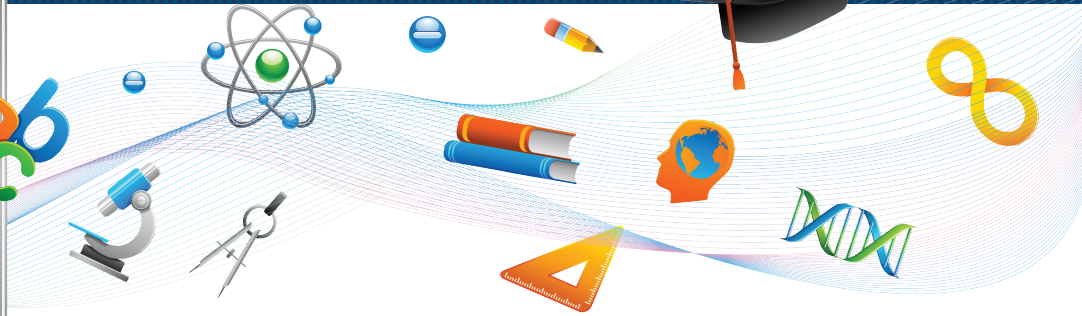
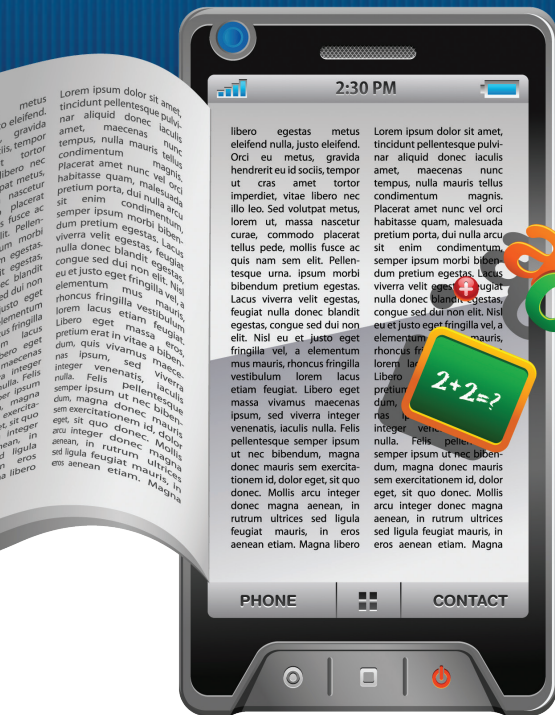


The Future is WAC



CONFERENCE PROGRAM

IWAC

11th International

WRITING ACROSS THE CURRICULUM CONFERENCE

June 7-9, 2012

Coastal Georgia Center, Savannah, GA

HOSTED BY

THE DEPARTMENT OF WRITING AND LINGUISTICS IN THE COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES AND THE DIVISION OF CONTINUING EDUCATION AT GEORGIA SOUTHERN UNIVERSITY

CO-SPONSORED BY

CITL WRITING PROGRAM, INDIANA UNIVERSITY



<http://ceps.georgiasouthern.edu/conted/IWAC.html>



KEYNOTE SPEAKER

Dr. Chris M. Anson

Professor of English & Director of the Campus Writing and Speaking Program, North Carolina State University, Raleigh, NC

Chris M. Anson is University Distinguished Professor, Professor of English, and Director of the Campus Writing and Speaking Program at North Carolina State University, where he teaches graduate and undergraduate courses in language, composition, and literacy and works with faculty in nine colleges to reform undergraduate education in the areas of writing and speaking. Before moving to NCSU in 1999, he spent fifteen years at the University of Minnesota, where he directed the Program in Composition from 1988-96 and was Professor of English and Morse-Alumni Distinguished Teaching Professor. He received his Ph.D. and second M.A. in English with a specialization in composition studies from Indiana University, and his B.A. and first M.A. in English from Syracuse University.



KEYNOTE SPEAKER TEAM

Dr. Rebecca Moore Howard

Professor of Writing and Rhetoric, Syracuse University, Syracuse, NY

Rebecca Moore Howard, Professor of Writing and Rhetoric at Syracuse University, has devoted her career to figuring out how to improve the teaching of advanced literacy practices, so that college students have the best possible opportunities for becoming better readers, writers, and critical thinkers. Her recent book publications include *Research Matters: A Guide to Research Writing*, *Writing Matters: A Handbook for Writing and Research*, and *Pluralizing Plagiarism: Identities, Contexts, Pedagogies*. She is now a principal investigator in the Citation Project, a national study of college students' work with source texts.



Dr. Sandra Jamieson

Professor of English, Director of Composition, Drew University, Madison, NJ

Sandra Jamieson, Professor of English at Drew University, specializes in the areas of composition theory and pedagogy, creative non-fiction (travel writing), contemporary American authors and Ethnic-American authors, and critical theory. Her publications include *Coming of Age: The Advanced Writing Curriculum*, with Linda Shamoon, Rebecca Moore Howard, and Robert Schwegler; *The Bedford Guide to Teaching Writing in the Disciplines: An Instructor's Desk Reference*, with Rebecca Moore Howard, and essays on composition and culture in books published by Oxford University Press, Heinemann-Boynton/Cook, NCTE, MLA, and Greenwood Press.

The Future is WAC

Schedule At A Glance

All conference sessions will be held in the Coastal Georgia Center with the exception of the receptions scheduled for Wednesday and Thursday evenings.

WEDNESDAY, JUNE 6, 2012

4:30 pm – 7:00 pm Registration @ the Coastal Georgia Center

THURSDAY, JUNE 7, 2012

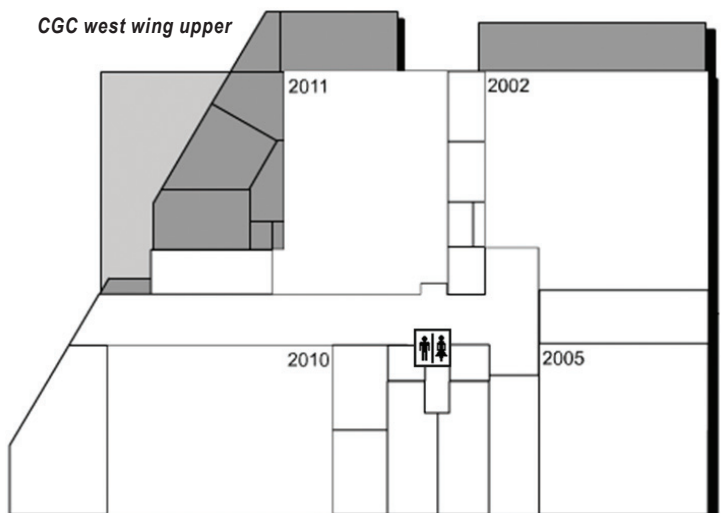
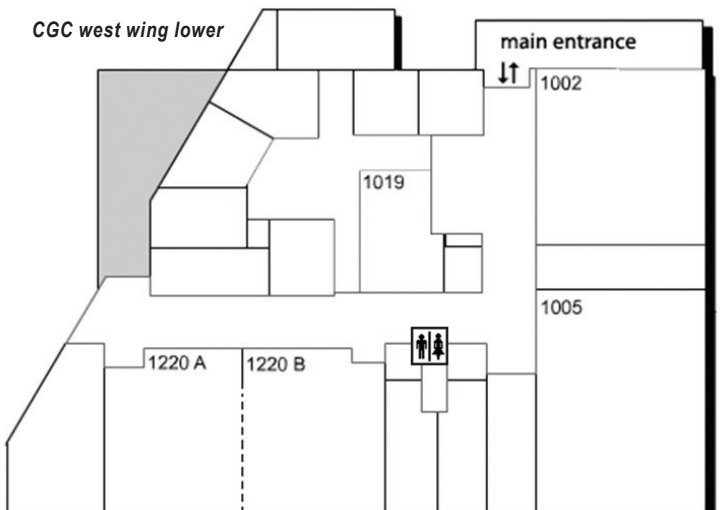
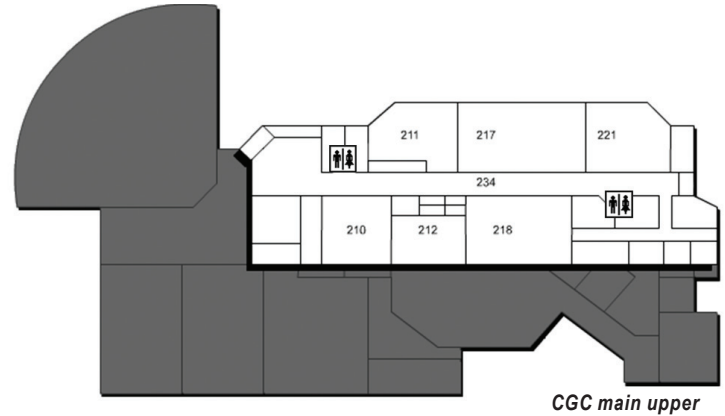
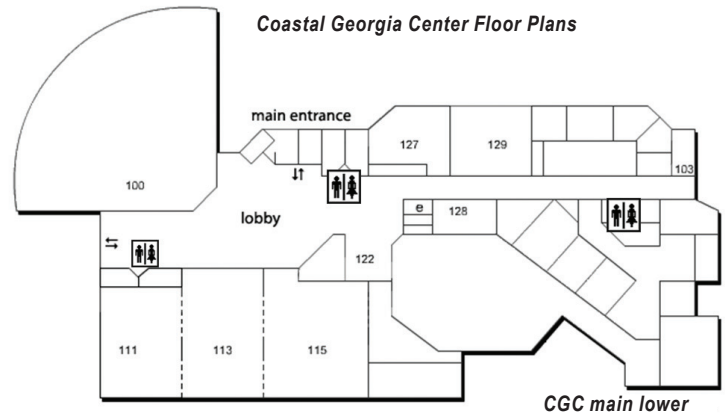
7:30 am – 5:00 pm Registration
 7:30 am – 8:30 am Continental Breakfast
 8:00 am – 5:00 pm Exhibitor Displays
 8:30 am – 11:30 am Pre-conference Workshops
 11:30 am – 12:30 pm Welcome Lunch
 12:45 pm – 2:00 pm Concurrent Sessions 01
 1:30 pm – 4:00 pm Refreshments
 2:15 pm – 3:30 pm Concurrent Sessions 02
 3:45 pm – 5:00 pm Concurrent Sessions 03
 5:30 pm – 7:00 pm Reception – Cash bar and light hors d'oeuvres at the Georgia State Railroad Museum
 7:00 pm Dinner on your own

FRIDAY, JUNE 8, 2012

7:30 am – 5:00 pm Registration
 7:30 am – 8:30 am Continental Breakfast
 8:00 am – 5:00 pm Exhibitor Displays
 8:30 am – 9:45 am Concurrent Sessions 04
 9:30 am – 10:30 am Beverages
 10:00 am – 11:15 am Concurrent Sessions 05
 11:30 am – 1:00 pm Lunch • Keynote Speaker: Chris Anson
 1:15 pm – 2:30 pm Concurrent Sessions 06
 2:30 pm – 3:30 pm Refreshments
 2:45 pm – 4:00 pm Concurrent Sessions 07
 4:15 pm – 5:45 pm Local Tours (optional, on your own)
 6:30 pm Dinner on your own

