

students with a “two-way street” of learning: seeing models of what other students write and providing critical feedback for that writing. This presentation provides theories and methods used at the University of Texas at El Paso’s (UTEP) University Writing Center (UWC) in providing in-class disciplinary peer-reviews for a variety of classes from small graduate level writing classes to large (150+ students) core curriculum classes. Here we share our methods, successes, and failures of in-class peer review sessions by giving back the compositional authority to students through peer-review, de-centering the writing center, putting writing back into the classroom, and how to manage the whole process. #IWCA15O10

FORBES

Revolutionizing Writing Center Space

Alexandra Maass, New College of Florida

Downtown or Neighborhood?: Using the Metaphor of “City” to Examine Evolution in Writing Center Spaces

Looking to urban studies as a method for rethinking our understanding of space offers a new perspective on issues of student ownership and access. This presentation considers what the metaphor of “city” has to offer to our understanding of the organization and ownership of space in a writing center and the necessity for change. Change in organization, practice, and resources that best reflect the student tutors’ interests and expertise guarantees that the writing center is challenged to evolve just as it challenges its writers to do the same. #IWCA15N10

Adam Gray, Fashion Institute of Technology - SUNY

Measuring New Tutors’ Engagement in Writing Center Work

Drawing on video-taped “entrance interviews,” my study of nine new tutors’ experiences during their first semester in our writing center investigates what “engagement” means as new writing center community members negotiate their expectations of writing center work. This longitudinal project will also explore what the concept of “engagement” means over time in order to better understand how tutors perceive their work starting from their first days in the writing center on through graduation and beyond. #IWCA15O10

KINGS 1

Panel: Who Do We Think We Are? Institutional, Student, and Disciplinary Perceptions of the Writing Center

Jennifer Lawrence, Matthew Johnson, Prabin Lama, Becky Morrison, Diana George, Virginia Tech

In a 1990 *Writing Center Journal* piece, Muriel Harris paused over the term “writing center,” wondering if we even know what a writing center actually is given that centers have evolved in very different institutions to serve different needs at different time periods in our history. Twenty-five years later, this panel asks much the same question: Who Do We Think We Are? That is, what is a writing center to those students and faculty who use it, to administrations that hire personnel and create job descriptions, and even to Writing Studies as that discipline has changed over time. Currently, for example, Writing Studies encompasses fields as varied as Writing in the Disciplines and translingual or global language theories. In addition, though many writing centers continue to be housed in English departments, the field is witnessing a growing trend to place one-on-one writing instruction in academic support centers, discipline-specific centers, and learning commons. The question, then, of who we think we are is wrapped up in its corollary question: Who do others think we

are? Or, to recall what is a perennial writing center question: What do they (our students, our faculty, our institutions) think we do? In an effort to address those questions, this panel reports on four different but related studies. Speaker 1 reports on a case study of first-year international clients and their writing coaches in an effort to gauge this population's response. Speaker 2 reports on a similar study examining graduate student writing center use. Speaker 3 reports on her examination of the role of writing centers in the disciplines. Finally, in an attempt to provide a portrait of the writing center market today, Speaker 4 offers an overview of current job ads for writing center positions. #IWCA15F10

KINGS 2

Panel: Theorizing Hierarchy and Collaboration in Writer-Consultant Relationships

Zeeshan Reshamwala, Abigayil Wernsman, Hannah Ingram,
University of Denver

Our panel theorizes how external expectations of the writing center and definitions of collaboration as expressed through our analysis of writing-consultant self-reflections generate different hierarchical dynamics between the consultant and the writer during the consultation. We use this analysis to reevaluate those current writing center practices that establish and support counterproductive power dynamics through illusions of collaboration and interfere with the goals of the writing center. We propose that consultants must acknowledge the reality of hierarchical power differences in order to renegotiate collaboration that enhances the learning community, and our presentation will suggest strategies for attending to this delicate tension. #IWCA15G10

KINGS 3

Panel: Patterns of Response in Asynchronous Online Writing Center Sessions

Daniel Lawson, Tracy Davis, Josh Weirick, Central Michigan University

This session presents findings from a qualitative study of asynchronous online feedback at a midsized midwestern university writing center. We will include descriptions of our research design, coding and data collection methods, and findings. Specifically, we will focus on findings that help us understand feedback our consultants are giving to NS and NNS writers, as well as the issues they are frequently providing feedback on. We will also discuss the implications of our findings for our online writing center. #IWCA15H10

KINGS 4

Panel: (R)Evolutionizing Faculty/Writing Center Relationships: Innovative Models of Collaboration

Kelly Webster, University of Montana | **Brooklyn Walter,** Washington State University | **Michelle Miley,** Montana State University

Partnerships between writing centers and faculty across the curriculum can provide, as Mullins (2001) argues, rich, innovative spaces for faculty development. Despite the possibilities, scholars like Pemberton (1995) and Mahala (2007) acknowledge the tensions inherent in these programmatic relationships. Focused on funding and production, faculty/center relationships can devolve to an outsourcing to the writing center, a one-way relationship that sidesteps the messy, productive space of collaboration and threatens to render