SCWCA
South Central Writing Centers Association

2024 Conference

Demystifying the Center

South Central Writing Centers Association
February 29 - March 2
University of Arkansas | Fayetteville, AR

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Schedule Overview

Thursday, February 29

3:30 p.m. - 4:00 p.m.	Tour the Student Success Center (CORD)
4:00 p.m. - 4:30 p.m.	Campus Tour (Meet at CORD Lobby)
5:30 p.m. - 6:00 p.m.	SCWCA Executive Board Meeting
6:00 p.m. - 8:30 p.m.	Welcome Reception at the Hilton Garden Inn's Redbud Room

Friday, March 1

8:00 a.m. - 5:45 p.m.	Registration, Check-In, and Information
8:30 a.m. - 10:15 a.m.	Welcome and Keynote Breakfast
10:30 a.m. - 11:45 a.m.	Concurrent Sessions A
12:00 p.m. - 1:15 p.m.	Concurrent Sessions B
1:15 p.m. - 2:15 p.m.	Lunch Break
2:15 p.m. - 3:30 p.m.	Concurrent Sessions C
3:45 p.m. - 5:00 p.m.	Concurrent Sessions D

Saturday, March 2

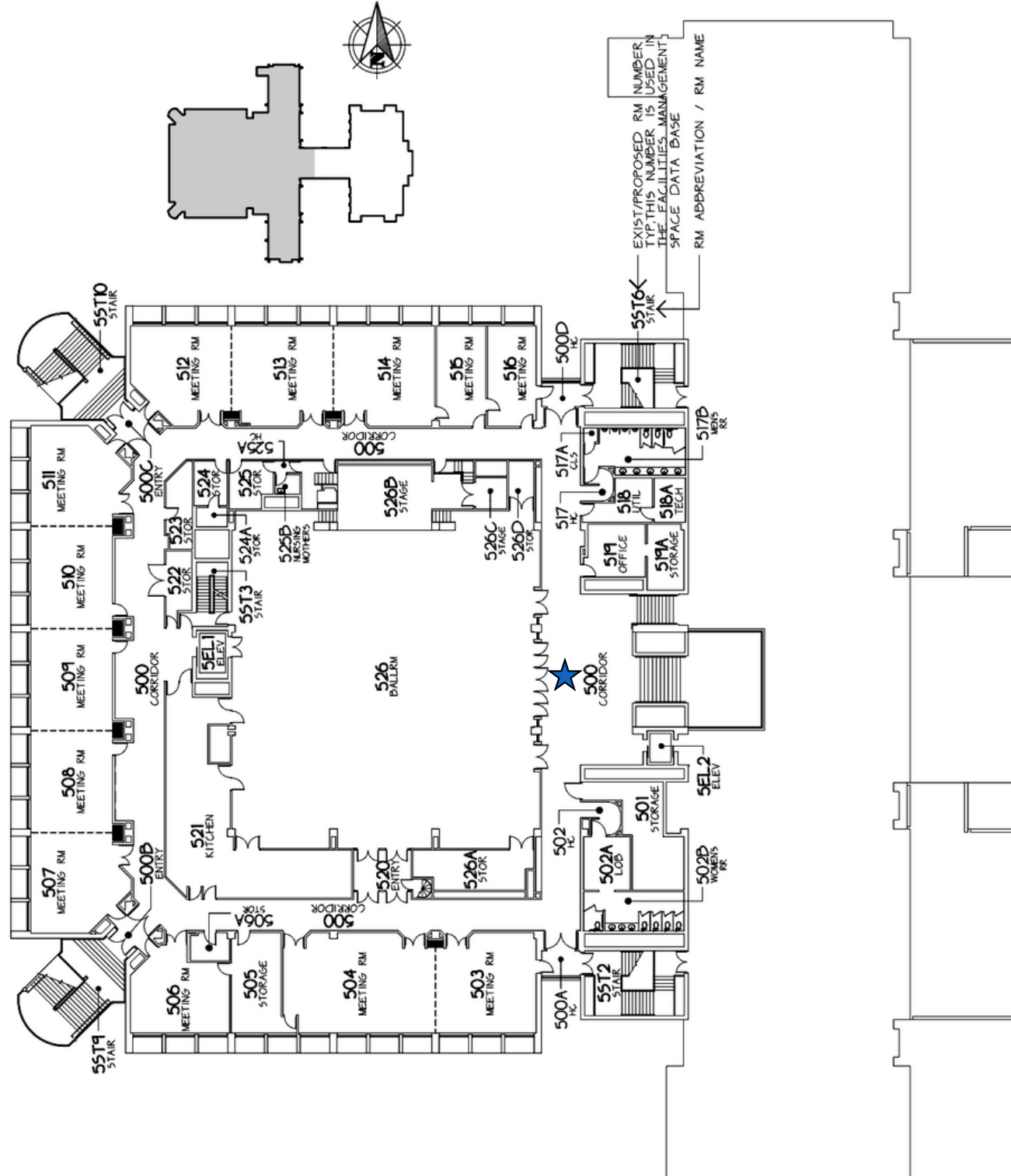|	
8:15 a.m. – 1:15 p.m.	Registration, Check-In, and Information
8:30 – 10:15 a.m.	SCWCA General Meeting and Breakfast
10:30 - 11:45 a.m.	Concurrent Sessions E
12:00 - 1:15 p.m.	Concurrent Sessions F

