

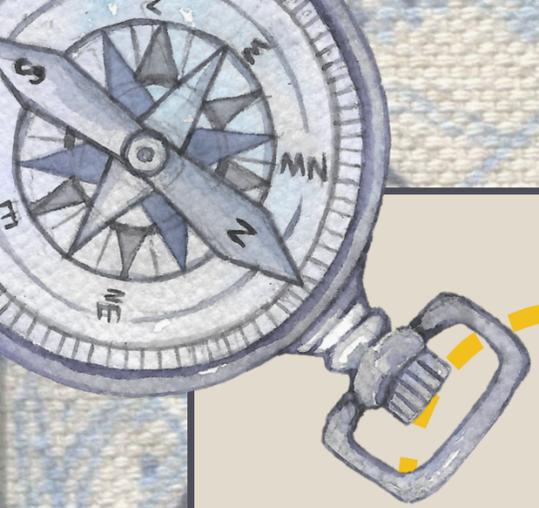


SoCal WCA 2026 Conference
21 March 2026

Distilling Vision in the Pot of Dissonance

By Jillian Endicott, Camille Beeson,
and Zoë Litzenberg

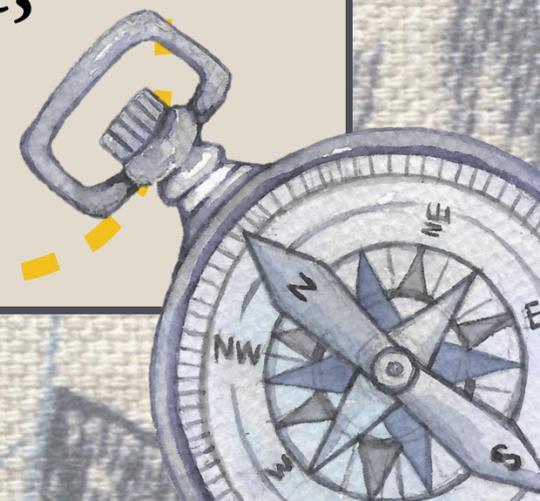


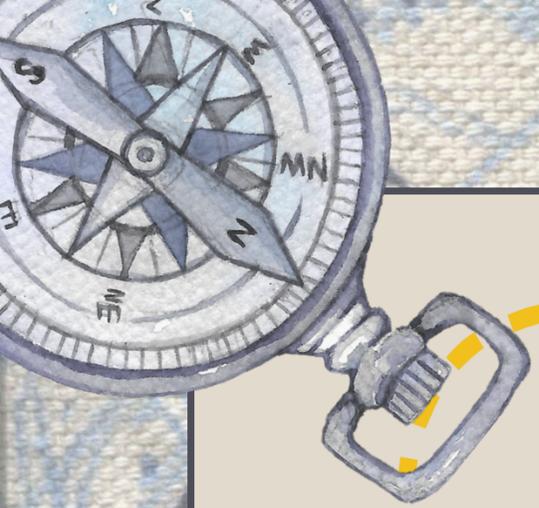


In times of dissonance...

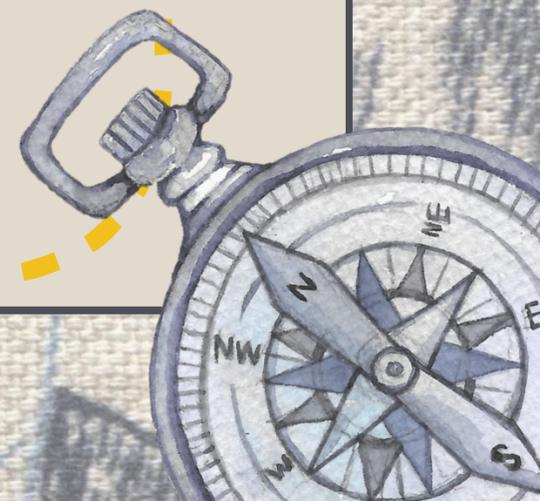
Many writing centers have clear **vision statements** and leverage both **self-reflection** and **E-Portfolios**; however, the three are rarely discussed together.

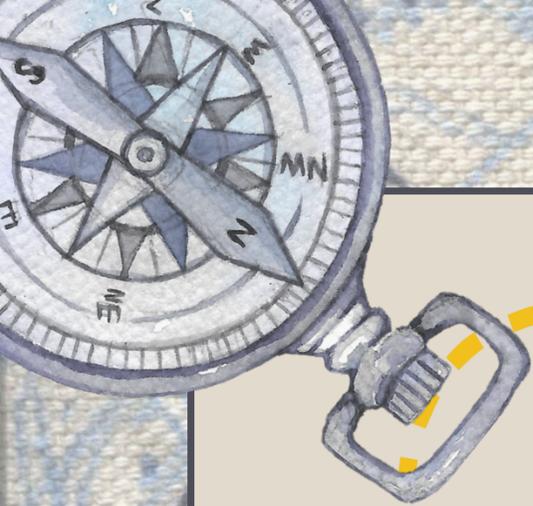
Our staff has found that **centering** our Writing Studio vision in self-reflection encourages more consistent, harmonious, fulfilling work.



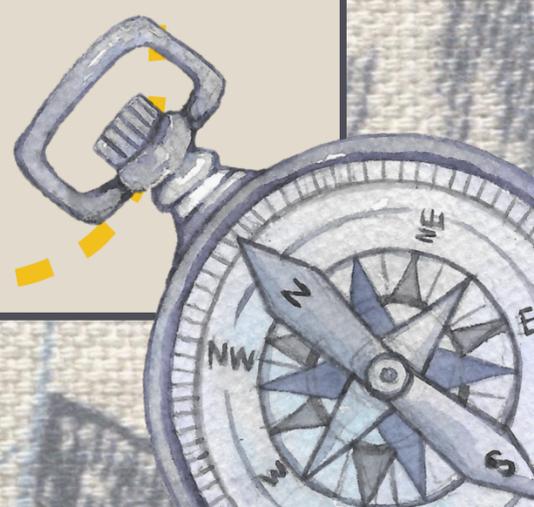


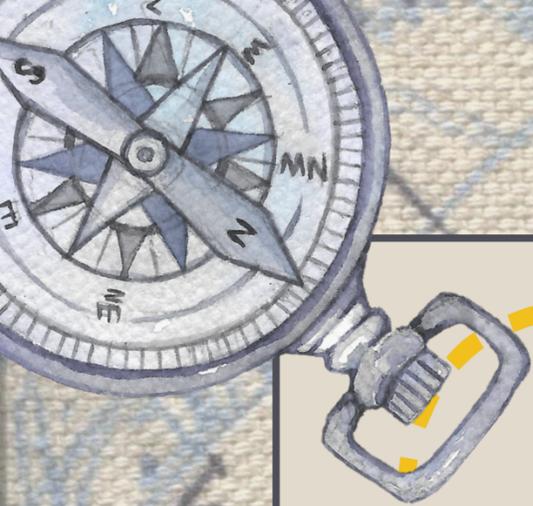
Let's start
with a memory.





