

**Call for Papers**  
**EWCA Conference 2022**  
***Writing Centers as Spaces of Empowerment***  
**Karl-Franzens-Universität Graz (Austria), July 6 – 9, 2022**

The EWCA board is pleased to announce the 2022 EWCA conference to be held on July 6th – 9th, 2020, at the University of Graz, Austria. The theme of the upcoming conference will address the broad range of issues related to the concept of **empowerment** and its meaning for writing center work. We would like to invite EWCA members, affiliates and friends to contribute with research-based and practical-based presentations, workshops, roundtable discussions, posters and pecha kuchas in order to sound out the empowering potential of writing center work. In addition to the opportunity to network and exchange ideas informally, EWCA2020 will endeavor to offer open spaces, time slots and other possibilities to meet within special interest groups.

### **Conference theme**

Higher education is widely perceived as a promise of empowerment: It is assumed that access to new fields of knowledge and new social and cultural practices will empower students in higher education to successfully acculturate into and participate in their chosen discipline-specific communities of practice. In higher education institutes without dedicated writing programs, ensuring that promise of empowerment often falls to Writing Centers and various other kinds of student development centers.

Different approaches to student writing can determine the character and identity of a writing center within the educational system, influencing whether it is humanistic or technocist, hegemonic or counter-hegemonic, remedial or developmental. Writing Centers have to ask themselves what kind of center they want to be: Do they want to interface in live or virtual spaces? Do they want to uncritically teach established formal conventions or invite students to explore the social and political motivations behind those forms? Do they wish to pursue a deficit model or do they want to promote a more critical analysis of situated, disciplinary writing practices in third-level education?

Considering these aspects, we suggest the following questions/strands at our EWCA Conference 2022:

- What does/can empowerment mean in the context of writing center work? What are the opportunities? What are the pitfalls/limits?
  - Blazer, S., & Fallon, B. (2020). Changing Conditions for Multilingual Writers: Writing Centers Destabilizing Standard Language Ideology. *Composition Forum 44*. Association of Teachers of Advanced Composition.
  - Grimm, N. M. (2009). New conceptual frameworks for writing center work. *The Writing Center Journal, 29*(2), 11-27.
  - Lillis, T., Harrington, K., Lea, M., & Mitchell, S. (2016). *Working with academic literacies: Case studies towards transformative practice*. The WAC Clearinghouse/Parlor Press.
  - Lockett, A. (2019). Why I call it the academic ghetto: A critical examination of race, place, and writing centers. *Praxis: A Writing Center Journal*.
  - Shamon, L. K., & Burns, D. H. (1995). A critique of pure tutoring. *The Writing Center Journal, 15*(2), 134-151.

- To what extent and in which respects do writing centers empower peers and those they tutor?
  - Girgensohn, K. (2012). Mutual growing: How student experience can shape writing centers. *Journal of Academic Writing*, 2(1), 127-137.
  - Greenfield, L. (2019). *Radical Writing Center Praxis: A Paradigm for Ethical Political Engagement*. Logan: Utah State University.
  - Moore, L. M. (2013). Revising Trimbur's Dichotomy: Tutors and Client's Sharing Knowledge, Sharing Power. *Praxis: A Writing Center Journal*.
  - Munje, P. N., Nanima, R. D., & Clarence, S. (2018). The role of questioning in writing tutorials: a critical approach to student-centered learning in peer tutorials in higher education. *Mentoring & Tutoring: Partnership in Learning*, 26(3), 336-353.
  - O'Sullivan, Í., & Cleary, L. (2014). Peer-tutoring in Academic Writing: the Infectious Nature of Engagement. *Journal of Academic Writing*, 4(1), 52-65.
  
- How can writing centers act as change agents to establish more empowering literacy practices throughout the higher education institute?
  - Bräuer, G. (2002). Drawing connections across education: The Freiburg writing center model. *Language and learning across the disciplines*, 5 (3), 61-80.
  - Bräuer, G., & Girgensohn, K. (2012). Literacy development projects initiating institutional change. *Writing programs worldwide: Profiles of academic writing in many places*, 225-238.
  - Corbett, S. J. (2015). *Beyond dichotomy: Synergizing writing center and classroom pedagogies*. WAC Clearinghouse.
  - Essid, J., & McTague, B. (Eds.). (2019). *Writing Centers at the Center of Change*. Routledge.
  - Halm, D. S. (2018). Writing Success and Self Efficacy: The Student Perspective. *Journal of Education and Social Development*, 2(1). 5-15.
  - Holt, M. (2018). *Collaborative learning as democratic practice: a history*. Conference on College Composition and Communication, National Council of Teachers of English.
  - Kells, M. H. (2016). Writing Across Communities and The Writing Center as Cultural Ecotone: Language Diversity, Civic Engagement, and Graduate Student Leadership. *Praxis: A Writing Center Journal*.
  