SATURDAY, JUNE 9, 2012

7:30 am – 12:00 pm Registration
 7:30 am – 8:30 am Continental Breakfast
 8:00 am – 12:00 pm Exhibitor Displays
 8:30 am – 9:45 am Concurrent Sessions 08
 9:30 am – 10:30 am Beverages
 10:00 am – 11:15 am Concurrent Sessions 09
 11:30 am – 12:45 pm Concurrent Sessions 10
 1:00 pm – 3:00 pm Closing Lunch
 Speakers: Rebecca Moore Howard and Sandra Jamieson



Hosted by the Department of Writing and Linguistics and the Division of Continuing Education

Co-sponsored by The CITL Writing Program, Indiana University

Conference chairs: Michael Pemberton, Randall McClure, and Janice Walker

Continuing Education conference coordinator: J. Marie Lutz

Assistant coordinators: Karen Underwood, Janie Edgens, Christy Curley, Evan Floyd

Conference registration: Linda Tyler

Program layout and web design: Barbara Weiss

Student intern: Brea Shaffer

Thursday, June 7 • 7:30 am to 8:30 am
Continental Breakfast

PRE-CONFERENCE WORKSHOPS
Thursday, June 7 • 8:30 am to 11:30 am

Pre-Conference WORKSHOP W1 – ROOM 210 • Thursday, June 7 • 8:30 am to 11:30 am

PAST, PRESENT, FUTURE: CREATING AND REVISING HIGH SCHOOL-COLLEGE WAC COLLABORATIONS FOR SUCCESS

Jacob Blumner – University of Michigan – Flint

Trixie Smith – Michigan State University

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

Pre-Conference WORKSHOP W2 – ROOM 217 • Thursday, June 7 • 8:30 am to 11:30 am

THE FUTURE OF RESEARCH: INNOVATION, COLLABORATION, AND EXCHANGE

Joan Mullin – Illinois State University

Jenn Fishman – Marquette University

Mike Palmquist – Colorado State University

This workshop promotes research in writing across the curriculum by providing mentorship and cultivating intellectual community for researchers of all levels of experience and all phases of future, ongoing, and recently completed projects. Organized in three parts, the workshop will begin with brief presentations by veteran researchers on research issues of import to WAC scholars, break into groups that explore research questions and projects of participants, and then convene in a plenary discussion about the workshop theme: means, motives, and strategies for sharing research.

Pre-Conference WORKSHOP W3 – ROOM 211 • Thursday, June 7 • 8:30 am to 11:30 am

FULL SERVICE WAC: PROJECTS ACROSS THE CURRICULUM

Georgia Rhoades, Dennis J. Bohr, Elizabeth West, Travis Rountree – Appalachian State University

Erin Zimmerman – Iowa State University

Appalachian State's WAC Program, which (along with its writing center and composition program) has been awarded the Certificate of Excellence by CCCC, aims to bring together faculty from Composition, WID, and area community colleges in a conversation about writing pedagogy based on a common vocabulary, embracing service-learning, assessment, and community outreach. In a workshop format, we'll discuss program scope and offer breakout sessions on assessment for composition and for WID courses, on community college engagement and outreach, and on creating local WAC resources such as our glossary, followed by discussion and Q and A.



Thursday, June 7 • 11:30 am to 12:30 pm
LUNCH – CONFERENCE WELCOME

Thursday, June 7 • 12:45 pm to 2:00 pm • Concurrent Session I

SESSION 1A-2A – ROOM 100 – AUDITORIUM (DOUBLE SESSION)
Thursday, June 7 • 12:45 pm to 2:00 pm

FROM RESISTANCE TO REAFFIRMATION: A NEW TREND IN WAC/WID?

Chair: Martha Townsend – University of Missouri

Martha Townsend – University of Missouri

Pamela Bedore – University of Connecticut, Avery Point

Michael Cripps – University of New England

Pamela Flash – University of Minnesota

Dara Regaignon – Pomona College

Susan Schorn – University of Texas

Lori Salem – Temple University

Christopher Thaiss – University of California, Davis

For some time, the predominant discourse surrounding WAC/WID programs has centered on problems of sustainability. Yet all of the panelists in this double session represent institutions where WAC/WID curricular requirements have recently been reaffirmed—with seeming ease and lack of controversy. They discuss the process, factors, hurdles, and changes involved in the reaffirmation of WAC/WID at their institutions, and ask collectively whether the movement may be witnessing early signs of a shift in the WAC/WID landscape, whether the future might be less fraught for WAC than it previously has been.

SESSION 1B – ROOM 129 • Thursday, June 7 • 12:45 pm to 2:00 pm

SWEET HARMONY: CONNECTING THE WRITING CLASSROOM AND THE CONCERT HALL

Chair: Chris Warnick – College of Charleston

Karen Kuralt – University of Arkansas at Little Rock

Kathy Oliverio – University of Arkansas at Little Rock

Bevan Keating – University of Arkansas at Little Rock

This interactive roundtable illustrates the benefits to both disciplines when music educators collaborate with writing educators. Audience members will participate in a musical demonstration that showcases similarities between the teaching of music and the teaching of writing. The panelists will share examples of concert posters, concert programs, learning resources, and choral websites that can inspire useful writing projects for students in a wide range of disciplines.

SESSION 1C – ROOM 210 • Thursday, June 7 • 12:45 pm to 2:00 pm

WRITING FELLOWS PROGRAMS

Chair: Amanda Girard – Michigan Technological University

DEVELOPING A WRITING FELLOWS PROGRAM IN A TIME OF SHRINKING BUDGETS AND EXPANDING CLASS SIZES

Sue Dinitz – University of Vermont

Susanmarie Harrington – University of Vermont

This presentation describes and then analyzes the impact of a flexible and contextual model for a writing fellows program, a model that fits a localized approach to integrating WAC/WID in the curriculum and yet does not require a large influx of resources.

THE LIMINAL: WRITING TUTORS/FELLOWS NEGOTIATING THE DISCIPLINARY INSTITUTION

Al Harahap – University of Arizona

During a writing culture transition into new WAC/WID programs, we must consider many institutional changes and quirks. This presentation aims to share and discuss qualitative research findings of such a phase at San Francisco State University, specifically from the perspective of writing tutors and fellows, who straddle the line between various institutional roles.

THE FUTURE OF AN INNOVATIVE WRITING FELLOWS PROGRAM: STRATEGIES FOR MANAGING PERFORMANCE AND CHANGE

Greg Skutches – Lehigh University

In 2008, Lehigh University launched a pilot of the Technology, Research, and Communication (TRAC) Writing Fellows Program to facilitate effective writing instruction across the curriculum and explore new possibilities for the traditional writing fellows model. The initiative has since grown from 15 to 55 fellows, successfully expanded the writing fellows concept, and become an established presence on campus. This presentation reports on the results of this strategic initiative.

SESSION 1D – ROOM 211 • Thursday, June 7 • 12:45 pm to 2:00 pm

WAC AND PROFESSIONAL/WORKPLACE WRITING

Chair: Robert Irish – University of Toronto

CREATING EXIGENCY IN STUDENTS TOWARD WRITING: HOW WORKPLACE WRITING CAN BENEFIT WAC

Alexandra Guerriero – Salisbury University

This presentation will discuss the insights professional writing can bring to WAC. By exploring common misperceptions students have of workplace writing and the skills students will need in various disciplines, the presentation will offer suggestions of how to encourage interest and engagement in these students through writing in the discipline-specific classrooms, including strategies and examples participants can take away from the session.

ACADEMICALLY DRIFTING? NOTES FROM THE TRENCHES OF A B-SCHOOL WRITING INSTRUCTOR

Alice Kinman – University of Georgia

Situated within the context of growing concerns about the quality of undergraduate teaching and learning, particularly in business colleges, this paper will report on a fledgling writing program in the Terry College of Business at the University of Georgia.

ASSESSING WAC ELEMENTS IN BUSINESS SYLLABI

Maureen Nicolas – University of Balamand

This presentation reports on an investigative study that looks into the writing-across-the-curriculum culture in the Faculty of Business at an English-medium university in North Lebanon. Through a syllabus review research design, the researchers conclude that a WAC culture is not present at this time in the FOB.

SESSION 1E – ROOM 212 • Thursday, June 7 • 12:45 pm to 2:00 pm

WRITING IN CAPSTONE COURSES

Chair: Alan Chong – University of Toronto

THE SUBJECT OF WAC SENTENCES: A DATA PORTRAIT OF HONORS THESES IN THREE DISCIPLINES

Dayna Goldstein – Georgia Southern University

Although a number of pieces describe the literacy practices of undergraduates across the curriculum, few have looked at the literacy practices of honors thesis writers and those that have tended to be ethnographic. The findings of this new research study show that honors thesis prose is not consistent within the disciplines or with the writing of professionals.

SOCIAL SUPPORT FOR UNDERGRADUATE THESIS WRITERS

Lisa Cahill – Arizona State University

In keeping with the principles of Writing Across the Curriculum, students from all disciplines can benefit from explicit instruction in academic research methods when they are first beginning a thesis or creative/culminating project. This presentation will discuss the theories, philosophies, and rationale behind the development of a thesis preparation course that provides explicit instruction in the academic research writing process.

SUPPORTING STUDENTS THROUGH THE RESEARCH AND WRITING PROCESS

Jill Johnson – Arizona State University

In keeping with the principles of Writing Across the Curriculum, students from all disciplines can benefit from explicit instruction in academic research methods when they are first beginning a thesis or creative/culminating project. This presentation will provide an overview of the types of assignments that students are asked to produce in the undergraduate thesis preparation course.

SESSION 1F – ROOM 217 • Thursday, June 7 • 12:45 pm to 2:00 pm

A CONCERT OF SPEAKERS: INTERPERSONAL COMMUNICATION PRACTICES AND PEDAGOGIES IN WAC COURSES

Chair: Heather McGovern – The Richard Stockton College of New Jersey

SPEAKING AS A GROUP: CONCEPTUALIZING AND TEACHING THE TEAM PRESENTATION

Atissa Banuazizi – Massachusetts Institute of Technology

This presentation will examine the challenges and unique benefits of collaborative team oral presentations. The recommendations in this paper will enhance teaching of the academic presentation, which is usually conceived of as a solo endeavor.

NEGOTIATING TEAM FACILITATION OF CLASSROOM DISCUSSIONS

Leslie Ann Roldan – Massachusetts Institute of Technology

This presentation will describe a preliminary study of the dynamics involved in planning team facilitation. The findings will supplement currently available resources for discussion leading, which tend to focus on the needs of the individual facilitator.

STRATEGIZING FOR THE CONVERSATION AT THE RESEARCH POSTER SESSION

Jane Kokernak – Massachusetts Institute of Technology

This presentation will argue for more coaching of research conversations with a diverse audience at the academic poster session and share results of a preliminary study of undergraduate mechanical engineers as poster presenters.

SESSION 1G – ROOM 1002 • Thursday, June 7 • 12:45 pm to 2:00 pm

MAKING WAC WORK IN CHALLENGING CONTEXTS

Chair: Joyce Adams – Brigham Young University

IT'S WAC TO ACCOMPLISH THAT MUCH IN 7 WEEKS

Meghan Griffin – University of Central Florida

This presentation focuses on how one 7-week, 3-credit professional writing course in a 42-credit business major can manage competing writing outcome goals using a writing across the curriculum approach. This presentation explains the pressures on such a course, and then outlines a solution that has students engaging in professional communication with their instructors throughout the program.

