

the 24th
Annual

NATIONAL CONFERENCE ON
PEER TUTORING
in WRITING

Celebrating History:

Dancing backward, forward, and all around

October 19–21, 2007

Penn State
Thomas Building
State College, Pennsylvania

PENNSTATE



University
Park

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Greetings from the Conference Organizers

Welcome to Happy Valley for the 24th Annual National Conference on Peer Tutoring in Writing. The tutors of Penn State's Center for Excellence in Writing thank you for joining this celebratory dance of discourse through the rhetorical moves of peership. At this conference planned by tutors for tutors, you will see that even though the floor is filled with good dancers making some good moves, no one knows all the moves!

Given the dance metaphor that animates our theme of celebrating history, we couldn't think of a better way to kick off the conference Friday night than to kick out the jams with a dance featuring former Penn State professor and friend of writing centers Dr. Elaine Richardson and the band Fleshcoat.

But there is more to this conference than getting up off of that thing and shakin' it till we feel better, as the late James Brown would have had us do. Saturday and Sunday offer an energetic program of intellectual substance. Participants are speaking to the histories of their writing centers as well as their personal histories as writing peer tutors, applying their writing-centered scholarship to other communities, reflecting on the 2000 NCPTW at Merrimack College (marking progress since the millennium), discussing how the historical archives of the Writing Center Research Project at University of Louisville inform their work, and presenting many other topics of interest to peer tutoring in writing. These presentations not only celebrate history, they plan, analyze, problematize, interpret, theorize, and preserve.

This isn't just a fabulous dance of sessions, this conference is an anniversary dance. Twenty-five years ago, Ron Maxwell brought the dance of peer tutoring to Penn State—a direct result of his attending Kenneth Bruffee's Brooklyn College Institute in Collaborative Learning and Peer Tutoring. In the years following, Bruffee keynoted the inaugural NCPTW at Brown University in 1984, then keynoted the conference again when Maxwell and his peer tutors hosted it at Penn State in 1990. What a treat to have Maxwell and Bruffee (along with several Institute alums) here again at this conference.

Penn State is proud to host this conference for the third time. Thank you for proposing such a strong schedule of sessions.

Let's dance!



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- Bedford/St. Martin's Press
- Wadsworth Cengage Learning
- College of Arts and Architecture College of Education
- Department of English
- University Learning Centers

THANKS ALSO TO OUR PREDECESSORS:

Ron Maxwell, for bringing peer tutoring and a tutor-training curriculum to Penn State's University Park Writing Center in 1982 and for staying involved in the Center after returning to full-time teaching in 1998 and then retiring in 1999.

Julie Story, formerly our Undergraduate Writing Center associate director who is now a writing specialist in Student Support Services at Lock Haven University of Pennsylvania, for chairing the 1999 NCPTW at University Park and leaving such helpful files.

Jim Purdy, formerly one of our peer tutors in writing who is now the writing center director at Bloomsburg University of Pennsylvania, for setting such a good example with the 1999 NCPTW he scripted and edited.

Judy Meder, who was with us as a conference planner back in 1999 and came back for more this year.

George Cooper and his University of Michigan crew for hosting such a hard act to follow with the 2006 NCPTW and for helping us do the best we can.

The NCPTW board for its helpful responses to questions throughout the conference planning process.



General Conference Information

REGISTRATION: Registration will take place between 6:00 and 9:00 p.m. on Friday, October 19th and between 8:00 a.m. and 3:30 p.m. on Saturday, October 20th in the second floor lobby of the Thomas building.

MEETING ROOMS: All meetings and sessions will be held in the Thomas building.

WORK SPACE: The conference has reserved 222 and 223 Thomas as speaker preparation areas and small meeting spaces.

EVALUATIONS: An evaluation form and pencil are located in your conference folder. Please take a moment to complete this form after your final session, and place it in one of the evaluation boxes.

TAXI SERVICE: Taxi services are Handy Delivery Taxi (814-353-6001), AA Taxi Inc. (814-231-TAXI), and Nittany Express (814-867-4646). The conference chair uses Nittany Express (one of the drivers, Alioune Guisse, leads the African band Warref that will perform in the State Theatre downtown Sunday night October 21).

MEDICAL INFORMATION: The University Health Center (Ritenour) is available from 8:00 a.m. to 5:00 p.m. daily. Mount Nittany Medical Center is adjacent to Penn State and has 24-hour service. Emergency numbers are (Ritenour Health Center) 814-863-7211 and (Mount Nittany Medical Center) 814-234-6110.



Conference Overview

Friday, October 19

- 6:00–9:00 p.m. **Registration**, Johnston Commons
- 7:00–9:00 p.m. **Music and Dancing:** Fleshcoat featuring Dr. E, Mars Room,
Johnston Commons

Saturday, October 20

- 8:00 a.m.–3:30 p.m. **Registration**, Thomas Building, 2nd Floor Lobby
- 8:00–9:45 a.m. **Continental Breakfast**, Thomas Building, 2nd Floor Lobby
- 9:10–9:30 a.m. **Welcome**, Thomas Building, Room 100
- 9:45–11:00 a.m. **Concurrent Sessions**, Thomas Building, Rooms 118, 122,
117, 104, 215, 216, 124, 201
- 11:15 a.m.–12:30 p.m. **Maxwell Award, Keynote**, Thomas Building, Room 100
- 12:30–2:00 p.m. **Lunch, Campus Tours, Open Mic**
- 2:15–3:30 p.m. **Concurrent Sessions**, Thomas Building, Rooms 122, 104,
216, 117, 118, 215, 201, 124
- 3:45–5:00 p.m. **Concurrent Sessions**, Thomas Building, Rooms 201, 118,
104, 117, 215, 122, 216, 124
- 5:15–6:30 p.m. **Plenary Session**, Thomas Building, Room 100
All Day Poster Sessions

Sunday, October 21

- 8:00–9:30 a.m. **Continental Breakfast**, Thomas Building, 2nd Floor Lobby
- 8:00–9:00 a.m. **Board Meeting**, Thomas Building, Room 219
- 9:30–10:45 a.m. **Concurrent Sessions**, Thomas Building,
Rooms 215, 201, 118
- 11:00 a.m.–12:15 p.m. **Concurrent Sessions**, Thomas Building,
Rooms 117, 216, 220, 122, 104
- 12:30–1:00 p.m. **Raffle, Reflections, Farewells**
- 1:15–2:15 p.m. **Campus Tours**
- 3:00–6:00 p.m. **Party at Maxwell's Farm**
All Day Poster Sessions



Special Events

MEALS: Continental breakfast will be provided from 8:00 to 9:45 a.m. on Saturday and 8:00 to 9:30 a.m. on Sunday in the second floor lobby of the Thomas Building. Boxed lunches will be provided at 12:30 p.m. on Saturday, also in the second floor lobby. Coffee, tea, water, and soda will be available throughout the conference. Conference participants are on their own for dinner Saturday evening and lunch Sunday afternoon.

REGISTRATION: Registration and a reception will begin at 6:00 p.m. Friday in Johnston Commons. Registration will continue Saturday starting at 8:00 a.m. along with a continental breakfast in the second floor lobby of the Thomas Building.

