

Resist/Persist: Teaching and Tutoring College Writers for Justice, Safety, and Progress

2017 TYCA-PNW/ PNWCA Joint Conference at University of Washington, Tacoma

LODGING

Conference Hotels: The [Holiday Inn](#) and [The Courtyard Tacoma Downtown by Marriott](#) will no longer honor our special rates; however, they may have competitively priced vacancies.

Hotel Murano

Hotel Murano is offering a conference rate (\$159) based on available vacancies. Go to the hotel's website <https://www.hotelmuranotacoma.com/> Use Promotion Code **PHUNWA**

TRANSPORTATION, DRIVING and PARKING

Southbound I-5 Directions: Use Exit 133 and follow signs to 705; then follow the bullets below.

Northbound I-5 Detour: Use Exit 132 and follow signs to 705.

- From I-705, take the first exit to **S. 21st Street**.
- At the light at the top of the exit ramp, turn **left onto S. 21st Street**.
- The next traffic light is Pacific Avenue. When you **cross Pacific Avenue**, the campus is on your right.

Parking at University of Washington, Tacoma

The most convenient parking is in Lot WT31 for \$7.00 for all day. From 21st Street, take a right on Jefferson. The lot is on your right.

Free all day parking is available south of 19th on the west side of Fawcett Avenue. From 21st street, go right on Market, left on 19th, and left on Fawcett.

See this [map](#) for more details about parking and fees.

Washington State History Museum Friday night reception, 6:30-9:00

The museum is across the street from campus, and you may choose to park there for the reception. Be sure to display your parking receipt on your dash. For directions and parking rates: <http://www.washingtonhistory.org/visit/wshm/directions/>

Public Transportation/ Airport-UWT connection:

[Sound Transit](#) provides many affordable bus and commuter train options, some of which drop off in front of UWT.

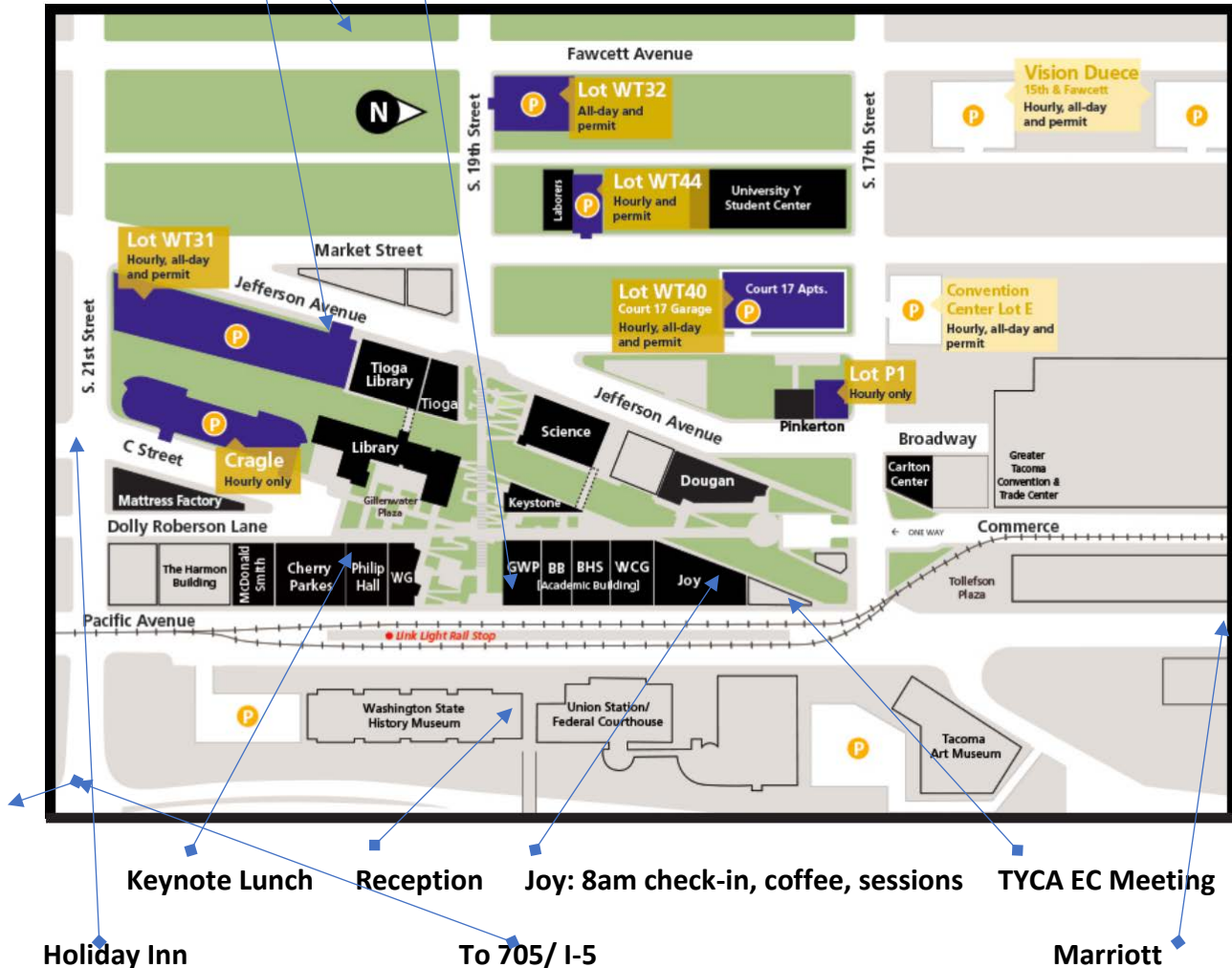
If you decide to park at the Tacoma Dome Station, or you arrive on the [574 bus from the Sea-Tac Airport](#) (\$3.75 exact change), you can easily take the free [Tacoma Link](#) train to the Union

Information Sheet

Station stop in front of campus. The Link runs every 12 minutes between 6:40 am and 8:00pm, but every 24 minutes starting at 5:00am and between 8:00-10:00pm.

Arrowheads generally point towards entrances

All day Parking \$7/ \$0 Pre-register (3:30-4:00pm) Friday Workshop GWP 320 (4:00-5:30)



DINING OPTIONS ON CAMPUS

Restaurants are accessed from Pacific Avenue and are on the ground floor, left to right starting at The Harmon Building: Abella (Pizza); The Harmon (brewpub); Indochine (Thai); Savor Tacoma Creperie, and Subway (WG). Near Union Station: Anthem (coffee). Now, at BB, continuing north: Starbucks; Renaissance Café; hello, cupcake; Hot Rod Dog (M-F only); Bubbles (tea); Sam Choy's Poke to the Max; Pho Than Brothers (Joy); Jimmy John's; and Elemental (Pizza).

To the west of campus, you'll find The Swiss (pub) and The Rock (pizza), in the triangular building opposite Tioga, and in Tioga, Metro Coffee. West of the Holiday Inn is 7 Seas Brewing.

DINING OPTIONS OFF CAMPUS

Tacoma Dome Station's Freight House Square offers many choices. Ride the Tacoma Link to its end heading south. Riding north, you'll find additional options in the Theater District. See the registration tables for dining guides.

FREE WIFI

For Wireless Access Only - This UW NetID may only be used for access to the UW's wireless networks. Additional information at <http://www.washington.edu/computing/wireless/>

Proper Use - Using UW Wireless to send spam, illegally trade files, or spread viruses will result in restriction of UW network privileges. Follow the University of Washington's Ethics in Computer and Network Use: <http://www.washington.edu/computing/rules/ethics.html>.

Abuse Will Result in Cancellation of This UW NetID - If this UW NetID is used improperly it may be cancelled, disabling wireless access for everyone using it. **Infected Computers May Be Restricted** – Computers infected with a virus may be prevented access to protect others.

UW NetID:	event0156
Password:	R7Z9:B6N7:X2Q3
Twitter	#TYCAPNWCA17
Website for presenters' materials	https://catalyst.uw.edu/workspace/annisd/57530/

Directions for posting and linking to presenters' materials:

Please look up your session in this program by its alpha-numerical designation (A.1, C.3, F.6) and track. For example, the first session in the program is *A.1 Developing Writing Centers* and the second is *A.2 Tutoring for success*. Please send your presentation materials as soon as possible to jacoma@uw.edu (like Tacoma with a J @ UW). Include your alpha numeric code and track name in the subject line. If you Twitter, please use the hash tag #TYCAPNWCA17

PRESENTER ROOM PREVIEWS AND MULTI-MEDIA STATIONS

All sessions have access to multi-media equipment. Teaching stations will be logged in; please do not log out. In order to reduce conference fees, we ask you to please simplify your tech needs and streamline transitions between presenters by transferring your files to the cloud ahead of time, uploading documents to the conference Catalyst website above, or use to a flash drive to open your files at the teaching station. Please do NOT unplug anything or try to attach your computer to the system. Should you encounter problems, an info-sheet will be available at each station providing ways to contact a conference planner or volunteer to assist you.

In order to preview your classrooms for session planning, please see the following links:

Information Sheet

Joy 105 <https://www.tacoma.uw.edu/rooms/room/JOY/105>

Joy 109 <https://www.tacoma.uw.edu/rooms/room/JOY/109>

Joy 110 <https://www.tacoma.uw.edu/rooms/room/JOY/110>

Joy 113 <https://www.tacoma.uw.edu/rooms/room/JOY/110>

Joy 114 <https://www.tacoma.uw.edu/rooms/room/JOY/114>

Joy 117 <https://www.tacoma.uw.edu/rooms/room/JOY/117>

GWP 320 <https://www.tacoma.uw.edu/events-conference-services/lucien-boardroom-gwp-320>

