  
| | | University Union Lobby Suite and Redwood Room (1st Floor) and Orchard Rooms (2nd Floor) |

| Saturday, March 3 | 2:30-3:30 p.m. | Session 3*  
| | | University Union Lobby Suite and Redwood Room (1st Floor) and Orchard Rooms (2nd Floor) |

| Saturday, March 3 | 3:45-4:45 p.m. | Session 4*  
| | | University Union Lobby Suite and Redwood Room (1st Floor) and Orchard Rooms (2nd Floor) |

| Saturday, March 3 | 5:00-6:00 p.m. | Post-Conference Reception & Reading by Sondra Perl  
| | | Writing Center, Calaveras Hall 128 |

*See pages 6-11 for abstracts and locations*
Practical Details

Parking
Daily parking permits can be purchased at the parking machines next to the visitor information booths at both the J Street and College Town entrances (see enclosed parking map). The visitor information booths are closed on Saturdays, but the parking machines are always available. Parking is $5.00 per day. The parking machines accept dollar bills and silver coins only.

Meals
» A continental breakfast will be available from 8:00-9:00 a.m. in the University Union Ballroom III
» A buffet lunch will be served in the University Union Ballroom III at 12:00 p.m.
» Refreshments will be served at the Post-Conference Reception in the Writing Center, 128 Calaveras, from 5:00-6:00 p.m.
» Water will be available in the University Union Ballroom III throughout the day.

Exhibitors Displays
Publisher’s displays will be available in the University Union Ballroom III throughout the conference. Publishers will demonstrate their online resources in the lobby of Ballroom III.

Problems or Emergencies
The center of operations will be the registration area in the foyer of the University Union Ballroom III. If you have any problems requiring immediate attention, you may contact Cherryl Smith, Dan Melzer, Jason Schilling, or anyone wearing a blue committee ribbon.
## Session Overview

See following pages for details

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Session 2</strong></td>
<td><strong>Session 3</strong></td>
<td><strong>Session 4</strong></td>
</tr>
<tr>
<td>10:45-11:45</td>
<td>1:15-2:15</td>
<td>2:30-3:30</td>
<td>3:45-4:45</td>
</tr>
<tr>
<td>(1A) Reaching across Disciplines for Collaborative Tutoring Strategies</td>
<td>(2A) WAC/Writing Center Outreach through Creative Promotion</td>
<td>(3A) Aliens Invade Writing Centers: News at 10</td>
<td>(4A) Keep the Train (ing) Rolling: Experienced Tutors Contributing to Continuous and Collaborative Training Practices</td>
</tr>
<tr>
<td>(1B) Creating a Global Model for Peer Tutoring</td>
<td>(2B) Struggling Toward Eloquence: What Does &quot;Good Writing&quot; Mean in the Writing Center?</td>
<td>(3B) Creativity and Genre: Implications for the Writing Center</td>
<td>(4B) No Vaccines Here: Avoiding Inoculation through Self-Assessment</td>
</tr>
<tr>
<td>(1C) Word Games, Metaphors, and Tutoring Outside the Box</td>
<td>(2C) Using Creative Nonfiction in Secondary School Writing Centers</td>
<td>(3C) Collaborativity: A Creative Approach to Developing Self-Reliant Writers through Collaboration</td>
<td>(4C) Dialogue and Collaboration in Tutoring and Training</td>
</tr>
<tr>
<td>(1D) Sounding Correct or Saying Something: Working with Beginning and Advanced Academic Writers</td>
<td>(2D) Business Models and Personal Discovery Models for Writing Center Work</td>
<td>(3D) Shaking Up the Newbies!</td>
<td>(4D) Grammar in Context: Creative Tutoring Approaches</td>
</tr>
<tr>
<td>(1E) Between Two Worlds: Cultural Differences in Writing</td>
<td>(2E) Tutorial Discourse: Analysis of Transcripts in Tutor Training and Self-Study</td>
<td>(3E) (Re) Creating Authority in Face-to-Face and Online Tutoring</td>
<td>(4E) Training and Tutoring Online: Understanding and Managing Technology</td>
</tr>
</tbody>
</table>
Session 1 10:45-11:45 a.m.

