



Student Presentation Program

CAPTA 2015: CAPTA Connects

George Mason University, October 2, 2015

Session A Presentations

9:15-10:15 am

SESSION A1: HUB 3

Aardvark, Badger, Chameleon, Dingo

1. *Questioning: A Skill Connecting the Disciplines*

Lindsay Rosenblum (Grade 11), Delaney Connolly (Grade 11), Hannah Slevin (Grade 11)
Oakton High School, Vienna, Virginia

Have you ever wondered what it would be like to tutor a subject you don't understand? Oakton High School has the only interdisciplinary tutoring center in the area, so this is a skill our tutors practice on a daily basis. Questioning is one strategy our tutoring center uses to ease this process. Join three of our tutors in a presentation and interactive group discussion about the uses and applications of the skill questioning! [25 min]

2. *Utilizing Technology to Connect with Clients*

Alexander Monaco (Grade 11)
Albemarle HS, Charlottesville, Virginia

This individual presentation explains the benefits of using technology in tutoring in order to increase the efficiency of tutoring both inside and outside of sessions. Examples will be provided that detail the effectiveness of different technological programs, such as Google Drive, on the tutoring process. [25 min]

SESSION A2: HUB 4

Emu, Flamingo, Gerbil

1. *How to Tutor a Friend*

Grace Farmar (Grade 11)
Albemarle High School, Charlottesville, Virginia

Sometimes, the most difficult student to tutor is a friend. They may not take the session seriously, and it is the tutor's job to make the session a productive one. Learn how to manage sessions with friends as clients, which will aid you in helping them improve their work. [25 min]

2. *Connecting the Writing Center to the Student Body Through Marketing*

Sarah Jordan (Grade 11)
Edison High School, Alexandria, Virginia

This presentation will analyze the connection between the writing center and the student body and how it is affected through marketing. Sarah Jordan, the presenter, will speak about different marketing techniques and how they can be applied to a writing center. She will also present her findings from a survey she created and gave to students at Thomas A. Edison High School involving their opinions of the writing center and how they feel about the marketing offered by the center. Audience members will walk away with a newfound understanding of how to properly market their centers to their student populations. [25 min]

SESSION A3: HUB 5

Hedgehog, Iguana, Jackrabbit, Koala

1. *Connecting Our Center Efficiently Using Technology*

Jenna Ollen (Grade 12), Pallavi Samudrala (Grade 12), and Michele Wang (Grade 11)
Oakton High School, Vienna, Virginia

What makes the Center go round? Three tutors from Oakton High School describe how they coordinate 44 student tutors, 46 volunteer tutors, 125 teachers, and the rest of the student body using Google technology. The scheduling process has been passed down to us, and now we want to pass it along to you. [25 min]

Share what you're learning: #CAPTA2015

2. Board our Mentor Ship!: How a Mentorship Program Can Increase Diversity in the Writing Center

Jaiden Carroll (Grade 12)

Herndon High School, Herndon, Virginia

In this presentation we will introduce a mentorship program that strives to incorporate a diverse and passionate group of tutors into the Writing Center. We will cover how and why diversity is of monumental importance in any writing center and how this program will help reflect the growing range of students and ideas that seem to bloom more beautifully each year. This program will help students of all English levels become a part of the Writing Center. [25 min]

SESSION A4: VIP 1

Lemur, Manatee

1. Plot to Page and Back Again: Connecting Tutoring and Creative Writing

Sofia Caballero (Grade 11)

Herndon High School, Herndon, Virginia

The audience will examine the link between tutoring and personal work, particularly creative writing, and discuss how to strengthen that link. This presentation covers the benefits of working on personal projects, proposes curriculum in a class format that promotes personal work, and helps tutors apply skills from tutoring to constructive self-criticism. Focus will be given to topics like structure and planning of potential projects and assignments. Participants will receive materials including an organizer for plotting use of tutoring techniques and suggestions for curriculum. The presentation will include advice on how individuals can begin and improve their own creative projects. [25 min]

2. Express, Don't Stress

Kayi Richard (Grade 11), Matthias Eaton (Grade 11), and Jayda Griffin (Grade 11).