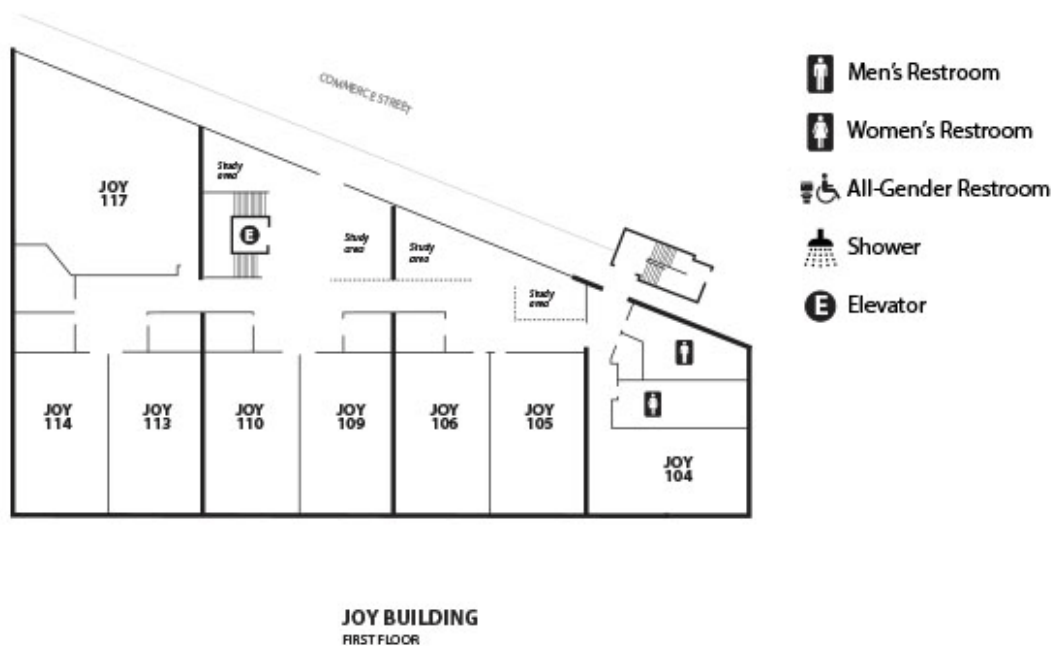
Jane Russell Commons (Option A room setup)

https://www.tacoma.uw.edu/sites/default/files/global/documents/chancellor/all_of_jtr_set-ups.pdf

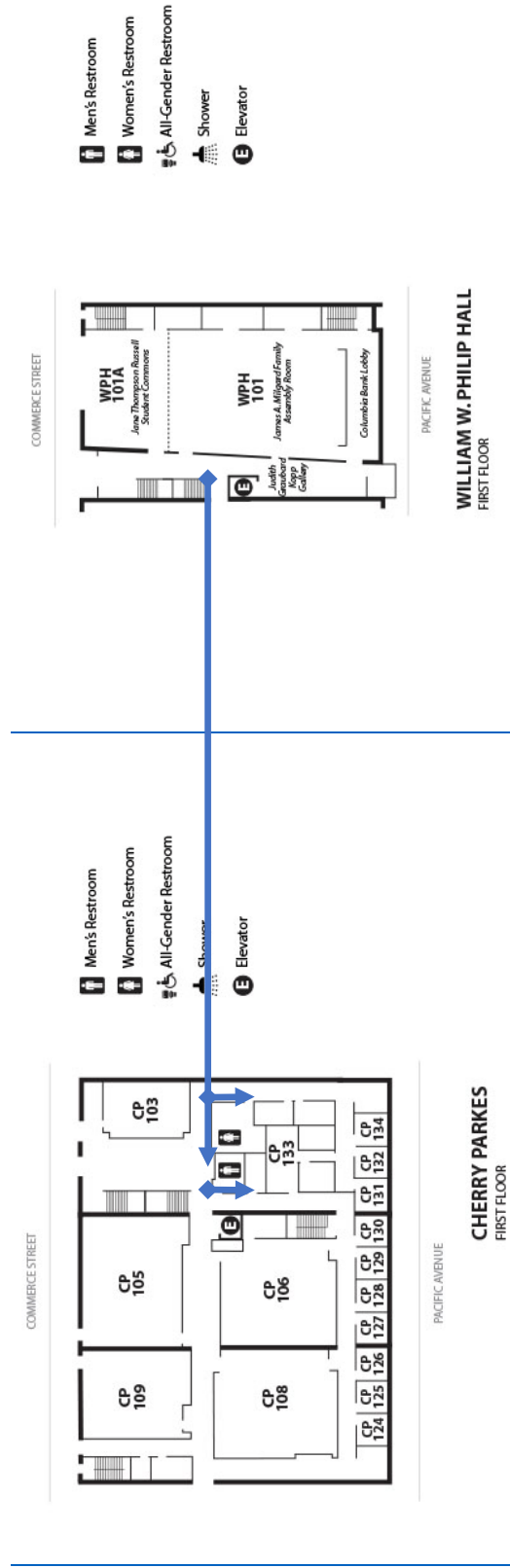
Milgard Assembly Room (Option A room setup)

https://www.tacoma.uw.edu/sites/default/files/global/documents/chancellor/milgard_assembly_room_set-up_options.pdf

Here is a map of the Joy Building floor plan to help locate session rooms:



Information Sheet



Restrooms for William Philip Hall are located in Cherry Parkes down the hall behind the stairs. The restrooms are closer than these diagrams suggest.

Resist/Persist: Teaching and Tutoring College Writers for Justice, Safety, and Progress

2017 TYCA-PNW/ PNWCA Joint Conference
University of Washington, Tacoma

Rebecca Disrud, UW Tacoma	Conference Co-Chair
Jacob Martens, UW Tacoma	Conference Co-Chair, Local Arrangements Chair
Travis Margoni, Yakima Valley College	Conference Co-Chair, TYCA-PNW Chair
Sandra Gruberg, Central Washington State	Program Chair
Kris Fink, Portland Community College	Conference Treasurer, TYCA-PNW Treasurer
Amanda Hill, Cornish College of the Arts	PNWCA President

In light of the 2016 United States Presidential election, we return to “Higher Education for Democracy,” a key Executive report written 70 years ago under President Harry S. Truman. In it, The President’s Commission on Higher Education argued that “[e]ducation that liberates and ennobles must be made equally available to all. Justice to the individual demands this; the safety and progress of the Nation depend on it” (Sullivan and Toth 8). More directly, and more recently, Nell Ann Pickett, in her 1997 address to the Conference on College Composition and Communication (CCCC), described community colleges as “democracy in action” (Pickett 11). Considering the current sociopolitical climate, and a renewal of bootstrap sentiments and policies such as those championed in Angela Lee Duckworth’s *Grit: The Power of Passion and Perseverance* (2016), the Two-Year College English Association of the Pacific Northwest (TYCA-PNW) and the Pacific Northwest Writing Centers Association (PNWCA) ask college writing instructors, writing center directors, and writing tutors to revisit the essential concepts of justice, safety, and progress in a moment requiring academic resistance and persistence.

Discussions about racism, sexism, transphobia and xenophobia have come to center stage on many campuses in recent months. These tensions play out in classrooms, in students' lives, and on various media, leading many instructors to ask how they can empower students individually while also helping them challenge inequitable systems and ideologies. As educators, we understand that, as Paulo Freire argued in his landmark work, *Pedagogy of the Oppressed*, teaching is an inherently political activity. Nevertheless, many of us feel as though we are navigating uncharted, turbulent waters with increasingly high stakes.

At the 2017 TYCA-PNW/PNWCA joint conference, we invite you to share strategies, challenges, and questions about the ways our teaching and tutoring resist and persist in a threatening political climate. How do we best work toward the justice, safety, and progress that has been emphasized within education circles for decades?



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Conference Schedule at a Glance

Date	Time	Event	Locations
October 13	12:00-2:00	TYCA-PNW Executive Council meeting	Elemental Pizza
	3:30-4:00	Pre-conference registration (for those registered for pre-conference workshop)	GWP 320
	4:00-5:30	Pre-conference workshop with Christie Toth (requires advance registration)	GWP 320
	5:30-6:30	Dinner on your own with colleagues	
	6:30- 7:00	Early admission to museum	WA State History Museum
	7:00-9:00	Welcome Reception	WA State History Museum- Mezzanine
October 14	8:00-9:00	Registration, vendors, coffee, and light snacks	Joy Building Lobby
	9:00-9:50	Sessions: Group A	Joy
	10:00-10:50	Sessions: Group B	Joy and William Philip Hall (WPH)
	11:00-11:50	Sessions: Group C	Joy and William Philip Hall (WPH)
	11:50-12:15	Lunch	Milgard Assembly Room (WPH)
	12:15-1:00	Remarks and Keynote Address	Milgard Assembly Room (WPH)
	1:10-2:00	Sessions: Group D	Joy and William Philip Hall (WPH)
	2:00-2:20	Coffee break	Joy Lobby
	2:20-3:10	Sessions: Group E	Joy
	3:20-4:10	Sessions: Group F	Joy
	All day	Poster Session	Joy Lobby

Of interest: Concurrent event at Washington State History Museum and nearby

October 12-15: Cascadia Poetry Festival <http://cascadiapoetryfestival.org/2017-schedule/>

Friday, October 13
12:00-2:00: TYCA Regional Executive Committee Meeting

Elemental Pizza, 1702 Pacific Ave., Tacoma WA

TYCA-PNW will hold its fall executive committee meeting to address agenda items and future TYCA-PNW plans for conferences and publications.

3:30-5:30
Pre-conference Workshop with Christie Toth

GWP 320 *Come at 3:30 to pre-register and socialize. Workshop starts at 4:00.*

How we can be teacher-scholar-activists with our students?

In recent years, TYCA leaders have been articulating a new vision for two-year college English faculty professional identity: the teacher-scholar-activist. Saturday's keynote address will examine the history and future directions of teacher-scholar-activism that furthers educational access, equity, and democratic participation. In Friday's pre-conference workshop, attendees will think together about how we can be teacher-scholar-activists with our students. After sharing examples of such activism in our own context, we will invite participants to share their experiences and think together about principles and strategies for such work. The ideas generated through this workshop will be shared with colleagues across the country on the Teacher-Scholar-Activist website.



Christie Toth is an assistant professor in the University of Utah's Department of Writing & Rhetoric Studies, where she collaborates with students and colleagues from Salt Lake Community College on a variety of initiatives for transfer student writers. She is a co-developer of Teacher-Scholar-Activist, a webspace where writing faculty and students at all institution types share their ideas and experiences with local activism to further education as a public good. <https://teacher-scholar-activist.org/>

christie.toth@utah.edu

Friday, October 13
6:30-9:00
Welcome Reception at the Washington State History Museum
Ben B. Cheney Mezzanine

We invite all conference attendees to join us at the Washington State History Museum across Pacific Avenue from campus, near Union Station. Guests are invited to arrive early at 6:30 to pre-register and view exhibits while contemplating our how our conference theme— Resist/Persist: Teaching and Tutoring College Writers for Justice, Safety, and Progress— can be informed by Washington’s diverse immigrant history, and more specifically by Tacoma’s troubling history of intolerance that played out in the downtown area now home to the University of Washington, Tacoma.

Guests are encouraged to eat dinner before coming to the reception, but save room for dessert! Enjoy our ice cream bar, including root beer floats, banana splits, chocolate sauce, caramel sauce, nuts, and strawberries. Choose from a selection of beer, wine, and non-alcoholic beverages; both bars are included in your conference fees.

