

Ninth International Conference

WAC 2008

Writing Across the Curriculum

The University of Texas at Austin, May 29-31, 2008



Death of a Salesman manuscript, Harry Ransom Center, University of Texas Campus (Photo: Rodney Herring)

PROGRAM AND ABSTRACTS

NINTH INTERNATIONAL WRITING ACROSS THE CURRICULUM CONFERENCE

MAY 29-31, 2008

**Program
with Abstracts**

Hosted by
The University of Texas at Austin
UT's College of Liberal Arts
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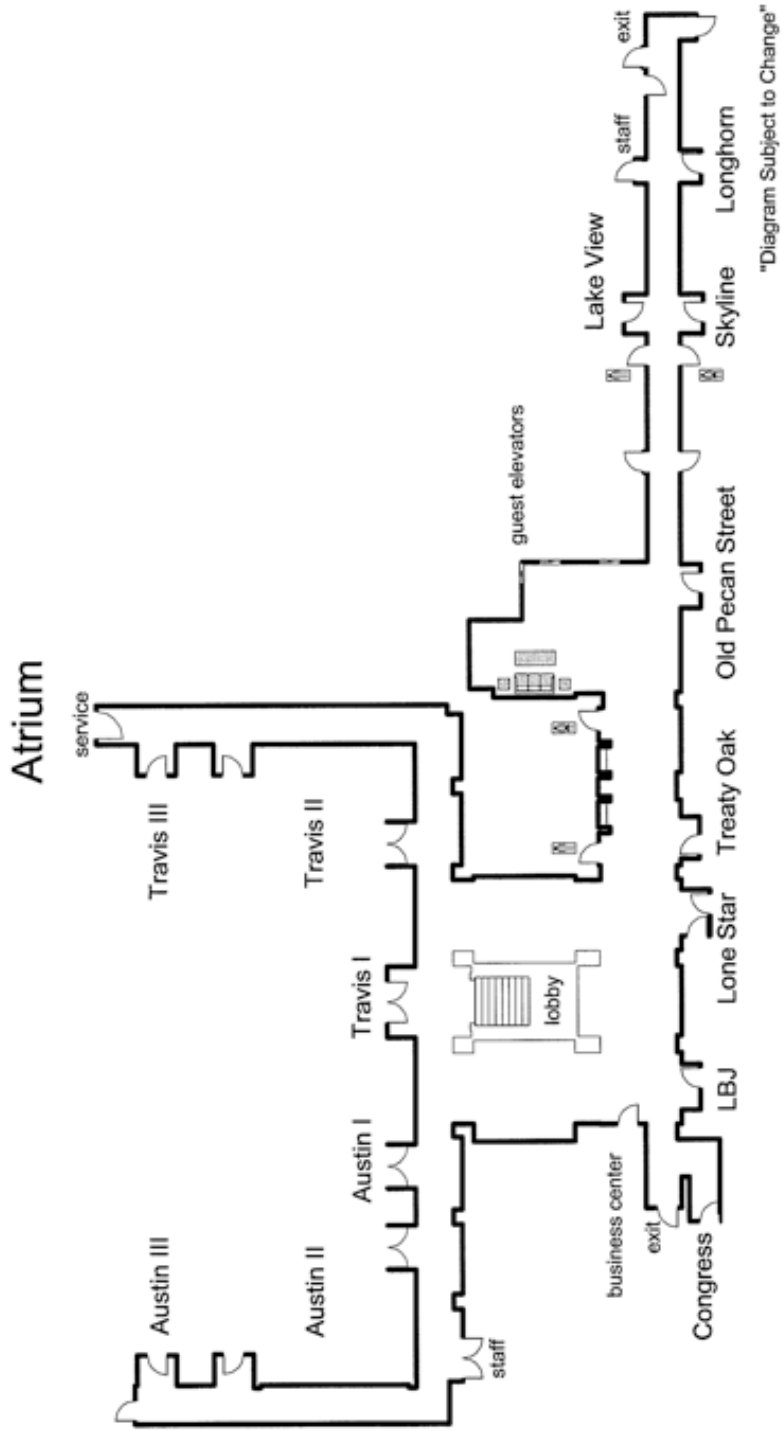
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RADISSON HOTEL SECOND FLOOR CONFERENCE ROOMS



Schedule in Brief

Wednesday, May 28

4:30-5:30 p.m.	Registration table open in pool area
5:30-7:30 p.m.	Reception for early arrivals: Radisson deck and pool area

Thursday, May 29

8:00-4:30 p.m.	Registration desk open, second floor, LBJ room
7:30-8:30 a.m.	Breakfast, second floor ballroom
8:30-11:00 a.m.	Pre-conference workshops (see pages 6-8 for descriptions)
11:30 a.m.-12:30 p.m.	Lunch (provided for workshop participants)
12:30-1:45 p.m.	Concurrent Session One
2:00-3:15 p.m.	Concurrent Session Two
3:30-4:45 p.m.	Concurrent Session Three
5:30 p.m.	Keynote Address, second floor ballroom: Anne Beaufort, University of Washington, Tacoma, USA
5:30-7:30 p.m.	Social Reception, second floor ballroom

Friday, May 30

8:00 a.m.-4:30 p.m.	Registration desk open, second floor, LBJ room
7:30-8:30 a.m.	Breakfast, second floor ballroom
8:30-10:00 a.m.	Keynote Panel, second floor ballroom: Writing Across International Curricular Borders
10:30-11:45 a.m.	Concurrent Session Four
11:45 a.m.-1:15 p.m.	Box lunch and SIG meetings
1:30-2:45 p.m.	Concurrent Session Five
3:00-4:15 p.m.	Concurrent Session Six
4:30-5:45 p.m.	Concurrent Session Seven
6:30 p.m.	Dinner, second floor ballroom Special performance by the Austin Lounge Lizards, sponsored by Pearson Arts & Sciences.

Saturday, May 31

7:30-8:30 a.m.	Breakfast, second floor ballroom
8:30-9:45 a.m.	Concurrent Session Eight
10:00-11:15 a.m.	Concurrent Session Nine
11:30 a.m.-12:45 p.m.	Concurrent Session Ten
1:15-3:00 p.m.	Lunch and Plenary Session, second floor ballroom: Sue McLeod, University of Santa Barbara, California, USA

Thursday, May 29

Pre-Conference Workshops

8:30-11:00 a.m.

Researching WAC: What Do We Know? What Do We Want to Know? *Austin III*

Workshop Facilitators: Paul Anderson, Miami University; Glen Blalock, Baylor University; David Russell, Iowa State; Carol Rutz, Carleton College; Chris Thaiss, University of California-Davis; and Terry Myers Zawacki, George Mason University

Workshop leaders will give short descriptions of their current or past WAC research projects, their findings, and implications for WAC/WID programs. After the leaders brief presentations, participants will break into interest groups to share their own research, ask questions, and gather ideas. Glen Blalock will collect information on research in progress and also post participants' ideas and queries for the Research Exchange Network on the WAC Clearinghouse.

Carol Rutz: Describes WAC-related research seeking to document a connection between faculty development to support WAC and the influence of WAC pedagogy on student learning. They have several years of data based in sophomore writing portfolios that indicate a statistically significant relationship between the frequency of individual faculty participation in programs and the presence of assignments from those professors in the portfolios.

David Russell: Describes research on using computers to teach communication in the disciplines is going on world-wide. Russell will show several programs that are in wide use and summarize some of the research on how and how well they work. Participants will have a chance to view and 'test drive' web-based tutorials to teach specific genres, systems for collaborative peer review and peer grading, case studies for multi-media role playing, and others.

Glenn Blalock: Introduces the use and benefits of the new Research Exchange on the WAC Clearinghouse; participants will be able to contribute to our ongoing research conversations by entering their previous or on-going research into the Exchange as well as any newly designed workshop ideas.

Paul Anderson: Reports on quantitative techniques he and two other colleagues are using to study writing's contribution to deep learning in higher education. In one project, they have analyzed data from the 198,380 full-time students enrolled at 523 baccalaureate colleges and universities in the U.S. who responded to the 2006 National Survey of Student Engagement (NSSE).

Chris Thaiss. Reports on results thus far from a WAC/WID Program survey that has been sent to almost all institutions of higher education in the U.S. and Canada with the goal of deriving a fuller picture of WAC program activity than at any previous time. Survey results are intended to help institutions and faculty understand trends in program design, emphasis, and administration.

Terry Zawacki: Describes qualitative research she is conducting with a team of writing center researchers on how non-native writers “invent” the U.S. academy.

Chris Thaiss and Terry Zawacki: Discuss their questions and the process which led to the publication *Engaged Writers and Dynamic Disciplines*.

Developing (and Renewing) New WAC, WID, or CXC Programs *Travis III*

Workshop Facilitators: Marty Townsend, University of Missouri, Columbia; William Condon, Washington State University; Lillian Bridwell-Bowles, Louisiana State University

This three-hour interactive workshop—facilitated by leaders who between them have over 70 years’ experience developing writing programs that address the needs of students beyond first-year composition—helps participants answer the challenging question “How should my institution go about developing or renewing a new WAC, WID, or CXC program?”

Workshop topics include defining programmatic scope, mission, goals, and outcomes; identifying key constituencies to work with; determining programmatic governance and “ownership”; securing needed resources; planning for faculty development, curricular change, personnel, technology, space, and assessment; and countering resistance.

Institutional teams are welcome. Participants will be asked to submit in advance a brief description of their institution’s stage in the planning process. Participants will leave with strategies for continuing work after the conference; programmatic, budget, and assessment models; and bibliographic resources.

21st Century Environments for Communication Technology across the Curriculum *Lone Star*

Workshop Facilitators: From Louisiana State University: Karen Powell (Assistant Director, CxC), Lee Bauknight, ColleenH. Fava, Boz Bowles, Kevin DiBenedetto, Jennifer Farrell, and respondent Dickie Selfe from The Ohio State University

Faculty members and Communication Studio Coordinators from LSU’s new CxC Program will illustrate the uses of technology for written, oral, and visual communication in four Colleges: Arts and Sciences, Art + Design, Basic Sciences, and Engineering. Even though digital media are influencing communication in every field, faculty and students have a wide range of competence in these new media—from novice to expert. The workshop leaders will facilitate discussion of their varied approaches, as well as assignments, rubrics, and techniques for incorporating new media in a range of disciplines. The respondent is a well-known leader of technology projects across the country.

Thursday—Pre-conference workshops

Teaching, Communication, and Learning Across the Curriculum: Practical lessons from pedagogical development initiatives in Sweden and England to improve student learning and promote a more scholarly approach to our work
Lakeview

Workshop Facilitator: Magnus Gustafsson, Chalmers University of Technology, Gothenburg, Sweden.

In this participatory workshop, facilitators aim to replicate and explore elements of our experiences as educational developers, and share what has been learned over the past few years. We will both explore the theme of improving student learning in cross-disciplinary environments and also model some of the successful pedagogical strategies that have been developed.

In keeping with the PBL (*Problem Based Learning*) inspired elements of many of our interventions, we invite workshop participants to come with “real life” pedagogical issues / problems (of a suitable scale!) on which you would like to work during the session. We particularly welcome issues relating to the theme of *improving student learning* (ISL) – possibly, though not exclusively, through developing active learning activities; expanding the scope of student writing; or through assessment and feedback design. Participants will be able to work alone and in small peer groups with their own issues to bring into focus the intellectual concerns and the developmental strategies of their respective projects. Taking as our starting point the deep challenges of a *genuine* shift from “teaching centered” to “learning centered” perspectives, we will seek to explore openly our complex relationships with our own pedagogical activities.

During the workshop, we will approach our projects from three different perspectives – each involving participation in, and reflection on, a number of different teaching and learning activities:

- First, we will aim to define and clarify the nature of our own projects: what exactly is the issue we are trying to address? What outcomes are we hoping for? Why? What will success look like, and how will we recognize it? How exactly are we aiming to improve our students’ *learning*?
- Second, we will explore the nature of the *acrossness* in this workshop’s title: Teaching, Communication and Learning *Across* the Curriculum. How does our work with students/faculty travel *across* from a WAC/WID/ISL “intervention” into disciplinary teaching and learning? How do we help students carry writing and learning strategies *across* disciplines and levels of study?
- Third, we will touch on what it would be to take a scholarly approach to seeing through and evaluating our projects, with the aim of helping us all to bring into focus the questions/interests we wish to take away with us and explore as we participate in the rest of the conference.

11:30 a.m.-12:30 p.m.

Lunch (provided for workshop participants)

Concurrent Session 1 Thursday, 12:30-1:45 p.m.

Room	Session Title
Austin I	Assessment: A New Challenge for Multimodal Communication Programs
Austin III	Graduate Writing Consultants: A Case Study in Translating and Collaborating Across Disciplinary Borders
Lakeview	Engineering and Collaboration
Longhorn	Bringing Together Two Campus Cultures for a Common WAC Purpose
Lone Star	Going to the Movies to Teach Rhetoric, Argumentation, and Ethics
Old Pecan	Meeting Disciplinary Expectations
Skyline	Writing and Learning in the Discipline of Business Communication
Travis I	Linking Teacher-Student Identities as Writers and Professionals
Travis II	Requiring Writing Intensive (WI) Courses: Hurdle for Getting that Degree?
Travis III	Interdisciplinary Writing and Performing: The Living Newspapers Across the Disciplines Program
Treaty Oak	Difficult Dialogues: Inducting Students Into New Disciplinary Language

Austin I—Assessment: A New Challenge for Multimodal Communication Programs

When we move from assessing writing across the disciplines to assessing multimodal communication, we enter uncharted territory. How can we assess programs whose domain encompasses written, oral, visual, and electronic (WOVE) communication? Using multimedia examples and a comprehensive plan for multimodal assessment, this panel will map this new terrain through three questions: How can communication disciplines find common ground through assessment? How can assessment overcome the technical challenges of video-based artifacts? How can WOVE assessment-as-learning reshape pedagogy?

Developing Multimodal Assessment Rubrics

William Donald Payne, Iowa State University

Even disciplines that share communication principles may talk a different language. They may speak of “transitions” in writing, “turn taking” in oral presentations, and “linking” in digital works. In addressing WOVE modes, how far can we streamline taxonomies and rubrics for learning and assessment?

Technical and Logistical Issues in Video-Based Program Assessment

Quinn Warnick, Iowa State University

Creating video artifacts for assessment generates several practical questions: What facilities and equipment work best? Does the videography intrude on the communication activity? What storage and distribution demands accompany large video files? What issues in confidentiality, anonymity, coding methods, and rater bias emerge with digital artifacts and datasets?

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Multimodal Assessment-as-Learning: How It Changes Pedagogy

Donna Niday, Iowa State University

Even in large communication-across-the-curriculum programs, the feedback loop can be shortened between acquiring knowledge through assessment and using that knowledge to improve pedagogy and curriculum. The speaker will illustrate how assessment of small-group work led a program to rethink criteria, terminology, and pedagogy.

Austin III—Graduate Writing Consultants: A Case Study in Translating and Collaborating Across Disciplinary Borders

A writing center director and two doctoral students will report on their part in a Council of Graduate Schools-funded dissertation completion project that combines tutor training with disciplinary expertise. This project is different from graduate writing centers: six Graduate Writing Consultants (GWCs) have now been trained not to work in a writing center, but to work with graduate students in their own programs as part of their TA-ship. Their disciplinary expertise gives them a unique ability to understand and work with their peers, and their training and consulting experience gives them a valuable credential as they finish their studies. They are paid to take a semester-long institute on the theories and practice of peer tutoring, genre, and the writing process. As word of the project's success has spread, graduate directors and chairs are working hard under the pressures of cuts in their graduate staffs to free up a student who can go through the training. Because this program is completely new, as far as we know, we will ask the audience for its feedback on our progress so far and we will hope to find collaborative partners at other institutions who want to establish such a program.

Immediately if not Sooner: Design, Delivery, and Assessment

Paula Gillespie, Marquette University

The director will discuss the rationale of the program and the groundwork she and the graduate school laid to allow this kind of collaboration; this involved interviews and a survey for graduate directors that have led to a best-practices document. During these interviews, the topic of trained specialists came up; with the graduate school's encouragement and the pleading of theology and philosophy for an immediate implementation, she and the graduate school developed a plan for recruitment and a training course. She will discuss the course design, the delivery, and the program assessment. She will share course philosophy, reading lists and discuss the reading choices, the assignments, and the followup. Rather than ask for standard academic papers, she tried to make all writing functional in some way for the students. Reflective papers allowed them to assess the course as well as their progress. Throughout the course, they interviewed faculty members from their programs about the types of writing they assigned and the reasons for assigning this writing. For their final projects, they organized the results of this assignment into handouts to use in new graduate student orientations within their programs and to hand on to their successors.

Graduate Writing Consulting and the Conversation/Conversion of Theologians

Paul C. Heidebrecht, Marquette University

One of the most significant benefits of providing discipline-specific writing assistance to graduate students at Marquette is that, as a Graduate Writing Consultant, I was able to start a larger conversation about writing within my department. Graduate students and even professors are talking about writing in ways they were not previously, and in this presentation I will provide some glimpses into the variety of contexts in which these conversations occurred. I will be focusing on conversations with faculty members, not because the conversations with my peers were less valuable

or less interesting, but because I want to demonstrate that Graduate Writing Consultants have the potential to impact the broader culture of a department. I recognize that there are many other ways to encourage the kind of interaction I will be describing, and that the potential benefits of the kind of culture change I have observed are difficult to quantify. Nonetheless, in my view this new role has provided a unique opportunity to spark or renew widespread interest in the craft of writing, and is thus an especially promising way to help both graduate and undergraduate students become better writers.

The Life and Times of a Graduate Writing Consultant

Lorelle D. Lamascus, Marquette University

The Marquette University Graduate Writing Consultant initiative did more than prepare me to consult with other students; it had numerous effects on me and on my department. I will discuss the effects that the GWC initiative had on my approach to and experience of writing, focusing on three manifestations of these in a graduate student's life: personal, professional (teaching), and scholarly.

I discuss each of these facets of graduate student life to show the effects of the GWC initiative for both an individual student and for her department. Through this, I hope to show that the benefits of the GWC initiative are many and diverse, not limited to cleaning up grad student papers, but a good point of inter-disciplinary entry that assists both students and their departments in considering the role of writing in their lives as persons, students, teachers, scholars, and members of the same scholarly community.

Lakeview—Engineering and Collaboration

From Operators and Machine to Integrated Organism: Teachers Modeling Team Conduct for First Year Engineering Students

Amy Franklin, University of Toronto

In consideration of the theme for the 2008 International Writing Across the Curriculum conference, Translating and Collaborating Across Disciplinary, Educational and Geographic Borders, my proposed submission aims to examine the process of collaborative writing for teams of first-year engineering students in the Engineering Strategies and Practice course at the University of Toronto. The paper will examine the process and strategies put in place within a post-modern context. These strategies will be considered in relation to the theories of two major proponents of the post-modern, Stephen Toulmin and Mikhail Bakhtin. Moreover, two opposing images will dominate the proposed submission; the organism and the machine. These images serve to concretize the methods of the team and help to provide a model for team functionality.

The paper will examine the process of collaboration in three interconnected areas. The first area will involve the process of team writing and an evaluation of the methods employed by the various teams of students. This area will draw upon some of the existing research in the field of engineering communication including *The Team Developer: An Assessment and Skill Building Program* by Jack McGourty and Kenneth P. De Meuse and *Engineering Design: A Project-Based Introduction* by Clive L. Dym and Patrick Little. The second area will examine the collaboration of the course staff and the use of emulation in teaching. Here we will examine the concept of ensemble teaching for ensemble learning and evaluate its efficacy. The final area will examine the impact of the team

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document on the final readers, who not only include the professors, instructors and teaching assistants, but clients from the community at large. These clients are representative of a larger global community and they are the impetus to allow students to communicate beyond the borders of their engineering lecture halls, labs and tutorial groups.

WAC-Y Wikis: Fostering Collaboration in Group Writing Assignments Across the Curriculum

Jan Fernheimer and Tom Kujala, Rensselaer Polytech

Wikis, originally introduced by Ward Cunningham in 1995, have created a forum where multiple authors can contribute to and revise a given document or set of documents. The word can refer to the open source software used to power them or the collaborative text generated by such software; it derives from the Hawaiian word for “quick.” As both a medium for and kind of technologically mediated communication, wikis have changed the way we think about authorship and complicated our ideas of what it means to “compose.” While the English language Wikipedia is the largest extant wiki to date, many smaller wikis also exist. Increasingly companies, researchers, and instructors are turning to the wiki to provide a medium where productive project collaboration can flourish.

Throughout the Fall 2007 and Spring 2008 semester, we developed wiki modules that were implemented in an Introduction to Air Quality Engineering Course and Product Design and Innovation course to help students with group projects. Although students often engage in group work, when asked to provide one “group essay” they usually break the project into component parts and then assemble the pieces into one document just before it is submitted. We argue, however, that wikis, with their ability to track a history of revisions, enable students to engage one another about their writing process, from inception to delivery of the document. This paper demonstrates that Wikis can be used to facilitate what we term “deep collaboration” among students writing group-authored documents in engineering and design courses.

LBJ—Bringing Together Two Campus Cultures for a Common WAC Purpose

Holly Norton, Randy Blank, Maryann Brohard, Lisa Clark, Mariann Byrne; University of Northwestern Ohio

The University of Northwestern Ohio WAC Committee has annual workshops to keep faculty cognizant of our mission and motivated to put it into practice. Until recently we’ve conducted them for faculty in only one of the two colleges of our university but have since decided that WAC must not only cross the curriculum but also campus cultures.

Holly Norton: Prompted by Sullivan and Tinberg’s *What is College-Level Writing?*, we invited College of Business (CoB) and College of Technologies (CoT) instructors for breakout sessions to list characteristics of college-level writing and methods for encouraging them in our students, as well as sessions to reconvene as one large group, compare and contrast lists, and compile master ones. Groups included instructors from both colleges, with WAC Committee members as facilitators and spokespeople group-appointed. Similar to Thaiss and Zawacki, we were surprised when we compared lists. Our surprise, however, was not at the differences in assessment but at the similarities in characteristics and methods. This panel will share the methods that we used to unite the two colleges of our university for a common purpose and how we will use the results to create a campus definition of college-level writing and a campus WAC culture.

Mariann Byrne: Insofar as College of Technologies instructors were not familiar with WAC philosophy or the necessity for WAC, we thought that a condensed version of both would acclimate them to WAC principles without being redundant for the College of Business instructors who were already acclimated to it. This session offers our rationale and methodology used to characterize the state of society's writing norms, and how we as a faculty community can positively impact the writing norms of our students.

Lisa Clark: This section of the presentation will address the methodology used to form breakout groups, decide facilitator roles, and select group roles. This particular workshop involved the merging of our two colleges. In an effort to have representation from both sides of the college, as well as a blend of attitudes towards the WAC initiative in all groups, some placement strategies were developed.

Randy Blank: This portion of the presentation will describe the practices and procedures we used for initiating and facilitating dialogue between the College of Technologies (COT) and the College of Business (COB) at the University of Northwestern Ohio. The use of small facilitated brainstorming groups alternated with larger debriefing/summarizing discussions will be described. This alternating approach was used to first define what both colleges perceived as "college level writing" and then to articulate how we as faculty in both colleges might encourage college level writing in our courses. The results of these discussions will be shared during the presentation as well as the challenges and rewards experienced while implementing this approach.

Maryann Brohard: This closing presentation will summarize the previous panel presentations stressing the factors that contributed most to the success of the WAC Workshop held at UNOH. Rhetorical strategies used in the workshop's closing session to motivate the faculty to embrace the philosophy of WAC and incorporate writing methods in their courses will be explained.

Lone Star—Going to the Movies to Teach Rhetoric, Argumentation, and Ethics

Hillary Hart, Christy Moore, D'Arcy Randall, University of Texas at Austin

Edward Tufte's work (in several books, but especially in *Visual Explanations*, 1997) on responsible presentation of data has opened the eyes of a generation of communicators to the ways in which visual data can be manipulated. In the wake of Tufte's work, the demand on both instructors and students is to develop responsible skills in visual as well as verbal rhetoric. As a way to introduce "visual rhetoric" appealingly to engineering students, a group of us who teach communication courses in the Cockrell School of Engineering use documentary films as a teaching tool. This paper discusses one film we have used in this endeavor: *The Unforeseen*. Directed by Laura Dunn, this locally-produced film examines the impact of urban sprawl in a striking series of images, charts, animations, and interviews that are rhetorically engaging. Our pedagogical goal in using the film is to promote a spirited discussion and debate on the social impact of technology and to help students learn to analyze both the visual and verbal rhetorical elements of an argument. In this presentation we will describe the rhetorical structure of the film and analyze students' responses to the arguments presented.

Old Pecan—Meeting Disciplinary Expectations

By Their Assignments Ye Shall Know Them: What Course-Specific Support Teaches Us About Writing in the Disciplines

Jo Ann Vogt, Indiana University

Faculty at this Midwestern university are given the option of requesting course-specific support for courses that use writing to teach content. That support comes in the form of tutors from the same or related fields who serve as liaisons between faculty/courses and a large staff of tutors. Course-specific tutors visit the classes they serve, obtain copies of syllabi and assignments, and talk with professors about course and assignment goals and the challenges students are likely to encounter. They place notes and guidelines in course files so that all tutors are informed about what assignments demand of students and how best to assist those who seek help. They also report on their courses at regular tutor-training sessions.

Based upon a close look at the syllabi, assignments, and notes collected by 13 course-specific tutors in academic year 2007-2008 and upon interviews with those tutors, this session will explore what can be learned about writing in the disciplines from this course-specific support. The session will seek answers to these questions: How do teachers in various disciplines communicate their expectations to students? What do those teachers value in student writing? Moreover, how can the course-specific option be leveraged by WAC/WID professionals into opportunities for faculty development?

Entropy and Information: Leverage for Assessing Writing as Learning in Introductory Physical Science

Thomas J. Brueckner and Karla Saari Kitalong, University of Central Florida

Introductory physical science courses at our metropolitan university are often taught online to as many as 250 students. Instructors are understandably reluctant to integrate writing assignments. But Author 1, convinced that writing promotes learning, devised a series of writing assignments in which students apply physical science terms and concepts and begin to think like scientists. Using GradeMark from Turnitin.com, Author 1 enters comments and assigns a grade using customizable rubric elements called “marks.” Rubrics saved time but had limitations. With Author 2, he categorized marks as either content and problem-solving or language and style, created a streamlined rubric, and tested it in an online class. GradeMark tracks how often marks are used and computes distribution of scores. This allowed us to compute the entropy of each mark; that is, to numerically rate it as a source of information for students. We correlated that rating with the results of a survey of students’ perceptions concerning the usefulness of each mark.

We discuss

- the assignments and the rubric
- students’ responses to the rubric usefulness survey
- correlation of survey data with information associated with each mark
- application of the rubric in recent courses
- next steps in our research

Skyline—*Writing and Learning in the Discipline of Business Communication*

Laura Plummer, Tamara L. Stasik, Ann-Marie Dunbar, and Erik Medina; Indiana University

Many of us are familiar with English-department taught professional writing courses; will that knowledge hold when it confronts 240 incoming MBA students from a top-tier business school? The recent implementation of a “resume camp” by Indiana University’s Campus Writing Program and Kelley School of Business raised just such a question. Working with case studies from this camp, presenters and participants will workshop resumes in small groups and in large group discussion. We will consider how we negotiate discipline-specific expectations and issues of audience, career focus, and vocabulary (among others). We will address how to navigate the distance between novice-level knowledge and the expertise generated by business school professionals.

For the writing program administrator, broader pedagogical issues will arise as well. For example, how do we communicate to writers what constitutes an acceptable resume for a highly competitive MBA program? How does technology help and hinder the process of producing this piece of writing? How does a writing program-and its affiliated writing center-support a graduate professional school and its concepts of good writing and the role of writing experts in the curriculum? How does our work accommodate advanced students who are switching careers (thus disciplines) and must “speak to” this new discipline from the position of a non-expert? In this context, presenters will highlight how this project affects our approach to faculty development, tutor training, and discipline-specific project design. Finally, we will consider the broader notions of how it also challenges assumptions about disciplinary expertise, writing program missions, and student expectations.

Travis I—*Linking Teacher-Student Identities as Writers and Professionals*

Two Tribes Learning War? Rhetoric and Literature Grad Students’ Listserv Discussion of Literature’s Value in First-Year Writing

Liberty Kohn, University of Louisiana-Lafayette

This paper follows a listserv discussion between rhetoric and literature-based graduate students at a Division 1 Research-Intensive university the week after a new First-Year Writing curriculum removed “literature” as the standard for teaching critical thought. Replacing literature was an interdisciplinary, themed, genre-based WAC course taught intradepartmentally. I’ll present recurring pedagogical beliefs, sometimes shared, sometimes distinct, between these two groups of graduate students. The conversation includes classroom practices, ideas of literacy, methodology for teaching reading, writing, and critical thought, as well as the moral and social value of the literary canon separate from other disciplinary canons and humanities traditions. Qualitatively evaluating the discussion suggests that these “two tribes” of future English PhDs are close to a full indoctrination before completion of grad school, virtually guaranteeing further ideological separation between these two disciplines (Writing Programs and Literature Programs) in the coming decades. Equally important, the multi-vocal conversation illustrates that the two tribes have different training and methods sometimes making it difficult to see the educational value in the other “tribe’s” programs. As a PhD candidate myself, as well as being Assistant Director of FYW that last three years, I’ll suggest that English Graduate Studies may not be providing enough professional development to provide an understanding of the differing goals and history of English Department’s subfields, as

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well as the goals and research of comp theory and WPA work in general. Yet I will also highlight shared concerns and values between the two camps, providing a basis to further the ongoing discussion over the value of literature and the dominance of literature in university English Departments.

