

10TH INTERNATIONAL

WAC

**WRITING
ACROSS THE
CURRICULUM**

2010 CONFERENCE

05 • 20-22 • 2010

Hosted by:
Campus Writing Program
Indiana University
Bloomington, Indiana

SCHEDULE AT A GLANCE

All conference sessions and social activities will be held in the Indiana Memorial Union with the exception of the receptions scheduled for Thursday and Friday evenings and the campus tours planned for Friday afternoon.

Wednesday, May 19, 2010

4:30pm – 7:00pm	Registration	East Lounge
6:00pm – 7:30pm	Informal reception for early arriving guests (<i>cash bar</i>)	Garden Terrace

Thursday, May 20, 2010

7:30am – 5:00pm	Registration	East Lounge
7:30am – 8:30am	Continental Breakfast	Alumni Hall
8:30am – 11:30am	Pre-conference Workshops	Session Rooms
9:30am – 11:30am	Beverages	Conference Lounge
11:30 am – 12:30pm	Lunch	Alumni Hall
12:00pm – 5:00pm	Exhibitor Displays	Frangipani Room
12:30pm – 1:45pm	Concurrent Sessions 01	Session Rooms
1:30pm – 4:00pm	Refreshments	
2:00pm – 3:15pm	Concurrent Sessions 02	Session Rooms
3:30pm – 4:45pm	Concurrent Sessions 03	Session Rooms
5:30pm – 6:30pm	Reception (<i>cash bar</i>) <i>Co-sponsored by NSSE</i>	IU Art Museum
6:30pm –	Dinner on your own	

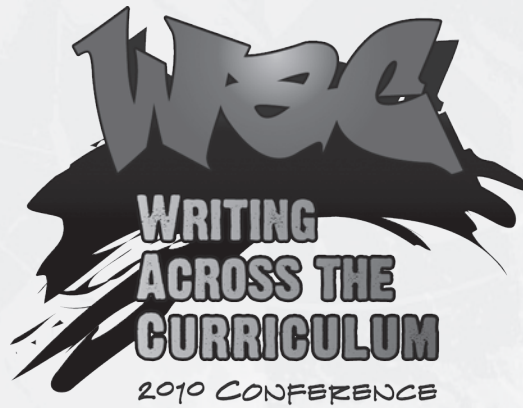
Friday, May 21, 2010

7:30am – 5:00pm	Registration	East Lounge
7:30am – 8:30am	Continental Breakfast	Alumni Hall
8:00am – 5:00pm	Exhibitor Displays	Frangipani Room
8:30am – 9:45am	Concurrent Sessions 04	Session Rooms
9:45am – 11:30am	Beverages	
10:00am – 11:30am	Concurrent Sessions 05	Session Rooms
11:30am – 1:00pm	Lunch	Alumni Hall
1:15pm – 2:30pm	<i>Speaker: Terry Myers Zawacki</i> Concurrent Sessions 06	Session Rooms
2:30pm – 5:00pm	Refreshments	
2:45pm – 4:00pm	Concurrent Sessions 07	Session Rooms
4:15pm – 5:30pm	Local Color Tours	meet in East Lounge
6:00pm – 7:30pm	Informal Reception (<i>cash bar, entertainment</i>)	Neal Marshall Center
7:30pm –	Dinner on your own	

Saturday, May 22, 2010

7:30am – 8:30am	Continental Breakfast	Alumni Hall
8:00am – 12:00pm	Registration	East Lounge
8:00am – 12:00pm	Exhibitor Displays	Frangipani Room
8:30am – 9:45am	Concurrent Sessions 08	Session Rooms
9:30am – 11:00am	Beverages	
10:00am – 11:15am	Concurrent Sessions 09	Session Rooms
11:30am – 12:45pm	Concurrent Sessions 10	Session Rooms
1:00pm – 3:00pm	Closing Lunch	Alumni Hall
	<i>Speaker: Art Young</i>	

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Co-sponsored by:

The University of Texas at Austin

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The 10th International Writing Across the Curriculum Conference

May 20-22, 2010

Indiana University Bloomington

Hosted by the Indiana University Campus Writing Program

Co-sponsored by The University of Texas at Austin

Conference chairs: Laura Plummer and Jo Ann Vogt

Conference coordinator: John Peterson

Assistant coordinator: Holly Schreiber

The WAC 2010 organizers would like to thank the following partners for their contributions to the success of this conference:

National Survey of Student Engagement
WAC Clearinghouse, Colorado State University
Bedford/St. Martin's
The MIT Press
Pearson Higher Education
W. W. Norton & Company
Commission on Institutional Cooperation (CIC) Writing Center Directors
Bloomingfoods Market and Deli

Our thanks to these individuals as well:

Judith Warner, IU Conferences
Michael Nelson, IU Office of the Provost
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Scott Taylor, IU Office of the Provost
Paul Killinger, IU Campus Writing Program
Joan Mullin, Illinois State University
Martha Townsend, University of Missouri
George Schorn, University of Texas at Austin

The conference organizers would also like to thank the following Indiana University Bloomington partners:

Office of the Provost
Office of the Vice Provost for Undergraduate Education
Office of Publications & Graphics
OVPU Information Technology
Indiana University Conferences
The Lilly Library
Neal Marshall Black Culture Center
The Kinsey Institute for Research in Sex, Gender, and Reproduction
Indiana University Auditorium
Indiana University Art Museum
The Indiana Memorial Union

THURSDAY, MAY 20, 7:30AM - 8:30AM

CONTINENTAL BREAKFAST
Alumni Hall

WORKSHOPS

W C—HOOSIER ROOM

Past, Present, Future: Making High School-College WAC Collaborations Work

Pamela Childers—*The McCallie School*
Jacob Blumner—*University of Michigan-Flint*

Through an interactive workshop participants will be actively involved in designing creative solutions to the continuous problem of underprepared students of writing in colleges and universities through successful cross-institutional WAC/writing center partnerships.

W D—OAK ROOM

Developing and Sustaining an Undergraduate Writing Fellows Program as Part of a WAC Program

Brad Hughes—*University of Wisconsin-Madison*
Emily Hall—*University of Wisconsin-Madison*
Kathy Evertz—*Carleton College*

Collaboration among student peers is an especially effective mode of learning. The Writing Fellows program at the University of Wisconsin-Madison trains undergraduates to work closely with professors as well as student writers in specific writing-intensive courses. In this interactive workshop, staff from the UW Writing Center and WAC Program will lead participants through the philosophy and logistics of establishing such a peer Writing Fellows program to support writing efforts throughout the curriculum.

W E—WALNUT ROOM

A New Approach to and Vision of Enhancing Learning Through Writing—Scenes and Issues in the US and Europe

Magnus Gustafsson—*Chalmers University of Technology, Sweden*
Julian Ingle—*Queen Mary, University of London*
Paul Anderson—*Miami University*
David Russell—*Iowa State University*
Michael Carter—*North Carolina State University*

A workshop to outline the pros and cons of a more far-reaching and departmentally oriented approach to promoting student writing. This workshop will discuss parameters such as effective strategies, decisive differences, organizational or educational obstacles, and characteristics of high quality learning through writing.

W F—MAPLE ROOM

Take Your Students to the Movies: Teaching Writing and Thinking Through Film

Chantal Gibson—*Simon Fraser University*
Stephanie Dayes—*Simon Fraser University*

Using Henry Fonda as the model critical thinker, this critical reading of *12 Angry Men* offers teachers a fun and engaging way to guide students through the argument-writing process as they evaluate the strengths and limitations of their own thinking.

11:30AM - 12:30PM

LUNCH
Alumni Hall

CONCURRENT SESSIONS

01 B—GEORGIAN ROOM

WAC as Platform for Integrated Learning

Chair: Jeanne Bohannon—*Georgia State University*

WAC as a Model and Partner for Integrated Learning Initiatives

Nathan Grawe—*Carleton College*

Working it Out: Faculty Teaching One Another Toward a New Curriculum

Carol Rutz—*Carleton College*

At Carleton College, WAC pedagogy has proven fundamental to the establishment of a new curriculum based on integrative approaches to learning.

01 C—HOOSIER ROOM

Wrangling Faculty into WAC/WID

Chair: Pamela Childers—*The McCallie School*

Encouraging Communication: Including Faculty in a Workshop for Navigating the PhD

Marilee Brooks—*Michigan State University*

Elena Adkins—*Michigan State University*

Michigan State University (MSU)'s Writing Center and Graduate School cosponsor a two-day workshop for Ph.D. students facilitated by a Writing Center consultant. The presenter will discuss the strengths and weaknesses of the workshop as it exists and discuss reshaping the workshop to include the faculty advisors of Ph.D. students.

Approaches to Writing Development for Academic Staff in UK Universities

Rebecca O'Rourke—*University of Leeds*

This presentation reports the findings of a small-scale research project which set out to explore the recent trend of providing writing development activities for academic staff in UK universities. In particular, the presenter will explore how these activities challenge the assumption that writing is—or ought to be—an unproblematic part of academic identity and practice and the implications this has for student writing development.

01 D—OAK ROOM

From Tutor to Tutor: Acculturating Tutor Trainees

Chair: Jo Ann Vogt—*Indiana University*

Jo Ann Vogt—*Indiana University*

Bill Trovinger—*Indiana University*

Kelsey Nash—*Indiana University*

Shabrelle Pollock—*Indiana University*

Using video clips from a tutor-training session, a panel of experienced peer tutors, former peer tutors, and graduate tutors will illustrate how a question-based training session allows current tutors to acculturate trainees and pass on the essence of what good tutoring means.

01 E—WALNUT ROOM

“Naked Language”: Writing to Advance the Disciplines, a New Rhetoric

Chair: Tarez Samra Graban—*Indiana University*

Robert Smart—*Quinnipiac University*

Suzanne Hudd—*Quinnipiac University*

Andrew Delohery—*Quinnipiac University*

Glenda Pritchett—*Quinnipiac University*

Mark Hoffman—*Quinnipiac University*

The panel presents writing assignments crafted by colleagues in the content areas to bolster critical thinking and deeper disciplinary understanding, along with data gathered at their home institution and other outside schools, to suggest that engaging disciplinary learning in this more active, interrogative manner leads to a better, fuller understanding on the part of students.

01 F—MAPLE ROOM

Building and Sustaining a Viable WAC Program: Lessons from the Ten Year CUNY-wide WAC Initiative

Chair: Magnus Gustafsson—*Chalmers University of Technology, Sweden*

WAC at Hostos Community College: Strengthening Undergraduate Proficiencies

Linda Hirsch—*Hostos Community College/CUNY*

WID at the Crossroads

Marian Arkin—*LaGuardia Community College/CUNY*

From the Usual Suspects to the College at Large

Trudy Smoke—*Hunter College/CUNY*

WAC/Writing Fellows and the Writing Center

Dennis Paoli—*Hunter College/CUNY*

This panel presentation will examine the evolution and insights gleaned from ten years of an ongoing City University of New York (CUNY) WAC Initiative at both the four-year and community colleges with reflections on the particular challenges and successes of this vast undertaking at individual member campuses.