FRIDAY EVENING PERFORMANCE AND DANCE: Fleshcoat featuring Dr. E will kick off our celebration of peer tutoring history by helping us dance backward, forward, and all around in the Mars Room of Johnston Commons 7:00 to 9:00 p.m.

SATURDAY AFTERNOON OPEN MIC AND CAMPUS TOURS: Take a tour with a peer tutor after lunch to see some sites of Penn State! Or stay in Thomas Building for open-mic performances in room 100.

POSTER SESSIONS: On Saturday and Sunday during the conference, poster sessions will be featured in the second floor lobby of the Thomas Building.

PLENARY SESSIONS: (1) Jeremy Cohen, Penn State's Associate Vice President and Senior Associate Dean for Undergraduate Education, will welcome participants to the conference at 9:10 a.m. on Saturday in room 100, Thomas Building. (2) Later in the day in 100 Thomas, Michele Eodice, 2006 NCPTW Maxwell Award winner, will present the 2007 award to Susan Dinitz at 11:15 a.m., and then Kenneth Bruffee will deliver the keynote address, introduced by Katy Rank Lev. (3) At 5:15 p.m. on Saturday in room 100 Thomas Building, Brian Fallon has organized a collaborative session where current and former peer tutors along with current and former administrators will tell stories that define the history of NCPTW. (4) Sunday, three of Penn State's Undergraduate Writing Center peer tutor coordinators, Jeremy Corbett, Barbara Greene, and Meghann Hjulstrom, will bring the conference to a close with open-mic reflective summations and a raffle 12:30 to 1:00 p.m. in 100 Thomas.

SUNDAY AFTERNOON CAMPUS TOURS: If you were not able to tour the campus on Saturday, you will have one more chance 1:15 to 2:15 p.m. Sunday.

SUNDAY AFTERNOON PARTY: Following the conference programming on campus, remaining participants are invited to a post-conference party at the lovely rural home of Ron and Mary Maxwell, 501 Struble Road, three miles east from campus at the foot of Mt. Nittany, 3:00 to 6:00 p.m. Make cider in an antique cider press from apples you pick in the Maxwells' orchard. **Directions:** Drive east on College Avenue (Route 26 North) to where Struble Road intersects College Avenue at a stop light with College Gardens Nursery on your left. Turn right onto Struble Road, over the railroad tracks and up hill about a quarter of a mile. You'll drive through a light industrial area before you reach the woods. Two blocks past First Avenue on your right, look for a red mailbox for 501 Struble on your left. Turn left into the driveway.



Conference Schedule

Friday, October 19th

- 6:00–9:00 p.m. **Registration and Reception (1)**
Mars Room, Johnston Commons
- 7:00–9:00 p.m. **Music and Dancing (2):** Fleshcoat Featuring Dr. E
Mars Room, Johnston Commons
-

Conference Schedule

Saturday, October 20th

- 8:00–3:30 p.m. **Registration (3)**
Thomas Building, 2nd Floor Lobby
- 8:00–9:45 a.m. **Continental Breakfast (4)**
Thomas Building, 2nd Floor Lobby
- 9:10–9:30 a.m. **Welcome (5),** Jeremy Cohen, Associate Vice President and
Senior Associate Dean of Undergraduate Education
100 Thomas Building
- 9:45–11:00 a.m. **Concurrent Sessions (6)**

A. Tutor Training and Tutoring Creative Writing

(118 Thomas Building)

Jeremy Corbett, Moderator

- **Charlotte Slack, Jacob Garza, Judy Bohr, Flo Davies, Sierra Mendez,** Texas A&M University, “Writing Centers Dance with Stars from Business” (50 min.)

Abstract: A writing center where everyone dances to the same tune spells success for peer tutors, clients and the writing center itself. Peer tutors will discuss and present skits about their experiences in the writing center that parallel successful business practices. The strategies can be replicated so that writing centers become ballrooms where everyone dances like stars.

- **Brenna Swift, Kristina Caffrey,** Colorado College, “In Its Own Write: The Creative Writing Center” (25 min.)

Abstract: In this presentation, we'll show how the college writing center might hold creative writing workshops and events to help make writing a more enjoyable and personal activity for students. We hope to demonstrate that creative writing can have a positive influence on the writing center and the students that it serves.



B. Online Tutoring (122 Thomas Building)

Lauren Kern, Moderator

- **Johanna Roed, Harry Denny, Anthony Eid, Jennifer Fontanez, Chris Leary, Christina Vallario**, St. John's University, "Dancing Around the Subject: Challenges and Possibilities of Competing Online Interests" (75 min.)

Abstract: Peer tutors and administrators seek to solve problems that have arisen since the inception of a new online consultation system at the Staten Island writing center. Historically our peer consulting pedagogies have fostered interactive, student-centered dynamics, yet emergent technologies have the potential to confound our principles. In this interactive panel, we seek to juxtapose like moments of tutoring conducted in vastly different contexts: face to face, asynchronous e-mail, and live chat.

C. Productivity in Sessions and Tutoring in Different Disciplines (117 Thomas Building)

Luke Zeller, Moderator

- **Susan Dinitz, Jean Kiedaisch, Abby Goode, Danielle Bauman**, University of Vermont, "What Makes a Writing Center Session Productive?" (50 min.)

Abstract: Workshop participants will critically analyze what makes a writing center session "productive." Two tutors will describe how their desire to be productive actually hindered their effectiveness: for Danielle, limiting the depth of what she accomplished; for Abby, leading her to contribute too much to a session.

- **Greg Stevens, Cait Mates, Kimberly Schmidt, Violet Smith**, Eckerd College, "Special Cases: Determining Tutor Methods" (25 min.)

Abstract: Lab reports and language proficiency assessments are two types of writing that seem to cause a conflict in a process-oriented Writing Center. In this workshop, we will be working through and demonstrating the qualities and controversies of the dichotomy between process-oriented tutoring and product-oriented assignments.

D. Personal History in Writing Centers (104 Thomas Building)

Karintha Parker, Moderator

- **Harvey Kail**, University of Maine, "Rewriting Personal History and Identity: Peer Tutoring and Individual Transformation" (75 min.)
- **Hannah Lauterback**, "Dancing in Someone Else's Shoes"
- **Keir Peterson**, "It's Not Like Going to the Dance"
- **Jesse Priest**, "No Longer a Wallflower"



■ **Rosalie Sullivan**, “Panic at the Disco”

■ **Amber Tripp**, “In the Chorus Line”

Abstract: University of Maine peer tutors will discuss how self-perceptions and the perceptions of others have influenced the way we are writing our own history as students and individuals. We will then invite the audience to join us in this dance of discourse about self-identity and collaborative learning.

E. Tutoring Strategies (215 Thomas Building)

Claire Lyskava, Moderator

■ **Michael Marler, Natasha Allred, Lisa Fehoko**, Brigham Young University Hawaii, “Triads: A Road (to Autonomy) Less Traveled” (50 min.)