MAKING A BIG COURSE SMALL

Ken Tallman – University of Toronto

This presentation will show that writing and oral communication can be taught productively in a large engineering course with enrolment of 300 students. In particular, the presentation will suggest that 1) a large lecture can establish a sense of "community"; 2) instructing teams of three students in a tutorial has advantages over one-on-one instruction; and 3) having communication instructors be an integral part of a larger, discipline-specific teaching team can prompt students to connect their communication skills to disciplinary learning.

OBSERVING AND MEASURING DEVELOPMENT IN UNDERGRADUATE WRITERS FROM COMPOSITION TO THEIR MAJORS

Jacob Craig – University of Arkansas at Little Rock

Using data collected from time-use diaries and journals created in an electronic and collaborative writing environment, this presentation discusses how students' perceptions of their understanding of writing and ethos as writers changes while in the composition classroom.

SESSION 1H – ROOM 1005 • Thursday, June 7 • 12:45 pm to 2:00 pm

WAC, INTERNATIONAL STUDENTS, AND GLOBAL ENGLISHES

Chair: Magnus Gustafsson – Chalmers University of Technology

LEVELS OF WAC: THE ROLE OF WAC IN SUPPORTING ELLS AND DEVELOPMENTAL STUDENTS

Linda Hirsch – Hostos Community College/CUNY

Andrea Fabrizio – Hostos Community College/CUNY

This presentation will lead participants in a discussion of the role of WAC and Writing Intensive (WI) courses in the mainstreaming of developmental students and English language-learners. We will present WIs created for this population and address the implications of offering WI courses to underprepared students.

WAC AND WE: EXPANDING AWARENESS OF WORLD ENGLISHES IN WRITING ACROSS THE CURRICULUM PROGRAMS

Kyle McIntosh – Purdue University

This paper highlights the ways in which a greater awareness of World Englishes (WE) as a sociolinguistic concept and pedagogical tool can help WAC instructors at U.S. universities more effectively engage those international students who are already fluent in other varieties of English.

I HAVE SEEN THE FUTURE, AND IT WORKS: PREPARING FOR THE NEW WAVE OF INTERNATIONAL ENGLISH USERS

J. Christian Tatu – Lafayette College

Faculty across the curriculum frequently feel underprepared to meet the learning needs of highly qualified students who speak English as a second (or third, or fourth) language. This presentation will survey our current levels of preparedness and explore ways in which we can be prepared to provide all students, regardless of their native language, meaningful learning experiences in tomorrow's WAC/WID classrooms.

SESSION 1I – ROOM 1220 • Thursday, June 7 • 12:45 pm to 2:00 pm

PROOF-WRITING, PEER REVIEW, AND PORTFOLIOS: GETTING YOUR MATH DEPARTMENT TO GO WAC

Chair: Tereza Kramer – Saint Mary's College of California

Jennifer Schaefer – Dickinson College

Sarah Bryant – Dickinson College

The purpose of this roundtable is to share ideas about how to make WAC/WID appeal to departments which, at first glance, seem outside the reach of WAC/WID Directors. Writing Program Director Noreen Lape will explain her cross-disciplinary faculty development initiatives as related to First-Year Seminar and the writing-intensive curriculum. Sarah Bryant and Jennifer Schaefer will then speak about how their involvement in faculty development in writing led them to incorporate writing components – such as peer review, journaling and portfolios – into the mathematics curriculum.

SESSION 1J – ROOM 2005 • Thursday, June 7 • 12:45 pm to 2:00 pm

CREATING A CULTURE OF WRITING THROUGH A QUALITY ENHANCEMENT PLAN (QEP)

Chair: Shirley Rose – Arizona State University

RECREATING THE WRITING CENTER AS A 21ST CENTURY MULTILITERACY SPACE

Paula Rosinski – Elon University

This presentation will discuss strategies for recreating Elon's Writing Center into a 21st century learning and writing across the curriculum space. Major strategies include committing significant additional resources to update technological resources; securing additional spaces and creating satellite Centers; hiring a new WAC Director; and creating a Faculty Writing Fellows Program.

CREATING A FOUNDATION FOR SHARED RESPONSIBILITY: THE FIRST-YEAR WRITING COURSE AS A STARTING POINT FOR CREATING A CULTURE OF WRITING

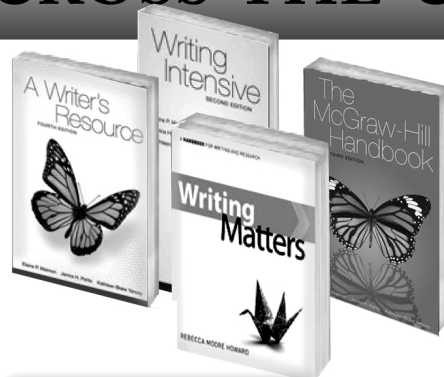
Paula Patch – Elon University

This presentation will discuss strategies for redesigning and strengthening Elon's first-year writing program, which is an essential component of her university's Quality Enhancement Plan (QEP) on improving the teaching and learning of writing across the disciplines.

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CONNECT video at:



[www.mhhe.com/
connectcomposition2.0](http://www.mhhe.com/connectcomposition2.0)



Thursday, June 7 • 2:15 pm to 3:30 pm . Concurrent Session 2

SESSION 1A-2A – ROOM 100 AUDITORIUM (DOUBLE SESSION)
Thursday, June 7 • 2:15 pm to 3:30 pm

FROM RESISTANCE TO REAFFIRMATION: A NEW TREND IN WAC/WID? (DOUBLE SESSION continued)

SESSION 2B – ROOM 129 • Thursday, June 7 • 2:15 pm to 3:30 pm

WAC IN INTERNATIONAL CONTEXTS

Chair: Martha Pennington – Georgia Southern University

BACK TO THE FUTURE: WAC, FIRST-YEAR COMPOSITION, AND EUROPEAN WRITING STUDIES

Christiane Donahue – Dartmouth College and Université de Lille

The future lies in what WAC already does, and in fact what much writing instruction around the world does: understand writing as always situated and inextricably linked to knowledge creation as embedded in disciplines. The presentation will focus on research and teaching examples from l'Université Libre de Bruxelles (Belgium) and l'Université de Grenoble (France) in order to highlight WAC and WID as appropriate frames for all teaching and studying of writing in higher education.

READING TO WRITE IN EAST ASIAN STUDIES

Leora Freedman – University of Toronto

The English Language Learning coordinator and the East Asian Studies department are collaborating on a research project to evaluate the impact of an exciting joint initiative which began this year at the University of Toronto. With an overwhelming majority of international and multilingual students enrolled in its courses, East Asian Studies was seen as the ideal site to pilot an initiative called "Reading to Write." Some early results will be presented at this session, and questions and comments from participants will be welcomed.

SESSION 2C – ROOM 210 • Thursday, June 7 • 2:15 pm to 3:30 pm

WAC IN THE SCIENCES

Chair: David Bailey – Altamaha Technical College

WHAT DO WE MEAN WHEN WE SAY "COMMUNICATION INTENSIVE?": REVISING CRITERIA IN THE TENTH YEAR OF MIT'S COMMUNICATION REQUIREMENT

Kathleen L. MacArthur – Massachusetts Institute of Technology

In academic years 2011 and 2012, MIT undertook a process of revising the criteria and descriptions of both halves of its Communication Requirement with the goal of ensuring a coherent whole. The university subcommittee charged with this task consulted national standards, best practices, current instructors, and key stakeholders to refine these criteria. In this presentation I will provide an overview of that process, its goals, the challenges faced, and the original and (hopefully) final revised criteria.

VISUALIZING SCIENCE: VISUALIZING TO LEARN AND THE FUTURE OF WAC

Han Yu – Kansas State University

This presentation examines the essential role visual literacy plays in the learning and dissemination of scientific knowledge in the digital age. In doing so, it proposes a "visualizing to learn" approach for WAC/CAC efforts to meet the changing demands of the scientific community.

SESSION 2D – ROOM 211 • Thursday, June 7 • 2:15 pm to 3:30 pm

GETTING STARTED WITH WAC ONLINE

Chair: Tim Giles – Georgia Southern University

CREATING MULTIMODAL RESOURCES TO SUPPORT WRITING ACROSS THE CURRICULUM

Susanne Hall – Duke University

This presentation will focus on various uses of technologies such as Voicethread, Camtasia, and Jing to produce multimodal resources that support the teaching of writing across the curriculum. It will further argue for the need to develop these materials in direct dialog with selected faculty so that materials can be discipline-specific in ways that serve the local population of a university.

INSTRUCTIONAL GAINS AND INTERPERSONAL STRAINS: ONLINE DISCUSSION FORUMS IN TEACHERS' PREPARATION

Nancy Hayes – Coe College

This presentation explores data gathered in a foundational education course which suggest that a curricular focus on both course content and course process can facilitate students' perceptions of themselves as valuable parts of a professional learning community that accepts differences among its members. The presentation examines the instructional gains and the interpersonal strains occasioned by the use of structured and unstructured responses to course readings in both real-time and online discussion forums.

REDUCE THE SLOG WITH A BLOG: HOW WORDPRESS SITES CAN INVITE STUDENTS INTO ACADEMIC CONVERSATIONS

Sylvia Whitman – Marymount University

Susan Conrad – Marymount University

A campus writing specialist and the director of instructional technology and design from a small, private university will discuss ways that WAC faculty can engage students in academic blogging.

SESSION 2E – ROOM 212 • Thursday, June 7 • 2:15 pm to 3:30 pm

DEVELOPING WAC COMMUNITIES

Chair: Beth Daniell – Kennesaw State University

STUDENT AND FACULTY DRIVEN REFORM: STRATEGIES AND RESOURCES FOR CREATING WRITING ENRICHED COMMUNITIES

Catherine DeLazero – Florida State University

The presenter will discuss her recent transition from coordinating a writing center at a small liberal arts college to serving as a teaching assistant in a rhet/comp Ph.D. program. As an administrator, she supported faculty-driven curriculum development and assessment. As a T.A., she supports student-driven writing development and assessment. The juxtaposition of these professional roles offers a lens through which to view the limits and possibilities of community-driven reform within academic institutions.

DEVELOPING MAJOR VOICES: TRANSFORMING FACULTY, TRANSFORMING FUTURE COLLEAGUES

Kathleen Jernquist – U.S. Coast Guard Academy

This session invites participants to discuss strategies by which their colleagues across campus can guide students to become competent writers in their major. Statistically significant data show that when faculty guide their students to identify the rhetorical features of genres in their field, undergraduates value their emerging identities as writers, which in turn supports their confidence in expressing ideas in the conventional forms of their discipline.

MOVING FORWARD BY GIVING BACK: CREATING NEW MODELS FOR WAC MENTORING

Mary McMullen-Light – MCC-Longview Community College

This presentation identifies new mechanisms for WAC mentoring at the institutional and program level and explores strategies for connecting WAC directors directly to practical information that can guide the design and development of their programs.

SESSION 2F – ROOM 217 • Thursday, June 7 • 2:15 pm to 3:30 pm

WRITING AT CORNELL: MAKING OURSELVES INDISPENSABLE

Chair: Susan Smith – Georgia Southern University

ANALYTIC RESEARCH: HOW I STOPPED STRUGGLING AND EMBEDDED A LIBRARIAN

Darlene Evans – Cornell University

This presentation describes a unique collaboration between a writing teacher and a reference librarian, a pilot course that works toward realizing the elusive learning goal of developing information literacy. By approaching the research paper as a semester-long project rather than an isolated task, this course attempts truly to integrate analytical research habits with writing instruction.