Evening Agenda

5:30-7:00 Dinner on your own with colleagues; reservations for larger groups are recommended

6:30: Early admission for gallery exhibits or pre-conference registration; you will need beverage and ice cream bar tickets from your check in at pre-registration

7:00: Gather in the mezzanine for refreshments, pre-conference registration, and opening comments

7:10: A welcome to the conference from Travis Magroni, TYCA-PNW Chair, followed by a welcome to the museum from Mary Mikel Stump, WSHS Director of Audience Engagement

7:20: Visit and view exhibits: **To preserve exhibits, please no food or drink in the galleries**

8:00: Bars open for seconds, while supplies last. Please obtain additional tickets at registration

8:30: Bars open for thirds, while supplies last. No tickets required

9:00: Museum closes. Reconvene starting in the Joy Building Lobby at 8-9am for vendors, coffee, light snacks and socializing ahead of session A that starts at 9:00am in Joy classrooms.

Saturday, October 14
8:00-9:00
Registration and Coffee

Joy Building Lobby

Register and share coffee and light snacks with colleagues.

Conference attendees may register Friday at the pre-conference workshop, at the evening reception, or on Saturday morning.

We are proud to be hosting a “green” conference! We are limiting the number of disposable items we are providing, including printed programs, pens, bags, and UW branded gear. The campus bookstore on Pacific Avenue has many UW items for sale if you’d like to purchase them. Copies of the program will be available for reference at the registration desk and on conference room doors, online as well as on the free app for download. Limiting these items helps us reduce our environmental impact and keep our conference fees as low as possible.

Hotel guests: If you need to check out of your rooms and bring your gear with you to the conference, make arrangements with Jacob Martens at jacoma@uw.edu and he can help you store your belongings.

9:00-9:50
Sessions: Group A

Developing writing centers

A.1 Joy 105

Resist/Assist: A Workshop on Values-Based Tutoring

Many campuses have seen an uptick in hate speech and acts over the past year. For some of us, these trends have directly impacted our writing centers. At the University of Washington Bothell, we have had to deal with hate speech in several forms. While this has been painful, it has also inspired us to be more deeply reflective about our values: what we stand for, and why.

In this workshop we share our strategies and challenges in exploring “values-based tutoring,” a praxis that asks us to articulate our center’s values, and then to organize our tutoring, management, and outreach in support of these values. We then invite participants to think through what values-based tutoring looks like or could look like in their centers. We will leverage the expertise in the room to address our challenges, and share resources we can bring back to our centers.

Karen Rosenberg and Erik Echols
University of Washington Bothell
karenros@uw.edu, eechols@uw.edu

Tutoring for success

A.2 Joy 109

Persisting from Day Zero: Tutoring Prospective Students for Placement Testing

In this presentation, the South Puget Sound Community College writing and math center administrators outline the rationale, format, and content of their Accuplacer prep workshops and give a short tour of their accompanying public Canvas course. The workshops and Canvas site equip prospective students with test-taking strategies and walk them through sample Accuplacer questions, giving them familiarity with the test, an opportunity to refresh dormant knowledge, and the confidence to do their best on the exam and start college on the right foot. Come join us for a conversation about the potential benefits and challenges of collaborating across departments in order to support students even before they have enrolled. By providing this preemptive coaching, tutoring centers can help students – particularly non-traditional, first-generation, and low-income students – persist from day zero of their college careers.

Chris Dorn, Richard Dahlen
South Puget Sound Community College
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*Inclusion***A.3 Joy 110****Panel: Mentoring for Difficult Conversations***Moderator: Deirdre Vinyard***Resisting Prescription: Multilingual Writers' Descriptions of Language and Process**

"Teaching (and tutoring) are political acts, especially for those involved with the teaching of language and rhetoric. Often our fields have chosen to exclude rather than embrace difference, both on the sentence and on the rhetorical levels. As a result, our teaching may focus on maintaining not only standardized English but also standardized approaches to composing/creation of texts.

This presentation reports on results from a CCCC Research Initiative Grant-funded study examining the language repertoires of first-year students. Based on the results of focus groups conducted with multilingual writers, the presenter will argue for the need for teachers and tutors to push for a deeper understanding of the composing processes of multilingual students. Using the lenses of linguistic multicompetence (Cook) and translingual practice (Canagarajah), the presenter argues that our often monolingual approach in writing centers and writing classrooms (Trimbur, Matsuda) does not reflect actual practice of multilingual writers.

Deirdre Vinyard
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Talking about Race in Student-Teacher Writing Conferences

This case study investigates how students and teachers discuss race in one-on-one writing conferences. The original data come from recorded and transcribed conferences between two first-year writing students and one teacher. This study uses Membership Categorization Analysis (MCA) and dialogic/performance analysis to analyze how students construct and perform often-contradictory racialized categories and how teacher interaction affects these constructions and performances. While literature on gender abounds in writing studies, there is a dearth of critical race-focused writing in this discipline. This study offers one such contribution to reconcile the gap between writing studies and critical race theory in the particular site of student-teacher conferences with an intent to spur future discussions about race in writing studies.

Sara Lovett
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“I only feel safe at UWT”: First-Year Writing Students Reflect on Language and Identity

This session will share some results from a first-year writing classroom exercise at UW Tacoma in which students watched a news report about backlash to our Teaching and Learning Center's Statement on Antiracist and Social Justice Work and reflected on how welcome they feel at UWT. Participants will be invited to discuss similar classwork and

brainstorm new approaches to discussing language, racism, and social justice with writing students at any level.

LeAnne Laux-Bachand
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Teamwork

A.4 Joy 113

Creating Learning Experiences for Anti-Oppression

How do you teach others to engage in anti-oppression? Systems of oppression take on many forms in writing centers, studios, and learning spaces. It is an essential part of our role as peer tutors and educators to make combating oppression a normal, everyday part of our work. This workshop will provide strategies to design and facilitate anti-oppression learning experiences in their own writing centers, classrooms, or workspaces. Join us for a two-part, hands-on experience. First, take part in a segment of the professional development labs focused on anti-oppression that were facilitated in our Research & Writing Studio this past year. Next, learn how to design and implement similar professional development sessions or start conversations centered around anti-oppression with your own colleagues. You'll come away from the session with a plan to translate what you've learned into an experience you can share with others.

Shayna Woods, Tian Qing Yen, Pippa Hemsley
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Design

A.5 Joy 114

Large-group Discussion is Stupid and You Should Never Do It Again.

Large-group discussion is a common tool in academic classrooms, but it is a problematic tool because it centers the instructor, limits participation, reinforces inequitable classroom practices, and does not lead to authentic learning. Come to this session to get some effective tools that you can use to supplant this practice in the future.

Samm Erickson
Portland Community College
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Success

A. 6 Joy 117

Paving a Direct Path for Developmental Writers: A Partnership between English Composition and the Writers' Center

Remedial courses are a hindrance with their high cost of delivery and their impediment on student progression and degree completion. The more remedial courses students take the less likely they are to persist and graduate. One solution receiving positive response is to place

students in accelerated rather than remedial courses. Therefore, EWU's Accelerated Writing Program (AWP) offers students whose writing placement scores would have placed them into developmental English an opportunity to enroll in a first-year composition course (ENGL101) while co-enrolling in a paired 2-credit supplemental writing course taught by experienced Writers' Center staff. Students in the year-long AWP pilot received a higher average GPA than students who tested into ENGL101, and they passed ENGL101 at almost the same rate. Our first-year pilot has not only demonstrated dramatic success in students passing their composition course but also matriculating to the following quarter.

Gail Forsgreen, Carlos Munoz, Lacey Sipos, Joanna Semler
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10:00-10:50
Sessions: Group B

Success

B.1 Joy 105

Creating “ACCESS*: Interdisciplinary Journal of Student Research and Scholarship”

Last winter, the UW Tacoma Writing Center began building a campus-wide research journal, grounded in our mission to guide students along the “pathways to academic success and beyond.” With the stated goal to “showcase strong academic work done by students,” ACCESS* offers our students, many of whom are nontraditional or first-generation, a low-stakes, high-learning way to gain a first publication—something valued for graduate school (and beyond). Over the last months, we have collaborated with the digital collections librarian in formatting the Digital Commons website for our purposes; crafted submission guidelines and journal requirements; assembled an editorial/review board; completed the double-blind, double-stage review process; and launched our first volume/issue (Fall, 2017). By teaming professional Writing Center staff and graduate peer tutors with faculty reviewers, we have also opened another vantage point on writing center work—as educators in the publication process, collaborating with good writers to become better ones.

Margaret Lundberg
University of Washington Tacoma
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Tutoring for success

B.2 Joy 109

Two Years on the Leaky Pipeline—Did it Work?

As part of a grant from College Spark Washington, support services from Green River College’s Writing Center and Career and Academic Advising Center (CAC) have been integrated into selected sections of developmental English and reading classes. Creating an intervention model that partners academic and student support services with faculty teaching these classes improves student retention as well as academic performance. Moreover students in these treatment sections earn their first college-level credits in English more quickly than their counterparts who did not receive the direct support. Many developmental English classes are “gateway” courses, and the students who place in these courses are often under-represented. Experienced learners, like student writing consultants, can help these students create new identities as academic insiders who persist. The session will be co-facilitated with a group of writing consultants and an advisor from the CAC Center, who have been participating in the study since spring 2015.

Jamie C. Fitzgerald, Josh Staffieri, Krista Pecachek, Christina Match
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*Teamwork***B.3 Joy 110****“Everyone is the Same”: Recognizing and Responding to Institutional Racism at the Writing Center**

This presentation focuses on problematic statements about race UWT students across racial identities have made in their writing. First, we will show how these statements align with Bonilla-Silva’s work on the deflective and universalist tropes white culture frequently relies on when addressing issues of race. We will also demonstrate how tutors can prioritize responding to such statements in order to help students develop what Said calls a “critical consciousness,” navigate conversations about race, and more actively resist racism in academia. Tutors can contextualize racism as institutional, rather than individual, and employ problem-posing methods of response from Freire’s liberation pedagogy to assist students in more critically examining their writing in regards to race and racism. We argue that these strategies can potentially empower writing center tutors, university educators, and students to be increasingly reflective of their practices and feedback and in turn foster an academic community committed to anti-racism.

Victoria Olive, James Hannes
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*Design***B.4 Joy 113****Seeing Ourselves in the Struggles of the Past: Using Locally Available Primary Source Material in the Research Classroom**

It is a challenge to make research concrete and meaningful for the typical community college population whose students have different traditions, languages and experiences. We want to take advantage of the richness of such a learning environment while encouraging awareness and respect for these different backgrounds. One possible answer lies in researching local civil rights struggles of the recent past.

This session looks at one English 102 curriculum where students used primary source material that was available to them through museums, archives and special collections in the city of Seattle. They focused their efforts on investigating events that took place in Seattle from the end of WWII through the 1990’s. Students were required to find and explain their personal connection to their final topic which resulted in more interesting and sophisticated papers some of which have been added to Seattle Public Library’s Special Collections.