01 G—REDBUD ROOM

Using Blogging to “Place” Students within Content Areas

Chair: J. Rocky Colavito—*Butler University*

Using Blogging to Place Students within the American Classroom

Katherine Schutte—*Western Illinois University/Moline High School*

Using blogging technologies helps “situate” students within academia, increasing critical thinking, student engagement, and the motivation to write in all disciplines.

02 B—GEORGIAN ROOM

Where Teacher-Based Research Leads Us: New Questions for WAC Practitioners

Chair: Laura Plummer—*Indiana University*

Learning to Communicate in Science and Engineering: Lessons Learned

Neal Lerner—*Massachusetts Institute of Technology*

Creating a Transnational WAC Model

Jennifer Craig—*Massachusetts Institute of Technology*

Panelists will describe how a multi-year research project on scientific and engineering communication sparked follow-up WAC research—particularly in international contexts and on diversity issues.

02 C—HOOSIER ROOM

The Value of Writing in Math and Science

Chair: Holly Schreiber—*Indiana University*

From Math Student to Mathematician: Training Summer Research Students to Write as Mathematicians

Patrick Bahls—*University of North Carolina Asheville*

Amy Mecklenburg-Faenger—*College of Charleston*

The presenters examine the ways in which student participants in a summer math research program grow as writers and, through their writing, as practitioners of the discipline.

Teaching Evolution: A Renewed Faith in the Value of Writing

Erin Barley—*Simon Fraser University*

Low stakes writing assignments were used in a third year evolution course to increase student engagement, understanding of evolutionary concepts, and the development of critical thinking skills.

02 D—OAK ROOM

The Influence of Writing Tutors on Course Design and Tutoring Practice

Chair: Jo Ann Vogt—*Indiana University*

Cross-Pollinating Tutorial Approaches in a Hybrid Writing Center

Jackson Brown—*Stephen F. Austin State University*

This presentation examines a group tutorial model in the writing center.

How Individual Perspectives Promote Progress in Fellows Programs

John Lauckner—*Michigan State University*

The presenter will look at Michigan State University's Spring 2009 writing mentors pilot program, and how the perspectives of the mentors involved are already affecting the future of the program.

Writing Fellow Influence on Assignment Design in the Disciplines

Beth Hedengren—*Brigham Young University*

This study examines reports by tutors, professors, and students to determine the extent of the influence Writing Fellows have on professors' design of writing prompts.

02 E—WALNUT ROOM

Snapshots of a Campus Writing Program: Networked Assessment

Chair: Christopher Manion—*The Ohio State University*

Networked Assessment

Jeff Rice—*University of Missouri*

Snapshots Across One Longstanding WAC Program I

Bonita Selting—*University of Missouri*

Snapshots Across One Longstanding WAC Program II

Catherine Chmidling—*University of Missouri*

This is a presentation by the Director and two Coordinators in the University of Missouri's Campus Writing Program describing a distinctive assessment project.

02 F—MAPLE ROOM

Genre Awareness

Chair: Raymond Smith—*Indiana University*

Genre Awareness, Academic Argument, and Transferability

Irene Clark—*California State University Northridge*

This presentation will report on a project that focused on helping students acquire "genre awareness" as a means of enabling them to make connections between academic argument as presented in first-year writing classes and the writing genres they encounter in other disciplines.

Science Students and the Development of Genre Knowledge

Suzanne Lane—*Massachusetts Institute of Technology*

Based on a longitudinal study that included interviews with 18 science students and analysis of their writing from freshman to senior year, this paper will analyze the development of genre awareness, and the effects that learning the genre conventions of science writing had on the writing that these science students produced outside of that discipline.

Can Campus-wide Writing Centers Accommodate Diverse Discourse Communities?: Exploring Generalist Tutors' Genre Knowledge

Erin Kane—*University of Alabama*

Because more disciplines across campuses are incorporating writing instruction into their curricula, campus-wide writing centers must respond to increasing needs of students who write for diverse discourse communities. This session presents three case studies that detail potential factors affecting the feedback quality that generalist tutors provide to students writing in discipline-specific contexts.

03 B—GEORGIAN ROOM

Inviting Students to Re-vision their Writing: Improving Speaking, Listening and Writing across the Curriculum

Chair: Laura Plummer—*Indiana University*

Building Audience Awareness Through Audio Feedback

Susan Schorn—*University of Texas at Austin*

Letting Research Shape our Practice: Supporting f2f and Performance Feedback

Joan Mullin—*Illinois State University-Bloomington/Normal*

Feedback Face-to-Face: Mentoring First-Year Writers into Reflection and Rhetorical Flexibility

Holly Bruland—*University of Hawaii at Manoa*

Drawing on replicable studies, presenters demonstrate that when writing-center pedagogies which instantiate reader reaction are translated to WAC classrooms they increase metacognitive and reflective activity, two of the strongest predictors of longitudinal writing growth that are critical to successfully managing the variety of disciplinary expectations demanded of students.

03 C—HOOSIER ROOM

Collaborative Faculty Development

Chair: Patrick Bahls—*University of North Carolina Asheville*

Penning a Science Narrative: Assessing WAC as Curriculum Support

Jeanne Bohannon—*Georgia State University*

Chuck Bohannon—*Bartow County Schools*

This quantitative study seeks to determine what effects, if any, an implementation of WAC tasks into a high school science curriculum will have on standardized science test scores and educational outcomes.

The Writing Fellow/Faculty Collaboration: Making It Work

Linda Hirsch—*Hostos Community College/CUNY*

Andrea Fabrizio—*Hostos Community College/CUNY*

This presentation will examine the various models of Writing Fellow/faculty WAC partnerships to distinguish those personal and academic characteristics which lead to effective collaborations and implementation of WAC principles and practices.

Collaboration Website for Instructors of Upper Level Communication-Intensive Mathematics Classes

Susan Ruff—*Massachusetts Institute of Technology*

Sami Assaf—*Massachusetts Institute of Technology*

Violeta Ivanova—*Massachusetts Institute of Technology*

Mia Minnes—*Massachusetts Institute of Technology*

Presentation of a website designed to support collaboration among mathematics instructors who are teaching upper level communication-intensive math classes at M.I.T.

03 D—OAK ROOM

At Home with Writing: WAC Faculty Fellows at St. John's University

Chair: Richard Holody—*Lehman College/CUNY*

Anne Ellen Geller—*St. John's College*

Natalie Byfield—*St. John's College*

Zachary Davis—*St. John's College*

Emilio Squillante—*College of Pharmacy and Allied Health Professions*

Jennifer Travis—*St. John's College*

Melissa Yates—*St. John's College*

Enju Wang—*St. John's College*

The faculty on this panel will describe reading and thinking with colleagues outside their disciplines, reflecting on and revising their practices of teaching writing, and working with undergraduate writing fellows in their spring 2010 courses. Each faculty person on the panel will also present a piece of action research from the year's work and invite the audience to respond as faculty colleagues, modeling pieces of the collaborative work this group will do together over the year.

03 E—WALNUT ROOM

Collaborative Technology in the Classroom

Chair: Jackson Brown—*Stephen F. Austin State University*

Real World Teaching Tools: Wikis as Collaborative Workspaces

Adrienne Lewis—*Davenport University*

This session will explore best practices for using collaborative web applications to enhance learning in traditional college courses.

OMG, the OP Must Be On Dope! LMAO! STFU! :0!: Analyzing the Conversations, Arguments, and Discourse Conventions in Discussion Board Threads

J. Rocky Colavito—*Butler University*

This presentation addresses the practical considerations of rhetorical and linguistic features of discussion board activity and their place in the teaching of writing across the curriculum.

Single Source Content Management: Implications for WAC Programs

Rebekka Andersen—*University of California, Davis*

Single Source Content Management (an information development methodology that enables writers to create content once and reuse it many times) has profound implications for how WAC courses prepare students to be critical thinkers and writers in their disciplines; the presenter will highlight some of these implications.

03 F—MAPLE ROOM

The Challenges of Writing Program Administrators in 21st Century Contexts

Chair: Irene Clark—*California State University Northridge*

A Case Study of First Year WAC Development: Ideological Conflict, Uneasy Alliances

Collie Fulford—*North Carolina Central University*

In one complex case of coincident reforms to first year writing and general education, writing across the curriculum ideologies and standards-based assessment ideologies come into conflict.

WAC at TSC: Writing Across and Up the Curriculum as a Gen Ed/ Program Partnership

Chris Geyer—*Cazenovia College*

This presentation offers perspectives on the opportunities and dangers that face a WAC program at a very small college.

We All Shine On: Transition and Change in a Writing in the Disciplines Program

Christina Marie Devlin—*Montgomery College*

An award-winning program navigates leadership transition and economic change by sharpening its student focus.

03 G—REDBUD ROOM

Blogs and Online Collaboration

Chair: Marilee Brooks—*Michigan State University*

Online Groupwork Across the Curriculum

Noah Ullmann—*Michigan State University*

This presentation will address the use of shared online spaces to support inter-class conversations.

Blogging Across the Curriculum: Diverse Goals, Effective Practices

Jane Fife—*Western Kentucky University*

This presentation examines the growing literature on blogging in the college classroom to suggest best practices for blog assignments to achieve the goal of conversational learning in a variety of classroom contexts.

Blogs: Learning through Writing in a Networked Community

Katherine Bridgman—*Florida State University*

This presentation will incorporate both the presenter's personal experience with this assignment as a graduate student and her experience integrating this approach into her own classroom with undergraduates. She will include illustrative personal narrative as well as a multimedia presentation that explores blogging as a space in which students write to learn and write to enter a broader community.

5:30PM - 6:30PM

RECEPTION (CASH BAR)

IU Art Museum

Co-sponsored by National Survey of Student Engagement

FRIDAY, MAY 21, 7:30AM - 8:30AM

CONTINENTAL BREAKFAST

Alumni Hall

04 A—STATE ROOM EAST

Responding to and Evaluating Student Writing

Chair: Joyce Adams—*Brigham Young University*

PEER Review: Teaching TAs how to Provide Effective Evaluation and Response

Chantal Gibson—*Simon Fraser University*

This presentation describes the writing activities used in a workshop designed to teach new TAs how to provide thoughtful feedback that motivates students.

Speaking of Writing: Using Voice Recognition Software to Comment on Student Papers

Vicki Martineau—*National University*

This presentation will demonstrate the benefits of using voice recognition software to comment on student writing and reduce time spent on giving feedback.