Baltimore City College High School, Baltimore, Maryland

Our presentation will focus specifically on methods and strategies to develop a stress free and inviting writing center environment. Our writing center slogan reads "Express Don't Stress" and we will discuss the communication strategies we have devised to ease a client's anxiety and cultivate positive work environment. We will explain how these strategies have benefited us and how they can benefit others in developing a stress free writing environment. [25 min]

SESSION A5: VIP 2

Narwahl, Otter,

Platypus

1. Analyzing Mock Sessions: How to Change a Session for the Better

Chyna Brown (Grade 12), Heather Coberly (Grade 12), and Aubriana Strickland (Grade 12)

Baltimore City College High School, Baltimore, Maryland

The goal of our mock video sessions is to give a firsthand look into how the Baltimore City College Writing Center is run and how we handle sessions that don't progress in the way that we wish they would. The presenters will show what a session would look like if the tutor didn't solve the issue properly which isn't how a successful writing center is run. They will then explain that this type of session is not something that they wish to repeat and will ask the audience how they would solve the problem presented if it were one that occurred in their own session. After solutions are provided they will use methods that have proved to work in their own experiences as tutors and conclude the session on a positive note as opposed to a negative one. [25 min]

2. Say What you Need to Say: Connecting Writing Centers to Oral Presentations

Megan Harris (Grade 12)

Edison High School, Alexandria, Virginia

A high school writing center tutor will delve into the common hindrances that students face when challenged with oral presentations. In addition, she will instruct tutors on how to help them overcome these obstacles, and finally, how they can establish an oral presentation center within their own writing centers. Public speaking is the world's most common and greatest fear, one which many high schoolers go through their academic careers without overcoming. This presentation will connect tutors to a solution. [25 min]

SESSION A6: VIP 3*Quail, Platypus***1. Keeping Up with the Tutees: Reaching Out to Everyone in the Community**

Metaxia Myseros (Grade 11)
Centreville High School, Clifton, Virginia

Metaxia Myseros, a junior at Centreville High School will be presenting about making Writing Centers more appealing to students, which is key to bringing in more tutees. This 20 minute presentation will include ways to make students feel comfortable and getting the word out about the writing center itself. It is important to get as much outreach as possible, because if students don't know what resources are available they won't be able to use it! [25 min]

2. Changing your Writing Center Game through the Use of Technology

Ericka Collins (Grade 12), Brionna Young (Grade 12), and Taylor Waugh (Grade 12)
Baltimore City College High School, Baltimore, Maryland

The goal of this session is to give the attendees ideas for how to resolve some of the challenges that their centers face through the use of technology. Our presentation will review data collection strategies, after school scheduling and website development. Through our discussion, we hope to provide insight as to how a technology based writing center can cultivate a strong and effective writing center. [25 min]

SESSION A7: CONFERENCE ROOM 1012*Squirrel, Tapir, Unicorn, Viper***1. Blog to the Future**

Jessica Zohlen (Grade 12)
Hayfield Secondary School, Alexandria, Virginia

Do you have the Write Stuff? Well, come learn for yourself in this presentation on how to optimize social media, with an emphasis placed on blogging. Social media helps remove the walls that surround the traditional Writing Centers, allowing for community outreach and interaction. The presentation is delivered by tutor Jessica Zohlen (and resident blogger) from the Hawk Writing Center located in Hayfield Secondary School. Through the Center's utilization of twitter (@HSWritingCenter) and blogging (hawkwritingcenter.weebly.com), we have been successful in connecting with a wider, more diverse audience. [25 min]

2. Linking the Present to the Future: The Transition from High School Tutoring to College Tutoring

Brenna Coogan (Grade 12) and Jhonie Geffa (Grade 11)
Edison High School, Alexandria, Virginia

Framed by the perspectives of two high school tutors, this presentation explores the transition from high school tutoring to college tutoring based on interviews with university tutors and directors. Presenters have compiled research from local universities to explain college tutoring practices, training, and the application process as well as interviews with former high school tutors that have continued to tutor at the college level. Through surveys with high school tutors, the presenters will determine the questions high school tutors have about tutoring at the college level. By sharing the research of college tutors and directors, the presenters will discuss the transition from one level of tutoring to another and introduce new opportunities for tutoring past high school. [25 min]

SESSION A8: CONFERENCE ROOM 1014*Walrus, Xenops***1. Writing Across the Curriculum: How to Build Lasting Connections with Teachers and Departments**

George Schulz (Grade 11).
Edison High School, Alexandria, Virginia

A tutor will explore how to create, execute and annually maintain a program that encourages Writing Across the Disciplines (WAC) by building strong connections with departments and teachers across the school. He will compare the case studies of successful and unsuccessful WAC programs and discuss interviews with previous and current WAC liaisons. The presenter will seek to explain whether this issue lies in the student's motivation or the constant rotation of new and old members through the Writing Center community. Participants will leave with an understanding of how to create long-lasting WAC programs. [25 min]

2. Level Up!: Interconnectedness Between Levels of Education

Stephanie Chang (Grade 11)
Centreville High School, Clifton, Virginia

In this presentation, connections between the different levels of education (focusing primarily on the middle school, high school, and collegiate levels) will be explored and expanded upon, detailing the benefits, challenges, and practicalities of creating a connection between different levels. [25 min]

SESSION A9: CONFERENCE ROOM 1015

Yak, Zebra

1. Eliminating the Thesis Taboo

Kelly Konrad (Grade 12) and Leina Thurn (Grade 12)
Broad Run High School, Ashburn, Virginia