(1A) REDWOOD ROOM, 1ST FLOOR
Reaching across Disciplines for Collaborative Tutoring Strategies
Paula Barrington-Schmidt, Danielle Guzman, Amy Hansen, and Matthew Moberly, California State University, Stanislaus

The presenters have had to adapt group strategies from disciplines other than English in order to provide tutors with effective tutoring strategies. The presenters describe group strategies—Strategic Content Learning Theory, group therapy techniques, and business working groups techniques—that give tutors the tools they need to lead and manage successful collaborative tutoring sessions.

(1B) LOBBY SUITE, 1ST FLOOR
Creating a Global Model for Peer Tutoring
Sheryl Fontaine and Debi Lyn Esquivel, California State University, Fullerton

The presenters will describe their plans to establish a collaborative model of tutoring in the village of San Martin Sacpetequez, Guatemala, where concerns with improved learning, program sustainability, and minimal costs are especially great. The presenters’ research will provide models for improving writing center tutor training courses and strategies for tutoring students whose first language is Spanish.

(1C) ORCHARD I, 2ND FLOOR
Word Games, Metaphors, and Tutoring Outside the Box
“Forming Claims through Metaphors,” Jeff Tannen, Reedley College Clovis Center

Metaphorical association is a way of requiring students to think outside the box without intimidating them with the dreaded words “critical thinking.” By utilizing freewriting exercises and engaging in discussions that require students to create metaphorical associations during group tutoring sessions, they are forced to make and support claims about a text.

“Creating Play from Work: Word Games for Student Writers,” Thomas Lind and Clarissa Ryan, California State University, East Bay

This session will give participants the chance to learn about and play several word games which are adaptable to various levels and can be used in classrooms, group tutoring sessions, and one-on-one tutoring sessions. With these games, the “work” of writing can become “play,” helping students view writing as a creative process and lessening their anxiety about interacting with texts.

(1D) ORCHARD II, 2ND FLOOR
Sounding Correct or Saying Something: Working with Beginning and Advanced Academic Writers
“Subverting Established Cultures of Correctness,” Brooke Anderson, Pima Community College

Writing centers should be places where access to higher education is increased,
not because we erase the person sitting before us, but because we complicate that person’s understanding of language and academia. This presentation will discuss the challenges the presenter confronted while implementing creative ways to transform our culture of correctness into a culture of inquiry.

“Thesaurus-izing and the Razzle-Dazzle Effect—Upholding Creativity in Spite of Itself,” Angela Carothers, University of Notre Dame

As writing center tutors, we come across many papers which, once one gets down underneath all the “smart” language, turn out to say nothing much at all. This phenomenon of “thesaurusizing” is often a defensive mechanism that arises from insecurity about a paper’s content. The speaker will look at some of the ways in which this “thesaurusizing” manifests itself in the Notre Dame writing center, and ways to help writers overcome it.

(1E)

ORCHARD III, 2ND FLOOR
Between Two Worlds: Cultural Differences in Writing
Sohee Jung, Mona Abdoun, and James Cosner, California State University, East Bay

We need effective and innovative tools to help our ESL students understand and internalize the conventions of American academic writing and to secure a successful outcome while respecting not only their intellects but also their cultural and linguistic differences. To this end, this panel will explore ways in which we as tutors help such students become aware of the cultural differences in academic writing and become more confident and competent writers.

Session 2 1:15-2:15 p.m.

(2A)

REDWOOD ROOM, 1ST FLOOR
WAC/Writing Center Outreach through Creative Promotion
Jason Schilling, Andrew Williamson, and Jim Huntington, American River College

ARC has created a three-pronged effort to promote WAC/writing center programs. It is a promotional campaign that incorporates a new website, posters, and an outreach plan that is directed towards students and instructors. The presenters will discuss the positive outcomes of their efforts and the road bumps along the way.

(2B)

LOBBY SUITE, 1ST FLOOR
Struggling Toward Eloquence: What Does “Good Writing” Mean in the Writing Center?
Scott Miller, Jason Barlow, Erin Calvert, Koreen Culbert, Molly Isbell, Jennifer Quinlan, and Sophia Rodriguez, Sonoma State University

Writing centers engage in the liberal arts work of helping students struggle toward eloquence—and yet practitioners have very little language for talking about what eloquence means or what it consists of. In this panel, the chair will discuss these concerns in a theoretical way with reference to published commentary, and then six tutors will offer brief positive or cautionary case studies of how they have conducted or negotiated the dialogue about “good writing” within tutorials.