Wi-Fi Info
Network: UARK Guest Wi-Fi

Scan this QR Code
or click here for
excursions and to
register for tours.

Conference Map - Arkansas Union 5th Floor

⭐ Registration, Check-In, and Information here

Parking Map & Additional Information

Scan this QR code or [click here](#) for a parking map

Campus parking is free on Saturday. In order to use campus parking on Friday, conference guests must use metered parking. We recommend using the Stadium Drive Parking Garage, as it is located next to the Arkansas Union. Instructions can be obtained by clicking on the QR code below or by using the Flowbird app. The QR code below also contains instructions for using the Flowbird app.

Scan this QR code or [click here](#) for information on UA parking meters

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If you would like to buy a day pass, which will grant you access to all yellow lots for Friday, you must register your car with UA parking. Instructions for doing so can be found on the QR code below.

Scan this QR code or [click here](#) to register your car with UA parking

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Conference Session Chairs and Registration Team

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Travel Award Recipients

Morgan Adams, University of Central Arkansas

Grace Brown, University of Central Arkansas

Morgan Adams, University of Central Arkansas

Carraig Craun, University of Central Arkansas

Jaeden McCarter, Texas Tech University

Will McDonald, University of Central Arkansas

Christell Valdes, Texas Tech University

Friday, March 1, Arkansas Union Ballroom

8:30 - 10:15 a.m. Welcome Breakfast and Awards
Keynote Speaker, Romeo García

Re/searching (for) Hope: Archives and Archival Impressions

With recent interest in delinking from and decolonizing Western "fields" and "studies," this address invites audience members to contemplate the role of archival research in that endeavor. Re/searching (for) hope in the archival impressions of two archives--a modern/colonial and settlerizing archive and the stories-so-far of individual archives--it advances an argument for decolonizing archival impressions.

Attendees are called to carefully reckon with a question throughout, how do we reposition the contents of archives so that we can position ourselves in relation to it otherwise? The hope is that such will ground the exigence for initiating decolonizing archival impressions--entries meant to unsettle the trace marks and palimpsestic narratives constituting stories-so-far and initiate an-other archive.

Romeo García is Assistant Professor of Writing and Rhetoric Studies at the University of Utah. His research appears in College Composition and Communication, Rhetoric Society Quarterly, Across the Disciplines, and Rhetoric, Politics, and Culture. García is co-editor of Rhetorics Elsewhere and Otherwise (with Damián Baca), Unsettling Archival Research (with Gesa Kirsch, Caitlin Burns, and Walker Smith), and Pluriversal Literacies (with Ellen Cushman and Damian Baca).

**All sessions will meet on the
5th floor of the Arkansas Union.**

Friday, March 1

Podcast Interviews 10:30 a.m. - 5:00 p.m.