The Spartan Writing Center at Broad Run High School has observed that many of its students do not fully comprehend how to construct thesis statements. In strengthening thesis statements within its community, the SWC has discovered successful methods of teaching and improving theses. In this presentation, members of the Spartan Writing Center will share these ideas and describe the relationship between theses and essay structure. The time has come to eliminate the thesis taboo! [25 min]

2. Completing the Obstacle Course: A Writing Center's Journey and How They Overcame Misconceptions and Found Solutions

Faisal Al Churaikhi (Grade 12), Caroline Kalkus (Grade 12) and Gabriel Rizer (Grade 12)
Hayfield Secondary School, Alexandria, Virginia

As the young Hawk Writing Center progresses many challenges continue to arise. From the lack of appeal and the many misconceptions about the center's purpose from students and teachers, to making connections between tutors in the center and beyond, opening a center can be very difficult. As a center, the Hawk Writing Center continue to face these challenges and hope that through focusing on the importance of relationships between our tutors and the faculty, tutors and tutees, and tutors themselves, they can grow. The presentation will focus on these problems and their respective solutions. [25 min]



Session B Presentations

10:30-11:30 am

SESSION B1: HUB 3

Otter, Roadrunner, Unicorn, Yak

1. Different Centers in the Same Environment: Integrating the Edison Writing Center and the Math Center

Bamlak Gessesew (Grade 12)

Edison High School, Alexandria, Virginia

While being involved in both the math and writing center, a tutor explains how organizational methods of the writing center can be applied to the newly developing tutoring center. This interactive presentation will touch on the characteristics and methods that can be utilized by math centers to teach tutors from other schools how they can incorporate this information into their own schools' tutoring center types. A second year tutor will describe experiences from his school's math and writing centers and will discuss how implementation of various techniques can assist in the creation of a thriving math center, which promises to be beneficial for both sides. [25 min]

2. Student Discussions: Broadening Understandings of Diversity

Temi Anikola (Grade 12), Dana Fulcher (Grade 12), and Vanessa Morris-Cartagena (Grade 12)

Albemarle High School, Charlottesville, Virginia

This presentation will describe strategies that will make other school able to implement student-led discussions of current events into their curriculum while working with a small group of tutors from the Writing Center. We will also discuss the ways that the program so it can expand to involve a variety ethnicities and genders. We aim to enlarge the group of students that participate and to have a larger student discussion group. [25 min]

SESSION B2: HUB 4

Aardvark, Emu, Iguana

1. Tutors Towards Teachers: The Importance of Connections with Faculty Members

Alison Gomeiz (Grade 11) and Sara Khorramshagol (Grade 11)

Centreville High School, Clifton, Virginia

Sara Khorramshahgol and Alison Gomeiz, both second year tutors from Centreville High School, will conduct a workshop in order to convey the importance of maintaining a relationship between teachers or faculty and writing centers. Tutors will role play in contrasting situations with both reluctant and administration which will be followed by an open discussion. Through these different skits and brief discussion, tutors will more clearly understand how teachers can market and influence student traffic into the writing center. [25 min]

2. Exploring the Differences between In-school and After-school Sessions

Kaylan Crawford (Grade 12), Adrearna Fleet (Grade 12), and Markia Williams (Grade 12)

Baltimore City College High School, Baltimore, Maryland

Three second year tutors from the BCC Writing Center will present a poster on the topic of after school sessions and their effectiveness. We will present some documented data to show the difference in description length in our exit surveys from after school sessions. [10 min]

3. Fastening the Divide Within A Secondary School

Tyler Burton (Grade 12)

Hayfield Secondary School, Alexandria, Virginia

Connecting high school students and middle school students is a difficult task because of maturation and interests. As a writing center in a secondary school, we are determined to fasten the missing link between students. This presentation will focus on the divide between middle school and high school students and how this affects the writing center. Through the implementation of new outreach programs and feedback from teachers and students, the writing center will not only unite both sides of the building, but it will also create an eternal relationship between the schools; resulting in the whole school using the center. [10 min]

SESSION B3: HUB 5*Badger, Flamingo, Jackrabbit, Manatee***1. *From Shy Students to Dauntless Presenters: Building Confidence through Peer Tutoring***

Annelise Myers (Grade 11) and Natalie Smith (Grade 11)
Albemarle High School, Charlottesville, Virginia

In this presentation, participants will learn about how two tutors found their confidence, and how they have applied Writing Center techniques to other areas in their lives. Natalie Smith and Annelise Myers will be sharing their stories with the audience to show that anyone can learn to manage their timidity or fear of public speaking. [25 min]

2. *"All the World's a Stage": Building Connections from the Proscenium to the Writing Center*