Ethics in the Pre-Professional Writing Class: Teaching John Berger's *A Fortunate Man*

Gregory Leon Miller, University of California-Davis

As a junior lecturer trained in literature and newly teaching writing-in-the-professions classes, I am intrigued by the complex relationship between pre-professional and humanities-based missions in writing-across-the-curriculum. My presentation explores ethical dimensions of our pre-professional mission, particularly as the curricular reform we promote often relies upon—or implicitly packages itself as aligned with—the increasingly corporate model of the university.

I begin from the premise that teaching writing-in-the-professions courses, and collaborating with other disciplines in general, can help open the border between the humanities-based mindset with which many instructors enter the classroom and the pre-professional mission of such courses. Drawing from my experience with Writing in the Health Sciences, I examine how one might use a humanistic approach that, on the surface, appears to challenge the very assumptions of a pre-professional composition class. In *A Fortunate Man: The Story of a Country Doctor*, John Berger critiques the market-driven specialization of which writing-in-the-professions courses are themselves arguably symptomatic. Yet in the classroom, Berger's book may be used less as a corrective to narrow forms of pre-professionalism than as a way of honoring our own profession while simultaneously preparing students for the complex practicalities of their chosen professional fields.

Teaching First Year Composition to Engineering Majors: Investigating the Effect of Feedback on Student Writing and Identity

Gail Nash, Oklahoma Christian University

This presentation investigates the role that instructor commentary plays in developing students' writing abilities and their identities as novice writers in a specific discipline. More specifically, this study examines student response to and perception of instructor comments on one set of final drafts. The participants were all first year engineering majors participating in a pilot course designed especially for them. ENGL 1134: Communication for Engineers combined the objectives of first year composition and speech into one four hour course. The presentation concludes with a discussion of implications for WAC pedagogy especially in reference to WID objectives.

Travis II—Requiring Writing Intensive (WI) Courses: Hurdle for Getting that Degree?

Bonita R. Selting, Glenn Heggie, and Catherine Schmidling; University of Missouri,-Columbia

Graduates of the University of Missouri (MU)—a land grant, Research One Institution with a successful, nationally recognized Writing Across the Curriculum (WAC) Program—must pass two Writing Intensive (WI) courses. Every semester MU offers over 130 WI courses but needs more *online* delivery. Currently MU offers a few online WI courses but several other top WAC programs—e.g. George Mason and Louisiana State Universities—offer none. Is the concern that online writing intensive courses cannot meet the same rigor as face-to-face courses? And, where is the resistance to designing and incorporating them into the curriculum? WAC programs set standards for WI faculty to meet—revision opportunities, problem based assignments, and minimum page counts—which WI faculty take seriously. So why, after calls from Deans and Chairs for more online courses, are so few WI faculty interested? This Round Table session will offer answers and

insights. The presenters—two Writing Program Coordinators and a faculty member who teaches WI courses in Nuclear Medicine, and research—will use an open forum to report on their research and strategies. The audience will be encouraged to share thoughts on how online WI courses can be effective in helping students become more skillful writers, thinkers and learners (or not!).

Travis III—*Interdisciplinary Writing and Performing: The Living Newspapers Across the Disciplines Program*

Ann David, Jeremy Dean, Rebecca Hewett, Lena Khor; University of Texas-Austin

Living Newspapers Across the Disciplines, a K-16, collaboratively designed and collaboratively implemented curriculum, crosses a number of different borders: international, institutional, disciplinary, and textual. In the spring of 2006, inspired by the Living Newspapers of the Federal Theater Project, Austin area public high school teachers worked with UT Austin graduate students and faculty to write state-aligned, lesson and unit plans for English, Social Studies, and Theater Arts classrooms. The result is a flexible, multi-faceted example of Writing Across the Curriculum that combines research and writing with drama-based pedagogy to critically engage students in contemporary and historical human rights issues. In its pilot year, 2007-08, local teachers implemented Living Newspapers in their classrooms with the help of a Consultant Team composed of UT graduate students from Theatre, Rhetoric, Law, Education, Comparative Literature, and Radio, Television and Film. Living Newspapers Across the Disciplines encourages students to place texts in opposition to one another and embody their different rhetorical positions: a suburban Texas teen, for example, reading about and then performing the role of AIDS orphan in Africa. While still developing critical thinking and writing skills, students report becoming far more engaged with the issues and their own work than when researching and writing more traditional papers.

Treaty Oak—*Difficult Dialogues: Inducting Students Into New Disciplinary Language*

Preparing the Writing Center to Cross Disciplinary Borders: What's Different About Writing in Science Courses?

Joleen Hanson, University of New Hampshire

Writing centers can be a key resource in a WAC program. Yet faculty and students in writing-in-the-major courses may associate the writing center with the English Department and therefore lack confidence that it can help with their assignments. This presentation will describe one way of preparing a writing center to support upper-level writers across the curriculum, and invite discussion of other possibilities.

Participants will experience and evaluate training used at one writing center to help prepare Writing Assistants (WA) for conferences with students in upper level science classes. Using a two-pronged approach, we recruit science majors as “science specialist” WAs, and with their help provide training to all staff about the genres of writing valued in these courses, particularly the lab report.

The presentation will begin with a review how conferencing with a student about a lab report might differ from conferencing about an English essay. Participants will next discuss a student's draft lab report and respond to the questions she had about it. Finally, results will be presented from a small study that compared the performance of science specialist WAs with that of non-specialist WAs in a conference focused on a lab report. General discussion will follow.

Thursday—Session 1, 12:30-1:45 p.m.

Substance, Discipline and Writing in Islamic Studies Courses

Hina Azam, University of Texas-Austin

Islamic studies courses present unique challenges both to instructors and students when taught in a writing-intensive course. Lacking basic familiarity with the religion, most university students must proceed directly to academic study of a subject without the benefit of an intuitive standard against which to gauge comprehension. The instructor must therefore impart a substantive understanding of the religion of Islam while simultaneously inducting students into the academic (critical) study of Islam. Achievement of this dual objective is both hindered and enhanced in the context of a writing-intensive course. The hindrance comes in the form of attention that both instructor and students must give to improvement of writing skills, as opposed to giving all attention to acquiring substantive and disciplinary competency. On the other hand, the acquisition of substantive/disciplinary competency is enhanced by the activity of writing itself, as compared with the passive learning characteristic of non-writing courses.

I will present specific examples of challenges that emerge in the above-mentioned arenas of substantive study, disciplinary induction, and writing pedagogy in the context of Islamic studies courses. Issues addressed will be translation and transliteration, terminological and usage conventions, and the impact of ideology and religion in the learning process.

Concurrent Session 2

Thursday, 2:00-3:15 p.m.

Room	Session Title
Austin I	Responding to Student Writing: What Do We Do with “Error”?
Austin II	An Interdisciplinary Perspective on Issues Related to Writing Instruction and Assessment
Austin III	Small College WAC: Questioning Borders While Creating Spaces
Lone Star	Re-centering “Composition”: Identity, Race, and Writing Instruction
Old Pecan	Inter-Disciplines: Learning from Each Other
Skyline	The Traveling Rhetorician’s Toolkit: A Workshop on Methods and Models for Guiding Cross-Curricular Literacy Work
Travis I	Collaboration, Conflict, and Communication in Revising Writing Across the Curriculum
Travis II	Aligning Our Assignments and Assessments With Our Goals
Travis III	Flexible Technologies, Pedagogies, and Disciplines
Treaty Oak	Speaking WAC: Translating Between English 101 and Social Work

Austin I—Responding to Student Writing: What Do We Do with “Error”?

Can Surface Errors Sink? A Multidisciplinary Experiment in Essay Evaluation

Debrah Huffman, Indiana University/Purdue University Ft. Wayne

Grammar, spelling, and punctuation errors. Instructors across disciplines have long lamented reading student writing with these problems. But if the content of a student essay shows a higher level of perception, analysis, or critical thinking than is expected, does this outweigh attention to or render unnoticeable surface-level errors?

This presentation explores whether content can trump form such that an impressive discussion of subject matter distracts from grammar, spelling, and punctuation errors. The discussion shares the results of an informal study on one campus where a compositionist asked instructors and professors from different disciplines to read, comment on and/or mark, and grade student essays. These essays all reflect subject matter typical of an introductory course in each instructor’s field, with different degrees of impressive treatment of the subject but equal amounts of surface-level errors.

The audience is invited to read and evaluate portions of the essays as well as view responses from instructors who took part in the study. The remarkable results of the study open discussion of the attention paid to surface error in student writing and what that means for how we engage student writing across disciplines.

Translating “WAC” ESL-Style: Program Design in the Marshall Islands

Ruth Abbott, College of the Marshall Islands

This project addresses the challenges in crossing cultural and language barriers in a Writing Across the Curriculum (WAC) Program. These challenges include both environmental and cultural issues. Environmental issues stem from teaching in a second language environment and concern faculty who need to adapt; examples include appropriate instructor expectations, the wide range of student preparedness, and faculty who may need additional skills in English. Cultural issues stem from the differences in social practice that impact the classroom. “There are several cultural elements which

Thursday—Session 2, 2:00-3:15 p.m.

have direct bearing on language and communicative behaviour and which have implications for formal education and classroom interactions (Taufeúlunugaki).” Non-traditional writing programs need to address sensitive course delivery, student-teacher interaction, and grammatical mismatch between vernacular and language of instruction.

Coding student errors is our first step to identifying areas that native speakers of English (and many proficient second language speakers) can remediate. These include correct use of count/non-count nouns; inconsistent application of tense; and singular-plural agreement. Faculty have a range of participation options in WAC: from a low-stakes identification of students for remediation by the Writing Center to re-designing their classes to include writing assignments.

Faculty Response to Student Writing and Design: Exploring the Emotional Landscape

John Eliason and Tom Schrand, Philadelphia University

Responding to student projects constitutes an important aspect of faculty work across the curriculum. Even so, the positive and negative effects of faculty response are often shrouded in mystery. This panel explores student perceptions of instructor feedback by comparing distinct “response cultures”: the oral and public feedback practices often used in the design fields of architecture, industrial design, and fashion design, and various public and private feedback practices common in a writing course for design majors. Drawing from surveys, videotaped classroom sessions, and interviews with students and instructors, the presenters will discuss student and faculty perceptions of the pedagogical and emotional impact of these response cultures. The main purpose is to explore and examine possible connections between the affective domain of such cultures and enhanced student learning. The context for this study is a four-year professionally-oriented private university where the faculty response cultures in the design fields are often strikingly different from those found in the writing-specific course for design students. Following the presentation, participants will work in small groups to discuss whether/how the findings of the presenters’ study could be applied across disciplinary and geographical spaces to improve teaching and learning in the participants’ own institutions.

Austin II—An Interdisciplinary Perspective on Issues Related to Writing Instruction and Assessment

A Wiki on Every Desktop

Sue Durham, George Mason University

As a Composition instructor involved in issues of writing across the curriculum and writing assessment, Ms. Baker will address how even a simple wiki can be used not only to promote collaboration in the writing classroom but also at the level of faculty involvement in writing assessment across an institution. Wikis provide an easy-to-use and less cumbersome platform for discussion that can make both class time and meeting time more productive. The wiki process, with its built-in transparency through tracking the history of changes, can make producing collaborative work easier whether the purpose is a classroom assignment or an administrative/committee document.

Challenges of Teaching Writing in the School of Management

Beth Schneider, George Mason University

Ms Schneider, WAC committee member and coordinator and teacher of the School of Management (SOM) writing intensive (WI) course, will talk about her experiences related to the SOM’s intensive

faculty development for the purpose of addressing students' writing needs. She will relate her first-hand experiences in fostering faculty buy-in, dealing with student resistance, garnering university support, and considering stakeholder demands involving the teaching of writing in the SOM.

The Relationship of Writing Competency to Other Nursing Student Characteristics

Sarah Baker, George Mason University

Ms Durham, Nursing faculty and Assistant Director of WAC, will discuss interdisciplinary collaboration involving writing and critical thinking assessment. She will present the results of a recent pilot study done to determine the relationship between students' writing competency and other student characteristics such as critical thinking ability, age, gender and native English speaking status.

Austin III—Small College WAC: Questioning Borders While Creating Spaces

Small liberal arts colleges provide an important but underexamined realm for WAC programs. Candace Spigelman and Laurie Grobman have recently pointed out that “WAC tutors . . . play an increasingly important role in WAC pedagogy” (5). Similarly, Margot Soven argues that “peer tutoring” has become “the new mainstay of many WAC programs” in the twenty-first century (200). Because peer tutors are located at the center of writing instruction at small colleges, these institutions provide important insight into the realities and possibilities for such peer tutor-based programs at diverse institutions. In this panel, we provide several case studies to illustrate how peer tutors – whether located within a course or in the writing center – can both help faculty with their responsibility for teaching writing and foster a culture of writing on campus.

Real differences: A Small-Scale Study of Course-Based Peer Tutoring

Dara Rossman Regaignon, Pomona College

Speaker # 1 describes a pilot program of course-based peer tutors that ran in Spring, 2007. These courses (two in the English department and one in History) all used a three-paper sequence, in which the third paper required students to use multiple sources. All three papers were turned in to a writing fellow for feedback before a revised paper was handed in for the grade. At the same time, we ran two “control” courses (one English and one History), which used the same sequence of assignments but did not include the cycle of feedback and revision. By examining time-sequenced portfolios of student writing from all of these courses, we are trying to assess the difference the presence of writing fellows makes. In addition, Speaker # 1 will report on student and faculty impressions of Writing Fellow courses, on the basis of questionnaires and interviews administered at the end of the semester. It's unusual to have a situation that allows for this kind of double-blind study; by evaluating the impact of course-based peer tutors on courses, we can think about the ways in which these kinds of courses can help to create a culture of writing across campus.

The Culture of Revision: Writing Fellows Researching and Influencing the Reality of Writing Instruction

Jill M. Gladstein, Swarthmore College

Speaker # 2 challenges the generalist/specialist dichotomy set up by the field of writing center research. Many in the field (Harris and others) subscribe to a generalist approach, arguing that tutors should be working with the writing rather than the content of a student's paper. Speaker # 2 will address the reality at a small liberal arts school where the same students serve as both course-based writing tutors (writing fellows) and writing center tutors. This set up raises questions as to how

Thursday—Session 2, 2:00-3:15 p.m.

writing fellows should address the content of student writing. She argues that the reality of the situation creates a grey space between generalist and specialist tutoring in which the peer tutor must navigate. Using data from a two-year study in an introductory biology course, student lab reports, audio-taped peer tutor conferences, interviews, and surveys, speaker # 2 will define what she has labeled as the grey space, show examples of how peer tutors navigate this space, and illustrate how the grey space has allowed the peer tutors to dialogue with faculty on writing pedagogy to create a culture of revision on campus.

Lone Star—Re-centering “Composition”: Identity, Race, and Writing Instruction

Sandy Tarabochia and Alison Friedow, University of Nebraska-Lincoln

Drawing on scholarship connecting critical race theory and writing center theory and practice, this interactive panel will invite participants to collaboratively consider student writers as racialized subjects and imagine the implications for writing instruction across university contexts. The panelists will share their experiences in the initial stages of transforming the writing center at their predominantly white university from a small lab housed in the English department into a community of diverse faculty, consultants, and student writers dedicated to anti-racist principles and pedagogies. Panelists will then invite participants to draw on their own experiences and unique university contexts in order to generate possible responses to the relative absence of race as a topic of conversation in WAC/WID.

Questions for discussion might include: What alliances have formed between writing centers and writing across the curriculum programs and how can they be more attentive to race and racism? How might these partnerships create space for sustained inquiry toward the transformation of existing structures as well as the initiation of new anti-racist projects? How might we include race in conversations about alternative literacies? In what ways can WAC/WID programs function explicitly to endorse models of literacy and literacy instruction that are attentive to race?

Old Pecan—Inter-Disciplines: Learning from Each Other

Multiple Measures to Assess WAC Effectiveness: What Have We Learned?

Linda Hirsch, Hostos Community College/CUNY, and Jason Van Ora, CUNY Graduate Center

This presentation reports on what we have learned about the effectiveness of WAC strategies through a variety of instrument measures at Hostos Community College (CUNY), a bilingual college in New York’s South Bronx. Presenters will discuss the development and implementation of data collection instruments, including surveys, videotaped observations, Writing Fellows’ qualitative reflections, and quantitative analyses of the relationships between student enrollment in Writing Intensive (WI) classes and students’ scores on the mandated CUNY Proficiency Exam (CPE). Survey-data reveal the positive impact of the WAC Initiative on faculty’s evolving views of pedagogy and the benefits of both high and low-stakes writing assignments on students’ engagement with course material. Video-taped observations reveal the role of WAC in promoting cooperative, active learning within the classroom. Quantitative analyses point to a positive correlation between enrollment in WI sections and pass rates on the CUNY Proficiency Exam. Across measures, the authors recognize the benefits of WAC strategies across a wide-range of disciplines, ranging from Gen Ed through allied health disciplines. Samples of assessment instruments will be provided, and the evolution of these instruments based on changing needs and results will be discussed.

“Ripple in Still Water”: Reaching Across the Visual/Verbal Divide

Elizabeth G. Allan, Temple University

Waiting for their respective commuter trains, a 4th-year graduate student in comp/rhet and an architecture professor engage in a conversation about teaching undergraduates to build verbal arguments with visual evidence. The professor explains how he revised his research paper assignment for an architecture history course and describes a new peer review strategy for his advanced studio. The grad student comments on the conceptual importance of architecture in the 19th century rhetoric and discusses her plans for presenting her dissertation methodology at a professional conference.

As the graduate student who participated in this scenario, I will trace the ripple effect that led to this multifaceted conversation. The path leads through teaching experiences, graduate courses, writing center work, graduate assistant responsibilities, and field research. I will demonstrate, both visually and verbally, how my encounters with architecture students and design faculty have changed my own writing, pedagogy, and professional practices. As a result of the many roles I play (writing instructor, mentor for new teaching assistants in First Year Writing, student researcher in a graduate Education class, writing fellow/tutor in the University Writing Center), lessons learned by reaching across the visual/verbal divide are rippling across disciplinary borders in unanticipated and productive ways.

Skyline—*The Traveling Rhetorician’s Toolkit: A Workshop on Methods and Models for Guiding Cross-Curricular Literacy Work*

Jeffrey Jablonski, University of Nevada Las Vegas

This is an interactive workshop focused on sharing methods and models for guiding WAC- and WID-oriented interdisciplinary collaboration. A number of WAC scholars have lamented the lack of research on methods for translating our disciplinary knowledge to non-writing specialists, our colleagues who are generally expert communicators yet who lack the rhetorical knowledgeability to explicitly describe and teach their field’s discursive practices. There remains little discussion in the literature about how to conduct the day-to-day work of negotiating close working partnerships with faculty in other disciplines. The workshop facilitator will provide some background and suggest approaches to guiding interdisciplinary collaboration drawn from his book *Academic Writing Consulting and WAC: Methods and Models for Guiding Cross-Curricular Literacy Work* (Hampton Press, 2006). Topics discussed will include setting shared goals, analyzing discipline-specific assignments, negotiating power relationships, determining support and rewards, and planning assessment. Participants will be divided into small groups and given the opportunity to think through case examples of typical interactions with faculty attempting to teach WAC and WID courses. Small groups will then report out as the facilitator helps create a list of techniques for collaborating with non-writing specialists teaching WAC/WID courses.

Travis I—*Collaboration, Conflict, and Communication in Revising Writing Across the Curriculum*

Fiona Glade, Dan Melzer, Virginia Kidd, and Kristin Van Gaasbeck; California State University-Sacramento

At a large urban state university, faculty have wrestled with improving the quality of writing instruction for one of the most diverse student populations in the nation. In this roundtable, one disciplinarily-diverse group of faculty gives the story of their programs' collaboration, highlighting stakeholder differences and suggesting pitfalls to avoid in campus border-crossing.

Travis II—*Aligning Our Assignments and Assessments With Our Goals*

High-Tech WAC?: The use (and misuse) of Calibrated Peer Review as a Writing-to-Learn and Learning-to-Write Tool

Cary Moskovitz and Julie Reynolds, Duke University

As undergraduate science educators incorporate more student writing into their courses, they often face the challenges of large classes, significant grading burdens, and a lack of expertise in writing pedagogy. Not surprisingly, they increasingly turn to technology for help, and many are choosing Calibrated Peer Review (CPR), a program promoted as a tool for helping students become more critical thinkers and stronger writers. CPR had been adopted by over 800 institutions and been used by more than 120,000 students. Since creating new CPR assignments is challenging and time-consuming, instructors are encouraged to draw on a repository of assignments contributed by users. While the limited published evidence regarding CPR is generally favorable, studies to date evaluate only particular assignments within specific course contexts and so cannot tell us anything about the use of CPR more generally. To get a broader view, we analyzed a representative sample of assignments from the CPR library to determine how well they are designed to promote the development of critical thinking and/or writing skills. We will begin with an overview of our research and present our primary results, followed by a discussion of the relative merits and shortcomings of some typical CPR assignments.

Advanced Composition for Pharmacy Students as an Inquiry into Communities of Practice

Debra Courtright-Nash, Lynn Chrenka, Hugh Culik; Ferris State University

The forms of communication in Pharmacy, as in many professional fields, can vary with specialization; enabling students to examine the central discourse of their community through the lens of rhetoric and composition provides them with a critical approach that will prepare them to independently analyze genres in the future. Six sections of Advanced Composition for Pharmacy students at Ferris State University were revised to be more rhetorical, inquiry, and problem based, a welcome change from the previous curriculum's emphasis on preparation to write "in the field," which left both students and faculty dissatisfied. The new approach to the course encourages students to interrogate the processes through which their discipline constructs and expresses its expertise, as can be seen in a case study of Merck's handling of Vioxx from FDA approval through voluntary withdrawal. We will narrate our choices and experiences in redesigning and teaching the course, briefly discussing the theoretical underpinnings. We will also share how pharmacy students came to employ critical thinking skills through inquiry into their own discipline.

Travis III—*Flexible Technologies, Pedagogies, and Disciplines*

Dickie Selfe, Chris Manion, Lysa Seloni, Kelly Bradbury, Shannon Thomas; The Ohio State University

Emerging technologies are radically changing the way scholars and students research, teach and learn. For instance, academic engineers, after years of scanning the stacks in local libraries, are now turning toward desk-side access to online databases and archives like Google Scholar. Professors of horticulture have their students generate written notes in the field but also have them take digital images and record digital voice recordings that are eventually edited into podcasts. Global, online communities in the form of wikis and blogs can provide immediate access to experts in highly distributed and specialized fields. However, some of these changed practices challenge foundational values that scholars in a discipline may hold. Historians, for instance, who tend to value single-authored works as authoritative, may look askance at collaborative projects. Academic publishers, librarians, and scholars are renegotiating the bounds and formats for publishing and distributing scholarship, forcing administrative bodies and disciplinary organizations to redefine promotion and tenure policies.

In this roundtable, WAC consultants at Ohio State’s Center for the Study and Teaching of Writing will share stories about sites of conflict and then lead a discussion about how to take advantage of these conflicts, further exploring wider issues of authorship, ethics, teaching, and scholarship. This will be an opportunity for WAC leaders to open broader conversations about alternative approaches to technology and writing in research, teaching and learning at their institutions.

Treaty Oak—*Speaking WAC: Translating Between English 101 and Social Work*

Joe Law, Peggy Lindsey, Sarah Twill, Jo Ellen Layne; Wright State University

The transfer of knowledge to subsequent classes is a challenge familiar to instructors of both composition and other disciplines. At times confusion results when students take discipline-specific terminology from writing classes into a new field and either fail to recognize a concept under an unfamiliar name or are deceived by a seemingly synonymous term in the new academic area. This presentation focuses on a cross-disciplinary collaboration that has helped faculty and students speak the same language about writing assignments. The panel will briefly recount a multi-year collaboration between English and social work faculty to translate common English 101 writing terms into discipline-specific expectations for social work.

Besides describing the individualized mentoring process involved, the strategies employed, and the barriers experienced, the panel will discuss how this attention to translation produced better student outcomes. The panel will also examine the next phase of collaboration, in which two social work faculty are applying the same process to help students move into more advanced courses within the major, “translating” the discourse expectations of the profession to new contexts. Attendees will also participate in a roundtable discussion about discipline specific language, including an opportunity to develop additional “translations” for use in other disciplines.

Concurrent Session 3 Thursday, 3:30-4:45 p.m.

Room	Session Title
Austin I	The Learning Curve: Implementing Assessment's Lessons in Engineering and University-Wide Communication across the Curriculum
Austin II	So, What Do We Do With the Freshmen? Providing Meaningful First Year Experiences in the Writing Center
Austin III	Teaching Specific Communication Competencies Online: Three Research Studies
Lakeview	Who Has WAC and How Is It Defined? The International WAC/WID Mapping Project
Lone Star	Reconsidering Our WAC Strategies and Goals
Old Pecan	Inside Jobs: WAC Faculty Training and Campus Cultural Transformation, Rhetoric and Reality
Skyline	Translating Our Terms for Different Contexts
Travis I	Translations and Transformations: Writing in the Disciplines and Academic Culture in the First-Year Experience
Travis II	Navigating the Waters: The Process of Bringing WAC to A Small East Texas School
Travis III	Border Crossings and Collaborations in Multiple Media: Conversations Within, Across, and Beyond an Urban University
Treaty Oak	Managing Rapport In the "Middle"

Austin I—The Learning Curve: Implementing Assessment's Lessons in Engineering and University-Wide Communication across the Curriculum

A CxC Program has established 4 Communication Studios which support written, oral, and visual communication and are housed within disciplines and professional schools. The College of Engineering Studio, the first Studio and model for the other Studios, reports detailed assessments and the significance for that curriculum. Presenters will describe how assessment yields implication for students, classroom instruction, other Studios, and Writing Centers.

Gathering the Right Ingredients: An Assessment Gumbo"

Karen E. Powell, Louisiana State University

A CxC director will introduce the assessment tools employed: focus group data of Studio users and faculty groups, software and surveys for tracking student use of and satisfaction with the Studio, Communication-Intensive course evaluations, evaluation of Digital Portfolios, and feedback from Studio Advisory Councils comprised of local professionals.

Connecting the Dots . . . Assessment Enhancement

Boz Bowles, Louisiana State University

An engineering communication instructor will explain the Studio's response to assessment data, including outreach efforts aimed at students and faculty; the addition of resources (including technological) to the Studio; media-specific workshops for students; classroom presentations by Studio staff; and staff consultations with faculty on syllabi, rubrics, workloads, and communication-specific grading strategies.

From the Studio to the Classroom (And Back Again)

W. Todd Monroe Louisiana State University

An engineering professor will illustrate the particular changes in one engineering course resulting from collaboration with the Engineering Communication Studio, as well as share plans for broader curricular changes.

“I Don’t Have Time” and Other Myths: Overcoming Student and Faculty Misconceptions about the Digital Portfolio

Jennifer Kelso Farrell, Louisiana State University

Another engineering communication instructor will discuss the Distinguished Communicator program’s Digital Portfolio requirement and demonstrate the support offered to the program’s students. Direct engagement with students and observations by faculty advisors have revealed ways to improve the program, including firmer deadlines for students seeking certification, better descriptions of faculty advisors’ roles, and streamlined processes for building and evaluating portfolios.

Austin II—So, What Do We Do With the Freshmen? Providing Meaningful First Year Experiences in the Writing Center

Delma McLeod-Porter, McNeese State University

First-year students are often the most invisible, the most camouflaged undergraduate students on the campus. They scurry from class to class toting heavy backpacks, struggling all the while to look collegiate. They are masterful at non sequiturs in every class where they are bold enough to speak up. They may even, on occasion, submit a note from mom to explain an absence on test day.

Writing Center practices are very often created with the very important purpose of *servicing* first-year students. Acting as surrogate parents, the Center guides them through the labyrinths of the freshman composition program, supplying Ariadne’s thread as they make their way through the rigorous and intimidating first year. Such as been the ethos of the college freshman experience.

The McNeese State University Write to Excellence initiative, however, tests the traditional borders of the freshman experience and is attempting to redefine that experience. The Write to Excellence initiative proposes to provide meaningful transition experiences and challenges to incoming first-year students that both enhance their academic skills and increase their confidence levels, ensuring subsequent academic success.

Interested in invoking discussion of the first-year experience and writing center practice, the panelists will discuss the multi-dimensional Write to Excellence initiative at McNeese and leave ample time for sharing of practices from audience members.

Freshman Foundations: Stepping Stones to Success

Donna Self, McNeese State University

Freshman Foundations Director examines the first-year course, designed not only to assist incoming students to navigate collegiate waters successfully but also to reinforce the importance of writing effectively in the disciplines. The Freshman Foundations Committee provides the support and

Thursday—Session 3, 3:30-4:45 p.m.

guidance that first-year students need to acclimate them to the academic environment. Taught by faculty in each of the disciplines, Freshman Foundations provides both general and specific tools, ensuring success through helping students understand the metacognitive aspects of the collegiate experience.

Transition Begins Before Matriculation: Successful University-High School Connections

Linda Larson, McNeese State University

The University has developed a unique engagement with students who are enrolled in regional high schools. By inviting high school writers to campus and encouraging them to participate in the student organization “So, You Like to Write,” students begin their “first-year” experience long before actually enrolling as a college student. This presenter examines the prolific writing sparked by this hybrid student organization.

Making the Science Connection Work

Dr. Harold Stevenson, McNeese State University

Harold Stevenson, QEP Administrator, Professor of Environmental Science and Co-Principal Investigator of Com-STEM examines the work he does with incoming freshmen students who intend to pursue a major in one of the Science, Technology, Engineering and Mathematics disciplines. The goal of the Com-STEM program is the creation of a sustainable, student-centered educational environment that emphasizes the engagement of STEM students through personal contacts, counseling, peer tutoring and mentoring, and rewarding. The intent is to immerse students in the community of scholars that typifies the college environment. The intensity of that immersion is monitored with a portfolio containing the written record of participation in peer mentoring, tutoring, seminar, research, STEM meetings, STEM-related employment, social and cultural activities and conferences with both faculty and academic advisors.