(continued next page)
Session 2 (cont.)

(2C)

ORCHARD I, 2ND FLOOR

Using Creative Nonfiction in Secondary School Writing Centers

Jennifer Wells, Victoria Ramirez, and Fae Stone, Mercy High School

The director of the Mercy High School Reading and Writing Center and two high school seniors will share how they used creative nonfiction exercises in the writing center to help students create strong college admission essays. These techniques can be easily adapted for college writing centers.

(2D)

ORCHARD II, 2ND FLOOR

Business Models and Personal Discovery Models for Writing Center Work

“Encouraging the Encouragers: Application of Leadership Principles for Greater Creativity Performance among Writing Center Employees,” Jason Harris-Boundy, San Francisco State University

Treating the writing center as an organization in and of itself, this presentation reviews the primary principles (theory and practice) from the management and leadership literature as it relates to increasing workplace creativity and innovation.

“Developing a Personal Method in the Writing Center,” Dan Goss and Sarah Nadeau, San Francisco City College

The presenters hope to show that through the development of personal methods based on discovery, tutors can nurture a kind of creative flexibility in their approach to helping students at a time when those students may be experiencing anger, apathy, anxiety, or despair in response to their writing challenges.

(2E)

ORCHARD III, 3RD FLOOR

Tutorial Discourse: Analysis of Transcripts in Tutor Training and Self-Study

Magda Gilewicz, Karla Hess, Jill Buettner, and Brenda Rankin, California State University, Fresno

The Writing Center at California State University, Fresno routinely requires tutors to record and transcribe their tutorials. The purpose of this session is to demonstrate how analysis of transcripts can be utilized to examine tutorial discourse.
Session 3  2:30-3:30 p.m.

(3A)
REDWOOD ROOM, 1ST FLOOR
Aliens Invade Writing Centers: News at 10
Kristin Burke, Liz Geisser, Jeremy Trimble, Anthony Herda, Elizabeth Young, Alex Geiger, and Audrey Nicoll-Johnson, California State University, Sacramento

This panel will be a discussion of what it is like to be a non-English major in a predominately English major writing center. All seven participants are (or have been) non-English majors working in the California State University, Sacramento Writing Center.

(3B)
LOBBY SUITE, 1ST FLOOR
Creativity and Genre: Implications for the Writing Center
Irene Clark, California State University, Northridge
Julie Neff Lippman and Cathy Hale, University of Puget Sound

In the context of student writing, what constitutes creativity within the parameters of a particular text genre and the extent to which creativity should be addressed in the writing center have not yet been determined. This panel will discuss creativity in the context of particular disciplinary text genres.

(3C)
ORCHARD I, 2ND FLOOR
Collaborativity: A Creative Approach to Developing Self-Reliant Writers through Collaboration
Valine Moreno, Jennifer St. Clair, Sarah Thrasher, and Beth Williams, University of California, Berkeley

UC Berkeley’s Student Learning Center uses a question-based model of tutoring. One approach in particular—the Collaborative Model—uses cooperation on three levels: among tutors, with College writing instructors, and with tutees. The presenters will discuss how this approach informs individual tutoring, tutor training seminars, and tutor-facilitated workshops.

(3D)
ORCHARD II, 2ND FLOOR
Shaking Up the Newbies!
Brandi Blahnik, Sarah Pultz, and Denise Stephenson, Mira Costa College

Attendees will participate in activities from creative training experiences designed to open up writing consultants to new perspectives and prepare them for a variety of real-life experiences they will face in the writing center.

(3E)
ORCHARD III, 2ND FLOOR
(Re) Creating Authority in Face-to-Face and Online Tutoring
Alex Tolj, Jennifer Simonson, Eric Tyson, and Amy Dickinson, California State University, Fullerton

This panel will discuss various ways in which peer tutors create authority in the writing center. Panelists will explore how culture, writing center pedagogy, and technology in the writing center push tutors to find their peer level identity, while creating an opportunity for students to locate their authorial identities as writers.
Session 4  3:45-4:45 p.m.

