1. **Lost in Translation: Putting the Theoretical Nuances of Collaboration and Expertise into Practice**
   - Erika Macias, Gina Hanson, Chloe de los Reyes, Bridgette O’Malley, Greg Baran, Deanna Hernandez, Krista Craig
   - California State University, San Bernardino
   - This session considers how discussions of collaboration in writing centers can often become unnecessarily focused on the use of non-directive tutoring strategies. This session explores the theoretical nuances of collaboration that are sometimes lost in translation between writing centers and tutors.

2. **Tutoring by any Other Name: Alternatives to the Standard Session**
   - Nelson Sanches, David Dunenas, Evan Sanchez, Sabrina Roberts
   - Mt. San Antonio College
   - Tutoring in the Writing Center for 30 to 45 minute sessions is the staple of our industry. But as Writing Centers become more integral to developmental writing instruction and more involved in Writing across the Curriculum, alternative models of tutoring are being developed which supplement, rather than supplant, this traditional model. This workshop will explore these alternative models, including placing tutors in classrooms, satellite locations, and in computer labs.

3. **What every tutor needs to know about scientific writing**
   - Christina Weng, Erik Madsen
   - California Institute of Technology
   - Scientific writing includes distinctive stylistic elements, formatting rules, and conventions that are easily recognizable but difficult to duplicate. Nevertheless, most writing center tutors will encounter clients with scientific papers, so proficiency with broad conventions of scientific writing is a must. This session explores the different ways by which tutors can approach questions regarding scientific writing for, e.g., a publication, fellowship, report, or undergraduate laboratory assignment.

4. **“Stuck On You”: Transitioning Students Toward Independence**
   - Bri Lafond, Beth Coggins, Sue Hendrickson, Ed Keesling, Heather Seals
   - Riverside Community College
   - Part of the success of tutoring is the caring and empathetic nature of the relationships tutors build with their tutees. However, sometimes the relationship changes and tutees become dependent. This presentation will focus on the topic of learned helplessness in the tutoring room: reasons for the phenomenon and types of student dependence.

5. **Developing the Writer’s “Self” in Academic Writing**
   - Jason Mills, Jenni Campbell
   - Azusa Pacific University
   - This workshop’s dialogue will focus on helping writers clearly express their identities in academic writing by orienting sessions around achieving the writer’s intended purpose rather than assumed needs. It will also explore the consultant’s role in promoting writers’ self-expression.

6. **Where have all the sophomores and juniors gone?**
   - Rose Comandurán, Emily Miner, Yevgeniy Parkman, Erin Reeves, Bryan Shapiro, and Maria Whittle
Based on student research, the trend at many writing centers is that the majority of students using our resources are freshmen and seniors faced with unfamiliar writing formats. Because we believe that writing center services can be helpful for all writers, no matter their level of familiarity with a particular format, we will lead a discussion brainstorming means of increasing sophomore and junior attendance.

7. A Place Where Writing Happens
   - Kristy Krumsie, Leslie Hutchinson, Theresa Valente, Cynthia Hall, Edmundo Vides
   - Victor Valley College
   - Are we writing centers or tutoring centers? We will discuss why writing centers need to provide space, time, resources, and tutoring conducive to students writing processes, making them places where writing happens.

Session B: 10:40-11:40

1. An Ambiguous Middle Ground: Navigating Between Student Agency and Institutional Demands in the Writing Center
   - Stephanie Keeton
   - California State University, Fullerton
   - My presentation explores the degree of agency students have over their writing, given the professor’s influence and expectations on student writers. We will discuss ways in which writing center tutors and students can work within institutional guidelines to help students succeed in the classroom while still developing as individual writers.

2. Non-Traditional Consultations
   - Anne Allhoff, Rebecca Hamlin, Frances Nan, Ilana Ross, and Tiffany Tsai
   - Pomona College
   - The Pomona College Writing Center offers a variety of services, including traditional pre-scheduled general consultations, drop-in hours, course-specific writing fellows, writing partners, and discourse-specific consultations (such as science writing and foreign languages). We will lead a discussion with students from other institutions about the advantages, disadvantages, and specific skills and strategies associated with a variety of non-traditional writing center consultations.