My Life as a Freshman: Writing “On the Real”

Jennifer “Scout” Barrilleaux, McNeese State University

Scout Barrilleaux, a first-year student at McNeese and President of the student organization, “So, You Like to Write,” shares her experiences as a first-year student. Bringing a home-school background to the University, Barrilleaux examines the connection between writing and academic success.

Austin III—Teaching Specific Communication Competencies Online: Three Research Studies

Teaching Students to Write Engineering Recommendation Reports

David Russell, Iowa State University

Online teaching of communication in the disciplines has tended to focus on broad learning goals, achieved, for example, in asynchronous discussions. In this panel we present research results of three studies of online teaching of specific communication competencies in a discipline(s). The first speaker will present a controlled comparison study of a brief online case study used to teach first year engineering students strategies for writing an analysis and recommendation report in an engineering course, such as problem statements and recommendation justifications.

In each of these studies, the activity of some field is represented online broadly, and students (or apprentice professionals) participate, directly or vicariously, with others in the field. However, the pedagogy involved in each focuses students’ attention--through the affordances of Internet

communication—on specific competencies and specific aspects of the field that are the learning goal. We use Vygotskian activity theory and North American genre theory to understand how the pedagogy in each case did (and did not) scaffold disciplinary learning.

Teaching Specific Communication Competencies Online: Three Research Studies

Rhonda L. McCaffery, Iowa State University

The second speaker will present a qualitative study of junior and senior science and engineering students writing Wikipedia entries in their fields. The specific goal was to bring the students to see their discipline in social terms, as a knowledge community, by interacting purposefully with experts in the Wikipedia community there.

“Virtual Shadowing” To Teach Writing to Agricultural Field Agents

David Fisher, University of Arkansas at Little Rock

The third speaker presents a mixed methods study of another brief online simulation, this one designed to teach field agents in agricultural extension to make technical/disciplinary knowledge accessible to lay readers who must then apply that knowledge in their day-to-day lives as farmers, teachers, parents, etc. The specific goal was to provide a scaffolded, process-centered approach to an actual writing task faced by field agents. Learners progressed through a structured module as they “virtually shadowed” (through documentary video and audio and examples of drafts in progress) experienced writers who were working on similar tasks during the composition of Web bulletins and articles for monthly newsletters.

Lakeview—Who Has WAC and How Is It Defined? The International WAC/WID Mapping Project

The International WAC/WID Mapping Project

Chris Thaiss, University of California-Davis

I will present the objectives, challenges, methodology, and preliminary results of the International WAC/WID Mapping Project (mappingproject.ucdavis.edu), in particular that portion of the project that is gathering data on initiatives in writing in the disciplines outside the US and Canada. Begun in late 2006, the preliminary survey of the project has been completed by respondents from some 200 institutions in more than 40 nations across six continents. Survey data thus far comprise such categories as presence and genres of writing in disciplines, writing support services and centers, dedicated courses and modules in writing, formal and informal staff/faculty training across disciplines, and theoretical and practical models for and influences on teaching writing. The presentation will also describe future objectives of the mapping project and opportunities for collaborative research.

Taking Advice from Numbers: What the National WAC/WID Survey Says About Sustaining WAC Programs

Tara Porter, University of California-Davis

As of January 10 1,200 representatives from different institutions have responded to a survey on the United States and Canadian portion of the International WAC/WID Mapping Project. The survey asks sixteen questions to determine the presence of a WAC program and to identify the components that make up those existing programs. Survey questions include the following, among others: Does your institution have an initiative or program dedicated to student writing across disciplines, e.g., WAC or “writing in the disciplines” (WID)? Did your institution have in the past an initiative or

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program dedicated to student writing across disciplines, e.g., WAC or “writing in the disciplines” (WID)? To whom does the program leader report and how long has the leader directed the program? How many years has the program been in existence? What are the program emphases? How is the program funded? What are the curricular elements of the program? How is the program assessed? A brief overview of the survey results as of that time will have been presented at the CCCC in April; however, in this presentation, I will go into further detail on the survey responses and discuss the methodology behind survey compilation. This presentation will also focus on the various ways--as shown in the data--that an institution can sustain a WAC program for years, with special emphasis on how successful programs adapt to meet institutional needs.

Lone Star—Reconsidering Our WAC Strategies and Goals

Writing in Action: Faculty Writing Groups as WAC Development

Kurt Schick, James Madison University

Action speaks louder than words; when it comes to writing, the most persuasive means of faculty development involves doing. Our institution has discovered a powerful, innovative, and efficient tool for enhancing WAC and WID—not through conventional faculty development presentations or curriculum reform, but rather by educating and supporting faculty members directly, as scholarly writers. We are currently completing a two-year pilot program in which writing center consultants have facilitated interdisciplinary faculty writing groups across campus. Results have been extremely positive in terms of scholarly production and resultant support from administration. But beyond these easily measurable (and therefore sustainable) consequences, faculty writing groups have indirectly affected teaching and curriculum design by providing faculty with writing experiences that they can implement in their own classrooms. This presentation will describe and model, through practical, hands-on demonstrations, how writing groups can teach faculty how to integrate WAC and WID strategies into their own classrooms.

Thinking Critically about Writing Across the Curriculum

Ruth M. Kistler, Florida State University

For over 30 years, writing-across-the-curriculum programs have been providing opportunities for students to become actively involved in forwarding their own educational progress and to think critically about their writing and learning processes. Although we have assumed that students who were actively engaged in constructing content knowledge and rhetorical skills for themselves, rather than passively receiving information from disciplinary authorities, would necessarily increase their critical thinking skills, three recent studies were unable to establish a relationship between students’ writing skills developed in WAC programs and their growth as critical thinkers. Collectively, these results raise several questions. For instance, should we, as a discipline, reconsider the efficacy of traditional WTL (writing-to-learn) and WID (writing-in-the-disciplines) activities as tools for building critical thinking? Should we redesign the methodologies to better incorporate the learning of critical thinking skills within WTL and WID formats? Might another WAC model, one based on critical pedagogy, offer more opportunities for students to develop the critical thinking skills WAC professionals suggest they are seeking to build? This paper will explore these questions and consider a critical WAC model that shows potential for helping students develop not only as writers and critical thinkers, but also as informed and active citizens.

Old Pecan—*Inside Jobs: WAC Faculty Training and Campus Cultural Transformation, Rhetoric and Reality*

Robert Smart, Suzanne Hudd, Andrew Delohery, Timothy Dansdill, Robert Engle Mark Hoffman; Quinnipiac University

The panel highlights our experience training faculty to use WAC techniques in their classes to promote critical thinking and to foster better formal writing. In 2002, we received a \$142,000 Davis Educational Foundation grant to support a WAC faculty development project which had three stated goals: 1.) develop a broad based WAC initiative around the powerful linkages between critical thinking and student writing; 2.) train a critical mass of faculty in all disciplines to use writing to promote critical thinking as integral to producing good formal writing, between 275-300 faculty total; 3.) lay the groundwork for improving writing in the majors by using a new paradigm for WAC in the disciplines that does not simply teach students to master disciplinary forms, but uses WAC techniques to promote good disciplinary thinking and writing.

The training model that we developed for QU faculty works from a critical thinking paradigm we call “thematic triangulation,” in which the faculty are asked to use prioritization, translation and analogy to promote critical thinking and reading in low stakes writing assignments. These exercises form the basis for longer linked formal assignments, offering students and faculty a strategic “bridge” between the work they do in class and the formal writing they produce outside of class. The panel will demonstrate this process and offer assessment results from our first iteration of the program.

Skyline—*Translating Our Terms for Different Contexts*

Facilitating Cross-cultural Writing Research Exchange: Terms and Paradigms

Tiane Donahue, University of Maine-Farmington/THEODILE, Lille

Frustration or non-communication can quickly dominate cross-cultural exchanges about writing research when the meanings of apparently obvious terms seem to be just beyond our collective reach—terms such as “discourse community,” “argumentation,” “literacy,” “social construction,” or “discipline.” I will use translation theory, linguistic analysis, and educational theory to explore key terms and concepts apparently shared by academic writing researchers and teachers in France and the United States, but in fact serving as obstacles to useful exchanges about theoretical frames and pedagogical practices because of their culture-specific, discipline-specific or institution-specific uses.

Participants will be invited to explore these terms as they might use them in their own work and to look at excerpts from French texts using the terms. The differences in meaning will be explored as tools for broader inter- and intra-cultural reflection, for opening up conversations, for understanding higher education writing research across cultural contexts and for enabling sharing of research across both disciplines and cultures. This exploration between French and United States terms will be presented as a case example, a “way in” to considering cross-cultural and cross-disciplinary research exchange in more general terms.

A full glossary will be provided to participants

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Who Wrote This Text? Plagiarism and Shared Authorship Across Disciplines

Steven Youra, California Institute of Technology

Campus-wide guidelines about plagiarism and originality typically reflect the perspectives of the humanities. But conventional assumptions about such matters become unsuitable, as writing programs and composition courses increasingly attend to differences among disciplinary discourses. This presentation will examine how practices of citation and attitudes about authorship are especially meaningful when they are located within particular disciplinary contexts. It will respond to calls for “a situated understanding of plagiarism” (Price 2002) by contrasting writing processes and genres in the humanities and sciences (including English, physics, and biomedicine). Questions addressed include:

- What’s at stake in debates about who is a legitimate author?
- How do conceptions of authorship differ among and within disciplines?
- Who counts as an author in a collaborative research project?
- In multi-authored publications, who is ultimately responsible for the integrity of the information, data, or claims, particularly in cases of fraud or questionable ethics?
- (How) can a contributor who does no writing still be considered an author? (How) do the rules change when a text is primarily visual or mathematical?
- What are the pedagogical implications, as students encounter professional publications across disciplines and are asked to produce “original” texts of their own?

Travis I—*Translations and Transformations: Writing in the Disciplines and Academic Culture in the First-Year Experience*

Janine Utell, Patricia Dyer, Rachel Batch, Gerry Bloemker; Widener University

This panel will consider the ways in which our work in writing in the disciplines and our attention to creating academic identity within the majors and throughout the program of general education has led us to develop relationships with staff and administration in the service of freshmen. We will focus on the ways the writing program contributes to the development of an academic culture and the building of academic identity among first-year students from the moment they step onto campus. We have done this through a process of translating the work of the writing program into a new dialect. We have translated our work for academic staff by encouraging them to participate in conversations about composition. We have translated our work for administration by bringing them into the discussion of our vision of the freshman common experience. Finally, we have translated our work for students by actively involving them in supportive programs which bring underclassmen into the academic community. We now have a large constituency fluent in the language and culture of a new vision of academic experience. In a dialogue format, each speaker will describe a particular context, and talk about the specific programs and collaborations that have emerged.

Travis II—*Navigating the Waters: The Process of Bringing WAC to A Small East Texas School*

Jeri Holcomb and Sally Iglesias, Hawkins High School

Public school teachers have plenty on their plates, from covering and ever-expanding curriculum, to embracing total inclusion, to successfully preparing students for high stakes testing. It is asking a lot when you introduce yet another “assignment”—WAC. Join us as we share our journey of using Writing Across the Curriculum in 6th - 12th grades to improve our students’ written communication AND help prepare them for high stakes testing.

Travis III—*Border Crossings and Collaborations in Multiple Media: Conversations Within, Across, and Beyond an Urban University*

Crossing Borders and Collaborating with Stakeholders

Michael J. Cripps, York College/CUNY

This presentation examines how border crossings can transform WAC work, as those we “support” and “develop” lead us to reimagine our roles and relationships. After screening a brief clip from *Draft My Paper*, an introduction to library research resources that closely follows the format and style of a popular television program, the speaker identifies the ways that contributions from graduate students, undergraduates, faculty, and even the TV studio manager yielded a significantly altered (and vastly improved) WAC initiative. Completely reconceived from the ground up, the final film project references a program with which York College/CUNY students are familiar, operates on the boundary between entertainment and pedagogy, and places students in the position of educator.

Crossing Borders From College Classroom to College Community

Linda Hirsch, Hostos Community College/CUNY

Speaker 2 will screen a brief clip from *The Creative Roles of WAC* and explore ways that film can enable writing programs to share with the college community and beyond the many effects of WAC on both teaching and learning. In addition to helping WAC cross borders from the classroom to the community through promotion, the film blends documentary and assessment in provocative ways. In documenting the effects of writing in Spanish-speaking classes across disciplines and including data on program assessment, the film invites viewers to critically engage with WAC practices at an urban, bilingual college. Overall, by presenting the active and dynamic life of WAC at Hostos Community College/CUNY and its far-reaching benefits across areas of campus life, the film serves not only as documentary but also as pedagogical and promotional instrument both on and off-campus.

Re-branding W.A.C.: Identifying WI Classes as the “Smart Choice” By and For Students

Constance Zaytoun, Borough of Manhattan Community College/CUNY

This presentation will invite conversations through a multimedia case study of a marketing campaign (“Write Your Future”) that promotes the benefits of writing intensive (WI) courses for students, an often-overlooked audience for WAC information and promotional materials. The campaign itself involved market research collaborations with students in a writing intensive marketing class. When research at The Borough of Manhattan Community College/CUNY revealed that students associated “writing intensive” (WI) courses with either remedial or very difficult work and saw “WAC” as “whack,” the initiative then engaged students in multimedia classes to re-brand WAC in order to create student enthusiasm for WI courses and positive associations for the W.A.C. (not the WAC) program.

Treaty Oak—*Managing Rapport In the “Middle”*

Erin Kane-Stalnaker, Kim Sydow Campbell, Luke Niiler; University of Alabama

Writing tutors occupy a middle ground between the institutional authority that gives them dominance in the tutorial session and the commonplace idea that tutors must build rapport with tutees to establish a balanced power relationship for successful tutorial sessions. Business and

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technical communication specialists have succeeded in using sociolinguistic theory and methods to provide guidance for situations in which one individual with authority must walk the middle ground to build rapport (e.g., Mackiewicz & Riley, 2003; Campbell, 2006). Yet, these studies are not connected to the success of writing tutorial sessions.

Our paper reports on an initial study measuring tutorial session success in addition to conducting a sociolinguistic analysis of tutor-tutee talk. We collect data on (a) student grades on a common course assignment (for both a group of tutees and for a control group) and (b) student perceptions of the tutorial session success on a questionnaire administered after each of two visits to the same tutor in our University writing center. We believe our research will provide principled advice and specific examples as a foundation for training tutors to manage rapport in the middle.

Keynote Address
Thursday, 5:30 p.m.
Second Floor Ballroom

Welcome, announcements

Anne Beaufort (University of Washington, Tacoma, USA):

**Freshman Writing, WAC and Beyond: Is It
Time for A Paradigm Shift?**

A paradigm for WAC work was established in the early 1980s at a number of institutions in the US and has not undergone any significant revisions since. And, institutions newer to a WAC model for writing instruction look to more senior colleagues and programs for guidance. Now, there is a greater understanding of writers' developmental processes, and of the nature of writing expertise. What then are the implications for those who design and lead writing across and within disciplines work, nationally and internationally? We will consider at least one researcher's vantage point on this question in the keynote.

Anne Beaufort's appearance is supported in part by the generous assistance of Utah State University Press.



Reception following
Hors d'oeuvres, cash bar

Friday—Keynote Panel, 8:30-10:00 a.m.

Friday morning Breakfast, 7:30-8:30 a.m.
Second Floor Ballroom

Keynote Panel
Friday, 8:30 a.m.
Second Floor Ballroom

Writing Across
International and Curricular Borders

Charles Bazerman (University of California-Santa Barbara, USA)

Françoise Boch (Université Stendahl, Grenoble, France)

John Harbord (Central European University, Budapest, Hungary)

Cynthia Gannett (Loyola College, Baltimore, Maryland, USA)

Mary Scott (Institute of Education, University of London,
England)

Concurrent Session 4 Friday, 10:30-11:45 a.m.

Room	Session Title
Austin I	Research: Linking to Disciplinary Classes—Learning From the Inside Out
Austin II	Adapting to the Bologna Agreement: Delivering Masters Programs in English and Looking to WAC/WID to Enhance Learning and Facilitation
Austin III	Profiling Programs: Formative Uses of Assisted Description in the Implementation of CAC
Lakeview	The Writing Tutor's No-Man's Land: Negotiating the Boundaries of Collaborative Learning in the Writing Center
Lone Star	Connecting Writing Sub-Cultures On A Liberal Arts Campus: Deepening WAC Principles
Old Pecan	When Specific Students Need More
Skyline	Pedagogies: Checking and Crossing Boundaries
Travis I	What Assessment Methods Work?
Travis II	Models For Planning and Maintaining WAC Programs
Travis III	Wiki and Collaboration: Using Wiki Technology to Make Shared Hypertextual Reflective Portfolios Linking Science, Seminar, and Composition
Treaty Oak	Navigating the Revision of Our Roles

Austin I—Research: Linking to Disciplinary Classes—Learning From the Inside Out

Annotating Student Writing for Teaching/Learning Archives: First Experiments

Joan Graham, University of Washington

Student writing in disciplinary contexts is largely unexploited as teaching material. Student writers' experiences of struggle, frustration, discovery, and success are rarely visible to faculty in the disciplines, and writing teachers rarely see student writing from disciplinary contexts (unless they participate in WAC/WID programs).

For these reasons, faculty in a program that links writing courses with discipline lecture courses are beginning to prepare material for on-line archives of student writing—archives that will be discipline and course specific. We plan to select student responses to assignments for their teaching/learning value, and to seek multiple annotations on the samples we select. That is, we will ask discipline faculty who gave assignments to identify features of the samples that they consider significant; as writing teachers familiar with the disciplinary contexts we will do the same; we may ask for annotations also from graduate students serving as section leaders; and we will certainly ask student writers for reflections on their work.

I will bring a few of the selected students papers together with the raw annotation material—comments from all responders. The annotations that will appear with the papers when they are actually placed in an archive will have to be selected and sometimes synthesized so they are relatively brief and easy to follow, but unedited annotation material may be particularly interesting to conference participants.

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Genre Theory in the Learning Community Setting: How Composition and Content Courses Can Connect

Heather Dorn, Misty Lassiter; Texas A&M-Corpus Christi

Upon entering the first year program at Texas A&M Corpus Christi, students enroll in a triad/tetrad system consisting of one or two large lecture classes, with linked first year seminar and first year composition classes. Traditionally, linking large lecture course material with the composition course goals has been more difficult than linking the seminar course, which stands as a bridge between the two courses. However, with the emerging interest in genre theory and activity theory in composition studies, we have been able to link the content material of large lecture with the study of writing in different discourse communities. Students are able to write about their large lecture topics while learning how to write for that academic community.

Our presentation will consist of a short discussion explaining how genre and activity theories are implemented in a composition classroom in a way that compliments large lecture material, while still focusing on the study of writing. We will also provide a context for our particular learning community design. Following this discussion, we will demonstrate these theories with a hands-on lesson in which conference participants can take part. Though we will focus our lesson on one particular learning community (sociology), the overall implications will lend themselves to other learning communities across the curriculum.

Austin II—Adapting to the Bologna Agreement: Delivering Masters Programs In English and Looking to WAC/WID to Enhance Learning and Facilitation

Magnus Gustafsson, Chalmers University of Technology; Neill Thew, Kangaroo Education Consultancy

At Chalmers University of Technology definitely and increasingly through Swedish higher education and elsewhere in Europe, the need to deliver education in English is growing. Consequently there is a need for faculty training and we would like to share our experience and insights from ‘teaching in English’ courses. The current set of courses for ‘teaching in English’ is organised as a three-step further education program for teachers with a first step that is proficiency oriented and a second step that focuses more on adapting teaching and learning activities for the new learning situation. The third step involves the setup of educational development projects for course teams or entire programs to redesign for more effectively facilitating learning in English.

The presentation offers findings from the first two runs of the ‘Teaching in English 1’ course and the first run of the ‘Teaching in English 2’ course. We also aim explore with participants how WAC/WID practices can help students and facilitators when working with English as the medium of instruction. We also hope to be able discuss how we can use external factors or forces to promote educational development and in this way further investigate the parallels and connections in our respective activities.

Austin III—Profiling Programs: Formative Uses of Assisted Description in the Implementation of CAC

Chris Anson, Deanna Dannels, Kathleen Oswald; North Carolina State University

In recent years, common models of implementing communication-across-the-curriculum programs, such as the campus-wide writing- or communication-intensive model and the decentralized, workshop-based model, have been supplemented by new approaches. One such approach locates

reform in CAC at the level of the department or undergraduate program. Based on communication and learning outcomes generated from its own disciplinary interests, each department decides how it will assess its outcomes and what it will do internally to help to achieve them. One department, for example, might create a miniature WI program within its curriculum by selecting three required courses where writing will be intensely practiced and supported. Another department might choose a model in which every instructor must incorporate some writing and/or speaking depending on the type and nature of the course (see Anson, 2006; Anson, Carter, Dannels, and Rust, 2003; Carter, Anson, and Miller, 2003). However, without continued intervention and support from CAC experts, departments may not act fully on their outcomes, “close the loop” from outcomes to assessment and curricular reform, or continue to experiment with new instructional and faculty-development methods.

In this panel, we will describe a “second-stage” methodology for consulting with academic departments and programs within the decentralized model of CAC implementation. This methodology, which we call “profiling,” employs the same consultative approach involved in coaching the development of departmental writing and speaking outcomes, but results in a text representing the department’s status quo: how writing and speaking are used, where, to what ends, and in what relationship to broader curricular, pedagogical, and career goals. Although designed to “map” an institution’s progress toward full implementation of CAC, these profiles play an interestingly heuristic role for specific departments, moving them beyond the status quo and reenergizing their interests in CAC as a sustained focus of their teaching mission.

In choosing the term “profile,” we are mindful of its multiple (and, in some cases, charged) meanings. The creation of profiles also has a long positive history in data analysis, art, finance, and other areas, and now more recently in digital technology. In considering the ways that departments are often “profiled” incorrectly, according to stereotypes of their disciplines, and, in contrast, the ways that consultation-based profiles can represent them more accurately as activity centers with rich, varied uses of communication, we hope to show how this term gives us deeper metaphorical ways to analyze our work.

The panelists will provide the background for the approach along with a historical sketch that places the departmental focused CAC program in the context of broader trends in the United States; describe the methodology used in the process and illustrate a general protocol for the creation of departmental profiles; and showcase two departmental profiles to illustrate both the underlying approach and its processes and to provide examples of the state of CAC in these departments.

Lakeview—*The Writing Tutor’s No-Man’s Land: Negotiating the Boundaries of Collaborative Learning in the Writing Center*

Kirsten Komara, Schreiner University

As tutors, we must negotiate student to student, student to faculty, and faculty to faculty boundaries. Peer tutors inhabit a strange “no-man’s-land” where our peers look to us as both students and *teachers* when we engage them in meaningful conversations about their writing. Because of this strange territory, we want to investigate the tutor’s responsibility to peers and to faculty, and the perceptions of writing center tutors among students and faculty. In our search to understand our territory, we intend to explore the boundaries affecting writing center tutors in the academy, and we

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most especially want to question the boundaries it is acceptable to push against, or to challenge outright, in cultivating a collaborative educational environment. We believe that how we perceive our roles as writing center tutors can have a profound affect on our tutoring techniques and our collaborative work in the academy.

The Middle Path

Heather Stevens, Schreiner University

As a writing center tutor I inhabit a strange, sometimes uncomfortable position in the academy. Lodged firmly between being a student and being a teacher, I see my role as a tutor as being neither a “super-student” nor “lesser-faculty.” Rather, I am an educational adjunct with a specific and surprisingly powerful role in the academy. My ability to effectively negotiate my world and my unique position within the academy allows for both challenges opportunities seldom afforded to students or faculty alone.

From Student to Teacher and Back

Paul Garrison, Schreiner University

As a writing tutor I have come to see the nature of the teacher/student relationship differently than when I was just a student. My experiences have forced me to take on both roles and thus taught me much about their dualistic natures. The dialectic I present will shed light on the symbiosis that emerges within the teacher/student relationship so we can rid ourselves of the dichotomies and conflicts it tends to create.

Defining Territory

Kayla McCulley, Schreiner University

During sessions, both tutor and writer have defined territories. However, these territories are not easily discernible. Even so, if a territory is breached, misjudgments are formed and trust is destroyed. It is important for a tutor to be able to identify which lines should and should not be crossed when helping a writer with his or her paper. It is also crucial writers understand the job of a tutor as a helper and not a professional editor. By defining the territorial boundaries between tutors and writers, a productive relationship is more likely to form.

Lone Star—Connecting Writing Sub-Cultures On A Liberal Arts Campus: Deepening WAC Principles

As members of UNC Asheville’s Writing Intensives committee, our work aims to integrate the writing sub-cultures of our campus into one unified writing culture, a work involving both collaboration and negotiation. Each member of the panel examines the process of communicating to others both the explicit and implicit writing practices of a discipline. Our panel demonstrates how such an examination can deepen one’s understanding of one’s own culture.

Boldly Claiming To Be a University Writing Center: Educating Peer Consultants About Disciplinary Writing

Mary Alm, University of North Carolina at Asheville

My presentation is based upon the work of undergraduate peer consultants over the past several years. In preparation for working with writers from across the campus, the consultants read and write descriptions of writing in the various disciplines represented at our university. The work is collected for intramural use, expanding each academic year, and has become a textbook of writing practices for consultant education.

In order to write their descriptions, consultants visit with faculty members who have agreed to serve as informants on writing in their disciplines. The questions posed uncover information about how the faculty learned to write in general and in their disciplines in particular as well as information about faculty views on academic writing generally and its relationship to the writing done in their disciplines. What the consultants learn affects not only their own consulting practice but the understanding of student writers with whom they work. It's also been my intent as designer of the exercise, to raise faculty awareness of disciplinary writing practices from the tacit to the explicit realm.

Lost in Translation: Demystifying Mathematical Writing

Patrick Bahls, University of North Carolina at Asheville

My aim is to build a bridge to scholars and students outside of mathematics by highlighting the similarities between mathematical writing and writing in other academic areas. The language of mathematics involves vocabulary, syntax, and grammar that appear alien to scholars in nearly every other field. Thus to an outsider mathematical writing may seem unrelated to any other sort of academic writing, and comparisons between writing in math and writing in any other discipline may be difficult to make.

I will discuss how this distinction is a false one, how mathematical writing obeys many of the same grammatical rules, structural guidelines, and stylistic conventions as do other forms of writing. I will demonstrate that, much like writing in other disciplines, mathematical writing may be assessed by applying criteria such as clarity, correctness, composition, and completeness. I will illustrate these ideas through a comparative exercise in writing assessment of which I've made use in my "gateway" transitional course for intermediate-level math majors.

Negotiating an Assessment of Writing Across the Curriculum Among Teaching Peers

Karin Peterson, University of North Carolina at Asheville

How can faculty from a range of disciplines and with a range of strategies for teaching writing develop a common assessment tool that recognizes both commonalities and distinctions? Ten colleagues from UNCA gathered this past academic year to learn what students are doing and accomplishing in our recently initiated WAC curriculum (known as Writing Intensives).

Together, they developed a pretest and post test instrument drawing from the University of Houston's student writing survey and from the Student Assessment of Learning Gains instrument. They also designed a shared rubric to assess actual student writing, in order to gather descriptive data about student writing, emphasizing what students actually do rather than how assignments imagine their writing. Both activities required that we recognize subtle differences in how instructors envision their courses and in the goals of assigned writing.

I discuss both the process of design and the highlights of the findings, emphasizing the ways in which assessment is both exciting and complex once we begin to recognize the range of both teacher practices and student needs. I also explore the costs and benefits of assessment design that is tailored to a specific institution and to specific teaching and learning needs.

Old Pecan—When Specific Students Need More

Utilizing MI Theory on L2 Writing Activities

Muhammet Servi, Selcuk University, Turkey

Gardner's Multiple Intelligences (MI) theory (1983) provide a broad intellectual area for teachers and learners. He identified eight intelligences as ways in which the people are intelligent and learn best. The application of MI theory can be a good way to reach every student as it regards each student has different potentials and intelligence profile. Depending on this theory, this paper contains a statistical comparison of teaching writing regarding and disregarding MI theory to freshman students of English as a second language at university. The paper also contains a sample lesson plan of writing argumentative essay.

Looking-Glass Absurdities: Why Alice Can't Figure Out What we Want Her to Write

Kelly S. Moor, Idaho State University

In *Writing Across the Curriculum* theory and research literature one notices a persistent correlation between second language acquisition and discipline-specific discourse. Yet the model of compositional transience—the idea that writing skills are a simple composite of methods for recording thought that may be transferred from discipline to discipline—endures, obscuring the function of writing as an epistemological strategy with parameters determined by the unique demands of the disciplines. While language difference (disciplinary discourse) and assimilation are tacitly acknowledged, the logical ramifications for writing in the disciplines are not addressed explicitly; hence, writing intensive efforts across the disciplines are often ineffectual or simply underutilized. Language does not merely clothe a way of thinking in rhetoric, however, but molds the way a particular (discourse) community frames intellectual inquiry. I propose that if the academy wishes to adopt a writing pedagogy that meets the distinctive needs of the disciplines, it must address the differing values that determine the perceptions and applications of writing as a method of inquiry in the disciplines. As part of my presentation, I will present the results of an assessment project entitled “Frameworks for Thinking and Writing in the Biological Sciences,” conducted in cooperation with faculty from the ISU Department of Biology during the 2007-2008 academic year.

Graduate Level Writing: How to Teach Scholarly Writing to Adult Learners Across Geographically Diverse Campuses

Chris Burkett, Columbia College

The Master's of Education in Divergent Learning program at Columbia College is designed to empower classroom teachers to learn skills and strategies to help their students excel in and out of the classroom. An action research thesis—the capstone of this program—requires participants to research an idea or method and test its validity against current literature and classroom situations. Since its inception in 1997, the DL program has grown to three campuses across South Carolina.

