Santa Clara University welcomes you all to the 2016 NCWCA Conference!

We are excited to have so many writing center faculty, staff, and peer consultants at this year’s conference. The panels represent quite an array of research and work that happens in and around writing centers, and we hope your sessions are educational.

We all will undoubtedly learn a great deal from one another, and we hope that you leave here feeling energized and inspired to continue the intellectually engaging and challenging work writing centers perform on a daily basis.

Enjoy the conference!

Denise Krane
Conference Coordinator
NCWCA Board Members

Julia Bleakney, IWCA Representative
Stanford

Sheryl Cavales-Doolan, Secretary
Santa Rosa Junior College

Leslie Dennen, Board Member
University of San Francisco

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St. Mary’s College of California

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Yuba Community College

Scott Miller, Co-President
Sonoma State University

Michelle Montoya, Board Member
Truckee Meadows Community College

Loriann Negri, Co-President
Sonoma State University
## Conference Overview

### Friday

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<tr>
<td>11:30 a.m. - 12:30 p.m.</td>
<td>Check-in</td>
<td>Benson Center, Williman Room</td>
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<tr>
<td>12:30 p.m. - 3:30 p.m.</td>
<td>Pre-Conference Workshop with Dana Ferris</td>
<td>Benson Center, Williman Room</td>
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### Saturday

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<tr>
<td>8:00 a.m. - 8:45 a.m.</td>
<td>Conference Check-in</td>
<td>Benson Center, Lower Level</td>
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<tr>
<td>8:45 a.m. - 10:00 a.m.</td>
<td>Conference opening</td>
<td>Benson Center, California Mission Room</td>
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<td>Keynote Address: Russell Carpenter</td>
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<tr>
<td>10:15 a.m. - 11:15 a.m.</td>
<td>Session 1</td>
<td>Kennedy and Benson Center</td>
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<td>12:30 p.m. - 1:30 p.m.</td>
<td>Lunch</td>
<td>Benson Center, Williman Room</td>
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<td>1:30 p.m. - 2:30 p.m.</td>
<td>Session 3</td>
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<td>4:00 p.m. - 5:00 p.m.</td>
<td>Session 5</td>
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<tr>
<td>5:15 p.m. - 6:15 p.m.</td>
<td>Post-Conference Reception</td>
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Dr. Carpenter is Director of Eastern Kentucky University’s Noel Studio for Academic Creativity and Program Director of the Minor in Applied Creative Thinking. In addition to teaching courses in creative thinking, he is also Assistant Professor of English.

He arrived at EKU in 2009 after earning a Ph.D in Texts & Technology from the University of Central Florida and holds a B.A. and M.A. in English.

Some of Dr. Carpenter’s publications are

- *Cases on Higher Education Spaces: Innovation, Collaboration, and Technology*
- *Introduction to Applied Creative Thinking* (with Charlie Sweet and Hal Blythe)
- *Higher Education, Emerging Technologies, and Community Partnerships* (with Melody Bodon)

He has also edited or sits on the editorial or advisory board of the following publications:

- *The Routledge Reader on Writing Centers and New Media* (with Sohui Lee)
- *Praxis: A Writing Center Journal*
- *Southern Discourse in the Center*
- *Community Literacy Journal* (special issue, 2012)

He was the 2010 recipient of the Von Till Outstanding Newcomer Award presented by the National Association of Communication Centers (NACC) and received the organization’s Preston Award for Leadership in 2015.

**His keynote for the NCWCA Conference: “Shaping the Future: Writing Centers as Creative Multimodal Spaces”**
Dr. Ferris is Professor and Associate Director for Second Language Writing in the University Writing Program at the University of California, Davis. She teaches upper-division writing in the disciplines courses, pedagogy courses for writing instructors, and Ph.D. seminars on second language writing and response to student writing.

Dr. Ferris is also a participating faculty member in the Graduate Group in Education, the Graduate Group in Linguistics, and the Designated Emphasis in Writing, Rhetoric, and Composition Studies.

She earned her Ph.D in Applied Linguistics from the University of Southern California (USC) and has an M.A. in Linguistics from USC as well as an M.A. in English/Teaching English to Speakers of Other Languages from California State University, Sacramento. She earned her B.A. in English/Creative Writing from the University of California, Davis.