5 0 6 "How We Write" Podcast Interviews

Alice Batt and Kristin Gilger, The University of Texas at Austin

The HOW WE WRITE podcast team is back! We're conducting interviews for an IRB-approved research project called "The Writing Practices and Processes of Writing Center Employees." Interviews will be published on HOW WE WRITE during the 2024-2025 academic year.

Please scan the QR code below to get more information and sign up for a time.

Sessions Legend

Individual Presentation: an individual scholarly presentation that conference planners will combine with other 1-2 other presentations in a session, usually focused on a common theme

Panel: 2-3 thematically linked sessions proposed together as a panel

Roundtable: a conversation about a topic aligned with the conference theme and focusing questions that feature participants with different approaches or perspectives

Special Interest Group (SIG): a focused conversation about a specific topic or affinity group related to writing center work

Workshop: a session that actively engages participants in an activity framed toward producing or revising something that can be practically applied in their centers or classrooms.

All sessions will be meeting on the 5th floor of the Arkansas Union.

Friday, March 1

10:30 - 11:45 a.m. Concurrent Sessions A

5 0 8   AI Writing: Does it Belong in the Center?

Roundtable   **Jonathan Himes,** John Brown University

A 1   In this round table session, we hope to hear how faculty, staff, and students might be using these innovative tools to improve writing across the disciplines, and what barriers there might be to that. We hope to share initial results of using MyEssayFeedback in 1st-year writing classes at JBU, and our projections on how to use AI tools in the Writing Center, but mostly we want to hear about AI policy statements at various institutions and how others have handled ChatGPT thus far.

5 1 0   Demystifying First Year Writing: A Proactive Approach to Artificial Intelligence

Workshop   **Madison Cox,** The University of Texas at Arlington
Jenna Ennis, The University of Texas at Arlington
Daulat Bandial, The University of Texas at Arlington

A 2   This workshop aims to discuss how the emerging technology of artificial intelligence might serve as a tool to help first-year students familiarize themselves with college writing. We examine UTA's unique first-year writing program in order to identify how prompt construction can promote ethical use of A.I. and how this use can be applied across a broad range of papers as we will demonstrate. Through this, we hope that the current outlook of AI as a hindrance or the downfall of our work can be shifted to see the benefits and applications we can use as writing center practices grow.

Friday, March 1

10:30 - 11:45 a.m. Concurrent Sessions A (Cont.)

5 1 2   Demystifying Asynchronous Writing Center Consultations

Individual Presentations

Eric Camarillo, Tarrant County College

A 3   This session hopes to demystify the nature of asynchronous writing center feedback. Using discourse analysis, the researcher arrives at coding strings for the feedback provided by seven asynchronous writing center tutors from three institutions. Asynchronous tutoring, perhaps begrudgingly embraced during the pandemic, remains an under-researched mode of academic support. This session will engage participants in expanding the definition of what it is we do in writing centers and hopefully cast asynchronous tutoring in a more appealing light.

You Are Welcome In Our Space: Creating a Safe and Brave Space in an Online Writing Center Session

Angela Stalcup, Texas A&M University Commerce

It's easy to make sure writers feel welcome and comfortable in the physical space of the Writing Center— decorations and presentation of the room does half of the battle for you. But how do we make sure our writers are comfortable in our online sessions, too? This presentation examines this dilemma through the lens of creating brave and safe spaces within online sessions, which can be applicable to all aspects of working within a Writing Center.

Virtually No Space: an Examination of Space in Online Writing Consultations

Hannah Johnson, The University of Texas at Tyler

Explore the dynamic interplay between physical and virtual spaces in writing consultations through the lens of Virginia Woolf's "A Room of One's Own." This presentation delves into the impact of online writing consultations on accessibility and writing effectiveness, questioning whether virtual sessions can truly parallel the benefits of in-person interactions. Discover the delicate balance between accommodating diverse student needs and preserving the vital role of dedicated writing spaces in achieving the primary goals of university writing centers.

Friday, March 1

10:30 - 11:45 a.m. Concurrent Sessions A (Cont.)