RESEARCH ALL THE WAY DOWN, OR HOW I LEARNED TO TEACH WRITING LIKE A RESEARCHER

Tracy Carrick – Cornell University

Insights and practices gleaned from teaching this pilot course can inform our training program for new teachers of First-Year Writing Seminars, who justifiably worry about the pitfalls of assigning “research papers”: time pressures, disciplinary knowledge, plagiarism. This presentation will address specific challenges – administrative, cross-disciplinary, pedagogical – faced by any instructor in “teaching research.”

TEACHING AS RESEARCH, ADMINISTRATION AS TEACHING: PROGRAM BUILDING FROM THE GROUND UP

Elliot Shapiro – Cornell University

Practices developed in First Year Writing Seminars provide the intellectual foundation for the Writing in the Majors program and the Faculty Seminar in Writing Instruction. “Teaching as research” underpins our training programs and informs our collaborations with departments, instructors, and other units within our university, including the pilot University Courses Initiative.

HOW I LEARNED TO STOP WORRYING AND LOVE ASSESSMENT

David Faulkner – Cornell University

Taking part in Cornell’s belated (2010-11) efforts to meet regional re-accreditation standards prompted an epiphany: our reverse-engineering model of writing pedagogy correlates closely to the “assessment loop.” This fact can leverage the influence of writing programs in helping other disciplines to articulate their learning goals as writing goals and to develop the culture of assessment required for future accreditation.

SESSION 2G – ROOM 1002 • Thursday, June 7 • 2:15 pm to 3:30 pm

WRITING IN NURSING EDUCATION: A COLLABORATION BETWEEN NURSING, WAC, AND THE WRITING CENTER

Chair: Ann Blakeslee – Eastern Michigan University

Ann Blakeslee – Eastern Michigan University

Barbara Scheffer – Eastern Michigan University

Sandra Hines – Eastern Michigan University

Sarah Primeau – Eastern Michigan University

Presenters on this panel share results from two interdisciplinary collaborations between nursing and writing. They discuss an interdisciplinary research project focused on defining synthesis and developing a pedagogy for teaching it to nurses, and they present results of initial assessments of a course focused on academic writing strategies for RN to BSN students.

SESSION 2H – ROOM 1005 • Thursday, June 7 • 2:15 pm to 3:30 pm

WAC GOES TO GRADUATE SCHOOL

Chair: Laura Plummer – Indiana University

NON-NATIVE SPEAKING GRADUATE STUDENTS IN ENGINEERING RESPOND TO WAC-BASED COMMUNICATION PRACTICE

Jennifer Craig – Massachusetts Institute of Technology

DISSERTATION WRITING ACROSS THE CURRICULUM: ASSUMPTIONS, PERCEPTIONS, AND PRACTICES OF DISSERTATION WRITERS AND THEIR SUPERVISORS

Paul Rogers – George Mason University

WRITING DEVELOPMENT IN BIOMEDICAL ENGINEERING: THE CASE OF A MULTILINGUAL GRADUATE STUDENT

Mya Poe – Penn State University

Respondent: Terry Myers Zawacki – George Mason University

Introducing WAC concepts at the graduate level presents new challenges often not found at the undergraduate level. For example, graduate students have limited coursework, and they often depend on their research advisors or senior members of their lab to guide their writing development. In this panel, we explore various approaches to applying WAC-based methods to graduate populations in various contexts.

SESSION 2I – ROOM 1220 • Thursday, June 7 • 2:15 pm to 3:30 pm

WAC IN A TIME OF BUDGETARY CRISIS

Chair: Greg Skutches – Lehigh University

UNDER WATER AND ON HIATUS: WAC RHETORIC MEETS BUDGET RHETORIC AND LIVES TO SEE ANOTHER DAY

Sue Doe – Colorado State University

Even as funding for WAC was dissolved at the home of the WAC Clearinghouse, a much maligned writing integration initiative transformed a vague state mandate called “gtPathways” into a serious WAC initiative. The presentation suggests how periods of economic scarcity can demand a clearer focus and more supple applications of WAC that are responsive to local contexts and relevant to national needs.

POLITICAL ECONOMY: BRIDGE TO WAC’S FOURTH-STAGE FUTURE?

Donna Evans – Eastern Oregon University

This presentation explores theoretical and practical implications that need to be considered if political economy is to be deliberately configured into a WAC program that extends the third-stage critical into a fourth-stage rhetorical model.

AFFORDANCES AND CONSTRAINTS: THE FUTURE OF WAC IN AN ERA OF INCREASING GOVERNMENT OVERSIGHT

Kay Halasek – Ohio State University

This presentation describes the pedagogical and assessment strategies created in response to state mandates for greater accountability in learning outcomes, details the framework for our interdisciplinary partnership with our University Libraries to address the perceived informational “illiteracy” among our students, and outlines the political “push-back” undertaken at my institution and across our state to protect the intellectual integrity of our second-level writing across the curriculum courses against state intervention.

Thursday, June 7 • 2:15 pm to 3:30 pm
Concurrent Session 2 continued

SESSION 2J – ROOM 2005 • Thursday, June 7 • 2:15 pm to 3:30 pm

WAC AS AN AGENT OF PARADIGM SHIFTS

Chair: J. Christian Tatu – Lafayette College

WAC GOES TO LAW SCHOOL: THE PROMISE, THE POLITICS, THE FUTURE

Pamela Lysaght – University of Detroit Mercy School of Law

In spite of significant gains in the professionalization of legal writing programs, law firms complain that newly minted lawyers "can't write." One way to address this problem is through writing across the curriculum. This session will discuss possible WAC models for law schools; explore the impediments to implementing comprehensive WAC programs; and make some predictions as to the future of WAC in law schools, which are linked in part to the future of WAC programs in K-12 and undergraduate education.

A DISCUSSION OF THE PARADIGM SHIFT IN LABORATORY REPORT WRITING AT COLUMBIA COLLEGE

Adrienne Oxley – Columbia College

Over the past year, science faculty at Columbia College have worked together to standardize lab report criteria and incorporate rubrics into the writing process. This talk will focus on the frustrations of both the students and faculty, and explore the progress made by faculty to improve the writing experience within the science disciplines.

WRITING ACROSS ONE CURRICULUM: THE MFA DT STUDENTS' WRITING NEEDS AND OUR WORKSHOPS TO ADDRESS THEM

Anezka Sebek – Parsons/The New School

Margaret Fiore – School of Writing/The New School

This presentation will describe the WAC approach employed to meet both the writing and ideating needs of Parsons/The New School's 1st-year MFA Design Technology students, including native and non-native speakers of English predominantly with BFAs, with four workshops per year, supplemental to their courses.

Thursday, June 7 • 3:45 pm to 5:00 pm
Concurrent Session 3

SESSION 3A – ROOM 100 – AUDITORIUM

Thursday, June 7 • 3:45 pm to 5:00 pm

LEVERAGING PLACE-BASED APPROACHES TO SUSTAIN WAC: EXAMPLES FROM HAWAII, CALIFORNIA, AND VIRGINIA

Chair: Laura Brady – West Virginia University

LEVERAGING STUDENT DEMOGRAPHICS, LOCAL HISTORY, AND COMMUNITY OUTREACH TO SUSTAIN WAC

Jim Henry – University of Hawaii at Mānoa

REALIZING PLACE-BASED WAC: CALIFORNIA CULTURES MEET A RURAL ECOLOGY

Christopher Thaiss – University of California, Davis

IDENTIFYING NEW LOCALES FOR WAC WORK

Terry Myers Zawacki – George Mason University

Respondent: Laura Brady – West Virginia University

The rise in place-based writing pedagogy during the last decade suggests tapping its tenets to develop and sustain WAC programs with a particular eye to local and state circumstances. Our case studies from Hawaii, California, and Virginia will highlight ways in which our WAC programs both respond to and deflect ecologies of writing on our campuses. We identify traits that both inspire and constrain our options as we plan the future of/as WAC, offering attendees some principles for leveraging place-based tenets on their own campuses.

SESSION 3B – ROOM 129 • Thursday, June 7 • 3:45 pm to 5:00 pm

ENSURING THE FUTURE: THE PEOPLE AND SUPPORT STRUCTURES OF SUCCESSFUL WAC PROGRAMS

Chair: Atissa Banuazizi – Massachusetts Institute of Technology

G. Travis Adams – Auburn University

Alyssa Pratt – Auburn University

Karissa Womack – Auburn University

Haley Bridges – Auburn University

In this round table discussion, WAC/WID program students and staff members share the work they've done to support the program and invite discussion about a range of challenges and conditions that influence the success of individual components and programs as a whole. Speakers include a writing center director, a graduate student tasked with supporting faculty development, the leader of a writing focused undergraduate student organization, and an undergraduate peer tutor and WAC/WID program intern.

SESSION 3C – ROOM 210 • Thursday, June 7 • 3:45 pm to 5:00 pm

IN RESPONSE TO THE NEW COMMON CORE STATE STANDARDS: WAC/SECONDARY EDUCATION COLLABORATIONS

Chair: Lisa Cahill – Arizona State University

Anna Bradfield – Bridgewater State University

Michelle Cox – Bridgewater State University

Phyllis Gimbel – Bridgewater State University

The new Common Core State Standards place new emphasis on expository writing in English Language Arts, and new emphasis on writing in mathematics, social studies, and the sciences. This panel presentation will give an overview of the new standards, share three WAC initiatives developed to bring together secondary school teachers and university faculty, and brainstorm with participants possibilities for their own programs.



Thursday, June 7 • 3:45 pm to 5:00 pm
Concurrent Session 3 continued

SESSION 3D – ROOM 211 • Thursday, June 7 • 3:45 pm to 5:00 pm

WAC IN ENGINEERING

Chair: Alexandra Guerriero – Salisbury University

CREATING CIVIC MINDED, ENGAGED ENGINEERS THROUGH ASSIGNMENT DESIGN

Alan Chong – University of Toronto

This paper describes how assignment design in an integrated first-year engineering design and communication course can contribute to creating civic-minded, engaged engineering students. We show how the design of the written assignment demands that students engage in more challenging research that includes a variety of technical and non-technical sources, weigh the importance of needs of multiple stakeholders, and most importantly, be able to clearly articulate the nature of the design problem and define its requirements.

DEVELOPING ENGINEERING DESIGN AND COMMUNICATION TEACHERS: VALUING OPPOSABLE THINKING

Robert Irish – University of Toronto

Alan Chong – University of Toronto

Geoff Frost – University of Toronto

Three activities from the cornerstone design sequence at the University of Toronto – from an opening a reverse engineering activity, to a final public design showcase – highlight the significant demands on the teaching team in terms of technical expertise, teaching style, and engineering argumentation. Each activity is examined from the perspective of the skills, attitudes, and beliefs necessary for successful instruction.

ENGAGING ENGINEERS: AN ANALYSIS OF BARRIERS AND POSSIBILITIES FOR COMMUNICATION LEARNING IN ENGINEERING

Holly Matusovich – Virginia Tech

Marie C. Paretti – Virginia Tech

Andrea Motto – Virginia Tech

This presentation uses the findings from interviews with engineering faculty at five diverse institutions to 1) identify barriers engineering faculty experience with respect to WID efforts and 2) suggest approaches WPAs can employ to facilitate partnerships with engineering.