Overview

- > Distilling Group Vision to Personal Philosophy
 - > Enacting Philosophy through Self-Reflection
 - > Displaying Philosophy through E-Portfolios
- 



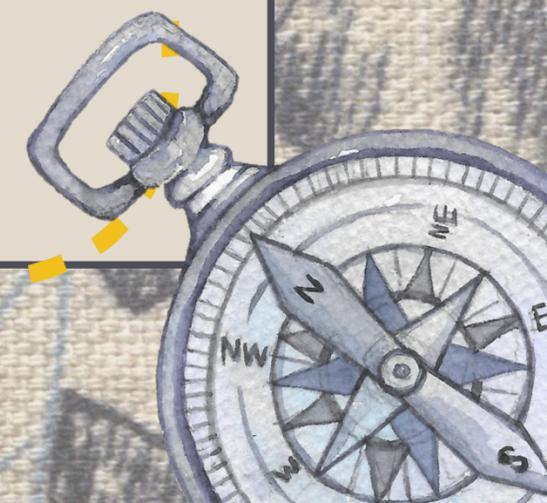
Step One: Distilling Group Vision to Personal Philosophy

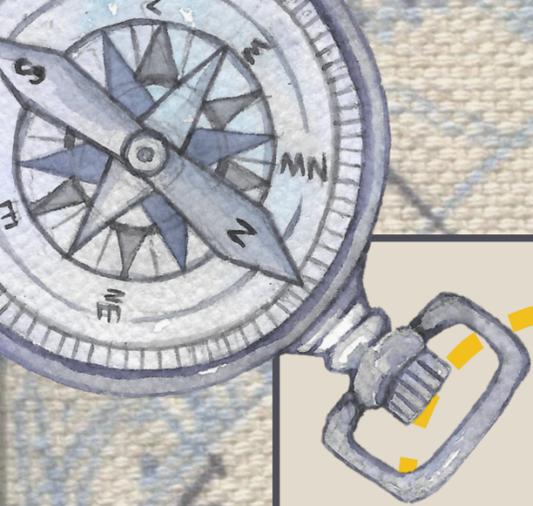


Consider your writing center's vision



The unifying principles that act as a
compass for you and your staff



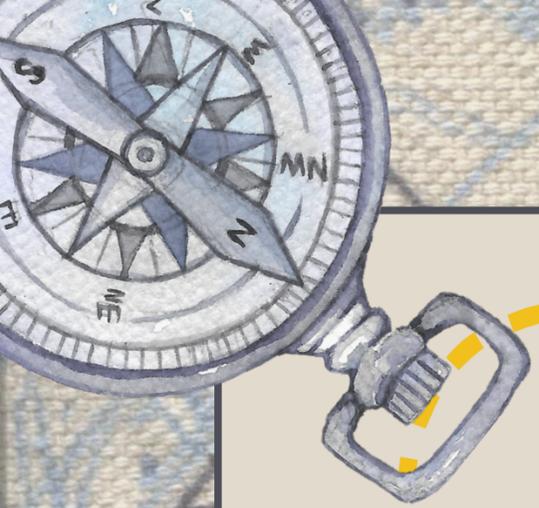


01. Distilling Group Vision to Personal Philosophy

CUI's Writing Studio Mission Statement

“In accordance with the University’s mission, the Writing Studio seeks to empower students as life-long critical thinkers and clear communicators by supporting their development as writers. We believe that writers across all disciplines, at all skill levels, and at any stage in the writing process, benefit from genuine dialogue about their writing. Through one-on-one conferencing and group workshops we act as listeners and guides, respecting and supporting a diverse range of writers as they ask questions, solve problems, and discover new ideas in order to communicate effectively. During this process, we seek to equip students with strategies for future writing tasks so that they may develop into confident, independent thinkers and writers.”





01. Distilling Group Vision to Personal Philosophy

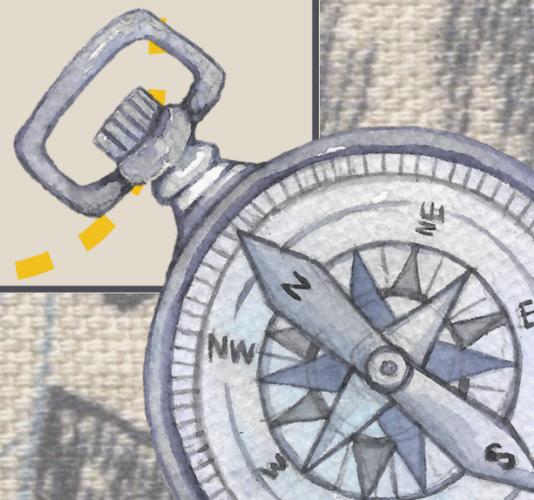
Vision statements help us navigate the pot of dissonance in a variety of ways:

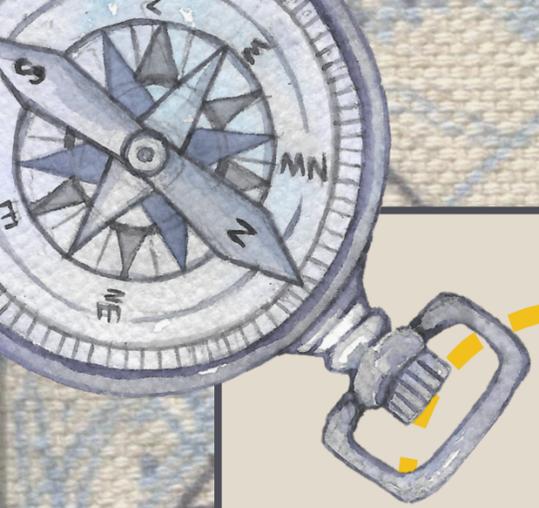


Confidence and clarity in our values can guide us when we encounter disagreements and misunderstandings with our clients



These can include both personal differences and misperceptions about the purpose of a writing center





01. Distilling Group Vision to Personal Philosophy

Reflect on these questions as written in your booklets:



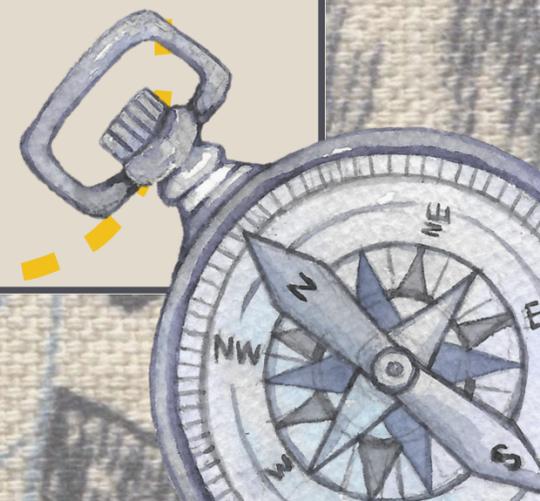
Circle the 5 words you most associate with your Writing Center values or vision.

