

The Newsletter of the



Fall 2015

October

Daniel Heffner, Editor

Letter from the President

Dear NTWCA friends,

As the Write Site welcomes you to the Texas Woman's University campus for our fall 2015 conference, our writing center is also celebrating its 40th anniversary. Since social constructivism is one of the theories underpinning our writing center work, it seemed apropos that we should celebrate with our NTWCA community of practice.

In preparation for our celebration, our writing center staff combed archives and asked faculty for information about our center when it opened its doors in 1975. We came up with nothing before 1995. The few older records I *do* have indicate that in the spring of 1995, the center, then called "The Writing Lab," assisted a total of 124 students. In the spring of 2015, we assisted 706 unique students for a total of 1,973 appointments.

Without archives from the Write Site's early days, I have been imagining what our writing center was like all those years ago. The numbers seem to suggest that, at least in 1995, our writing center was still a writing center like Steven North describes as, "to illiteracy what a cross between Lourdes and a hospice would be to serious illness: one goes there hoping for miracles, but ready to face the inevitable" (435). Along with my image of our writing center as a place primarily for remediation, I imagine a room, probably

with a table and a few chairs, with a solitary bookshelf housing a few grammar handbooks and style manuals. I imagine hand-written and typewriter composed drafts, composition professors working extra hours in the writing center, with their red pens, who were expected to "fix" the students' papers.

Take a moment and juxtapose this image with the Write Site, and with all of your writing centers today, as safe spaces to explore the writing process and engage in meaningful talk about writing.

Another stark difference in the writing centers of yore and our writing centers today is the technology that puts a whole world of writers and writing at our, and the students', fingertips. What information scientists and educational theorists have learned about computer-supported collaborative learning has been a natural marriage with our ideas about the social nature of writing. Scrolling through their drafts and applying ideas anywhere on a draft in the moment, students compose sections of their papers during sessions, which teaches them the recursive nature of the writing process, and of course online writing labs have shown how well situated computer-supported collaborative learning is for writing center work. What better way to discuss writing than with writing!

The first two pieces of writing center scholarship I read four years ago when I started my adventure as a writing center coordinator were "The Everyday Writing Center: A Community of Practice" and "The Idea of a Writing Center." The Write Site is fortunate to share our 40th anniversary not only with all of you but also with Dr. Michele Eodice who will speak with us about "Making Meaningful Writers," a desire we all share. We've come a long way from the original perception that writing centers were places of remediation, and now almost universally work on "contemporary perspectives on teaching writing; first, that writing is most usefully viewed as a process; and second, that writing

curricula need to be student-centered" (North 438). Although we can't foresee what the next 40 years will bring for writing center theory and practice, I'm thankful that our NTWCA community of practice will evolve together.

My best,

Jennifer Phillips-Denny
NTWCA President

Work Cited:

North, Stephen. "The Idea of a Writing Center." *College English* 46.5 (1984): 433-446. Print.

North Texas Writing Centers Association

Fall 2015 Conference

October 23, 2015

Hosted by
Texas Woman's University
Hubbard Hall, Banquet Room
Denton, TX

Program Schedule

| | |
|--------------------|--|
| 11:30-11:45 | Arrival and Registration |
| 11:45-12:00 | Opening Remarks Dr. Genevieve West Chair of ESFL, Texas Woman's University |
| 12:00-12:45 | Lunch |
| 12:45-1:00 | Break |
| 1:00-1:30 | Business Meeting |
| 1:30-2:30 | <i>Keynote: "Making Meaningful Writers,"</i> Dr. Michele Eodice, Associate Provost for Academic Engagement and Director of the OU Writing Center, University of Oklahoma |
| 3:00-3:30 | Closing Remarks and Writing Center Tour |

Please obtain a visitor's permit, and park in visitor parking.

Campus Map:

<http://www.twu.edu/maps/denton-campus-map/>

Keynote Address

Michele Eodice, PhD



Michele Eodice is the Associate Provost for Academic Engagement and Director of the OU Writing Center at the University of Oklahoma. Eodice's ongoing research interests include co-authoring, collaborative writing, adult and higher education, developing faculty writing at universities, and student engagement and learning through writing practices. Currently she is a professor of writing at the University of Oklahoma, and as a program director and associate provost is involved with writing across the curriculum and other initiatives, such as academic service learning and community engagement.