Training Graders as a Means to Grade Equity and (Future) Faculty Development

Laura Plummer—*Indiana University*

Norming sessions meet the short-term goal of establishing equitable benchmarks and standards for responding to student writing; the long-term effects reach not only to current faculty practice in writing in the disciplines, but also to preparing future faculty.

04 B—GEORGIAN ROOM

WAC, WID, and the Cultures of Writing

Chair: Jon Leydens—*Colorado School of Mines*

Cultivating Critical Engagement Across the Curriculum

Ruth Kistler—*Florida State University*

Blogging Across the Curriculum: Writing for a Community

Jennifer O'Malley—*Florida State University*

The "Things They Carried" from Another Vantage Point: The Contribution of WAC and WID to the Question of Transfer of Composing Knowledge and Practices

Kathleen Yancey—*Florida State University*

Using WAC—and her cousin WID—as point of perspective, the presenters identify ways to enhance student development within many cultures of writing: through critical pedagogy, blogging, and teaching for transfer.

04 C—HOOSIER ROOM

WAC in Multilingual Contexts

Chair: Chris Geyer—*Cazenovia College*

"Salam Aleikum! You'd Like Some Help with Your Essay?"

Lynne Ronesi—*American University of Sharjah*

This presentation highlights the perceptions of writing tutors at an English-medium university in the UAE regarding the relationship between their English writing ability and their identities as bilingual Arabs.

What WAC/WID Faculty Need to Know About Multilingual Learners: New Approaches for Faculty Development

Jonathan Hall—*York College/CUNY*

This presentation offers a specifically WAC/WID model for faculty development which adapts research on L2 writing, language learning, and other fields to the challenges of upper-level WAC/WID courses enrolling students who are far removed from the level of the struggling beginning language learner, but who may nevertheless be working through important advanced language issues which instructors should be aware of.

04 D—OAK ROOM

Adjusting, Surviving, Sustaining: Tales of WAC Program Upheaval and Change

Chair: Kurt Schick—*James Madison University*

Surviving from the Ground Up: Social Movement Theory and the Perseverance of WAC

Dan Melzer—*California State University Sacramento*

Notice, Adjust, Evolve: How to Let That Which Does Not Kill Us Make Us Stronger

Lisa Johnson-Shull—*Washington State University*

Sustaining WAC Amid the Chaos: Adapting to Leadership Change, New Initiatives, and Fiscal Uncertainty

Michael Cripps—*York College*

Textual Collaboration as Movement: WID Surviving Turf Wars

Fiona Glade—*California State University Sacramento*

Symbiosis Under Scrutiny: The Strength of WAC Agency

Sarah Baker—*George Mason University*

In this panel, WPAs from established WAC programs will discuss challenges to the survival of their programs and offer advice for sustaining WAC during times of upheaval and change.

04 E—WALNUT ROOM

A New Frontier: Teaching with Wikipedia

Chair: Bryan Kopp—*University of Wisconsin-La Crosse*

Adrienne Wadewitz—*Indiana University*
Anne Ellen Geller—*St. John's University*
Robert Cummings—*University of Mississippi*
Jon Beasley-Murray—*University of British Columbia*
Lauren Ball—*St. John's University*

This panel will discuss ways in which Wikipedia can be incorporated into the classroom to teach digital literacy and collaborative writing. Branching off from these specific topics, the presenters will ask larger questions about the nature of knowledge and authority that arise from using Wikipedia.

04 F—MAPLE ROOM

Working with Faculty Expectations and Perceptions

Chair: Cynthia Cochran—*Illinois College*

Pressure, Pick Lists, and Patient Care: How and Why to Teach Writing to Future Nurses

Audrey Appelsies—*University of Minnesota*
Linda Herrick—*University of Minnesota*

The presenters explore how, as one faculty said, the “many, many masters that nurses have” impinge on the teaching and learning of writing in university classrooms.

“Stealth WAC”: Starting a Conversation about Writing in a Resistant Environment

Monica Luebke—*University of Arkansas at Fort Smith*

This presentation will discuss a writing specialist's efforts to engage faculty from HS and STEM in conversations about disciplinary discourse conventions, first to develop curriculum for a scientific and technical writing course required of all rhetoric majors in the “Professional and Technical Writing” track of the degree in Rhetoric and Writing, and second to begin a conversation about writing-to-learn and learning-to-write in the disciplines.

The “Hidden Curriculum” of Sociology Writing Instruction

Suzanne Hudd—*Quinnipiac University*

Presentation of data from interviews with sociologists on the east coast that describes their expectations and pedagogical strategies for student writing in the discipline.

04 G—REDBUD ROOM

Tutoring Writing Across the Curriculum

Chair: Beth Hedengren—*Brigham Young University*

Tutoring Across the Curriculum: How Interdisciplinary Tutor-Tutee Collaborations Affect Writing

Al Harahap—*San Francisco State University*

The Tutoring Studio: WAC through an Alternative Tutoring Space

Robert Cedillo—*University of Nevada, Reno*

The Rx?: WAC and the Writing Center at a Pharmacy School

Susan Mueller—*St. Louis College of Pharmacy*

This panel aims not only to reinforce the importance of collaboration between WAC and the writing center, but also to show through the three different presentations that we can collaborate in various ways.

04 H—SASSAFRAS ROOM

Be OURs. Be WAC. Writing to Inquire across the Curriculum at BSC

Chair: Delma McLeod-Porter—*McNeese State University*

Be WAC: Addressing Faculty Misconceptions about Student Research

Michelle Cox—*Bridgewater State College*

Be OURs: Collaborations in Inquiry between WAC and Undergraduate Research

Lee Torda—*Bridgewater State College*

Not “Just” Research: Writing for Inquiry in a Communications Context

Nancy Van Leuven—*Bridgewater State College*

In this panel presentation, the leaders of the Office of Undergraduate Research and Writing Across the Curriculum will describe their combined efforts for integrating inquiry-driven writing across the core and in the majors. Then a communication studies faculty member whose pedagogy exemplifies what is possible when student research and writing intersect will showcase her approaches to teaching with inquiry-driven writing.

04 I—PERSIMMON ROOM

Writing Fellows Remix: The TRAC (Technology, Research, and Communication) Writing Fellows Program at Lehigh University

Chair: Katie Levin—*University of Minnesota - Twin Cities*

The TRAC Writing Fellows Program and Writing Across the Curriculum

Gregory Skutches—*Lehigh University*

Faculty Development and the TRAC Writing Fellows Program

Gregory Reihman—*Lehigh University*

The TRAC Writing Fellows Program and Information Literacy

Tina Hertel—*Lehigh University*

The TRAC Writing Fellows Program and Instructional Technology

Jason Slipp—*Lehigh University*

A Former Fellow Reflects on TRAC Writing Fellow Experience

Courtney Jackson—*St. Paul's School*

This panel will present the results of the pilot run of the TRAC (Technology, Research, and Communication) Writing Fellows Program at Lehigh university.

05 A—STATE ROOM EAST

Writing to Learn On Emerging Frontiers: Fresh Perspectives for 21st Century WAC Programs

Chair: Martha Townsend—*University of Missouri*

A Call to Develop New Media Connections in WAC Programs

Eric Dragseth—*University of Missouri*

Bridging the Content Gap With Writing Across the Curriculum

Barri Bumgarner—*University of Missouri*

Panelists focus on an area of their own unique backgrounds to examine some of the most current trends in WAC studies, all revolving around the pedagogical pillar of writing-to-learn.

05 B—GEORGIAN ROOM

Powering Up Your WAC Program: Practical, Productive Ways to Use Assessment Data from NSSE's Consortium for the Study of Writing in College

Chair: Raymond Smith—*Indiana University*

Robert Gonyea—*National Survey of Student Engagement*

Paul Anderson—*Miami University*

Chris Anson—*North Carolina State*

Chuck Paine—*New Mexico State University*

WAC leaders from various colleges and universities will explain how they are using national data and their own institution's data to increase the scope and effectiveness of their WAC programs.

05 D—OAK ROOM

The Empowered Powerlessness of Liminal WPAs in "These Tough Economic Times"

Chair: Kelly Moor—*Southwestern Oklahoma State University*

The Empowered Powerless: The Paradox of Liminal WPA Work

Talinn Phillips—*Ohio University*

Something's out of WAC: Writing (De)Valued Across the Curriculum

Megan Titus—*Ohio University*

Neither Here nor There: The Interim (ABD) Director and WAC in Peril

Paul Shovlin—*Ohio University*

Destructive Misperceptions and the Death of a WAC / WPA Dream

Melanie Lee—*Ohio University*

This panel analyzes the paradox of empowered powerlessness in what are termed "liminal WPA" spaces.

05 E—WALNUT ROOM

WAC/WID Faculty Strike Back: Reasserting the Importance of the Humanities in Today's Vocationally Oriented Universities

Chair: Debrah Huffman—*Indiana University-Purdue University Fort Wayne*

The Humanities and the American Mariner: Good Shipmates in a Globalized World

Julie Chisholm—*California State University Maritime Academy*

Teaching *Brave New World* to Tomorrow's Pilots

Ashley Andrews Lear—*Embry-Riddle Aeronautical University*

The Technical Humanitarian

Michael Perez—*Embry-Riddle Aeronautical University*

Faculty from a maritime university and an aeronautical university discuss methods used in the attempt to reinject humanist ideals into the writing-intensive classroom.

05 F—MAPLE ROOM

Professional Practices in the WAC Classroom: Journal Clubs, Poster Presentations, and Graphic Representations of Laboratory Work

Chair: Rebecca O'Rourke—*University of Leeds*

Adapting the Professional Journal Club for WAC

Leslie Ann Roldan—*Massachusetts Institute of Technology*

The Professional Poster Session & Its Simulation in Undergraduate Settings

Jane Kokernak—*Massachusetts Institute of Technology*

The panel will explore two communication practices that are little studied in WAC literature but are valued by professionals: journal clubs and poster presentations.

05 G—REDBUD ROOM

The Writing Center Beyond Campus

Chair: Jane Fife—*Western Kentucky University*

Expanding the Walls of the Academy: Bringing WAC to Community-Based Internship Supervisors

Richard Holody—*Lehman College/CUNY*

This presentation explores the role that community-based supervisors of interns can play to help baccalaureate social work students (and, by extension, other disciplines that utilize internships) to improve their writing skills.

The Reading/Writing Connection

Lynne Rhodes—*University of South Carolina Aiken*

This presentation offers a snapshot of how teacher participation in local writing projects can influence and build on teachers' professional development in literacy practices.