Emily Wilson (Grade 12)
Edison High School, Alexandria, Virginia

A third year tutor and thespian from the Edison Writing Center will investigate the connection between the process of getting into character for theater and playing the role of a tutor. After playing a quick theater exercise to illustrate the importance of posture and voice when creating a character, Emily will present similarities she has found between getting into character for the stage and tutoring strategies. She will open up the floor for participants to discuss personal experiences and observations and voice theories exploring the role of body language and vocal pitch, tone, and rate during a tutoring session. [25 min]

SESSION B4: VIP 1*Platypus, Tapir***1. *Trending Strategies: How Can Tutee Statistics Benefit Outreach and Connections in the Writing Center?***

Timothy Etter (Grade 11)
Edison High School, Alexandria, Virginia

A second year tutor at Edison High School will explore how statistics reports can generate and solidify permanent connections around the school. How does data gathered from tutees allow us to create outreach programs and foster relationships with teachers? The presentation will cover the basics of statistics reports and demonstrate how to use this information in Writing Across the Curriculum (WAC) projects and interactive workshops designed to bolster relationships between the writing center and departments within the school. Participants will learn how to develop these connections using statistics, and will brainstorm to form an outreach idea of their own. [25 min]

2. *Branching Out of Your Comfort Zone: Connecting to Foreign Language Departments*

Jennifer Amoh (Grade 11) and Janice Wang (Grade 11)
Edison High School, Alexandria, Virginia

Writing centers are commonly viewed as a safety net for students in need of aid for writing assignments, typically English. Because of the misconception that writing centers are incapable of tutoring Spanish/French papers, many foreign language students do not frequent the writing center. Nevertheless, many students have a clear need for assistance when preparing for major assignments such as PALS. This is why Jennifer Amoh and Janice Wang will discuss tutoring strategies that may be applied in foreign language tutoring sessions as well as the different ways to connect to the foreign language departments through tutoring students. [25 min]

SESSION B5: VIP 2*Chameleon, Gerbil, Koala***1. *Vitalizing Variety: A Presentation on Writing Center Connections with the ESOL Community***

Amna Baloul (Grade 12) and Roheena Naqvi (Grade 12)
Edison High School, Alexandria, Virginia

How do social integration and communication methods play in to tutoring non-native English speaking students? Two high school tutors present on the process and impact of writing center community outreach to an ESOL department. Through tutoring experience and research, presenters explore the influence of writing center assistance on non-native English speakers. This presentation targets an audience interested in community outreach and the expansion of education theory. Attendees will hopefully be inspired to initiate writing center connections and accommodate changes to enhance their Writing Centers. [25 min]

2. Zoo Pals: How Tutoring Roles Resemble a Zoo

Emily Heier (Grade 12), Elizabeth Shepherd (Grade 12), and Maggie Zeile (Grade 12)
Oakton High School, Vienna, Virginia

Sometimes running a literacy center can be hectic; even to the point that you could call it a zoo. The animals that make up the zoo of a literacy center all contribute unique and individual styles to the center that are vital to it running smoothly and effectively. In this poster presentation we will exemplify how we transitioned to tutoring all subjects and methods that we saw as effective that help connect curriculums mentally for tutors. [10 min]

3. Text or Call Me!: Should Tutors Be Required to Follow Up?

Maria Jenkins (Grade 12) and JaBriya Wright (Grade 12)
Vivien T. Thomas Medical Arts Academy, Baltimore, Maryland

This presentation looks at whether or not tutors should be required to follow up with previous tutors. We chose this title because it comes in harmony with our presentation. We chose this topic because it seemed so interesting and it has a lot of different opinions. This topic is very important because this topic can help tutors deal with this certain situations. We interviewed one teacher, one student, and one office member. We found that each person we interviewed had a different perspective. After our poster presentation, you will be able to deal with this certain situation professionally and without offending the client. [10 min]

SESSION B6: VIP 3

Quail, Walrus

1. A Waste of Time or a Creative Gold Mine?: Utilizing Brainstorming Strategies from the Business and College World

Isabel Aldaba (Grade 11) and Sophia Ennaboulssi (Grade 11)
Edison High School, Alexandria, Virginia

Brainstorming is a crucial part of the writing process, and it is therefore important for tutors to be able to effectively help tutees during this phase of writing. Attendees will learn how prewriting methods from college writing centers can be implemented in sessions to help tutees develop new ideas. Suggestions for brainstorming innovative ideas in the business world will also be displayed as a way to portray how real world techniques can be applied. Presenters will then explain the concept of "blocked ideas" and highlight the techniques that are most effective in the first stage of writing for English, History and Creative Writing assignments. [25 min]

2. Stretching to the Greatest Lengths

Jessie Wiggins (Grade 11)
Herndon High School, Herndon, Virginia

Tutors may be looking for solutions to common problems in the Writing Center, focusing on growing the number of tutees who come on their own. Tutors join the Writing Center for the love of writing and their confidence in the abilities they possess. If these tutors are left to tutor once every couple of weeks, the reasoning for joining the Writing Center is lost. Creating a Writing Center that can grow in the number tutees served while growing in tutors is the ultimate goal in any tutoring environment. Participants will receive ideas for monthly activities and ideas for how to set up tutoring in the cafeteria and the library. Participants will also have the chance to discuss the ways they have accommodated a growing population of tutors in their school. [10 min]