5 1 3   Cracks in the Foundation: Updates on Supporting Graduate Writers through Core Writing Challenges

SIG   **Rebecca Bruning**, Texas Tech University

A 4   To avoid validating deficit discourses, writing centers often focus services on higher-order concerns, leaving a gap in graduate-level institutional resources addressing many of the lower-order writing skills integral to disciplinary success (Cirillo-McCarthy, et al., 2016; Philips, 2013). Grounded in the literature and local experience, this SIG will combine presentation, activities, and discussion to further understanding of both graduate writers' challenges and potential support strategies. As a follow-up to the 2023 SWCWA presentation on a new graduate writing center program addressing foundational writing concerns, this SIG will share the insights gleaned through multiple offerings of the foundational writing skill seminar series.

5 1 4   Tutor Talks - 2024 SCWCA Conference Special Edition!

SIG   **Alanna Bitzel,** The University of Texas at Austin/Intercollegiate Athletics Student Services
Rasha Alkhateeb, University of Maryland, College Park
Basil Richardson, University of Houston

A 5   Please join the Tutor Talks Executive Committee for an exciting Tutor Talks session. During the session, tutors—undergrad, grad, and professional—can meet up to discuss a topic related to this year's conference theme. Tutor Talks is a tutor-focused forum ("for tutors, by tutors") of virtual professional development sessions for writing center tutors. Tutors can join the session in-person at the conference or via Zoom.

Friday, March 1

12:00 - 1:15 p.m. Concurrent Sessions B

5 0 8 Leading the Charge: Demystifying the Rhetoric of Fear in AI Writing Center Policy

Workshop **Miriam Rowntree,** University of Texas at Tyler
Michal Brittain, The University of Texas at Arlington

B 1 This workshop invites participants to draft Writing Center AI policies using current research as a guide to the rhetoric surrounding acceptable use, the definition of writing, and prohibition of AI tools.

5 1 2 So, You Made It Into Grad School: How Writing Centers Can Help Graduate Students Overcome Academic Identity Crisis and Serve them on a Genre-Specific Level.

Individual Presentations **Breeanna Hicks,** Texas A&M University Commerce

B 2 So, you made it into Grad School. Now, how do you learn to write like a graduate student? Transitioning from undergrad to graduate school means a change in literature, genres, and academic processes. Through best practices, Writing Centers can become a place for graduate students to develop their work, a writing community, and their academic identity.

Demystifying the Theoretical Framework and Literature Review in the Dissertation for Doctoral Students

Carole Flad, University of Houston-Clear Lake

One mid-size, HSI, commuter college's Writing Center (WC) received anecdotal evidence from faculty, staff and doctoral students revealing doctoral students' compelling need for writing assistance with their theoretical framework (TF) and literature review (LR). The presenter created a workshop that provides a foundational understanding of the LR and TF. Writing Circles create quiet time for writing and community. This presentation explores how this WC demystifies services for doctoral students, addresses writing needs, and proposes collaboration to assure efficacious andragogy for doctoral students that can be replicated at other mid-size, HSI, commuter colleges' WCs.

"Stories of Activist Allies:" Reflections of a Graduate Intern

Mohi Uddin, University of Arkansas

Baldwin and Smith's "Stories of Activist Allies in the Writing Center" predominantly discusses their experiences as children and the administrative policies they followed in writing centers. They state that they grew up with no diversity, adding that when they joined writing centers, they took some initiatives against systemic racism, classism, and sexism in order to appreciate diversity. As a Graduate Intern at the Writing Studio of the University of Arkansas, I was interested in the scholarship of writing center administration and the pedagogy of empathy. This paper aims at exploring the pedagogy of empathy at the Writing Studio from the perspective of an international Graduate Intern, reflecting the policies Baldwin and Smith followed to promote diversity.

Friday, March 1

12:00 - 1:15 p.m. Concurrent Sessions B (Cont.)

5 1 3   Plans to Demystify Writing Process

Workshop   **Marcos Pina-Jackson,** University of Mary Hardin-Baylor
Maiah Jackson, University of Mary Hardin-Baylor

B 3   The conference discussion will be a workshop on how writing tutors may reflect on their leadership abilities and continue to enhance them outside of the writing center, which will be the primary emphasis of this proposal. During the course of the workshop, we will investigate how leadership is shown while working one-on-one with students in tutoring sessions. In addition to that, this will talk about how leadership shifts and changes throughout the day in the life of a writing tutor. In addition, the expectations that emerge while working as a writing tutor will be discussed at the workshop.