Because many adult learners return to the academic world after a lengthy absence, the quality of their scholarly writing varies widely. Further complicating the situation are differences among instructors' expectations for their students' work on three geographically isolated campuses.

This session will explore the challenges presented both by the geographic distance and by the students' limitations as scholarly writers. I will share examples of the kinds of problems adult writers

encounter and offer strategies for addressing them. Participants will receive guidelines for working with adult writers, an outline of Web resources designed for the Columbia College master's program, and an outline of the writing reforms implemented in our program. They will be encouraged to share their experiences working with adult writers.

Skyline—Pedagogies: *Checking and Crossing Boundaries*

What Counts as Evidence in the Biological Sciences: How Claim-Evidence Relationships Cut Across Textual, Graphic, and Numeric Models of Information Presentation

Carl Whithaus, University of California-Davis

This presentation reports on a study about the types of evidence used to support claims made in writing about biology and environmental science. Drawing on writing samples collected in an upper-division writing in the biological sciences course, in a senior seminar on cellular biology, and from government biologists doing fieldwork and public reporting, this study explores how textual, graphic, and numeric evidence is often “multimodal” when writing about biology.

Toulmin's (1958/2003) and Lanham's (1983) classical works on argument are used as starting points for discussing the evidence used in the sample written texts. While the samples from the two biology courses have certain correspondences with these theories, the professional samples break dramatically from these theories of argument by displaying a far more complex relationship between claims and evidence. In fact, the fieldwork and public reporting of governmental biologists shows that claims and evidence do not operate in only one mode but rather cut across the three types of evidence being examined (textual, graphic, and numeric). These findings extend writing-in-the-disciplines research [Yates & Orlikowski (2002), Lemke (2001) and Bazerman (1988/2000)] into genre and context by arguing that relationships between claims and evidence often cross the borders between different modes.

Using Writing to Help Nontraditional Adult Students Learn and Communicate Across Four Disciplines

Vicki Martineau-Gilliam, National University

This session will first explore a recent dissertation study (2007) featuring the experiences of nontraditional adult students (23 and older) in a writing-across-the-curriculum program. Data focus on what faculty members and their nontraditional adult students in 25 different classes in four major disciplines determined to be the most effective writing assignments used to help students understand and apply course content and improve writing skills. Disciplines included classes in arts and humanities, business, social science, and natural science. Participants will receive a copy of a Power Point that includes key findings, explore ideas for specific writing assignments that have already been proven effective among nontraditional adult students, and participate in a discussion with other participants. In particular, the session will explore writing assignments that were found effective across all four disciplines, as well as discipline-specific assignments. The session will conclude with a discussion in which participants can ask questions and share experiences using writing among nontraditional adult students in classes across disciplines.

Travis I—*What Assessment Methods Work?*

The Evolution of a Substantial Writing Component Course in a Substantial Population

Ruth Franks, University of Texas-Austin

In large universities, the traditional freshman college composition course has been replaced by substantial writing components that are added to courses throughout the college curriculum. The massive grading load, the explosion of available digital information, and the lack of specific training in teaching writing are all problems faced by faculty who incorporate writing into their courses. In this session, participants will discover how a large university laboratory course has incorporated the use of minimal marking by English graduate students with assessment by graduate students within the specific discipline to enhance student learning of both the mechanics of writing and writing for the sciences. Additionally, the use of homework as a tool to address issues of plagiarism and promote the development of skills for searching for and reading primary literature in the sciences will be discussed. During the session, individuals will be given examples of student papers which have been edited and evaluated in three ways: (1) by the instructor of the course, (2) by a peer of the student author, and (3) by both an English graduate student and a graduate student in the sciences. Group participants will discuss the advantages and disadvantages of each evaluation method.

Using Writing Across the Curriculum Strategies to Enhance the Learning of Mathematics in a Grade 7 Class

Paulette Ramsay, University of the West Indies-Mona

It is important for students in Grade 7 to achieve good scores in Mathematics as this is a core subject in the curriculum and impinges on their performance in other subjects. Writing across the curriculum strategies have been used to improve the performance of students in other areas and so it is hoped they may also be used to improve the performance of weak students in Mathematics as learning and recording mathematical ideas in written language have been seen to clarify thinking, demonstrate understanding and prompt new thoughts. (“Approaches to Teaching and Learning Mathematics, 2”) The following objectives have been identified to focus this research :

1. To ascertain the extent to which the use of writing strategies in the Mathematics class will improve achievement in Mathematics among a group of Grade 7 students.
2. To establish whether or not the attitude to Mathematics of a group of 7th Graders will be positively affected with the use of Writing Across the Curriculum Strategies.

Using the Evidence Process to Promote Interdisciplinary Writing

Ford Dwedor, Fred VanSwearingen, Elizabeth Priest; Winston-Salem State University

In Learning Communities, *The Evidence Process: A Collaborative Approach to Understanding and Improving Teaching and Learning*, produced by Harvard Graduate School of Education, is used to assist first-time, full-time freshman in making the transition from secondary school to college. The Evidence Process helps students to recognize the connections among disciplines in their core courses, which include the ubiquitous freshman composition, a natural starting place for WAC program at most post-secondary institutions. Since assessment is the key to effective teaching and learning, this interactive session will illustrate the function and strengths of the Evidence Process as a useful tool to help faculty across the discipline assess student writing. We will demonstrate how the Evidence Process is easily adaptable to Writing Across the Curriculum programs.

Travis II—*Models For Planning and Maintaining WAC Programs*

Bridges of Language: Theoretical and Practical Frameworks for Teaching Students to Cross Borders

Marie C. Paretti, Lisa D. McNair; Virginia Tech

This presentation describes and models teaching practices that enable students to cross discursive boundaries. As universities struggle against fragmentation of student experiences and “interdisciplinary” becomes a prominent framework for contemporary workplaces, WAC programs are increasingly seeking to teach students to communicate not only *within* their disciplines but also *across* disciplinary boundaries. Students must learn not only to live with the borders of their field, but successfully navigate border crossings that enable globally diverse teams of experts to work together. WAC faculty, in turn, need approaches that foster not only enculturation into a single discipline, but also migration and emigration across discursive borders – borders that may be disciplinary, but are often also social, organizational, and cultural. This presentation will highlight the results from research designed to develop and test teaching practices to help students bridge these discursive boundaries. In this interactive presentation, we will (1) present practical exercises and approaches that help students identify and use rhetorical practices, and particularly metaphors and tropes, to reach common ground, and (2) lead a practice scenario highlighting the ways in which generating and sharing tropes about our own knowledge can increase social bonding and functional trust in diverse teams, and thus enhance communication practices. These activities are designed to engender reflection and discussion on how to help students more fully understand the conversations they are joining, the borders they are crossing, and the discursive practices that shape their own disciplines. We will conclude by summarizing the results of our study and the effects these teaching practices had on the communication skills of students engaged in interdisciplinary design projects.

Principles for Establishing and Maintaining WAC Writing Centers

Mark Waldo, University of Nevada-Reno

This presentation offers nine principles that I have found through experience help to establish and secure a successful WAC writing center at a mid-sized state university. The principles require investment and commitment on the part of the university and negotiation skills on the part of the (potential) Center Director. Despite their importance to Nevada’s Writing Center, they are not commandments, and in various combinations may not fit the context in which other schools exist. Nonetheless, I think the list is useful, perhaps especially to those who have opportunity to negotiate with upper administrators about what a WAC writing center requires.

Travis III—*Wiki and Collaboration: Using Wiki Technology to Make Shared Hypertextual Reflective Portfolios Linking Science, Seminar, and Composition*

Susan Wolff Murphy, Frances Johnson, Noelle Ballmer; Texas A&M-Corpus Christi

An interactive presentation that will review the methods used at Texas A&M-Corpus Christi (TAMUCC) and then challenge participants to reflect on their experience at the conference and create their own virtual portfolios using PmWiki.

Incoming first year students at TAMUCC are placed in learning communities that center around large lecture course(s), seminar course, and composition. One way that these learning communities have connected across the disciplines is by assigning joint portfolios that challenge students to compile evidence of their participation and learning in their linked courses and reflect on this

Friday—Session 4, 10:30-11:45 a.m.

learning. Traditionally, these portfolios are folders, filled with papers, and submitted to the English instructor and then passed on to the seminar instructor for evaluation. One learning community has broken this mold.

The Science Learning Community (SLC) requires both first and second semester students to compose a virtual portfolio using PmWiki. Portfolios are assigned in the science focused seminar class, and the genre of writing (reflective) is taught in the English course along with the writing process. Both seminar and English support / teach the wiki program, and once the virtual portfolio is submitted, it is evaluated by both instructors for grades in both classes.

Treaty Oak—*Navigating the Revision of Our Roles*

Shareen Grogan, National University; Denise Stephenson, MiraCosta College

While our various roles as writing center directors, mentors of WAC faculty, and adjunct instructors often mesh nicely, we sometimes encounter dissonance over where we follow our own advice and where we don't. As instructors, it can be difficult to follow one's own WAC advice. As writing center directors, one may be acutely aware that the tutors' eyes we've so carefully trained are now examining our hastily written assignments and our directive comments on student papers. When collaborating with faculty in committee work, we sometimes squirm as we're asked to rethink our pedagogies. Our border crossings offer us a chance to see our institutions, our work, and our relationships to colleagues and students in enlightening, though sometimes uncomfortable ways.

In this workshop, interviews with colleagues at our respective institutions will complement discussions with participants of how crossing the borders between roles challenge particular knowledge(s).

Friday 11:45 a.m.-1:15 p.m.
Box lunch (served in mezzanine) and SIG
meetings

Join a Special Interest Group, or take your lunch to the pool, lakeside, or any empty conference meeting room for your own discussions.

- **Travis III—*Creating WAC Outcomes***
Chris Anson, Marty Townsend and Paul Anderson
- **Austin III—*WAC and Writing Centers***
Carol Peterson Haviland and Terry Zawacki
- **Skyline—*Small College WAC Programs***
Lisa Lebduska, Wendy Pauline Shilton and Jill Gladstein
- **Old Pecan—*Faculty in Disciplines Outside of Writing***
Nancy Tuten
- **Lakeview—*Non-U.S. WAC Programs***
Margo Blythman

Concurrent Session 5 Friday, 1:30-2:45 p.m.

Room	Session Title
Austin I	Looking Back to Look Forward: WAC Programs
Austin II	Reading in the Disciplines
Austin III	International Intersections Part I
Lakeview	Reconsidering Teaching: EAP Support
Old Pecan	WAC Assessment Strategies
Skyline	More than Lab Reports: Integrating Information Literacy and Writing-to-Learn in Organic Chemistry Labs
Travis I	Gargantuan R1 and the Daring Initiative: Enabling Faculty to Change their Own Curricula
Travis II	Calibrated Peer Review
Treaty Oak	Writing in Math

Austin I—*Looking Back to Look Forward: WAC Programs*

“We Have Learned as Much as We Have Given”: What Engineering Practitioners Have to Teach WAC Scholars About WAC Theory and Pedagogy.

Jon A. Leydens, Colorado School of Mines

Engineers are not commonly known as effective writers. It may come an unexpected surprise, then, that engineering practitioners serve a rich source of knowledge about complex conceptualizations of rhetoric and about preferences regarding learning to write like engineers. Yet that which the 2008 WAC Conference Call for Papers suggests holds true for WAC outreach generally also applies to WAC outreach to engineers: “We have learned as much as we have given” and “translating our work for those outside our field [has] helped us reconceptualize WAC’s mission, theories, pedagogy.” This study focuses on the perspectives of engineers working and learning in academic and industrial contexts at diverse career stages and ranging in age from their mid-twenties to mid-sixties. Participant observations, documents, and lengthy interviews are analyzed using phenomenological research methods. Findings indicate that participant perspectives fall along a rhetorical awareness continuum at points spanning from a complicated mixture of denial and acknowledgment to an accentuation of rhetoric as critical to individual and organizational success. Participant perspectives along the continuum also vary in terms of five specific factors: writer and reader roles, writer identity, career stage/organizational role, and objectivity. David Russell has noted that “we must see where students are headed with their writing before we can understand the ways schooling helps (or hinders) them getting there.” This study provides richer understandings, from engineering perspectives, of the utility and functions of rhetoric in modern engineering workplaces, about /why/ rhetorical knowledge is valued and /how /engineers prefer to learn it

English for Academic Purposes and Thinking Writing: Crossing the Borders—Finding Common Ground?

Alan Evison, Queen Mary, University of London

The Writing in the Disciplines (WID) initiative at Queen Mary, University of London, ‘Thinking Writing’ (TW), is located in the Language and Learning Unit (LLU), which also teaches English for academic purposes (EAP) to international students and provides courses in writing for specific departments. This paper will look at the relationship between TW and EAP, which has come under

the spotlight as a result of increasing demand from academic departments for the LLU to design and teach writing courses for their students. As a result of the government's policy of widening participation in higher education, faculty perceive that it is not only international students who need support in writing, but the student body at large. How the Language and Learning Unit should respond to this demand raises interesting questions, which are central to the concerns of WAC. How can EAP teachers and the TW team best work together to complement each others' work? How can they avoid giving mixed messages about who is responsible for developing students' writing? How can faculty development benefit not only the subject teacher, but also the EAP specialist who may be unwilling to admit to feeling deskilled when faced with classes which include both native speakers and international students? A project promoting inclusive policies and practices for writing development is giving us the opportunity to evaluate the effectiveness of TW and central EAP provision. I would like to discuss the research questions we seek to answer and explore some preliminary conclusions.

Austin II—*Reading in the Disciplines*

Using Service-Learning to Foster the Identities of Future Content Area Teachers as Teachers of Writing and Reading, Too

Frances Shapiro-Skrobe, Ramapo College of New Jersey

How does a Teacher Education Program foster the identities of future content-area teachers as teachers of writing and reading, too and help them realize that they are also responsible for developing students' writing and reading skills?

The presenter will describe a highly successful required course, Reading and Writing in Content Areas, developed long before the National Commission on Writing in America's Schools and Colleges (2003) had declared writing to be every teacher's responsibility and had urged teacher educators to prioritize training in writing for all teachers.

Essential to this course, which meets at a middle or high school, is the integrated, field-based experiential learning component that has pre-service teachers assessing their learners' needs, developing lesson plans, and then tutoring 6-12th graders in writing and reading. Thus, they directly apply the theory and strategies that they study in class and then reflect on these experiences, both orally and in writing.

Sharing course materials and student portfolios as evidence of the impact that this service-learning component has on future content-area teachers' self-identities as teachers of writing and reading, too, the presenter will describe the foci and key interactive activities of this writing-intensive course and encourage questions and discussion among the participants.

When Is Writing Also Reading? Reading Assessment in the Writing Classroom

Lynne A. Rhodes, University of South Carolina-Aiken

By carefully considering what and how students read in the first year and by explicitly defining expectations for student outcomes for source-based writing, we seek ways to articulate cross-disciplinary purposes for reading and writing in general education, as well as ways to help students who struggle with complex readings with development of reading analysis strategies. Intentional instruction on identification of key ideas, supporting evidence, bias, and rhetorical features enable students with transfer of skills in critique and synthesis.

Orange EXCEL-eration: How First-Year Orientation Can Use WAC to Bridge College Community Boundaries

Sonja Lynch, Rebecca Blair; Wartburg College

By their very nature, Writing Across the Curriculum programs promote authentic performance in the discourse community of the academy. Yet, there are, in fact, multiple discourse communities within a college or university, including areas that are rarely marked as parts of the academy, such as Student Life, Academic Support, Administration, and Parents. “Orange EXCEL-eration,” the first-year orientation program at Wartburg College, a 4-year liberal arts institution, uses critical reading, thinking and writing skills to help students learn to negotiate authentic meaning within and among the multiple discourse communities of the college.

Orange EXCEL-eration activities take place during the week before classes begin in the fall. Orientation classes, led by instructors of first-year courses across the curriculum, become learning cohorts. They read, discuss, and write critically about their reading and their experiences in an atmosphere in which both students and faculty may reflect more intentionally about how the processes and boundaries of discourse exist and function. In such a context, intellectual cognition and experiential learning are, of necessity, conjoined, and the apparent boundary between them is dissolved. As a result, writing becomes experience itself – not simply writing about experience, but rather, experiencing writing.

Preliminary survey results from this program’s inaugural year indicate that students and faculty experienced the expected cognitive tension resulting from the dissolution of boundaries, and that they employed dialogic processes to unpack their experiences. The outcomes emerging during this academic year reveal deeper understanding of and engagement with critical intellectual cognition as well as an increased tolerance of ambiguity. We will discuss the implications of this program as they broadly inform writing in first-year programs.

Austin III—International Intersections Part I

Michelle Eodice, University of Oklahoma; Deniz Ilgaz, Bogazici Univesity, Istanbul; Emmy Misser, Wilfrid Laurier University; Dilek Tokay, Sabanci University; Meg Rosse; Oya Basaran, Istanbul Bilgi University; Valli Rao, The Australian National University; Cecilia Hawkins, Texas A&M-Qatar; Peter O’Neill, London Metropolitan University; Nancy Karabeyoglu, Margo Blythman, University of the Arts, London; Chloe delosReyes, California State University-San Bernadino; Robert Cedillo, California State University-San Bernadino; Carol Haviland, California State University-San Bernadino; Trixie G. Smith, Michigan State University

This roundtable features representatives from several countries who will discuss diverse models of WAC/writing centers/and academic writing instruction. Discussion questions will include:

- How do individuals and programs respond to differences in perceptions and delivery of writing support?
- How can we learn from/resist/complicate U.S.-centric practices and influences?
- What can networks and organizations [IWAC/IWCA/EWCA, etc] do to strengthen support?
- What can we learn from each other in terms of local contexts and universal practices?
- What will “flat world” literacies require from us and from our programs?
- Will increased globalization and digital technologies bring about more uniform programs and practices or enrich diversity of programs and practices?

Lakeview—*Reconsidering Teaching: EAP Support*

Some Rhetorics of Required Writing

Mark Williams, California State University-Long Beach

The California State University (CSU) system mandated in 1976 a Graduation Writing Assessment Requirement (GWAR), in which upper-division students demonstrate analytic composition skills in timed-essay exams. Most students pass the exam within two attempts, but many ESL students do not. (Nearly 50 percent of residents in Los Angeles County speak languages other than English at home). The Academic Senate consequently tasked a faculty group from across disciplines to develop writing-intensive courses that students can take in lieu of the exam.

This paper examines how faculty from the College of Arts, Business, Engineering, and Liberal Arts translated disciplinary goals for their respective upper-division students into writing tasks that potentially lead to students' GWAR proficiency. Because English developed the first approved course and has instructed many more students than the other disciplines, I provide preliminary responses from English to questions which continue to echo across college and departmental borders: how do faculty interpret proficiency from students writing in different disciplines and in second or third languages?; how do we communicate successes—and admit failures—to colleagues from three on-campus colleges soon to join us and to the students whose professional advancement depends in large part on the rhetorics they are required to develop with us?

Integrated Environment for Teaching Ph. D Students

Olha Ivashchyshyn, Valentyna Maksymuk, Anetta Artsyshevskya; Ivan Franko National University, Ukraine

The paper focuses on the presentation of a teaching environment based on a textbook, a software and a course as the syllabi of new curriculum elaborated in Lviv University for promoting integrated skills of PhD students in English classes.

'English for PhD Students' (Maksymuk, V., Dudok, R., 2005) is aimed at developing skills through step-by-step approach to a research paper writing and encouraging students' research activity. The textbook includes Internet links to the majoring fields which enhance terminological vocabulary and improve international communication.

The implementation of TALL (Teaching and Learning Languages) software (Ivashchyshyn, O., Dovbenko, V., 2005) challenges both teaching and learning. Literature in the area of computer-assisted language learning has pointed to the fact that suitably designed computer-assisted tasks make it possible to cater more fully to learners' individual needs (Gonzalez-Lloret, 2003; Harris, 2001). TALL provides teachers with tools for creating a large pool of reading and writing exercises, enables the students to do them and observe the results of their work.

A new course 'Teaching ESP through Nonfiction' (Artsyshevskya, A., 2006) focuses on contextualized grammar analysis and discussions aimed at extending professional vocabulary and developing advanced reading and writing skills. The course involves book, video and Internet resources.

Rating Writing Without Reams: Online Interface for WAC Assessment

Jeffrey Galin, Florida Atlantic University

Over the past five years, our mid-sized state university has built a hybrid WAC program that is driven by a state mandate, university mandated WAC training for all faculty who teach WAC courses, and department-based curricular reform projects. After one year of implementation, over 500 course sections will have been taught, over 150 faculty trained, and over fifty different syllabi WAC certified. Four substantial curricular reform projects have been initiated in the departments of Chemistry, Social Work, Music, and Nursing, and four substantial research projects have been IRB approved.

Our seven-year assessment project will study the effectiveness and sustainability of this complex program and will determine whether student writing is improving. We have developed an online interface to facilitate submission, norming, and rating of student work, as well as management of student surveys and other data. We will implement one full assessment cycle by May of 2008. Of the few university-wide assessment projects that review student writing with a single rubric, I am not aware of any that are managed completely as paperless assessments. This presentation will report on the preliminary findings of this assessment project and its electronic interface after one year of implementation.

The Explicit Teaching of Disciplinary Conventions Debate Revisited: Students' Views on Making the Rhetorical Practices of Literary Scholars Explicit in "Writing About Literature"

Laura Wilder, University of Albany/SUNY

Amongst writing scholars, the debate continues over the ethics and efficacy of making discourse conventions explicit in introductory Writing in the Disciplines courses. Does the explicit teaching of disciplinary discourse conventions hamper students' creative and innovative thinking and expression? Or does it increase their awareness of rhetorical constraints that lead them to produce more effective texts? Does it encourage a reductive understanding of disciplinary rhetorical practices, one that might actually encourage the production of rhetorically ineffective discourse? Or does it support the acquisition of rhetorical knowledge that is particularly useful to students whose previous educational experience has not prepared them to pick up on the tacit cues about conventions that disciplinary courses traditionally offer?

What has been missing from this debate is the perspective of students themselves. Borrowing methodologically from a recent wave of studies that use students' retrospective accounts to assess the impact of first-year writing courses, this presentation will share findings from a longitudinal study of a Writing in the Disciplines course that made instruction in disciplinary discourse conventions explicit. Instructors of the course—an introductory "Writing about Literature" course that serves as a gateway to the English major at a mid-sized urban university—followed an experimental curriculum that offered practice in using special topoi conventional to professional literary analysis (previous Writing in the Disciplines research has identified these special topoi as operating as both audience-based warrants in literary studies' journal articles and as inventional tools literary scholars use to compose). What emerges from this study's findings is a complex understanding of students' reactions to this pedagogical approach: While many found it illuminating and useful in future coursework in their major, some found it merely made explicit rhetorical knowledge they claimed to already possess.

Of Rubrics and Writing, or Getting it Right

Al Romano, Ramapo College, New Jersey

This session will describe how my writing assignments for a WI required course (Readings in the Humanities) evolved into a model for a Middle States evaluation. Ramapo College has valued writing since its inception, and, when I was hired to direct the WAC program in 2000, I began to talk with faculty who are not “writing teachers” about the grading of Writing Intensive (WI) papers. As a result, I developed a rubric for my papers in the course; this has now evolved into a college-wide program to evaluate writing and WAC at the 200-level. This session will discuss the theory and practice of WAC evaluation; I propose to demonstrate a “typical” class and how it gets to write its assignments. Then the participants will use the rubric I devised to assess the effectiveness of the “class”. The session will also include demonstrations of “non-writing-faculty’s” use of writing and this rubric. Presentation of the Beta testing for the rubric and examples of interdisciplinary work will also be included in the session. Ample time will be allotted for questions and further exploration of the initiative.

Skyline—More than Lab Reports: Integrating Information Literacy and Writing-to-Learn in Organic Chemistry Labs

As a result of a “teaching-circle” collaboration, a chemistry graduate student, a reference librarian, and a faculty member from English developed, implemented, and assessed the effects of a radical transformation of the organic chemistry lab curriculum at Baylor University. Since the Spring 2007 semester, the curricular redesign has integrated a sequence of discipline-specific writing (WID), writing-to-learn, and information literacy activities, in addition to the traditional lab reports.

This redesign expands students’ experiences with chemistry scholarship, with reading chemistry articles, and with writing discipline-specific genres other than lab reports. Assessment of these curricular revisions has included surveys, focus groups, and primary trait analyses of student writing.

Panel members describe the redesigned curriculum and share results of the ongoing assessments (and the ways those assessments are being used). Because we will provide handouts and a link to web resources related to our work, we intend to use a significant part of the session for open discussion, focusing on questions and suggestions. Perhaps as important, we hope to explore our uneasy status as graduate students and outsiders who have been advocates for these changes and the various forms of “resistance” we have faced from students, lab TAs, and some faculty.

First presenter: Tiffany Turner, Baylor University

More than Lab Reports: Curricular Revision to Enhance Learning in Organic Chemistry Labs

Second presenter: Carol Schuetz, Baylor University

More than Lab Reports: Integrating InfoLiteracy in Organic Chemistry Lab Curriculum

Third presenter: Glenn Blalock, Baylor University

More than Lab Reports: Integrating Writing-to-Learn (and Writing in Chemistry) in Organic Chemistry Labs

Friday—Session 5, 1:30-2:45 p.m.

Travis I—*Gargantuan R1 and the Daring Initiative: Enabling Faculty to Change their Own Curricula*

Pamela Flash, Craig Swan, Martin Sampson, University of Minnesota; Bill Condon, Washington State University

In this panel discussion, a diverse cast of characters from a large public R1 university will describe a pioneering a writing initiative that is effectively moving undergraduate curricula past a four-course writing-intensive requirement and into a meaningful infusion of writing and writing instruction. The panel is comprised of a Vice Provost and Dean for Undergraduate Education (who will describe a university-wide strategic positioning process made writing a topic of energetic campus-wide discussion), a WAC Director (who will overview the resulting Writing-Enriched Curriculum Project, a grant-funded program rooted in the recognition that effective curricular change is impossible without the direct and engaged involvement of those who teach), a professor in Political Science (who will speak as a member of a faculty that has largely resisted the university's Writing-Intensive initiative, and thus consented to piloting the new project with a leery optimism), and, finally, the project's external evaluator (who will present the project's findings).

Travis II—*Calibrated Peer Review*

Calibrated Peer Review™ Supports Undergraduate Engineering Students' Ability to Produce and Critique Technical Posters

Ann Saterbak, Rice University

Writing in the disciplines has a dual focus: “writing to learn” the content of specific fields and “learning to write” professional genres. In an upper-level laboratory course, students “learn to write” by developing technical posters that capture results from their laboratory work. To develop their posters, students select key results, graph and interpret quantitative data, and draw evidence-based conclusions. Implementation of web-based Calibrated Peer Review (CPR)™ provides a vehicle for students to “write to learn” scientific reasoning skills as they engage in critiquing their peers' posters. The assignment culminates in a revised poster, which requires students to tie together learned skills in technical logic, evidence, and conventions.

Quantitative analysis of the students' and instructor's CPR scores showed that peer feedback tracks instructor feedback (n=35; ANOVA, p<0.001). In contrast, we found that self-evaluation scores do not track peer or instructor feedback (n=35; ANOVA, p>0.2). These results show that students are better able to technically evaluate others' work, rather than their own. Ninety-seven percent of the students reported that their ability to critique a technical poster improved during the CPR assignment. Overall, the poster assignment combined with CPR provides a unique opportunity for engineering students to develop scientific reasoning and enhances their ability to produce disciplinary argument structures.

Calibrated Peer Review™: Digging Deeper through Audience Participation

Tracy Volz, Baylor University

We use Calibrated Peer Review (CPR)™ in an upper-level laboratory course to facilitate the peer review process and teach students how to critique a technical poster in bioengineering. After completing their experiments, students construct a poster that illustrates their experimental methods, results, and conclusions. These posters are uploaded into CPR for peer review.

Within CPR, students first evaluate three sample posters supplied by the instructor to calibrate their critiquing skills. The calibration posters are topically related to the course experiments. Students then conduct a blind review of three peers' posters and then evaluate their own. During the calibration, peer-critiquing and self-evaluation stages, students respond to 15 questions about the quality of each poster's technical content and visual appeal.

After explaining our CPR implementation, we will initiate an activity to facilitate a discussion of disciplinary expectations, genre conventions, and differences between novice and expert feedback. Audience members' critiquing skills will be "calibrated" through a simple exercise. Then, they will be shown student poster panels and use personal response systems to answer several CPR questions from the course. Following audience response, we will compare and contrast feedback from the audience, students and instructor to highlight learning issues in developing technical critiquing skills

Treaty Oak—*Writing in Math*

Beyond Symbols and Notation: Speaking the Language of Mathematical Concepts

Chris Oehrlein, Oklahoma City Community College

How can mathematics move beyond the mechanics into depths of why? What can help students appreciate that understanding underlying concepts will help them to perform the mechanical skills better? What could lead students to discuss mathematics with each other more? These are questions that college mathematics instructors would like to answer, but standard procedure continues to be performing mathematics for students, stopping occasionally to ask a question over some fact that is pretty trivial for the level of the course. If the students are too passive about learning mathematics because they insist that they can solve the problems only if lectured through examples, then why is that passivity encouraged? Even taking 15 minutes at the beginning of each class period for students to explain a concept or to apply a concept to an unfamiliar situation can lead them to see that there is more than memorizing mechanical steps and that they are capable of comprehending at a deeper level.

This session will explore some of the activities that the instructor uses to encourage communication and conceptual comprehension in his calculus and statistics courses and his observations of the tactic's overall effectiveness.

Bridging the Authority Gap: Encouraging Intermediate Mathematics Students to Engage in Peer Review

Patrick Bahls, University of North Carolina-Asheville

Teaching students to write well mathematically is difficult. Students must master the construction of rigorous, logically viable "proofs" that can be communicated clearly and concisely to a mathematical audience. Involved in this mastery is an understanding not only of often arcane notation and terminology, but also of standard rules of composition, syntax, and grammar. In order to gain deeper understanding and appreciation of well-written mathematics, students must become comfortable in assessing their own work and others'.