3. "I Wish I Had the Courage To . . . ": How Courage Boards Empower High Schools

Katie Wolfeich (Grade 12)
Edison High School, Alexandria, Virginia

This presentation seeks to investigate how tutees can become more comfortable with sharing personal information, and thus more comfortable with coming to the Writing Center. The presenter will detail previous Courage Boards and how she implemented one in her high school. She will explain the board's effects on the community and evaluate its success in reaching its goal: to promote vulnerability. Participants will leave with a greater appreciation for their tutees' fears and will perhaps be inspired to implement similar programs to encourage openness in their own community. [10 min]

1. Tutor Talk: Encouraging Interaction between Tutors in the Writing Center

Sydney Hamrick (Grade 11), Delaney Madden (Grade 11)
Centreville High School, Clifton, Virginia

In this presentation high-school tutors Delaney Madden and Sydney Hamrick will discuss how social media isn't just used for advertising; it's also a way to bring tutors closer together. They will provide ideas that can be applied to attendees' centers on how to create this special interaction with their own tutors. [25 min]

2. Connect with the Ones We Love to Watch: Breaking Barriers between Student Athletes Utilizing the Writing Center

Raven Moses (Grade 12)
Edison High School, Alexandria, Virginia

How exactly can writing centers break this barrier in order to make utilizing the writing center more convenient for athletes? During this presentation, we will discuss an instance, on the college level, where athletes, who struggle with their academics, spent more time concentrating on sports, and how this translates to the high school level with writing centers rectifying their academic needs. With input from surveys and interviews, I will discuss the guidelines of offering satellite tutoring for athletes during their team study halls. Tutors will leave with knowledge on how to implement this program in their schools, thus boosting academia amongst athletes. [25 min]

1. Tutors- We are Family: The Dynamics of a Tutoring Family Explained

Catherine Woodward (Grade 12)
Edison High School, Alexandria, Virginia

This presentation contrasts varying methods of learning to tutor, specifically mentoring families, which consist of experienced tutors teaching new tutors. The Social Learning Theory developed by Albert Bandura in 1963 helps us explain how first year tutors learn from their mentor relationships and therefore imitate their mentor's behaviors in their tutoring sessions through observational learning. [25 min]

2. Making Your Tutoring Center Grow

Ana Goddard (Grade 11)
Albemarle High School, Charlottesville, Virginia

The Albemarle High School writing center, Studio C, grew from zero tutors to seventy in just two years. Within this time, we have given over two thousand tutoring sessions. By raising students' awareness of the writing center, our numbers of tutors and clients have greatly expanded. Session participants will learn a variety of techniques used by Studio C to raise both the number of students reached and tutors. Come get ideas for how to generate more student awareness and interest in your tutoring center, enabling it to grow and allowing your tutors connect with a greater number of students. [10 min]

3. One for Blue, Two for Pink: The Role of Gender Relationships in Tutoring Sessions

Amber Talbot (Grade 12)
Hayfield Secondary School, Alexandria, Virginia

High school writing center tutor, Amber Talbot, will present the role that gender differences play within tutor sessions. In a Prezi format, she will highlight the scientific research behind the behavior of male/male, male/female, and female/female relationships and include suggestions on how to improve these relationships to lessen or possibly eliminate awkward tutor sessions. Amber will share personal experiences and feedback from her own center by conducting research and observing these relationships up close and personal. Amber will also research other writing centers and behavioral scientists to examine their take on this topic. This session will include strategies they can use to make for the most effective and productive tutor session. [10 min]

1. *A Breath of Fresh Air: How Writing Center Atmospheres Create a Stronger Connection between Tutors and Tutees*

Emma Gallagher (Grade 12)
Herndon High School, Herndon, Virginia

The perfect writing center atmosphere will be defined through discussions with fellow tutors. Tutors will share what adds to their writing center atmosphere, and all will determine what it takes to achieve the best atmosphere for a writing center. A third year tutor will lead a conversation about the many aspects that the writing center must pay attention to in order to secure an inviting atmosphere. The attendees will leave feeling certain of what contributes to a writing center atmosphere and what they can do for their center to achieve a friendly and approachable writing center. [25 min]

2. *Expanding Writing Center Services to Include ESOL and Special Education Students*

Nicole Glymph (Grade 11) and Katie Smith (Grade 12)
Albemarle High School, Charlottesville, Virginia