3. Re-Writing Faith: Finding a Rhetorical Stance in the Writing Center
   - Andrew Mauzey, Rachel Pietka
   - Chapman University
   - A writing center's identity is, in part, created by the students who visit, including those students who find their rhetorical stance in faith-based topics and themes. By using models, tutors can help students of faith develop writing that is free from cliche, sentimentality, and other such negative characteristics sometimes associated with faith-based writing.

4. Grammar Workshop
   - Katie Stutts, Jennifer Campbell
   - Azusa Pacific University
   - The aim of the grammar workshop is to facilitate dialogue between writing center tutors about teaching grammar basics, including the proper use of commas, semicolons, and full colons, when articles are necessary and unnecessary, and how to explain verb tense. Overall, this workshop will strengthen each tutor’s explanatory skills in regards to addressing the issues of grammar in the writing center, so that instead of causing writers to
feel that tutors are the grammar experts, writers will be able to walk out of a session with greater confidence about their own grammar skills.

5. Fear of Writing in Freshman Composition: Learning When to Modify Strategy in the Writing Center
   - Vanessa Ferreira, Coralyn Foults
   - California State University, Fullerton
   - Our presentation will focus on Writing Center identities in transition by focusing on the importance of a balance between classroom training and the realities of the Writing Center when working with college freshman writers. We explore the idea of the tutor being the transition between theory and the actual practice of tutoring in the Writing Center.

6. Identifying and Addressing Cultural Values
   - Nathan Michon, Isabel Hsu
   - University of the West

7. The Other Side of the Desk: Becoming the Tutee to Become a Better Tutor
   - Caroline Carpenter & J. D. Isip
   - Claremont Graduate University & California State University, Fullerton
   - "As tutors, we are accustomed to entering our tutorials as experts, from a position of strength. This session explores inverting that reality in order to better understand our tutees' experiences and become better tutors in the process."

Plenary: 11:45-12:15

Lunch: 12:30-1:15

Session C: 1:30-2:30

1. Process vs. Product: A student centered approach
   - Lori Nelson, Jamie Fisher-Phillips, Rosanne Osmarian
   - Chaffey Community College
   - By focusing on the writing process, the tutor is able to aid the student in building skill throughout the semester(s). This student centered approach focuses on each student's writing skills, not just to create a better draft, but to work on skills that the student can employ with confidence in each of his or her subsequent assignments.

2. Tag-Team Tutoring: Maximizing Multiple Consultants in Single Consultee Situations, CMC
   - Michelle Kahn, Max Sterling
   - Claremont McKenna College
   - A discussion of two-tutor, one-student consultations, using anecdotal evidence to explore best practices and potential pitfalls.

3. Virtual Reality: Tutoring in an Online World
   - Marie Loggia-Kee, Becky Yamano, Mary Bernard
   - National University
Online tutoring offers a viable alternative to the traditional in-person setting. The session will go over the basics of creating a positive environment in order to foster learning, helping the non-tech-savvy student feel comfortable and developing the session dynamic of interactivity in an online/non face-to-face world.

4. Expectations: Helping Students with Transitions
   - Amy Cooper, Sarah Schumacher, Danny Torrance, Daphne Le
   - University of California, Irvine
   - "Expectations: Helping Students with Transitions" suggests that helping a student learn to write logical, rather than superficial transition sentences between paragraphs can be used to help students adjust to the four year university from high school or community college. We look at a student who struggled in writing at the university level because of his inability to write transition sentences.

5. Transitioning to College-level Writing
   - Andrew Pinkard, Deborah Paige, Maya Porter
   - MiraCosta College
   - During this workshop, we will discuss some of the writing skills necessary for students who are transitioning from various backgrounds into college. We invite attendees to assist us in identifying components of college-level writing and strategies that tutors may use to help students sharpen their academic writing skills.

6. Students with Learning Disabilities and the Writing Center: Modifying Tutoring Methodologies
   - Deborah Aguilar Escalante
   - Chapman University
   - Writing center tutors are sometimes unfamiliar with student learning disabilities. By understanding students' learning abilities—and disabilities—tutors can learn and apply modified tutoring methodologies, which could ultimately lead to a more productive tutoring session.

7. Body Language
   - Alex Randall, Mark Cyffka, Jordan Cicliano, Chris DeBoever, Clint Leach
   - Harvey Mudd College
   - What role does nonverbal communication play in effective tutoring? Come explore this question with us...we promise, it'll be a moving experience.