05 H—SASSAFRAS ROOM

Research Writing: The Whole in the Middle

Chair: Zak Lancaster—*University of Michigan Ann Arbor*

“My author sort of talked about...”: Using Bibliography to Decode Academic Argument

Faye Prichard—*Virginia Commonwealth University*

The Review of Literature Paper: Making Meaning of the Conversation

Bonnie Orzolek—*Virginia Commonwealth University*

Support from the Library for Students and Faculty

Donna Coghill—*Virginia Commonwealth University*

Laura Westmoreland—*Virginia Commonwealth University*

This presentation explores making whole the often fragmented process that students resort to in research writing courses and assignments.

05 I—PERSIMMON ROOM

Engaged Learning through Writing: Physical Therapy Assisting Program

Chair: Kevin Hooge—*University of California, Santa Barbara*

What is Engaged Learning through Writing?

Glenn Blalock—*Our Lady of the Lake College*

Overview of Enhancing Learning in PTA Program

Katherine Krieg—*Our Lady of the Lake College*

Using Writing to Enhance Learning in the PTA Program, Part I

Marty Aime—*Our Lady of the Lake College*

Using Writing to Enhance Learning in the PTA Program, Part II

Leah Geheber—*Our Lady of the Lake College*

Faculty in the Physical Therapy Assisting Program describe how they develop and use “quality writing experiences” throughout their highly structured curriculum to enhance learning in this health professions degree program.

11:30AM - 1:00PM

LUNCH

Alumni Hall

Speaker: Terry Myers Zawacki

06 A—STATE ROOM EAST

Best Practices for a Multilingual Classroom

Chair: Elena Adkins—*Michigan State University*

Non-Native English Speakers (NNEs) in the Writing Classroom and Writing Center

Elise Geither—*Baldwin-Wallace College*

This presentation includes results and suggestions from studies on NNEs student perceptions of their needs in writing and perceptions of success in writing center sessions.

Developing Textual Identity: Achieving “Optimal” Course Design for First-Year Multilingual Writers

Tarez Samra Graban—*Indiana University*

This presenter discusses how the concepts of “moves” and “interlanguage” from EAP/ESP research can be adapted for promoting more equitable cultural positioning among novice multilingual writers in the non-WID composition course.

06 B—GEORGIAN ROOM

Manifesto Against “Coursecentrism”: Institutionalizing Linked-Course Collaborations

Chair: Joan Graham—*University of Washington*

A Freshman Linked Course Program in Core Courses: An Eight-year Study

Margot Soven—*La Salle University*

Linked Courses as Opportunities for Faculty Development

Carrie Matthews—*University of Washington*

The Linked Course as Paper Tiger: The Possibilities and Challenges of Negotiating Shared Outcomes for Linked Courses

Michelle LaFrance—*Drew University*

Three presenters and a respondent discuss the necessary development of social networks, training, and curricular planning to support and sustain the implementation of linked courses as collaborative sites.

06 C—HOOSIER ROOM

Online Publishing as WAC: The Case of Blogs@Baruch

Chair: Dan Wu—*Clemson University*

Blogging as Professional Development

Mikhail Gershovich—*Baruch College/CUNY*

Personal Publishing and the Path to the University of the Future

Lucas Waltzer—*Baruch College/CUNY*

Re-imagining the Literary Magazine through a Blogging Platform

Keri Bertino—*Baruch College/CUNY*

Each of the three presenters on this panel will address an aspect of Blogs@Baruch's increasing centrality to the WAC landscape of Baruch and connect the project to broader WAC/WID-related issues.

06 D—OAK ROOM

New to WAC: New Initiatives and New Challenges for WPAs

Chair: Marcia Buell—*Northeastern Illinois University*

What's a Writing Specialist to Do? Making WAC and/or WID a Cornerstone of a Quality Enhancement Plan

Sylvia Whitman—*Marymount University*

A green writing specialist surveys the place of writing in quality enhancement plans (QEPs) instituted as part of a reaccreditation process and explores with the audience the possibilities and perils therein.

Best Practices for Prospective Pre-tenured WPAs

Naomi Clark—*University of Missouri*

This presentation explores how graduate students can best prepare for the challenges they might expect to encounter as pre-tenured writing program administrators, thus identifying the best return on their present time investments.

Cohorts in Curriculum: Making it Work for WAC

Holly Norton—*University of Northwestern Ohio*

This presentation will address the philosophy, challenges, and results of WAC cohorts at the University of Northwestern Ohio.

06 E—WALNUT ROOM

Big Rubrics and Weird Genres: The Futility of Using Generic Assessment Tools Across Diverse Instructional Contexts

Chair: Monica Luebke—*University of Arkansas at Fort Smith*

Contextual Dependencies in Faculty Evaluation of Student Writing Across the Disciplines: Toward a New Model

Chris Anson—*North Carolina State University*

Why, Your “Well-Developed” Looks Nothing Like Ours!: Working Toward Accurate Writing Assessment in the Disciplines

Pamela Flash—*University of Minnesota*

Measuring the Intangible: Assessing Relational Genre Knowledge in Disciplinary Settings

Deanna Dannels—*North Carolina State University*

Developing Assessments for Communication in the Disciplines: A Case Study in Landscape Architecture

Amy Housley Gaffney—*North Carolina State University*

Through examples of the assessment of specific, highly discipline-based genres of writing and speaking, this session argues for the universal abandonment of generic assessment rubrics and practices.

06 F—MAPLE ROOM

Developing and Assessing a Sequenced Writing Curriculum

Chair: Christina Marie Devlin—*Montgomery College*

Supporting a Vertical Writing Model

Georgia Rhoades—*Appalachian State University*

The presenter's WAC Program has created a faculty development structure in which composition and WID faculty support a vertical writing model in four required Gen. Ed. writing courses.

Writing across the Nursing Curriculum

Roger Graves—*University of Alberta*

This presentation will report the results of a descriptive study of writing assignments given throughout the nursing curriculum at one university.

Developing Sequenced Writing Curriculum within Science Departments

Matthew Haslam—*University of Hawaii at Hilo*

This presentation describes the sequenced writing curriculum being developed within science departments at a 4,000-student state university.

06 G—REDBUD ROOM

Communities and Composition

Chair: Mark Waldo—*University of Nevada, Reno*

Continuing Diverse Experiences within Writing Classrooms:

Oral Tradition as Genre of Inquiry

Natasha Trace—*Michigan State University*

This presentation will focus on how oral tradition was used within a first-year writing classroom in order to meet pedagogical beliefs and why the presenter now believes that it is important to include oral tradition as a necessary genre of writing.

Wikis and Disciplinary Communities of Practice

Christopher Manion—*The Ohio State University*

Through three case studies from anthropology, education, and professional writing, this panel will explore how wikis change the communities of practice within classrooms and programs.

Conventional Wisdom

Jamie Thornton—*Kaplan University*

Using a multi-modal method (with the simple name of "conventional wisdom") can help students grasp how to clearly and effectively express themselves in the academic world of written essays.

06 H—SASSAFRAS ROOM

Research as a Tool for Composition Instruction

Chair: Collie Fulford—*North Carolina Central University*

The WAC-ier UR, the WAC-ier You Can Be

D. Alexis Hart—*Virginia Military Institute*

Using a cross-disciplinary undergraduate research (UR) project in engineering writing conducted by a mechanical engineering major/writing minor as a case study, the presenter will examine how UR's compatibility with WAC initiatives makes UR a potentially rich site for WAC programs to realize many of their central goals.

Writing History in Connected Courses

Kathryn Tomasek—*Wheaton College*

This presentation assesses the History Engine as a tool for helping students develop and deploy contextualized knowledges.

Unconventional Resources to talk about Writing Conventions

Kim Crowley

Using campus resources like archives and special collections can help students from a variety of disciplines do great research and also talk about what goes into good writing, no matter what the area of study.

06 I—PERSIMMON ROOM

WAC at Three Levels: The Evolution of a Program

Chair: Patricia Kolb—*Lehman College/CUNY*

Empowering Adult Learners: From Negotiating Obstacles to Achieving Self-Efficacy

Audrey Allison—*Kennesaw State University*

Writing Toward a Community of Inquiry: WAC in the Interdisciplinary Classroom

Susan Rouse—*Kennesaw State University*

WAC Strategies to Build a WAC Program

Mary Lou Odom—*Kennesaw State University*

Beth Daniell—*Kennesaw State University*

This panel looks at one university's Writing Across the Curriculum initiative and explores the impact of this work at three levels: 1) the level of the student, as exemplified by adult learners in the communications field; 2) the level of the classroom, as demonstrated by an interdisciplinary American studies class's developing sense of community; and 3) the level of the program, as administrators discuss their use of WAC strategies to develop the WAC program.

07 A—STATE ROOM EAST

WAC Curriculum Assessment

Chair: Audrey Applesies—*University of Minnesota*

Measuring Writing Improvement in a Large-enrollment Social Science Course: Early Results from a Three-year Study

Brenda Rinard—*University of California, Davis*
Chris Thaiss—*University of California, Davis*

This presentation describes the process of incorporating writing assignments in a large-enrollment undergraduate sociology course at a Tier-One research university in order to fulfill the university's "writing experience" requirement.

Putting a WI Microbiology Course under the Microscope

Julie Trachman—*Hostos Community College/CUNY*

Assignment strategies used for a writing intensive section of a microbiology course will be discussed.

Extending a Writing Center Assessment Culture Across The Curriculum

Kim Ballard—*Western Michigan University*

This presentation explores cross-curricular faculty participation in context-based writing center assessment and stresses how and why writing center assessment differs from writing assessment.

07 B—GEORGIAN ROOM

Reconceptualizing How We Advise WAC Faculty to Praise Student Writers

Chair: Terry Zawacki—*George Mason University*

What Do We Mean by Praise in Response to Student Writing?

Brad Hughes—*University of Wisconsin-Madison*

Praise for the Sake of Learning

Beth Godbee—*University of Wisconsin-Madison*

What I Learned from Greg about Strength Conditioning

Jon Olson—*Pennsylvania State University*

The panel explores what motivates faculty resistance to praising student papers and offers WAC professionals alternative ways to teach praise which draw on appreciative inquiry and a strengths approach.

07 C—HOOSIER ROOM

Online Writing Communities

Chair: Julie Chisolm—*California State University Maritime Academy*

Creating an Online Writing Center for an Online University

Renee Ramsey—*Northcentral University*

This presentation describes and evaluates the process of creating an online writing center to serve students in psychology, business, and education.

Using the Online Experience to Move Students from Learning to Write to Writing to Learn

Sandy Figueroa—*Hostos Community College/CUNY*
Sarah Archino—*CUNY Graduate Center and University*

The presenters will share the use of formal and informal writing exercises, group projects, article summaries, and a cartoon in an asynchronous online course—Computer Literacy.

Reinventing Writing Programs as Online Communities of Practice

Bryan Kopp—*University of Wisconsin-La Crosse*

Using online collaboration tools and custom social networks, writing program administrators can facilitate participation and dialogue among teachers, foster the development of writing assignments, and document progress toward broader teaching and learning goals.