I will discuss one means by which the required comfort level can be achieved through structured peer-review. In a transitional mathematics course (in which students are first introduced to the concept of "proof"), students served on rotating "homework committees," each convened for the purpose of reading, assessing, and providing formative feedback on one problem from peers'

Friday—Session 5, 1:30-2:45 p.m.

homework submissions. Successful committee service not only provided students with practice in peer assessment, it encouraged students to develop a high degree of self-authorship in recognizing that they possess authority to assess the quality of mathematical arguments. The committee system's success indicates that it is possible to coach intermediate Mathematics majors towards confident, competent assessment of their peers' mathematical writing, as well as their own.

Writing in Mathematics: A Departmental Initiative

Nieves McNulty, Madeleine Schep; Columbia College, South Carolina

In this session we will discuss our involvement with writing across the curriculum through the Pearce Center at Columbia College. Although the Department of Mathematics and Computing already had a tradition of assigning projects requiring significant writing, some of us were not comfortable assessing writing component or straying from a rather standard assignment format. With the help of the Pearce Center, the department of Mathematics and Computing was able to develop writing goals and student learning outcomes, examples of writing assignments at varying levels of mathematics courses, and assessment instruments for these assignments. The first part of the presentation will focus on these departmental results.

We will then discuss our individual experiences using writing in our math and computer classes, and we will share some specific writing assignments. In particular, we will show how our assignments and associated assessment instruments evolved to incorporate strategies to help both students and teachers.

As a result of this departmental initiative, students have learned to expect to receive writing assignments in mathematics or computing courses; best of all, their writing has greatly improved.

Concurrent Session 6

Friday, 3:00-4:15 p.m.

Room	Session Title
Austin I	Writing Across the Campuses: Forging Links Between Two-Year and Four-Year College WAC/WID Programs
Austin II	Learning from Community Colleges
Austin III	Making Data Speak: Border Crossings in Rhetoric, Chemistry, Literature, and Mathematics
Lakeview	Writing Fellows Programs: Different Models
Lone Star	Writing Courses Linked to Disciplines
Old Pecan	Exchanging Students, Exchanging Training: Crossing National and Disciplinary Borders
Skyline	Cross-Cultural Dialogue and the Sustainable Learning Culture
Travis I	Visualizing Textual Identities in the Classroom: Negotiating the Boundary Between Visual and Alphabetic Composition
Travis II	Faculty Writing Residencies as WAC Community-Building Initiatives
Travis III	Theory and Innovation in WAC Faculty Development
Treaty Oak	Writing the Core, and Disciplines
Longhorn	WAC Clearinghouse Board and Staff Meeting

Austin I—*Writing Across the Campuses: Forging Links Between Two-Year and Four-Year College WAC/WID Programs*

Cheryl Smith, Baruch College, CUNY; James Wilson, LaGuardia Community College, CUNY; Tamara Mose Brown, CUNY Graduate Center

More and more students transfer between colleges at least once during their undergraduate career. Transfer students bring diverse educative histories to their new campuses and complicate the idea of a coherent, integrative learning experience unfolding at a single school. The transfer reality is especially significant in a sprawling system like the City University of New York (CUNY), where undergraduates often start in one of the system's two-year colleges with the intention of finishing at a four-year institution. How can we help ease the transition for students moving from one environment, with its particular academic approaches and expectations, into another?

This interactive session will present a year-long, cross-campus program at CUNY that brings together WAC/WID faculty from a two- and a four-year college to address our experiences with and approaches to student literacy. The program has two main aims: (1) to foster greater faculty understanding of the purposes and effects of reading and writing in diverse undergraduate classrooms and (2) to improve articulation between academic units and streamline the transfer experience. The presenters will briefly outline the goals, challenges, and questions that have shaped the joint meetings and then engage attendees in sample workshop activities and discussion topics. In closing, we will consider the program's outcomes and future plans.

Austin II—*Learning from Community Colleges*

Beyond the WAC Workshop: Permeating Our Own Borders

Mary McMullen-Light, Cathy Hardy; Longview Community College

The WAC Workshop has long been a staple of WAC programs, providing a significant point of entry to WAC for instructors in all disciplines. WAC directors frame powerful, face-to-face, interactive experiences for instructors to learn about WAC premises and best practices and strategies for meaningfully integrating writing as a tool for learning.

Though the WAC Workshop is still foundational at Longview Community College, the WAC Program has sought additional ways of reaching new and veteran WAC faculty. Three avenues enhanced existing aspects of the WAC Program and allowed the program to serve the college community in new ways:

- Expansion of the Writing Fellows Program to include a Writing Mentors Program for developmental writing courses
- Creation of an annual WAC student learning showcase piloted in April 2008
- Addition of an interactive dimension to the WAC website to engage instructors new to WAC and to allow veteran WAC instructors to reconnect with key points from workshops.

First-stage WAC programs focus necessarily on the most feasible and tenable ways to set up WAC Programs to ensure success and sustainability and bring faculty *into* the program. This presentation explains how older programs can address viability by continuing what works, but also by identifying the porous points of the program's borders with the hope of seeing where new relationships can be forged, new kinds of outreach devised, and a broader community served.

Cyborgs, Hybrids, and Liminal Spaces: Fostering Learning Communities in a Two-Year College

Miles McCrimmon, J. Sargeant Reynolds Community College

In recent years, community colleges have become promising sites of interdisciplinarity by leveraging several natural attributes: a deep commitment to the first- and second-year undergraduate experience, a daily awareness of connections across the core curriculum, and an appreciation of collegiality that comes with close proximity to teaching professionals from other fields.

I will share my experiences as the faculty facilitator for the fledgling learning community initiative at the third largest two-year college in Virginia, including materials from an interactive website launched at a two-week 2007 Summer Institute that brought together ten faculty teams charged with designing and delivering linked courses over the 2007-2008 academic year. I will also chronicle my experiences as an English faculty member planning and offering a learning community with a colleague in sociology, linking one of my second-semester, first-year composition courses with Cultural Anthropology.

My experience helping to administer this initiative college-wide and my participation as a faculty member on the ground offering "Choice and Necessity in Anthropology and Literature" together have given me a useful perspective on the theoretical and practical benefits and pitfalls of using learning communities to enable WAC-infused pedagogy in two-year colleges.

Austin III—*Making Data Speak: Border Crossings in Rhetoric, Chemistry, Literature, and Mathematics*

Linking WAC and Quantitative Reasoning: Theory and Praxis

Carol Rutz, Carleton College; John C. Bean, Seattle University

Paper 1 explains how WAC can be linked rhetorically to Quantitative Reasoning (QR). Thinking rhetorically about numbers is essential not only for civic argument but also for “expert insider prose” in math-based disciplines. Moving from novice to expert entails the gradual acquisition of an authorial voice that elicits reader trust by its precision, confidence, and passion. The presenters argue that mastery of data in rhetorical situations helps students acquire the authorial voice.

Teaching Professional Writing in an Organic Chemistry Laboratory by Abolishing the Lab Report

Joseph M. Langenhan, P.J. Alaimo

Paper 2 describes an assessment project revealing chemistry seniors’ difficulties with a capstone paper. The project led to the redesign of writing assignments in sophomore organic chemistry labs. Abandoning the “lab report” as a “pseudo-academic” genre, the authors taught instead the professional experimental report. They discovered that the “experimental method” section and the “results” section were fairly easy to teach, but that the “introduction” and “discussion” required a high level of rhetorical thought. The authors explain how the move from “lab reports” to real scientific papers transformed students’ view of their laboratory work, led to more responsible treatment of data, and helped students understand the scientific paper as persuasion.

Rhetorical Antipodes?: Critical Thinking and Premise Explication in Linked First Year Seminars in Literature and Mathematics

Charles M. Tung, David Neel; Seattle University

Paper 3 describes two freshman seminars linking introductory literature and math. These boundary-crossing courses tried to attune students to the way each discipline resonates with the other, while also clarifying the differences between each approach to understanding the world. Some literary themes and mathematical concepts examined in the course—through works by Borges, Stoppard, John Cage, and Jackson Pollock—included probability/possibility, randomness/chaos, uncertainty/unknowability, and infinity/totality. In addition to thematic intersections between literature and math, the presenters will explain their search for a “common learning denominator” between the two disciplines’ foundational skills. The authors will share two assignments they designed for their experimental courses: (1) a concurrent exercise in which students studied the value of parsimony and elegance in math, and the similar value of concision and clarity in interpretive writing; and (2) a two-stage assignment in which students first practiced the articulation of axioms in math, and then developed a critical-thinking process in which implicit assumptions had to be explicated.

Lakeview—*Writing Fellows Programs: Different Models*

The Millennial Tutors: Models for Training

Margot Soven, LaSalle University

This presentation will focus on several questions that continue to draw the attention of Writing Fellows Program administrators and Writing Center Directors. “What is the most effective training for our writing tutors? Should that training go beyond the “nuts and bolts” of peer tutoring to include

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theories and research about the development of writing ability, theories of rhetoric, the writing of different student populations, such as basic writers, ESL writers, and returning student writers, as well as a discussion related to the expectations of faculty for writing in different disciplines? How much training is too much training, given the nature of our millennial tutors, who are often less tolerant of training not related to their major?

Early monographs such as *Training Tutors for Writing Conferences* by Tom Reigstad and Donald McAndrew (NCTE, 1984) assumed that tutors should know something about the writing process and then should be trained to conduct writing conferences. Period, the end. But that model changed over the years, especially with the introduction of curriculum-based peer tutoring, Writing Fellows Programs, which often require tutors to read drafts of the papers before conferencing, or involve tutoring “online” and greater interaction with both the instructor and students than the tutor working in a Writing Center. The traditional week long training workshop morphed into a conventional three credit course at many institutions, often based on the course developed by Tori Haring-Smith at Brown University. However, there is a serpent in the garden. The students of today who elect to become writing tutors often have a different attitude towards their college experience, than the students of ten or more years ago. Do we attract the “best and the brightest” with the tutor training programs of yesteryear? Are we ready for a new model for training peer tutors? This panel will address these issues.

The Multitasking Tutor: Training and Supervision for Complex Writing Fellow Responsibilities

Beth Hedengren, Brigham Young University

Writing Fellows, “gentle subversives” as Karen Vaught-Alexander calls them, fulfill a complex role (Soven 202). They are, of course peer writing tutors as they conference individually with students in a certain class, a complex task in itself. But they also meet with the professor of the class and become experts on the writing expectations of that class in that particular discipline. They sometimes hold writing workshops for the students in the class. They often correspond with their students to discuss plans before, during, and after drafting. They read drafts and provide carefully crafted comments and a response letter to each student. They follow up with the professor, to share the students’ reactions to the assignment. They collaborate not only with the student (see Bruffee) but also with the professor. Because of this collaboration with a Writing Fellow, teachers often refine the assignment prompt and rubric, as well as improving the in-class writing instruction. Further complicating these tasks is the fact that Writing Fellows most often perform all these tasks independently, without a formal writing center where they could be monitored by a supervisor.

Not surprisingly, successful achievement of these complex tasks requires some complicated training and supervision. Through training, students must learn about varying disciplinary expectations, Writing Across the Curriculum theory, writing process theory, as well as hone their knowledge of good writing practices. They also must learn how to comment on drafts effectively, how to write response letters that are both encouraging and challenging, and how to effectively “advise” a professor who is much older and more educated than they are. After completing training, some system of in-service training and supervision must be in place to assure that the tutors continue to improve in their skills. In this presentation, I will report on a survey of the ways several different programs meet these training and supervision challenges, providing a variety of models for Writing Fellow programs.

Writing Fellow Identity and Distinguishing “Sameness” from “Peer to Peer” in Training, Recruitment, and Distillation in the Academic Institution

Pam Cobrin, Barnard College

This past January marked the first “Small Liberal Arts College-Writing Program Administrators Conference,” held at Swarthmore College. I served on a panel titled “Writing Fellow Identity and Diversity.” The panel addressed the issue of how Writing Program administrators deal with issues of diversity, both in recruitment and training. Diversity, defined in the panel’s case as cultural/racial/class identity, not just of the writers, but also of the Writing Fellows, however, is limiting considering any college’s overall population. At the heart of any conversation regarding identity, authority and “peer-to-peer,” lurks the term “peer.”

Certainly, issues of identity are not a new topic for Writing Fellows programs. Writing Programs have a history of theorizing how to work with second language students and students with disabilities, but each of these categories is generally treated individually instead of issues that force a more complicated understanding of what constitutes “peer” and what “peer-to-peer” might mean (and not mean). In the new Millennium, Writing Program administrators need (re-)theorize the concept of “peer-to-peer” as the banner under which Writing Fellows programs exist. Administrators along with Writing Fellows need to explore how a re-conceptualization of “peer-to-peer” impacts a Writing Fellows program’s overall mission, syllabi for training courses/staff development and recruitment.

Lone Star—Writing Courses Linked to Disciplines

Scientific Writing, Scientific Thinking: the Missing Link?

Siew-Rong “Sheryl” Wu, National Yang-Ming University, Taiwan

Within the framework of situated cognition, this innovative study was designed to investigate the effects of cognitive apprenticeship in a scientific writing and thinking course collaboratively taught in fall 2006 by an English professor and 12 physician scientists or biomedical professors at a medical university in Taiwan. There were 119 participants.

Lectures and tutorials alternated weekly. Course contents included scientific thinking, language use, and style in the discipline of medicine. The lectures were given by the English professor, focusing mostly on higher-order concerns. The tutorials were led by the 12 mentors simultaneously in 12 randomly-formed small groups. The reading materials were editorials and papers from the Journal of Student BMJ. Because visual representations in scientific writing were central, two exercises for tables and graphs were designed to facilitate learning. Weekly learning journals were posted on online discussion forums.

A questionnaire survey found that that 87% of the 83 respondents thought that the tutorials were beneficial while only 67% of them found the lectures to be beneficial. Style was ranked as the most difficult domain, then organization and development. Strong effects of cognitive apprenticeship were exhibited, but how to teach scientific thinking in scientific writing turned out to be a challenge.

Dr. Teh-Yi Huo, Institute of Pharmacology, and Dr.Chen-huan Chen, Department of Medicine, both also of National Yang-Ming University, were co-investigators in this study.

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Lessons Learned in Piloting a Writing Course for Biology Majors

John Dinolfo, Lesly Temesvari; Clemson University

We co-teach an experimental writing course for biology majors. The course includes a 3-credit ENGL 314 component that focuses on key practices in technical communication and a 1-credit BIOSCI 490 component that focuses on key practices in bioscience writing. In BIOSCI 490, students learn to write a biology journal article in IMRAD format. They work in teams to conduct a lab experiment in food monitoring for the bacterium, *Salmonella*, and to write and peer review a biology journal article on monitoring and prevention of the foodborne disease, Salmonellosis. In ENGL 314, students quickwrite in class to explore rhetorical and ethical considerations in bioscience research and communication. They also learn to write a project proposal and power point presentation [Fall 2007] or a feature news article and press release [Spring 2008] to educate the community about the prevention of foodborne disease or another public health issue. Students also critique a model NIH research proposal in infectious disease [Spring 2008]. Blackboard is used to post, evaluate, and return student work; arrange online team discussions; summarize key teaching points, etc. Lessons learned in this WAC/WID course are contributing to the development of a new course in writing in the sciences at Clemson University.

Old Pecan—Exchanging Students, Exchanging Training: Crossing National and Disciplinary Borders

Changing the Culture: Classroom-Based Writing Tutors as Faculty/Student Development

Stephanie Bates, Erin Ashley, Adam Avramescu, University of Texas-Austin

Once faculty members leave a WAC workshop or other faculty development activity, they still need to translate what they have learned into activity that matches classroom goals and their teaching style—their style-in-use as opposed to their espoused teaching style. As classroom-based tutors, writing mentors/fellows/associates can provide some of the necessary support faculty need as they apply their new WAC knowledge to their daily teaching. This panel of writing mentors will provide specific instances of pedagogical and theoretical changes made by faculty who teach writing intensive classes, using these examples to explain further what faculty need in order to succeed in a WAC classroom, and how that support might be better delivered through WAC program activities.

Peer Tutoring Training Abroad: Toward New Conversations

Lynne Ronesi, American University of Sharjah, UAE

Peer-tutor trainers abroad have a large body of North American peer-tutor training literature from which to draw. Yet, they are challenged to develop training programs to suit the unique local needs. This presentation will outline the development of a training course for Writing Center Tutors and Writing Fellows at the American University of Sharjah (AUS), an English-medium American university in the United Arab Emirates with a student body representing 80+ countries. It will document how a constructivist approach—in particular, active inquiry, reflection, and experiential learning—has helped fashion a curriculum that meets the needs of peer tutors supporting a multilingual and multicultural student body.

While this presentation will have implications for peer-tutor trainers abroad, North American peer-tutor trainers may benefit from the opportunity to re-conceptualize their training approach in the face of increasing diversity at their institutions. Therefore, time will be devoted to audience discussion on

other training endeavors abroad as well as on the implications and possibilities of such a framework on North American tutor training. It is hoped this session will initiate some new conversations on tutor training, expand the discussion beyond North American borders, and prompt new outlooks on tutor-training in general.

Skyline—*Cross-Cultural Dialogue and the Sustainable Learning Culture*

Kathleen Shine Cain, Merrimack College

The successful development of a writing centre in an institution steeped in the British educational tradition demonstrates the value of cross-cultural dialogue. For seven years this dialogue between St. Mary's University College in Northern Ireland and Merrimack College in Massachusetts has focused on the inherent conflict involved in adapting a collaboratively based theory to a hierarchical, product-oriented academic culture. We have chosen to characterize that conflict not as an obstacle, but rather as an opportunity to interrogate the theories and practices that underpin our two centers/centres. Indeed, we have come to recognize the immeasurable value of approaching such cultural conflicts "as dynamics rich with meaning-making potential" (Geller et al, *The Everyday Writing Center* 54). John Harbord has addressed these dynamics, suggesting that although "our work in writing centers is to an extent predetermined . . . by our national contexts," in international forums "one encounters new solutions that never would have been thought up within one's own context" Matthew Martin and Jonathan Worley of St. Mary's University College, Belfast, Northern Ireland will present via videotaped presentation. We hope to continue the dialogue begun in Belfast and North Andover, engendering a broader discussion that will extend beyond the session, fostering what Geller et al call a "sustainable learning culture" in writing centers across the globe.

Travis I—*Visualizing Textual Identities in the Classroom: Negotiating the Boundary Between Visual and Alphabetic Composition*

Christopher Manion, The Ohio State University; Amy Mecklenburg-Faenger, College of Charleston

As writing programs across the disciplines begin to incorporate visual projects into their curricula, instructors in many disciplines find that they have to contend with alphabetic-text-oriented conventions and genres that may make students resistant to visual modes of composition. While students are often assumed to be savvy about visual culture, they don't necessarily have the same level of training, education, or experience in visual composing as they do with alphabetic composing. Moreover, faculty themselves have only begun to explore the place of visual communication in their disciplines and often feel unprepared to consider how visual modes affect research and teaching.

The three speakers in this session representing perspectives from English, Art Education, and History will explore the tensions that arise when instructors in disciplines with strong textually-oriented conventions begin to incorporate visual assignments into their teaching. The speakers will also propose and solicit strategies for addressing these tensions in the classroom and finding ways of helping disciplinary colleagues understand how to incorporate visual modes of communication into their teaching and scholarly identity. The session will open up a discussion about how instructors across the disciplines can help students understand visual approaches to communication in their discipline and establish a sustained conversation with their colleagues about visual communication in their disciplines.

Travis II—*Faculty Writing Residencies as WAC Community-Building Initiatives*

Jessie Moore, Peter Felten, Michael Strickland; Elon University

The presenters describe faculty Writing Residencies developed by their institution's Director of the Center for Advancement of Teaching and Learning, Director of Writing Across the Curriculum, and first-year writing coordinator. These week-long writing retreats offer faculty daily feedback on their writing, with particular emphasis on projects related to the scholarship of teaching and learning, and dedicated time and space for faculty to write away from the distractions of campus life.

In addition to examining how the key players' border crossings within the institution have shaped the residencies and their own professional relationships in support of writing on campus, the presenters examine the unique faculty community that emerged from this program. The residencies have not only supported faculty writing, but also have created a distinctive space for conversations about writing and WAC initiatives. The presenters will draw from two years of data from summer residencies, as well as their future plans, to highlight benefits of this cross-disciplinary and cross-program, writing-centric community.

After an interactive presentation of their own residency design and its benefits for their campus, the presenters will facilitate small group discussions about ways that attendees might transfer the concept of writing residencies to their own institutions. Additionally, participants will consider creative ways to sustain and expand faculty writing communities that emerge from the writing residency process. This border-crossing partnership suggests an extension of the WAC mission on the presenters' campus and reflects how cross-program collaborations can redefine campus support for writing initiatives.

Travis III—*Theory and Innovation in WAC Faculty Development*

Carpe Diem: Faculty Development for WAC—Some Suggested Strategies and Theoretical Underpinnings from the UK

Margo Blythman, Celia Bishop; University of the Arts-London

This presentation outlines the way in which the current policy climate in UK higher education has been used at institutional level to initiate innovative forms of faculty development that have developed writing across the curriculum. Our strategy has been to build on whatever is currently fashionable with, and funded by, national policy makers.

We explore a number of strategies including having faculty as interviewees and co-workers in funded teaching and learning research, re-defining what counts as writing and re-empowering faculty through enabling them to decide the best way forward. We illustrate the strategic and symbolic importance of quite small grants to faculty.

We also outline some key ideas in faculty development theory that underpin our strategies. In particular we explore theories that build on an understanding that, when working with faculty, this requires taking the time to understand their particular working practices, disciplinary traditions, material interests and personal and educational values (Ball 1987) and how that intersects with the way the university and national policy imperatives operate. This is close to what Land (2004) calls

interpretive-hermeneutic (p.108) and is influenced by the work of Graham Webb (1996). Connection is also made with Wenger's (1998) work on the nature of learning as situated and specific and that disciplinary norms and practices vary as do those of the working worlds our students will enter.

While we recognise the limitations of policy transfer, we consider these strategies and theories to have value for those working in this area of faculty development in the US.

The Writing Fellow/Faculty Collaboration in a Community College: Paradigms of Faculty Development

Linda Hirsch, Hostos Community College/CUNY; John Sorrentino, Graduate Center & Macaulay Honors College, CUNY

This presentation will explore the ever-evolving and shifting nature of the graduate student Writing Fellow/faculty collaboration within the context of a teaching/learning paradigm in which both partners assume the roles of teacher and learner at differing times and to varying degrees. Through narratives and interviews, Writing Fellows and faculty describe their journeys assisting in the creation of Writing Intensive sections across disciplines. One Fellow's collaboration with two different professors for the same US History course provides a singular opportunity to observe the various factors which influence the processes and products of these interactions. These narratives reflect not only on what is being taught and what is being learned, but also how and by whom. The stories allow us to share in the struggles of both faculty and Fellows to develop constructions of WAC for themselves.

As Writing Fellows and faculty describe these collaborations and the tensions inherent in this work, we will draw implications for establishing new models of faculty development and their impact on pedagogical practice for both current and future faculty.

Treaty Oak—*Writing the Core, and Disciplines*

Border Fight: Bringing Truce Between Interests Competing Over the Technical Writing Service Course

Aimee Kendall Roundtree, University Houston-Downtown

My presentation will survey the competing interests invested in the basic technical writing course and suggest course adjustments for helping accommodate the multiple stakeholders. The course must fulfill what outside disciplines need, what the administration and potential employers expect, and what the English discipline requires. Natural, applied and social science programs value the course because it is often required in their curriculum core. Administrations often point to the technical writing service course as proof that their students are not only getting the writing education required at college level, but also the job training that makes higher education worthwhile. In turn, employers in the business world also inspect candidates' transcripts for evidence of writing proficiency (NCW). Finally, the technical writing service course also stands as the gatekeeper for the field of technical communication itself. Given the diverse stakes, instructors debate what assignments and learning modules to require, the best way to sequence and present those modules and assignments, and how to evaluate student work in a way that appeases all interested parties. My presentation will underscore key findings and suggestions from research on the differences between writing practices and expectations from each discourse community mentioned above for incorporating into course and assignment preparation.

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Integrating WAC with General Education Core Competencies in an Online Environment: The Example of English 215, *The Bible and Literature*

Carl James Grindley, Eugenio Maria de Hostos Community College/CUNY

At The City University of New York's Eugenio Maria de Hostos Community College in the South Bronx, WAC plays an increasingly important role in curriculum development. Academic year 2007/2008 was been proclaimed as the college's "Year of General Education, One of the cornerstones of the Year of General Education is the identification of taught Core Competencies in each individual section of each individual course. Balancing the demands of both initiatives is a seemingly daunting task—ensuring that writing assignments contribute to the instruction of General Education—but the use of the college's online environment, either through web-enhanced, hybrid or asynchronous delivery can help bridge the divide. This brief paper will outline how online education can help reconcile the goals of WAC with General Education using the example of a sophomore elective, English 215: The Bible and Literature. This paper will argue that course developers should keep in mind their college's General Education Competencies and will suggest online assignments and activities that support them.

Longhorn—*Meeting of WAC Clearinghouse Board and Staff*

Concurrent Session 7

Friday, 4:30-5:45 p.m.

Room	Session Title
Austin I	International Secondary or University WAC-Based Writing Centers: What's the Difference?
Austin II	Rethinking the First Year: How Do We Support WAC?
Austin III	What Is Good Writing Instruction? How Do We Measure It?
Lakeview	Programs and Structure: What Works?
Lone Star	Models for Writing in the Disciplines: Experiments in Social Science Writing
Longhorn	Fostering a Campus-Wide Culture of Writing: The Faculty WAC Network Program
Old Pecan	Engaging Faculty and Students to Use Writing
Skyline	Analogies, Engagement, and Transfer: Strategies Across the Disciplines
Travis I	CxC/(Science + Engineering) = Next Generation Research on Science and Engineering Communication
Travis II	Transcending Physical, Emotional, and Visual Boundaries
Treaty Oak	Home Building and Border Crossing: Next Steps for the University of Alberta's Writing Initiatives

Austin I—International Secondary or University WAC-Based Writing Centers: What's the Difference?

Dilek Tokay, Sabanci University; John Tinker, Tommy Tobin, Stanford University; Pamela Childers, Reid Alexander, Nolan Boyd, The McCallie School

Three writing center directors from different parts of the world and from different academic levels will share their experiences with WAC in their writing centers. These experiences, presented to the participants through sample survey documents, workshop follow-ups, interview recordings, and descriptions of collaborative programs between university and secondary school writing centers, are expected to raise discussions of similarities and differences among universities and secondary schools in objectives, expectations, implementations, concerns, and results. More important will be the voices of two or three students who have been involved in writing centers at both the secondary and university level. They will share their experiences with writing and how they perceive the role of the writing center with WAC on both levels. The students will bring specific writing experiences in a variety of disciplines as examples. Also, students will share their own research on what kinds of writing are occurring across the disciplines at their institutions.

Austin II—Rethinking the First Year: How Do We Support WAC?

Beaufort's Impact on Undergraduate Writing Instruction

Susan Wolff Murphy, Texas A&M University-Corpus Christi

Forum session to discuss activity theory/genre theory: applying Anne Beaufort's *College Writing and Beyond* to undergraduate writing instruction. Using readings from Beaufort (2007), Devitt (2004), Smit (2004), and Russell (1995), and the Downs and Wardle (CCC June 2007), I revised my summer 2007 practicum course. Our FYC course occurs within a linked learning community structure that facilitates cross-disciplinary writing assignments and discussions of writing expectations in various disciplines.

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As a result, the class discussed the various critiques of FYC, and how these theories, and Beaufort's proposed curriculum, interacted with our existing writing sequence. My practicum students and I revised the standard sequence of assignments in our FYC courses to a variety of ends. Some courses focused on writing in the disciplines (sociology and biological sciences), while others focused on introducing writing studies. As a result, I have been discussing with faculty who teach core classes the ways in which we're teaching writing as a situational activity that is re-created for every writing event.

I hope to have a conversation among WPAs about the application of genre theory/activity theory to the teaching of writing at the undergraduate level, either within or outside of the structure of a FYC program.

Writing Across Institutional Borders: Embedding WAC in a Multi-Institutional Service-Learning Collaborative

Mary French, University of Texas-Arlington

This presentation describes a new Writing Across the Curriculum project developed as part of multi-institutional Service-Learning Collaborative involving the University of Texas at Arlington (UTA) along with several secondary and postsecondary partners. The UTA component of the Collaborative consists of an upper division technical writing class. The service-learning-centered curriculum serves as the means for creating the "deliverable" for the Collaborative's partners. The "deliverable" is a unit of instruction on writing (usually a technical or professional genre, but could also be civic or academic genres, or aspects of writing--such as style).

The technical writing curriculum serves as type of a WAC-embedded service-learning curriculum in which students explore the relationships between discourse and social environments, genre conventions and audience expectations, and how discursive practices vary in different communities [of practice]—all within the context of learning, understanding, and applying technical communication skills and strategies in the development of their "deliverables." Although this curriculum may appear to be a traditional "WAC" model in that it seems to privilege academic discourse (i.e., in the preparation of instructional units for academic audiences), this model presents an alternative that permits students to learn and practice writing as it naturally occurs beyond the curriculum.

Academic Argument Across the Disciplines: The Geography Project

Irene Clark, California State University-Northridge

The extent to which academic argument, as it is presented in Composition courses, pertains to the writing in other disciplines is an issue that continues to be addressed in Rhetoric/Composition scholarship. This presentation will address this debate in the context of a collaborative model that integrates course content from an Introduction to Geographic Research course with writing instruction in an Intermediate writing course in which geography students are enrolled. The goals of this project focus on improving student-writing skills by incorporating content associated with geography into the writing course, culminating in the writing of a grant proposal for a geography project. Activities for assessment that will be reported on include pre-test/post-test on-site writing, a survey of student attitude toward writing, and a comparison of final projects of those who have been exposed to this linked model with those who have not. Student satisfaction with the new model, based on questionnaires, will also be discussed.