Eodice has been a director of a writing center and a leader in the field of writing centers for over 20 years. For many years, Eodice was in leadership roles within the International Writing Centers Association, serving as president from 2007-2009. She currently serves as editor of *The Writing Center Journal*, the primary research journal of the International Writing Centers Association (writingcenterjournal.org).

Among her publications, two books are the products of important collaborations, *(First Person)2: A Study of Co-Authoring in the Academy* (2001), written with Kami Day, and *The Everyday Writing Center: A Community of Practice* (2007), written with Anne Ellen Geller, Frankie Condon, Meg Carroll, and Elizabeth H. Boquet. With Anne Ellen Geller as co-editor, she published *Working with Faculty Writers* (2013), a book that details the range of national best practices in programmatic support for faculty writers. Also, with co-researchers Anne Ellen Geller and Neal Lerner, she is writing up a study of students' meaningful writing experiences for a 2016 publication (Utah State University Press) (meaningfulwritingproject.net).

News from the Region

If you would like to have your writing center featured here, send updates at any time to the newsletter editor, Daniel Heffner, at christopher.heffner@utdallas.edu.

University of Texas at Arlington

In Fall 2015, the UTA English Writing Center hosted two events for campus community members, including undergraduates, graduates, and faculty. On Tuesday, September 8, the English Writing Center participated for our second year in International Literacy Day, a national event founded by the International Literacy Association for the purpose of raising awareness concerning global literacy needs. This year's theme was "Literacy and Sustainable Societies," which seeks to promote literacy and sustainability among communities worldwide. The UTA English Writing Center hosted an event on the evening of Tuesday, September 8, which included a guest speaker who presented on the intersections of literacy and environmental sustainability.

In addition, the UTA English Writing Center participated in the National Day on Writing on Tuesday, October 20, to celebrate writing in its many forms and mediums. The National Day on Writing was founded in 2009 by the National Council of Teachers of English and largely involves a writing event held on Twitter in which participants respond to a prompt. At the University of Texas at Arlington, last year's event on #Writemycommunity was hosted by the English Writing Center alongside the Central Library, and the Department of English. We encouraged students to write an eight-word story more specifically on "I am UTA because..." followed by #UTAWriteOn, #UTALibrary, #UTAFYW, #UTADNA, or #mycommunity.

Many of our initiatives in the English Writing Center involve collaboration with other departments, as in the case of International Literacy Day and the National Day on Writing. In part, this serves the English Writing Center as it provides visibility and further opportunities for advertising our services. However, collaboration with other programs and departments also raises awareness among the university discourse community concerning "the idea of a Writing Center," which is to help students take initiative and ownership of their writing in all fields, forms, and mediums writing projects might take. In fact, our English Writing Center predominately serves students in the sciences including engineering and nursing. Few of our clients are declared majors in the humanities, including English. Initiatives such as International Literacy Day and the National Day on Writing serve in representing the act of writing as interdisciplinary in nature. Individuals write each and every day in a variety of forms: in business letters, emails, lab reports, records and charts, and even on Facebook and Twitter. By teaming up with university programs and departments, the English Writing Center serves in raising awareness about the nature of writing itself, namely that writing involves a cacophony of voices in conversation with one another including voices that are not themselves "literary," "grammatically correct," or strictly "for English people."

Dallas Baptist University

This fall, DBU's Writing Center published a thoroughly updated collection of 96 quick reference flyers (handouts), which the consulting staff spent the summer months developing, revising, and improving. Following this, the staff worked tirelessly to generate content for the new UWC blog within the first few weeks of the semester and continues to publish weekly posts. Two receptionists – Catherine Anderson and Isaac Miller – have transitioned into consultant training, providing the UWC leadership with opportunities to fine-tune training materials and requirements. Finally, Student Coordinator Caitlin Perry is weeks away from graduating with a Master's Degree in Organizational Communication Management, and Senior Consultant Haley Briggs is excitedly preparing to be promoted in her place.

University of Texas at Dallas

This semester, the UT Dallas Writing Center moved locations across the basement of McDermott Library into a new area that we share with the Student Outreach and Academic Retention advisors. Our new location gives us some greater visibility. We have also begun hosting tutoring hours in the residence halls in collaboration with chemistry tutoring and math tutoring.