Some of Dr. Ferris’s publications are

- Language Power: Tutorials for Writers
- Teaching L2 Composition (with John Hegcock)
- Writing in a Second Language
- Written Corrective Feedback in Second Language Acquisition and Writing (with John Bitchner)
- Treatment of Error in Second Language Student Writing
- Teaching Readers of English (with John Hegcock; winner of the 2009 CATESOL David E. Eskey Award)
- Teaching College Writing to Diverse Student Populations
- Response to Student Writing


Her workshop for the NCWCA Conference: “Supporting Multilingual Writers in Writing Programs & Writing Centers: Principles & (Best) Practices”
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Talk to Me: Using Oral Cues to Navigate Directiveness ...  
The Student Journey: An Anthropological Study ... |
| Filling the gap: Non-directive tutoring methods in online environments | Looking at the Writing Center Through Coyote’s Eyes  
Writing Centers and Writing Fiction: ...  
“Everything is Awesome When You’re Part of a Team”: Multi-Model Writing Techniques | The Startup Company: Re-visioning and Marketing the Writing Center to Engage and Enthrall Stakeholders |
| NCWCA Newsletter Technique-Sharing Workshop: try out Writing Circles and peer review pieces for potential publication | Taking test prep one step further: process based tutoring for a product based world | Flying by the Seat of Our Pants, Leading Horses to Water, and Teaching People to Fish: The Metaphors We Use to Talk about Tutoring |
| Tutoring Technical Talks: Strategies for tutoring students in STEM | Metaphors We Tutor By: Using Metaphors to Increase Writer Self-Efficacy | Applying the 4P’s of Marketing to Your Writing Center: How examining Product, Place, Promotion, and Price can increase your overall student satisfaction. |
| Flipping the Writing Center: Teaching Writing in Outer Space? | Breaking Bread: Providing Food in Embedded Tutoring Sessions to Reduce Food Insecurity and Increase Attendance, Success, and Equity | |
**Session 1 (10:15-11:15 a.m.)**

**I. Beyond the Center**
(Kennedy Commons)

_Beyond the Writing Center Doors: Shining the Light of Reflection and Personal Narrative_

Jessica Bane Robert
Clark University

This presentation will discuss the innovations happening at Clark University and detail ways for other university writing centers to extend the influence of their work through collaboration, innovative workshops, and classes. Participants will gain a toolbox of reflective practices aimed at strengthening student narratives and self-authorship. (Workshop)

**II. Embedded and Group Tutoring**
(Kennedy 108)

_Writing in Circles: Group Tutoring in First-Year Composition Courses_

Andreas Mechsner
California State University, Stanislaus

Presenters will discuss data collected from surveys and interviews of first-year composition students at CSU, Stanislaus, focusing in particular on students’ perceptions of writing and of the Writing Center following their participation in collaborative group tutoring.

**III. Tutoring Partnerships**
(Kennedy 109)

_Writing Center Ecology: A Case Study on High School/Writing Center Collaboration_

Jaquelyn Davis, Matthew Gahagan, Andrew Kirkpatrick, James Seo, Kierstin Kolte, Maria-Elena Diaz, John Ellis, Ruth Sylvester
Saint Mary’s College of California

Using our partnership with a local high school as a model, we propose an ecological approach to writing center work: one that recognizes the center within a dynamic network. We discuss using a needs assessment as a step toward a broader understanding of the “sites of writing” centers can serve.

**IV. Tutoring With(out) Technology**
(Benson, Parlor B)

_New Media and Old Techniques_

Michelle Hager, John Linford, Roya Lillie, Sammy Lai
San Jose State University

Is technology always beneficial in the Writing Center? We embrace new media in many forms; however, we rely on paper and pencils during tutoring sessions. Come see why we take this approach that allows us to focus on what is most important: the writing.