Austin III—*What Is Good Writing Instruction? How Do We Measure It?*

Writing for the “Real World”

Richard Holody, Lehman College/CUNY

This interactive presentation presents the results of a WAC faculty development initiative that communicated across disciplinary barriers as well as developed a strategy to prepare students for the “real world” of work including professional employment. It was led by a social work teacher with WAC experience.

Offered at a four-year urban public college, it was targeted at instructors who teach in pre-professional disciplines, such as nursing and education; however since all liberal arts education prepares students for the world of work, all teachers interested in improving their students’ performances in formal assignments were invited.

One goal of the initiative is to expose new faculty to the ideas and utility of WAC, especially through an introduction to scaffolding. It also seeks to help faculty make transparent the relevance of their assignments for preparing students for the expectations of professional performance. Attendees begin by considering—and writing about—two questions: “What meaning does your professional community in the “real world” attach to the phrase, “the students should be able to write well?” And, “How do your formal written assignments meet the needs of this “real world,” who may be thought of as the ultimate constituents of your teaching?”

Making Graduate Thesis Supervisors Accountable

Peter Stray Jorgensen, Lotte Rienecker; University of Copenhagen

An ambitious, dean-initiated project was launched 2007 at the Faculty of Humanities, University of Copenhagen, Denmark: All faculty members (more than 300 teachers/supervisors across 25 disciplines) are requested to attend a mandatory course before 2013 to acquire an accreditation for writing supervision competencies, obligatory for future tenure at the department. The mandatory course for all tenured faculty implies a professionalization and uniformity of supervisory practices, and a first implementation of minimum criteria for the supervision of thesis writing, until now an area with very little institutional regulation. We teach the course as writing consultants at the departments’ Academic Writing Center, and as authors of a textbook for faculty on thesis supervision.

The accreditation course rests on and seeks to document 3 core competencies for thesis supervisors: 1) text-, 2) communication- and 3) project management-competencies, and accreditation requires a paper trail of all supervision. Accreditation and hence the right to supervise thesis writing can be lost in the absence of documentation, or the recurrence of complaints and negative student evaluations.

We briefly present our accreditation course design, and want to discuss with the audience what constitutes *credible and sufficient documentation* for good writing supervision practices for the individual faculty member, and to share recommendations and future perspectives.

Lakeview—*Programs and Structure: What Works?*

Programs that Work(ed): Where are they Now? Revisiting “Programs that Work” Twenty Years Later

Morgan Reitmeyer, Purdue University

In 1990 *Programs That Work: Models and Methods for Writing Across the Curriculum* by Toby Fulwiler and Art Young was published to, “allow readers to browse through a real range of program possibilities finally collected together in one sourcebook and to make their own comparisons and contrasts,” (5). *Programs That Work* is widely cited, not only in the literature of WAC, but also in reference lists and websites as a source for understanding how WAC functions within the university. Twenty years later *Programs that Work* is still valuable for understanding how programs evolve in the university. However, as I read this text in 2007 I am curious: where are these programs now? How have the “programs that work(ed)” evolved over the last twenty years, in the face of new technology, larger universities, and new funding landscapes? This presentation will be revisiting three of the WAC programs featured in this text: the University of Chicago’s Little Red School House, George Washington University, and the University of Michigan. I will contextualize major shifts in the university landscape and present interviews with these institutions, with a focus on technology as one of the major shifts programs have faced.

Learning to Cross Boundaries: Vertical and Horizontal Learning in Interpenetrated Organizations

Clay Spinuzzi, University of Texas-Austin

The Industrial Revolution led to a particular configuration of work in which long-term relationships flourished; workers held long-term or lifelong jobs, maintained steady contacts with other organizations and with the public, and built up considerable expertise. They fulfilled clearly defined roles and developed strong working relationships. These characteristics foregrounded “vertical” expertise (Engeström, Engeström & Kärkkäinen 1995) in which learning happened within a particular domain.

But these stable settings have been destabilized by recent changes in work: downsizing, automation, flattening of work hierarchies, increasing numbers of relationships between companies, continual reorganization, the breaking down of “silos” or “stovepipes” in organizations, and the increase in telecommunications. Corporations begin to draw on workers distributed across the country and the globe and across different fields (Nardi et al 2002, p.206; cf. Zuboff & Maxmin 2004). Such organizations are *interpenetrated*: anyone can link up with anyone else inside or outside the organization, and consequently any work activities can be intersected. So “vertical” expertise is accompanied by “horizontal” expertise (Engeström, Engeström & Kärkkäinen 1995; Tuomi-Grohn & Engeström 2003) characterized by learning across boundaries, including organizations, activities, disciplines, fields, trades, and settings.

In this presentation, I’ll review boundary crossing from an activity-theoretical perspective, use a case study to compare vertical and horizontal learning, then make the case for better supporting both kinds of learning across the curriculum.

Lone Star—Models for Writing in the Disciplines: Experiments in Social Science Writing

Writing in the Social Sciences: Pros and Cons of a ‘Cultural Assimilation’ Model

Kristine Hansen, Brigham Young University

The model for social science writing we have largely followed up to now might be characterized as a “cultural assimilation” model. That is, students come to the course—usually as seniors in college—from the various homogeneous “territories” of their particular discipline, knowing something of the “dialect” used there, and they merge into a more heterogeneous culture of the whole group of disciplines known as the social sciences. Over the last 10-15 years, however, increasingly more disciplines have opted to pull their students out of this broader culture in order to give their majors very specific training in the research and communication practices of their discipline alone. In this presentation, I will identify some of the pros and cons of the cultural assimilation model. Pros include advantages in administration, teacher development and experience, creation and improvement of teaching materials, and student interaction and interdisciplinary collaboration. Cons include a certain level of artificiality in assignments, superficial knowledge in teachers not trained in the disciplines, mistrust on the part of professors in the disciplines served by this course, and often less than complete student investment in the learning exercises. On balance, the cultural assimilation model is not bad and can offer students worthwhile learning, but it probably cannot surpass a strong curriculum offered in the individual disciplines.

Embedded in Psychology: A Consultant Model for Social Science Writing

Matt Haslam, Brigham Young University

In this presentation, I provide one model for moving writing into the disciplines: a consultant model. Over the course of several years, I held a position as a writing specialist in the Psychology Department at Brigham Young University. Originally, I taught a course in the Writing for the Social Sciences with psychology content, but this evolved into a close collaboration with psychology faculty, leading to the development of a series of core courses in psychology where writing was fully integrated into the curriculum. These courses included a sequence in research design and psychological testing. I will describe the evolution of this model as well as its strengths and weaknesses in comparison with other models. I will focus on the benefits of providing students with an authentic collaborative experience in disciplinary writing, fully coordinated with content area specialists. I will also discuss the potential disadvantages of such a model, focusing on problems of scalability and instructor training.

Thinking Globally and Acting Locally: Working as a Writing Specialist in a Social Science College

Joyce Adams, Brigham Young University

Over the past several years, the College of Family, Home, and Social Sciences at Brigham Young University has experimented with embedding a writing specialist in the psychology department. This model led to some fruitful collaboration among faculty but was difficult to scale or to replicate with other faculty. The final evolution of this experiment was the development of a writing specialist for the college. This position comes directly under the college dean and is essentially a dedicated WPA for the social sciences. (There is a comparable position for quantitative reasoning in the college, a dedicated position to help students with statistical work.) In a sense, this position takes WAC to a local level. What a WAC specialist may typically do for an entire university, I do for one academic college. In fact, because it includes such a wide range of disciplines (everything from cultural anthropology to neuroscience), our social science college represents a microcosm of the broader

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university. Because of this diversity, the social science college provides a useful laboratory for trying out ideas on a smaller scale that may then be expanded to the university-wide WAC program. This position, however, presents its own challenges. In this presentation, I talk about my first two years working as a disciplinary WPA and describe the advantages and disadvantages of this particular model for disciplinary writing. I will describe the practical challenges of working within an academic college where many see me as an “outsider” to their disciplines.

Longhorn—*Fostering a Campus-Wide Culture of Writing: The Faculty WAC Network Program*

Michelle Cox, Anne Doyle, Teresa King, Victoria Bacon; Bridgewater State College

At Bridgewater State College in Massachusetts, WAC is a young initiative, started in 2005 when faculty initiated a new core curriculum that introduced a series of WI courses. The major challenge facing WAC at BSC is faculty’s limited time. Faculty carry a 4/4 teaching load and often undertake additional courses and campus responsibilities. As a result, attendance at WAC events has been low though interest in WAC pedagogy is high. To address this challenge, WAC has initiated the Faculty WAC Network.

Inspired by the “each one, teach one” philosophy of the National Writing Project, this program trains a selected group of faculty in WAC pedagogy who then employ this pedagogy in their teaching and share their knowledge with colleagues. The Network represents a wide range of disciplines, graduate programs, and undergraduate programs, including faculty from first- and second- year seminars, the writing studio, undergraduate research, and the composition program. Bringing together faculty dedicated to supporting student writing, this program thus creates that web of WAC that is so critical to fostering a campus-wide writing culture. Our panel will discuss the creation and implementation of this program, and then invite the audience to discuss WAC challenges and initiatives at their institutions.

Old Pecan—*Engaging Faculty and Students to Use Writing*

Doing WAC: How First-Year Writing Students Bring WAC to New Mexico Tech

Julianne Newmark, New Mexico Tech

New Mexico Tech (NMT), where I am a first-year assistant professor, has no Writing Across the Curriculum program. I was hired not only to direct to Composition program but also to expand conversations about WAC at our science- and technology-focused institution. Composition coordinators before me at NMT had attempted to lay the groundwork for the establishment of a meaningful and recognizable presence of WAC at NMT, and were ultimately met with confusion and resistance by many faculty members. My interactive presentation will explain the ways in which my composition students “do WAC.” Since our institution has no WAC program, and only but an embryonic WAC conversation, my students help to prepare the institution at large for the potential installation and incorporation of a version of WAC appropriate to our institution’s needs. In this paper, I show how my students serve as Writing Across the Curriculum ambassadors in a five-week scaffolding group project. Groups of three students each create a multi-part “Writing Across the Disciplines Scrapbook.” Students work on six exercises that constitute this scrapbook, the first of which is an independent in-class writing exercise in which they explain to me and their peers their own “expertise” in an area of their choice (be it skateboarding, hiking, guitar-playing) and how people write in or about this discipline of their choice.

The central piece of this project, as it pertains to these students' role as WAC ambassadors, requires that each group choose an "expert" on campus in an area that interests the group. This "expert" might be a Chemistry lab T.A., the Director of Finance at the university, or even perhaps the Rugby coach. Each student group makes contact with this "expert," informs him/her of the group's engagement in a Writing Across the Disciplines project, and arranges an interview (featuring group-written questions regarding the role of writing in this expert's life and work). The final piece of the scrapbook is an essay written collaboratively by the group-mates in which the group connects their insight into the role of writing in their own areas of interest/expertise to the role of writing in someone else's, namely the "expert's."

Over two semesters, my (roughly) eighty students will make contact with many people in our university and thus demonstrate to faculty members and administrators (and Rugby coaches, maybe) that WAC already happens at NMT. I intend for the eventual next step to be the creation and codification of a curricular and programmatic place for WAC at NMT. I am very eager to receive feedback/insights from conference attendees on this project and the challenges associated with creating a meaningful place for WAC at science and engineering institutions like NMT.

Packaging WAC for Commuting Students and Faculty

Mary Murray, Cleveland State University

Participants will spend time designing materials for their faculty members and students as well as view materials developed for faculty members and students at a large, urban, commuter university. These materials offer workshop materials that can be used with or without an in-class workshop or faculty workshop.

Teaching by Example: Using Effective Communicating-to-Learn Strategies in Education Courses

Patricia Williams, Sam Houston State University; Christie McWilliams, Cy-Fair High School Houston

How can university faculty use communicating-to-learn activities to enliven discussions, check understanding, and assess learning? By incorporating various reading, writing, listening, speaking, and thinking strategies in their classes, faculty are teaching through example and making classes more invigorating. Then, their undergraduate and graduate elementary and secondary students can use similar techniques in their pre-k through twelfth grade classes.

Along with having the audience participate in a variety of activities, such as reading roadmaps, absentee letters, and Q/Q/C cards, we will examine the research and discuss additional resources, such as university Web sites with descriptions of writing-to-learn suggestions. Our article explaining these ideas appears in the summer 2007 *ACTION in Teacher Education: The Journal of the Association of Teacher Educators*.

Participants can adapt these teaching strategies to any grade level, and we will provide handouts that describe fifteen innovative techniques we have used successfully in our university classes. These strategies are now being used in our students' elementary and secondary classrooms. Let's teach our students by modeling strategies for them.

Skyline—Analogies, Engagement, and Transfer: Strategies Across the Disciplines

Writing Margin Notes: Helping Students Interact with a Difficult Text

Gina Petonito, Miami University, Ohio

This paper is based upon Bean’s “Writing Margin Notes” exercise for a text I have assigned to my introductory to sociology students for nearly 20 years, Horace Miner’s famed “Body Ritual of the Nacirema.” Miner’s piece critiques ethnocentric anthropological studies using a running joke rhetorical device. He describes a “primitive” group that engages in numerous “magic ridden” rituals, but a careful reading reveals that he is talking about “Americans.” Introduction to sociology students have a difficult time recognizing this point, missing the article’s main thesis. Discussion in class typically revolves around me unpacking the text, rather than teaching about the meaning and application of the terms “ethnocentrism” and “cultural relativity.” Once I employed the “writing margin notes” exercise, basic comprehension of the text increased markedly. In one section, two thirds of the students correctly identified the Nacirema as Americans. In another section, half of the students correctly identified Americans. Moreover, more students were able to correctly identify the article’s major point as a critique of anthropology’s ethnocentrism, allowing me to lead a more analytic in-class discussion. This paper will present the assignment, discuss sample margin notes and findings from the evaluative quiz, and consider its instructional benefits and potential pitfalls.

Unbounded Expertise: Crossing the Border Between Grammar and WAC

Heather Robinson, York College/CUNY

“I don’t want to be a grammar teacher, but I want my students to get, their sentences right” is a common cry amongst WAC instructors; we see a, deficiency in students’ sentence-level skills, but we feel that it is, outside our expertise to focus on their writing at that level. In our quest, to help students to become expert in the content of a discipline, we create, a boundary between our engagement with their ideas, and engagement with, their sentences. But how can we expect students to cross the border from, general to disciplinary writing if we place an integral part of the writing, process beyond our reach?

In this talk, I will show that work at the sentence-level can be a point of, engagement for students, helping them cross over into a deeper, understanding of what it means to think, read and write in the discourse of, a discipline. I will explore ways in which WAC instructors can incorporate, work at the sentence-level into their classrooms, crossing the boundary, between grammar and disciplinary knowledge. These strategies are being, developed in a series of workshops at my institution, and I seek to, continue those discussions during the presentation.

Writing Connected: Analogies Across Writing

Ildiko Melis, Bay Mills Tribal Community College

The presenter wishes to argue that the invention of analogies has enormous cognitive benefits when college writers develop the meta-skills of articulating their writing experiences. Fresh analogies borrowed across more familiar areas of experience or studies help writers overcome anxiety and negative attitudes, and can be the first step toward motivation to become better writers.

To justify interest in the students’ analogies of writing, the presenter reviewed a rapidly expanding body of literature on metaphors, similes and analogies, which mark the disciplinary shift of interest from literary studies toward cognitive psychology and disciplinary epistemology. From a cognitive or epistemological perspective, all of these “figures of speech” accomplish comparisons between

familiar and unfamiliar areas of experience with the purpose or often accidental outcome of new, creative and productive insight. The cognitive benefit of analogies is not only positive; analogies conceal as much as they reveal, which is a fruitful area of study for critical linguistics. Analogies are omnipresent in writing pedagogy and course materials, too, which is why the presenter chose to examine their effect on student writing. Data from a small survey among college writers will be presented to suggest correlation between students' favorite analogies, grades and self-evaluation as writers.

Travis I—*CxC/(Science + Engineering) = Next Generation Research on Science and Engineering Communication*

Neal Lerner, Jennifer Craig, Mya Poe; Massachusetts Institute of Technology

To address changes in the kinds of problems that engineers solve and the associated skill sets that engineers must now have, many Communication-Across-the-Curriculum programs integrate communication instruction in engineering courses rather than teaching writing and speaking in “stand-alone” technical writing courses. In our session, we will report on our research findings in which we explored this type of teaching in three disciplinary contexts. Presenter 1 describes the ways in which undergraduate students in biological engineering may be introduced to the professional writing practices of their emerging discipline. Presenter 2 explores the ways in which students learn the team skills central to collaboration in aeronautical/astronautical engineering. Presenter 3 examines how to teach biomedical engineers to select data as evidence in visual arguments. Following these brief presentations, participants will engage in a visual data analysis exercise, in which they'll use and reflect on the concepts we presented earlier.

Travis II—*Transcending Physical, Emotional, and Visual Boundaries*

New Media, Globalization and Critical Discourse Studies

Cheryl Greene, Stanford University

Norman Fairclough's book *Language and Globalization* combines critical discourse analysis (CDA) with cultural political economy to engage the socially constructed nature of discourses of globalization more thoroughly. His approach is useful for writing instruction and WAC because more students are now entering classrooms that utilize cultural themes in trans-disciplinary settings in order to fulfill their writing studies requirements. I will argue that students can get a more integrated understanding of the relationship of discourse to theories of globalization by utilizing Fairclough's methods in CDA. I will explore students' projects from my class *Global Visions: Media, Rhetoric and Conflict*, which examines modern media myths as well as globalizing communication to view how new media impact language and the representation of violence. Students can map CDA and political economic theories to issues of gender and nationality concurrent with stories of violence in the media. Students' projects have looked at recent genocides and the role of film and documentary as a form of, social activism. I am interested in how CDA impacts the students' research and in what ways their process of understanding language practices is evident in their writing. Is their own relationship to new media practices made more visible?

The Rhetoric of Confinement: The Prison Writing Workshop as a Model for Transformation

Barbara Roswell, Goucher College; Pamela Sheff, Johns Hopkins University

This session introduces a writing workshop pedagogy designed for and with incarcerated women and to the “rhetoric of confinement” the workshop evokes. We first reflect on the evolution of the

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workshop and the generative power of the collaborative faculty development model we implemented. Although seemingly labor intensive, the model successfully meshed community and academic perspectives, efficiently prepared multiple teachers to lead future classes independently, created an expandable framework through which to include new “apprentice” teachers, and influenced our teaching of writing in more traditional classrooms as well.

Next, we demonstrate our approach in a mini-workshop, inviting participants to engage in brief exercises including seeing and re-seeing, echoing, writing brief memoirs, and experimenting with voice.

We close by inviting participants to join us in examining selected texts written by incarcerated women in response to these same exercises, analyzing how the writers use language to redefine confinement. We highlight the ways that a writing workshop, with its emphasis on peer review and revision, enables incarcerated writers to “re-see” themselves and make the prison walls more permeable by transforming private reflections into communal virtual spaces populated with imagined others and past and future selves.

Treaty Oak—Home Building and Border Crossing: Next Steps for the University of Alberta’s Writing Initiatives

Teaching for Transfer across Disciplinary Borders: Exploring how Students Transfer Knowledge about Writing across a Sequence of Writing Courses (Part A)

David Slomp, University of Alberta

Context and Questions: These papers present research being conducted on *WRS 101: Exploring Writing*, a course designed to address issues of knowledge transfer in composition studies. Our chief concern is discovering to what extent students in *WRS 101* are attempting to transfer (and succeeding in applying) the knowledge developed in this course to writing in other contexts. Our data is being collected through multiple methods: a writing skills inventory, interviews, and document analysis.

Research on knowledge transfer raises concerns about the rhetorical understandings that students are able to transfer from their introductory writing courses to writing in other disciplinary contexts (Beaufort; Downs and Wardle; Ford; Jarrat, Mack, Sartor, and Watson; and Nelms). By presenting on the success (or lack thereof) of one of the first course sequences in Writing Studies that has been designed specifically with knowledge transfer in mind, this study will make an important contribution to Writing Studies research. I will discuss how *WRS 101* was designed to facilitate knowledge transfer, will describe the design of the research project, and will share some preliminary findings from Slomp’s case-study research with *WRS 101* students.

Teaching for Transfer across Disciplinary Borders: Exploring how Students Transfer Knowledge about Writing across a Sequence of Writing Courses (Part B)

M. Elizabeth (Betsy) Sargent, University of Alberta

I will discuss the role of reflective practice in fostering knowledge transfer, as well as the Writing Skills Inventory (WSI) Sargent developed to encourage and assess student reflective practice in writing courses. She will then explore the implications of WSI data collected since 2001 and further possible uses of the WSI for teaching, research, and program assessment, especially in relation to the new course sequence at University of Alberta.

Dinner
Friday, 6:30 p.m.
Second Floor Ballroom

Featuring a Special Performance by the
Austin Lounge Lizards
Sponsored by Pearson Arts & Sciences
8:00 p.m.

Cash bar all evening

Saturday—Session 8, 8:30-9:45 a.m.

Saturday morning Breakfast, 7:30-8:30 a.m.
Second Floor Ballroom

Concurrent Session 8
Saturday, 8:30-9:45 a.m.

Room	Session Title
Austin I	Faculty Development: Creating Collaborative Communities
Austin II	Bridging Communities Through Collaboration: Synthesizing Multiple Approaches to Studying and Communicating Across the Disciplines
Austin III	The Things We Carried: WAC/WID Workshops Inspiring Faculty Across Disciplines
Lakeview	Writing in Electronic Environments
Old Pecan	Designing Assignments, Creating Assessments: Changing Our Practices
Skyline	Cross-Disciplinary Writing: Collaboration Among Technical Disciplines and A Writing Center
Travis I	The Writer's Personal Profile: Tool for Writing-Intensive Students' Self-Assessment and Goal-Setting at Start of Term
Travis II	Performing Writing, Enacting Change
Travis III	How and Where Does Knowledge About Writing Transfer?
Treaty Oak	Internationalization: Translating WAC into Disciplinary Cultures

Austin I—Faculty Development: Creating Collaborative Communities

How Can We Make this University A More Writing-Friendly Place?

Monica Luebke, University of Arkansas, Ft. Smith

Crossing disciplinary borders at multiple points, an interdisciplinary task force at a medium-sized, regional university is charged with finding ways to improve the quality of student writing. Using everything from institution-wide surveys of faculty and students to brown-bag lunches, the task force pursued the question: How can we make this university a more writing-friendly place? From specific classroom activities to interdisciplinary assessment to institution-wide instructional support, one task force member presents answers as developed at that university—what worked, and what didn't. Participants in this interactive talk will share the answers developed at their own institutions and work collaboratively to identify new ways to make their universities more writing-friendly places.

Friday is Writing Day at Morningside College: 20 Years of Weekly Writing Programs

Marty S. Knepper, Morningside College

Since 1987 Morningside has crossed disciplinary borders to engage faculty, staff, students, and alumni in a weekly brown bag lunch series called Friday is Writing Day. Each week a scheduled writer or group of writers reads original work, representing different writing genres, with discussion following.

For example, students read from their blogs. We had one session on composing music and another on science students' poster papers. An alumnus discussed writing judicial decisions. Faculty shared works-in-progress and published works. Athletes and international students reflected on their experiences. A Newsweek columnist and a Tony-nominated playwright read at FIWD.

For our 20th year celebration, we compiled an historical record and solicited reflections by the founders and participants. Our findings reveal that this inexpensive, informal series has contributed significantly to creating a community of writers across campus. It gives writers of all types and experience levels an audience. The series' history reflects technological and pedagogical changes in the teaching of writing and twenty years of college history.

The presentation includes practical "how to" advice on setting up such a series, as well as arguing for its value in creating a writing community from among diverse college constituencies.

Austin II—Bridging Communities Through Collaboration: Synthesizing Multiple Approaches to Studying and Communicating Across the Disciplines

Eliana Schonberg, Jennifer Campbell, Richard Colby, Rebekah Shultz Colby; University of Denver

Writing across the disciplines research often focuses on a limited number of methods, such as collaborating with faculty across campus on establishing course writing outcomes (Carter), longitudinal studies of students and faculty from different disciplines (Thaiss and Zawacki) or surveys of faculty about writing. Because the results of such initiatives shape campus-wide practice and perceptions of writing program faculty, it is important to bring all stakeholders into these conversations in order to work across borders rather than at cross-purposes. For instance, writing program faculty can be seen as WAC handmaidens that only exist to serve other disciplines if initiatives do not emphasize their expertise and collaboration. Similarly, students can get mixed messages if writing faculty do not draw on other disciplines' ways of knowing and writing to shape their own WID instruction (Carter). This panel will present the multi-layered initiatives currently under way at our university, including writing center-based outreach, a faculty survey, a longitudinal writing study, and a cross-disciplinary writing in the majors study in which faculty and students across disciplines are co-researchers. Through these projects, we work synergistically to strengthen our learning and teaching from other disciplines and to enhance the disciplinary identity of the writing program by educating other faculty about writing. Our panel will present how each facet works to inform a larger WAC mission by demonstrating the specific methods and technologies employed while emphasizing how the results are shaping practice within and beyond a program's borders.

Austin III—The Things We Carried: WAC/WID Workshops Inspiring Faculty Across Disciplines

Even though Mullin and Schorn (*WAC Journal*, 2007) rightly suggest that well-established WAC programs "may want to consider whether they have become like the walking dead . . .," on many campuses, WAC/WID presumptions, programs, and partnerships are far from well-established. On such campuses, multi-day workshops in their infancy can serve as both a critical launching point for WAC/WID and as an effective vehicle for faculty development. In these situations, a mix of workshop activities can bring faculty into the fold and create energy for burgeoning programs.

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Our panel--writing center faculty involved with writing in the disciplines and faculty in Plant and Soil Sciences (Landscape) and the Biological Sciences, along with the chair of the Department of Psychology--will discuss components of the initial three-day WID workshops on our large campus: what we carried into them, what we carried away.

Beyond sharing details of the workshop itself, our presenters will discuss ideas and activities taken from the workshop and explain how these have (or have not) influenced their course outcomes and students' reflective practices.

What to Carry In/Carry Out?

Dee Baer, University of Delaware

How do you pack wisely for multi-day WID workshops when you are packing not just for yourself, but for everyone who is going to be there? I will briefly discuss the things I carried into the workshops and, time permitting, ask the audience to test drive some writing-to-learn activities that have become a hallmark of our WAC work as well as a low-stakes entry point for faculty development.

I Know How to Write, But How Do I Teach It?: Bringing Writing into the Discipline of Psychology

Thomas DiLorenzo, University of Delaware

For a very long time, I have believed that academicians must do a better job teaching writing within the discipline. As Chair of the Department of Psychology, I worked hard to integrate writing into our curriculum but didn't teaching writing myself. My justification was that I have taught a large-enrollment "Introductory Psychology" course for almost 25 years and, obviously, one couldn't teach writing in such a class! I have been intrigued with the question, "*How do you teach writing in the discipline?*" and will provide an excellent example of how a non-writing/non-English faculty member can get started. I will present information from the workshop that was most helpful for me to get started, the "product" that I carried away with me at the end of the workshop, and the actual writing assignment that I used at the beginning of the following semester.

Expressive and Reflective Writing in Design

Jules Bruck, University of Delaware

Courses in the landscape design curriculum are deeply rooted in the practical aspects of art and botanical sciences. Rarely do I have a student who is enthusiastic about writing, yet I find quality written communication skills critical in my professional career as a designer. When asked to write during a design course, students inevitably grumble. I push them to write frequently with small assignments designed to have them reflect on their design philosophy as we progress through the course. As a result of the WAC workshop, my assignments are more relevant to the students' areas of interest and should help them articulate their design styles to potential employers. The process of feedback that I have adopted gives students an opportunity to revise their work prior to the final grade. During the panel discussion, I will compare assignments I created *prior* to and *after* the workshop and will present the impact of the new assignments on the student's level of engagement.

Writing-to-learn in Investigative Physiology Laboratory Instruction

Seung M. Hong, University of Delaware

A new investigative, capstone, physiology laboratory course was developed a few years ago for biology majors. It is a 2-credit, stand-alone, and research-based course, investigating physiological color change in lower vertebrates. One of the challenges I faced was the quality of the student

research reports, which were lacking in precision in scientific analysis and writing. Since attending the 3-day workshop, I have been exploring ways to enhance students' critical thinking experience through low-stakes writing assignments. Students now have more time for planning their laboratory experiments and must bring for discussion and evaluation brief written predictions for their experiment based on assigned reading materials. During the panel discussion, I will briefly present the classroom writing exercises as well as the impact of this intervention on the student research project and report writing.

Resisting the Editorial Imperative: Helping Faculty Revise Their Practice

Dorry Ross, University of Delaware

Many faculty who come to workshops resist changing their approach to grading student writing because they are wedded to the minutiae of traditional grammar and punctuation. I will share several strategies that I've used in the multi-day writing workshop to motivate faculty to revisit the ways they teach and grade student writing so that they focus on other important aspects of student writing such as logical development and critical thinking.

Lakeview—Writing in Electronic Environments

Mod-to-Learn: Bringing New Media Art into the Classroom

Keith Morton, Clemson University

Mod-to-learn operates on many of the principles of multimodal composition and the write-to-learn concept as proposed by Writing Across the Curriculum theorists Peter Elbow, David Russell, and others. Through modding, students expressed themselves in ways they might not initially reach through traditional methods.

Students enrolled in a communication studies class were given the mod-to-learn assignment. One fourth of the course syllabus was devoted to "Videogames and New Media Across Cultures." During this unit, students gained exposure to a variety of cultural, social, and political phenomena occurring in the realm of videogames and other related media.