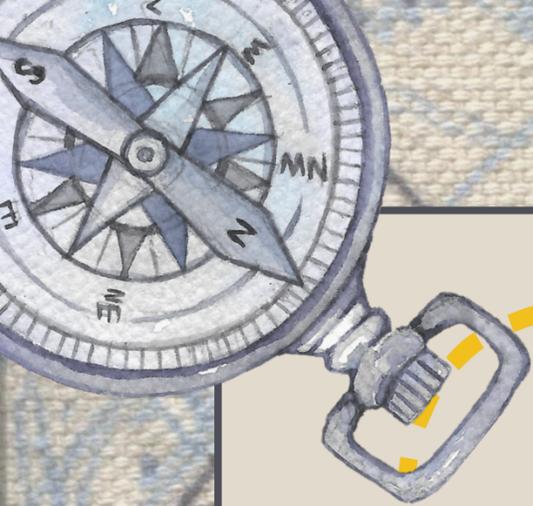


Note the 2 or 3 values that are most important to you. How do you live them out in your work?



Where have you felt a distance between how you perceive your goal and what your day-to-day might default to?





01. Distilling Group Vision to Personal Philosophy

Discuss these questions with the people around you:



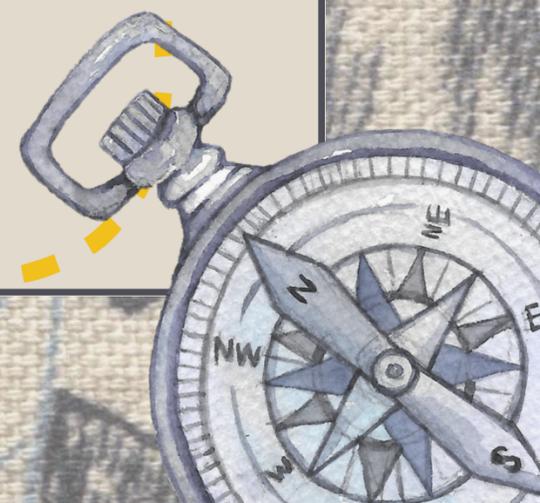
Does your center have a vision/mission statement? If not, do you have student learning outcomes? Do you think about them or discuss them as a staff, and if so, how frequently?

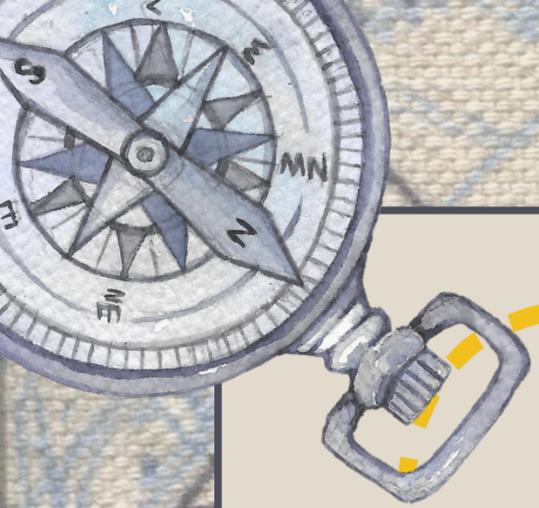


Share some of the personal values you wrote down during journaling.



How can these values guide your consultations when you encounter dissonance with a client?





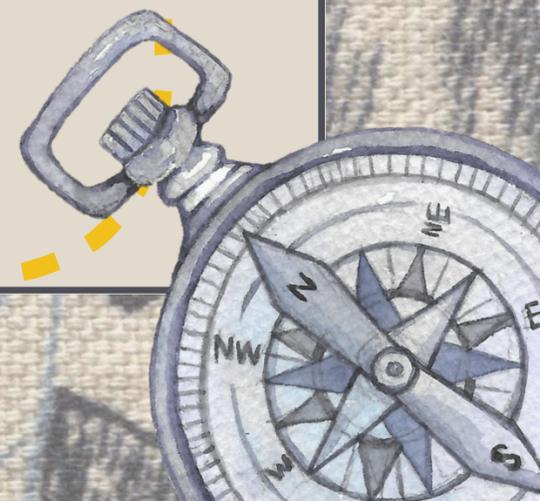
02. Enacting Philosophy in Our Sessions

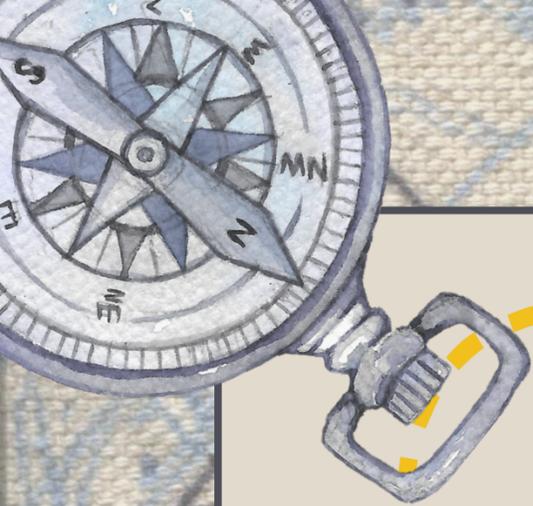


How can self reflection help us live out our values?



Developing a sense of self-awareness is
often the first step to changing our behavior

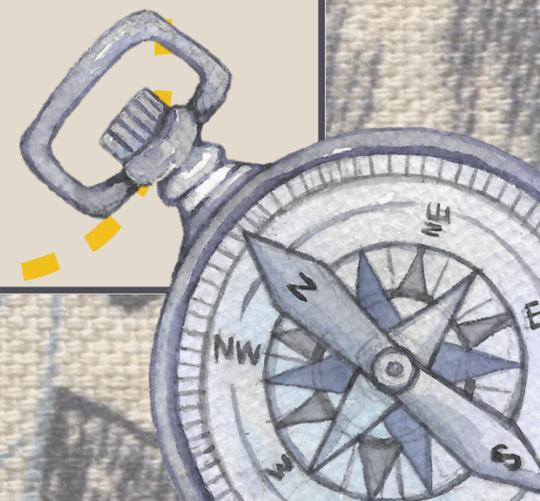


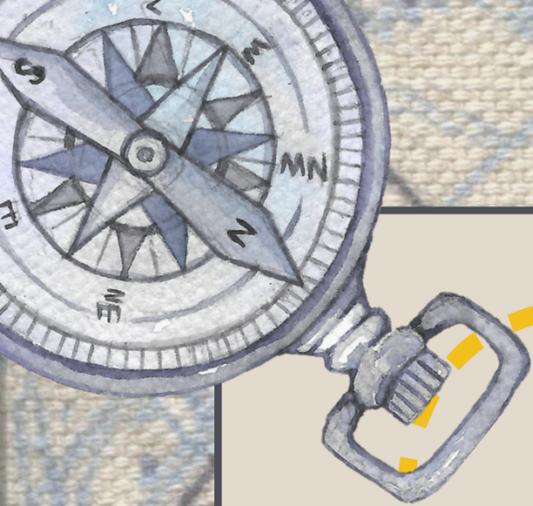


02. Enacting Philosophy in Our Sessions

“Just as regulatory agencies cannot enforce laws without actually monitoring whether companies are adhering to them, human self-regulatory systems cannot adequately control their behavior without some degree of awareness of the ongoing operations of the system.”