5 1 4   Breaking Down, Building-Up, and Demystifying Prompts

Roundtable   **Jaeden McCarter,** Texas Tech University

B 4   Very few writing prompts are entirely clear, yet when students struggle to understand prompts, whether because of the difficult linguistic elements (Thwaite et al.) or the lack of clarity with the relationship between a prompt and the student's own work (Miller et.al), the quality of the student's essays inevitably diminish. Thus, one of the most important jobs that writing center consultants have is to be able to demystify prompts. This roundtable will incorporate writing center scholarship, personal experiences, and collaborative discussion in order to offer practical solutions to the difficulties of breaking down prompts.

Lunch will be from 1:15-2:15 p.m. at the Arkansas Union. You may choose any vendor at the Union for your meal. When you check out, tell them you are from our conference, sign the pink sheet at the checkout, and sign the receipt.

Friday, March 1

2:15 - 3:30 p.m. Concurrent Sessions C

5 0 8   What would you say you DO here? Demystifying the Center for Non-Writing Faculty

Individual Presentation

Jonathan Green, Cottey College
Ava Croan, Cottey College

C 1   This presentation discusses the Cottey College Writing Center's efforts to demystify our role to non-writing faculty through a video project called "Writing Across Cottey." This project allows members of our center to interview faculty from various disciplines about writing. By approaching faculty with an interest in their writing background, we've been able to cultivate a closer connection with the faculty and add some clarity to our writing center's mission.

Integration of the Writing Center into Composition I Courses at an HBCU

Mick Howard, Langston University

This presentation will examine two methods currently in various trial phases at Langston University to integrate the resources of the writing center into the daily practices of the Composition I course. Participants will have the opportunity to not only examine these workshops, but also create their own and provide feedback.

Demystifying Generative AI in the Writing Center

Jeffrey Warndof, University of Arkansas - Fort Smith

This session will present generative AI as the newest "mystifying" force that confronts writing centers. Does GenAI have a role in tutoring sessions? If so, how can it align with writing center values? What should be covered during tutor training? How should a tutor address suspicions of unethical GenAI use in a client's paper? How should Writing Center administrators handle such concerns? These are the types of questions that this session will address. The presenter will share his writing center's current approach to GenAI, then provide time for participants to express, in groups, their questions and thoughts on the matter.

5 1 0   How to recognize AI and guide students in its usage

Roundtable

Olivia Dossey, University of Mary Hardin-Baylor
Kyndal Tyler, University of Mary Hardin-Baylor
Rachel Daugherty, University of Mary Hardin-Baylor

C 2   In a Round Table discussion, we will be talking about AI. We will be going into depth on how tutors can recognize AI writing, and go about addressing it. We will discuss ways to address the usage of AI, and how to teach writers to use it without becoming reliant on it. We will be demystifying the use of AI, and how it can be used in the Writing Center and used as a tool for writers. We will then share our findings with the SCWCA listserv.

Friday, March 1

2:15 - 3:30 p.m. Concurrent Sessions C (Cont.)

5 1 2   Demystifying Multimodal Tutoring: A Conversation in Writing Center Moves

Panel
Presentation
Carey Smitherman Clark, University of Central Arkansas
Grace Brown, University of Central Arkansas
Carraig Craun, University of Central Arkansas
Will McDonald, University of Central Arkansas

C 3   In this panel presentation, the presenters will outline the current process at the University of Central Arkansas for transforming the writing center into a space for multimodal tutoring and a studio for multimodal work. A summary of these plans and examples for tutor training will be discussed.

5 1 3   Tools for Connecting through Asynchronous Consulting

Workshop
Dustin Florence, Texas Tech University
Shelley Alvarez, Texas Tech University
Kimberly Grenadier, Texas Tech University

C 4   The COVID-19 lockdown forced many writing centers to adopt asynchronous consultations. Although asynchronous consultation has been criticized in the past, we now recognize how it makes our services more accessible. However, recognizing the real need for more student engagement and connection through this modality, we have adopted a two-tier system of written and screencast feedback, in which the screencast feedback builds on the written feedback and humanizes the consultant and the consultation process. We will discuss our consultation practices, share the tools we use, and provide a space for participants to engage with and learn about these tools and practices.