Abstract: In this presentation, a panel of tutors and writing center leaders will explain how we engage teachers in setting up the triad program, how we utilize various Center resources to tailor the three learning strategies to the learning focus of each student’s triad, and what happens when tutees connect with the Center across three different visits.

■ **Sarah Spears, Dusty Bailey, Chase Bollig, Callie Yeager**, University of Oklahoma, “Shakin’ it and Workin’ it: How Finding the Groove Between Students and Consultants Can Lead to a Successful Session” (25 min.)

Abstract: Learning to approach tutoring from a different perspective—dance—can provide helpful insight into the nature of interpersonal relationships within a session as well as help create a structure that will allow students to get into the groove. This interactive workshop will consider the elements of dance as strategies for interacting with peer writers.

F. Writing Center Administration (216 Thomas Building)

Olivia Jolly, Moderator

■ **Marcy Trianosky, Rachel McCarthy James, Lindsay Little, Denae LoBato**, Hollins University, “Collaborative Administration in the Writing Center” (75 min.)

Abstract: This panel will discuss the many ways our Writing Center enacts collaborative administration between peer tutors and the director. In daily activities, in training, and in hiring, tutors collaborate with each other and with the director in an effort to create an effective peer-tutoring environment.



G. Personal History in Writing Centers

(201 Thomas Building)

Lana Ulrich, Moderator

- **Evelyn Schreiber, Nicole Welsh, Valerie Vilott, Meredith Raimondi, Christina Mueller, Kaitlin Vignali, Anna Yakovleva, Alyssa Wood, Shivani Murthy, Lisa Francavilla,** George Washington University, "How the Writing Center Took Over Our Lives: The Job that Changed the Way We Write and Think" (25 min.)

Abstract: This presentation discusses the roles of receptionists, undergraduate tutors, and graduate tutors and the dynamics among these groups. In particular, we would like to discuss how our experiences as receptionists affected the way that we approached tutor training and tutoring.

- **Emilie Coulson, Jeronimo Maradiaga, William Fong, Kara Dalton,** Colby College, "Real World Tutoring: Personal Histories and Tutoring Styles" (50 min.)

Abstract: Personal histories inform writing processes and tutoring techniques. We will share, filmed in the style of the "Real World," interviews with tutors who sense discord between common tutoring precepts and their own personal histories. We offer these narratives, and questions about our audience's experiences, as the base for an interactive presentation.

11:15 a.m.–
12:30 p.m.

Maxwell Award (7): Susan Dinitz, presented by Michele Eodice

- **Keynote: Kenneth Bruffee,** "What Being a Writing Peer Tutor Can Do for You," introduced by Katy Rank Lev (100 Thomas Building)

Ken Bruffee is Professor of English Emeritus of Brooklyn College, City University of New York. His B.A. is from Connecticut Wesleyan and his Ph.D. from Northwestern. Many of his accomplishments have affected all of us involved in peer tutoring writing. He created collaborative-learning-based writing peer tutoring at Brooklyn College. He taught there for forty years, twenty of them directing the college's honors programs. He co-founded the National Council of Writing Program Administrators and was its journal's founding editor. The 3rd edition of Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge is due for publication by Johns Hopkins University Press next spring.



12:30–2:00 p.m.

Lunch (8)

- **Campus Tour** led by PSU Peer Tutors
- **Open Mic** moderated by Cindy Clem, Assistant Director, Undergraduate Writing Center (100 Thomas Building)

2:15–3:30 p.m.

Concurrent Sessions (9)

A. Emotional Intelligence and Peer Tutor Community

(122 Thomas Building)

Zachary Pappis, Moderator

- **Paula Brown**, Louisiana Tech, “The Mindful Tutor: Promoting Emotional Intelligence in the Writing Center” (25 min.)

Abstract: Before true critical thinking can happen, emotions must be understood, especially in responding to topics instructors frequently assign on issues like homosexuality and race. The role of the tutor is to make the student mindful of his or her feelings and to integrate them with thought and judgment so as to make sense of them within the discourse of the profession.

- **Allison Barrineau, Jacob Garza**, Texas A&M University, “Archetypes and Stereotypes: Identifying Roles in the Writing Center Staff and Confronting a Tendency of Othering within Consultations” (50 min.)

Abstract: The staff at our Writing Center is very close to one another. A peer consultant presents her research of the archetypes that staff members represent to create a harmonious, effective, and often entertaining community. Delving deeper into the issue of roles, another consultant explores the stereotypes that exist in sessions.

B. Collaboration and Creative Writing (104 Thomas Building)

Amanda Klunk, Moderator

- **Harriet Millan, Zara Hussaini, Carol Moniz, Jessica Taiboada, Morgan Wade, Cleonie Meraz, Shazia Mehmood, Brian Sammons, Brett Shiel**, Drexel University, “The Freire Project: A Collaboration between Drexel University Peer Writing Tutors in Training and Freire Charter High School Students” (75 min.)

Abstract: Using video and writing samples, this presentation will describe a creative writing collaboration between Drexel University peer tutors in training and Freire Charter High School students, foregrounding the work of Paulo Freire.



C. ESL Tutoring (216 Thomas Building)

Carly Porter, Moderator

- **Evelyn Schreiber, Nicole Welsh, Meredith Raimondi, Gerald Cook, Aaron Shraberg, Jessica Wilde, Leila Ashkeboussi, Lauren Kuzmick, George Washington University, "Lost in Translation: A Writing Center Epic" (50 min.)**

Abstract: By using the voices of our tutors, tutees, and administration, this presentation will provide a look at progress through adversity with non-native speakers of English and the Writing Center at George Washington University.

- **Kang Tchou, Bucknell, "The Hokey Pokey Dance of ESL Tutoring" (25 min.)**

Abstract: Drawing upon two memorable ESL tutoring sessions, this presentation analyzes the movements of the peer-tutor and the writer through the trope of the Hokey Pokey Dance. These individuals' interactions represent a dance that mediates cultural and linguistic difference. What's in and what's out and what exactly is ESL all about?

D. Writing Fellows Program (117 Thomas Building)

Oju Ajagbe, Moderator

- **Deborah Burns, Merrimack, "History, Reflection & Direction: The Writing Fellows Program Revisited" (75 min.)**
- **Kathryn Nielsen-Dube, "The Writing Fellows Program: The Assistant Director's Perspective"**
- **Kathleen Shine Cain, "The Writing Fellows Program: A Faculty Perspective"**
- **Michael J. Rossi, "The Writing Fellows Program: A Dean's Perspective"**
- **Jon Swerling**
- **Jaycee Vaughn**
- **Lauren Zebniack**

E. Tutor Training (118 Thomas Building)

Barbara Greene, Moderator

- **Nicole Caswell, Jennifer Schneider, Ball State University, "Spice it Up: Exploring Tutor Training Trends" (75 min.)**

Abstract: Analyzing tutor training through an historical perspective helps tutors and directors change the current training methods to advance the field. Through an interactive training experience, tutors and directors will be provided with the opportunity to critically analyze their own training history and critique the ideas of the greater community.