**V. Tutoring Strategies**
(Benson, Parlor C)

_Yes, New Media, New Spaces, but It Is Still Writers at the Center of Our Work_

William J. Macauley, Jr.
University of Nevada, Reno

New media and spaces add to our work, but at its heart are still writers who are trying to write/communicate successfully. This workshop will share ‘design thinking’ as a way to workshop focus more on the writer/user. (Workshop)
Panel: “Letting Writers Lead: New Ways to Develop Agency”

**To Affinity and Beyond: Spaces That Encourage External Grammar**
**Marshall Saenz**
Bowling Green State University

From the world of gaming to the hallowed halls of academia, scholars such as Gee and Lerner acknowledge affinity spaces can serve education. Evaluating the external grammars created in dedicated forums, chat, and community spaces can uniquely offer writing centers and students improved agency in the digital age of academics.

**Talk to Me: Using Oral Cues to Navigate Directiveness in the Writing Center**
**Spencer Shadley**
Clovis Community College

Recent scholarship reveals the benefits of directive tutoring methods in the writing center. Tutors must learn to recognize the verbal and nonverbal cues that warrant the use of directive methods. This presentation explains several of these cues and how tutors can use them to gauge the appropriate level of directiveness.

**The Student Journey: An Anthropological Study of a Writing Center Service**
**Selena Edin**
California State University, Fresno

What expectations do students have for a Writing Center? How comfortable or engaged are they during a session? Do their perceptions of themselves as writers change? Using my ethnographic research as an anthropologist, I discuss the space of our Writing Center through the eyes of the students who use it.

**I. Beyond the Center**
(Kennedy Commons)

**The Old, the New, and the Work We Do: How Our Space Frames Our Work**
**Maureen McBride**
University of Nevada, Reno

We present our current research that examines how we use our spaces and the changes that occur with shifts in location and design. This workshop contributes to the ongoing scholarship and discussions about writing center spaces and considers space on our local level while inviting participants to do the same.

**II. Embedded and Group Tutoring**
(Kennedy 108)

**Connect Four: The Components of a Successful Embedded Tutoring Program**
**Alex Markle, Stacy Ross, Eliana Sosa, Samuel Montgomery**
Clovis Community College

Colleges continue to push for initiatives to improve student success. CCC is addressing this need through a communication driven embedded tutoring program. This panel will discuss how using the tutor as a conduit for communication between three negotiating parties (instructor, student, and tutorial center) has led to a successful program.
III. Tutoring Partnerships
(Kennedy 109)

Secondary Spaces: Partnering with High Schools to Build and Sustain Writing Centers
Paula Barrington-Schmidt, Erika Schmidt, Katrina Silva, Maria G. Torres, Andreas Mechsner
California State University, Stanislaus

The Stanislaus State Writing Center has created and sustained partnerships with area high schools to help them develop their own independent writing centers. This panel presentation will describe the institutional benefits and practical aspects of developing two unique tutoring spaces at Central Valley high schools.

IV. Tutoring With(out) Technology
(Benson, Parlor B)

Filling the gap: Non-directive tutoring methods in online environments
Lauren MacDonald, Karina Ruiz
CSU Monterey Bay

This workshop explores CSUMB’s ongoing project to create a non-directive, multimodal method of asynchronous writing response using screen capture and voiceover technology. We attempt to explore this area’s implications and complications for both tutors and students so that other writing centers can learn how to integrate minimalist pedagogies into their online spaces. (Workshop)

V. Tutoring Strategies
(Benson, Parlor C)

Panel: “Fiction, Folklore, and Film: Tutoring Creatively”

Looking at the Writing Center Through Coyote’s Eyes
Jennie Wellman
Bellarmine University

American Indian tricksters have long been used to teach values through story. By using Coyote and how he lost his eyes, this presentation works to answer the call made by Victor Villanueva to move toward the interstitial, and to move beyond the Greco-Roman rhetorical tradition.

Writing Centers and Writing Fiction: Space and Grace in Creative Assistance
Kaitlyn Kuehn, Natalie Grazian
Santa Clara University

This program outlines techniques for writing center workers to help writers with creative pieces. It will include insight gained from the experiences of the presenters in writing and editing fiction, as well as tips from authors such as Jack Kerouac and suggestions from online resources like “The Writer’s Digest” (www.writersdigest.com).