07 D—OAK ROOM

Successful Classroom Practice—Writing Instruction

Chair: Angela Clark-Oates—*Arizona State University*

Tonya Harding, Nancy Kerrigan, Content, and Style: Using Metaphor to Teach Writing Concepts Across the Curriculum

Beth Nardella—*West Virginia University*

This presentation will discuss some strategies to discover shared experiences and tools for developing appropriate metaphors for the composition classroom that allow students to visualize unwieldy theories.

Why Everyone Thinks Grammar is Easy

Mary McDonald—*Cleveland State University*

The history of easy, basic grammars shows reductionist trends that are present in the 1700s and our time but missing in the 19th century.

Thinking "Big": Using Pop Nonfiction in Advanced Composition

Lisa Ottum—*Indiana University*

This presentation offers both a theoretical discussion and practical strategies for teaching so-called "big idea" bestsellers (e.g. *Freakonomics*) in advanced composition courses.

07 E—WALNUT ROOM

Rubrics Across the Curriculum: The Results of A Summer Workshop

Chair: Hannah Moeckel-Rieke—*Norwalk Community College*

Stephanie Thomson—*Ferris State University*

Olukemi Fadayomi—*Ferris State University*

Lucy Ngoh—*Ferris State University*

A panel of faculty from varied disciplines at Ferris State University shares the results of a summer WAC workshop that focused on revising rubrics. This presentation will include reports of experiences and examples of student work resulting from the changes made.

07 F—MAPLE ROOM

Writing to Learn—Who Says You Can't be Creative in Science?

Chair: Gregory Skutches—*Lehigh University*

Teaching in the Sciences—An Exploration in Creativity

Vicki Martineau—*National University*

Rap, Theater, and Literature—Did You Say This Was Nursing?

Jayne Moore—*National University*

Physiology—an Experiment in Nontraditional Writing

Anwar Chaudhry—*National University*

This presentation will explore the use of nontraditional and creative writing assignments used to help adult students learn content in their science classes at National University.

07 G—REDBUD ROOM

Teaching Counselors to Use Writing as a Therapeutic Intervention

Chair: Carroll Ferguson Nardone—*Sam Houston State University*

Noreen Lape—*Dickinson College*

Ric Long—*Columbus State University*

A writing center director and a counseling professor/psychotherapist will explain how they taught graduate students in a counseling skills course—half of whom were military chaplains just home from Iraq—to use writing as an intervention in therapy and as a form of self-care.

07 H—SASSAFRAS ROOM

Negotiating Territory: Undergraduate Scholars Research Project

Chair: Jason Schneiderman—*Borough of Manhattan Community College*

Undergraduate Scholars Research Project

Delma McLeod-Porter—*McNeese State University*

Slow and Steady Wins the Race: Implementing and Managing a WAC Program

Harold Stevenson—*McNeese State University*

Serving the Students: Effective Mentoring

William Dees—*McNeese State University*

Where It All Began: The History of the UGS

Janet Woolman—*McNeese State University*

Maintaining Academic Rigor and Integrity

Linda Larson—*McNeese State University*

Managing the Minutia

Lisle Howard—*McNeese State University*

The Undergraduate Scholars Research Project epitomizes the spirit of academic excellence and writing across the curriculum.

07 I—PERSIMMON ROOM

Engaged Learning through Writing: From the Core to Nursing

Chair: Jo Ann Vogt—*Indiana University*

Why Engaged Learning through Writing?

Glenn Blalock—*Our Lady of the Lake College*

Engaged Learning through Writing: Introductory Biology

Natalie Lenard—*Our Lady of the Lake College*

Engaged Learning through Writing: Introductory Psychology

Michael Dreznick—*Our Lady of the Lake College*

Engaged Learning through Writing: Pediatric / Obstetric Nursing

Michele Walley—*Our Lady of the Lake College*

Engaged Learning through Writing: Issues in Nursing

Valerie Schluter—*Our Lady of the Lake College*

Faculty teaching introductory biology, introductory psychology, and two courses in nursing describe their uses of writing and their focus on the transfer and expansion of knowledge and skills.

4:15PM - 5:30PM

LOCAL COLOR TOURS

Meet in registration area of East Lounge

6:00PM - 7:30PM

INFORMAL RECEPTION (CASH BAR)

Neal Marshall Center

Live music by the Alliteration Trio

SATURDAY, MAY 22, 7:30AM - 8:30AM

CONTINENTAL BREAKFAST

Alumni Hall

08 A—STATE ROOM EAST

Is There Life After WPA? The (Still) WACKy World of the Recovering Administrator

Chair: Jo Ann Vogt—*Indiana University*

The More Things Change, the More (Some) Things Stay the Same: A Recovering Administrator Discovers a New Subject Position for Teaching and Research

Bill Condon—*Washington State University*

The Literate Lives of Athletes, or How A(nother) Former WAC/WID WPA Found New Possibilities for Scholarship

Martha Townsend—*University of Missouri*

Bring on the Third Culture: A Multi-Million Dollar NSF Grant Includes a Former WAC/WID WPA

Martha Patton—*University of Missouri*

Three former directors of WAC/WID programs describe how their teaching and/or research methods have changed now that they are no longer administrators.

08 B—GEORGIAN ROOM

Writing and Writing-to-Learn in the STEM Disciplines: A National Collaborative Project

Chair: Peggy Lindsey—*Wright State University*

Two-Stage Plan of the Writing in the STEM Disciplines Project

Chris Thaiss—*University of California, Davis*

Background of the Writing in the STEM Disciplines Project

Marie Parette—*Virginia Polytechnic Institute and State University*

Sample Collaboration between Writing Faculty and STEM Faculty: Writing in Engineering at Virginia Tech

Lisa McNair—*Virginia Polytechnic Institute and State University*

The panel will describe a new national collaborative project on learning in the STEM disciplines, with writing strategies and assignments at the heart of the project, which will involve 50 or more research institutions.

08 C—HOOSIER ROOM

Strategies for Skill-based Course Design

Chair: Kim Ballard—*Western Michigan University*

Writing Instruction that Works

Susan Parnell—*Professional Learning and Development, Inc.*

This presentation will offer three writing strategies that yield results.

Bridging the Gap

Lynne Rhodes—*University of South Carolina Aiken*

Using Freshman Folders (a sampling of writing representing all sections of USCA's composition program) and Writing Proficiency Portfolios (representing WAC), the presenter explores cross-disciplinary expectations for researched writing at her institution, notably the lack of significant gains in researched writing after FYC, concluding that partnerships must be established between FYC and WI instruction and that media/information-technology specialists must become more actively engaged in WI course design.

08 D—OAK ROOM

Theorizing WAC

Chair: Kim Crowley

U.S. Undergraduate Writing, Disciplines, and General Education: Insights from Cross-cultural Linguistic Analysis

Christiane Donahue—*Dartmouth College and Université Lille 3*

Cross-cultural analytic methods for studying students' negotiation of general education vs. disciplinary participation through writing enable us to consider whether the role of meta-awareness is as important as that of discursive ability and expertise in students' growth as writers.

From Transfer to Negotiation: Examining the Uses and Limitations of the Transfer Metaphor

Kennie Rose—*University of Louisville*

Building on the work of Wardle and actor-oriented transfer theorists, the presenter claims the "transfer" metaphor distracts attention from how students transform their skills as they move between contexts and instead recommends adopting the metaphor of negotiation, which allows scholars to observe how students dynamically shape their knowledge to meet the demands of new tasks.

Influences of Academic Practice on the Production of Text

Marcia Buell—*Northeastern Illinois University*

Kevin Roozen—*Auburn University*

The presentation explores how practices in art and design and mathematics influence how two writers constructed texts in other fields.

08 E—WALNUT ROOM

Deploying Writerly Identity Across the Curriculum: the Institute, the Retreat, and the Hunker

Chair: Raymond Smith—*Indiana University*

Katie Levin—*University of Minnesota - Twin Cities*
Kirsten Jamsen—*University of Minnesota - Twin Cities*
Mitchell Ogden—*University of Minnesota - Twin Cities*

In this presentation, the panel discusses how three intensive summer cohort experiences for preK-12 teachers, graduate students, and faculty from multiple disciplines cultivate these participants' identities as writers. What new opportunities emerge when writerly identity becomes central rather than peripheral to our and our clients' work? And, what are the residual effects of this intensive experience, both on the clients and on the institution?

08 F—MAPLE ROOM

North of the Border — Canadian Writing in the Disciplines

Chair: Kathy Smith—*Indiana University*

The Big Picture at a Small College

Theresa Hyland—*Huron University College*
Boba Samuels—*University of Western Ontario*

Bringing Writing into Focus at a Large University

Margaret Procter—*University of Toronto*

Moving Forward in One Department

Brock MacDonald—*University of Toronto*

Commentator

Roger Graves—*University of Alberta*

In the absence of central composition programs, Canadian universities have to build WID initiatives by educating administrators, course instructors and teaching assistants at the same time as students. Faculty from three Canadian institutions will report on their efforts at team-building and integration, with a commentator adding perspective from a newly-designed program at another university.

08 G—REDBUD ROOM

Analyzing Writing and Rhetoric

Chair: Sandy Figueroa—*Hostos Community College/CUNY*

A Corpus-based Study of Critical Stance in Upper-level Undergraduate Papers in Political Theory and Economics

Zak Lancaster—*University of Michigan Ann Arbor*

Using systemic functional linguistics (SFL) based generic stage analysis and Appraisal theory, this paper presents findings from an analysis of “stance” in high- and low-graded papers written in two upper-level undergraduate courses, one in political theory and the other in economics.

Rhetorical Strategies in Accounting

David Beach—*George Mason University*
Bino Catasús—*Stockholm University*

This study examines rhetoric used in corporations' annual reports during a downturn economy and proposes methods to enhance business writing skills.

“It’s not just about Chinese”: Activity Systems and Language Skill Transfers Reflected in an Upper-level Chinese Language Course

Dan Wu—*Clemson University*

This qualitative descriptive study probes the interlingual (English/Chinese) and intralingual (within single language) literacy skill transfers (Cummins, 1981) in an upper-level Chinese language course through the lens of North American activity theory.

08 H—SASSAFRAS ROOM

Effecting a Paradigm Shift for Faculty Teaching (with) Writing Across the Disciplines

Chair: Donald Unger—*Massachusetts Institute of Technology*

Matthew Cox—*Michigan State University*
Terri Barry—*Michigan State University*
Bridget Behe—*Michigan State University*
N. Suzanne Lang—*Michigan State University*
Michael Orth—*Michigan State University*
Scott Chiu—*Michigan State University*

Experiences with faculty writing workshops have shown that in order to maximize workshops' effectiveness, they need to offer practical applications with products that faculty will use in the classroom, time and appropriate context for feedback, and designated time for assignment development.