(4A)

REDWOOD ROOM, 1ST FLOOR
Keep the Train (ing) Rolling: Experienced Tutors Contributing to Continuous and Collaborative Training Practices
Andy Bourelle, Nick Plunkey, Tiffany Threatt, University of Nevada, Reno

The presenters will discuss creative, economical, and effective ways for experienced tutors to assist in administrators’ training of tutors. Participation in tutor observations and dialogues, a semester-long tutor training course, and topical workshops will be discussed as possible ways for new and veteran tutors to develop as professionals.

(4B)

LOBBY SUITE, 1ST FLOOR
No Vaccines Here: Avoiding Inoculation through Self-Assessment
Aurora Matzke, Genesee Carter, Brian Fotinakes, and Kyle Loughman, California Polytechnic State University

Writing centers are oftentimes perceived as sterile laboratory environments where students go to get their grammatical and structural errors fixed using quick composition surgery. To place more creative, technologically-driven tools in the hands of students who may feel marginalized because of their “illnesses,” the presenters are implementing an online university writing center hub.

(4C)

ORCHARD I, 1ST FLOOR
Dialogue and Collaboration in Tutoring and Training
“Tutor Talk and the ‘Telling Tutorial’: Creative Dialogical Approaches to Tutor Training”
Emily Nye and Cynthia Andrzejczyk, California State University, East Bay

The CSU East Bay ensemble cast of writing center staff, students, and tutors have all participated in the creative process to produce a text: Tutor Talk and the Telling Tutorial: Dialogical Approaches to Tutor Training. Writing center tutors and administrators will leave this session with ideas about how to create their own tutoring texts as part of a creative and interactive approach to tutor training.

“Flexible Collaboration: What Three Writers Have Taught Me”
Melissa Gunby, California State University, Sacramento

The presenter is a tutor learning collaborative techniques for the first time. The presenter discusses her encounter with and appreciation for the power of collaboration.

(4D)

ORCHARD II, 2ND FLOOR
Grammar in Context: Creative Tutoring Approaches
“Examining the Process: Creating a Model for Addressing Grammar in Tutoring Sessions,” Carolyn Swalina, University of California, Berkeley

The presenter will discuss a process model for an approaching grammar in which tutees make informed decisions about
grammars in their own paper and tutors provide non-directive advice about audience concerns.

“Creatively Teaching Grammar-for-Writing to Generation 1.5 Learners,” Jennifer Peters and Alexa Poeter, San Francisco State University

The presenters will discuss the value of using interactive games as a creative method for working with generation 1.5 students in the writing center. In addition they will offer ideas on how to teach grammar in the context of students’ own writing and how to integrate games into grammar-for-writing lessons.

“Opening the Bottleneck: Making Intuitive Grammar Teachable,” Maitreya Salvado DaRocha, Sonoma State University

Tutors often lack the language to be able to communicate their instinctive knowledge of standard grammar. The purpose of this presentation is to offer hands-on, practical advice for tutors to make that instinctive grammar teachable.

“Making Meaning: A Study of the Writing Center at California State University, Fullerton,” Crisina Lang and Bridget Kominek, California State University, Fullerton

The presenters conducted a qualitative study using transcripts of six face-to-face tutorials and fifteen printouts of online tutorials conducted in March 2006. Using principles of Conversation Analysis developed by Harvey Sacks and Lev Vygotsky’s definition of language, the presenters found patterns, noting both similarities and differences in how tutors engage with students in face-to-face conversations and in tutorials carried out via email.

“Creatively Managing the Writing Center: Implementing the On-line Tutorial Hub,” Josh Fleming, Western Nevada Community College

This presentation centers on how to use existing platforms (Blackboard, WebCT, Etudes, etc.) to manage, train, and assess writing center tutors.

“Creative Technology Solutions for the 21st-Century Writing Center,” Julianne Chisolm, California Maritime Academy

A high-quality, computer-assisted writing center can be built and maintained efficiently and inexpensively (if not painlessly) by humanities-based administrators. Believe it or not, we don’t have to go back to school in order to make effective technology decisions for our labs.
Thank you

We would like to thank everyone who has helped bring this conference to fruition: tutors, staff, and faculty.

A special thanks goes to…

The Sac State Writing Center tutors who volunteered their time. Without their help, this conference would not have been possible.