“Everything is Awesome When You’re Part of a Team” - Multi-Model Writing Techniques
Annie Green
Sonoma State University

This presentation will go over ways tutors can effectively utilize multi-modal methods during sessions, and the importance of stepping outside traditional thought with students now fully immersed in a world of constant technological use. Using the Lego Movie, I will show how multi-modal techniques can bring together writer’s creative powers.

VI. General Interest
(Benson 21)

The Startup Company: Re-visioning and Marketing the Writing Center to Engage and Enthrall Stakeholders
Nicky Lai, Jeff Heid, Pat Walls
San Jose State University

The crucial quandary facing writing centers is bringing customers through the door, much in the same manner as a business. During our guided discussion, participants will learn to differentiate their target audiences, develop new methods of marketing to these audiences, and create repeat customers.
I. Beyond the Center  
(Kennedy Commons)

Panel: “Transforming Our Centers: Changing How and Where We Work”

Evolutions in Writing Centers: Students’ Need for a Multiliteracy Center  
Setareh Tabrizi  
American River College

This presentation will analyze students’ need for a multiliteracy center by doing a cross-campus survey distributed to students of all years and majors to compare the current services the University Reading and Writing Center offers against actual communication needs of students at California State University, Sacramento.

Doing It All: Writing Center in the Learning Commons  
Megan Wong  
Gavilan College

In 2015, Gavilan College’s Writing Center collaborated with the library to move into a larger space with the goal of meshing the peer-to-peer, dialogue-centered practice of the Writing Center with a technology-rich, flexible environment. In one semester, use of the center tripled, new faculty partnerships developed, and attendance at SI study sessions increased. Challenges and benefits of the transformation will be discussed.

II. Embedded and Group Tutoring  
(Kennedy 108)

Panel: “Collaboration is Key: Enhanced Learning through Embedded and Group Tutoring”

Cooperative Study Groups  
Iris Cruz  
California State University, Monterey Bay

I will be informing the audience about the way my writing center uses study groups by incorporating the cooperative learning model. My presentation will also cover the new strategies we are starting to use by making it interactive in hope that other centers start using these methods.

The Menlo College Writing & Oral Communication Center and the Promotion of Student Engagement with the Writing Process  
Erik Bakke  
Menlo College

This presentation will discuss the Menlo College Writing & Oral Communication Center and its efforts in promoting student engagement with the writing process in the Center and classroom; assisting students in senior capstone and thesis courses; collaborating with Menlo College’s Intensive English Program; and expanding oral communication and multi-media support.

“Always be Closing: Framing and Selling a New Writing Fellows Program”  
Andrew Ogilvie  
Loyola Marymount University

Drawing upon theories of framing from cognitive linguistics (Lakoff), and writing studies (Adler-Kassner), I articulate how the idiosyncratic nature of our institution led to particular choices around how we developed and communicated a writing fellows program to faculty, staff and students. The kinds of precision, refinement, and understanding of stakeholder values that informs our framing strategies, we argue, is a key factor in the effectiveness and success of our program.
New Spaces: Transforming the Classroom and Tutoring Sessions
Jaimie Hill
Truckee Meadows Community College

This presentation explores the utilization of new spaces by Truckee Meadows Community College. This will include the implementation of embedded tutoring for both courses with writing components and other subjects and the addition of a new drop-in tutoring location, outside of the center.

III. Tutoring Partnerships
(Kennedy 109)

Conceptual Learning: The Advantages of a Multilingual Environment
Rene Padilla, Esmeralda Felix, Matthew Notary, Mary Worthington, Cassidy Irwin, Candice Wilkerson
Modesto Junior College

Through an interactive experience, discover the ways the tutors at Modesto Junior College assist bilingual, multilingual, and primary English speakers. Explore the many spaces and resources we have available, including easy access to librarians, computer labs, individual study rooms, and even tutors with specialized skills. (Workshop)

IV. Tutoring With(out) Technology
(Benson, Parlor B)

NCWCA Newsletter Technique-Sharing Workshop: try out Writing Circles and peer review pieces for potential publication
Suzanne Schmidt, Joe Zeccardi, Annie Keig
Saint Mary’s College of California

