

Session A: 10:15 - 12:00

A.1

Room MCA 264

10:15 - 10:40 Supporting the At-Risk Population: Strategies for Teaching Academic Writing in a Program for Suspension & Probation Students

Tyler Evans-Tokaryk & Michael Kaler,
University of Toronto Mississauga

We report on a writing intervention delivered as part of a program for probation/suspension students. The intervention includes a writing diagnostic; a detailed rubric; a 30-minute lecture; a post-test; and a face-to-face discussion about academic writing. We provide an overview of the program, share aggregate data collected over numerous iterations of the program, and discuss aspects of the program that have and have not been effective for teaching academic writing to at-risk students.

10:45 - 11:10 Creating a Safe Space for Students with Anxiety

Sheryl Stevenson & Leanne Simpson,
University of Toronto Scarborough

Research on "mood contagion" suggests why students with anxiety may be unable to deal with the efficient, tightly scheduled tutorials we offer. Inclusive strategies for such students can be drawn from two inspiring lines of research: on mindfulness in education and on reflective practice. Through sharing research and strategies, we hope this session will stimulate discussion that will reframe the one-to-one encounter we all value from the perspective of students who struggle daily with anxiety.

11:15 - 11:40 The Grammar of Social Justice: Gender-Neutral Pronouns and the Writing Centre

Karen Rosenberg, *University of Washington Bothell,*
Travis Sharp, *SUNY Buffalo*

In this paper, I present a case study on our writing centre's experiences integrating gender-neutral pronouns into our practice. I discuss the connections between gender, identity, and grammar. I then turn to a disturbing development: between October 2016 and January 2017, eight writing centre posters were defaced, with the gender-neutral pronouns crossed out. Finally, I pose questions about our future steps and ways we can best foster a "rhetoric of respect" within a cultural context (the U.S.) that privileges rhetorics of disrespect.

Session A: 10:15 - 12:00

A.2

Room MCA 240

10:15 - 10:40 **White Privilege in the Writing Centre**

Dan Melzer,
University of California, Davis

In this presentation I will discuss the results of action research focused on the white privilege themes that emerged from my analysis of conversations in a tutor education course. I will discuss the ways in which my research caused me to rethink my curriculum and I will consider the implications of my research for writing centres' efforts to recruit diverse tutoring staffs, collaborate with other campus units, and foster conversations about diversity with faculty.

10:15 - 10:40 **Recalibrating the Hiring Line: Ensuring a More Diverse Future**

Mike Mattison, *Wittenberg University*

Spurred in part by Ann Green's (2004) call for a "multicultural writing center," a small liberal arts college's writing center revised its hiring practices in the fall of 2016: the application, the advertisements, the interviews. This presentation documents the changes made and analyzes the result: a larger applicant pool and a more diverse incoming group of tutors. But, does everyone consider this a success?

11:15 - 11:40 **Strategies for Tackling Diversity at Writing Centers**

Xiangying Huo, *York University*

Despite increased diversity and its numerous advantages in higher education, minority students are viewed as cultural others and their languages are devalued. I problematize deficiency models of language proficiency and have proposed four strategies for tackling diversity at the Writing Center: build dialogues between Writing Centers and other centers, raise awareness of contrastive rhetoric, train writing instructors to improve their intercultural competence and responsive cultural pedagogy, and treat students' languages and cultures as resources.

Session A: 10:15 - 12:00

A.3

Room MCA 284

10:15 - 11:05 Lessons from a collaborative cross-disciplinary analysis of writing centre tutorial records

Sarah King, Sohee Kang & Zenan Li, University of Toronto Scarborough,

Using a special topics course as the vehicle, a writing centre director, statistician, and senior statistics student collaborated on a quantitative study of writing tutorial records, focusing on attention to local (sentence-level) concerns. Results suggested limited change over multiple appointments, and significant differences between tutorials with domestic and international students. The presentation will include two parts: study methodology and results, and analysis of the process of student mentorship and collaboration across disciplines.