F. Personal History in Writing Centers (215 Thomas Building)

Andrew Carroll, Moderator

- **Michael Mattison**, Boise State University, "Paso (Tense) Doble: A Letter about Not Always Being a Peer" (75 min.)

Abstract: This workshop will ask you to write a letter to yourself, to the self you were when you first began working in a writing center. What would you tell yourself if you could send a letter back in time? We will share drafts and discuss the advice (and warnings) we give.

G. Writing Center History (201 Thomas Building)

Meghann Hjulstrom, Moderator

- **Tina Perdue, Maggie Herb, Jessica Legg, Katie Kobal**, Indiana University of Pennsylvania, "Why We Do What We Do: Acknowledging the Influence of Our Writing Center's History" (75 min.)

Abstract: How might our writing center's history shape our work as writing center directors and tutors? Join panelists from Indiana University of Pennsylvania's writing center who will share what they learned through interviews about IUP's legacy in the writing center field and what that legacy means to the work they do today.

H. Tutors as Graders and Writing Center Promotion

(124 Thomas Building)

Luke Zeller, Moderator

- **Steven Pearlman**, Indiana University of Pennsylvania, "Grades as Gateway? Understanding Tensions Between the Tutor and the Social Construct" (50 min.)

Abstract: Building on the likes of Fish and Foucault, tutors arguably cannot truly understand disciplinary conventions unless they exercise the language and practice of assessment. As such, can we reconcile Trimbur's acknowledged tensions between tutor as learner vs. pre-professional by encouraging co-investigation of assessment between tutor and tutee?

- **Michael Kennedy**, Loras College, "Changing Negative Student Perception of Writing Centers" (25 min.)

Abstract: Students often perceive the campus writing center with the stigma that the service of the center only exists to support lower caliber writers. This presentation is intended to trace the history of this stigma, as well as to determine approaches to expand the appeal of the writing center to a broad cross-section of the student population.



3:45–5:00 p.m.

Concurrent Sessions (10)**A. Writing Center History (201 Thomas Building)**

Oju Ajagbe, Moderator

- **Harvey Kail**, University of Maine; **Kenneth A. Bruffee**, Brooklyn College; **Peter Hawkes**, East Stroudsburg University; **Mara Holt**, Ohio University; **Ron Maxwell**, Penn State University; **John Trimbur**, Emerson University, “Living History/Live Future: The Brooklyn College Summer Institute in Training Peer Writing Tutors” (75 min.)

Abstract: This roundtable will gather together some of those who participated in the Brooklyn Institute, 1980–1983, along with Kenneth A. Bruffee, its director, to talk about what they each took with them from the work of the Institute and its relevance to them today.

B. Emotional Intelligence (104 Thomas Building)

Brian McDyre, Moderator

- **Jill Pennington**, Lansing Community College; **Doug Dangler**, Ohio State University; **Michele Eodice**, University of Oklahoma; **Clint Gardner**, Salt Lake Community College; **Carol Peterson-Haviland**, California State University, San Bernardino; **Tiffany Turcotte**, Michigan State University, “Stop Being Such an Asshole’: Applying Dr. Robert Sutton’s Principles to Writing Center Work” (75 min.)

Abstract: Stanford University professor Dr. Robert Sutton teaches us how to effectively manage conflict with difficult people in his best-seller, The No Asshole Rule: Building a Civilized Workplace and Surviving One That Isn’t. This workshop will apply his strategies for interacting with difficult people to writing center work.

C. Online Tutoring and Writing Center Promotion

(117 Thomas Building)

Jeremy Corbett, Moderator

- **Abiola Farinde**, **Tara Trout**, Texas A&M University, “Bridging the Gap: Developing Closer Relationships through Online Writing Labs” (25 min.)

Abstract: It is our objective to present various techniques that will build stronger relations between consultants and their clients during asynchronous and synchronous tutoring sessions. We feel that if one or more of these techniques are incorporated within OWLS, consultant-client relations will improve.



- **Sasha Prokopets**, University of Maryland, "Bridging the Gap between University Faculty and Writing Centers" (25 min.)

Abstract: This presentation explores the miscommunications between professors, students, and writing center staff, which often deter students from seeking help from the writing center. An analysis of a faculty survey about perceptions of the writing center will be discussed, and suggestions will be made for improving communication between faculty and writing center staff.

D. ESL Tutoring (215 Thomas Building)

Luke Zeller, Moderator

- **Christina Williams**, Marquette University, "Grammar Ain't Everything: Peer Tutoring with Asian International Students" (25 min.)

Abstract: Peer tutors face significant cultural, rhetorical, and linguistic challenges when working with international students, particularly those from non-Western cultures. This paper is an inquiry into, and series of directives for, tutor interaction with Asian international students for clarity and efficiency in the tutoring session and for the tutee's long-term growth.

- **Yvonne Pratt-Johnson**, St. John's University, "The Benefits of Involving TESOL Graduate Students in the Writing Center" (25 min.)

Abstract: This session addresses ways in which graduate students specializing in Teaching English to Speakers of Other Languages (TESOL) can be effectively involved in writing centers, bringing to bear specialized skills that enable them to work knowledgeably with second language learners who seek assistance with writing assignments.

- **Pat DiCuffa, Ron Hays**, Texas A&M University, "Using Memory to Situate the Writing Center's Place in the University" (25 min.)

Abstract: To emphasize the importance and value of documenting the history of writing centers, the presentation will discuss the following: 1) keeping the history verifies the progress of the center; 2) the writing center is a continual work-in-progress; and 3) with the ever-changing staff, knowing the history can help consultants consider themselves a part of that progress.



E. Tutoring Public Speaking (122 Thomas Building)

Candace Whitten, Moderator

- **Laura Greenfield, Joan Tsang, Aviva Elzufon, Christine Yieleh-Chireh, Kirbi Kidd**, Mt. Holyoke College, "Leadership, Writing, and Public Speaking: Transferable Tutoring Methodologies at an All-Women's College" (75 min.)

Abstract: Tutors from an all-women's college will present the strategies and challenges of tutoring both writing and public speaking in a center that defines its mission in terms of developing strong leaders.

F. Tutoring Strategies (216 Thomas Building)

Amanda Klunk, Moderator

- **George Cooper, Davietta Butty, Clare McGuire, Joe Varkle**, University of Michigan, "Directive and Non-Directive Tutoring: Rhythmic Variation in the Rhetorical Stance of Peership" (75 min.)

Abstract: This panel will report on interview and survey data taken at their writing center regarding the theoretical and practical tensions between non directive and directive tutoring, resulting not in an argument of which kind of tutoring is better, but in understanding better the educational obstructions that such tensions create.

G. Writing Center Promotion and Online Tutoring

(124 Thomas Building)

Karintha Parker, Moderator

- **Lisa Stalbaum, Lindsey Pavlovick**, Purdue University, "MySpace: Virtually Connecting Writing Center to Student Communities" (25 min.)

Abstract: During this interactive presentation, we discuss the advantages to writing centers in creating a MySpace page to reach undergraduate students. We will demonstrate how to create a MySpace page, show Purdue's page as an example, and discuss ideas for textual and visual content appropriate for the audience and the medium.