Kristen E. Lyons, Philip David Zelazo, Chapter 10 - Monitoring, metacognition, and executive function: Elucidating the role of self-reflection in the development of self-regulation, Editor(s): Janette B. Benson, *Advances in Child Development and Behavior*, JAI, Volume 40, 2011, Pages 379-412, ISSN 0065-2407, ISBN 9780123864918.

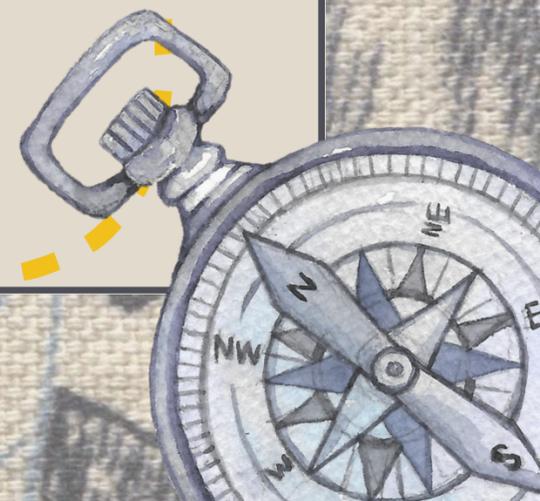


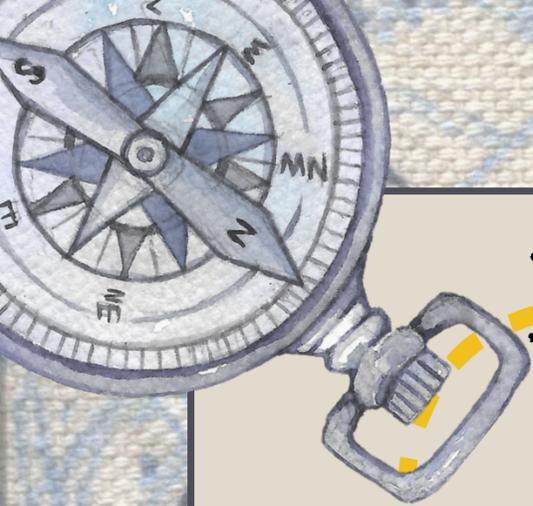


02. Enacting Philosophy in Our Sessions

“Reflection on one’s own past experiences (e.g., relationship problems; bereavement) makes it easier to take the viewpoint of another person in a similar situation, but this requires both increased perceptions of similarity and cognitive processing of the thoughts, feelings, and behaviours that accompanied one’s own experience.”

Gerace, A., Day, A., Casey, S., & Mohr, P. (2015). Perspective taking and empathy: Does having similar past experience to another person make it easier to take their perspective? *Journal of Relationships Research*, 6, Article e10.





Example Session Notes

Colby Corvin 03.18. 3:45

What're you doing well in this IP?

- deliberate w/ topic choice
- not confusing what & why
- *not on issue but more of it

Colours → cohesion → one step further

↳ not distract viewer

↳ to convince

↳ hard!

Riley 10.16.2025 2nd session

- *clean + work through messes.
- ⊕ conclusion
- ⊖ content heavy.

P1 - good establish

P2 - hold conversations

P3 - marriage * cortisol levels. what form of citations?

graph - ADHD &

conclusion - re state in a new way. why does it matter.

- *taught TEA/MEAL
- *looked @ MLA
- *shaping most helpful.

Alyssa 2nd time 11/18/25

- ⊕ using resources
- ⊖ solution.

P1: limits. limited; rewrite.

→ Thesis

Problem research ↳ solution (How?)

Problem

"This shows: worth"

- * Prof. notes. ↳ solution
- *reorganization of parking

"this means..."

Top of (1) Proposal. How? Detail it. * Prof

"overlook inefficiency"

- ↳ poor, make det. re.
- ↳ what vehicles? ↳ Campus map idea

? Why do we need to fund project?

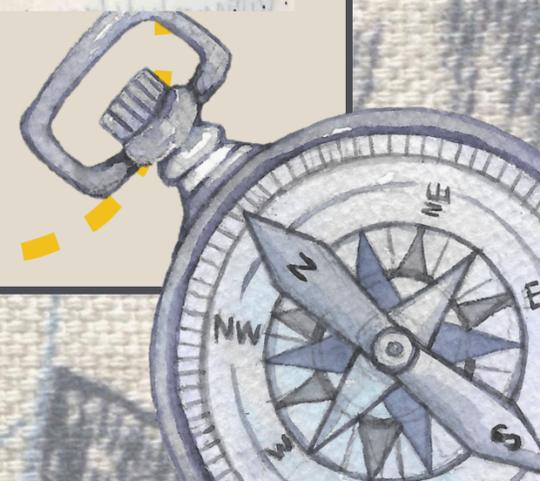
Strong P 5-6

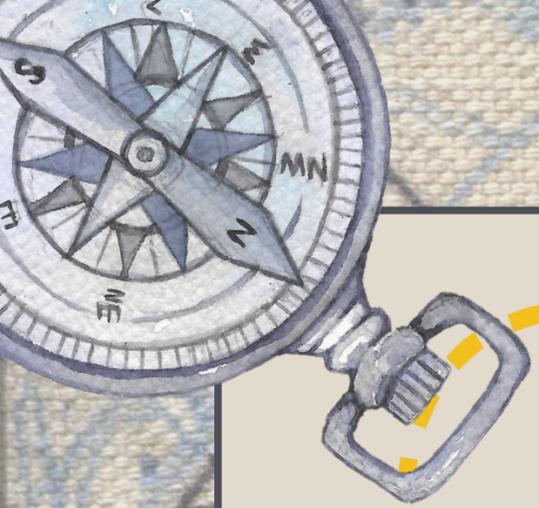
Facility or Faculty?