5 1 4   Clarity and Community: Using Bluesheets to Encourage Revision and Create Accountability

Workshop
Phyllis Dunham, Delgado Community College
Nigel Washington, Delgado Community College

C 5   By working with students to create revision plans (called Bluesheets) during coaching sessions, writing coaches at Delgado Community College have been successful at building understanding of the need for revision, involving students and their teachers in the metacognitive dialogue around writing, and improving student pass rates in composition. This workshop will provide instructors, WC administrators, and coaches with ample proof of success and all they need to adapt this tool to suit their needs at their own institutions.

Friday, March 1

3:45 - 5:00 p.m. Concurrent Sessions D

5 0 8   How can we adopt better leadership skills to promote demystification?

Roundtable

Felicia Juliano, University of Mary Hardin-Baylor
Frances Crawford, University of Mary Hardin-Baylor

D 1   This roundtable discussion will stem from Komives, Lucas, and McMahon's (1998) Relational Leadership model, which focuses on balancing being purposeful, inclusive, ethical, empowering, and process-oriented. Our goal is to use our collective minds to brainstorm ways in which this leadership model can help us empower the process of demystification of our Writing Centers. In the spirit of demystification, we will take notes from our discussion and share them with the SCWCA listserv.

5 1 0   Strategies for using AI with communication and psychology students

Panel
Presentation

Sara Sanchez, The University of Texas at Arlington
Guadalupe Sandoval, The University of Texas at Arlington

D 2   We address the benefits and concerns of using generative AI for writing in higher education. We contend that, while the use of AI is controversial, its presence will only continue to grow. Therefore, setting clear guidelines for how it can be used will encourage students to see AI as a tool rather than completely rely on it. We offer background on the use of AI in higher education, then outline strategies to effectively utilize it to strengthen student writing. We will add to the conversation by incorporating our experiences as writing consultants with backgrounds in psychology and communication.

5 1 2   Demystifying Multimodal Assignments: Taking written assignments into multimodal projects.

Roundtable

Katherine Bray, University of Central Arkansas
Erica Hurst, University of Central Arkansas
Alysia Rainey, University of Cantral Arkansas

D 3   In this roundtable, presenters will discuss how to take traditional written assignments and make them multimodal. The presenters will discuss taking one written assignment and show how it could be a podcast, an eportfolio, a video, or a social media campaign. The presenters will then ask the audience to brainstorm taking assignments they already use and transform them into multimodal projects.

Friday, March 1

3:45 - 5:00 p.m. Concurrent Sessions D (Cont.)

5 1 3

Individual
Presentation

D 4

Clear, Concise, and Inclusive: Demystifying the 'Why' of APA Style

Joe Bush, University of Kansas

APA Style presents challenges to writers due to the specificity and vastness of the rules which govern it as well as the emphasis placed on its proper use in avoiding plagiarism. This presentation will use information from the APA's Publication Manual and Style Guide Website to discuss the philosophy behind APA concepts, including paraphrasing and quoting, authorial voice, avoidance of overcitation, and the reference page, in order to demystify the philosophies guiding APA Style. Participants will have space to discuss experiences with APA tutoring and practice theory-informed tutorial styles in this session.

Revising, Editing, Proofreading: Writing Centers and All Things Grammar

Ashlee Blount, Texas A&M University Commerce

This presentation presents tutoring ideals surrounding writing centers and gives methods for including editing practices in sessions using collaborative and directive tutoring theory and praxis. Through personal experiences and research results, we can learn how to overcome the stigma of editing and grammar use in the writing center. The work presented here has profound implications for future tutors in learning how to engage writers in all stages of the writing process. It may one day solve the problem of wrong expectations writers have and improve the writing experience for everyone involved.