SESSION 3E – ROOM 212 • Thursday, June 7 • 3:45 pm to 5:00 pm

PROOFS, PERSUASION, AND REVISION: A CROSS-DISCIPLINARY ANALYSIS OF MATH STUDENTS' REVISION PRACTICES

Chair: Meghan Griffin – University of Central Florida

Chris Warnick – College of Charleston

Meg Scott-Copses – College of Charleston

Amy Mecklenburg-Faenger – College of Charleston

Patrick Bahls – University of North Carolina Asheville

This panel presents findings from a cross-disciplinary assessment of research writing produced by students in a summer Research Experience for Undergraduates (REU) run at the University of North Carolina, Asheville. Members of the research team, which include composition scholars and mathematicians from different institutions, will discuss the initial results of our examination of students' revision practices.

SESSION 3F – ROOM 217 • Thursday, June 7 • 3:45 pm to 5:00 pm

SYN-THESIS: MAKING NEW CLAIMS ABOUT THE WORLD IN A BIOLOGY AND COMPOSITION COHORT ENROLLMENT PROJECT

Chair: Al Harahap – University of Arizona

ESTABLISHING AN ENVIRONMENT FOR SYN-THESIS: DESIGNING FOR SUSTAINABILITY

Shirley Rose – Arizona State University

This presentation will address the administrative challenges posed by this cohort curriculum design, as well as the ways the project contributes to broader program goals. The discussion will also give an account of attention given to developing a sustainable program for recruiting and preparing a corps of interested and qualified teachers for the project.

BIOLOGY DEFECTORS TO THE LIBERAL ARTS: WHY THE COLLABORATION OF COMPOSITION WITH THE LIFE SCIENCES MAKES THE FUTURE OF BOTH DISCIPLINES STRONGER

Alison Sutherland – Arizona State University

Regimented science programs create a rhetoric and composition opportunity. This presentation will argue that active disciplinary collaboration like our cohort enrollment project will only make both disciplines stronger. Collaboration between these two disciplines creates opportunities for syn-thesis, or bringing together disciplinary knowledge to make new knowledge.

[RE]CONTEXTUALIZING KNOWLEDGE FOR A SYNTHESIZED FUTURE IN BIOLOGY AND FIRST-YEAR COMPOSITION

Emily Cooney – Arizona State University

This presentation will discuss a version of the biology-based first-year composition class that focuses on general public interaction with science. Students in this course are asked to consider what information becomes public, how that information is relayed, and how the general population responds. By shifting the assumed knowledge base from that of scientist to general public, students gain a broader awareness of issues that often create a divide between the two stakeholders.

CURRICULUM CONTROL IN CROSS-DISCIPLINARY CLASSROOMS

Emily Hooper – Arizona State University

This presentation assesses an initiative in which the School of Life Sciences (SOLS) created special "clusters" of students who would take 3-4 courses together, including an intro to biology course accompanied by a lab and a first year composition advanced writing course (ENG 105), to explore whether such a collaboration would enhance the goals and outcomes of an already established SOLS Mentoring Program.

SESSION 3G – ROOM 1002 • Thursday, June 7 • 3:45 pm to 5:00 pm

UNDERSTANDING AND RESEARCHING WAC EFFECTIVENESS

Chair: Linda Hirsch – Hostos Community College/CUNY

A LOOK INSIDE THE CHALLENGES, PROGRESS, AND FUTURE OF A 21ST CENTURY CxC PROGRAM

Rebecca Burdette – Louisiana State University

LSU's Communication across the Curriculum (LSU CxC) is a university-wide program focused on enhancing students' writing, speaking, visual, and technological communication skills. This presentation will describe how LSU CxC got its start, the challenges it has faced, a few small secrets to success, some of the innovative things we have planned for the future, and how we hope to deal with inevitable roadblocks that are just around the corner.

EXPANDING RESEARCH TO ILLUMINATE TRANSFER ACROSS THE CURRICULUM

Jeremy Schnieder – Morningside College

Recent advances in activity theory, use/exchange value, and discussions of WAC and writing-skills transfer can begin to productively complicate understandings of the way writing is taught. Drawing upon them in research can illuminate student decisions that show intercurricular transfer where none is assumed. In addition, they can be practical for scholarship and campus discussions of writing to help account for student perceptions in research and studies of WAC program efficacy.

SESSION 3H – ROOM 1005 • Thursday, June 7 • 3:45 pm to 5:00 pm

THE FUTURE OF WAC INITIATIVES: MENTORSHIP AND COLLABORATION BEYOND ONE CAMPUS

Chair: Alice Kinman – University Of Georgia

MICHIGAN TECH'S WAC PROGRAM: A COLLABORATIVE INITIATIVE OF PAST AND PRESENT SCHOLARS

Amanda Girard – Michigan Technological University

This presentation will discuss some of the history of WAC at MTU and the current work being done in relation to the speaker's own research and proposed initiative.

REVISITING WRITING ACROSS THE CURRICULUM: OVERCOMING FACULTY RELUCTANCE TO INTEGRATING WRITING INTO THE ENGINEERING CURRICULUM

Nancy Barr – Michigan Technological University

This presentation will discuss the speaker's work with WAC on MTU's campus within the Mechanical Engineering department and further expand on practices that work within a unique STEM system on this Midwestern engineering campus.

PASSING THE BATON: CONVERSATIONS BETWEEN A PAST AND FUTURE WAC ADMINISTRATOR

Carey Smitherman – University of Central Arkansas

This presentation by the First Year Writing Director at the University of Central Arkansas will discuss her experience as the WAC coordinator at WSU and how the knowledge and materials she gained therein have been beneficial to a colleague at UCA and new Ph.D. student at MTU.

SESSION 3I – ROOM 1220 • Thursday, June 7 • 3:45 pm to 5:00 pm

COLLECTING AND INTERPRETING WAC ASSESSMENT DATA

Chair: Karen Kuralt – University of Arkansas at Little Rock

CRITICAL THINKING/CRITICAL WRITING ASSESSMENT AND THE FUTURE OF WAC

Nicole Amare – University of South Alabama

Using a revised version of Bloom's taxonomy, this presentation will apply foundational and substantive levels of critical thinking and writing to the composition classroom and briefly discuss the crucial aspect of integrating these principles into writing curricula.

ACTIVE ASSESSMENT: BRIDGING ASSESSMENT DATA AND INSTRUCTIONAL PRACTICE

Ginni Fair – Eastern Kentucky University

Assessment of university writing across the curriculum programs can be both challenging and unrelated to teacher and student success in the actual classroom. Eastern Kentucky University has initiated a different vision of assessment, one that focuses on the applications of assessment in the teaching of writing and critical thinking. This presentation highlights that journey along with the successes and remaining challenges of the initiative.

WILD GOOSE CHASE: A TALE OF WAC ASSESSMENT WITH CONCRETE TOOLS, RESULTS, INTERPRETATION, AND ACTION

Heather McGovern – The Richard Stockton College of New Jersey

This presentation serves as a codicil to many published examples of or guides to WAC assessment. It tells of a college's decade of writing assessment, using a variety of commercial and home-grown assessment tools to gather results that were often demoralizing and confusing. Attendees will see examples of tools, results, interpretation, and action at work in a college that learns that its students' writing skills are sub-par, establishes that the problem appears to involve its WAC program, but struggles to identify what changes are likely to lead to improvement.

SESSION 3J – ROOM 2005 • Thursday, June 7 • 3:45 pm to 5:00 pm

THE FUTURE OF WAC IS WEC: INFUSING RELEVANT WRITING INTO DIVERSE UNDERGRADUATE CURRICULA

Chair: Kyle McIntosh – Purdue University

DO FOUR SHIFTS = NEXT WAVE WAC?

Pamela Flash – University of Minnesota

ASKING FOR WHAT WE WANT: IDENTIFICATION AND ALIGNMENT OF VALUED WRITING ABILITIES WITH WRITING INSTRUCTION IN BIOLOGICAL SCIENCES

Harriet Van Vleck – University of Minnesota

ARTICULATE BODIES: WRITING INSTRUCTION IN A PERFORMANCE-BASED CURRICULUM

Stephanie Lein-Walseth – University of Minnesota

FROM PROBLEM SET TO DESIGN PROPOSAL: FOSTERING DISCIPLINE-RELEVANT WRITING (AND WRITING INSTRUCTION) IN MECHANICAL ENGINEERING

Ben Adams – University of Minnesota

In this session, three panelists will describe specific ways in which the four-year old Writing-Enriched Curriculum project (WEC) has impacted undergraduate writing instruction, curricular sequencing, and student writing in three departments: Mechanical Engineering; Theatre and Dance; and Ecology, Evolution, and Behavior. A fourth panelist, the project's director, will describe some of the implications these findings have for future WAC initiatives and programming.



Friday, June 8 • 7:30 am to 8:30 am • Continental Breakfast

Friday, June 8 • 8:30 am to 9:45 am • Concurrent Session 4

SESSION 4A – ROOM 100 – AUDITORIUM
Friday, June 8 • 8:30 am to 9:45 am

**NO LONGER “STRANGER[S] IN A STRANGE LAND”:
PROMISING NEW RESEARCH IN ASSISTING STUDENTS TO
TRANSFER**

Chair: Jeremy Schnieder – Morningside College

**THE VIEW OF TRANSFER FROM WAC CONTEXTS: AN ANALYSIS OF
THREE DISCOURSE COMMUNITIES AND THEIR IMPLICATIONS FOR
FIRST-YEAR COMPOSITION**

Kathleen Blake Yancey – Florida State University

Given the writing genres and practices of three very different disciplines – history, geography, and mechanical engineering – how might we design first-year composition? Recent research suggests that by identifying both similarities and differences across contexts so that we create a new and more capacious definition of writing, we can help students entering those new cultures be less like Lucille McCarthy’s stranger in a strange land, and more like a traveler with a writing passport and travel guide prepared to take up new disciplinary writing practices, genres, and knowledge.

**THE ROLE OF THEORY AND ALIGNMENT IN TRANSFER FROM FIRST-
YEAR COMPOSITION TO WAC COURSES**

Liane Robertson – William Paterson University

As first-year composition design is revisited to incorporate recent research on transfer, so too must we consider the role of WAC in transfer: they work together. This presentation considers both how these different discourse communities might be aligned through a specific focus on writing theory as course content in first-year composition and how such alignment can foster transfer of knowledge and practice.

**THE ROLE OF KEY TERMS IN COMPOSITION TO FACILITATE
TRANSFER TO WAC CONTEXTS**

Kara Taczak – University of Denver

Both first-year composition and WAC include a desire for students to write successfully in academic situations; recent research indicates this success is facilitated through the use of key terms in first-year composition. In this presentation, we explore the relationship between students’ use and understanding of key terms learned in first-year composition and students’ prior knowledge, specifically addressing the ways in which key terms are accessed, defined, and then enacted in WAC writing situations.

**PRIOR KNOWLEDGE AND KEY TERMS: HOW STUDENTS MAKE
CONNECTIONS TO WRITING THROUGH RHETORIC**

Jennifer O’Malley – Florida State University

The purpose of this presentation is to investigate how students who are exploring writing through rhetoric see the connection between their prior knowledge of writing and the key terms in the rhetoric class. How does their prior understanding of writing enhance their use of rhetoric in this class, and/or how do their prior experiences with rhetoric—both inside and outside of school—help define and shape their current writing knowledge and practices?

SESSION 4B – ROOM 129 • Friday, June 8 • 8:30 am to 9:45 am

CREATIVE WAC: FROM SCIENCE POETRY TO HUMOR

Chair: Kimberly Crowley – Bismarck State College

**SCIENCE POETRY: A WAC TOOL FOR EVERY WRITING TEACHER’S
TOOLKIT**

Nancy Gorrell – Retired from Morristown High School

This interactive, interdisciplinary presentation will define a little known and rarely used literacy tool—science poetry—with mentor models and student work. Participants will engage with a model science poetry writing lesson and strategies for integrating science poetry writing in the English composition, creative writing, and literature classroom.