Barbara Kline
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*Inclusion***B.5 Joy 114****Engaging Rural Students in Literature Classes**

Students who come from rural backgrounds in community college may be an unrecognized group with their own challenges in the urban focused world of the academy. By sharing specific strategies for a critical rural pedagogy, it is possible to engage these students in the literature classroom. This session will briefly identify the hallmarks of this pedagogical turn, which helps rural students to bring their prior knowledge into the classroom. The result is a richer experience for all students, and more engagement for rural students. Attendees can expect to leave this interactive session with a wider pedagogical understanding, and with specific techniques that may be used the next class day.

Dr. Sharon Mitchler

Centralia College

sharon.mitchler@centralia.edu

*Inclusion***B.6 Joy 117****Pop-Up Persistence: Teachers and Tutors Talk Inclusive Practice in No-Prep Reading Group**

This 50-minute session reenacts a “pop-up reading group” formed to provide a safe space for writing teachers and tutors to read current theory and research and discuss how to make teaching/tutoring practice more inclusive. Members bring experience tutoring international student athletes and targeted sections of composition, training tutors for a drop-in writing center, teaching writing in diverse settings, and creating practical faculty development. Following a brief origin story of the cross-department group, attendees will be invited to experience the group by reading excerpts from Asao B. Inoue’s work on race and language and discussing together how the institutional positions and beliefs and teaching/tutoring experience with diverse students represented in the room create evolving and often conflicting relationships with “standardized English” that at once resist and sustain its position within academic writing. Discussion includes sharing strategies to challenge language ideologies and inequities while providing just and fair support for diverse students.

Emily Simnitt, Matt Chambers, Juli Accurso, Nick Recktenwald, Kara Clevinger, Amanda Eagle
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*Developing writing centers***B.7 Jane Russell Commons in William Philip Hall****Speaking Truth: Utilizing Tutor Training Curriculum to Decolonize the Writing Center**

The concept of decolonizing our academia may seem outside our capabilities as tutors, but the core of decolonization is to speak truth, and writing centers can foster those truths and diverse

perspectives within their learning environments. By embracing and empowering every identity and history, writing centers can maintain an atmosphere that challenges inequalities and welcomes truth through eliminating guidelines of “acceptable” knowledge and representing the many histories and identities that have formed America. This workshop is designed to open discussion about those hard truths, and how we can use those facts to empower our students. The workshop will be focused on curriculum development for tutor training and will feature training modules that aim to equip tutors with the confidence and methods to decolonize our learning centers. Participants will have the opportunity to try parts of the training modules in groups and contribute their own ideas for activities, discussion, and resources.

Justice McNeeley, Alexandra Kotsovou
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Design

B.8 Milgard Assembly Room in William Philip Hall Designing Inclusive Writing Assignments

Good assignment design takes into account differences in culture, academic readiness, and the needs of disabled students. Thus, creating “good assignments” is an exercise in inclusion. This workshop, adapted from our TYCA presentation in 2017, addresses the problem not of creating assignments that focus on equity and social justice, but rather on creating assignments that avoid inadvertent exclusivity. We will discuss the theoretical justification for our work, referencing Merrill’s “Writing as Situated Thinking,” and share the results of working with Portland Community College teachers from all campuses and disciplines on the challenge of “designing good assignments.” Using a packet of sample writing assignments, participants will explore language and design, focusing on terminology (used to articulate requirements) and layout issues that could lead to confusion and hinder student success. This dialog leads to a working list of best practices and a rubric instructors can use to evaluate their assignments.

Charlotte Deason Robillard, Anna Erwert
Portland Community College
charlotte.deason@pcc.edu, anna.erwert@pcc.edu

11:00-11:50
Sessions: Group C

Design

C.1 Joy 105

Comedy as Argument

Comedy works to empower marginalized groups toward persistence in keeping spirits strong while resisting oppression through faithful honesty, integrity, and gifts of the imagination. By challenging and undermining controlling powers through creativity and skillful use of language, comedians inform as they entertain, and their rhetorical “delivery system” produces better informed citizens with a higher capacity to resist injustice and produce positive change.

A “Comedy as Argument” assignment can be an effective opportunity to have students appreciate the rhetorical wonders of comedy while learning interactively how humor can transform. This session will provide resources and methods for offering students such an opportunity in a composition course. In formal evaluations, students note that this assignment is eye-opening and intellectually rewarding – and fun as they listen to the diverse voices of comedy and observe the power of humor to inspire and inform.

Ron Schwartz
Pierce College
rschwartz@pierce.ctc.edu

Design

C.2 Joy 109

Panel: Designing Spaces for Persistence and Resistance

Moderator: Brian Cope

Giving Voice: How Open Genre Can Promote Resistance on Behalf of Those Who Must Persist

My presentation will include the voices of students that I have been privileged to teach, many of whom are immigrant and the sons and daughters of farm workers. These students and their heroic parents enhance my region with vibrant cultural traditions and come from tight-knit, loving families, despite being fractured by many conditions. I want describe how first assigning a long, open genre piece gives voice to those who have been marginalized and empowers those who already found comfort in writing. Second, treating all students’ writing as a text, in a translingual classroom--where all dialects, literacies, and languages are celebrated--opens an anti-racist dialogue and clarifies diluted terms such as “inclusion.” My ongoing research builds upon upon the ideas of what is valuable in writing transfer research (see Yancey, Robertson, & Taczak, *Writing Across Contexts*, 2014) and conversant with anti-

racist ecologies (See Inoue, *Anti-Racist Writing Ecologies*, 2016) and the Karen Borad's research on New Materialism.

Brian Cope
Whatcom Community College
bcope@whatcom.edu

Mentoring Faculty Across The Disciplines in Producing Quality Writing Assignments

At our writing center, students come to us looking for ways to interpret the wording of their assignments and to improve them. Likewise, professors often come to us asking for our expertise in improving the clarity of these same assignments. This session will show how our Center has developed a program to mentor faculty in revising good assignments into great ones through incorporating effective strategies for organizing ideas and by designing focused scoring guides that provide excellent feedback.

Robert W. Holderer, PhD
Edinboro University of Pennsylvania
rholderer@edinboro.edu

Success

C.4 Joy 113

Encouraging Academic Integrity

The presentation on academic integrity reflects a research project culminating in the creation of a "Coordinator of Academic Integrity" position at my college. The presentation will focus on academic integrity as a means to foster student success through using a multi-pronged approach that aids in creating campus-wide awareness and a culture of academic honesty.

Eva Payne
Chemeketa Community College, Salem, Oregon
eva.payne@chemeketa.edu

Teamwork

C.5 Joy 114

Encountering, Resisting, Persisting: Working with Student-Athletes in the Writing Classroom and Tutoring Center in the Context of *Between the World and Me*

UCLA educator Mike Rose observes that too often, "a failed education is more social than intellectual in origin." In a time of burgeoning racism, xenophobia, and injustice, vulnerable student populations require direct, transformative, and dynamic pedagogy and learning support. Educators serving low income, disenfranchised, and diverse populations of students must find new ways to support and engage these students, who too often are made to feel they don't belong at the contemporary college or university. This workshop focuses on the question of how faculty, ranging from counselors and learning specialists to composition teaching and research faculty, help students develop critical literacies and analytical reasoning and communication skills? In this 50-minute panel, our participants will each give 5-7 minute overview of our approach to this question and then will spend 20 minutes working with the audience on our idea to design a formal study to be conducted in 2018 in coordination with University of Oregon's John E. Jaqua Academic Center for Student Athletes Our composition instructors will discuss their use of

narrative and rhetorical analysis of Ta-Nehisi Coates' *Between the World and Me* their writing classrooms. Our academic adviser and learning specialist will discuss the challenges and strategies of working directly with diverse students in ways that allow for embodied, multicultural, and multimodal literacies so that they can effectively begin to write, resist, and persist.

Lizzy LeRud, Stephen Rust, Jennifer Jackson, Wendy Pierpont
University of Oregon
lerud@uoregon.edu, srust@uoregon.edu, jdj@uoregon.edu, pierpont@uoregon.edu

Inclusion

C.6 Joy 117

Empowering Autoethnography: Rethinking Self, Society, and Representation

This panel provides an overview of using autoethnography in the composition classroom. This panel argues that autoethnography, a hybrid genre that intersects the academic and the personal, promotes student empowerment and validates student identities. This panel will consist of a group of instructors from Green River College presenting on how they have used autoethnography and a corresponding podcast in the accelerated learning classroom as tools for empowerment through writing, voice, and identity. The panel also includes an instructor from UW-Tacoma describing her use of reflective participatory video in the first-year college composition classroom. She explains how participatory video provides a means for self-representation that emphasizes the multimodal and multidimensional aspects of students' literacies. In sum, the panel will discuss how they use autoethnography as a core assignment to scaffold work in personal and social identity, equity, and empowerment.

Anthony Warnke, Kirstin Higgins, Marcie Sims, and Alison Cardinal
Green River College, University of Washington Tacoma
awarnke@greenriver.edu, khiggins@greenriver.edu, msims@greenriver.edu, acardin@uw.edu

Design

C.7 Jane Russell Commons in William Philip Hall Nevertheless, We Persisted: Writing to the President

When students have problems on campus, how do they go about telling someone about it so that it can be solved? Can they learn how to resist the reluctance or the doubt about being heard and persist through to an equitable solution? Using the "Dear President Smith" project can help teach them how to resist and to persist so that they have a role in finding solutions to their problems as students. This collaborative classroom activity has students write letters to the college president (or dean/director/coordinator) explaining a problem that they perceive and proposing a solution. Students practice cause/effect writing, produce a group product (including drafting and revision) and apply classroom writing skills to a task with a specific purpose involving a real audience. Session participants work on a miniature version of this project that they can adapt for their own students' needs.

Jean Mittelstaedt
Chemeketa Community College
jean.mittelstaedt@chemeketa.edu

Tutoring for success

**C.8 Milgard Assembly Room in William Philip Hall
Studio-Based Pedagogy: Scaffolding to Resilience and Resistance**

How can a pedagogical model facilitate resilience and resistance in writing center users? A studio-based model can be used to support success by encouraging student power and ownership over their own work, as well as easing time constraints of writing centers to assist more writers. The studio model is composed of short sessions, called micro-consultations, with tutors where writers develop incremental strategies that break the writing process into manageable steps. With the chance to implement these steps independently between sessions, writers develop agency in critical thinking in academics and social action. In this workshop, participants will work hands-on with applying these studio practices to various scenarios and learn to use them to promote agency and self-authority in writers.