In our continuing collaboration with the McDermott Library, our third biannual Dissertation Proposal Bootcamp, for PhD students working on their dissertation proposals, was larger than ever before this year at 31 students. We also hosted a meet-and-greet and panel discussion attended by about 40 students.

Our collaboration with International Student Services continues to flourish, with a series of weekly workshops dubbed the "English Writing Hour." In these workshops, international students learn and practice skills for communicating in written English to academic and business audiences.

Tarrant County College

On 02 October 2015, writing center staff from Tarrant County College's Northeast campus presented a panel at the 3rd Annual TCC Global Citizenship Conference: Think Globally, Practice Locally. The panel included Jared Landin (Learning Lab Manager), Elizabeth Parrish (Instructional Associate), and Andrew Weatherford (Instructional Assistant). The group's presentation informed on the best practices for global consciousness in the writing center emphasizing the international nature of student clients utilizing the learning center. The panel raised awareness of the mission and values of the writing center as a facilitator for non-native English students as well as further facilitating support from the academic community.

The North Texas Writing Centers Association serves writing centers of the region as a clearinghouse for exchanging information, as a forum for discussing important writing center issues, and as a means of promoting the professional status of writing center personnel.

Name: _____

Email Address: _____

Institutional Address:

___ I am a Writing Center Director.

____ I am interested in Writing Centers (past director, faculty member, student ...).

Other: _____

Please Send Dues To: NTWCA
Attn: Elizabeth Parrish
TCC NE English Department
828 W. Harwood Rd.
Hurst, Texas 76054-3299

CONSTITUTION OF THE NORTH TEXAS WRITING CENTERS ASSOCIATION
(REVISED SPRING 2007)

- I. The North Texas Writing Centers Association serves writing centers of the region as a clearinghouse for exchanging information, as a forum for discussing important writing center issues, and as a means of promoting the professional status of writing center personnel.
- II. Membership in the NTWCA includes directors and staff of writing centers and persons interested in writing centers. Membership can be multiple-campus institutions (\$25 per campus), single-campus institutions (\$50), or individual (\$10). Institutional memberships include writing center staff and tutors at the institution.
- III. NTWCA assesses dues annually at the fall meeting. Memberships run from September through August. Monies collected are used for communication, publication, and conference expenses.
- IV. The right to vote and to hold office extends to all individual and institutional members.
- V. The following elected officers serve a two-year term and may be elected for multiple, two-year terms:
 - a. President: The president chairs all meetings, facilitates the operations of the association, and serves as co-chair of the Membership Committee.
 - b. Vice-President: The vice-president functions as program chair and assumes the duties of the president in the president's absence.
 - c. Newsletter Editor: The newsletter editor gathers information, edits articles, publishes the newsletter, and handles mailings.
 - d. Secretary: The secretary takes minutes at meetings and reports at executive board meetings and conferences.
 - e. Treasurer: The treasurer collects dues, records memberships, reports finances and memberships at meetings, and serves as co-chair of the Membership Committee.
 - f. Immediate Past President: The immediate past president serves as an advisor and assists other officers in discharging their duties.
- VI. The president appoints the following officers for two-year terms:
 - a. Web Spinner: The web spinner maintains the NTWCA website page.
 - b. Archivist: The archivist serves as custodian of the organization's records.
- VII. The Membership Committee is co- chaired by the president and treasurer and consists of three volunteers from the organization membership. The membership committee promotes involvement by serving as the NTWCA's outreach liaisons, contacting potential members at colleges, universities, and secondary schools in the area, and conducting an annual membership drive.
- VIII. The Executive Board, consisting of the six elected officers and two appointees, meets at least twice per calendar year to plan meetings and conferences. When officers and

appointees are selected at the spring meeting, they immediately assume their duties and plan the schedule of events for the following year.

- IX. If an officer resigns, the Executive Board will appoint an interim officer to serve out the officer's term. If the resigning officer's term has more than one year remaining, the association will elect a new officer at the next regular meeting to serve out the remainder of the term.
- X. The NTWCA sponsors two conferences per calendar year.
- XI. This constitution may be amended or replaced by a majority vote of the executive board and membership at any business meeting.