08 I—PERSIMMON ROOM

When General Education and Writing Programs Collide

Chair: Laura Plummer—*Indiana University*

Embracing Outcomes: Don't Fence Me In

Paul Bender—*Roger Williams University*

Salient Moments: Designing for Learning

Jennifer Campbell—*Roger Williams University*

Managing Change

John Madritch—*Roger Williams University*

Faculty members from the Roger Williams University Department of Writing Studies, Rhetoric, and Composition address issues raised as part of an outcomes-based general education reform.

08 J—DOGWOOD ROOM

Making Sense of Campus Writing

Chair: Holly Schreiber—*Indiana University*

Michele Eodice—*University of Oklahoma*
Carrie Miller-DeBoer—*University of Oklahoma*
Daniel Emery—*University of Oklahoma*
J. Quyen Arana—*University of Oklahoma*

A WAC effort is assessed using Weick's “sensemaking” process.

09 A—STATE ROOM EAST

Coherence Within Diversity: Writing In the Disciplines at the University of Houston

Chair: Renee Ramsey—*Northcentral University*

A History of Discipline: How the Business College at the University of Houston Took Responsibility for Student Writing

Steven Liparulo—*University of Houston*
Frank Kelley—*University of Houston*

Writing In a Hospitable Discipline: How Writing Studios Help the Hospitality Law Course Engage the Social Nature of its Students

JeAnna Abbott—*Conrad N. Hilton College of Hotel & Restaurant Management*
Michelle Miley—*University of Houston*

As the presenters' university pursues student success as one of the five strategic principles in achieving Tier One status, ongoing college writing programs and other programs yet to be developed contribute to the effort by seeking to create coherence within the diversity that defines the University of Houston. In this presentation, the panel will talk about why the college is the key locus for ensuring student outcomes like writing.

09 B—GEORGIAN ROOM

Start-ups and Slow-downs—WAC programs

Chair: Naomi Clark—*University of Missouri*

“There’s Nothing But Lint in My Pockets, But I Still Want a WAC/WID Program!”: Creative (and Slightly Sneaky) Ways of Getting Started

Kelly Moor—*Southwestern Oklahoma State University*

Presentation of a method for initiating a WID-based curricular assessment method on a campus where no WAC/WID programming or funding currently exists.

Devils in the Details: A Tale of Two Founding WAC Documents

Raymond Smith—*Indiana University*

The founding documents describing “writing intensive” courses at two large research universities, including the ultimate (and very different) shapes of those courses, are examined.

Closure of a Writing Center: Effects on Writing Across the Curriculum

Mark Waldo—*University of Nevada, Reno*

The University of Nevada, Reno Writing Center's former director will discuss the closure of the university's writing center and its effects on the students and faculty.

09 C—HOOSIER ROOM

Engaging Students Through Writing in Physical Education, Literacy Leadership and Criminal Justice

Chair: Elise Geither—*Baldwin-Wallace College*

Writing Across the Curriculum in the Age of the Digital Remix

Dion Dennis—*Bridgewater State College*

A Recipe for Engaging First Year Students: Two Parts Planning, Two Parts Student Involvement, And One Part Chaos

Maura Rosenthal—*Bridgewater State College*

The Varied Writing Responsibilities of a Literacy Leader in Today's Schools

Elaine Bukowiecki—*Bridgewater State College*

Using lessons drawn from student-centered archival research in a first-year writing-intensive course, engagement with professional writing genres in a literacy education graduate program, and the encounter with new digital literacies in undergraduate criminal justice courses, these presentations ask the audience to reconsider the ways we use writing to challenge, engage, mentor, and professionalize students across levels, across programs, and across the curriculum.

09 D—OAK ROOM

The Transfer of Knowledge: Building Connections among Students, Faculty, and Administrators

Chair: Holly Norton—*University of Northwestern Ohio*

Bridging the Gap: Transfer, Metacognitive Teaching Techniques, and First-Year Writing

Dana Driscoll—*Oakland University*

Faculty Responses from Across the Curriculum Concerning First-year Writing Courses

Laura Colbeck—*Oakland University*

Creating a University-wide Culture of Writing

Marshall Kitchens—*Oakland University*

This panel first describes the results of two research studies that focus on transfer, first-year writing students, and disciplinary faculty and then concludes by examining the role of transfer in curricular and administrative planning.

09 E—WALNUT ROOM

Interdisciplinary Partnerships for Faculty Writing Groups

Chair: Holly Schreiber—*Indiana University*

Sociocultural Approach to Faculty's Literacy Practices

Angela Clark-Oates—*Arizona State University*

Building Faculty Writing Groups with Classroom Connections

Lisa Cahill—*Arizona State University*

College-Level Faculty Writing Support

Nancy Moore—*Arizona State University*

This presentation will describe an interdisciplinary partnership between a writing center and the College of Nursing and Health Innovation to develop faculty writing groups. Additionally, presenters will discuss techniques for connecting faculty writing group experiences to their work with student writers in the classroom.

09 F—MAPLE ROOM

Writing Across the Achievement Gap

Chair: Sylvia Whitman—*Marymount University*

Provisionary Compounds: Using Multi-modal Writing as Introduction to Research Skills and Writing Across the Curriculum

Hannah Moeckel-Rieke—*Norwalk Community College*

Moving ESL Students into the Mainstream Through a Collaborative Research Paper in a Community College Learning Community

Janie Burkhardt—*Norwalk Community College*

The Development of Learning Communities & Writing Across the Curriculum

Arlette Werner—*Norwalk Community College*

Writing a Successful Research Paper in Survey Courses on American History Through Collaborative Writing in Learning Communities

Steven Berizzi—*Norwalk Community College*

This panel discussion will focus on how learning community faculty at an urban community college built writing across the curriculum into their courses and improved student success and retention, faculty involvement and the quality of writing instruction in all of the classes. The presenters will share their experience gained in three learning communities composed of a basic composition course paired with introductory courses in psychology, sociology and US history.

09 G—REDBUD ROOM

Writing and the Factory: A Collaboration Between the Mind and Body

Chair: Beth Nardella—*West Virginia University*

The Mind and Body in Writing

Elena Adkins—*Michigan State University*

Running Machines

Guadalupe Garcia—*Post Cereals*

Engineering as a Physical Act

Joaquin Garcia—*General Motors*

This presentation will address how factory workers' mind and body work can contribute to the practices and process of composition.

09 H—SASSAFRAS ROOM

WAC Times Three: Aftermath of a Year-long Faculty Seminar

Chair: Patricia Jones—*University of Missouri*

Setting the Agenda and Evaluating a Research-based WAC Program

Cynthia Cochran—*Illinois College*

Reaching Student-centered Cognitive Goals: Collaborative Writing in Mathematics

Mary Marshall—*Illinois College*

Engagement Plus Knowledge Plus Creativity Equals Learning: When Psychology Students Write and Think Creatively

Elizabeth Rellinger—*Illinois College*

Three small-college faculty (from math, psychology, and English) present the pedagogy and assessment results of their efforts during two years following a research-based WAC seminar led by the writing center director.

09 I—PERSIMMON ROOM

A Writing Center Greenhouse: Transplanting Expertise Across the Curriculum

Chair: Jo Ann Vogt—*Indiana University*

Kurt Schick—*James Madison University*

Mark Thomas—*James Madison University*

Jared Featherstone—*James Madison University*

Karen McDonald—*James Madison University*

Christina Wulf—*James Madison University*

Writing centers harvest rich but typically underused knowledge about college-level writing. This panel describes how our writing center has begun to systematically cultivate and transplant expertise across our campus.

10 A—STATE ROOM EAST

Teaching WAC/WID with Threshold Concepts: Transforming Students' Assumptions about Writing in Science and Engineering

Chair: Jo Ann Vogt—*Indiana University*

Short-Circuiting Engineers' Assumptions: A Belief-mapping Activity to Destabilize Conceptual Frameworks about Writing

Jon Leydens—*Colorado School of Mines*

I Am the Threshold: Using Worldview to Promote Students' Rhetorical Awareness

Robert Irish—*University of Toronto*

Who Cares? Moving from Performance to Communication

Marie Paretti—*Virginia Tech*

This panel explores how WAC/WID efforts in science and engineering can enlist threshold concepts (Meyer and Land 2006) as a framework to transform students' naive assumptions about rhetoric and professional identity—acts of transformation with implications in many fields.

10 B—GEORGIAN ROOM

The No-Budget WAC Faculty Writing Retreat: Creating Community on Less Than \$1 a Day

Chair: Michele Eodice—*University of Oklahoma*

Peggy Lindsey—*Wright State University*

Sarah Twill—*Wright State University*

Noeleen McIlvenna—*Wright State University*

This panel describes a low-cost initiative to build a community of WAC faculty by offering support and space for faculty writers to complete their own writing goals and to share their challenges and success as teachers of writing.

10 C—HOOSIER ROOM

Writing and the Academic Leap of Faith: Persuading Undergraduates that Philosophical and Theological Discourse Matter

Chair: Lisa Ottum—*Indiana University*

Content Goes in Better if First Invited to Come Out: Doing Philosophy and Engaging in Civil Discourse Through Writing

Heather Matthusen—*Columbia College*

Writing to Learn the Reformation or Who Was Ulrich Zwingli and Why Should I Care?

Sherry Jordon—*University of St. Thomas*

The Power of Metaphor: An Invitation to Join a Community

Carol Sebastian Curiel—*California Polytechnic State University*

The panel explores how courses in philosophy and theology, which

emphasize improving composition skills through well-designed assignments, can help students “do philosophy” and “do theology,” thereby bridging the gap between their everyday experience and academic discourse.

10 D—OAK ROOM

Transferring Prior Discursive Textual Experience to New Writing Situations: Two Case Studies of Students' Survival Strategies

Chair: Kathryn Tomasek—*Wheaton College*

Transitioning to General Education Research and Writing Situations: A Case Study Following 14 High School Students through the First Year in Higher Education

Kevin Hooge—*University of California, Santa Barbara*

Negotiating Initial Discursive Encounters: A Case Study of Three Social Work Students Transitioning from General Education to Upper Division Classes in Their Major

Sergio Casillas—*University of Washington*

This panel will present two case studies of university students in the midst of transition, the first examining 14 students transitioning from high school writing tasks to general education research and writing assignments in college, and the second examining 3 students who are transitioning from general education coursework to major-required upper division social work classes.

10 E—WALNUT ROOM

Writing Program Assessment

Chair: Dana Driscoll—*Oakland University*

Assessing Faculty Development in Writing Across the Curriculum Courses

Joyce Adams—*Brigham Young University*

This presentation will include an assessment of faculty development for instructors teaching discipline-specific writing courses.