Alyssa Kaufman, Anne Huntemer-Silveira
Western Washington University
huntema@wwu.edu; kaufmaa4@wwu.edu

11:50-12:15
Lunch in Milgard Assembly Room in William Philip Hall

Pick up your lunch order in the hall outside the Milgard Assembly Room. Your box should have your name on it. Please enjoy your meal in the Milgard Assembly Room and look for recycling containers in the area where you picked up your lunch.

12:15-1:00
Remarks and Keynote: Milgard Assembly Room in William Philip Hall

Opening Remarks

Travis Margoni, TYCA-PNW Chair

Amanda Hill, PNWCA President:

Recognition of TYCA-PNW Proposal Reviewers:

Travis Margoni, Jake Frye, and Ari Rooney

Recognition of PNWCA Proposal Reviewers:

Julie Nelson Christoph, Prairie Brown, Donna Evans, Heather Urschel,
Karen Rosenberg, Rebecca Disrud, and Sandi Gruberg

“Outstanding Conference Proposals by Undergraduate Students Scholarship”

Kayla Rafferty and Kellyn Wolden, Western Washington University

Amanda McDowell, Oregon State University

Jordan Smith and Grace Boulanger, University of Washington, Bothell

“PNWCA Writing Center Administrator Conference Scholarship”

Emily Keery, Trinity Western University

Avery Viehmann, Highline Community College

Ashley Benson, Washington State University

Jeff Andelora, National TYCA

12:15-1:00

Keynote: Milgard Assembly Room in William Philip Hall

Keynote: Christie Toth, University of Utah, christie.toth@utah.edu

Resist/Persist: Mobilizing teacher-scholar-activists for democratic institutions

In recent years, TYCA leaders like Jeff Andelora, Patrick Sullivan, Carolyn Calhoun-Dillahunt, and Darin Jensen have been developing the concept of teacher-scholar-activism, an expanded vision for two-year college English faculty professional identity. While the term is new, activism is not. As Sullivan points out, community college faculty are “heirs to a robust activist tradition.” This keynote will explore the history of two-year college faculty activism, the emerging conversation about and recent examples of teacher-scholar-activism in the present, and the possibilities and prospects for future teacher-scholar-activism that advances the democratic promise of open admissions.



Christie Toth is an assistant professor in the University of Utah's Department of Writing & Rhetoric Studies, where she collaborates with students and colleagues from Salt Lake Community College on a variety of initiatives for transfer student writers. She is a co-developer of Teacher-Scholar-Activist, a webspace where writing faculty and students at all institution types share their ideas and experiences with local activism to further education as a public good. <https://teacher-scholar-activist.org/>

Before going to your next session, please help us by making sure lunch boxes gets recycled by removing the contents, flattening, and returning them to where you picked up your lunches. Thanks!

1:10-2:00
Sessions: Group D

Inclusion

D.1 Joy 105

Panel: Embedding Professors in the Communities They Serve

Moderator: Elijah Coleman

Lessons from the KCJ

This session will explore how teaching writing in jail can challenge, change, and support writing instruction in a college classroom.

Jared Leising
Cascadia College
jleising@cascadia.edu

Sneaking the Mother Tongue through the Backdoor

Linguistic diversity is increasing exponentially in the United States, but language minority students (LMS) continue to be underserved by the education system (Garcia and Kleifgen, 2010). Research shows that the mother tongue is an effective tool for promoting academic literacy acquisition in a second language (Cummins, 1996; Krashen 1999; Lindholm-Leary and Genesee 2014). Yet, hostility towards the use of languages other than English in classrooms is high, and it is likely to increase in the current political climate. I will present translanguaging (Garcia and Wei, 2014) strategies for using ESL students' mother tongue as a resource for English and academic literacy acquisition while circumventing resistance against linguistic diversity. These strategies emerged from a learning community cluster I started at Bronx Community College to improve success rates among Spanish-speaking students by linking preexisting Spanish courses to ESL courses I taught.

Andrea Parmegiani
Bronx Community College (CUNY)
andrea.parmegiani@bcc.cuny.edu

The Power and Challenge of Military-Related Topics in Composition with Those Who Have Served

As composition teachers, we have a unique ability and opportunity to speak to the rhetoric of current politics and military-related topics. However, many of our students are veterans and current members of the military; they are and must be a part of the conversation. Is it appropriate to talk about present military topics in classes that have current and past members of the military? Equally important, should we strive to be neutral about these topics? As a veteran, I have experienced this on both sides of the classroom, and I believe we need to be more aware of the outcomes. In this presentation, I will discuss how current and past members of the military can contribute, how we can advance the conversation about military-

related topics with our students, and strategies for engaging our own views and the views of those who are serving and who have served.

Elijah Coleman
Washington State University
coleelij@wsu.edu

Success

D.2 Joy 109

Set Your Mind on Growth: A Path to Opportunity-Based Learning

Carol Dweck's groundbreaking research on academic mindsets has changed the way we understand intelligence, and offered specific solutions to improving the ways teachers influence and facilitate student growth. Building off her research, we strive to stretch the boundaries of the classroom and students' perceptions of success by offering an innovative solution for combatting a fixed mindset with a step-by-step guide to beginning critical conversations about intelligence and openmindedness. As a quick intervention strategy, this can be applied to anyone and any situation. Demonstrating how to reach an individual with fixed mindset tendencies by identifying and directly addressing indicators of a fixed mindset, this strategy will open the door for thoughtful and honest discussion of important issues that affect us all. In this training seminar, participants will practice cultivating a growth mindset by promoting discussion and critical thinking with others.

Cejay Johnson, Lauren Jackson, Nadya Sharif
Western Washington University
Johns818@wwu.edu, laurentayjackson@gmail.com, sharifn@wwu.edu

Tutoring for success

D.3 Joy 110

Removing Barriers to Full Participation: Enabling Vulnerable Students to Resist and Persist

Now, more than ever, it is vital to identify and remove barriers to vulnerable students' access to writing center spaces, to empower those we serve to resist harmful cultural messages and persist in their educational goals. The OSU Undergrad Research & Writing Studio has worked with campus partners to understand the specific needs of vulnerable student populations, particularly non-college-culture family students, and to develop response strategies. Our recent transition from a traditional, appointment-based writing center to a studio model has facilitated many of these changes. Within that context, we'll share the needs that we've identified, provide general solution strategies, and describe the specific approaches we took. We will also focus on the role of authority within the entire writing center structure and as it manifests throughout a student's experience of their time with us.

Michelle Marie, Ph.D. and Amanda McDowell
Oregon State University
michelle.marie@oregonstate.edu; mcdowela@oregonstate.edu

*Developing writing centers***D.4 Joy 113****Resisting from the Center: One Writing Center's Story of Self-Work and Strategy for Decentering Whiteness**

While writing centers have long sought to be inclusive spaces, our institutions remain infused by systemic racism and inequities. Recently, Inoue (2017) has called for addressing the white supremacist ""habitus"" in writing centers. In our writing center, we have taken such observations and charges to heart, seeking to make anti-racist work a central to everyday practice. We believe that surfacing discrete manifestations of white supremacy can uncover some of the systems that inhibit our best intentions towards an equitable and inclusive writing center.

This presentation will share the questions and challenges with which we began, research findings, activities we've engaged in during self-work, and our developing strategic plan to take ongoing action. Participants will be invited to engage in small and large group activities to share the questions emerging around whiteness in their writing centers and swap ideas and resources as we persist together at our social justice commitments.

Amanda Hill
Cornish College of the Arts
ahill@cornish.edu

*Design***D.5 Joy 114****Exploring the Dangers of a Single Story**

In this workshop, we will review my "Danger of a Single Story" lesson which I use in English 101, College Composition. This lesson involves several readings by authors such as Brent Staples, Ross Gay, and Joel Stein, a TED talk with Chimamanda Adichie, lots of classroom discussion and brainstorming, and mini writing assignments that culminate in an essay where students give examples of how they've been stereotyped, how they've stereotyped others, the larger implications of stereotyping, and how they can empower their readers to stop viewing others through a "single story" lens. In pairs, small groups, and all together, we will share our own stereotyping experiences, workshop sample student essays, discuss ways to implement and tailor this lesson to the needs of each composition classroom, and hopefully, find even more ways to augment and enrich this lesson to create greater equity and community in the classroom.

Rhiannon Hillman
Highline College and Green River Comm. College
rhillman@highline.edu, rhillman@greenriver.edu

*Teamwork***D.6 Joy 117****Smoothing the Transition from High School to College: Washington Cross-Sector Networked Improvement Communities Take on the Challenge**

Presenters report on their efforts to develop alternatives to “top-down” and siloed systems of professional learning in English composition, describing successful cross-sector networked improvement communities. Specifically, presenters discuss their leadership roles in three cross-sector projects designed to improve students’ transition from high school to college composition coursework: these initiatives generate change through the development and ongoing iterations of co-designed curriculum and instructional practices. Presenters will discuss both a statewide and a regional networked improvement community: Bridge to College and Successful Transitions to College, respectively. Further, the session will report on current efforts to increase the capacity for effective regional cross-sector professional development via the College in the High School concurrent enrollment program.

Andrea Reid, Sean Agriss, Paula Gunther

Spokane Community College, Eastern Washington University, and Battle Ground Public Schools
Andrea.Reid@scc.spokane.edu, sagriss@ewu.edu, gunther.paula@battlegroundps.org

*Design***D.7 Jane Russell Commons in William Philip Hall****Breaking through the Silence: Practical Classroom Activities to Foster Political Discourse**

Many students are afraid to express their opinions about politics and have frank and revealing discussions about political topics. We think that beneath the surface of this silence lives fruitful discussion and valuable insight, but that our classroom practice has to promote political discourse. Our aim, then, is to provide some common-sense classroom activities that can break through the silence and get students to engage with one another (and with their professor) on political topics in a constructive and sensitive way.

Our presentation will focus on 3 topics:

1. Delineating the difference between argument and respectful discourse
2. Teaching rhetorical sensitivity and compassion/awareness
3. Building our ethos as instructors

Jenae Reese, Prairie Brown, Avery Viehmann

Highline College

jreese@highline.edu; aviehmann@highline.edu; pbrown@highline.edu

Design

D.8 Milgard Assembly Room in William Philip Hall

Environmental Ethics is the Perfect Theme for Teaching Social Justice Disguised as Argument

In an interactive workshop setting, Mr Fuzie will demonstrate how teaching arguments from the multi-disciplinary field of environmental ethics also teaches critical thinking, reading, and writing about social and environmental justice.

Mark J. Fuzie
Yakima Valley College
mfuzie@yvcc.edu

2:20-3:10
Sessions: Group E

Inclusion

E.1 Joy 105

1, 2, 3 Eyes on Me: Discussions of Race, Sexuality, and Identity in the College Composition Classroom

While we can agree that tackling systems of inequity whether based on race, gender, or ethnicity is important work, central to the college classroom, the actual practice of talking about race and identity in both diverse and not always so diverse college classrooms can get messy. Drawing from current theory, varied teacher experiences, and student interviews, this session examines best practices surrounding the actual (versus theoretical) discussions of race in the college composition classroom. Attendees are encouraged to share their own best (and worst) practices when talking about race and identity as we navigate these contentious waters together in our classrooms.