11:10 - 12:00 Intersections between Tutorial Engagement, Directive Feedback, and Critical Reflection

Gail Nash, Oklahoma Christian University

Dr. Kaine Gulozer, Yildiz Technical University, Istanbul, Turkey

Morgan Dawson, ESL Instructor, Hamilton, ON

Over the years, a handful of research studies have investigated the effect of writing center tutorials on subsequent revisions. This panel presentation adds to that research base by reporting results from a collaborative study between a composition professor and writing center tutor. Participants in a sophomore-level core composition course attended a writing center session concerning a major writing assignment. Early data analysis has revealed a surprising relationship between engagement, directive feedback, and revision.

Session A: 10:15 - 12:00

A.4

Room MCA 190

10:15 - 11:05 Developing the Next Generation of Researchers:
A Team Approach to Supporting Undergraduate
Thesis Writers

June Larkin, Liz Newbery, & S. Trimble, University of Toronto

We teach at a large, research intensive university with a mandate to increase undergraduate research opportunities. The Equity Studies and the Women and Gender Studies programs both attempt to meet this demand by offering 4th year “thesis courses,” in which individual professors supervise multiple thesis projects. Here, we open a discussion on the role that inter-program and Writing Centre collaborations can play in managing increased pressure on individual faculty to do more with fewer resources.

Lunch: 12:00 - 1:10

Great Hall, 2nd Floor

Poster Presentations: 12:30 - 1:10

Lobby, 100 McCaul Street

Choose Your Own Adventure: Creating Communities of Writers at the College

Leisha Beaudoin, Tamsin Cobb, & Naomi Verton, Conestoga College

Using Writing Across the Curriculum Methods to Support First-Year Design Studio Courses

Saskia van Kampen, OCAD University

Making Activism Active: Student Presentations in My Fourth-Year Undergraduate Course, Art and Design Activism

Julian Haladyn, OCAD University

Research Analysis and Creativity

Catherine Heard, OCAD University

Creating Accessible Writing Resources: Reflections and Ideas

Sarah Gibbons, University of Guelph

My Time Zone or Yours? Negotiating Distance and Online Tutoring at the Writing Centre

Gillian Saunders, University of Victoria

Sharing Their Stories: Continuing the Conversation on Narrative Inquiry as a Method of Research for Writing Centers

Lauren Schiely, Texas State University

Poster Presentations: 12:30 - 1:10

Lobby, 100 McCaul Street

Writers Take Charge: Using Writing Groups with an Instructional Component to Address Diversity in the International Graduate Community

Silvia Sgaramella, *University of Alberta*

Actionable Anti-Oppressive Approaches in Writing Centres

Sai Vemula & Andy King, *University of Alberta*

The Impact of Student Academic Support Services on Skill-Specific Learning Anxiety

Lindsey Voisin, Veronica Afonso, & Casey Phillips, PhD., *Nipissing University*

A Different Way to Listen: The Writing Centre Blog

Madeline Walker, *University of Victoria*

Applying Mental Skills Training in the Writing Centre

Nicole Westlund Stewart, *University of Waterloo*

Feeling Snowed In? Go on Walkabout to Explore the Possibilities of UPEI's *Arts Review*, a Journal "By and For" Students

Connor Kelly & Meghan Burry, *University of Prince Edward Island*

Reaching out to Student Communities: Providing Writing Support at First Peoples House