Central figures in this examination of media and culture are modders and "hacktivists" such as Anne-Marie Schliner, Feng Mengbo, and Cory Archangel. These new media artists work in the spirit of those who have created photo collages, film montages, and music remixes in years past. Students were given the opportunity to create mods in a medium of their choice. Whether they utilize technologies- such as Photoshop or iMovie- or they choose traditional type to recraft a poem or story, the aim of the assignment is to have students engage their creative minds with the help of a latent prompt.

Peer Review and Collaborative Writing Assignments Become Manageable: Applying Wikis in Your Classroom

SuEllen Shaw, Minnesota State University-Moorhead; Rhonda Ficek, Minnesota State University-Moorhead

Axelrod and Cooper note in *The St. Martin's Guide to Writing* that "collaboration not only draws on the expertise and energy of different people but can also be synergistic, creating an outcome that is greater than the sum of its parts." However, when students have scheduling or proximity problems in getting together, collaborative writing projects and peer review sessions are more frustrating than

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rewarding. Our presentation presents a strategy that helps alleviate some of the frustration and introduces a writing environment that supports collaboration and the synergy generated by it.

This presentation reviews the rewards and problems associated with collaborative writing assignments and peer review of student writing. We will demonstrate how graphic organizers in a wiki environment such as Google Documents can be used as interactive environments that allow several students and the instructor to contribute to a single web-based document from wherever they are. Next we will share examples of applications for wikis in assignments such as lab reports, presentation planning, literature reviews, other collaborative writing projects, peer review sessions, external class discussions, and reactions to their application on our campus. Finally, we will invite audience members to offer ideas, innovations, and questions surrounding the use of wikis.

Old Pecan—*Designing Assignments, Creating Assessments: Changing Our Practices*

“Did They Even Read the Assignment?”: Communicating Expectations of Good Writing

Kimberly Crowley, University of North Dakota

Communication is a crucial in the relationship between professor and student. As anyone who works with students and/or faculty realizes, that communication can, and often does, break down. Writing is one important area where this happens. Student and faculty views of what *good* writing is can vary greatly. Assignments and rubrics, whether extremely detailed or briefly stated, can be a real mystery to students. Teachers lament the quality of student writing, often assuming students didn't read the assignment and/or grading criteria carefully. This disconnect between what students think is expected of them and what their teachers actually expect can cause frustration for both.

One way to allay these frustrations is to rethink how expectations are communicated. Attendees of this session will work with sample writing assignments, trying to describe a *good* paper written in response to those assignments. Rather than attempt to create universal standards by which to grade student writing, I hope to illustrate some of the generational, disciplinary, and even emotional triggers that affect visions of *good* writing and spark discussion about how seemingly simple terms like “thesis” or “grammatical conventions” can have different shades of meaning for students and faculty, but also for different disciplines across campus.

Crossing Electronic Borders: Translating Writing and Assessing Through Community Spaces

Carroll Ferguson Nardone, Sam Houston State University; Molly K. Johnson, University of Houston-Downtown

The ability to work in electronic environments has added a more concurrent and dynamic relationship between writing and assessment. But as we adapt technologies across the curriculum we need to shift our definitions of both writing assignments and of assessments. If the goal of teaching writing across disciplinary boundaries is to allow students an opportunity to think and build their own knowledge bases, we need to offer opportunities within our courses that foster writing as that space for community and for knowledge building. Blogging allows for such a space, both in physical and cultural respects.

Blogging is not defined as the ubiquitous Internet scripts from self-serving commentators, but as a genre that is fast becoming a professional practice. Translated to classrooms, blogs allow students to comfortably explore their own knowledge and work collectively to integrate course concepts through varied experiences and backgrounds practiced in this new professional writing environment.

This session proposes an interactive design to mimic this writing environment and introduce how to use blogs across the curriculum as a community space and as a component of writing-to-learn strategies. Discourse analysis techniques are used not only for informal assessment of students, but as formal assessment of instructional goals for facilitators.

Skyline—Cross-Disciplinary Writing: Collaboration Among Technical Disciplines and A Writing Center

The Origin of a Writing Center-STEM Major Collaboration

Kathleen S. Jernquist, Ph.D.; Todd E. Taylor, Ph.D.; David J. Godfrey, LCDR, USCG; U.S. Coast Guard Academy

Faculty members from the Writing Center (WC) and departments of science, mathematics, and engineering present the theory and practice behind the radical transformation of a WAC program at the U.S. Coast Guard Academy, a 4-year institution of 1,000 undergraduates. In the five years following the center's relocation from the English Department to the Academic Division with a newly created director position, the center became a site for change. Central to the change was increased dialogue among the center's personnel and faculty, beginning in two Engineering departments and expanding to each academic discipline, with the goal to create a cross-disciplinary language for conversations about writing. Adapting the WC's language to each of the Academy's disciplines led to greater use of the center: the annual number of student visits increased 3 fold; the number of repeat visits increased nearly 6 fold. This growth led to faculty engagement and administrative support that realized a \$1.2 million increase in funds for the WC from the Alumni Association. Informed by Joan Mullin's call for WAC and WC partnerships, this experiential session will explore the cross-disciplinary language developed by the WC and the process for adapting it to technical disciplines at the Academy. Presenters will guide participants to apply the language to specific problems in WC administration and the STEM majors.

Interaction between the Writing Center (WC) and the Science Department

Lisa A. Drake, Ph.D.; U.S. Coast Guard Academy

To increase writing across the curriculum, Dr. Drake assigned laboratory reports emphasizing audience, purpose, articulation, and voice. Dr. Jernquist attended one of the sections and discussed the "common language," modified to meet scientific guidelines for higher-order skills, organization, and structure. Dr. Drake provided handouts and examples of scientific writing and required cadets in Marine Biology 5232 to go to the WC. Students agreed that weekly writing assignments improved their writing (3.3, SD = 0.7). They also found writing laboratory reports a useful addition to the course (3.2, SD = 0.7) and instructor feedback on their reports useful (3.4, SD = 0.5). Students resoundingly *disagreed* it would have been better to submit one, big paper at the end of the semester rather than write weekly laboratory reports (1.5, SD = 1.0). Student evaluation of the assignment was mixed. Although students felt WC tutors were helpful (3.0, SD = 0.7), they moderately disagreed the WC visit was helpful (2.4, SD = 1.0). Students disagreed (2.2, SD = 1.0) the tutor "seemed comfortable editing scientific writing." Also, student schedules are impressively busy, so they may have not felt the visit was rewarded by an accordingly higher grade. Students gave higher marks when asked if they would recommend the WC to their peers (2.9, SD = 0.8) For future writing assignments students should meet with tutors in a technical discipline.

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Interaction between the Writing Center (WC) and the Mathematics Department

Scott D. Ostrowski, LT, USCG; U.S. Coast Guard Academy

Over the past two years, the Department of Mathematics has coordinated with the WC to improve the quality of the writing in the department. LT Scott Ostrowski worked with the Director of the WC to create “Technical Writing Tips,” which adapted the WC common language to typical course lexicon. The handout produced the most substantial impact on the Probability & Statistics course. While we have not conducted an analysis to prove an increase in grades as a result of this effort, or of the attention given to discussing writing in math, the general feeling among the instructors is that it significantly improved the quality of the papers. The success with the WC in Probability & Statistics has led other instructors to look into ways in which the writing center may aid them in their courses. Again, the results produced by the WC were very positive, with both instructors and now students commenting on the benefits of the writing tutoring. Although not specifically outlined in the assignment or discussed in class, the tutors and students found it best to seek out a technical writing tutor, especially a mathematician. While at times we encourage students to see non-technical tutors to verify clarity of analytical reasoning and correctness of grammar, cadets found it best to meet with technical writers, particularly mathematicians.

Interaction between the Writing Center (WC) and the Engineering Department

Corinna M. Fleischmann, LT, USCG; U.S. Coast Guard Academy

The capstone course, Civil Engineering Design (CED), requires students in their last semester of undergraduate study to plan, design, and manage a complex, open-ended civil engineering project. Via a final written report and an oral presentation, students are expected to communicate the outcome of their work to their clients, typically Coast Guard units in need of their findings. The WC acts as a non-technical party which helps cadets put the assignment into terms understood by non-engineers. Together, the CED instructor and the WC director developed a hand out which mimics the general writing tips format that all students learn during their first-year composition classes. Its use has produced exceptional results, with the quality of Capstone Team endeavors noted by advisors, students, and clients. The WC not only provides a framework for the students to convey their conclusions but also forces them to look at the staging of their solutions through the eyes of individuals outside their research group. At the completion of CED, each student has a firm grasp of the importance of clearly interpreting their ideas. They understand that engineering solutions mean nothing if they are not understood by those who are supposed to benefit from their product.

Travis I—The Writer’s Personal Profile: Tool for Writing-Intensive Students’ Self-Assessment and Goal-Setting at Start of Term

Vicki Tolar Burton, Tracy Ann Robinson, Oregon State University

This session addresses the need for course models that help students take the lead in shaping their disciplinary writing experiences. We report on a study that explored the use of a self-assessment and goal-setting tool for transitioning upper-division undergraduates from “college writers” to successful professional communicators. The tool prompts students to reflect on their writing histories, writing strengths and weaknesses, and future responsibilities as communicators in their chosen field in order to identify specific writing goals that will contribute to their career success. The tool was successfully piloted in 21 writing-intensive courses at a Research I land-grant institution.

Speaker 1 will ground this study in previous research on the transformative effects of self-assessment and goal-setting. The speaker will also explain how the tool addresses student, instructor, institutional, and workplace needs by clarifying the purpose of the WI course and inviting students to define their writing needs and goals within the course.

Speaker 2 will describe the study methodology, results, and subsequent tool use in WI courses. Speaker 2 will also discuss broader tool use through Blackboard; the importance of faculty training for effective tool use; and ways in which campus-wide tool use may lead to WI program enhancements, generate new ideas for WI instructor training, and support department, college, and institutional writing-curriculum development.

Interactive: Participants will be invited to complete the survey tool and see the aggregate feedback instructors receive about their students' responses.

Travis II—*Performing Writing, Enacting Change*

Making Extracurricular Change: The Social Importance of Service Learning

Dev Kumar Bose, Clemson University

Service learning is a valuable, praxis-based pedagogy allowing students to apply classroom theories outside the classroom. It is especially important for students coming from different disciplines sharing the same classroom, since it allows them to reflect on their education in a dynamic and memorable manner (Jacobs, 2005). As Freire writes, “When a word is deprived of its dimension of action, reflection automatically suffers as well; and the word is changed into idle chatter, into verbalism, into an alienated and alienating ‘blah.’ It becomes an empty word...” (n. pag.) As instructors of transdisciplinary courses, we are aware of the apathy resulting from teaching students of various disciplines how to write. While my research stems from Freire and other scholars advocating social reform in rhetoric and composition, my goal for this project is to implement contemporary theories of social reform in the realm of service learning. In doing so, I provide the foundations for a model useful for writing instructors interested in applying service learning into their curriculum. This model may be integrated into syllabi in terms of client-based projects.

Facebook, MySpace and Writing: Identity in the Classroom

Melissa Tombro, University of Illinois, Urbana-Champaign

On a daily basis we take in the life experiences and stories of others while giving our own back. This type of communication moves beyond the everyday into our classrooms and scholarship where we deal with a student population engaging in personal rhetoric on popular sites such as Facebook and Myspace and where we engage the personal to teach both rhetorical strategy and social content. My research investigates how interdisciplinary ideas of personal writing and performance of the self from Performance Studies, Creative Writing, Art History, and Literature can be used in Composition and Rhetoric and Writing Across the Curriculum Programs to encourage stronger more socially involved writing. Bringing the personal into the classroom allows students develop as citizens as well as writers and thinkers, while performance allows them to both plan and participate in politically and socially aware image events, rallies and interactive presentations. Current movements in Performance Studies draw on the creation of the self and larger social change concurrently, in which students create critical personal narratives in the classroom that can allow them to understand their cultural standing, political investments, and academic position in new and interactive ways. Concepts of performance allow us to draw on the performance involved in our students' daily

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writing outside of the classroom, and even to return to a moment when performance and writing were considered part of the same discipline. Using interactive performance, I will demonstrate how this theory allows students to participate in more fully imagined Composition classrooms and other writing intensive classes that include textual as well as non-textual modes of performance and analysis. I will invite people to share their own scholarly experiences with personal writing.

Travis III—How and Where Does Knowledge About Writing Transfer?

Linda S. Bergmann, Dana Driscoll, Purdue University; Janet S. Zepernick, York University of Pennsylvania

This roundtable discusses research into how and how much knowledge students transfer from course to course and from discipline to discipline as they progress through college. By examining students' perceptions about how and when knowledge transfers, program directors can better understand how freshman composition courses prepare students for other types of writing, how WAC programs might most effectively facilitate transfer, and how students' perceptions of themselves as writers can inform our work as teachers. All the presenters report on projects designed to extend, aggregate, replicate *and* call into question data from an earlier project by Bergmann and Zepernick, recently published in the fall 2007 *WPA Journal*. The roundtable will encourage discussion by keeping presentations short, supplementing them with handouts and visuals, and raising questions about the meaning and implications of this research.

Treaty Oak—Internationalization: Translating WAC into Disciplinary Cultures

Nihao (Hello) WAC!—A Case Study on Introducing WAC to China: Feasible Opportunities and “Enemies”

Dan Wu, Clemson University

Writing-Across-the-Curriculum (WAC) movement has gained academic recognition and prestige in the US higher and secondary education. In Europe, professional organizations and conferences have been established for WAC (Russell, 2006). However, WAC is rarely known by the Chinese academia as the literature shows almost no previous research or practice has been conducted in or about introducing WAC to China. In this study, I analyze qualitative data collected from interviews with Chinese university professors and administrators of various disciplines, related government administrators, and Human Resources managers in different types of companies on the students' writing quality and their expectations and suggestions for it. The interviewees are also introduced to the concept of WAC and then asked to express whether they think there is a need for WAC programs in China or not. Based on the comparison between the social conditions of the time when WAC was started in the US and those for Chinese higher education at present, and the data gathered in the interviews, this case study probes into the developing needs for WAC programs, as well as the opportunities and “enemies” (Young & Fulwiler, 1990) for WAC to be introduced to in China.

WAC in A Creole-Speaking Environment: The Caribbean Experience

Schontal Moore, University of the West Indies, Jamaica

Scholarship on Writing across the Curriculum (WAC) programs often overlooks bidialectal situations like the Anglophone Caribbean where Creole languages contend with Standard English. In the Anglophone Caribbean, Creole is the first language of the majority of the population and yet, when students enter the education system they are instructed in Standard English and are expected to learn and master this standard in order to progress through the school system. This abrogation of

the first language for the second creates several problems ? students are unable to distinguish between the grammars of the two languages and Creole language transfer is rife in students? writing of Standard English ? resulting in linguistically varied classrooms, even at the tertiary level. To address these problems at the University of the West Indies (UWI), Jamaica, a WAC program was implemented in the Faculty of Pure and Applied Sciences, aimed at sensitizing academic staff to WAC pedagogy and approaches and to get students to produce the specialized academic writing required within and across the disciplines. My paper therefore discusses the implementation of WAC at UWI and strategies for supporting WAC pedagogy and approaches in select courses in the Faculty of Pure and Applied Sciences.

Concurrent Session 9 Saturday, 10:00-11:15 a.m.

Room	Session Title
Austin I	Challenges and Opportunities: Examples Across and Within the Curriculum
Austin II	Crossing Disciplinary Borders: Writing Across School Boundaries
Austin III	Engineering and Transfer
Lakeview	Sequencing the Development of Crucial Skills Across the Curriculum
Old Pecan	The Burden of Being the Poster Child: Interrogating the Impact of WAC Faculty Allies
Skyline	WC/WAC Support: Connecting, Retaining, Relocating
Travis I	Rhetorical Approaches: Applicable Strategies Across the Disciplines
Travis II	Research and Practice in Creative and Visual Methods Across the Curriculum
Travis III	International Intersections Part II
Treaty Oak	Writing for Social Justice Across Curricula and Borders

Austin I—Challenges and Opportunities: Examples Across and Within the Curriculum

WAC/WID in the Next America: Pedagogical Implications of “The New Latin,” “The New Englishes,” and “The New Student”; Multilingual Learning Across the Curriculum

Jonathan Hall, Rutgers University

More people in the world now speak English as a second language than as a first language. Millions worldwide—including many in the U.S.—live a dual existence in multiple languages. This presentation will address the challenges and opportunities for WAC/WID presented by shifting language patterns, both globally and locally:

- the status of English as “The New Latin,” a lingua franca for academia, business, and other global endeavors
- the rise of local “New Englishes” around the world and the challenge this presents to the norm of the “native speaker”
- the “New Student”: demographic shifts in the U.S. college population away from the traditional monolingual English norm.

These developments imply future directions for WAC/WID:

- Reaffirmation of traditional WAC/WID missions: Undiminished—if anything increased—need for thorough mastery of advanced English language skills in writing, reading, and critical thinking for every undergraduate
- Academic English as a Learned Language: A need to teach our specific disciplinary “dialects” using pedagogy adapted from modern ESL/EFL and from “global language” approaches, among others
- Multilingual Learning Across the Curriculum: Because monolingual English speakers are at a distinct disadvantage in today’s complex linguistic landscape, WAC/WID programs should actively promote courses and research activities that make use of non-English languages at advanced levels.

The presentation will incorporate experiences on a linguistically-diverse campus with current research on multilingualism.

Austin II—*Crossing Disciplinary Borders: Writing Across School Boundaries*

Penetrating the Wall of Numbers—Research on Using Writing to Teach Mathematics

Edel Reilly, Indiana University of Pennsylvania

Though the Writing Across the Curriculum movement is built on collaboration and the tearing down of disciplinary boundaries, one subject, mathematics, seems the most isolated from the pedagogical benefits of writing instruction. As a mathematics teacher who uses writing activities regularly in her classes, I have spent years listening to the same criticisms: “Why are we writing in a math class?” ask students and “Don’t the writing activities hurt your coverage of math content?” ask my colleagues. Despite many years of valuable WAC scholarship, mathematics seems intent on remaining hidden behind a wall of numbers.

The presentation will report on data gathered from 300 middle school mathematics students who had been taught math by teachers who used writing in their pedagogy. The presentation will cover current literature on the benefits of using writing for teaching mathematics as well as a variety of writing activities which can be used successfully with mathematics students. The presentation will also explore differences in the ways female and male mathematics students respond to writing activities with a goal of finding ways to enhance both female student achievement and the overall communication skills of mathematics students.

Climbing Down from the Ivory Tower: Crossing the Border Between College CAC Programs and K-12 Instruction

Nancy L. Tuten, Columbia College

In its mission statement, the Columbia College Pearce Communication Center includes a commitment to collaborating with the K-12 community. Such partnerships are desirable for many reasons, not the least of which is our shared desire to have students come to college with strong communication skills. Nonetheless, as we approach the tenth anniversary of our program, we realize that we have largely neglected this prong of our mission, focusing instead on fostering oral and written communication initiatives across the disciplines on our own campus.

On three occasions, however, we have collaborated with K-12 teachers. The most recent occasion has been the most extensive: a year-long collaboration with a middle school magnet academy that wanted to make writing a prominent feature of its academic program. This collaboration prompted us to consider more closely the notion of partnering with the K-12 community and raised questions about the nature of such a partnership.

During this session, we will examine the specific ways in which the Columbia College WAC program has partnered with elementary, middle, and high school programs. Participants will be invited to explore strategies for initiating these partnerships and will discuss the types of programs that college WAC/WID/CAC directors might coordinate with K-12 instructors.

Austin III—*Engineering and Transfer*

Collaborating Without Interfering: Navigating the “Rough” Terrain of Scientific Language and Knowledge

Ingrid Ann Marie McLaren, University of the West Indies, Jamaica

One of the most exciting and beneficial features of Writing Across the Curriculum initiatives is the opportunity for meaningful interaction with faculty in disciplines other than the Language Arts and a context for sharing concerns which transcend demarcations imposed by the diverse pedagogy of the disciplines.

The process and outcomes of a writing intervention strategy undertaken with 2nd year Biology students, pursuing the course ‘Ecology’ will be the focus of my paper. The lecturer for this course had expressed concern regarding the poor quality of the lab reports presented. In order to enhance students’ understanding of the content to be included in the report, and to improve expression of thought in writing, we agreed to ‘treat’ a sample of students selected from two lab groups by giving each group the other’s lab report to read and to subsequently carry out the experiments described. Outcomes will be gauged by 1) determining how well students are able to carry out lab exercises based on the reports of their peers 2) determining whether there are significant differences in grades on the practical exam for ‘treated’ and ‘untreated’ students. Interviews and Analysis of Pre and Post questionnaires focusing on attitudes to writing and self evaluation of writing skills will determine any significant changes on the part of students in these areas.

Communication Across the Curriculum, or How A Chemist and A Dramaturge Help Chemical Engineering Students Become Better Communicators

Deborah Tihanyi, Chris Ambidge; University of Toronto

Chemical engineering has an inherent interdisciplinarity, combining the hard science of chemistry with the applied science of engineering. While most Chemical Engineering departments outsource their teaching of non-engineering disciplines, at the University of Toronto, the Department of Chemical Engineering and Applied Chemistry has made a concerted effort to keep the various disciplines united in house. Chemistry, for example, has long been taught by the department’s own chemists. In recent years, Chemical Engineering has also integrated communication into the core curriculum, under the aegis of two portfolio courses, CHE297 and CHE397.

With the portfolio courses, students have the opportunity to reflect on the communication they do within their discipline over the first three years of the degree program. Rather than working through a separate “writing course,” students use examples of their own work from other academic courses to examine their strengths and weaknesses, set goals for improvement and consider the larger role communication plays in engineering knowledge and practice.

This presentation will describe our use of portfolios in engineering education and how the practice of reflective and analytical writing promotes excellence in communication among our students and prepares them for both their capstone design project (CHE430) and work in the profession.

Adapting to the Bologna Agreement: Facilitating and Coordinating Campus-Wide, Cross-Disciplinary, Collaborative BSc-Thesis Projects (in Swedish) with Individual Grading Across 12 Engineering Programs

Magnus Gustafsson, Chalmers University of Technology

This presentation discusses the BSc thesis project at Chalmers University of Technology, Gothenburg, Sweden, in the light of the process of adapting to the central agreement for European higher education, the Bologna agreement. The requirement for individual grading and the size of the project groups make these theses different from previous project courses or reports written in the third year of the various engineering programs at Chalmers. This calls for coordination and shared perspectives on supervision, grading, and criteria. We describe the process of the BSc thesis and offer some detail about the role of the Centre for Language and Communication in this campus-wide project. For instance, there have been a series of seminars for supervisors and examiners to help promote the process as well as lectures and tutorials for approximately 650 students. We also discuss the combination of strategies and pedagogies we have opted for to facilitate generic skills development and improved student learning. We hope that the cross-disciplinarity and the writing program context of this intervention offer overlapping points with interventions at other universities and campuses and that we will be able to pursue a discussion of shared strategies and advice for future interventions.

Lakeview—Sequencing the Development of Crucial Skills Across the Curriculum

Lynn Rudloff, Mary Rist, Catherine Rainwater; St. Edwards University

Faculty from St. Edward's University in Austin, Texas, will make presentations and lead short activities that demonstrate how crucial skills (e.g., critical thinking, research and analysis, moral reasoning) can be incorporated into a developmental sequence across the curriculum with buy-in from key players in the faculty and administration. We will discuss sequenced learning objectives and classroom projects that link four general education courses through progressively more sophisticated research analyses, and we will demonstrate in particular some of the strategies in the moral-reasoning-across-the-curriculum sequence. The demonstration will involve the audience in exploring and evaluating values and actions related to specific scenarios. We will explain how these activities culminate in the senior-level capstone paper, and how each of the lower-division courses contributes to the capstone exposition.

Old Pecan—The Burden of Being the Poster Child: Interrogating the Impact of WAC Faculty Allies

Bradley Hughes, University of Wisconsin-Madison; Neal Lerner, MIT

As they work to broaden interest on their campuses, WAC programs have long showcased—in their campus publications, teaching resources, and workshops—local colleagues who successfully use writing in their teaching. By doing so, we're aiming to honor some of the great teaching done by colleagues and demonstrate the disciplinary breadth of WAC; we're trying to inspire and encourage; and we're trying to gain credibility by associating with familiar colleagues who command respect. Our goals match familiar WAC ones of dissemination and diffusion (Holder & McLeod, in McLeod & Soven, 2006).

Despite the obvious benefits of publicizing faculty teaching, we've heard some hints of resentment and observed some occasional friction when WAC allies with a particular instructor. In our contexts—research-intensive institutions in which teaching excellence has less value than research

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and scholarship excellence—these professional intradepartmental ripples threaten to undermine the success of our work and call for critical examination. What, precisely, is the impact of honoring faculty teaching on the culture of given departments? While we hope that sharing faculty teaching inspires their colleagues, can it also create problems? And are there ways in which we, as WAC practitioners, can work to ensure a positive reception for WAC faculty allies?

To answer these questions, three panelists—all WAC consultants at two major research universities—will share the results of interviews with instructors whose WAC work they have publicly honored, as well as broader satisfaction surveys of faculty who teach with writing. We will limit our presentation to a total of 45 minutes to open up a discussion about the ways these issues play out—practically and theoretically—at various institutions from which our audience will come.

Skyline—WC/WAC Support: Connecting, Retaining, Relocating

The Writing Center as Liaison: Retaining L2 Students in Nursing and Other Fields

Janet M. Lucas, Peninsula College

Non-native English speaking nursing students confront special problems persisting in nursing education programs in universities and colleges. They must adjust culturally, read and understand complex, technical texts, and prepare for a difficult licensing examination. In clinical situations, they often assume passive mannerisms in the face of linguistic and cultural discomfort in verbal and non-verbal interactions with patients, other student nurses, and nursing supervisors. To allow these students to achieve their dreams as well as help ease the nursing shortage, the writing center can become a liaison between L2 students and faculty, helping students overcome the difficulties they experience as well as educating faculty regarding realistic expectations for second language speakers in the classroom. This bridge can help ESL students in all fields.

Empathy for students is a vital component of understanding how to help them persist in their programs. This presentation will explore and demonstrate professional development seminars given to community college faculty members to encourage empathy for ESL students' difficulties with college culture and language in all fields. Participants will be asked to share ideas of ways writing centers facilitate retention through faculty professional development.

Writing in Psychology/Psychology in Writing: Disciplinary Identity, Writing Fellows and the Large Lecture Class

Melissa Ianetta, Thomas DiLorenzo; University of Delaware

A 100-student class appears an unlikely location for a writing-intensive experience. Yet these panelists developed a successful writing course in this environment by using writing fellows to support a highly detailed writing curriculum in a Psychology lecture course. Not only did this course achieve its desired outcomes in terms of student writing, unanticipated interdisciplinary understandings accrued all involved. This panel, then, first describes the pedagogical and practical issues involved in mounting a writing fellows program in a large lecture class and then interrogates the symbiotic relationship that developed between the disciplines of Composition and Psychology in this program.

The first section, "Writing in Psychology," describes the development of the curricula. Session attendees will have the opportunity to examine relevant materials and discuss pedagogical tensions that developed during this semester through a case study exercise.

In the second section, “Psychology in Writing” the panelists will discuss the ways in which the fellows preparation seminar provided a forum for exploring the mutually illuminating disciplines of Psychology and Composition. By incorporating student voices this portion of the presentation focuses on the (inter)disciplinary implications of such programs, and the unexpected ways in which they enrich students’ learning experiences.

Travis I—*Rhetorical Approaches: Applicable Strategies Across the Disciplines*

Collaborations: Writing and Information Literacy Across the Disciplines

Joy Milano, Kuyper College

The 21st Century requires literacy skills that encompass much more than simply written communication. In today’s world, we have the power to create and access information and to communicate using rhetoric in a variety of ways. While this may be true, the writing program of any college or university is the backbone of information literacy and communication skills. Knowing how to access, assess and incorporate information into written rhetoric is a basic writing skill that addresses both Writing Across the Curriculum goals as well as the Information Literacy goals spearheaded by college librarians. As we have begun to formulate and implement an Information Literacy plan at Kuyper College, we have teamed IL with the Writing Across the Curriculum initiative, with which there is a very comfortable marriage. Teamed up, we can enhance writing, information and critical thinking skills across the curriculum together. We have taken some basic steps and used various techniques to begin to address these needs, but moreover, we seek to answer these questions: how can WAC and IL collaborate on these compatible goals? How can WAC and IL professionals introduce and increase the writing and information literacy skills across the disciplines?

English Majors “Do” Science

Mary F. Stanley, Northeastern State University (Mary Kremmer presented in lieu of)

Working toward the establishment of a writing in the disciplines support program in English studies at Northeastern State University (NSU), faculty representatives from botany, math and English collaborated in an advanced composition English course to teach English and English education students the methods of inquiry, research, and rhetorical presentation in the humanities, physical, and social sciences.. Students conducted a botanical field study of the NSU campus trees and a field study or literature review of a social sciences topic. They also learn about the various genres of writing specific to disciplines. Tagmemics, an analysis methodology based on the theory of light waves and particles, provides three perspectives in viewing an object or concept, and serves as a bridge to connect the disciplines and illustrates both similarities and differences in rhetorical structures.

Travis II—*Research and Practice in Creative and Visual Methods Across the Curriculum*

Mechanical Engineers Meet Dr. Suess

Barbara Ramirez, Clemson University

According to studies conducted by Geisler and Ackerman, writing helps students develop the problem solving and critical thinking skills expected in the workplace. The issue for educators, then, becomes creating situations and designing assignments reflecting a “real” work environment but at the same time fitting the knowledge level of the students. This study explores a creative writing

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assignment in a sophomore mechanical engineering class at Clemson University requiring the students to design children's pop-up books using the information being taught about such mechanical systems as gears, linkages, cams, clutches and brakes.