Last page redundant

Hard session. Lots of me talking. I felt bad.

observation

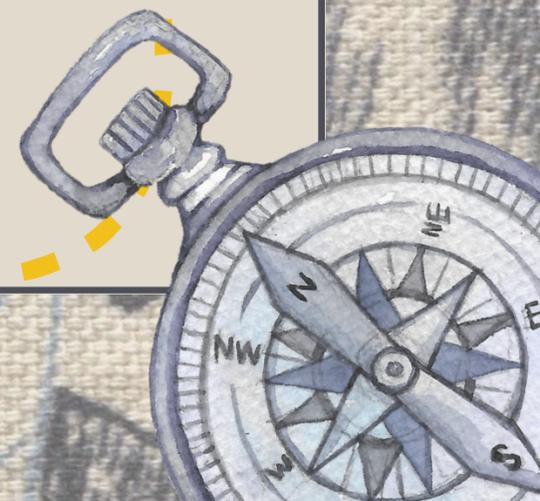


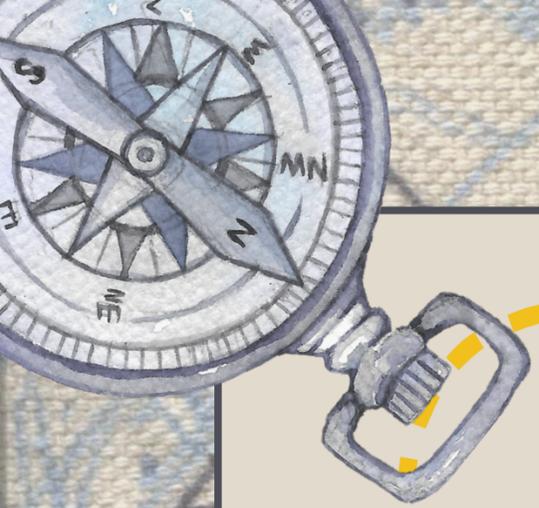


02. Enacting Philosophy in Our Sessions

There are 2 types of questions that aid in self reflection.

1. Questions to ask our clients
2. Questions to ask ourselves





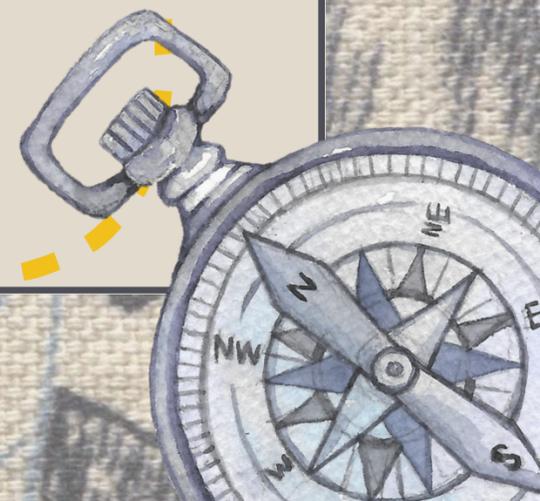
02. Enacting Philosophy in Our Sessions

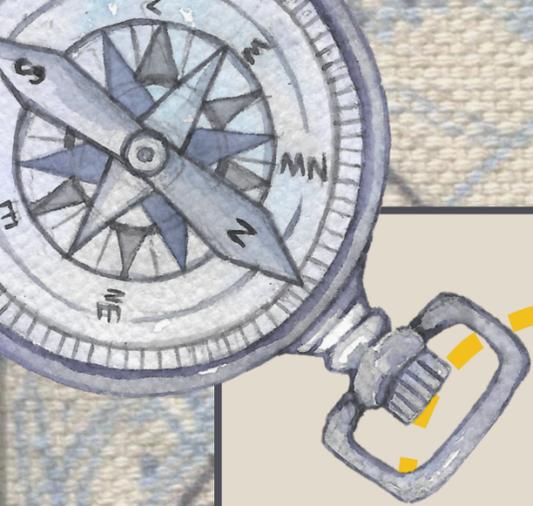
These are a few of the questions we
ask our clients:

Pre Paper: “What aspects of your writing do you want me
to pay attention to?”

Post Paper: “What is one thing you did well and one thing
you want to improve upon?”

End Session: “What was the most helpful part of our
session today?”





02. Enacting Philosophy in Our Sessions

Reflect on these questions as written in your booklets:



How has (or could) reflecting through writing benefit your consultations?



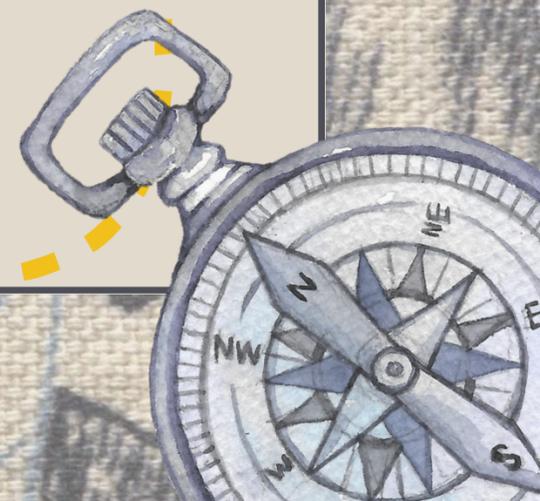
When would be the best times to prepare your questions/notes for sessions? How about reflecting afterwards?

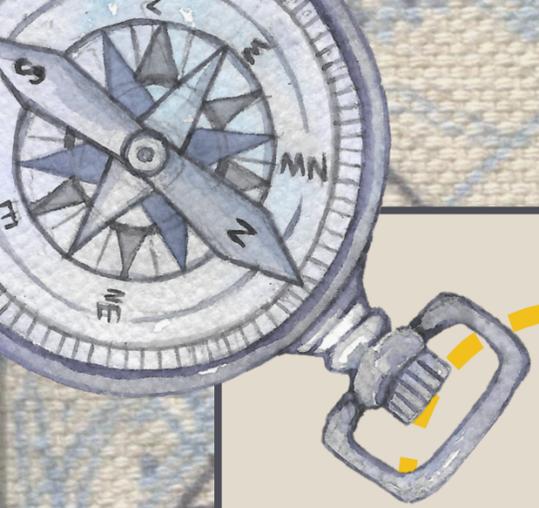


What are the guiding questions you find yourself asking most often in sessions? What kinds of insights do you gain from the answers?



What barriers might exist to reflecting regularly on your practice? How may you address them?





02. Enacting Philosophy in Our Sessions

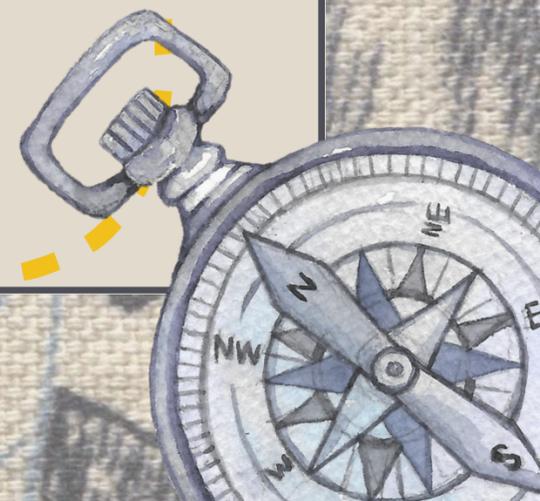
Discuss these questions with the people around you:

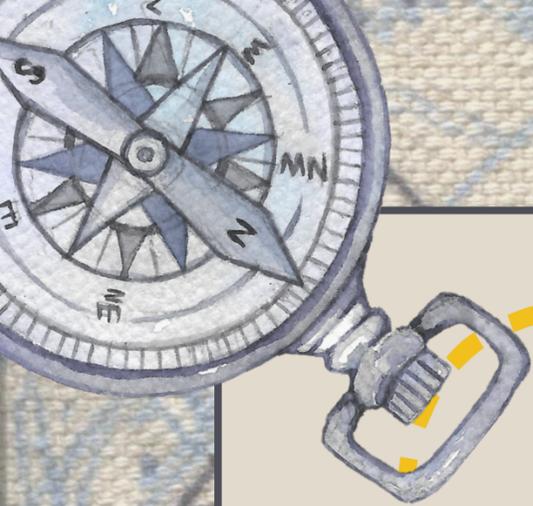


Share some of the guiding questions
you wrote down.