- **Heather Blain, Leigh Ryan, Tyler Mills**, University of Maryland, "Looking Forward Digitally: Workshops as Synchronous Online Chats" (50 min.)

Abstract: This workshop explores the appropriate rhetorical situations and practices for writing center online chat workshops as well as discussing how online workshop chats can best take advantage of students' digital expertise to address the issues students face in writing.



5:15–6:30 p.m.

Plenary Session (11)

(100 Thomas Building)

- **Brian Fallon**, St. John's University; **Renee Brown**, Peters Township, PA; **Harvey Kail**, University of Maine; **Soma Kedia**, Rockville, MD; **Ron Maxwell**, State College, PA; **Jim Purdy**, Bloomsburg University of Pennsylvania; **Ben Rafoth**, Indiana University of Pennsylvania; **Michael Rossi**, Merrimack College; **Jon Olson**, Penn State University, "A Recollection of Events: Toward a History of the National Conference on Peer Tutoring in Writing" (75 min.)

Abstract: No histories explicitly dealing with the National Conference on Peer Tutoring in Writing have been written to date, so this plenary came out of a curiosity about where NCPTW has been and a desire to begin documenting how NCPTW has progressed and developed. Over the years, many stories have circulated around hotel lobbies and restaurant tables that capture some of the most telling and intriguing moments of this conference. Some of these stories have been a matter of fact while others have taken on a life of their own as NCPTW lore and even legend. As Peter Carino has noted, histories of any type tend to influence how we understand the nature of the work we do and its import. With this in mind, we felt this presentation needed to move beyond a linear history of the conference, which would result in a rather dull chronology of events—an approach that potentially strips the conference of its character. This history, then, will be performative in nature, told through the moments that our panelists felt defined NCPTW or at least moments that characterize the conference's commitment to undergraduate research in writing centers. In this plenary, we hope to construct a history through the moments that have shaped the current state of NCPTW.



All Day

Poster Sessions (12)

A. Tutoring across the Disciplines

(Thomas Building, 2nd Floor Lobby)

- **Jen Corra**, Bloomsburg University of Pennsylvania, "Dancing in Multiple Disciplines: Preparing Tutors for Working with Papers from across the Disciplines"

Abstract: Writing tutors must respond to writing from across many disciplines. Tutors, though, are often unprepared to work with texts from outside their disciplines of study. This poster session will present ways in which tutors can work with writing from outside their major without needing to be experts in those disciplines.

B. Peer Writing Tutor Alumni

(Thomas Building, 2nd Floor Lobby)

- **Paula Gillespie**, Marquette University; **Harvey Kail**, University of Maine, "Peer Writing Tutor Alumni Research Project: A Poster Session Update"

Abstract: We would like to invite writing center directors and researchers, as well as current peer writing tutors, to visit this poster session to learn about our continuing cross-institutional project to document and assess the skills, values and abilities that peer tutors take with them from their training and experience into their lives and work.

Conference Schedule

Sunday, October 21st

8:00–9:30 a.m. **Continental Breakfast** (13)
Thomas Building, 2nd Floor Lobby

8:00–9:00 a.m. **Board Meeting** (14)
219 Thomas Building

9:30–10:45 a.m. **Concurrent Sessions** (15)

A. Tutors as Graders and Writing Groups

(215 Thomas Building)

Laura Korslund, Moderator

- **Brandy Scalise**, Penn State University, “Graduate Writing Centers, Writing Groups, and the Development of a Professional Rhetoric” (25 min.)

Abstract: The importance of professionalization for graduate students raises special challenges for the generalist writing tutor. This session considers the ways in which writing groups can be used in conjunction with graduate writing centers to encourage the development of a professional rhetoric—and writer.

- **Luke Zeller**, Penn State University, “Process Grading and the Writing Center” (50 min.)

Abstract: Writing centers initially reacted to the authoritative writing pedagogy of their academic institutions by tutoring in a minimalist fashion. By looking at a progressive process grading strategy with Kenneth Bruffee’s descriptive outlines, we can see how and when more authoritative tutoring can be appropriate.

B. Tutoring Strategies (201 Thomas Building)

Claire Lyskava, Moderator

- **Margaret Stahr**, University of Pittsburgh, “The Top 10 Things New Tutors Need to Know Revisited” (75 min.)
- **Robin Lamkin**, DePauw University, “Silence is Golden: Learning to Tutor Without Too Much”
- **Sarah Schultheis**, DePauw University, “Lots of What I Need to Know I Learned from Other Tutors”

Abstract: In 1999, ten peer-tutors from DePauw University’s Writing Center presented a paper entitled “The Top Ten Things a New Tutor Needs to Know.” This panel revisits that list and current peer-tutors offer modifications based on current tutoring theory and personal experience for tutors in 2007.



C. ESL Tutoring (118 Thomas Building)

Caroline Egan, Moderator

- **Molly Besch, Lindsey Sydow, Samantha Chiu**, Texas A&M University, "Celebrating Cultures Across the World" (50 min.)

Abstract: *In order to better serve ESL students, a grammar course focusing on problem issues can be created. The overall goal of the course is not to produce "error-free" papers, but instead to build confidence in one's ability to write in English. Peer tutors will discuss their experiences creating, planning, and running the course.*

1:00 a.m.–
12:15 p.m.

Concurrent Sessions (16)

A. Tutor Training (117 Thomas Building)

Mary Inks, Moderator

- **Nathalie Singh-Corcoran, Bryan Coyle, Lisa DeMedio, Ashley Goddard, Ashley King, Nicole Walter**, West Virginia University, "Tutor Training the Write Way" (75 min.)

Abstract: *Our interactive workshop encourages participants to consider how a tutor training program that promotes writing opens up critical and creative spaces that are often neglected by more standard reading/discussion and scenario based tutor training.*

B. Tutor Training (216 Thomas Building)

Emily Tarconish, Moderator

- **Masha Sukovic**, Texas A&M University, "The Write Stuff: Using Sketch Comedy in Writing Center-based Tutor Training" (75 min.)

Abstract: *The presentation explores the role of sketch comedy and comedic skits in providing training for newly hired writing consultants at Texas A&M University Writing Center. The presentation includes showing recordings of the three original skits, which were used in Fall 2006 and Spring 2007 Training Sessions.*

C. Emotional Intelligence (220 Thomas Building)

Ashley Wingard, Moderator

- **Dawn Fels, Jessica Legg**, Indiana University of Pennsylvania; **Brian Fallon**, St. John's University, "When Tutors are Othered by Writers: Making Personal History Matter in Staff Development" (75min.)

Abstract: How can writing center directors support tutors who are othered by the writers they attempt to help? This panel highlights the narrative accounts of three tutors who responded to and resisted writers' attempts to other them and examines multiple possibilities of using narratives for training, support, and critical reflection.

D. Tutoring in the Classroom (122 Thomas Building)

Nicole Byrne, Moderator

- **Lora Mendenhall**, Purdue University Calumet, "Marching to the Beat of a Different Drummer: Stepping Out of the Role of Tutor and Into the Role of Supplemental Instructor" (25 min.)