Geri Welch and Candy Carson of University Publications and Design. Geri’s guidance and Candy’s excellent graphic design work on the conference poster, program, and signage helped us capture the conference theme of creativity.

Richard Clakeley of Events Services. Richard’s attention to detail and enthusiasm for putting on a memorable event helped us with the challenging task of planning and designing the conference space.

Cheryl Smith, Conference Chair
Dan Melzer, Conference Co-Chair
Welcome to the 2007 NCWA Conference

On behalf of the Sac State Writing Center and the Sac State Writing Across the Curriculum Program, we are delighted to welcome you to the 14th annual Northern California Writing Centers Association Conference. As a participant today, you will have the opportunity to meet tutors, writing center directors, and teachers of composition who are here to meet you. This conference gives us a rare chance to spend a day talking the talk of writing centers with our counterparts on other campuses different from and similar to our own; to share research and teaching/tutoring strategies; and to celebrate the creative role that writing centers play in promoting the growth of individual writers. Help yourself to all the day has to offer in the presentations and the informal gatherings and enjoy!

Cherryl Smith and Dan Melzer
Conference Co-Chairs
The Sac State Writing Center provides one-to-one peer tutorials in writing for students across the Sac State campus. The Writing Center is open to all students at Sac State throughout the academic year. Tutor training, Writing Center administration, and tutorial services at the Sac State Writing Center are based on principles of writing center and composition scholarship that emphasize collaboration and the social nature of writing. Tutors work with student writers at all stages of the writing process to provide encouraging and supportive feedback in a non-threatening atmosphere. The Writing Center offers around 8,500 tutorials a year for undergraduate and graduate students in 40-50 different majors. 15-20 students enroll in the tutor training course each semester and serve as intern tutors in the Writing Center. An additional 10-12 experienced student tutors work in the Writing Center along with five graduate student Associate Coordinators who co-administer the Writing Center with the Director. The Writing Center serves as a starting point and meeting place for graduate study at Sac State in Composition/Rhetoric.

The Literacy Experience
Bruce Beiderwell and Jeffrey M. Wheeler
Casabound. 1672 pages. 0-8130-1917-X
02/2008

The Literary Experience, Compact Edition
Bruce Beiderwell and Jeffrey M. Wheeler
Paperbound. 1568 pages. 1-4130-1925-0
02/2008

Both available now!
Organized around the elements of literature common to all genres, The Literary Experience allows classes to focus on the real interpretive questions students ask of any text.

“Very much like the idea of using works in different genres to teach the basic elements of literature. This not only keeps us from relegating poetry to the ‘harder’ section of the semester, but demonstrates that poetry can be read and understood by the average student.”
—Michael Morris, Eastfield College

“Great. A literature textbook that is compiled with the student in mind. The authors understand the mindset of the traditional college student taking a required literature course.”
—Karen Chaffee, Ulster County Community College

For Writing Center information contact writingcenter@csus.edu or Cheryl Smith, Writing Center Coordinator, at smithc@csus.edu or visit our website at www.csus.edu/writingcenter.

About the Sac State Writing Across the Curriculum Program

Founded in 2003, the goal of Writing Across the Curriculum at Sac State is to assist administrators, departments, and individual faculty with all aspects of writing and reading design and assessment. Writing Across the Curriculum acts in an academic support role, as an advocate for faculty and students. To help departments and faculty members meet the goals they have for improving their students’ reading and writing, Writing Across the Curriculum, through funding from Academic Affairs, provides the following support:

» Annual Spring Reading and Writing across the Curriculum Conference
» Summer faculty development retreat
» Campus-wide and departmental workshops on topics such as assigning and responding to student writing, handling the paper load, integrating writing into large classes, etc.
» Consultations for both departments and individual faculty members on writing and reading design and assessment
» Publication of a Writing Across the Curriculum (WAC) newsletter twice each semester
» Faculty resources for reading and writing (a WAC library of books and articles, grading rubrics and other handouts, a WAC website at www.csus.edu/wac)
» Thesis writing peer response groups and thesis writing workshops for graduate students
» Tutoring in the Disciplines program for one-on-one student reading and writing support in the major

To find out more about WAC, visit our website at http://www.csus.edu/wac or contact Dan Melzer, University Reading and Writing Coordinator, at melzer@csus.edu or (916) 278-6925