Kris Fink
Portland Community College
kfink@pcc.edu

Tutoring for success

E.2 Joy 109

Training Tutors to Respond to Grammatical Errors with a Model Response Log

This presentation excerpts the Model Response Log, a new tutor training resource in development at the UW Tacoma Writing Center. The presenter will posit that tutors, rather than simply avoiding grammar, can and should learn to respond to grammatical error patterns from a descriptivist approach to grammar, informed by applied linguistics research. The presenter will suggest that writing center staff compile a log of exemplary written feedback responses to vexing language issues, which they collect from submissions of written student work. Tutors can play an active role in identifying problematic passages that they would like help responding to, collecting responses, and editing the log. The resulting document would be a log of responses, organized by issue. Tutors can then consult the log as a reference for better understanding patterns of error and planning their responses; tutor trainers can employ the log in both pre- and in-service training.

Kelvin Keown
University of Washington Tacoma
kelvin3@uw.edu

Success

E.3 Joy 110

Using Strength-Based Praise to Encourage Student Agency in Grammar

How do you approach grammar instruction with multilingual students? Do you observe low confidence in grammatical abilities and students asking directly for you to “edit their paper?” Are you interested in a strength-based scaffolding approach to grammar instruction? We will discuss experiences and drawbacks with the generally-accepted “red-pen” approach to grammar instruction in the context of diverse writers before introducing our alternative strategy. After drawing a distinction between empty evaluation and meaningful praise statements, we will introduce how to use praise to encourage self-editing among all writers struggling with confidence in grammar. Conference visitors will then be involved in applying our praise strategy to a student writer’s text and brainstorming what strengths could be applied throughout other parts of the example paper to scaffold grammar instruction.

Kayla Rafferty and Kellyn Wolden
Western Washington University
rafferk@wwu.edu and woldenk2@wwu.edu

Developing writing centers

E.4 Joy 113

Panel: Leveraging the Liminal at the Center

Moderator: Donna Evans

Promoting Inclusivity via Tutor Training

With writing center administrators and tutors the primary agents in the scene, this presentation looks at and beyond collaboration’s diversity attunement in order to enact purposeful inclusivity in the writing center. Discussion will include topics such as tutor course revision, tutor involvement, inclusive activity design, and methods of assessing center inclusivity.

Donna Evans
Eastern Oregon University
devans@eou.edu

Redefining the Rural: Investigating Rural Writers’ Literacies

In this presentation, I will examine data from a multi-methodological study using ethnographic teacher research practices involving students at a rural-, Hispanic-serving community college. I examine concepts of “rural” and “literacy” to better understand and address the needs of rural-area student writers, concepts I introduced at TYCA-PNW 2016. Additionally, I will present data and analysis of the study’s student surveys and writing assignments, as well as conclusions and best practices for pedagogy and curriculum development. By encouraging rural students to persist in their academic studies, despite resistance to their rural literacies, I present this work as a way to facilitate rural students’ recognition of and engagement with rural literacies. Furthermore, writing program administrators may use this work to support educators as they include and prepare rural students for future literacy learning in academic and professional contexts.

Marisa Lamb
marisas@email.arizona.edu

Unpacking the Room of Requirement: Using Literary Tropes to Teach Metacognition in the Writing Studio

This workshop invites administrators and writing tutors to join forces in examining literary tropes that identify liminal spaces as potential sites for creativity and resistance (like the Room of Requirement from J. K. Rowling's Harry Potter series or the magical tollbooth from Norton Juster's *The Phantom Tollbooth*). This examination will open a discussion of the intersection between studio pedagogy and metacognitive strategy in the writing center. Together, we'll explore ways of modifying literary tropes to function as studio narratives that help student writers and writing tutors navigate metacognitive processes and link these processes to low-stakes writing tasks.

Ruth Sylvester
Oregon State University
sylvesru@oregonstate.edu

Developing Writing Centers

E.5 Joy 114

Head, Shoulders, Knees, and Toes: An Exploration of How Body Language Demonstrates Engagement and Ownership of Studio Space

The Hacherl Research-Writing Studio is dedicated to providing help to visitors seeking guidance in areas related to research, reading, and writing. As such, we do our best to approach visitors, welcome them to the area, and introduce our services. Many visitors, however, use the space primarily as an area to work productively. While there is no harm in doing so, finding ways to encourage visitors to ask for assistance will not only improve homework quality, but also allow the Studio to perfect the strategies used in consultations with visitors. This research project aims to analyze the body language of visitors in the Studio to determine whether some are more likely to ask for help and to survey the climate of the space.

Cassidy Eklof, Kienna Kulzer, Caelin McDonald
Western Washington University
eklofc@wwu.edu, kulzerk@wwu.edu, mcdona29@wwu.edu

Success

E.6 Joy 117

What Counts as Success? Who is Successful? Demonstrating How Writing Centers and Writing Programs Improve the Learning of All Students

In the current political and economic environment, writing centers and composition programs are under increasing pressure to legitimize their work. Innovative writing center and writing program research can play an important role in expanding understanding of what leads to and counts as student success, demonstrating how we support and improve the learning and persistence of all students. This panel will report on approaches to effectively demonstrating the impacts of writing centers and composition programs on the learning and success of diverse students in an environment of austerity. Speaker one will provide an overview of current efforts in educational

research to understand what shapes student learning and to provide evidence of that learning. Speaker two will report on a study that seeks to demonstrate writing center impacts via predictive analytics. Speaker three will present on efforts to understand the impacts of a pilot co-requisite replacement for the program's pre-college writing course.

Justin Young, Charlie Potter, Hung Nyguen
Eastern Washington University, Spokane Community College, University of Washington
jayoung@ewu.edu, Charlie.Potter@scc.spokane.edu, nlh2392@gmail.com

3:20-4:10
Sessions: Group F

Tutoring for success

F.1 Joy 105

Grammar Roles: Examining the Position Grammar Places Us In

Culturally informed communication strategies are often reshaped by the university to conform to standards of academic English. Writing tutors have the power to engage with instructors and facilitate discussions about student success in order to resist the cycle of academic hazing through grammar instruction. During our session we will ask audience members to submit a short, two-sentence writing sample to roleplay a tutoring conference through a student's perspective. This lesson will serve as a tool for deconstructing the idea that writing assignments must be grammatically faultless to be valued and understood. Additionally, it will emphasize the necessity of progressing past the mindset of expertise while teaching so that we can empathize with students who are trying to communicate with us.

Jordan Smith, Grace Boulanger
University of Washington Bothell
jlong38@gmail.com, graceb8@uw.edu

F.2 Joy 109

PNWCA Listening & Vision Gathering

The PNWCA (Pacific Northwest Writing Center Association) invites you to join us for a listening and visioning session immediately following Saturday's conference panels.

We want to hear from you: What's working with our annual joint conference and occasional Director's Day Out model? What could we improve? How can we better support professional development for local writing center administrators given current conditions in higher education? In what ways might we foreground undergraduate peer tutors' scholarship? How can we foster community in regions outside the I-5 corridor? What skills or resources can you contribute to this vision? How can we best cultivate conference and board leaders in the region?

Please bring your afternoon coffee to enjoy while we listen, discuss, and share the work of visioning for our regional community. The gathering will be facilitated by current PNWCA President, Amanda Hill, and past president, Dennis Bennett.

Amanda Hill
Cornish College of the Arts
ahill@cornish.edu

Dennis Bennett
Oregon State University
dennis.bennett@oregonstate.edu

*Teamwork***F.3 Joy 110****Making the Case: Learning for Transfer across Writing Programs**

In this session, a writing center director, a writing across the curriculum coordinator, a writing program administrator, and an experienced adjunct faculty member present strategies for encouraging a curricular change toward a Learning for Transfer (LFT) curriculum base. LFT, a term promoted by Eodice, Geller, and Lerner in *The Meaningful Writing Project*, is a development and revision of Teaching for Transfer (TFT), as promoted by Kathy Yancey, Lian Robertson, and Kara Taczak in *Writing across Contexts: Transfer, Composition and Sites for Writing*. Using LFT's shared set of practices, apparently disparate aspects of a student's writing life can be connected; this connectivity and resultant empowerment can be leveraged to help sometimes resistant faculty to accept curricular revision in their own classes.

Jeffrey Klausman, Sherri Winans, Justin Ericksen, Amanda Henkel

Whatcom Community College

jklausman@whatcom.edu; swinans@whatcom.edu; jericksen@whatcom.edu;

ahenkel@whatcom.edu

*Success***F.4 Joy 113****The Sticking Point: The First Year Composition Course as a Barrier to Student Aspirations**

In this session, we will theorize about how we might create alternatives to the first year composition course which, as it is presently constituted, is, all too often, a burial site for student goals and aspirations.

Jeff Calkins

Tacoma Community College

jcalkins@tacaomacc.edu

*Inclusion***F.5 Joy 114****Reading, Writing, and Reflecting Rural: Crafting Critical Conversation around Rural and Urban Identity through Place-Engaged Practice**

A focus on rural communities and identities is a positive and yet often problematic outcome of the current political climate in which we find ourselves. Educational achievement gaps, stereotypes, and polarized language frame discussion of urban and rural realities and create oppositional rhetoric rather than surfacing shared goals and generous understanding of diverse viewpoints. Utilizing a place-engaged approach, this session examines how the composition classroom can become a space for open dialogue and a place to read, write, and reflect on rural realities and identity. The session provides a framework for and examples of place-based practice and projects that intentionally engage rural and urban discussion. The session is intended to

create conversation among participants that helps build bridges and encourages cooperation to sustain the many diverse communities our students call home.

Cheryl Siemers, Scott Downing, and John Messick
Kenai Peninsula College
cksiemers@alaska.edu, smdowning@alaska.edu, jlmessick@alaska.edu

F. 6 Joy 117

Norton *InQuizitive for Writers* Demonstration

Grammar errors can be more than distracting—they can hinder educational success and future employment opportunities. But let's face it—grammar is a decidedly unsexy teaching topic. Most instructors want to focus on helping their students find their voices in the digital chaos of our current Burkean parlor, not agonize over comma splices.

A new formative learning tool, *InQuizitive for Writers*, gets students practicing editing in an interactive and adaptive learning environment. It's so engaging, many students continue practicing even after they've completed their assignment! Not only does *InQuizitive* make learning grammar fun, *InQuizitive* is a proven success—assigning *InQuizitive for Writers* resulted in a 19% improvement in recognizing and correcting errors.