Abstract: Is there a difference between the role of tutor and S.I.? Can one-on-one or small group tutoring skills be effectively utilized in a classroom setting? I would have to say, "Yes, but differently." This presentation will discuss if and how tutors can benefit from visiting the classes they serve.

- **Jeanne Marie Rose, Sarah Bollinger, Stephen Sims**, Penn State University Berks, "Building Trust by Being Present" (50 min.)

Abstract: In these papers in dialogue, a tutor and a program administrator present trust-building as an ethic for program development. Speaker 1 supports an in-class tutoring presence as a means of creating a shared context between tutors and writers. Speaker 2 encourages program administrators to trust their tutors to identify program needs and to implement these needs as concrete strategies.



E. Grad School Information (104 Thomas Building)

Laura Korslund, Moderator

- **Harry Denny**, St. John's University; **Cheryl Glenn**, Penn State University; **Ben Rafoth**, Indiana University of PA, "So You're (Thinking About) Going to Grad School" (75 min.)

Abstract: The panelists, each representing a different type of graduate program, will speak briefly to the general question of "why go to graduate school?" At the end of their brief joint presentation, the panelists will take questions from the audience, using the major portion of the session to address participants' common questions and concerns.

12:30-1:00 p.m.

Raffle, Reflections, Farewells (17)
(100 Thomas Building)

- **Jeremy Corbett**, **Barbara Greene**, **Meghann Hjulstrom**, Penn State University, Moderators

1:00-6:00 p.m.

Party at Ron and Mary Maxwell's Farm (18)
501 Struble Road, State College

Directions: Drive east on College Avenue (Route 26 North) to where Struble Road intersects College Avenue at a stop light with College Gardens Nursery on your left. Turn right onto Struble Road, over the railroad tracks and up hill about a quarter of a mile. You'll drive through a light industrial area before you reach the woods. Two blocks past First Avenue on your right, look for a red mailbox for 501 Struble on your left. Turn left into the driveway.

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Call for Nominations

The 2008 NCPTW Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing

DEADLINE FOR NOMINATIONS: August 31, 2008

The NCPTW Ron Maxwell Leadership Award is given annually to a professional in the National Conference on Peer Tutoring in Writing organization who has contributed with distinction to undergraduate student development through promoting collaborative learning among peer tutors in writing. The award recognizes an individual for dedication to and leadership in collaborative learning within writing centers, for aiding students in taking on more responsibility together for their learning, and thus for promoting the work of peer tutors. Its presentation also denotes extraordinary service to the evolution of this conference organization.

Such leadership may be demonstrated in a variety of ways, including but not limited to

- Building a record of bringing peer tutors to present at the Conference
- Giving service to the NCPTW through hosting the Conference, serving as program chair, leading in the search for future sites, etc.
- Fostering leadership skills among peer tutors
- Showing evidence of leadership in collaborative learning on the home campus
- Developing innovative peer tutoring programs in the home community
- In general, welcoming and meeting new challenges in leading a center guided by a collaborative learning philosophy

While other aspects of a candidate's professional performance—e.g., work with professional tutors, writing center research and publication—are respected by the NCPTW and are surely interrelated, this award is intended to recognize meritorious work in an area too little acknowledged.

Selection Process: An awards committee (consisting of past award recipients and Ron Maxwell) reviews nominations and chooses an annual recipient. A plaque and a \$200 cash prize are funded by an endowment from Ron and Mary Maxwell.



Nomination Process: Send nominations by August 31, 2008, to Jon Olson via e-mail olson3@psu.edu, fax (814) 863-9627, or a letter addressed to Maxwell Award, Center for Excellence in Writing, 206 Boucke Building, Penn State University, University Park, PA 16802-5900. Consult <http://www.wc.iup.edu/ncptw> or call 814-865-9243 for more information. Please provide the nominee's name, title, affiliation, postal address, e-mail address, and phone number. This call is to professional colleagues of the nominees and to peer tutors. Support the nomination with as much persuasive evidence as time permits, knowing the importance of helping your nominee stand out among other deserving nominees.

Award History: At the 1997 NCPTW in Lexington, KY, Maxwell received a plaque from the conference organizers in recognition of his leadership in the organization. Twila Yates Papay of Rollins College received similar recognition at the 1998 NCPTW in Plattsburgh, NY. Maxwell's endowment ensured that such recognition would continue, and the NCPTW board insisted that the award bear the Maxwell name. Molly Wingate of Colorado College received the inaugural 1999 NCPTW Ron Maxwell Leadership Award. Jean Kiedaisch of University of Vermont received the award in 2000, Kevin Davis of East Central University in 2001, Ben Rafoth of Indiana University of Pennsylvania in 2002, Jean Donovan Sanborn of Colby College in 2003, Harvey Kail of University of Maine in 2004, Kathleen Shine Cain and Michael Rossi of Merrimack College in 2005, Michele Eodice of University of Oklahoma in 2006, and Susan Dinitz of University of Vermont in 2007.

2007 NCPTW Maxwell Award Recipient

Susan M. Dinitz Receives NCPTW Maxwell Award

Dr. Susan M. Dinitz, Writing Center Coordinator at the University of Vermont, has won the 2007 Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing. Please see the award criteria in the call for nominations within this program.

One supporter wrote that Dr. Dinitz embodies the “absolutely distinctive” character of NCPTW “where we keep students in the foreground” and “do collaborative work in a way that is done nowhere else—and on many levels.”

Another supporter noted that Dinitz “has lived the spirit of the organization in her own writing center and in her mentoring relationship with her tutors.” One letter of nomination praised the way Dinitz trains her tutors: “Sue gives her tutors very careful training. She teaches a two-semester, six-credit training seminar students take while they tutor. After the course, tutors attend bi-weekly training meetings. Sue has designed this training carefully and thoughtfully, especially in terms of the writing that tutors do and the sequencing of the theory they read.”

What Dinitz practices among peer tutors she also practices among her professional colleagues. Another supporter wrote, “I’m particularly moved by the fact that her contributions have extended undiminished over such a very long period of time extending back to the earlier days of NCPTW.” In addition to appreciation for being an active member of the NCPTW board, she is praised for having co-hosted the conference in 1991, for bringing peer tutors to present at almost every conference, for publishing work that focuses on peer tutoring (see recent issues of *Writing Center Journal* and *Writing Lab Newsletter*), for contributing significantly to discussions of the direction and form of the organization, for helping a writing center in Ireland collaboratively as an onsite consultant, and for offering invaluable advice to those who have hosted the conference.

This year’s conference theme of celebrating history is especially fitting for Dinitz because 2007 marks the 25th anniversary of UVM’s Writing Center. Dinitz began coordinating the Writing Center the year after it was founded, from 1983 to 1989 and again from 1998 to the present. Throughout the past 25 years, she has collaborated closely with her partner in the dance of writing center discourse, Jean Kiedaisch, the recently retired Director of Academic Support Programs at UVM who received the Maxwell Award in the year 2000.

Congratulations to Dr. Dinitz and to the University of Vermont.