What other aspects of the consultation do
you want to consider in your future post-
session reflections?

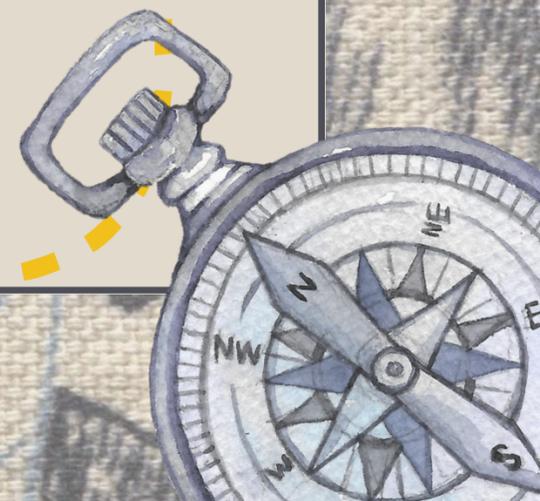


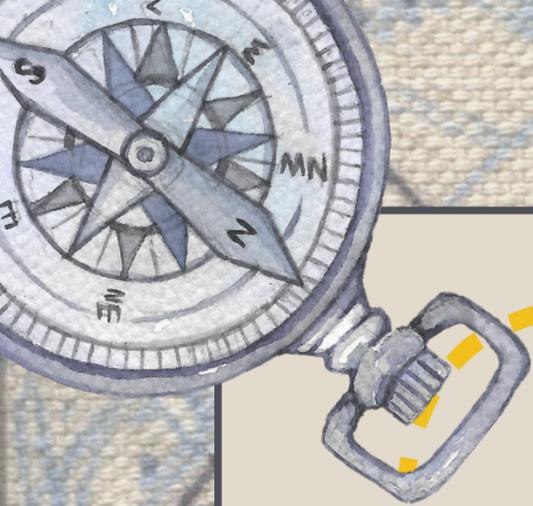


03. Distilling on Display through E-Portfolios

----->
In order for self-reflection to foster effective change, we need to analyze it, synthesize it, and put it into action

----->
At our Writing Studio, we accomplish this through E-Portfolios





03. Distilling on Display through E-Portfolios

What's in an E-Portfolio?



Job materials



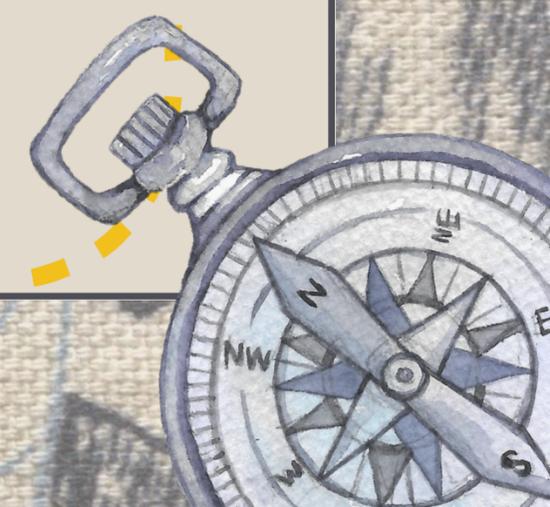
Consultant development



Scholarship



Personal touches!



Job Materials

☰ Eliana Harris

Eliana Harris

EDUCATION

Concordia University Irvine — *B.A. in English*
Anticipated Graduation: May 2026 (GPA: 4.00)

- Minor in History
- Concordia Honors Program - Honors Associate
- Dean's List - Awarded 2022-2026

University of Cambridge — *Exchange Semester at Westfield House*
Fall 2023

- Studied literature and theology during a semester abroad.

JOB EXPERIENCE

Concordia University Irvine — *Writing Studio Consultant*
August 2024 - Present

- Provided individualized writing support to undergraduate students across disciplines.
- Cultivated strong communication skills by adapting feedback to diverse learning styles.
- Compiled and presented data reports at team meetings to improve services.
- Served as Writing Studio Ambassador; delivered presentations to campus departments to encourage student engagement.
- Advertised, facilitated, and co-presented a workshop on effective source integration.

Apollo Speech and Debate — *Speech and Debate Head Coach*
August 2024 - Present

- Developed and implemented a curriculum featuring lectures and interactive

SKILLS

Expertise in copyediting and proofreading

Proficient in Microsoft Office Suite

Proficient in Google Suite

Basic knowledge of Salesforce CRM

AWARDS

2025 3rd Place Finalist in President's Academic Showcase at Concordia University Irvine

2024 Public Forum Debate Tournament Champion at Pi Kappa Delta

2023 1st Place in NEDA Debate



CAMILLE BEESON

ABOUT POETRY THEATRE PORTFOLIO ▾ WRITING STUDIO WORK ▾  

CONSULTATION PHILOSOPHY

The firstborn of two firstborns, I am extremely driven, organized, and headstrong. As an emerging academic, my bold personality mixed with my creative spirit resulted in an intense pride for my work. A pride unwilling to revise my precious words. Like Abraham being asked to sacrifice his son, I felt that editing meant death for my paper.

I grossly misunderstood the purpose of editing. Editing isn't destroying, it's reshaping. Editing doesn't constrain my voice, it clarifies it.

A younger, more stubborn version of myself fought against editing. By "laying down" my words to the revision and collaboration of my mentors and colleagues, I have become completely enthralled by the



Consultant Development



CAMILLE BEESON

ABOUT POETRY THEATRE PORTFOLIO ▾ WRITING STUDIO WORK ▾  

BECOMING A SELF AWARECONSULTANT

A reflection on Jaden Goldfain presentation of “To Direct or Not To Direct: That is Not The Question.” presented on March 23, 2025 at the WCA SoCal Conference.

At the WCA SoCal conference of 2025, I was blessed to have listened to Jaden Goldfain’s research on direct and nondirect questioning in a writing center. Her question was simple initially: which technique is better? In her research she discovered that tutors most often enter sessions in a default mode of indirect questioning, but switch to directive techniques when the session necessitates explicit information.