We intend to explore how writing centers can expand their services to include ESOL students and students with learning disabilities. We will also discuss how the collaborations between tutors and said students will increase communication, compatibility, and interaction between the two. While it is the overall goal of tutors for each student to benefit from any tutoring session they may have, it is imperative that tutors make sessions less stressful and easier to understand for ESOL students. [10 min]

3. *Let's WORK(shop) Together: Establishing Connections through Writing Center Workshops*

Eva Du (Grade 12)
West Springfield High School, Springfield, Virginia

In the poster presentation, third year tutor Eva Du from the West Springfield Writing Center will go over what exactly a writing center workshop is, what the steps are to create such a program, and what the positive outcomes are in terms of school connectivity. Eva will focus on one of West Springfield High School's most successful workshops, the SAT Writing Clinic, which she has designed and led this past year. The poster will also contain an interactive section in which audience members, tutors and directors alike, may leave their ideas and questions for other attendees to view and answer. [10 min]



Session C Presentations

12:30-1:30 pm

SESSION C1: HUB BALLROOM 1

Tapir, Viper, Xenops, Zebra

Tutoring the Tutor: Activities to Prepare First-Year Tutors

Marcus Bengzon (Grade 11), Niki Pike (Grade 12), and Patrick Vedova (Grade 11)
Herndon High School, Herndon, Virginia

In our presentation, we are looking to explore different in-class activities that can prepare new tutors for the writing center. Each of us will go into detail about one exercise that we thought have impacted us to better our tutoring and ourselves personally. As second-year tutors, we've found that activities that incorporate creativity, focus, and interactivity gave us deeper insight into the field of peer tutoring. By the end of the presentation, participants will be able to take home these exercises and hopefully use them in their writing center's tutoring preparation. [60 min]

SESSION C2: HUB BALLROOM 2

Narwahl, Platypus, Roadrunner

How It All Lays Out: A Workshop on How Layouts Facilitate Connections

Dorothy Adu Amankwah (Grade 11), Aya Khalafalla (Grade 11), and Candice Wong (Grade 11)
West Springfield High School, Springfield, Virginia

In this workshop, tutors from the West Springfield Writing Center will explore how physical layout disrupts or promotes connections in a writing center, sharing research they have done on various layout models. Then, audience members will be given "Build a WC" kits to design a writing center with limited resources. After given time to design, tutors will be asked to share their blueprints with the whole group. Tutors will then discuss the discrepancies between the layouts and discuss how they may contribute to tutor-to-tutee connections and tutee-to-writing center connections. Through the workshop, tutors and directors will learn how other writing centers utilize their space and resources in order to achieve a greater level of connections in CAPTA writing centers. [60 min]

SESSION C3: HUB BALLROOM 3

Flamingo, Hedgehog, Lemur

Connecting with ESOL Students

Izzy Pfund (Grade 12) and Amy Zheng (Grade 11)
Albemarle High School, Charlottesville, Virginia

Have you ever gotten the chance to tutor an ESOL student? If so, you've noticed that working with them requires flexibility. Two experienced tutors reflect on successful strategies in mentoring students from other countries. This presentation will offer advice about building relationships and connections between peer tutors and ESOL students. We will discuss effective strategies for assisting them with learning, speaking, reading, and writing English. [60 min]

SESSION C4: HUB 3

Aardvark, Koala, Squirrel, Yak

Creative Connections: A Club to Ignite Lifelong Writing Passion

Emily Goff (Grade 11) and Lindsey Rogers (Grade 11)
Herndon High School, Herndon, Virginia

This presentation will examine the importance in connecting tutees to sustained creative writing interest. We will provide a model for a program where "unconnected" students are invited to develop their talent with the help highly qualified tutors. This way, students who love writing for pleasure can finally enter a warm, collaborative community of like-minded peers, and focus solely on creative pieces rather than academic ones. By offering an in-depth explanation of the program and how to best implement it, along with demonstrating the creative nature of our monthly meetings with an example writing prompt, we will thoroughly describe how to establish this creative connection. [60 min]

SESSION C5: HUB 4*Badger, Manatee, Walrus**The Pen is Mightier Than the Crayon: Connecting to Younger Generations and Elementary Schools*

Brandon McCarron (Grade 12), Carly Starobin (Grade 12), and Victoria Ververs (Grade 12)
Hayfield Secondary School, Alexandria, Virginia

High School Writing Center tutors Victoria, Carly, and Brendan will present a prezi demonstrating the process they are using to connect their center with the feeder elementary schools. Learn about the hardships and future goals of their program. During the presentation, they will encourage discussion on possible obstacles and different resolutions within outreach programs. [60 min]

SESSION C6: HUB 5*Chameleon, Iguana, Otter, Unicorn**Can You Hear Me Now? Developing Listening Skills Through Socratic Questions*

Tayvon Cole (Grade 11), Melissa McGarrell (Grade 11), and Sta'Chira Powell (Grade 11)
Baltimore City College High School, Baltimore, Maryland