The Dangling Modifier

2007

A non-profit national online newsletter by and for peer tutors in writing, produced by Penn State University in association with the National Conference on Peer Tutoring in Writing, *The Dangling Modifier* is published biannually in the fall and spring semesters.

If you're interested in taking part in the experience, we encourage you to submit a brief article, 1,000 words or less, to:

danglingmodifier@psu.edu

Please include your name, college/university, phone number, and e-mail address.

Please visit us online at: http://www.ulc.psu.edu/Dangling_Modifier/index.php

The mission of *The Dangling Modifier* is to provide a national forum for ongoing conversation among peer tutors in writing. *The Dangling Modifier* is designed to stimulate discussion, promote national peer tutor activities, and share helpful information among writing centers across the nation. The editorial staff strives to select pieces that are interesting, controversial, original, and well-written.



300 300 Building, The D2
 ACA Academic Activities C7
 ACP Academic Projects D7
 AAD Agricultural Administration B5
 AGE Agricultural Engineering B4
 ASI Ag. Science & Industries A5
 ALT Althouse Lab B4
 ARL Applied Research Lab (ARL) D2
 ASB Applied Science C1
 ARM Armsby B4
 ART Arts (Playhouse Theatre) B3
 ACG Arts Cottage B4
 BAG Bag House D2
 BCS Bank of America Career Services B6
 BEM Beam A4
 BVR Beaver Stadium A8
 BDK Beecher-Dock House D7
 BND Benedict House D7
 BFC Bennett Family Center C6
 BCR Berkey Creamery B5
 BTL Biomechanics Teaching Lab B2
 BKS Bookstore C4
 BRL Borland B4
 BKE Boucke C4
 BNR Breazeale Nuclear Reactor C7
 BJC Bryce Jordan Center B8
 BKH Buckhout Lab C4
 BUR Burrows C3
 BST Bus Station D1
 BUS Business A5
 CSQ Calder Square II D4
 CRG Carnegie C3
 CRP Carpenter B3
 CDR CEDAR B2
 CHB Chambers B3
 CHN Chandlee Lab C4
 CHM Chemistry C4
 CUL Coal Utilization Lab C7
 CMP Computer Building B6
 DWL Davey Lab C4
 DKE Deike C2
 EES Earth-Engineering Sciences C1
 ELR East Area Locker Room B7
 EAP East Parking Deck A5
 EIS Eisenhower Auditorium B5
 ECH Eisenhower Chapel B3

EPD Eisenhower Parking Deck B5
 EEE Electrical Eng. East D3
 EEW Electrical Eng. West D3
 ENG Engineering Services D1
 EUN Engineering Units (A-C) D3
 EXE Executive Education B2
 FNK Fenske Lab B4
 FRG Ferguson B4
 FDS Food Science A5
 FRD Ford A3
 FRL Forest Resource Lab C8
 FRR Forest Resources A5
 FRM Forum B4
 FRH Fraternity House C2
 FRN Frear North C4
 FRS Frear South B4
 GRD Gardner House D7
 GRN Grange C5
 GIP Greenberg (Ice Pavillion) C7
 HWL Hollowell C1
 HMD Hammond D3
 HI Headhouse I B5
 HII Headhouse II B5
 HIII Headhouse III B5
 HHD Health & Human Dev. D4
 HND Henderson D4
 HNS Henderson South D4
 HNG Henning A5
 HUB Hettzel Union (HUB) C4
 HNZ Hintz Family Alumni Center D3
 HLB Holuba Hall B7
 HSL Hosler C2
 HPD HUB Parking Deck C5
 IHL Ihliseng B3
 IST Information Sciences & Technology C2
 IM Intramural A7
 IMF Intramural Fields A6, A7, A8
 JMS James D2
 JFF Jeffrey Field A7
 KTZ Katz A5 (complete January '09)
 KLR Keller A2
 KRN Kern B3
 LFB Lasch Football Building C7
 LND Leonhard C1
 LFS Life Sciences B5
 MNT Maintenance I (Pollock) C6
 MTR Mateer A3

MCL McAllister C4
 NAT McCoy Natatorium B6
 MOR Moore B3
 MLR Mueller Lab B4
 MIF Multi-Sport Indoor Facility B8
 MSC Music B3
 MII Music II B3
 NLI Nittany Lion Inn B2
 NLS Nittany Lion Shrine B2
 NPD Nittany Parking Deck B3
 NLL Noll Lab C2
 OBT Old Botany C3
 OMN Old Main C3
 OSM Osmond Lab C4
 OSW Oswald Tower C3
 PMA Palmer Museum of Art B4
 PRK Park Avenue A3
 PSQ Pasquerilla Spiritual Center B3
 PRL Pasture Research Lab B5
 PNL Paterno Library B3
 PTL Pattee Library B3
 PTN Patterson B4
 PVN Pavilion Theatre B4
 PDT Penn State Downtown Theatre Center E5
 PCG Pine Cottage C4
 PLK Pollock C5
 PND Pond Lab C4
 PWR Power Plant D2
 RKL Rackley B3
 RBR Reber D2
 REC Recreation (Rec Hall) B2
 RSC Research Center C8
 RSE Research East D7
 RSW Research West C1
 RDR Rider House D2
 RDI Rider I D2
 RDII Rider II E2
 RTR Ritenour C5
 ROB Robeson Cultural Center C4
 SKT Sackett D3
 STF Sarni Tennis Facility B6
 SCB Schwab Auditorium C3
 SHD Shields B7
 SPK Sparks C3
 SCG Spruce Cottage C4
 SDL Steidle C3
 SFB Stuckeman Family Building A4

SHC Student Health Center B6 (complete May '08)
 SWM Swimming Pool (outdoor) B6
 TCM Telecommunications C4
 TNS Tennis B7
 TMS Thomas C5
 TSN Tyson B5
 UC University Club D2
 VIS Visual Arts B4
 WGR Wagner B6
 WKR Walker C2
 WTK Wartik Lab C4
 WTN Water Tunnel (G.Thomas) C2
 WVR Weaver B4
 WHT White D5
 WML Whitmore Lab C4
 WLD Willard C3

East Residence Halls

E1 Bigler Hall A6
 E2 Brumbaugh Hall A6
 E3 Curtin Hall A6
 E4 Findlay Commons A6
 E5 Fisher Hall A6
 E6 Geary Hall A6
 E7 Hastings Hall A6
 E8 Johnston Commons A6
 E9 McKean Hall A6
 E10 Packer Hall A6
 E11 Pennypacker Hall A6
 E12 Pinchot Hall A6
 E13 Snyder Hall A6
 E14 Sproul Hall A6
 E15 Stone Hall A6
 E16 Stuart Hall A6
 E17 Tener Hall A6

Eastview Terrace

ET1 Brill Hall D6
 ET2 Curry Hall D6
 ET3 Harris Hall D7
 ET4 Miller Hall D7
 ET5 Nelson Hall D7
 ET6 Panofsky Hall D6
 ET7 Young Hall D6

North Residence Halls
 NT1 Nittany Apartments C6
 NT2 Nittany Community Center C6
 NT3 Nittany Hall C6