Kaveh Tagharobi & Nancy Ami, *University of Victoria*

Session B: 1:15 - 3:00

B.1

Room MCA 264

- 1:15 - 1:40 **Students Speak Out: Undergraduate Research and Publication**
Esther Brockett, Vidish Parikh, Brittney Tessier, Mynt Marsellus, Madeline McInnis, Carina Rampelt, Mitchell Kooh & Jordana Garbati, Wilfrid Laurier University
- We present findings from our research that explored the impact of the Laurier Undergraduate Journal of the Arts (LUJA) on student engagement with academic writing. We conducted surveys and interviews with LUJA authors, editors, reviewers, and management board members to learn about the impact their participation had on their understanding and development of academic writing. We propose suggestions for writing professionals to support such undergraduate writing initiatives.
- 1:45 - 2:10 **Composing Across Languages: A Writing Centre-based Case Study of a Multilingual Writer**
Deirdre Vinyard, University of Washington, Bothell
- This presentation describes the results of a writing centre case study of a multilingual student whose colliding linguistic identities threaten his academic success. Through weekly work, the writer and the researcher gain an increased understanding of the challenges multilingual writers may face in composing across languages and identities. Using the lenses of linguistic multi-competence (Cook) and translanguaging (Canagarajah), the presenter argues that our often monolingual approach in the writing centre may need re-examination.
- 2:15 - 2:40 **Facilitating Development of ELLs' Academic Writing Skills: Lessons Learned from a Personalized Approach in a Hybrid Model of Support**
Elaine Khoo & Dr. May Chew, University of Toronto Scarborough
- Engaging English Language Learners (ELLs) to write voluntarily on a daily basis using a hybrid model of online support with regular face-to-face meeting with the tutors resulted in dramatic development of critical thinking and writing skills. Using data extracted from different strategies used by tutors over time that successfully engaged students, this session will invite participants to explore the lessons learned that may apply to their respective teaching contexts.

Session B: 1:15 - 3:00

B.2

Room MCA 240

1:15 - 1:40 From Biological Cell to Branching Tree: Designing Accessible Learning Resources for Print and Web

Mandy Penney & Jirina Poch, *University of Waterloo*

Given the increasing emphasis on multimodality in writing centre practice, it is, perhaps, not surprising that handout design in a digital, visual age requires focused attention on the hybrid language of text and image. This talk will address the considerations, steps, and challenges of designing engaging and accessible learning resources for the print and web based on the experiences of staff at the University of Waterloo's Writing Centre.

1:45 - 2:10 A Writing Program and MBA Partnership at the University of Manitoba: Using an Online Service to Support Student Writers

Cancelled

Kathy Block, *University of Manitoba*

This workshop will focus on a project involving a partnership between an online writing tutor service and MBA program. Results from our assessment of the project, which used surveys and interviews, will be shared. The purpose of our research was to learn about students' use of the feedback from their online tutors in the revision process and students' perceptions of the tutoring service overall. Student feedback provided insights into how the service could be improved.

2:15 - 2:40 Exit Slips: Assessing Impact of Academic Writing Support on Individual Student Goal Achievement

Nancy Ami, *University of Victoria*

This presentation will report on a Fall 2016 pilot where a common classroom assessment technique was adapted for use in a mid-sized university writing centre to determine the impact of academic writing support on individual goal achievement. This presentation will highlight the context for the pilot, the design and implementation of the tool, themes drawn from the data, and lessons learned from the pilot.

Session B: 1:15 - 3:00

B.3

Room MCA 284

1:15 - 2:05 Re-Inventing the University: Lessons Learned from Writing Across the Curriculum (WAC) at OCAD University

Cary DiPietro, Emilie Brancato & Rebecca Diederichs,
OCAD University

This panel will discuss a Writing Across the Curriculum (WAC) initiative led by the Writing & Learning Centre (WLC). Beginning with an overview of the initiative, the discussion will showcase collaborative research used to develop authentic, contextually-nuanced interventions for writing and language learning support. Participants will consider how studio pedagogy informs approaches to writing that enable creativity and conceptual development, and lessons learned that inform the future role of the writing centre and its programming.