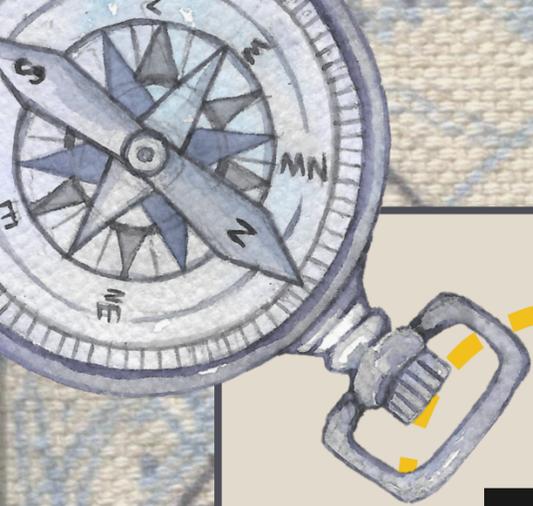
 Subscribe 

☰ Eliana Harris 

Observation Reflection

I observed two writing consultations during the Spring 2025 semester. You can view the session observation forms in the image carousel below.

In the first session that I observed, the student brought in a fairly technical research paper for a biology class. The consultant began by asking open-ended questions about the class, prompt, rubric, and topic. These questions allowed the consultant to get a basic grasp of the goal of the paper and the main ideas in it. Next, the consultant asked leading questions to bring several areas with unclear organization to the student’s attention. The consultant pointed out several sections of the paper and discussed paragraph organization as well as adding signal phrases to distinguish between sources. The consultant also regularly made “check-in” comments to gauge how the student felt about the suggested changes. One recommendation that I have for the appointment is to encourage the student to make more revisions during the session. It



Scholarship

Eliana Harris

Home

Resume

^ Writing Studio

Tutoring Philosophy

Literature Review

Observation Reflection

Final Reflection

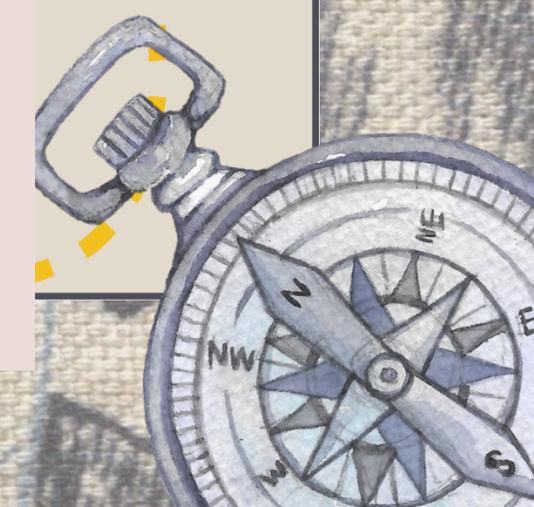
Reading and Writing Centers: A Primer for Writing Center Professionals

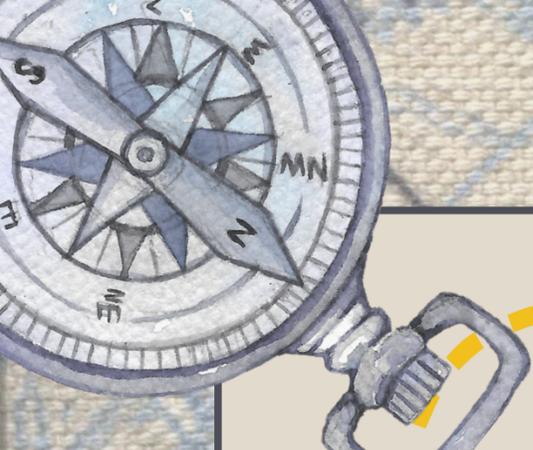
In “Reading and Writing Centers: A Primer for Writing Center Professionals,” Carillo argues that a proper understanding of how reading and writing are interwoven to create meaning is important to writing center studies. Carillo provides an overview of scholarship on reading and points out two main components of reading that have been identified and discussed: the process of decoding symbols, and the creation of meaning. Reading can be understood as the counterpart to writing because the process of creating meaning is central to both.

Carillo mentions one scholar who advises writing studios to frame tutors as reading coaches. Other scholars discuss stages in composition that are reader-based, as students revise their writing by taking on the perspective of a reader. Later scholars endorse a holistic approach that combines reading and writing instruction in writing centers, and propose that this method could help to disband the view of writing centers as a “fix-it shop” for struggling writers.

Carillo also examines theories of reading in cognitive and social psychology, emphasizing that a reader’s “knowledge base” is important to creating meaning. Carillo encourages students and tutors to determine and address knowledge gaps that influence student writing, such as a lack of knowledge of genre conventions. She underscores the importance of providing “emotional scaffolding” to encourage students who have the necessary knowledge base, but resist implementing it into the revision process. Carillo also gives an overview of scholarship on the benefits of reading aloud, which improves comprehension. Carillo concludes by encouraging writing centers to implement reading pedagogies in tutoring sessions to improve comprehension and provide students with transferable skills.

Concordia’s Writing Studio implements reading pedagogy by making it a standard practice