In this interactive session, we will discuss ways that instructors might use *InQuizitive for Writers* to free up classroom time while making sure their students are prepared for their future academic and career writing needs.

**Poster Session
All Day
Joy Lobby**

Changing Institutional Culture by Crafting an Anti-Racism Statement

This poster presentation will share the collaborative process our peer writing consultants and professional staff went through to write an anti-racism and inclusion statement for the UW Tacoma Writing Center. Our center wanted to communicate our commitment to specific anti-racist values (as opposed to general “diversity” values) to our students and to our larger field. Smaller groups, like departments, can often change their culture more deftly than universities as a whole through collaborative processes like this one. Like any collaborative project, the process for writing our statement was not straightforward and we encountered some resistance from professional staff. The presentation will describe our process for gathering and synthesizing ideas and crafting the statement, as well as the ways we dialogued with staff, for those who want to replicate the project.

Rebecca Disrud, Victoria Olive
University of Washington Tacoma
rdisrud@uw.edu

JOY 105

9:00-9:50

A.1: Resist/Assist: A Workshop on Values-Based Tutoring

Karen Rosenberg and Erik Echols
University of Washington Bothell

10:00-10:50

B.1: Creating “ACCESS*: Interdisciplinary Journal of Student Research and Scholarship”

Margaret Lundberg
University of Washington Tacoma

11:00-11:50

C.1: Comedy as Argument

Ron Schwartz
Pierce College

1:10-2:00

**D.1: Panel: Embedding Professors in the Communities They Serve
Lessons from the KCJ**

Jared Leising
Cascadia College

Sneaking the Mother Tongue through the Backdoor

Andrea Parmegiani
Bronx Community College (CUNY)

**The Power and Challenge of Military-Related Topics in Composition with Those Who
Have Served**

Elijah Coleman
Washington State University

2:20-3:10

**E.1: 1, 2, 3 Eyes on Me: Discussions of Race, Sexuality, and Identity in the Comp.
Classroom**

Kris Fink
Portland Community College

3:20-4:10

F.1: Grammar Roles: Examining the Position Grammar Places Us In

Jordan Smith, Grace Boulanger
University of Washington Bothell

JOY 109

9:00-9:50

A.2: Persisting from Day Zero: Tutoring Prospective Students for Placement Testing

Chris Dorn, Richard Dahlen

South Puget Sound Community College

10:00-10:50

B.2: Two Years on the Leaky Pipeline—Did it Work?

Jamie C. Fitzgerald, Josh Staffieri, Krista Pecachek, Christina Match

Green River College

11:00-11:50

C.2: Panel: Designing Spaces for Persistence and Resistance

Giving Voice: How Open Genre Can Promote Resistance for Those Who Must Persist

Brian Cope

Whatcom Community College

Mentoring Faculty Across The Disciplines in Producing Quality Writing Assignments

Robert W. Holderer, PhD

Edinboro University of Pennsylvania 1:10-2:00

1:10-2:00

D.2: Set Your Mind on Growth: A Path to Opportunity-based Learning

Cejay Johnson, Lauren Jackson, Nadya Sharif

Western Washington University

2:20-3:10

E.2: Training Tutors to Respond to Grammatical Errors with a Model Response Log

Kelvin Keown

UW Tacoma

3:20-4:10

F.2 PNWCA Listening & Vision Gathering

JOY 110

9:00-9:50

A.3: Panel: Mentoring for difficult conversations

Resisting Prescription: Multilingual Writers' Descriptions of Language and Process

Deirdre Vinyard

University of Washington, Bothell

Talking about Race in Student-Teacher Writing Conferences

Sara Lovett

University of Washington Seattle

"I only feel safe at UWT": First-Year Writing Students Reflect on Language and Identity

LeAnne Laux-Bachand

University of Washington Tacoma

10:00-10:50

B.3: "Everyone is the Same": Recognizing Institutional Racism at the Writing Center

Victoria Olive, James Hannes

University of Washington, Tacoma

1:10-2:00

D.3: Removing Barriers to Full Participation: Enabling Vulnerable Students to Resist & Persist

Michelle Marie, Ph.D. and Amanda McDowell

Oregon State University

2:20-3:10

E.3: Using Strength-Based Praise to Encourage Student Agency in Grammar

Kayla Rafferty and Kellyn Wolden

Western Washington University's Hacherl Research and Writing Studio

3:20-4:10

F.3: Making the Case: Learning for Transfer across Writing Programs

Jeffrey Klausman, Sherri Winans, Justin Ericksen, Amanda Henkel

Whatcom Community College

JOY 113

9:00-9:50

A.4: Creating Learning Experiences for Anti-Oppression

Shayna Woods, Tian Qing Yen, Pippa Hemsley
Western Washington University

10:00-10:50

B.4: Seeing Ourselves in the Struggles of the Past: Using Locally Available Primary Source Material in the Research Classroom

Barbara Kline
Seattle Central College

11:00-11:50

C.4: Encouraging Academic Integrity

Eva Payne
Chemeketa Community College, Salem, Oregon

1:10-2:00

D.4: Resisting from the Center: One Writing Center's Story of Self-Work and Strategy for Decentering Whiteness

Amanda Hill
Cornish College of the Arts

2:20-3:10

**E.4: Panel: Leveraging the liminal at the center
Promoting Inclusivity via Tutor Training**

Donna Evans
Eastern Oregon University

Redefining the Rural: Investigating Rural Writers' Literacies

Marisa Lamb
Columbia Basin College

Unpacking the Room of Requirement: Using Literary Tropes to Teach Metacognition in the Writing Studio

Ruth Sylvester
Oregon State University

3:20-4:10

F.4: The Sticking Point: The First Year Composition Course as a Barrier to Student Aspirations

Jeff Calkins
Tacoma Community College

JOY 114

9:00-9:50

A.5: Large-Group Discussion Is Stupid and You Should Never Do It Again.

Samm Erickson

Portland Community College

10:00-10:50

B.5: Engaging Rural Students in Literature Classes

Dr. Sharon Mitchler

Centralia College

11:00-11:50

C.5: Encountering, Resisting, Persisting: Working with Student-Athletes in the Writing Classroom and Tutoring Center in the Context of *Between the World and Me*

Lizzy LeRud, Stephen Rust, Jennifer Jackson, Wendy Pierpont

University of Oregon

1:10-2:00

D.5: Exploring the Dangers of a Single Story

Rhiannon Hillman

Highline College and Green River Comm. College

2:20-3:10

E.5: Head, Shoulders, Knees, and Toes: An Exploration of How Body Language Demonstrates Engagement and Ownership of Studio Space

Cassidy Eklof, Kienna Kulzer, Caelin McDonald

Western Washington University

3:20-4:10

F.5: Reading, Writing, and Reflecting Rural: Crafting Critical Conversation around Rural and Urban Identity through Place-Engaged Practice

Cheryl Siemers, Scott Downing, and John Messick

Kenai Peninsula College

JOY 117

9:00-9:50

A.6: Paving a Direct Path for Developmental Writers: A Partnership between English Composition and the Writers' Center

Gail Forsgreen, Carlos Munoz, Lacey Sipos, Joanna Semler
Eastern Washington University

10:00-10:50

B.6: Pop-Up Persistence: Teachers & Tutors Talk Inclusive Practice in No-Prep Reading Group

Emily Simnitt, Matt Chambers, Juli Acurso, Nick Recktenwald, Kara Clevinger, Amanda Eagle
University of Oregon

11:00-11:50

C.6: Empowering Autoethnography: Rethinking Self, Society, and Representation

Anthony Warnke, Kirstin Higgins, Marcie Sims, and Alison Cardinal
Green River College, University of Washington Tacoma

1:10-2:00

D.6: Smoothing the Transition from High School to College: Washington Cross-Sector Networked Improvement Communities Take on the Challenge

Andrea Reid, Sean Agriss, Paula Gunther
Spokane Community College, Eastern Washington University, and Battle Ground Public Schools

2:20-3:10

E.6: What Counts as Success? Who is Successful? Demonstrating How Writing Centers and Writing Programs Improve the Learning of All Students

Justin Young, Charlie Potter, Hung Nyguen
Eastern Washington University; Spokane Community College, University of Washington

3:20-4:10

Norton *InQuizitive* for Writers Demonstration

JANE RUSSELL COMMONS IN WILLIAM PHILIP HALL

10:00-10:50

B.7: Speaking Truth: Utilizing Tutor Training Curriculum to Decolonize the Writing Center

Justice McNeeley, Alexandra Kotsovou
Tacoma Community College

11:00-11:50

C.7: Nevertheless, We Persisted: Writing to the President

Jean Mittelstaedt
Chemeketa Community College

1:10-2:00

D.7: Breaking through the Silence: Practical Classroom Activities to Foster Political Discourse

Jenae Reese, Prairie Brown, Avery Viehmann
Highline College

MILGARD ASSEMBLY ROOM IN WILLIAM PHILIP HALL

10:00-10:50

B.8: Designing Inclusive Writing Assignments

Charlotte Deason Robillard, Anna Erwert
Portland Community College

11:00-11:50

C.8: Studio-Based Pedagogy: Scaffolding to Resilience and Resistance

Alyssa Kaufman, Anne Huntemer-Silveira
Western Washington University

12:15-1:00

Keynote: Resist/Persist: Mobilizing Teacher-Scholar-Activists for Democratic Institutions

Christie Toth
University of Utah

1:10-2:00

D.8: Environmental Ethics is the Perfect Theme for Teaching Social Justice Disguised as Argument

Mark J. Fuzie
Yakima Valley College

TRACK: DESIGN

9:00-9:50

Joy 114

A.5: Large-Group Discussion is Stupid and You Should Never Do It Again.