HUMOR: A FLEXIBLE AND MULTIFACETED BASIS FOR WAC

Martha Pennington – Georgia Southern University

Humor is a motivating theme for most young people that provides material spanning all types of media and many different rhetorical forms and purposes of writing. Humor offers many opportunities for delving into theory and empirical research as well as use of sources.

SESSION 4C – ROOM 210 • Friday, June 8 • 8:30 am to 9:45 am

**CREATING EFFECTIVE WRITERS: HOW WRITING FELLOWS
CAN SUPPORT TRANSFER STUDENTS**

Chair: LauraAnne Carroll-Adler – University of Southern California

Isabell May – Universities at Shady Grove

Christina Devlin – Montgomery College

Faculty and administrators from 2- and 4-year schools will speak about the results of a year-long pilot project focused on creating effective writers among transfer students in content areas. Results from student, writing fellow, and faculty surveys and evaluations as well as analyses of student drafts and papers will be presented.

SESSION 4D – ROOM 211 • Friday, June 8 • 8:30 am to 9:45 am

REIMAGINING WRITING CENTERS AND TUTORING

Chair: Dayna Goldstein – Georgia Southern University

**RE(ARRANGING) THE MIDDLE: NAVIGATING THE FUTURE VIA THIRD
SPACES AS A NEW CONTACT ZONE**

Lami Fofana-Kamara – Michigan State University

We will discuss theories that intersect everyday university encounters as funds of knowledge and discourse that frame first year writing program practices of undergraduate students who come to the Michigan State University Writing Center. Our objective is not to replace the work at writing centers, but to advance pedagogical theories.

Friday, June 8 • 8:30 am to 9:45 am . Concurrent Session 4 continued

SESSION 4E – ROOM 212 • Friday, June 8 • 8:30 am to 9:45 am

WAC AND SOCIAL ACTIVISM

Chair: Toby Coley – University of Mary Hardin-Baylor

LET'S TALK: USING COMMUNITY ORGANIZING STRATEGIES TO REGENERATE AND REBUILD A CAC PROGRAM

Jean Coco – University of North Carolina

This presentation is designed to show leaders of new and fledgling CAC and WAC programs how they can apply both community organizing strategies and social capital to regenerate, expand, and sustain a CAC or WAC program. Using departmental pilots in a case-study context, I will provide specific action steps that leaders can employ to advance their programs, while meeting the needs of students, faculty, and their institutions.

WRITING FOR SOCIAL CHANGE TO INCREASE STUDENT ENGAGEMENT

Sol Smith – Delta College

Students must connect with their writing in order to form a solid relationship, and writing for social change is an engaged pedagogy available to all disciplines. Writing for social change is a feminist pedagogy based on Constructivism that includes discussion of student experiences. Instituting the teaching of writing for social change in any course will improve student engagement in the writing course.

ECOCOMPOSITION AS A 'NATURAL' FIT FOR WID?

Bonnie Devet – College of Charleston

Ecocomposition, the newest theory in composition, can reconceptualize WID, thus helping to solve some of WID's recurrent problems, making WID viable for the future.

SESSION 4F – ROOM 217 • Friday, June 8 • 8:30 am to 9:45 am

CONNECTING THE DOTS: CREATING COHESION IN A DECENTRALIZED WRITING PROGRAM

Chair: Zak Lancaster – University of Michigan

Annie Knepler – Portland State University

Christie Toth – University of Michigan and Portland State University

Susan Kirtley – Portland State University

This interdisciplinary roundtable will explore strategies for increasing cohesion in a decentralized writing program, including the development of interactive online learning tools, increased collaboration across departments, and the assessment of campus-wide learning outcomes for student writing across the curriculum. These attempts to "connect the dots" are becoming increasingly important as the university grows in size, as more students transfer to PSU, and as faculty face challenges of increasing workload and shrinking resources.

SESSION 4G – ROOM 1002 • Friday, June 8 • 8:30 am to 9:45 am

TEACHING VISUAL REPRESENTATIONS ACROSS THE CHEMISTRY CURRICULUM

Chair: Tim Giles – Georgia Southern University

SHIFTING FROM WRITING-INTENSIVE TO DISCIPLINE-SITUATED WRITING PLANS

Lisa Lebduska – Wheaton College

VISUAL COMMUNICATION IN 200 AND 300-LEVEL CHEMISTRY COURSES

Jani Benoit – Wheaton College

SCAFFOLDING VISUAL COMMUNICATION TO THE CAPSTONE

Laura Muller – Wheaton College

This panel explains how Wheaton College's chemistry department teaches visual representations of data across its curriculum, and, in doing so, demonstrates how communication across the curriculum is one of WAC's bright futures.

SESSION 4H – ROOM 1005 • Friday, June 8 • 8:30 am to 9:45 am

WAC AND INFORMATION LITERACY

Chair: Pavel Zemliansky – University of Central Florida

INCORPORATING INFORMATION LITERACY INTO THE WRITING CLASSROOM

Beth Nardella – West Virginia University

It can be challenging to incorporate information literacy instruction into the writing classroom. This presentation offers tools for developing pre- and post-assessments, syllabus revision, and working with discipline-specific librarians to improve undergraduate student research skills. Effective database tutorials covering citation management and genre awareness can be a valuable part of the upper-level writing course syllabus.

FROM "AUTHOR" TO "AUTHORITY": TEACHING EVALUATION BY CONCEPTS OF CITATION

Felicia Palsson – Sonoma State University

An instruction librarian, I work with composition faculty to design information literacy curriculum for first year students. To better assess students' ability to evaluate information sources, we designed a three-step program focused on critical thinking, requiring students to address conceptual elements of a source. Isolating the assessment of these skills will not only reduce the burden on composition instructors, but ideally clarify the learning outcomes for students as well.

THE INCIDENCE AND NATURE OF PLAGIARISM IN GRADUATE STUDENT RESEARCH PROPOSALS

Michelle Vieyra – University of South Carolina Aiken

Denise Strickland – University of Virginia, Charlottesville

Plagiarism in graduate student papers is more prevalent than expected with over a quarter of research proposals sampled having at least one instance of plagiarism. The majority of cases involved the direct copying of material from a primary article or website. This occurred most frequently in the introduction of the proposal and most instances did not have proper citation of the source.

SESSION 4I – ROOM 1220 • Friday, June 8 • 8:30 am to 9:45 am

MAPPING CHANGE: THREE PERSPECTIVES ON A LONGITUDINAL RESEARCH STUDY

Chair: Jennifer Good – Auburn University at Montgomery

TRANSFER FROM INDIVIDUAL PROJECT TO INSTITUTIONAL RESEARCH

Neccee Matthews-Bradshaw – Auburn University

INTO THE WILDERNESS: LEARNING RESEARCH STRATEGIES TO JOIN THE PROFESSION

Laura Elmer – Auburn University

ON GUIDING AND BEING LOST: TAKING ON NEW RESEARCH AS AN ADMINISTRATOR

Margaret Marshall – Auburn University

This panel features three investigators at different career stages and with different responsibilities in a longitudinal study of faculty teaching practices that emerges from an institutional initiative to add writing to every major. Our panel is interested in considering such questions as: How do new research projects teach us about methods, strategies, or ways of thinking not before we begin, but as we carry them out? How does research anchor us in the intellectual work of our profession even as it pushes us into new territory?

Friday, June 8 • 8:30 am to 9:45 am
Concurrent Session 4 continued

SESSION 4J – ROOM 2005 • Friday, June 8 • 8:30 am to 9:45 am

THINKING CREATIVELY ABOUT WAC

Chair: James Heyman – University of St. Thomas

RADICAL REVISION ACROSS THE DISCIPLINES

Jennifer Holt – Vanderbilt University

This presentation will discuss the results of a pilot program using Wendy Bishop's radical revision exercise to facilitate experimentation in classrooms across the disciplines at a Research I University with no formal writing program. The pilot makes use of Bishop's assignment as a means of inviting students and faculty to reflect upon the relationship between creativity and resilience in the writing process.

MAKING ROOM FOR EXPRESSION: INTRODUCING PERFORMANCE POETRY TO A MIDDLE EASTERN UNIVERSITY

Lynne Ronesi – American University of Sharjah

This presentation reports on a study undertaken at the American University at Sharjah (AUS), an English-medium university in the United Arab Emirates, to chronicle the development of a performance poetry event and to understand participant perceptions in terms of implications for enhancing communication across the curriculum (CAC). This presentation will explore the implications of student insights for enhancing CAC at AUS, a particular challenge in region of the world where liberal arts education is not valued.

Friday, June 8 • 10:00 am to 11:15 am
Concurrent Session 5

SESSION 5A – ROOM 100 – AUDITORIUM

Friday, June 8 • 10:00 am to 11:15 am

RESEARCHING WAC

Chair: Heather Lindenman – University of Maryland

STUDENTS' COMPOSING PROCESSES AND WAC: RESULTS FROM A MULTI-DISCIPLINARY STUDY

John Eliason – Gonzaga University

This presentation focuses on students' composing processes across the curriculum and is informed by selected results from a survey administered to student writers and faculty from a variety of disciplinary settings.

EXPERT AUDIENCES FOR STEM STUDENT WRITING: PRELIMINARY RESULTS FROM AN NSF-FUNDED STUDY

Cary Moskovitz – Duke University

This talk reports on a current NSF-funded research project in which students in STEM courses get feedback on drafts of class writing assignments from alumni or employees of the institution who have the professional experience needed to read as a members of the target audience. This investigation includes courses from computer science, chemistry, biology, environmental science and engineering, enrolling students from first to senior year, with writing projects ranging from scientific research reports and grant proposals to policy memos.

WRITING THE ARCHIVE: AN ONTOLOGY OF EMERGENCE

Glen Southergill – Clemson University

Archival writing's value to all disciplines goes without question; however, the craft of writing from the archives is un-theorized as a continuation of writing in the disciplines. Using Manuel De Landa's emergence as a guide, this paper presentation critiques the archival concept of exclusivity to illustrate the value of a WID approach to archival methods and ontologies.

SESSION 5B – ROOM 129 • Friday, June 8 • 10:00 am to 11:15 am

WAC AND STUDENT IDENTITY

Chair: Susan Mueller – St. Louis College of Pharmacy

HELPING STUDENTS SEE THEMSELVES AS PARTICIPANTS RATHER THAN CONSUMERS

Kimberly Crowley – Bismarck State College

This presentation includes feedback from students on issues like academic dishonesty and grading of grammar and mechanics. Incorporating feedback like this into the creation of assignments and class discussions, teachers can help bring students into the conversation and make them see themselves more as participants in their education rather than solely as consumers of higher education as a product.

STUDENT LEARNING USING REFLECTION, SELF-DISCOVERY, AND FIELD EXPERIENCE IN AN INTERNSHIP COURSE

Laurel Marshall – Kingsborough Community College of CUNY

This presentation discusses how students' cognition and comfort levels increased after successfully completing a weekly series of self-evaluating worksheets and a self-discovery exam designed to focus their career direction. The hybrid class studied used Blackboard.com Bb as the learning platform, the Strong Interest Inventory Exam SII to reveal career strengths, and Your Dream Careers text/workbook to create an individual career-fit.