Personal Touches



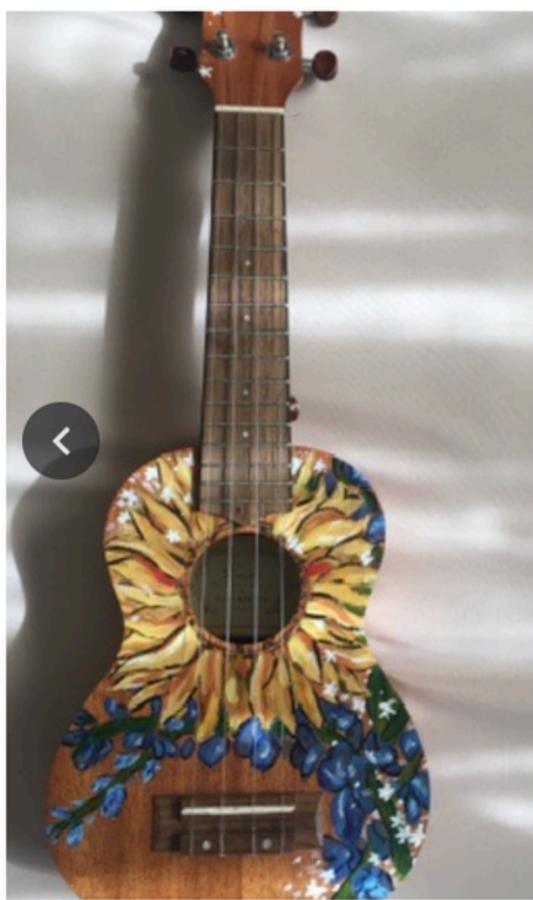
CAMILLE BEESON

ABOUT POETRY THEATRE PORTFOLIO ▾ WRITING STUDIO WORK ▾

GALLERY



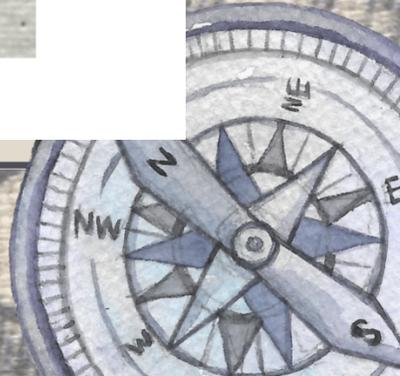
Visual Art and Other Creative Projects

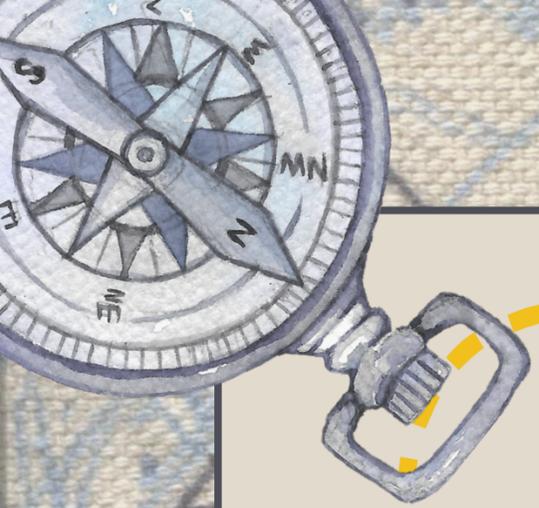


acrylic on wood. "From Kansas with love." (2024)



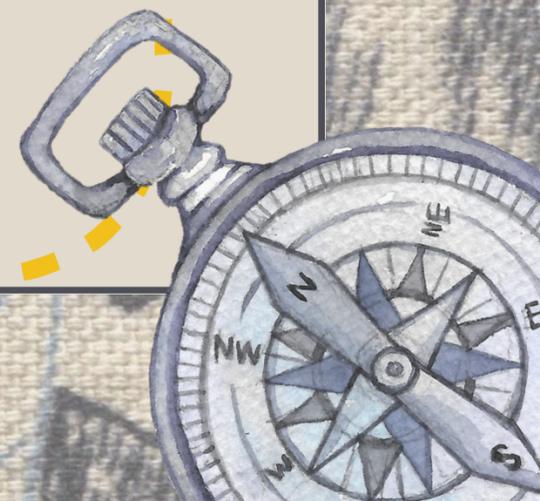
oil on paper, "Black and white study of Daumier's The Laundress." (2024).

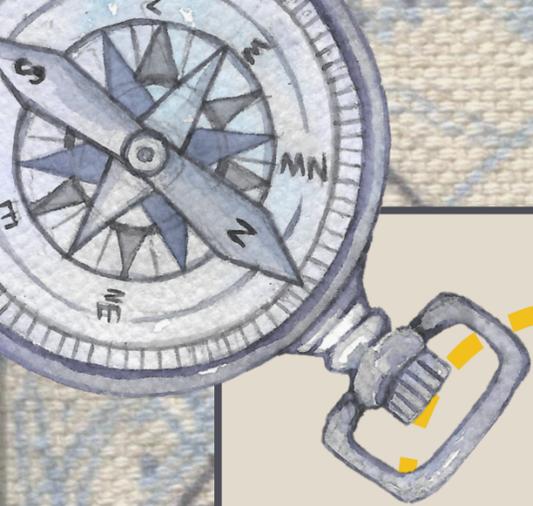




03. Distilling on Display through E-Portfolios

Some example prompts...





03. Distilling on Display through E-Portfolios

Reflect on these questions as written in your booklets:



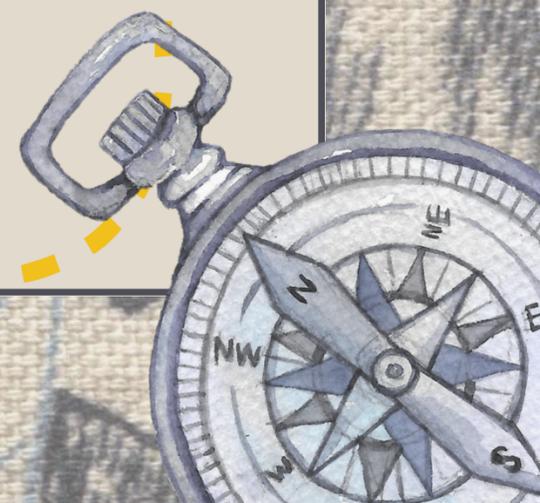
Why do you think “displaying” your work might concretize self-reflection into meaningful action?

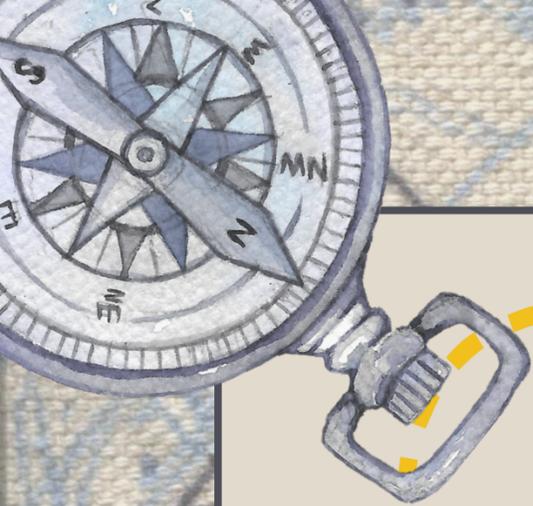


What barriers might you encounter in creating your own ePortfolio/implementing this practice as a staff?



Looking at the example ePortfolio prompts, which sound exciting or interesting to you? What other ideas might be fun to incorporate in an ePortfolio?





03. Distilling on Display through E-Portfolios

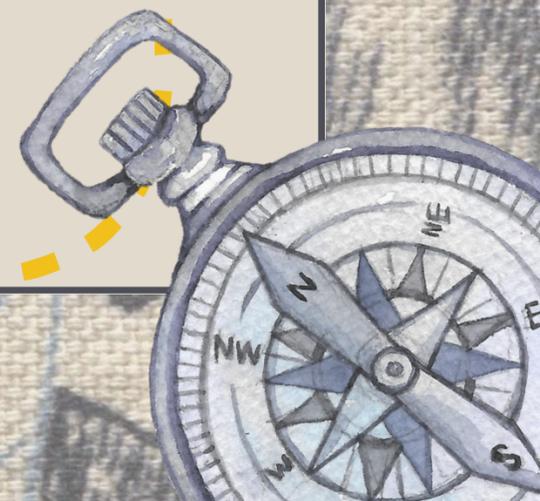
Discuss these questions with the people around you:



Share what you wrote about with those around you.
Be ready to share what sounds most exciting or
valuable for your own staff.



What questions do you have about ePortfolios and
how self-reflection can be meaningfully shared?





Thank You!