Selling Writing to Learn: Repositioning the Value Proposition

Carroll Ferguson Nardone—*Sam Houston State University*

Sheryl Murphy-Manley—*Sam Houston State University*

This session shares results of a university-wide “W” syllabus assessment project, and provides attendees an opportunity to participate in WTL workshop strategies designed to reinforce the tenets of writing to learn across disciplines.

It Goes Without Saying: Locating Writing in Program Descriptions across the Disciplines

Debrah Huffman—*Indiana University-Purdue University Fort Wayne*

This study examines the presence of writing among the values and goals found in online program descriptions across the disciplines in two major university systems.

10 F—MAPLE ROOM

Curriculum Design for Graduate Courses

Chair: Margaret Procter—*University of Toronto*

Implementation of WAC Enrichment in a Graduate Research Methods Course

Patricia Kolb—*Lehman College/CUNY*

This presentation will describe specific approaches for implementing a sustainable WAC-enriched graduate research methods course.

Teaching Graduate WAC: A Practitioner's Experience

Enrico Sassi—*North Dakota State University*

Tasked with teaching a new graduate multidisciplinary writing course, the presenter used his practical experience as an editor, writer, and consultant to develop a course in which students do extensive independent work, grammar is taught as an art, and the invented field of Legology serves as academic writing practice.

10 G—REDBUD ROOM

Assignment Design in Mathematics

Chair: David Beach—*George Mason University*

What Are My Options? Matching Assignment Type to Level of Course in Mathematics

LeighAnne Locke—*Oral Roberts University*

This presentation offers suggestions and examples of effective writing assignments that are tailored to different levels of mathematics instruction from general education to upper-division math courses.

What We Teach, What We Measure: The Case of WAC in "Content Based" Classes

Jason Schneiderman—*Borough of Manhattan Community College*

Christa Baiada—*Borough of Manhattan Community College*

This paper will offer a proposal on how to revise learning outcomes in order to successfully integrate WAC pedagogy into classes traditionally assessed through multiple choice tests.

Teaching Writing in Unexpected Places: Using Portfolios and Learning Logs as Part of the Math Curriculum

Matthew Haslam—*University of Hawaii at Hilo*

Roberto Pelayo—*University of Hawaii at Hilo*

Proof portfolios and written learning logs are used in mathematics courses to teach students how mathematicians write and to help them use writing strategically in their work.

10 H—SASSAFRAS ROOM

Using Wikis to Promote Best Practices of Writing and Assessment Across Disciplines

Chair: Adrienne Wadewitz—*Indiana University*

Victoria Genetin—*The Ohio State University*

Katie Linder—*The Ohio State University*

Tanisha Jackson—*The Ohio State University*

Kate White—*The Ohio State University*

Vicki Daiello—*The Ohio State University*

Panelists will talk about how the WAC program at Ohio State University has found ways of influencing the conversation about writing and assessment in indirect ways by creating a wiki of resources that pulls together the best research on assessment and writing across the curriculum theory and practice.

10 I—PERSIMMON ROOM

Cultural Context—The Classroom

Chair: Matthew Cox—*Michigan State University*

Non-American English and College Writing: Difficulties and Opportunities

Donald Unger—*Massachusetts Institute of Technology*

Our pedagogical and cultural approach to students whose first language is "non-American" English can usefully inform how we teach all students.

Race in the Classroom: Authority and Authenticity

Eileen Brumitt—*Cedar Crest College*

The presenter has taught a writing course on slave narratives and hip hop at Moravian College for the past four semesters. The experience of teaching this class raises questions about student expectations and comfort and the importance of authenticity when it comes to teaching race.

1:00PM - 3:00PM

CLOSING LUNCHEON

Alumni Hall

Speaker: Art Young

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Nancy Sommers



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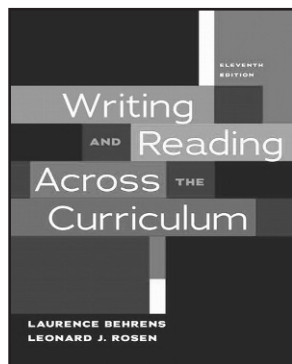
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New from PEARSON



The Longman Handbook for Writers and Readers, 6e

Chris M. Anson & Robert A. Schwegler

A Sequence for Academic Writing, 4e

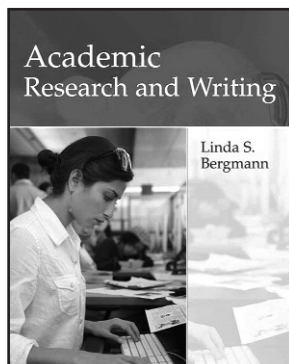
Laurence Behrens & Leonard J. Rosen

What It Takes: Writing in College

Laurence Behrens & Leonard J. Rosen

Writing and Reading Across the Curriculum, 11e

Laurence Behrens & Leonard J. Rosen



Writing and Reading Across the Curriculum, Brief Edition, 3e

Laurence Behrens & Leonard J. Rosen

Academic Research and Writing

Linda S. Bergmann

Issues: Readings in Academic Disciplines

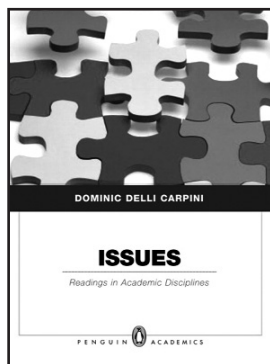
Dominic Delli Carpini

The New Century Handbook, 5e

Christine A. Hult & Thomas N. Huckin

Reading and Writing in the Academic Community, 4e

Mary Lynch Kennedy & Hadley M. Smith



The Essential Guide: Research Writing Across the Disciplines, 5e

James D. Lester & James D. Lester, Jr.

The Academic Writer's Handbook, MLA Update Edition, 2e

Leonard J. Rosen

The Scott, Foresman Handbook for Writers, 9e

John E. Ruszkiewicz, Christy E. Friend, Daniel E. Seward & Maxine E. Hairston

A Brief Guide to Writing from Readings, 5e

Stephen Wilhoit

Also Available

A Short Guide to Writing About Art, 10e

Sylvan Barnet

A Short Guide to Writing About Literature, 11e

Sylvan Barnet & William E. Cain

A Short Guide to Writing About Music, 2e

Jonathan D. Bellman

A Short Guide to Writing About Film, 7e

Timothy Corrigan

A Short Guide to Writing About Social Science, 4e

Lee Cuba

A Short Guide to Writing About Chemistry, 2e

Holly B. Davis, Julian F. Tyson & Jan A. Pechenik

A Short Guide to Writing About Psychology, 3e

Dana S. Dunn

A Short Guide to Writing About Theatre

Marcia L. Ferguson

A Short Guide to Writing About History, 7e

Richard Marius & Melvin E. Page

A Short Guide to Writing About Biology, 7e

Jan A. Pechenik

A Short Guide to Writing About Criminal Justice

Charles Piltch & Karen J. Terry

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Learning to Communicate in Science and Engineering

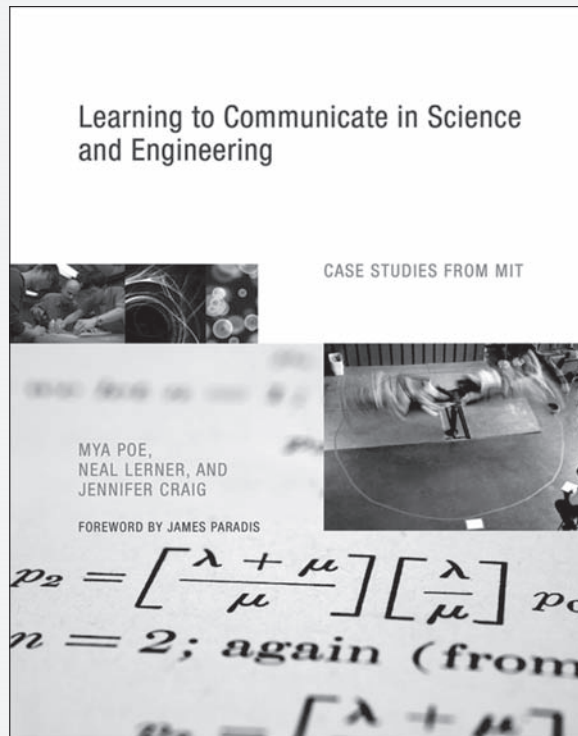
CASE STUDIES FROM MIT

Mya Poe, Neal Lerner, and Jennifer Craig

foreword by James Paradis

"This book goes to the heart of what it means to learn and communicate in the fields of science and engineering. The students and teachers who appear in these cases engage us in the struggle to learn and teach. It's a book full of insights for teachers in STEM fields as well as teachers of technical/scientific communication. And this book's insights are not only for those at elite schools like MIT but anywhere students struggle to make meaning in scientific fields."

— David R. Russell, English Department, Iowa State University
272 pp., 9 illus., \$35 cloth



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 $[\lambda + \mu]$



“Writing contributes significantly to student engagement and learning.” (NSSE Annual Results, 2008)

NSSE collects data each year from hundreds of colleges and universities about student participation in programs and activities provided for their learning and personal development.

Since 2008, in partnership with the Council of Writing Program Administrators, NSSE has appended 27 questions about the writing experience for institutions joining the Consortium for the Study of Writing in College.

National Survey of Student Engagement (NSSE)
nsse.iub.edu

Partnership for the Study of Writing in College
comppile.org/wpa+nsse



Indiana University Center for
Postsecondary Research
1900 East Tenth Street, Suite 419
Bloomington, IN 47406-7512

Phone 812-856-5824
Fax: 812-856-5150
E-mail: nsse@indiana.edu
Web: nsse.iub.edu

SPECIAL NOTICES

INTERNET ACCESS

For internet access, you must log in using the temporary guest username and password provided in your registration envelope. Usernames and passwords are case sensitive.

Wireless internet access is available throughout the Indiana Memorial Union and the campus, provided your laptop is equipped with a wireless card. Select your browser and use the username and password provided.

If you do not have a laptop, you will find computers available in two locations in the IMU – both on the Mezzanine level. One location is outside the Poplar Meeting Room; the second location is outside “the Commons.” Guest usernames and passwords can be used in these locations.

If you are staying in Willkie Residence Center, internet access is only available in the lobby areas using your laptop, guest username and password.

CONFERENCE ABSTRACTS

In an effort to save paper, we have placed longer (250-word) abstracts of all conference presentations on the WWW:
<http://www.iub.edu/~wac2010/program.shtml>

PARKING ON CAMPUS

If you are staying at the Indiana Memorial Union, parking is included in your room charge. For those commuting or driving from a local hotel to campus, we recommend that you park in one of the two pay lots adjacent to the Indiana Memorial Union. Discount parking coupons are available at the Registration Check-in desk.