In the Shadows of Perfection: Writing Centers and the Struggle to Defy Archaic Academic Expectations

Jeff Fields McCormack, Texas A&M University Commerce

Each semester, Writing Center consultants and their faculty directors dedicate countless hours to serving their academic communities. In doing so, however, they are constantly battling the perfectionist practices that have formed the foundation upon which modern academia has been constructed. Student consultants and faculty directors must recognize the established expectations of academic perfectionism, understand how these expectations influence tutoring sessions, and discover how modern Writing Centers can persevere against these voices of perfection. By considering the past, present, and future of Writing Centers, student consultants and faculty directors can better prepare themselves and their colleagues for 2024 and beyond.

Friday, March 1

3:45 - 5:00 p.m. Concurrent Sessions D (Cont.)

5 1 4   **Comparing Answers: How Client Reflections and Consultant Reports Can Inform Training and Marketing**

Roundtable   **Charity Pihlaja,** Texas Tech University

D 5   An ongoing study compares student reflections and consultant post-session reports for the same consultation. This presentation will highlight early findings of the study and how they might help some undergraduate writing centers train consultants to acknowledge more fully student expectations. Additionally, the results could redirect how these centers present themselves during in-class orientations about their services. Join this session to interact with some of the data and be a part of the conversation.

**All sessions will meet on the
5th floor of the Arkansas Union.**

Saturday, March 2

8:30 - 10:15 a.m. SCWCA Meeting and Breakfast

**Please join us for our SCWCA General Meeting and
Breakfast in Arkansas Union rooms 507-510.**

10:30 - 11:45 a.m. Concurrent Sessions E

5 0 7   **Yes, We Can Help with Video Assignments: Demystifying the Writing Center to Incorporate Multimodal Assistance**

Workshop   **Felipe Pruneda Sentíes,** Hendrix College

E 1   While the fields of Writing Studies, Rhetoric, and Composition, have acknowledged multimedia works as forms of writing for a long time, how will our traditional Writing Center, and the college community at large, be able to do the same? That process will require a demystification of our Writing Center as a place that gathers several skills in communication that go beyond written prose and poetry, and even a demystification of what "writing" means for our campus. This workshop presents some strategies that the Writing Center at Hendrix College applied to begin this demystification.

5 0 8   **Navigating Diversity: Strategies for Effective ESL/ELL Support in Writing Centers**

Panel
Presentation   **Christell Valdes,** Texas Tech University

E 2   In the ever-changing landscape of higher education marked by increasing cultural diversity and a growing number of international students within the US, it remains clear that writing centers play a crucial role in supporting English as a Second Language (ESL) and English Language Learner (ELL) students. This presentation aims to carefully analyze the distinctive challenges faced by ESL/ELL students when seeking assistance at writing centers. The focus is on exploring their expectations, identifying potential misalignments, and proposing strategies to enhance the alignment between these expectations and the offerings of writing centers.

Saturday, March 2

10:30 - 11:45 a.m. Concurrent Sessions E (Cont.)

5 0 3   **Keeping the "Multi" in "Multilingual Graduate Writing Support**

Individual
Presentation

Kristin Gilger, The University of Texas at Austin

E 3   This paper presents research on the generative potential and efficacy of multilingual graduate writing groups and opens for discussion the ways in which writing centers can better support multilingual graduate writers without flattening or otherwise obscuring differences amongst the group in terms of language practices and skills, cultural frameworks, and writing support needs.

Bridging Language Gaps: Enhancing Writing Center Support for ESL Students in American Colleges

Md. Abdul Kasem, University of Arkansas at Fayetteville

In American colleges, writing centers assist many ESL (English as a Second Language) students. Since English is not their first language, these ESL students have unique language proficiency issues in writing, speaking, listening, and reading that negatively impact their academic performance. By learning more about the specific language needs and problems that ESL students face, writing center tutors can improve the ways they help ESL students, making the learning setting more welcoming and helpful. The results of this study show that writing centers can make a difference in the academic progress and language skills of ESL students in American colleges.

Navigating Trauma in the Writing Center

Shannon Shepherd, Texas A&M University Commerce

Within the last decade, there has been an increased argument for adopting a trauma-informed approach to train writing program administrators on how trauma works and the risks of administrators who encounter trauma narratives. However, there is almost no research in the field of writing centers focused on how consultants can support writers that bring trauma narratives to a session. The purpose of this research is to expand the idea of a brave space to include and empower trauma narratives and envision what a trauma-informed approach may look like within a writing center.