- How can writing centers empower non-traditional groups such as students from socio-economically marginalized communities, adult learners and students with home languages other than the dominant language?
  - Bawarshi, A., & Pelkowski, S. (1999). Postcolonialism and the Idea of a Writing Center. *The Writing Center Journal*, 19(2), 41-58.
  - Blazer, S. (2015). Twenty-first century writing center staff education: Teaching and learning towards inclusive and productive everyday practice. *The Writing Center Journal*, 17-55.
  - Daniels, S., Babcock, R. D., & Daniels, D. (2016). Writing centers and disability: Enabling writers through an inclusive philosophy. *Praxis: A Writing Center Journal*, 13(1), 39-50
  - Gustafsson, M., & Ganobcsik-Williams, L. (2016). Writing centres and the turn toward multilingual and multiliteracy writing tutoring. In *The Routledge handbook of English for academic purposes* (pp. 541-553). Routledge.
  - Lee, K. (2019). Black in the Writing Center: Race, representation, and the post-racial lie. In J. Essid and B. McTague (Eds.) *Writing Centers at the Center of Change* (pp. 129-139). Routledge.
  - Shapiro, S., Cox, M., Shuck, G., & Simnitt, E. (2016). Teaching for agency: From appreciating linguistic diversity to empowering student writers. *Composition Studies*, 44(1), 31.

- To what extent can the Activist WC Movement be a model for empowering writing center work?
  - Carter, S., Adkins, T. and Dunbar-Odom, D. (2009). The Activist Writing Center. Retrieved from: <http://cconlinejournal.org/NCOW/default.htm>
  - Denny, H. (2010). Queering the writing center. *The Writing Center Journal*, 30 (1), 95-124.
  - Greenfield, L. (2019). *Radical Writing Center Praxis: A Paradigm for Ethical Political Engagement*. University Press of Colorado.
  - LaFrance, M., & Wardle, E. (2019). Building a Twenty-First-Century Feminist Ethos: Three Dialogues for WPAs. *Writing Program Administration*, 42(2), 13-37.
  
- What does empowerment mean with regard to the digital turn in WC work?
  - Bancroft, J. (2016). Multiliteracy centers spanning the digital divide: Providing a full spectrum of support. *Computers and Composition*, 41, 46-55.
  - Eyman, E. (2020). Moving in from the periphery: Exploring the disciplinary labyrinth. In *Technology and English Studies* (pp. 75-90). Routledge.
  - Giaimo, G. N., Cheatle, J. J., Hastings, C. K., & Modey, C. (2018). It's All in the Notes: What Session Notes Can Tell Us About the Work of Writing Centers. *Journal of Writing Analytics*, 2, 225-256.
  - Kourbani, V. (2020). Online Tutoring. From Writing Center to Virtual Education Hub. In J. Essid, B. McTague (Eds.) *Writing Centers at the Center of Change*. (pp. 60-82). Taylor & Francis.
  - Kruse, O., & Rapp, C. (2019). Seamless Writing: How the Digitisation of Writing Transforms Thinking, Communication, and Student Learning. In C.-K. Looi, L.-H. Wong, C. Glahn, & S. Cai (Eds.), *Seamless Learning: Perspectives, Challenges and Opportunities* (pp. 191-208). Springer.
  - Prince, S., Willard, R., Zamarripa, E., & Sharkey-Smith, M. (2018). Peripheral (Re) Visions: Moving Online Writing Centers from Margin to Center. *WLN: A Journal of Writing Center Scholarship*, 42(5-6), 10-18.

## Session Types

### Presentations (20 minutes + 10 minutes discussion)

Report on a study—quantitative, qualitative, mixed methods, action research, reflective/theoretic—or an evidence-based pedagogical practice. The proposal should contain a precise statement of the problem or issue, followed by a description of the research method and design or the chosen theoretical concepts, the major findings, and the conclusions reached.

### Interactive Workshops (90 minutes)

Workshops are an opportunity to model an innovative practice, strategy or innovation for your colleagues through collaborative hands-on activities. Proposals should clearly describe the practice you intend to feature, the aims and the overall structure of the session, as well as how you will actively engage the audience.

### Roundtable Discussions (90 minutes)

Roundtable sessions are ideal for works-in-progress, pedagogical innovations, or taking up an issue of current debate in our field. One session lasts 90 Minutes and is hosted by a facilitator who firstly gives a brief introduction to the chosen topic (10 Min) and afterwards encourages an active and egalitarian discussion with of all participants. Proposals should indicate the topic of your discussion, why it would

be of interest to writing center colleagues, and how you plan to engage and facilitate an active and dynamic discussion.

### Posters (DIN A0)

Posters present a research content in a visual format and should invite interaction and discussion.

### PechaKucha Sessions (20 images in 20 seconds for each presenter)

PechaKucha is a format, where the presenter shows 20 images for 20 seconds of commentary each (6 minutes and 40 seconds total). The images can be PowerPoint slides, or other types of visuals, accompanied by the speaker's comments. Pecha Kucha presentations are suitable for presenting writing centers or experiences with the teaching and tutoring of writing.

### **Submission Details**

Your abstract should correspond to the following criteria:

- 250-300 words
- an informative title
- information on the chosen type of session
- information on the chosen strand/subtopic
- list of relevant scholarly sources
- the names and e-mail-addresses of the contributors

English is the preferred language of the conference, but in the interest of inclusivity, the EWCA welcomes those who would feel more comfortable presenting in another language.

### **Further Information**

The conference management tool for submissions will be available in January 2022, announced via the EWCA and our associate's listservs. Details of EWCA 2022 will also be updated on the EWCA website: <http://europeanwritingcenters.eu/conference.html>

The period for new submissions will be from 17/01/2022 to 13/02/2022. New submitters will be informed about the acceptance of their contribution by March 14<sup>th</sup>, 2022.

In case of any questions regarding conference, program or submissions, please do not hesitate to contact us via [ewca-2022@uni-graz.at](mailto:ewca-2022@uni-graz.at)!