PASSPORT TO BLOOMINGTON

In your registration envelope you will find a document that resembles a passport. This is your Passport to Bloomington. In it you will find discounts and offers from various restaurants, shops and attractions. Just show this passport to receive your discount. For a map of local restaurants and cafes, please visit the conference WWW site: <http://www.iub.edu/~wac2010/dining.shtml>

SUSTAINABILITY EFFORTS

Conference planning included an effort to encourage environmentally sustainable practices. You might notice, therefore, these measures: reusable serviceware rather than paper and plastic; reduced amounts of paper in your registration packet; use of recycled and FSC-approved products; local, organic chocolate as your conference gift; local and organic foods on all menus; and locally grown table decorations.

RECEPTIONS – Alcohol Consumption

Cash bars will be available at all receptions. Alcohol must be consumed in the location in which it is offered and cannot be taken outside the room/venue in which it is provided. You may not walk about campus carrying or consuming alcohol. If you do so, you will be stopped by campus security. We ask that you respect the policies of Indiana University.

USEFUL PHONE NUMBERS

Airport Shuttles:	Bloomington Shuttle Star of America	812.332.6004 812.876.7851
Car Rental:	ACE Rent-A-Car	812.336.1501
Lodging:	Willkie Front Desk IMU Front Desk Grant Street Inn	812.855.4804 812.856.6381 812.334.2353
Taxi Service:	Yellow Taxi	812.339.9744
Medical Care:	Promptcare East Bloomington Hospital	812.353.6888 812.353.9515
Conference contacts:	Conf office (Charter Room) Registration (East Lounge)	812.855.1805 812.855.1384

EMERGENCY INFORMATION

For quick response 24 hours a day, report any accident or emergency to the IMU hotel lobby front desk.

In locations other than the IMU, dial 911 or 812.855.4111 (*campus security*)

CONFERENCE SPECIAL EVENTS

Breakfast (Thursday-Saturday, 7:30am–8:30am)

Continental Breakfast is available in Alumni Hall, at the west end of the 1st Floor of the Indiana Memorial Union. Please note, in consulting the IMU map, that you may cross through the South Lounge to reach Alumni Hall without exiting the building.

Reception (Thursday, 5:30pm–6:30pm)

Indulge in our beautiful I.M. Pei-designed Fine Arts Museum, local and organic foods, and libations from the cash bar.

All four galleries of the museum will be open for your enjoyment during the reception.

Local Color Tours (Friday, 4:15pm–5:30pm)

Guided tours of the following are available on a first come, first served basis:

The Kinsey Institute for Research in Sex, Gender, and Reproduction
The Lilly Library of rare books and collections
The Thomas Hart Benton murals of Indiana history in the IU Auditorium
The artwork of the Indiana Memorial Union

Meet in the conference registration area, also known as the East Lounge; signs will indicate the gathering place for each tour. A guide will escort you to your destination.

Reception (Friday, 6:00pm–7:30pm)

Enjoy delightful local and organic foods, live music by the Alliteration Trio, and drinks from the cash bar at the Neal Marshall Black Culture Center. Should the weather be cooperative, guests may also move outside onto the terrace.











The Neal Marshall Center is at the corner of Jordan Ave. and 7th Street, about three blocks east of the IMU. Follow 7th Street to the IU Auditorium; the Neal Marshall Center is on the back right, or southeast side, of that building.

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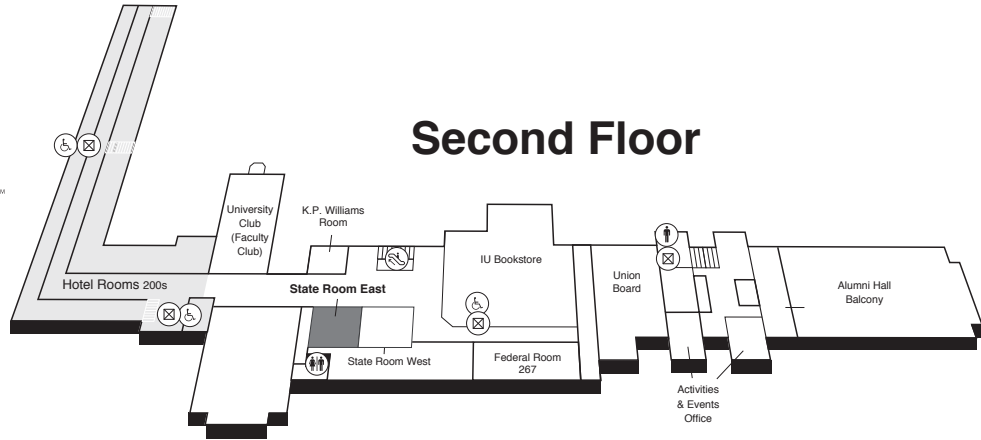
Indiana Memorial Union

Legend

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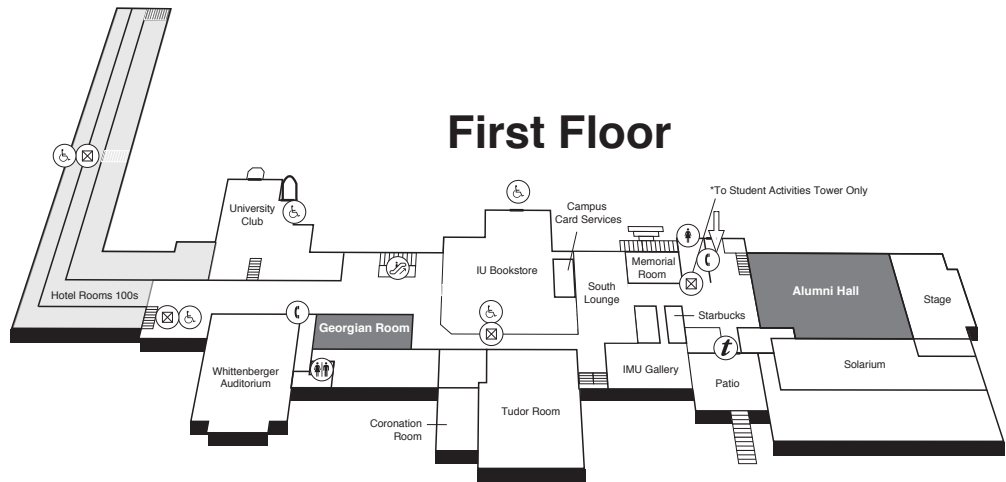
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Second Floor

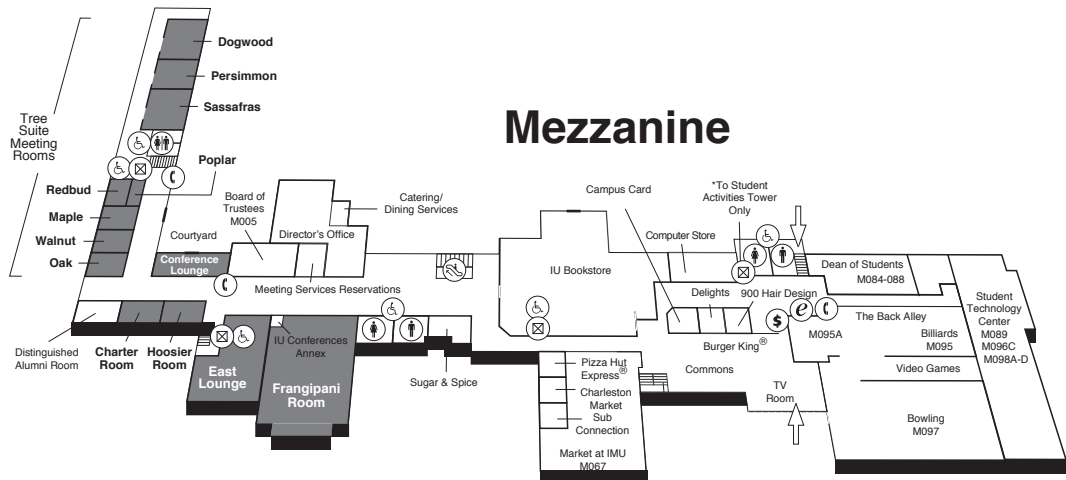


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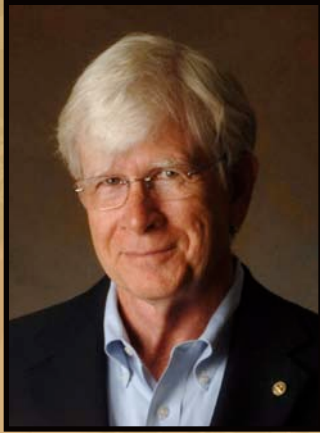
First Floor



Mezzanine



KEYNOTE SPEAKERS



Art Young, Clemson University

“WAC Today and Tomorrow: Composing in Many Modes and Media”

Art Young is Robert S. Campbell Chair and Professor of English Emeritus at Clemson University, where he founded and coordinated Clemson’s award-winning communication-across-the-curriculum program (1990-2009). South Carolina Governor Jim Hodges awarded him the Order of the Palmetto in recognition of his role in Clemson’s being selected *Time* magazine’s Public College of the Year for 2001. In March 2002, Art received the Exemplar Award from the Conference on College Composition and Communication for outstanding achievement in teaching, research, and service. He is the author of *Teaching Writing Across the Curriculum* (Prentice-Hall, 4th edition, 2006). Art co-edited with several Clemson colleagues *Teaching and Learning Creatively: Inspirations and Reflections* (Parlor Press, 2006), an anthology of creative works by more than 50 Clemson students from numerous disciplines with accompanying reflections by their teachers. He also co-edited *Electronic Communication Across the Curriculum* (NCTE, 1998). In addition, he is author of numerous articles and co-editor of four other books on writing across the curriculum. Art has served as a consultant on writing and communication across the curriculum to more than seventy colleges in the U.S. and abroad.



Terry Myers Zawacki, George Mason University

“Researching the Local / Writing the International: Developing Culturally Inclusive WAC Programs and Practices”

Terry Myers Zawacki is associate professor of English and director of George Mason University’s Writing Across the Curriculum program. Her publications include the co-authored *Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life* and articles on writing assessment, writing centers and writing fellows, alternative discourses, writing in learning communities, and feminism and composition. Dr. Zawacki serves on the editorial board of *Across the Disciplines* and on the review board for the *Digital Books* series on the WAC Clearinghouse, for which she is also Writing Fellows section editor. She is a member of the Consultants Board of the International WAC Network and the CCCC Committee on the Globalization of Postsecondary Writing Instruction and Research. Her current research interests focus on writing instruction transnationally and what WAC programs and writing centers need to learn from second language scholarship and practice to work effectively with multi-lingual writers. To that end, she is investigating the academic writing identities of multilingual students, faculty perceptions of “accented” writing across disciplines, and how both get complicated in our current assessment culture.