Saturday, March 2

10:30 - 11:45 a.m. Concurrent Sessions E (Cont.)

5 0 6   Let's Get Together! Demystifying SCWCA Micro-Regional Events

SIG   **Carey Smitherman Clark,** University of Central Arkansas
Ashton Foley-Schramm, The University of Oklahoma
Ryan Sheets, University of Arkansas

E 4   The SCWCA Micro-Regional Events are opportunities for SCWCA states (Arkansas, Louisiana, Oklahoma, and Texas) to hold annual professional development meetings/workshops for members of their states or regions. These one-day events are meant to supplement the annual SCWCA conference and to provide additional opportunities for writing center personnel to come together for specific learning opportunities. In this SIG, SCWCA board members and previous micro-regional hosts will discuss these events and help participants to brainstorm opportunities for potential future events.

5 1 1   Linguistic Justice and Anti-Racist Tutoring Approaches

Panel
Presenation   **Renee Abbott,** Northwest Missouri State University
Lauren Cox, Northwest Missouri State University

E 5   In this presentation, we will begin the process of demystifying anti-racist tutoring approaches in the writing center. We will focus on how writing centers must first interrogate their current practices before making their center a space for linguistic equality. We hope that honest discussions about the processes that uphold racial bias in the writing center and the processes that encourage more equitable tutoring will leave audience members with actionable ideas for linguistic justice in their centers.

Saturday, March 2

12:00 - 1:15 p.m. Concurrent Sessions F

5 0 3   Navigating Uncharted Waters: Demystifying the High School Writing Center for Teachers and Administrators

Individual
Presenation

Michelle Boyd Waters, University of Oklahoma

F 1   This session will explore strategies for establishing partnerships between university writing centers and high school administrators, teachers, and students to promote the adoption of writing centers in secondary schools. Participants will discuss effective approaches for demystifying writing center pedagogy and navigating the unique landscape of high school writing center implementation.

Building Transference through High School Writing Centers

Tamara George, Texas A&M University Commerce

This presentation is an active discussion to examine the current issues in literacy and composition at the high school level and the possibility of high school writing centers as a viable solution. Attendees are encouraged to actively discuss the struggles a high school writing center could face, how they can best be established, and how they can help students transfer literacy skills from the classroom into all writing situations and how these same skills can be later transferred to postsecondary and real-world writing needs.

5 0 4   It's Giving (non)Performative: Toward a Radically Inclusive Writing Center

Workshop   **Carlee Travis,** Delgado Community College
Hailey King, Delgado Community College

F 2   This workshop aims to demystify the academic discourse around diversity within writing centers. Bridging theory and practice, we'll confront the power dynamics and inequities that define our roles as writing center workers. Inspired by Sara Ahmed's notion of the "nonperformative," this workshop creates the space for writing center workers to uncover barriers to and potentials for genuine inclusivity in their centers. Facilitators will share academic autoethnographies to encourage reflection. Discussions will redefine terms like Diversity, Equity, and Inclusion, fostering actionable strategies for an inclusive coaching process. Case studies will illustrate these approaches, guiding participants toward demystifying and transforming their practice.

5 1 1   Demystifying Graduate Writing: Teaching Disciplinary Writing in a Generalist Center

Workshop   **Elizabeth Miller,** University of Texas at Dallas

F 3   This workshop will discuss strategies for generalist writing centers to help graduate students learn how to engage in disciplinary writing. Specifically, I will (a) focus on methods for teaching students how to analyze published sources from their field to identify the unique conventions of their target genre and discourse community and (b) discuss ways to help graduate students see their work through the lens of producing writing of publishable quality. By the end of the workshop, participants will be prepared to implement what they learned by hosting their own workshop at their institutions or incorporating these strategies into tutor training.

Official Conference Communication Channel

Click here or scan this QR code to our virtual hub for all things SCWCA conference-related! This group is your go-to spot for updates, announcements, and discussions about our conference. Feel free to ask questions regarding schedules, speakers, etc.

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