Specifically, it analyzes four iterations of this assignment, three structured as group projects involving the mechanical engineering students in the class only and the fourth including collaboration with students in a children's literature course, a requirement for elementary education majors. This study traces the evolution of the assignment to determine the correlation between the grades the engineering students earned on the project with higher level exam questions involving critical thinking and problem solving skills and with their final grades for the course. In addition, it compares the books created by the ME students alone with those resulting from their collaboration with the children's literature course to determine the differences, if any, between the two groups, specifically in the quality of the story and the integration of the mechanical pop-up elements.

Communicating Ethics Across the Curriculum

Alicyn Butler, Clemson University

In an attempt to fuse ethics across the curriculum and CAC, I conducted a study with 40 undergraduate students from disciplines across the university. At the end of a unit about visual ethics and visual rhetoric and a short discussion about mental illness, I asked my general education business writing students to reflect on why they think mental illnesses are so rarely represented pictorially. I then asked them to design an image that accurately and ethically represents mental illness and to justify their design choices in writing. After they completed this task, the students were asked to reflect on the experience, what they learned, and again, why they think mental illnesses are not often represented with visual imagery. They were also asked to discuss what they learned about mental illnesses during the process. In this paper, I describe the study's findings and discuss the possibilities for similar activities to teach ethics across the curriculum.

Travis III—International Intersections Part II

Michelle Eodice, University of Oklahoma; Deniz Ilgaz, Bogazici Univesity, Istanbul; Emmy Misser, Wilfrid Laurier University; Dilek Tokay, Sabanci University; Meg Rosse; Oya Basaran, Istanbul Bilgi University; Valli Rao, The Australian National University; Cecilia Hawkins, Texas A&M-Qatar; Peter O'Neill, London Metropolitan University; Nancy Karabeyoglu, Margo Blythman, University of the Arts, London; Chloe delosReyes, California State University-San Bernadino; Robert Cedillo, California State University-San Bernadino; Carol Haviland, California State University-San Bernadino; Trixie G. Smith, Michigan State University

After a brief summary of the roundtable presenters' observations, Part II will pose two questions: What implications do these international lenses offer for WAC/WID/WC program in the US? How might we orchestrate fuller partnerships that will enrich the work in the participating sites as well as WAC/WID/WC research? US tutors will describe how their quarter-long international experiences in Germany and Sweden have shaped their work as WC/WAC tutors as well as the writing center to which they returned. In a series of small group discussions, participants will then work to identify their goals for global partnerships and exchanges and to construct plans for specific exchanges. International participants from Part I roundtable along with US tutors and their mentors will lead the table discussions.

Treaty Oak—Writing for Social Justice Across Curricula and Borders

“One Less . . . Argument: Rhetoric, Science, & Values”

Joshua Hilst, Clemson University

Engaging recent work in civic rhetoric and scientifically complex issues, I argue that, in order to facilitate a more fully democratic process, it is necessary that scientific argument be more fully engaged in issues of pathos. The recent debate over the HPV vaccine Gardasil shows how deliberation over the most scientifically complex issues can be heavily influenced by argument from values. In an effort to expand debate more fully, I use the technical writing class to help students explore how values laden arguments can be effectively used in such a scientifically complex place.

A Canadian Program for Peace-Building Through Faculty-Student WAC Exchange

Wendy Shilton, University of Prince Edward Island, Canada

Médecins sans frontières or Doctors Without Borders, and the many spin-offs (Farmers Without This interactive session will examine an initiative at the University of Prince Edward Island (UPEI), Canada, to create "WAC Without Borders": a program of international WAC faculty-student exchange drawing on Canada's well-known reputation for peace building and dedicated to promoting writing to learn and communicate towards a culture of peace.

UPEI is well-situated to expand in the area of internationalizing WAC. Its strong liberal arts focus, long-standing writing emphasis, campus internationalization, unique international academic programs, and province-wide participatory culture offer an ideal "laboratory" for launching "WAC Without Borders." Just as teaching with WAC serves as the connective tissue that strengthens language and learning, disciplinary intersections, and campus communities, "WAC Without Borders" seeks to link students and faculty through on-site and cross-site exchanges oriented to giving and gaining the knowledge, skills, and experience relevant to developing academic writing competencies in a context of tolerance, human rights, and international understanding.

Concurrent Session 10 Saturday, 11:30-12:45 a.m.

Room	Session Title
Austin I	Motivation and Engagement: Models and Questions
Austin II	What Do We Talk About When We Talk About WAC?
Austin III	The Rhetoric of Writing Across the Curriculum: Choices and Challenges
Lakeview	Crossing Intellectual and Geographical Boundaries Successfully
Lone Star	Articulating WAC—Defining, Conveying, Situating, Institutionalizing
Old Pecan	Crossing Borders into Disciplines
Skyline	Not Just for Fun: Tinker Toys, Comics, and Rock n’ Roll
Travis I	Paths to Information: Assessing Student Use of Library Tools in an Advanced WID Program
Travis II	What Does it Mean to Teach Writing in A Discipline?
Travis III	Channeling the Monster: Where Literacies Converge
Treaty Oak	Writing in the Sciences on the Secondary and College Level: Is There A Connection?

Austin I—*Motivation and Engagement: Models and Questions*

Writing for Social Change: Opposite Editorials

Talitha May, University of Texas-Austin, Lyndon Baines Johnson School of Public Affairs

In the form of a short interactive classroom presentation, I want to initially introduce instructors to the unexposed genre of the op-ed—a grossly under represented form of argumentative writing that will impart enthusiasm for writing to even the most unresponsive of students, and finally discuss/demonstrate a successful classroom practice to empower students to become active participants in culture.

Austin II—*What Do We Talk About When We Talk About WAC?*

WAC/WID initiatives often bring with them a great deal of talk about writing, but rarely do we examine the talk we are engaging in as closely or as critically as we should to take note of what it prioritizes, prohibits, and invites. As Michael Charlton has recently suggested [*WAC Journal*], writing across the curriculum projects are themselves “dialogic spaces” in which we might “wind up examining our own assumptions” if we were to “ask our colleagues what they mean when they dismiss something” (24). The three speakers in this session – at various stages of leading WAC efforts at three different institutions – will each use a writing activity with participants to think about and uncover how writing is talked about on campus. We describe “World Café” and “Difficult Dialogues” models to develop conversational strategies for moving WAC initiatives.

First presenter: Michelle Eodice, University of Oklahoma

The first speaker will consider how the metaphors we develop, for thinking about writing and the teaching of writing with our colleagues – for example, “changing campus climate” – may affect the work we are able to do collaboratively.

Second presenter: Anne Ellen Geller, St. John’s University

The second speaker will introduce principles of dialogic exchange used to facilitate conversations among those who have differing “values, world views and positions” (Public Conversations Project)

and will propose that this sort of difficult but productive dialogue can invite participants to listen deeply and clarify the beliefs, assumptions and intentions rooted in their own disciplinarity.

Third presenter: Lisa Lebduska, Wheaton College

The third speaker will describe what happens when a WAC/Writing Director begins to speak with and listen to what English Department colleagues say about the teaching of writing, initiating a conversation that was long overdue.

Austin III—*The Rhetoric of Writing Across the Curriculum: Choices and Challenges*

Boundaries, Joints, and Ornaments

Rhonda Kyncl, University of Oklahoma

Louis Kahn wrote, “The joint is the source of every ornament.” While Kahn was obviously referring to the joints of roofs and walls or other physical, structural features, the idea is compelling for WAC as well. It is at the joints where our work intersects other disciplines that the ornament or promise of something new and provocative is possible. In this presentation, I will apply this metaphor to the WAC initiative on our campus with the Department of Anthropology and the School of Geology & Geophysics. I will discuss the ways in which our discipline-specific mindset as a team encountered other disciplinary personalities as we endeavored to work with these two groups. At these intersections or joints, we have found the possibilities for the most discomfort, misunderstanding and, conversely, the greatest opportunity. And through the process of encountering others, our own work has been transformed as well. Though these joints often begin as abrupt and dichotomous by their very definition, they are essential to all WAC initiatives. I will chronicle specific anecdotes and experiences that highlight the generalizable WAC issues we have encountered, and that suggest ways we can strive to foster “ornaments” at these joints.

Disciplinary Discourse and Professionalism: From Writing to Becoming

Mary Carter, University of Oklahoma

One of the persistent challenges writing across the curriculum initiatives face is the difficulty in getting the skilled academic professionals involved in these programs to recognize the very specific rhetoric choices that signify writing within their own disciplines. The writing activities that fill our daily academic lives are fraught with rhetorical decisions; each choice made serves to delineate and reify our disciplinary territories. When we stop and reflect on *why* we chose as we did, we can see how at every juncture, our understanding of disciplinary conventions has guided us.

What can be observed many times with novice disciplinary writers (e.g. undergraduates) is not so much an inability to master course content, but an oftentimes vague awareness of disciplinary conventions that define professionalism within their field. They recognize such professional discourse through their coursework and may make clumsy attempts to imitate it through tone or use of authoritative sources. Instructors’ assumptions about their students’ facility with these conventions can lead to inefficient communication about course expectations. What constitutes the critical thinking skills that are exemplified in good disciplinary writing? My goal is to clarify, through analysis of course materials such as assignment sheets, syllabi, and student papers, first, the very specific rhetorical choices made that define the beginnings of a professional identity. Secondly, I will look at these rhetorical junctures as sites not only of tension but of fruitful learning opportunities as well.

Saturday—Session 10, 11:30 a.m.-12:45 p.m.

Oral Discourse and WAC Protocols”

Michael Charlton, University of Oklahoma

Central to the pedagogical workshops and one-on-one consultations facilitated by this team are verbal interactions with faculty and graduate teaching assistants in other disciplines. Often these verbal interactions take the form of stories or anecdotes defining the boundaries of our professional and academic fields – the different expectations for teaching, writing, and research which we learn as apprentices in a discipline. I will examine the role of talk and storytelling in this project as a way to examine how oral communication across disciplinary boundaries affects our work. Specifically, I want to move beyond an argument about the relative benefits of different kinds of oral discourse to an active exploration of how these differences in discourse can be usefully integrated into one-on-one and workshop collaborations between writing specialists and WAC participants in other disciplines.

After reviewing current research into oral discourse in writing-across-the-curriculum, I will apply this research to several protocols which have become relatively standard in the field. For example, the collaborative revision of a writing assignment sheet or peer review guide is a typical form of interaction between WAC researchers and faculty. Most often this revision is seen primarily as a process of textual communication, in which the collaborators work to produce a document more conducive to the writing goals and objectives of the faculty member. However, in examining this typical interactive process from the perspective of oral discourse and storytelling, new questions emerge. How does the faculty member’s verbal feedback about previous student papers or personal experiences with this type of writing in the classroom inform the revisions? What oral cues might the WAC researcher need to be alert for – or actively solicit – in order to help the faculty member understand the non-textual clues about the faculty member’s goals and objectives for this assignment? Similarly, what might the oral discussion in a paper commenting workshop reveal about the faculty member’s expectations that the written comments might not? How could such a workshop be organized in order to focus more on this oral feedback? By bringing the research in line with a few of our current practices, I hope to answer this question.

Lakeview—*Crossing Intellectual and Geographical Boundaries Successfully*

Reorientation: Writing Across the Borderline of Academia and 21st Century Work World

Tracey Bowen, University of Toronto-Mississauga

A new form of capitalism is driving cultural production and knowledge acquisition that requires individuals who are multi-literate, multi-skilled and experts at crossing borders between diverse contexts. Today’s students must develop the tools to negotiate the boundaries between different communities of learning and practice. The internship program in Communications Culture and Information Technology at the University of Toronto Mississauga enables students to experience the transfer of classroom theory to practice in the “real” work world during a weekly placement. Students journal to account for these experiences. They reflect on the knowledge they gain from their observations and how this knowledge incorporates into everyday work life.

Journal writing has pedagogical affordances that extend beyond recording and reflecting. Language mediates learning as students choose what to say about what they experience. Analyzing their participation in work culture, interrogating the impact of their responsibilities on the work of others,

and examining how they learn on the job are all ways for students to reorient themselves in a new context beyond school. Using samples of student writing, the presentation will explore the pedagogical affordances of journal writing to help students negotiate borders between their familiar communities of learning and their new communities of practice.

“Awkward” or “Idiomatic”: Please Improve Your English!

Xiaoli Li, Clemson University

Of the 565,000 international students currently enrolled in US colleges and universities, 63,000 are from China, mostly working on a graduate degree in such areas as engineering, sciences, and business. Their trans-Pacific move has challenged American educators to reconsider the effectiveness of the conventional pedagogical approaches. These Chinese graduate students have good TOEFL and GRE scores, and a good GPA. But, how is their writing? How do they see their own writing? What areas do they think they need to improve? What kind of writing training have they had before? What kind of things did they write in English before they came to the US? I assume that many American college professors have these questions in mind concerning Chinese graduate students' writing. I'm conducting qualitative research using interviews with Chinese students, professors in various disciplines in China, professors in various disciplines in the US who have Chinese students, and writing center directors and tutors, to learn the writing instruction in China, understand the causes of Chinese students' writing problems, and further compare the WAC developments in China and the US. I also conduct discourse analysis to compare the Chinese students' writing before they came to the US and the writing requirements for projects in the US. The research results will inform professors and tutors of the strategies necessary to assist the increasing Chinese graduate student population in the US universities with their writings; and how to write more constructive feedbacks when assessing these students' writing assignments or projects.

Preparing Engineering Students for Intercultural Communication in Developing Countries

Linda Driskill

Engineering students are undertaking projects in developing countries to gain international experience and benefit people in developing countries who have little access to engineering assistance. These projects involve complex communication demands.

New on-line materials available at Connexions.org can provide “just in time” learning either as part of a communication enhanced course or in a club setting. To identify strengths and weaknesses of this approach, the authors worked with members of the Rice University Engineers without Borders group, which has been conducting projects in El Salvador, Nicaragua, and Mexico. In group interviews students described problems that had arisen in the past: a) challenges in introducing oneself and gaining trust during short visits; b) difficulties of conducting meetings when working through a translator, c) resistance of village men when women engineers were acting as team leaders, d) unsuccessful explanations of processes or instructions for devices to people with little technical background, e) ambiguities in negotiations and agreements, and so on.

The materials encourage rapid learning and retention. Students are asked to write extensive reflections to place key concepts in familiar contexts with rich experiential detail. Context-based activities, short readings, and role-playing are emphasized to prepare students for successful applications in the field.

Lone Star—Articulating WAC—Defining, Conveying, Situating, Institutionalizing

Crystal Benedicks, Wabash College; Erin Martineau, City University of New York

Colleges have a social and economic interest in presenting themselves to would-be students, donors, and their larger communities as centers of excellence. Within this context, writing programs, composition departments, and WAC programs face a serious challenge: How can we “say what we’re doing” in ways that escape the remedial taint such programs often carry? How do we articulate our work in ways that can be heard by other faculty (that is, ways that sound scholarly), by administrators (ways that sound effective), and by students (ways that sound promising, rather than punitive)? This forum focuses on the following: How do the locations we occupy, sometimes new to the college landscape, articulate with more traditional academic sites? When does our positionality enable us to be effective boundary crossers, and how does it create “translation” problems? Which rhetorical moves work to recast WAC as serious academic work in contexts where it has been considered a band-aid approach to literacy? Finally, where, in the crossings and re-crossings that make up one’s career and intellectual trajectories, do we learn these rhetorical moves. The co-facilitators will draw on their varied experiences in a small, private, liberal arts college for men, and a large, public, urban university.

Old Pecan—Crossing Borders into Disciplines

Writing in the Field: A Tool for Professional Socialization in Social Work

Bonnie D. Oglensky, York College, CUNY

Social work educators and practitioners have become increasingly aware of the importance of professional writing. The advent of managed care and expanding systems of accountability underscore the critical role of documentation and report writing. Yet, little attention has been paid to training social work majors in this area. In the proposed paper, I describe my efforts to address this gap through the creation and implementation of new experiential learning methods to improve the quality of ‘field writing’ among 40 undergraduate social work students. Distinct from field notes in social science, ‘field writing’ is term denoting a range of informal and formal clinical documentation processes and formats in social work practice. To frame my perspective, I shall look at the role of writing in terms of professional socialization. My interest is in exploring the ways that social workers begin to acquire a professional identity and learn the ropes of the job through processes of information gathering, hypothesis generation, analysis, evaluation, and reflection—all of which are necessary for writing competent accounts of client contact. Adopting a ‘writing to learn’ approach, I address how social work educators can help transform “paperwork” from a rote chore into an opportunity to analyze, question, and improve upon social work practice.

On the Starting Line: Experiences in a Faculty-Centered Writing Initiative

Alberto Esquinca, Kerrie Kephart, Trish Becker; University of Texas-El Paso

We describe experiences gathered as part of campus-wide initiative to reconceptualize writing across disciplinary boundaries at a university located on the US/Mexico Border. We, the members of the initiative, are a group of faculty from education, English and languages. Our activities centered around guiding faculty to facilitate students’ production of content-specific genres. The initiative convened faculty interested in improving student writing who gathered for a year-long series of interactive, workshop-style seminars.

Translating a WAC perspective to faculty in the humanities, social sciences, sciences, and engineering posed some challenges, foremost of which was working with professionals who have not been trained to make writing expectations explicit. The bulk of our work involved guiding these faculty to reflect on the known genres in their field, and helping them to understand how writing supports students' development of content area knowledge.

In order to gauge the extent to which faculty implemented the concepts they learned about in the seminars, we gathered exemplary writing prompts and discipline-specific rubrics from participants and disseminated these products in a WAC website. In addition, we consulted with individual faculty and disciplinary groups on topics such as responding to student writing, supporting second language learners, and adopting genre approach to teaching writing

Skyline—*Not Just for Fun: Tinker Toys, Comics, and Rock n' Roll*

Translating Engineering Projects into Business Plans: Tinkertoys as Learning Tools

Brad Henderson, University of California-Davis

As an upper-division writing course, Business Reports and Technical Communication draws students from a variety of majors—ranging from engineering to managerial economics, from psychology to exercise physiology. Given that core knowledge- and skill-building in the academic disciplines can initially create boundaries, as well as platforms, for undergraduates, one of the goals of this course is to encourage students to see how the projects they are working on in their science courses connect to the world of business. Drawing on 10 years of experience working as an engineer and technical writer, the course instructor designed an assignment—the TinkerBizPlan—to teach students the basics of writing a business plan. The lesson calls upon student teams to create a “hands-on” product invention using canisters of Tinkertoys, and then to follow-through by creating related documentation on production, marketing, financials, and sales logistics. What makes this assignment innovative is its multi-faceted protocol—analogue and digital. Also, the basic engineering design replicated by the Tinkertoy building exercise is low-tech enough to provide access to a diverse range of majors. What's more, the document outcome, the business plan, is a close relative to the project plan document, a staple planning tool for high-tech industry.

Cold Fusion: Teaching Writing Across the Cool Media

Jason Helms, Clemson University

While Greg Ulmer's *Electracy* includes video, television, and the internet, it has ignored comics, mainly due to their non-electronic nature. However, McLuhan's categorization of all media into hot and cold offers criteria that could be used to lump newer media (like the internet and video editing software) in with traditionally cool media like Television and Comics. *Electracy's* claims that the Nintendo generation ushers in a new kind of orality (oralism and conductive logic, paraliterary theory, etc.) ask us to question whether comics belong in this movement, or whether *Electracy* includes all of McLuhan's cool media except for comics. Their inclusion would answer many questions about recent rises in comics' popularity (the rise in the early nineties leading to the bursting of the collectors' bubble and the current rise in both comics purchases and comic adaptations into movies). It would also serve as a grand unifying theory for things that are inherently fragmentary and fragmenting. This paper investigates the implications of comics' inclusion into *Electracy* through pedagogy. It reflects on specific teaching experience: using Ulmer's “Mystory” to teach composition in four media (Graphic Design, Web Design, Graphic Narrative, and Video Editing) during a technical writing course at Clemson University.

Travis I—*Paths to Information: Assessing Student Use of Library Tools in an Advanced WID Program*

David Kellogg, James Dendy, Christine K. Oka; Northeastern University

This panel reports on an internally funded, collaborative study currently being undertaken between the library and the Department of English at Northeastern University. The goal of this study is to improve our understanding of how students in an advanced writing in the disciplines (AWD) program find information using tools offered by the library as well as elsewhere. A secondary goal is to improve the library orientation sessions offered as a standard part of AWD. Our hypothesis is that different paths to information may correlate with variable levels of success in posing research questions. With IRB approval, we will enroll a sample of AWD students (n=approximately 200) and collect descriptive abstracts of research papers as well as bibliographies annotated with a description of how each source was obtained. Abstracts and bibliographies will be anonymous but given matching identifiers for later analysis. Using a small subsample, the investigators will inductively determine appropriate constructs of interest and textual features to be identified. Data will be collected from abstracts and bibliographies by different groups, and the results will then be matched and analyzed. We will discuss methodology, share preliminary results, and invite collaborative inquiry toward conclusions and options for follow-up study.

Travis II—*What Does it Mean to Teach Writing in A Discipline?*

WAC-ing Them Softly: Faculty Development that Works

Tom Hearron, Donna Calloway, Stacy Reagan; Caldwell Community College and Technical Institute

Now in its second year at Caldwell Community College and Technical Institute, the WAC program “Enhancing Writing—Write On!” has shown early success. Even those teaching in areas where writing traditionally has not played a major role, (e.g., landscape design, cosmetology, biomedical technology and industrial maintenance) are enthusiastically incorporating “write to learn” assignments into their courses. To date, nearly one-third of the college’s faculty have taken part in the “Write On!” cohorts, small groups from diverse disciplines that meet for two semesters. As a result, faculty are radically changing their syllabi to include differing forms of writing, particularly in the professional and industrial courses which enroll the majority of most community college students. The presenters at this session will share the innovative ways in which our colleagues are using writing as a means of learning and will reveal the “secrets” that have generated such enthusiastic participation in our WAC program.

Raids, Crossings and Checkpoints: Pedagogic Identity and Teachers of Writing

Rebecca O’Rourke, University of Leeds

This will be an interactive session. I report on recently completed research into the process of becoming and being a teacher of writing in UK higher education and then use guided questions and structured activities to enable us all to explore our pedagogic and writer identities and their implications for our practice. It is appropriate that research conducted in a British context be presented at this conference which embodies and explores the process of collaborating and translating practice, especially across geographical borders.

In Britain, teaching writing to adults is normally considered from the standpoint of the student writer (Crème and Lea 1997). Significant research has conceptualised writer identity as central to the

pedagogy of writing (Ivanic and Clark, 1997; Ivanic, 1998; Lillis 2001): this work shifts our understanding of writing from understanding it as functional skills to one which sees writing as a set of social practices, powerfully present within disciplinary discourse. Teachers and students are each situated within these practices, but the writer identity of the teacher and their pedagogic identity, is rarely explored. To do so is of especial relevance to teachers of writing in the UK as the recent and increasing professionalisation of writing development—and arguments about where and by whom academic writing should be taught—raise issues about who works in writing development, what resources they draw on to do this work and the nature of their expertise.

Travis III—*Channeling the Monster: Where Literacies Converge*

Shannon Carter, Susan Stewart, Donna Dunbar; Texas A&M University-Commerce

In *Convergence Culture*, new media scholar Henry Jenkins argues that “Convergence occurs within the brains of individual consumers and through their social interactions with others.” Convergence is never tidy but constructed “from bits and fragments of information extracted from the media flow and transformed into resources through which we make sense of our everyday lives” (4). In a word, convergence is, essentially, monstrous-chaotic, multiple, diverse, and generative. In this presentation, we explore two contexts in which we are attempting to channel that monster—both at the programmatic and the classroom levels. The first presenters will describe their progress toward the development of a Converging Literacies Center (CLiC), a site for both research in multiple literacies and professional development activities to support teaching and tutoring informed by this research. The final speaker will examine this issue from the perspective of the virtual classroom via a unique curricular design that takes advantage of the interdisciplinary discussions surrounding Mary Shelley’s *Frankenstein*, including scientific, ethical, literary, medical, and psychological dimensions. Indeed, *Frankenstein* becomes a metaphor for potential for teaching, learning, and knowing. Together we explore the convergence and divergence of disciplinary literacies and spaces. That is, the Converging Literacies Center investigates the boundaries among and between various in-school and out of school communities of practice, whereas the virtual classroom investigates the boundaries, value sets and ideologies that inform the various disciplines. Ultimately both approaches simultaneously blur and define the boundaries associated with research, literacies, disciplinary knowledge, and teaching.

Treaty Oak—*Writing in the Sciences on the Secondary and College Level: Is There A Connection?*

Trixie G. Smith, Michigan State University; Pamela Childers, Reid Alexander, the McCallie School WAC-writing center directors, teachers of writing and science, and a secondary student will share their research and classroom experiences with writing, and teaching writing, in the sciences—at both the secondary and college levels.

- The presenters will introduce the following two questions to share their experience and research:
 - What common threads exist in these WAC situations?
 - How do they differ?
- Then, they will lead small groups of participants to focus on the following questions to share with the entire group:
 - How might we improve the connection between secondary and college writing for the benefit of teaching and learning?

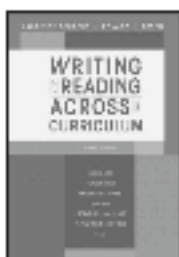
Saturday—Session 10, 11:30 a.m.-12:45 p.m.

- How do we communicate what we've learned to the faculty in our programs (and get them to buy into it)?
- Is there something we are missing?

Lunch and Plenary Session
Saturday, 1:15-3:00 p.m.
Second Floor Ballroom

The Future of WAC
Sue McLeod, Research Professor
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WRITING AND READING ACROSS THE CURRICULUM, 10/e

Laurence Behrens and Leonard J. Rosen



WRITING IN THE DISCIPLINES: A Reader and Rhetoric for Academic Writers, 6/e

Mary Lynch Kennedy and William J. Kennedy



GREAT INTERDISCIPLINARY IDEAS: A Reader for Writers

William Vesterman



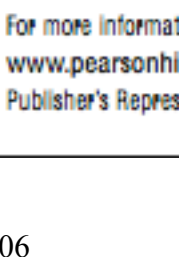
REAL TEXTS: Reading and Writing Across the Disciplines

Dean Ward and Elizabeth Vander Lei



A BRIEF GUIDE TO WRITING FROM READINGS, 4/e

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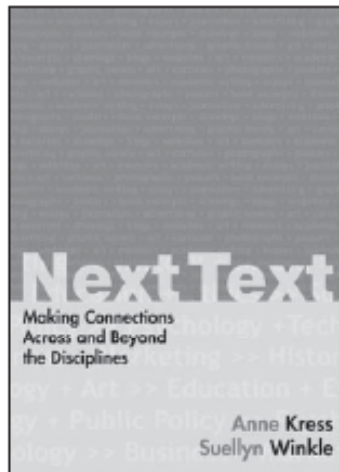
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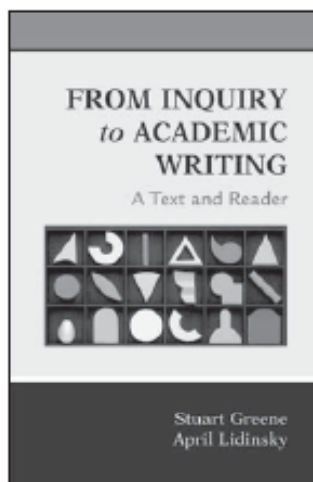
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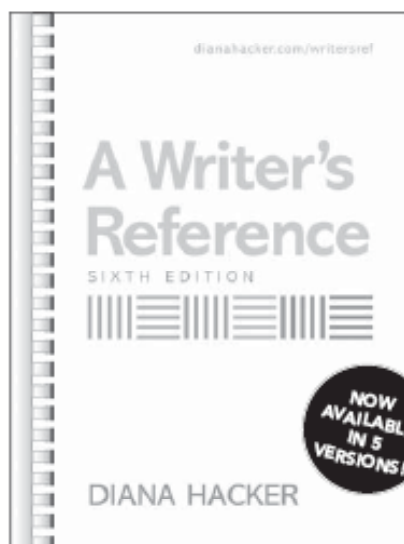
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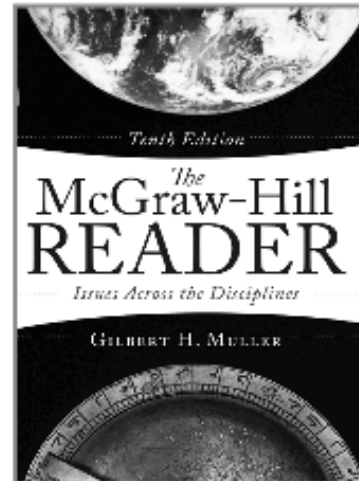
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PhD Concentration in Rhetoric:
www.utexas.edu/cola/depts/english/graduate/concentrations/rhetoric.html

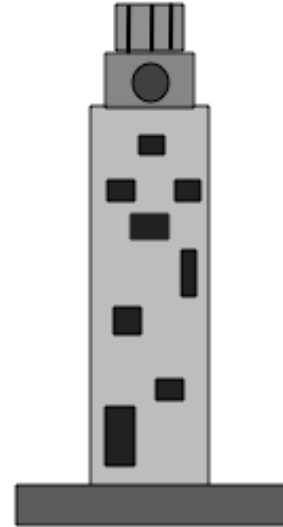
PhD Concentration in Digital Literacies:
www.utexas.edu/cola/depts/english/graduate/concentrations/computers.html

Department of Rhetoric and Writing:
www.drw.utexas.edu

Undergraduate Writing Center:
<http://www.utexas.edu/cola/centers/uwc/>

Computer Writing and Research Lab:
<http://www.cwrl.utexas.edu/>

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<http://www.utexas.edu/cola/progs/wac/>



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