Second-year tutors at The Baltimore City College Writing Center will lead a workshop displaying why Socratic questioning has helped students become more confident in their abilities to write by pushing their creative thinking. In this session we focus on transforming students the best way we can help, by listening. The participants will receive opinions from many different viewpoints and gain knowledge on how to effectively use Socratic questioning through interactive activities. They will be able to take the information learned in this workshop and apply it to their own listening strategies, implementing them to help improve their own Writing Centers. [60 min]

SESSION C7: VIP 1*Gerbil, Jackrabbit**Teenage Mutant Ninja Tutors: Battling Disconnect*

Claudia Ferreo (Grade 12) and Alyssa Wenklar (Grade 12)
West Springfield High School, Springfield, Virginia

Have no fear! The Teenage Mutant Ninja Tutors are here to train the next wave of TMNT, who will be able to combat disconnect in all writing centers. Experienced tutors and directors are encouraged to participate in this action-packed training session tackling connection challenges that came about due to different tutoring classes, stagnant friend groups, and distance between tutors and tutees. This session is intended to clear channels of communication between trainees in order to adopt innovative techniques to close the gaps within writing centers. [60 min]

SESSION C8: VIP 2*Dingo, Emu, Quail**Eye for an Eye: Supporting Comprehension and Making Connections with Art*

JiWoo Han (Grade 12), Elise Mai (Grade 12), and Tarana Malhotra (Grade 12)
Edison High School, Alexandria, Virginia

In a field dominated by verbal communication, how can writing centers adopt artistic principles to engage and connect with tutees? Tying in cognitive psychology with writing center practice, this presentation introduces common visual teaching strategies used in the field of education and explores the implications for writing centers. Additionally, presenters reflect on a case study and evaluate art as a system to support other tutoring tactics. Participants will engage in a creative activity to authentically explore the application of art in the writing center and leave with ideas to enhance to their own tutoring practice. [60 min]



Session D Presentations

1:45 -2:30 pm

SESSION D1: HUB BALLROOM 1

Aardvark, Lemur, Manatee, Roadrunner

Tutoring the Tutor: Activities to Prepare First-Year Tutors

Marcus Bengzon (Grade 11), Niki Pike (Grade 12), and Patrick Vedova (Grade 11)
Herndon High School, Herndon, Virginia

In our presentation, we are looking to explore different in-class activities that can prepare new tutors for the writing center. Each of us will go into detail about one exercise that we thought have impacted us to better our tutoring and ourselves personally. As second-year tutors, we've found that activities that incorporate creativity, focus, and interactivity gave us deeper insight into the field of peer tutoring. By the end of the presentation, participants will be able to take home these exercises and hopefully use them in their writing center's tutoring preparation. [45 min]

SESSION D2: HUB BALLROOM 2

Badger, Koala, Narwhal

Establishing Relationships with ESOL and Special Education Students

Sasha Grossman (Grade 11), Katie Marshall (Grade 11), Caroline McCleskey (Grade 11), and Kathryn Tatum (Grade 11)
Oakton High School, Vienna, Virginia

Oakton High School's peer tutors connect with the different populations within the student community such as ESOL students, special education, and students with individual learning plans. Establishing relationships with the diverse population of students helps to develop different approaches and techniques for each session. Oakton's Center for Writing and Learning has worked on questioning skills in order to motivate and help students with areas such as critical thinking, problem solving and organization. The tutoring center at Oakton is unique in that tutors work to assist all students in all subjects. The expansion to tutor all subjects has benefitted the student population by providing a service across the curriculum, and the tutors by enabling the practice of questioning all concepts. [45 min]

SESSION D3: HUB BALLROOM 3

Chameleon, Jackrabbit, Otter

1. Benefits of Peer Tutoring: How Peer Tutoring Helps Develop Traits from the IB Learner Profile

Sara Adeli (Grade 11) and Ada Lazo (Grade 12)
Edison High School, Alexandria, Virginia

Two second year tutors will analyze how tutors in the writing center develop helpful IB learner traits through peer tutoring, and how these traits impact their future lives. How does the writing center develop these traits within their tutors? How do tutors demonstrate these traits in their academic lives? By analyzing responses from surveys and interviews, the presenters will explain how tutors develop these characteristics, and how they benefit from their experiences. Participants will be encouraged to share their personal stories of which traits they believe they successfully exhibit and how they came to possess them, all in an attempt to distribute various strategies amongst multiple writing centers. [25 min]

2. Connecting the Racial Divide within Writing Centers

Autumn Tower (Grade 12) and Khari Vance (Grade 12)
Hayfield Secondary School, Alexandria, Virginia

Inspired by the lack of diversity in high school writing centers, tutors Khari and Autumn present their research on a potential solution. Bridging the racial gap between tutors and tutees can be very challenging, but once this divide is minimized, our hope is for a more comfortable learning environment and diverse representation of the student body among tutors and tutees. Through hands-on outreach and statistical analysis, the presenters will share their plans to take the first steps to connect this racial divide and hope to hear from other tutors how they unite students of all races in their centers. [10 min]