North Residence Halls

N1 Holmes Hall A4
 N2 Leete Hall A4
 N3 Runkle Hall A4
 N4 Warnock Commons A4

Pollock Residence Halls

P1 Beaver Hall D5
 P2 Hartranft Hall C5
 P3 Hlester Hall C6
 P4 Mifflin Hall C5
 P5 Pollock Commons C6
 P6 Porter Hall C6
 P7 Ritner Hall C6
 P8 Shutze Hall C6
 P9 Shunk Hall C6
 P10 Wolf Hall C6

South Residence Halls

S1 Achorton Hall D5
 S2 Cooper Hall D6
 S3 Cross Hall D6
 S4 Ewing Hall D6
 S5 Haller Hall D5
 S6 Hibbs Hall D5
 S7 Hoyt Hall D6
 S8 Lyons Hall D5
 S9 McElwain Hall C5
 S10 Reddler Commons D6
 S11 Simmons Hall D5
 S12 Stephens Hall D5

West Residence Halls

W1 Hamilton Hall C2
 W2 Irvin Hall B3
 W3 Jordan Hall C3
 W4 McKee Hall B2
 W5 Thompson Hall C3
 W6 Waring Commons C2
 W7 Watts Hall C3

NCPTW History: Themes, Dates, and Locations

- 1. The Conference on Peer Tutoring in Writing**
No theme
November 2–3, 1984
Brown University, Providence, RI
- 2. Second Annual Conference on Peer Tutoring**
No theme
October 25–27, 1985
Bucknell University, Lewisburg, PA
- 3. The Third Annual Conference on Peer Tutoring in Writing**
“Connecting Writing with Learning”
October 31–November 2, 1986
Georgetown University, Washington, D.C.
Co-sponsors: George Washington University, Randolph-Macon College, and University of Maryland
- 4. The Fourth Annual Conference on Peer Tutoring in Writing**
“The Writing/Tutoring Process”
November 6–8, 1987
Purdue University, West Lafayette, IN
- 5. The Fifth Annual Conference on Peer Tutoring in Writing**
“Tutoring Writers throughout the Disciplines”
October 28–30, 1988
Skidmore College, Saratoga Springs, New York
- 6. The Sixth Annual National Conference on Peer Tutoring in Writing**
“Partnerships: Teaching, Learning, Growing”
November 3–5, 1989
Youngstown State University, Youngstown, OH
- 7. The Seventh Annual National Conference on Peer Tutoring in Writing**
No theme
October 26–28, 1990
Penn State University, University Park, PA
- 8. The Eighth Annual National Conference on Peer Tutoring in Writing**
“Learning to Trust Diversity”
November 1–3, 1991
University of Vermont, Burlington, VT
Co-sponsors: Champlain College, Saint Michael’s College, and Trinity College of Vermont
- 9. National Conference on Peer Tutoring in Writing**
“All about Talk”
October 23–24, 1992
Indiana University of Pennsylvania, Indiana, PA
- 10. National Conference on Peer Tutoring in Writing**
“Tenth Anniversary—Reflections and Projections”
November 5–7, 1993
Grand Valley State University, Allendale/Grand Rapids, MI
- 11. National Conference on Peer Tutoring in Writing**
“Building Life Skills through Collaboration”
November 11–13, 1994
Wynfrey Hotel, Birmingham, AL
Co-sponsors: The University of Montevallo and Rollins College
- 12. 12th Annual National Conference on Peer Tutoring in Writing**
No theme
October 27–29, 1995
Ball State University, Muncie, IN
Co-sponsor: East Central University, Ada, OK



13. **Peer Tutoring in Writing: The Thirteenth Annual Conference**
 "Exploring Complexity"
 October 25–27, 1996
*Embassy Suites Hotel,
 Oklahoma City, OK
 East Central University, Ada, OK*
14. **National Conference on Peer Tutoring in Writing**
 No theme
 October 24–26, 1997
*Wyndham Garden Hotel, Lexington, KY
 University of Kentucky*
15. **Fifteenth Annual National Conference on Peer Tutoring in Writing**
 "Writers as Readers . . . Readers as Writers"
 November 6–8, 1998
*Plattsburgh State University
 of New York*
16. **The Sixteenth Annual National Conference on Peer Tutoring in Writing**
 "Unmasking Writing: A Collaborative Process"
 October 29–31, 1999
*Penn State University,
 University Park, PA*
17. **The Seventeenth Annual National Conference on Peer Tutoring in Writing**
 "Looking Ahead, Looking Back"
 October 13–15, 2000
Merrimack College, North Andover, MA
18. **The 18th Annual National Conference on Peer Tutoring in Writing**
 "Writing from the Center"
 November 2–4, 2001
Muhlenberg College, Allentown, PA
Co-sponsor: Lafayette College
19. **19th Annual National Conference on Peer Tutoring in Writing and the 21st Annual Midwest Writing Centers Association Conference**
 "Learning with Tutors"
 October 25–27, 2002
University of Kansas, Lawrence, KS
20. **20th Annual National Conference on Peer Tutoring in Writing and the International Writing Centers Association Conference**
 "Writing Back"
 October 23–25, 2003
Hershey Lodge & Convention Center, Hershey, PA
21. **The 21st Annual National Conference on Peer Tutoring in Writing**
 "Writing and Beyond"
 October 29–31, 2004
Centenary College, Hackettstown, NJ
22. **The International Writing Centers Association and the National Conference on Peer Tutoring in Writing Second Joint Conference**
 "Navigating the Boundary Waters: The Politics of Identity, Location, and Stewardship"
 October 19–23, 2005
*Minneapolis Hyatt Regency,
 Minneapolis, MN*
23. **The 23rd National Conference on Peer Tutoring in Writing**
 "Negotiating Authority in the Writing Center"
 November 10–12, 2006
University of Michigan, Ann Arbor, MI
24. **The 24th National Conference on Peer Tutoring in Writing**
 "Celebrating History: Dancing Backward, Forward, and All Around"
 October 19–21, 2007
*Penn State University,
 University Park, PA*

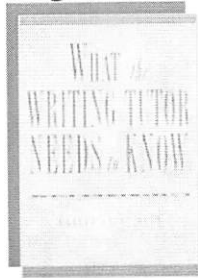


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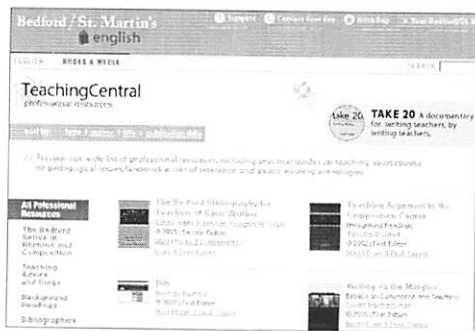
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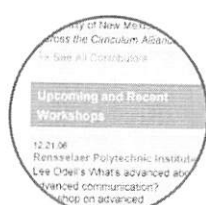
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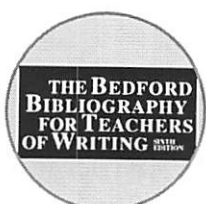
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