2:10 - 3:00 “I’m not a writer, but . . . “: Engaging Reluctant Writers through Creative Practice

Faolan Cole, Erin Selleck-Chocolate, Erika Thorkelson & Jacqueline Turner,
Emily Carr University of Art & Design

In this presentation, we will explore how approaching the tutoring of writing as a creative practice, one that has parallels with other creative practices, can offer a path into writing for those who come to writing somewhat resistantly. Each of our four speakers will highlight the implications of this approach on areas such as tutor training, writing groups, using creative writing strategies to support academic writing, and support for graduate student writers.

Session B: 1:15 - 3:00

B.4

Room MCA 190

1:15 - 2:05

Writing Centres: Welcoming Spaces?

Maggie Roberts, Dr. Nancy Johnston, Thomas Robles, Mackenzie Lim-Hing & Victoria Ventura, University of Toronto Scarborough

Writing Centres often think of themselves as welcoming spaces because our teaching focuses on individuals. Before tutoring begins, however, there are many opportunities to either welcome or alienate students. Drawing on theories of design, hospitality, and usability, this panel will explore three spaces--personal, architectural, and virtual--in which students encounter writing centres. We will share research and our own experiences related to reaching inclusivity goals through creating welcoming spaces.

2:10 - 3:00

If We Build It, Will They Come? Adventures in Battling Low Workshop Attendance at the Writing Centre

Gillian Saunders, Nancy Ami & Madeline Walker, University of Victoria

Based on consistently disappointing turnout for regularly scheduled academic communication skills workshops, an issue shared by many Canadian writing centres, our centre has recently been experimenting with options including "integration" into courses, special events, workshops by invitation, and workshops requested for specific groups of students. This panel will share the experience of negotiating these strategies, and illustrate our successes and challenges after a period of developing and executing some less conventional methods of workshop delivery.

Coffee Break: 3:00 - 3:30

Lambert Lounge, 1st Floor

Session C: 3:30 - 4:30 (Roundtable Sessions)

C.1

Room MCA 264

Writing and Relationship Building with Indigenous Learners

Julia Ready, Katherine Ackley, Christine La Valle & Chrisa Hotchkiss,
Camosun College

We wish to discuss the challenges we encounter as writing consultants when encouraging diversity in academic writing while being confined by the Euro-Western essay standard. In order to create space for multiple ways of expressing ideas through Indigenous approaches, we hope to present and discuss a few recommendations to allow for more diversity in academic writing.

C.2

Room MCA 240

Transitioning the Writing Centre: Navigating the change from an individual delivery model to a drop-in model

Tessa Troughton & Julian Martin,
University of Ontario Institute of Technology

This roundtable discussion focuses on meeting student needs for writing support while transitioning from individual to group delivery in a STEM post-secondary environment. The previous delivery model, the transitional process, and piloting the new program will be discussed. Data from the previous and current delivery models will be presented and discussed.

Session C: 3:30 - 4:30 (Roundtable Sessions)

C.3

Room MCA 284

“Drowning in Reading”: How Can Writing Centres Help Students with Academic Reading?

Leora Freedman, *University of Toronto*

In this discussion, the facilitator will outline an evidence-based rationale for including reading instruction in the pedagogical mission of a writing centre, particularly one serving multilingual student writers. Most of the roundtable will focus on asking the participants to re-imagine their writing centres as sites for teaching academic reading. The facilitator will guide the group through a discussion of key considerations.

C.4

Room MCA 190

Writing Centres and the Promotion of Mental Health: Expressive Mindfulness, Shared Growth and Appreciation of Diversity

Stephanie Hepas, *University of Alberta*

Over the past decade, the mental health essentials of post-secondary academics have drastically transitioned from informational needs to acknowledgement of diverse psychological afflictions, including anxiety, perfectionism, depression and self-harm. Although tutors are not psychologists, writing centres have immense potential to promote healthy mental habits for all, together with existing counselling services. This workshop will discuss implementation of this vision within different institutional contexts, through tutoring training courses, practicums and daily interactions with fellow writers.