

the
Southern California
Writing Center Association
presents

the 5th annual
writing tutors
conference



March 1, 2008
MiraCosta College
Oceanside, CA



by writing tutors, for writing tu-



Schedule

9:30 - 10:00	Registration/Continental Breakfast Student Center, 3400
10:15 - 11:05	Breakout Session #1 3507-3515
11:15 - 12:05	Breakout Session #2 3507-3515
12:05 - 12:45	Lunch Student Center, 3400
1:00 - 1:50	Breakout Session #3 3507-3515
2:00 - 2:30	Wrap Up Student Center, 3400

Breakout #1

Don't Quote Me on That:

Tutors, Writing Centers and Academic Integrity 3507

Marie Loggia-Kee, National University

Sarah McNay, Susan Nylander & Mandy Taylor, CSU San Bernardino

What is a writing tutor's role in fostering academic integrity?

What is academic integrity? Is it synonymous with (preventing) plagiarism? What is plagiarism? While the potential increase of plagiarism in the electronic age may seem hopeless, or something we'd like to ignore, the subject hovers in the backs of many tutors' minds during sessions.

We'll explore these and other questions related to academic integrity as well as address tutors' experiences and advice for tutoring in the digital age.

Strategies for Working with ESL/ELL Students 3508

John Q. Davis, Pasadena City College

Although one may be tempted to develop a standardized methodology for working with NNS students, experience demonstrates that every student is an individual with his or her own abilities and challenges. In this session, we will be exploring strategies for working with ESL/ELL students from every background, from the newly arrived international student to the often overlooked Gen 1.5 student.

Graduate School Statements 3509

Cal Tech

The Mob And You! ... Effective Small Group Tutoring 3511

Ben Davies & Micah Williams, MiraCosta College

What is a small group? How do you extract order from anarchy? In this session, explore preparation techniques, small group dynamics and effective coordination strategies, time management, tutor/tutee interaction: teaching vs. facilitating, overcoming language barriers, professor shadowing (Not Stalking), and the future of LC's.

Strategies for Tutoring Online 3515

Erica Davis & Jaci Spencer, Cal State San Marcos

This session will explore the ways in which online tutoring differs from tutoring in-person. Are the goals of online tutoring necessarily different than those of the writing center? What responses are available to online tutors and how can we use them? In what format can we respond? How much help is too much or too little? This session will answer each of these questions and wishes to pose even more for further discussion!

Breakout #2

Dealing with Student & Faculty Expectations 3507

Sheila Mandock, Brandon Reynolds & Monica Rodriguez, Cal State San Marcos

Come one, come all to discuss issues involving faculty and stu-

dent expectations of Writing Center tutors. Discussion includes: pop culture sources for preconceived tutor identities, your own Writing Center experiences with these issues, and sure fire solutions to the issues you bring up!

Seeing Student Difficulties and Tutors' Difficulties 3508

Robert Cedillo, Gina Hanson & Jeremy Vasquez, CSU San Bernardino

Many discussions of "difficult students" consolidate around the students' difficulties and ways that tutors can modify them—and this is important. In this session, however, we want to take a different tack, looking at these as tutors' difficulties. For example, when students "make" tutors feel angry, frustrated, or unsuccessful, what's going on? How can tutors understand these scenes and respond by altering their own behaviors, recognizing that they more appropriately have power to change themselves than to change others. Join us—bring your difficulties!

Negotiating the line Between Being a Tutor and a Peer 3509

Linda Montesinos, Evan Sanchez, Elaine Loarca & Michael Enriquez, Mt. San Antonio College

Have you ever felt uncertain about your role in a tutoring session—am I a peer, am I a teacher? Or have you ever been in the odd position of having to tutor a friend? As tutors, we must be able to demonstrate to the tutee knowledge of the subject while still maintaining a peer relationship. How, for instance, do we handle working with frequent tutees who assume that you are more than a tutor? Or how do we deal with skeptical peers who don't recognize that we are qualified to tutor them? As tutors, we must straddle the line between our role as a tutor and our role as a peer. Come join us for an open discussion about this unique role in the college environment, complete with examples, situations, and real life stories.

Best Tutoring "Tricks of the Trade" 3511

Daniel F. Thomas & Kovilanie Chaine, Moorpark College

In this session participants will share their best strategies and techniques for tutoring. Participants will begin by identifying the components of a successful tutoring session. Groups will then

share their best practices for each component of that successful session.

Getting to the Source:

Helping Students with Research-Based Assignment 3515

Deborah Hobbs, MiraCosta College

In this session we will brainstorm about negotiating the fine line between providing students with effective help and "too much" help. Other possible topics include researching academic sources and databases, citations, and computer search strategies. Come ready to share your ideas and to pick up some new ones.

Breakout #3

**Techniques/Strategies for Working with
Difficult Students**

3507

Anna Davis & Yasna Celek, Pasadena City College

Occasionally, a tutor encounters a situation that requires skills and/or understanding beyond that which is necessary in a typical tutoring session. What are some strategies for working with aggressive or resistant students? How does one help a student who simply wants an editing service while neither alienating the student nor rewriting his or her paper? We will be sharing techniques for working with so-called "difficult students."

Working with Unfamiliar Subjects

3508

Adrian Sampson & Maddalena Jackson, Harvey Mudd College

A writer comes in for a consultation on part of her senior thesis. It's on the eleven spacetime dimensions suggested in string theory. Not only do you have no idea what string theory is, but the last time you took a physics course, you were in high school, and all you remember is playing with wave pools in the water table in the back of the classroom. What do you do?

In this discussion, we will explore ways in which we might work with students on writing in fields that are unfamiliar to us. Is there some sort of special, technical knowledge we need in order to work with students on their physics (or philosophy, math, eth-

nomusicology, chemistry—you name it) papers? What do we know that might be of some use to these students? Are there ways we can prepare ourselves to work with writing in fields completely outside of our realms of expertise?

Writing With a Voice

3509

Nicole Contos, MiraCosta College

Helping students find their own voice can help them gain confidence in their writing and stand out. But how do we define a writing voice? And how we can help students detect the voice in a piece of literature? What voices are appropriate to various assignments? In this session, we will examine these issues and discuss how we can help students find their own voice without imposing ours.

Miscellaneous: assorted, varied, diverse

3511

Paula Montagna & Jenn Pedro, Cal State San Marcos

Are there topics you wish to explore that have not been covered in other sessions? What do you do in your writing center? Bring these ideas and others to share.