In this hands-on workshop, the NCWCA Newsletter editorial team will facilitate Writing Circles, demonstrating an innovative method for facilitated peer review. If possible, participants should bring 3 copies of anything they would like to workshop, including conference presentations or other writing they would like to turn into Newsletter articles. (Workshop)

V. Tutoring Strategies
(Benson, Parlor C)

Taking test prep one step further: process based tutoring for a product based world
Megan Bronson, Kyle Hoover, Oscar Chavez, Cody Hoover
California State University, Fresno

The Fresno State Writing Center provides potential tools to help students in navigating high-stakes writing on all levels, particularly standardized tests. We share a practical guide to a process-based pedagogy that has benefits in and outside of standardized testing.

VI. General Interest
(Benson 21)

Flying by the Seat of Our Pants, Leading Horses to Water, and Teaching People to Fish: The Metaphors We Use to Talk about Tutoring
Julia Chacko, Melissa Rohrer, Samuel Wilson, Madison Anderson, Scott Miller
Sonoma State University

This roundtable presentation and discussion will interrogate the ways we talk about the work of writing centers, following on calls by scholars such as McKinney in Peripheral Visions for Writing Centers. Play and analysis of metaphors, we have found, enriches these discussions and opens avenues for analysis and reconceptualization.
I. Beyond the Center
(Kennedy Commons)

One Stone, Many Birds: Involving Undergraduate Tutors in Professional Research Collaborations
Matt Nelson, Kaylee Cruz, Anthony Toledo
University of La Verne

Authentic research opportunities are among the most transformative experiences a college or university can offer undergraduates. This session will give participants the chance to discuss the benefits and challenges of involving undergraduate peer tutors in real, collaborative, interdisciplinary research projects with writing center staff and faculty from the disciplines.

II. Embedded and Group Tutoring
(Kennedy 108)

From the Center Out: Writing Center Tutors Embedded in the Classroom
Louie Campos, Jessie Davenport, Andrew Kish, Martin Velasco-Ramos, Tim Bird, Megan Baptista, John Geist
College of the Sequoias

Tutors embedded in English classrooms often struggle to make lab time useful. This panel will demonstrate how many of the tools and strategies we tutors employ in our Writing Center tutoring can also be adapted to the setting of a lab classroom, making lab time interesting, engaging, and practical.

III. Tutoring Partnerships
(Kennedy 109)

The Fitting Room: Dismantling the “One Size Fits All” Approach to Running a Session
Juliet Brooks, Rebecca Patterson, Shane McCarthy, Meg Birgen, Kierstin Kolte
Saint Mary’s College of California

For writers with learning styles outside the norm, advisers must adapt the standard approach. After conducting a student survey to better understand these students’ needs, we hope to equip advisers with tips and tricks that help advisers draw out existing strengths. (Workshop)

IV. Tutoring With(out) Technology
(Benson, Parlor B)

Tutoring Technical Talks: Strategies for tutoring students in STEM
Meredith Course, Alex Dainis
Stanford University

This workshop explores methods for tutoring students who want to communicate technical work. As both trained scientists and oral communication tutors, we will cover three main approaches – finding a narrative, making it accessible, and using metaphors – then practice putting these strategies into action, including adapting them for tackling technical writing.

V. Tutoring Strategies
(Benson, Parlor C)

Metaphors We Tutor By: Using Metaphors to Increase Writer Self-Efficacy
Jessica Citti, Laura Gorman, Thomas King, Ciera Townsley-McCormick, Amanda Lagasca, Andrea Calleros
Humboldt State University

Drawing on research and our experiences as peer tutors, this workshop examines the benefits and pitfalls of metaphors as teaching tools in writing centers. Through hands-on activities, participants will explore inclusive, metaphor-based tutoring strategies designed to help all writers, especially writers new to academic discourse or who express writing anxiety. (Workshop)
<table>
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The common, constant challenge of marketing writing center services calls forth much work and creativity, and knowing how and where to look for advice is not easy, given that our services are holistic and imperfectly understood. Can commonly used business strategies serve our purposes? This panel will offer one model (the 4Ps) and describe how it does and does not meet the special needs of our centers.