UNPACKING THE "WRITER": STUDENT ASSUMPTIONS ABOUT WRITING, IDENTITY, AND SELF-REPRESENTATION

Philip J. Sloan – Kent State University

This presentation draws on a quantitative survey of 200 Composition II students in order to critically examine the identity of "writer." Results reveal wide-ranging and contradictory notions of "writer" amongst participants. I argue that pedagogical scholarship too often invokes the "writer" identity as a monolithic subject position, which encourages students to adopt the role of "writer" uncritically. I suggest that unpacking – perhaps even resisting – this tenuous role can free students from the constraints of their own epistemological baggage.

SESSION 5C – ROOM 210 • Friday, June 8 • 10:00 am to 11:15 am

WRITING IN AND ABOUT THE SCIENCES

Chair: Michelle E. Neely – University of Colorado at Colorado Springs

DEVELOPING VIDEO SCRIPTS ABOUT UNDERGRADUATE RESEARCH: COMMUNICATING SCIENCE TO THE NON-SCIENTIST

Joyce Fernandes – Miami University of Ohio

Video scripts about undergraduate research were developed by undergraduate students as an exercise in communicating science to the non-specialist. This effort was a collaboration among a Biology faculty member, undergraduate students, and staff from the Office of New Student Programs. A video was developed that was sent to the incoming class in summer 2011.

SCIENCE IN THE MEDIA: COMMUNICATING SCIENCE AS CITIZEN JOURNALISTS THROUGH FIRST-YEAR INQUIRY PROJECTS

Kevin Sequeira – Miami University of Ohio

This presentation reports on a first-year course enhancing scientific literacy in the area of public understanding of science, using meaning-making assignments to accelerate student growth as citizen journalists. Through this course (for non-majors), students examine the role of science in public communication and debate and develop their own narratives on science.

TEACHING SCIENCE AS A SECOND LANGUAGE: FROM STUDENT WRITING TO SCIENCE WRITING

Erika Szymanski – Washington State University

To focus more attention on learning to write in discipline-specific discourse and actual classroom practice, I catalogued 1950 instructor comments on 237 student writing samples from upper-division undergraduate courses in the biological sciences. This presentation will discuss the findings of this research, including data to show that instructors comment more on issues of scientific discourse and significantly less on sentence-level errors when students are assigned to write in professional rather than student-specific genres.

SESSION 5D – ROOM 211 • Friday, June 8 • 10:00 am to 11:15 am

WAC AS A POLITICAL BALANCING ACT

Chair: Chris Oehrlein – Oklahoma City Community College

PASSPORTS PLEASE: HOW NEW FACULTY LEARN TO NAVIGATE WAC AT 4-YEAR COLLEGES

Emily Bowman – Coe College

Evangeline M. Heiliger – Coe College

Steve Shanley – Coe College

Three first-year faculty members at Coe College discuss their strategies for learning what WAC is, incorporating its principles in their classrooms, and gathering feedback on best practices along the way. Central to their presentation will be a discussion of how mindfully training new faculty in WAC could ease transitions to new institutional settings.

WAC IN FYW: BUILDING BRIDGES AND TEACHERS AS ARCHITECTS

Maria L. Soriano – John Carroll University

Building on the course objectives, the first-year writing classroom is an ideal location for giving students the tools to write in any discipline. With the teachers as the architects, students can learn how standard skills are easily-transferable across the curriculum. Simple additions to lessons and conversations demonstrate the lifelong importance of writing and help students continue to develop their writing skills across and through the college curriculum.

SESSION 5E – ROOM 212 • Friday, June 8 • 10:00 am to 11:15 am

GENDER CONSTRUCTION AND WAC

Chair: Susan Ruff – Massachusetts Institute of Technology

GENDERED LABOR CRISIS IN FYC: IS WAC THE SOLUTION FOR THE FUTURE?

Jes Hodgson – University of Missouri

This presentation examines gendered labor (a) in the administration and teaching of First-Year Composition and (b) in the administration and teaching of Writing Across the Curriculum. It explores whether WAC offers a solution to the gendered labor issues in FYC or whether it reinscribes these issues in a new form.

RENEGADE DISCOURSE: THE CULTURAL WORK OF WAC ON SMALL CAMPUSES

Danielle Mitchell – Penn State University

WAC programs have often challenged student perceptions of writing as secondary to the real work of their courses and majors by infusing the curriculum with various forms of informal and formal writing. This presentation will discuss a WAC program developed to challenge students on other levels as well by infusing the curriculum of a rural college with abnormal discourse that advocates critique, privileges civic as well as occupational education, and challenges the dominant regional values of racism, sexism, and heterosexism.

SESSION 5F – ROOM 217 • Friday, June 8 • 10:00 am to 11:15 am

THE FUTURE IS WAC PARTNERSHIPS: OVERCOMING OBSTACLES TO WAC

Chair: David Russell – Iowa State University

BUILDING CAMPUS-WIDE NETWORKS OF INFLUENCE DURING THE FIRST YEAR OF A WAC PROGRAM

Pavel Zemliansky – University of Central Florida

In this presentation I describe the UCF WAC program's efforts during the first year of its existence, aimed at building and sustaining university-wide networks of interest in writing instruction. I will discuss the results of those efforts as well as lessons learned from them and provide recommendations to others.

WAC AND THE CAMPUS FACULTY DEVELOPMENT INFRASTRUCTURE

Melody Bowdon – University of Central Florida

A key element of our initiative's promise and emerging success is its integration with cross-campus programming. This presentation will describe ways in which the collaboration has made use of existing institutional infrastructures to fast-track program development and implementation with faculty in many disciplines.

STARTING A WAC PROJECT IN A CHEMISTRY DEPARTMENT: A CASE STUDY

Tamra Legron-Rodriguez – University of Central Florida

Erin Saitta – University of Central Florida

This presenter, who is a post-doctoral fellow affiliated with the chemistry department and science education coordinator of the Faculty Center for Teaching and Learning, will discuss the process of participating in the WAC Fellows in Residence Program as well as the outcomes of the chemistry/WAC collaboration.

INDIVIDUAL CONSULTATIONS: EFFECTING CHANGE ONE FACULTY MEMBER AT A TIME

Lindee Owens – University of Central Florida

This presentation describes our consultations with faculty from Nursing, Computer Science, and Hospitality Management, showing how combining a consultant's toolbox with disciplinary expertise in writing can change preconceptions about our mission, establish credibility and good will, and spread the word and the work of Writing Across the Curriculum.

SESSION 5G – ROOM 1002 • Friday, June 8 • 10:00 am to 11:15 am

AGONISTIC DELIBERATIONS: A WRITING PROGRAM STRUGGLES TO BE BORN

Chair: Elizabeth Kelly – Georgia Southern University

Jason Stuart – Slippery Rock University

Cornelius Cosgrove – Slippery Rock University

This panel looks at the implications of these administrative issues: the locus of control in a distributed writing program, faculty representations of disciplinary writing needs, the effect of disciplinary boundaries on faculty representations of interdisciplinary support (particularly from the English department), and the potential role of literacy in the disciplines in the invention of course content. In addition, the panel will explore these issues in the context of WAC's history at Slippery Rock since the 1980s.

SESSION 5H – ROOM 1005 • Friday, June 8 • 10:00 am to 11:15 am

WAC/WID ASSESSMENT STUDIES

Chair: Kelly Shea – Seton Hall University

WID ASSESSMENT: RESULTS FROM A STUDY OF STUDENT WRITING IN SIX DEPARTMENTS

Tom Deans – University of Connecticut

This presentation delivers the methods and findings of a multi-year, multi-disciplinary assessment of writing across the disciplines at a large state university. The study involved faculty and graduate student teams from six disciplines (art history, electrical engineering, human development and family studies, nursing, political science, and mechanical engineering) in direct assessment of advanced undergraduate writing from their home departments. While carried out in response to a university push for assessment, the process was controlled by faculty and hinged on data-driven and dialogic analysis of student writing; it also involved reflecting on the implications of the findings for teaching writing in the disciplines.

DIRECT ASSESSMENT OF JUNIOR-LEVEL COLLEGE WRITING: A STUDY OF READING, WRITING, AND LANGUAGE BACKGROUND

Jonathan Hall – York College

The study reported in this presentation examines connections between two writing samples and an Education and Language Background survey which show that the most dramatic progress was made by 1) transfer students making the transition from community colleges or elsewhere and 2) multilingual students and immigrants who learned to read and write English in another country.

ASSESSING WRITING TO LEARN IN ENGINEERING: NEW OPPORTUNITIES FOR THE FUTURE

Lisa McNair – Virginia Tech

Chris Venters – Virginia Tech

Marie C. Paretti – Virginia Tech

This presentation illustrates the use of validated discipline-based assessment tools such as concept inventories as a means to engage content faculty in writing assignments that support learning. We describe the implementation and evaluation of writing assignments in a foundational engineering course to illustrate the value of engineering concept inventories to the future of WAC.

SESSION 5I – ROOM 1220 • Friday, June 8 • 10:00 am to 11:15 am

EXPLORING THE RHETORICAL DIMENSIONS OF TRANSFER: LOOKING BEYOND FYC

Chair: Scott Whiddon – Transylvania University

UNDERSTANDING TRANSFER AS A RHETORICAL ACT

Rebecca Nowacek – Marquette University

CONSIDERING MULTILINGUALISM IN TRANSFER THEORY

Rebecca Lorimer – University of Wisconsin-Madison

FOCUSING ON TRANSFER IN WRITING CENTER TUTOR EDUCATION

Bradley Hughes – University of Wisconsin-Madison

We know that student writers struggle to transfer writing-related knowledge from one context, genre, or discipline to another (Beaufort, 1999, 2007; Reiff & Bawarshi, 2011; Wardle, 2007). The three speakers on this panel will explore the varied dimensions of this challenge by proposing a theory of the rhetorical dimensions of transfer, then considering its implications for understanding the work of multilingual writers and of peer tutors in the writing center.

SESSION 5J – ROOM 2005 • Friday, June 8 • 10:00 am to 11:15 am

A TRIPARTITE MODEL FOR WAC: WRITING INTENSIVE, WRITING TO LEARN, AND WRITING IN THE DISCIPLINES

Chair: Laura Wilder – University at Albany, SUNY

CREATING A CULTURE OF WRITING AT THE UNIVERSITY OF SAINT THOMAS

Erika Scheurer – University of Saint Thomas

In this presentation, the director of WAC at the University of Saint Thomas will describe the provenance and three-year development of the university's unique program in which students take a scaffolded series of WAC courses: Writing Intensive, Writing to Learn, and Writing in the Disciplines. She will share feedback from both faculty and students, assessment data, and her own experience to identify where the program has seen the most success and where obstacles remain.

PEER REVIEW IN A WRITING INTENSIVE ENGLISH COURSE

Cathy Craft-Fairchild – University of St. Thomas

Writing intensive courses at the University of St. Thomas focus on writing as process and as product, with direct intervention for high-stakes drafts from faculty. Another important form of intervention, peer review, is commonly understood to be the most adopted and most discarded pedagogical approach to writing. In this presentation, an experienced teacher of literature and writing describes how her approach to peer review has changed over the years, particularly through the influence of WAC.

WRITING TO LEARN IN THEOLOGY

Sherry Jordon – University of St. Thomas

Writing to learn courses at the University of St. Thomas focus on using writing as a means of learning course content; the emphasis is on writing as process. In this presentation, the speaker will share engaging writing to learn assignments from a variety of theology courses. The speaker will describe the goals and criteria of the assignments, explain their alignment with the course objectives, discuss how these assignments were used to generate class discussion, and assess their effectiveness in promoting student learning.