Samm Erickson

Portland Community College

samm.erickson@pcc.edu

10:00-10:50

Joy 113

B.4: Seeing Ourselves in the Struggles of the Past: Using Locally Available Primary Source Material in the Research Classroom

Barbara Kline

Seattle Central College

Barbara.Kline@seattlecolleges.edu

10:00-10:50

Milgard Assembly Room in William Philip Hall

B.8: Designing Inclusive Writing Assignments

Charlotte Deason Robillard, Anna Erwert

Portland Community College

charlotte.deason@pcc.edu, anna.erwert@pcc.edu

11:00-11:50

Joy 105

C.1: Comedy as Argument

Ron Schwartz

Pierce College

rschwartz@pierce.ctc.edu

11:00-11:50

Joy 109

C.2: Panel: Designing Spaces for Persistence and Resistance**Giving Voice: How Open Genre Can Promote Resistance on Behalf of Those Who Must Persist**

Brian Cope

Whatcom Community College

bcope@whatcom.edu

Mentoring Faculty Across The Disciplines in Producing Quality Writing Assignments

Robert W. Holderer, PhD

Edinboro University of Pennsylvania

rholderer@edinboro.edu

11:00-11:50

Jane Russell Commons in William Philip Hall
Nevertheless, We Persisted: Writing to the President
Jean Mittelstaedt
Chemeketa Community College
jean.mittelstaedt@chemeketa.edu

1:10-2:00

Joy 114
D.5: Exploring the Dangers of a Single Story
Rhiannon Hillman
Highline College and Green River Comm. College
rhillman@highline.edu, rhillman@greenriver.edu

1:10-2:00

Jane Russell Commons in William Philip Hall
Breaking through the Silence: Practical Classroom Activities to Foster Political Discourse
Jenae Reese, Prairie Brown, Avery Viehmann
Highline College
jreese@highline.edu; aviehmann@highline.edu; pbrown@highline.edu

1:10-2:00

Milgard Assembly Room in William Philip Hall
D.8: Environmental Ethics is the Perfect Theme for Teaching Social Justice Disguised as Argument
Mark J. Fuzie
Yakima Valley College
mfuzie@yvcc.edu

TRACK: DEVELOPING WRITING CENTERS

9:00-9:50

Joy 105

A.1: Resist/Assist: A Workshop on Values-Based Tutoring

Karen Rosenberg and Erik Echols

University of Washington Bothell

karenros@uw.edu, eechols@uw.edu

10:00-10:50

Jane Russell Commons in William Philip Hall

Speaking Truth: Utilizing Tutor Training Curriculum to Decolonize the Writing Center

Justice McNeeley, Alexandra Kotsovou

Tacoma Community College

justicemcneeley1212@gmail.com, AKotsovou45602@tacomacc.edu

1:10-2:00

Joy 113

D.4: Resisting from the Center: One Writing Center's Story of Self-Work and Strategy for Decentering Whiteness

Amanda Hill

Cornish College of the Arts

ahill@cornish.edu

2:20-3:10

Joy 113

E.4: Panel: Leveraging the Liminal at the Center**Promoting Inclusivity via Tutor Training**

Donna Evans

Eastern Oregon University

devans@eou.edu

Redefining the Rural: Investigating Rural Writers' Literacies (A Conclusion and Best Practices)

Marisa Lamb

Columbia Basin College

mlamb@columbiabasin.edu, marisas@email.arizona.edu

Unpacking the Room of Requirement: Using Literary Tropes to Teach Metacognition in the Writing Studio

Ruth Sylvester

Oregon State University

sylvesu@oregonstate.edu

2:20-3:10

Joy 114

E.5: Head, Shoulders, Knees, and Toes: An Exploration of How Body Language Demonstrates Engagement and Ownership of Studio Space

Cassidy Eklof, Kienna Kulzer, Caelin McDonald

Western Washington University

eklofc@wwu.edu, kulzerk@wwu.edu, mcdona29@wwu.edu

TRACK: INCLUSION

9:00-9:50

Joy 110

A.3: Panel: Mentoring for Difficult Conversations**Resisting Prescription: Multilingual Writers' Descriptions of Language and Process**

Deirdre Vinyard

University of Washington, Bothell

dvinyard@uw.edu deirdrevinyard@gmail.com

Talking about Race in Student-Teacher Writing Conferences

Sara Lovett

The University of Washington (Seattle)

slovett@uw.edu

"I only feel safe at UWT": First-Year Writing Students Reflect on Language and Identity

LeAnne Laux-Bachand

University of Washington Tacoma

leannelb@uw.edu

10:00-10:50

Joy 114

B.5: Engaging Rural Students in Literature Classes

Dr. Sharon Mitchler

Centralia College

sharon.mitchler@centralia.edu

10:00-10:50

Joy 117

B.6: Pop-Up Persistence: Teachers and Tutors Talk Inclusive Practice in No-Prep Reading GroupEmily Simmitt, Matt Chambers, Juli Accurso, Nick Recktenwald, Kara Clevinger, Amanda Eagle
University of Oregon

esimmitt@uoregon.edu, mchamber@uoregon.edu, juliane.accurso@gmail.com,

aschmid4@uoregon.edu, kclev@uoregon.edu, nreckten@uoregon.edu

11:00-11:50

Joy 117

C.6: Empowering Autoethnography: Rethinking Self, Society, and Representation

Anthony Warnke, Kirstin Higgins, Marcie Sims, and Alison Cardinal

Green River College, University of Washington Tacoma

awarnke@greenriver.edu, khiggins@greenriver.edu, msims@greenriver.edu, acardin@uw.edu

1:10-2:00

Joy 105

D.1: Panel: Embedding Professors in the Communities They Serve

Lessons from the KCJ

Jared Leising

Cascadia College

jleising@cascadia.edu

Sneaking the Mother Tongue through the Backdoor

Andrea Parmegiani

Bronx Community College (CUNY)

andrea.parmegiani@bcc.cuny.edu

The Power and Challenge of Military-Related Topics in Composition with Those Who Have Served

Elijah Coleman

Washington State University

coleelij@wsu.edu

2:20-3:10

Joy 105

E.1: 1, 2, 3 Eyes on Me: Discussions of Race, Sexuality, and Identity in the College Composition Classroom

Kris Fink

Portland Community College

kfink@pcc.edu

3:20-4:10

Joy 114

F.5: Reading, Writing, and Reflecting Rural: Crafting Critical Conversation around Rural and Urban Identity through Place-Engaged Practice

Cheryl Siemers, Scott Downing, and John Messick

Kenai Peninsula College

cksiemers@alaska.edu, smdowning@alaska.edu, jlmessick@alaska.edu

TRACK: SUCCESS

9:00-9:50

Joy 117

A.6: Paving a Direct Path for Developmental Writers: A Partnership between English Composition and the Writers' Center

Gail Forsgreen, Carlos Munoz, Lacey Sipos, Joanna Semler
Eastern Washington University
gforsgreen@ewu.edu

10:00-10:50

Joy 105

B.1: Creating "ACCESS*: Interdisciplinary Journal of Student Research and Scholarship"

Margaret Lundberg
University of Washington Tacoma
margal3@uw.edu

11:00-11:50

Joy 113

C.4: Encouraging Academic Integrity

Eva Payne
Chemeketa Community College, Salem, Oregon
eva.payne@chemeketa.edu

1:10-2:00

Joy 109

D.2: Set Your Mind on Growth: A Path to Opportunity-Based Learning

Cejay Johnson, Lauren Jackson, Nadya Sharif
Western Washington University
Johns818@wwu.edu, jackso50@wwu.edu, sharifn@wwu.edu

2:20-3:10

Joy 110

E.3: Using Strength-Based Praise to Encourage Student Agency in Grammar

Kayla Rafferty and Kellyn Wolden
Western Washington University's Hacherl Research and Writing Studio
rafferk@wwu.edu and woldenk2@wwu.edu

Joy 117

E.6: What Counts as Success? Who is Successful? Demonstrating How Writing Centers and Writing Programs Improve the Learning of All Students

Justin Young, Charlie Potter, Hung Nyguen
Eastern Washington University, Spokane Community College, University of Washington
jayoung@ewu.edu, Charlie.Potter@scc.spokane.edu, nlh2392@gmail.com

3:20-4:10

Joy 113

F.4: The Sticking Point: The First Year Composition Course as Barrier to Student Aspirations

Jeff Calkins

Tacoma Community College

jcalkins@tacaomacc.edu

TRACK: TEAMWORK

9:00-9:50

Joy 113

A.4: Creating Learning Experiences for Anti-Oppression

Shayna Woods, Tian Qing Yen, Pippa Hemsley

Western Washington University

woodss7@wwu.edu, yent@wwu.edu, pippa.hemsley@wwu.edu

10:00-10:50

Joy 110

B.3: "Everyone is the Same": Recognizing and Responding to Institutional Racism at the Writing Center

Victoria Olive, James Hannes

University of Washington, Tacoma

olivev@uw.edu, hannej@uw.edu

11:00-11:50

Joy 114

C.5: Encountering, Resisting, Persisting: Working with Student-Athletes in the Writing Classroom and Tutoring Center in the Context of *Between the World and Me*

Lizzy LeRud, Stephen Rust, Jennifer Jackson, Wendy Pierpont

University of Oregon

lerud@uoregon.edu, srust@uoregon.edu, jdj@uoregon.edu, pierpont@uoregon.edu

1:10-2:00

Joy 117

D.6: Smoothing the Transition from High School to College: Washington Cross-Sector Networked Improvement Communities Take on the Challenge

Andrea Reid, Sean Agriss, Paula Gunther

Spokane Community College, Eastern Washington University, and Battle Ground Public Schools

Andrea.Reid@scc.spokane.edu, sagriss@ewu.edu, gunther.paula@battlegroundps.org

3:20-4:10

Joy 110

F.3: Making the Case: Learning for Transfer Across Writing Programs

Jeffrey Klausman, Sherri Winans, Justin Ericksen, Amanda Henkel

Whatcom Community College

jklausman@whatcom.edu; swinans@whatcom.edu; jericksen@whatcom.edu;

ahenkel@whatcom.edu

All-Day Poster Session

Joy Lobby

Changing Institutional Culture by Crafting an Anti-Racism Statement

Rebecca Disrud, Victoria Olive

University of Washington Tacoma

rdisrud@uw.edu

TRACK: TUTORING FOR SUCCESS

9:00-9:50

Joy 109

A.2: Persisting from Day Zero: Tutoring Prospective Students for Placement Testing

Chris Dorn, Richard Dahlen

South Puget Sound Community College

cdorn@spscc.edu, rdahlen@spscc.edu

10:00-10:50

Joy 109

B.2: Two Years on the Leaky Pipeline—Did it Work?

Jamie C. Fitzgerald, Josh Staffieri, Krista Pecachek, Christina Matich

Green River College

jfitzgerald@greenriver.edu

11:00-11:50

Milgard Assembly Room in William Philip Hall

C.8: Studio-Based Pedagogy: Scaffolding to Resilience and Resistance

Alyssa Kaufman, Anne Huntemer-Silveira

Western Washington University

huntema@wwu.edu; kaufmaa4@wwu.edu

1:10-2:00

Joy 110

D.3: Removing Barriers to Full Participation: Enabling Vulnerable Students to Resist and Persist

Michelle Marie, Ph.D. and Amanda McDowell

Oregon State University

michelle.marie@oregonstate.edu; mcdowela@oregonstate.edu

2:20-3:10

Joy 109

E.2: Training Tutors to Respond to Grammatical Errors with a Model Response Log

Kelvin Keown

UW Tacoma

kelvin3@uw.edu

3:20-4:10

Joy 105

F.1: Grammar Roles: Examining the Position Grammar Places Us In

Jordan Smith, Grace Boulanger

University of Washington Bothell

jlong38@gmail.com, graceb8@uw.edu