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All writing center directors and coordinators are invited to attend this informal mentoring session for new and experienced writing center professionals. New directors can bring questions, ideas, and challenges related to your writing center’s operations or your own professional development, and experienced directors will be invited to facilitate group mentoring conversations. (Workshop)

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<td><strong>Jessica Allen, Madison Chastain, Taylor Goldstein, Ruth Sylvester</strong></td>
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Like the Muses of Greek Mythology, advisers could serve as mediators between faculty and students. We will share how we co-facilitated our center’s Interdisciplinary Faculty Assignment Design Roundtable and then surveyed Professors and students for reactions to sample prompts. Participants will engage in discussion and interact with Muses as mortals. (Workshop)
III. Tutoring Partnerships
(Kennedy 109)

Panel: “Personal Attention: How Centers Support First-Generation and High School Writers”

Looking to the “Outsiders”: An Examination of the Challenges First Generation Students Face and How They May Affect the Writing Center Session
Jennifer Haigh
Sonoma State University

This presentation will focus on helping those in the writing center acquaint themselves with the challenges that first generation students often face when attending college, how those may affect writing center sessions, and offer tools/suggestions when working with first generation college students.

Support for High School Writing Instruction: Current Challenges and Future Possibilities
Hannah Gould, Mary Robinson
Santa Clara University, School of Education

Educators will discuss challenges they face with high school writing instruction and will share strategies for providing substantive feedback to many students at various levels. They will discuss ideas for ways that extracurricular writing support could work effectively with classroom instructors.

Mentoring the Applicant: Tutoring Approaches to the Personal Essay
Meredith Charlson
Stanford University

This presentation evaluates why students struggle when asked to write a personal essay or college admissions essay. From the presented research in developmental psychology, we will explore strategies to help applicants write about their experiences to positively and accurately reflect their characters. Appropriate for high school and college writing centers.

IV. Tutoring With(out) Technology
(Benson, Parlor B)

Flipping the Writing Center: Teaching Writing in Outer Space?
Kara Wittman, Claire Grossman, Jasmine Evans, Jennifer Hart, Hannah Wagner
Mills College

By “outer space” we don’t (necessarily) mean the moon. This panel understands outer space as space outside of and beyond the written page or the brick and mortar classroom and Writing Center. We will discuss the opportunities, challenges, and even dangers that we experience “flipping” a Writing Center and teaching in digital spaces.

V. Tutoring Strategies
(Benson, Parlor C)

Breaking Bread: Providing Food in Embedded Tutoring Sessions to Reduce Food Insecurity and Increase Attendance, Success, and Equity
Jennifer Dorian, Tabitha Villalba, Shushanek Silvas
Fresno City College

Ever wonder how to increase tutorial attendance, success, and student equity while reducing food insecurity? Come learn about the “Brain Food Project” implementation and receive your positive reinforcement item! Join this hands-on, mock-tutoring session followed by a data and practices review from this successful English and ESL embedded-tutoring program/center implementation. (Workshop)
Santa Clara University is located in the heart of Silicon Valley just 5 miles from the San Jose International Airport and about 35 miles south of the San Francisco International Airport. The campus is easily reachable from U.S. Highway 101, Interstate 880, and Interstate 280.

To park on University-owned property, every vehicle must have a valid parking permit visibly displayed between the hours of 6 a.m. and 8 p.m., Monday through Friday. Permits can be purchase for $7 from the Main Gate Kiosk.
Benson Center
(Parlor B, Parlor C, Williman, and California Mission Room)

The hub of campus life, the Benson Memorial Center offers many services, including dining and conference facilities and a number of student organizations. It was built in 1963 to serve the steadily growing student population.

Commons at Kennedy Mall
(Kennedy Commons, Kennedy 108, and Kennedy 109)

The Commons at Kennedy Mall was completed in 2005 as the University’s first “green” facility. It showcases sustainable building materials, solar technologies, and environmentally conscious construction. The building includes classrooms, meeting rooms, and common areas.
Mark your calendars for next year’s collaborative conference at University of Nevada, Reno!

**Dates: March 31st and April 1st, 2017**

University of Nevada, Reno

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