SESSION D4: HUB 3*Dingo, Platypus, Squirrel, Yak**From Class to Family: Ice Breakers Used to Bond*

Marlena Becker (Grade 11) and Ally Johnson (Grade 11)
Albemarle High School, Charlottesville, Virginia

We will teach fellow tutors the importance of team building and forming a bond with their classmates. In our presentation, we will use icebreakers and mock tutoring sessions to help them become more confident in talking to new people. We will also show how the environment of the tutoring center can make tutors and clients feel more comfortable. [45 min]

SESSION D5: HUB 4*Emu, Iguana, Xenops**Connecting the Dots: Integrating All Learning Levels in Writing Centers*

Alex Heffner (Grade 12), Shannon Nachreiner (Grade 12), and Naima Sikandar (Grade 12)
Hayfield Secondary School, Alexandria, Virginia

Have you ever been in a tutoring session and didn't know how to accommodate the tutee? High school writing center tutors, Alex, Naima, and Shannon, will guide you through techniques that help students with disabilities improve their vocabulary, writing skills, and confidence. The tutors' mission is to demonstrate effective methods of interacting with students who have disabilities through role-play. They will act out tutor sessions to foster a more welcoming environment in writing centers. Tutors can be benefitted by learning how to work with a broader scope of students with regards to learning level. [45 min]

SESSION D6: HUB 5*Hedgehog, Quail, Tapir, Walrus**1. Doing More With Less: How Can Focusing on Priorities Create a Successful Writing Center?*

Kate Main (Grade 12)
Robinson Secondary School, Fairfax, Virginia

A second-year tutor from Robinson Secondary School Writing Center will explore how focusing on priorities can create a successful Writing Center. What is the essence of a Writing Center? How do we deliver that successfully? What suggestions would you give for ALL writing center tutors and directors about how to get a lot for a little? By giving a presentation that includes Robinson Writing Center's own personal experiences, participants will envision a practical connection and hopefully be able to apply this situation and ideas to their own centers. In addition, round group discussion will be held in order to connect the issues and ideas to all writing center levels and communities. [20 min]

2. Rounding out the Writing Center: How Extracurricular Activities Improve us as Leaders, Writers, and Tutors

Nuhami Alemu (Grade 11) and Paul Goeglin (Grade 12)
Edison High School, Alexandria, Virginia

Reflecting on surveys conducted in the tutor population of a high school writing center, this presentation will explore how tutors' participation in extracurricular activities improves the writing center, such as how these activities help to develop their leadership and social skills, writing skills, and tutoring and teaching techniques. It will also discuss how tutor participation in extra-curriculars helps to increase writing center outreach. [20 min]

SESSION D7: VIP 1*Emu, Viper**Changing Societies: A Look at CAPTA's Non-discrimination Policy and Methods for Implementation*

Erin Coogan (Grade 12)
Edison High School, Alexandria, Virginia

This workshop will discuss the development of a position statement regarding a policy of nondiscrimination in writing centers for the Capital Area Peer Tutoring Association (CAPTA). Erin Coogan will select representatives from participating schools of CAPTA to review the statement that extends the existing International Writing Center Association (IWCA)'s position statement of Disabilities and Writing Centers and the IWCA Diversity Initiative to create a thoughtful, simplified statement for handling diversity and restrictions of both tutors and tutees in high school writing centers. [45 min]

Share what you're learning: #CAPTA2015

1. *Strengthening Connections Between Tutors and Teachers through the Session Report Form*

Leah Christian (Grade 12) and I'kea Horton (Grade 12)
Baltimore City College High School, Baltimore, Maryland

Our presentation consists of focusing on two effective ways to repair the communication between tutors and teachers along with students and teachers. We will present some examples of session report forms that we use as a room to inform teachers of their students comprehensive progress throughout the tutoring session. We will present a form that is objective and gives very detailed information about the tutoring session and one that is the exact opposite. By providing these examples we will be able to present teachers feedback and reaction to utilizing the session report form as a tool of communication and connection between teacher and tutor. [25 min]

2. *Do You Get Paid to Tutor?: Recruiting Motivated Tutors and Maintaining a Welcoming Environment*

Mahmoud Baloul (Grade 11) and Matthew Phuong (Grade 11)
Edison High School, Alexandria, Virginia

Two second year tutors will discuss the many misconceptions recruited tutors have about the writing center. These misconceptions cause writing center nominees to become hesitant as to whether to join the writing center or not. The presenters will highlight solutions and methods to eliminate these misconceptions. The goal of this presentation is to inspire writing centers to use the discussed techniques in an effort to alleviate fears from new tutors and encourage them to join the writing center. [10 min]