WRITING IN THE DISCIPLINE OF MATHEMATICS

Cheri Shakiban – University of St. Thomas

In a writing in the disciplines course in mathematics, the instructor takes a two-pronged approach for students who are often not exposed to much writing in their major field. She combines writing to learn assignments with the more product-focused "learn to write" pedagogy of writing in the disciplines. The low-stakes writing to learn assignments help students to comprehend mathematical concepts and to become more fluent communicators. The high-stakes WID project teaches them the structure and rhetorical form of writing in mathematics.

**Friday, June 8
11:30 am to 1:00 pm**

**CONFERENCE
LUNCHEON**

**FEATURED SPEAKER: CHRIS ANSON
"Artificial Turf or the New Grass
Roots? Exploring Departmentally
Localized Models of WAC"**

Friday, June 8 • 1:15 pm to 2:30 pm . Concurrent Session 6

SESSION 6A – ROOM 100 – AUDITORIUM
Friday, June 8 • 1:15 pm to 2:30 pm

CURRICULUM-WIDE INTEGRATION OF COMMUNICATION INSTRUCTION INTO COMPUTER SCIENCE AND SOFTWARE ENGINEERING PROGRAMS: A THREE-YEAR, INTERDISCIPLINARY, NSF-SPONSORED PROJECT

Chair: Paul V. Anderson – Miami University

DEVELOPING LEARNING OUTCOMES AND ASSESSMENT METHODS THAT FULLY INTEGRATE WRITING AND DISCIPLINARY GOALS

Michael Carter – North Carolina State University

With the aid of practicing professionals and seasoned computer science and software engineering faculty, our project team developed senior-level learning outcomes for communication around which instruction in six core courses could be coordinated. When developing assessment methods, the project team created processes and instruments that, in addition to evaluating the resources and methods created by the project, could be used by programs around the country that adapt this approach to monitor and demonstrate their successes.

DESIGNING CURRICULA THAT FULLY INTEGRATE COMMUNICATION AND TECHNICAL INSTRUCTION IN COURSES TAUGHT BY DISCIPLINARY FACULTY: RATIONALES AND STRATEGIES

Paul V. Anderson – Miami University

The major strategies the project team developed involve fully integrating technical and communication instruction by embedding technical assignments in workplace scenarios that involve the communication activities that inevitably surround technical work in the CS/SE profession. The scenarios include a practical exigence for the technical work and a reader or listener who will use the results of the technical work in a specific way.

CLASSROOM IMPLEMENTATION OF FULLY INTEGRATED COMMUNICATION INSTRUCTION: RESULTS FROM FACULTY AND STUDENT ASSESSMENT

Gerald Gannod – Miami University

A computer science and software engineering faculty member will tell what it is like to design and explain the assignments to students, provide the associated instruction, and evaluate students' work. The speaker will also discuss second-year assessment results, including comparisons of results from treatment and control sections of the six CS/SE courses. Results from second-year assessments indicate key areas of success and future potential, as well as areas needing further development.

DEVELOPING AND IMPLEMENTING CURRICULA THAT FULLY INTEGRATE TECHNICAL AND WRITING INSTRUCTION: THE PROGRAM DIRECTOR'S PERSPECTIVE

Mladen Vouk – Miami University

This speaker, head of one of the nation's leading CS/SE programs, will provide a program-level perspective on the methods and resources developed by the project team, paying particular attention to the way the project shifts primary responsibility for teaching writing from individual faculty in a department to the department as a whole and from individual courses to the curriculum. Other issues related to program and faculty development will also be discussed.

SESSION 6B – ROOM 129 • Friday, June 8 • 1:15 pm to 2:30 pm

DEVELOPING PRE-K-12 EDUCATORS AS TEACHERS OF WRITING ACROSS THE CURRICULUM

Chair: Jean Coco – University of North Carolina

DEVELOPING PRE-K-6 EDUCATORS AS TEACHERS OF WRITING IN SCIENCE

Nicole J. Glen – Bridgewater State University

Science notebooks are important to inquiry-based science because the writing that students do in them helps them become problem solvers, act like real-world scientists, and understand their own thinking and learning about science. The similarities and differences between how science notebooks were modeled in a science education methodology course, and how pre-k-6 preservice teachers utilized them will be presented, along with reflections and definitions written by the preservice teachers about why they used science notebooks in those ways.

DEVELOPING PRE-K-6 EDUCATORS AS TEACHERS OF WRITING IN MATH

Patricia A. Emmons – Bridgewater State University

Students who write in mathematics develop a deeper understanding of the mathematical concepts they are learning and improve their ability to write clearly. We will look at and discuss the importance of clarity, elaboration, and details when writing about mathematical thinking processes. We also will look at fun ways to incorporate writing in the mathematics classroom.

DEVELOPING LITERARY SPECIALISTS' EXPERTISE AS COACHES TO TEACHERS OF WRITING ACROSS THE CURRICULUM

Elaine Bukowiecki – Bridgewater State University

In elementary, middle, and in some secondary schools, literacy coaches are important additions to schools' school districts' staffs. In this presentation, the preparation of graduate students in reading to be literacy coaches in schools/school districts will be described. The graduate students' written reports chronicling their coaching experiences in their course work will be presented, as well as their mentor logs, written during their program practica in which they discuss how they guide other educators to teach writing in all content subjects.

SESSION 6C -7C – ROOM 210 • Friday, June 8 • 1:15 pm to 4:00 pm

POSTER SESSIONS

UNDERGRADUATE RESEARCH AND WRITING ACROSS THE CURRICULUM: A MUTUAL FUTURE?

Lydia Petersson – Mary Baldwin College

Molsie Petty – Mary Baldwin College

Anne McGovern – Mary Baldwin College

WRITING IN THE DISCIPLINES: A CLOSER LOOK FOR EVIDENCE OF THE IMPACT OF A UNIVERSITY WRITING INITIATIVE ON UNDERGRADUATE PROGRAMS IN THE INTERDISCIPLINARY DEPARTMENT

Tina Zappile – Auburn University

Cathleen Erwin – Auburn University

WRITING IN A SERVICE LEARNING COURSE: "IN THE SPOTLIGHT" AND "BEHIND THE SCENES" WRITING ASSIGNMENTS

Jane Nesmith – Coe College

SESSION 6D – ROOM 211 • Friday, June 8 • 1:15 pm to 2:30 pm

WAC AND CROSS-DISCIPLINARY WORK

Chair: Lisa Lebduska – Wheaton College

ENLARGING THE FUTURE: STUDYING THE ART OF APOLOGY IN THE CROSS-DISCIPLINARY WRITING CLASS

LauraAnne Carroll-Adler – University of Southern California

Forgiveness, according to botanist and aphorist Paul Boese, “does not change the past, but it does enlarge the future.” Aaron Lazare, author of “On Apology,” calls apology “one of the most profound forms of human interaction.” Studying this profound interaction--the catalyst for forgiveness – can enlarge and inform students in multi-disciplinary writing classes.

ETHICS, DIGITAL MEDIA, AND CROSS-CURRICULAR APPROACHES TO WRITING INSTRUCTION

Toby Coley – University of Mary Hardin-Baylor

This presentation offers practical implementation suggestions for teachers of writing to help students define, understand, develop, and assess their ethical literacy of digital media use. In this interactive presentation, the speaker will pose ethical dilemmas of digital writing to the participants in order to engage them in critiquing their own use of digital media.

WRITING IN THE (INTER)DISCIPLINES: A COMPARATIVE APPROACH TO WRITING IN INTERDISCIPLINARY COURSES

Suzanne Lane – Massachusetts Institute of Technology

This presentation uses rhetorical genre theory as a means to consider what activities and methods, situations, and purposes students were asked to deploy or imagine in the process of completing assignments in a writing-intensive, interdisciplinary gen-ed course. It then analyzes where these assignments fall in the disciplinary spectrum, and discusses the complications students faced as they negotiated assignments whose source disciplines varied.

SESSION 6E – ROOM 212 • Friday, June 8 • 1:15 pm to 2:30 pm

“APPLES, COWS, AND GUNS” – EXPLORING A “WRITING INTENSIVE” REQUIREMENT AT A LIBERAL ARTS COLLEGE

Chair: Jani Benoit – Wheaton College

Scott Whiddon – Transylvania University

George Kaufman – Transylvania University

This presentation documents a longitudinal investigation of our institution’s “Writing Intensive” graduation requirement (a minimum of two courses designated as “writing intensive” taken after the first-year). As a project in process, with partnerships across disciplines, it makes a case for further faculty development and incentives for writing instruction – especially at small, liberal arts colleges.

SESSION 6F – ROOM 217 • Friday, June 8 • 1:15 pm to 2:30 pm

WRITING CENTERS IN DISCIPLINARY AND MULTIDISCIPLINARY CONTEXTS

Chair: Laurel Marshall – Kingsborough Community College of CUNY

MEETING OF THE MINDS: COLLABORATION BETWEEN WID INTERNS AND LEARNING CENTER TUTORS

Jennifer Good – Auburn University at Montgomery

Susan Barganier – Auburn University at Montgomery

Jennifer Dyess – Auburn University at Montgomery

In a time of competition for budget and resources among units, collaboration becomes essential. Methods of collaboration between a Learning Center (LC) and Writing Across the Curriculum (WAC) program that focus on the shared experiences of the tutors and interns within each program respectively will be discussed. Capitalizing on the unique roles and strengths of each academic support area, administrators will share how the WAC program and LC have both benefitted from working together and meeting each unit’s needs.

A SEAT AT THE WAC TABLE: IMPROVING WRITING CENTER SERVICES THROUGH MULTI-STAKEHOLDER CONVERSATIONS

Heather Lindenman – University of Maryland

This presentation describes the approach our writing center took to enhance our tutors’ knowledge of writing in the disciplines. By bringing together faculty, student-writers, and tutors to participate in small-scale, low-stakes roundtable discussions, we crafted a space in which these various stakeholders could share their knowledge, ideas, questions, and uncertainties about writing in particular disciplines.

THAT WAS THEN, THIS IS NOW: WAC AND WRITING CENTERS IN PHARMACY EDUCATION

Susan Mueller – St. Louis College of Pharmacy

In 1998, the writing center directors at two pharmacy schools published an optimistic article on the implementation of WAC at their institutions and how this would transform pharmacy education. That was then. Now, the current directors of those writing centers will talk about struggles that actually happened in implementing WAC, what problems ensued, what triumphs occurred, and the status of WAC, writing centers, and pharmacy education now.

SESSION 6G – ROOM 1002 • Friday, June 8 • 1:15 pm to 2:30 pm

RESEARCHING THE DIMENSIONS OF WRITING ACROSS THE CURRICULUM

Chair: Beth Nardella – West Virginia University

A QUANTITATIVE APPROACH TO ANSWERING “DOES WAC WORK?”

James Heyman – University of St. Thomas

Among the myriad of challenges that WAC coordinators face is to show that WAC courses are having a positive impact on student learning. In this presentation I will describe an on-line assessment method that provides timely feedback to faculty and allows us to identify the program’s strengths, weaknesses, and cost-effective opportunities for future training seminars.

EPISTEMOLOGICAL CORRELATES OF A NEW WAC PROGRAM: MEASURING BELIEFS ABOUT LEARNING AND WRITING

Michelle E. Neely – University of Colorado at Colorado Springs

This presentation will report on the use of the Epistemological Beliefs Scale (Schraw, Bendixen, and Dunkle), the Inventory of Process in College Composition (Lavelle & Zuercher), and the Rhetorical Beliefs Inventory (Neely) to account for faculty and student growth that may be attributed to WAC interventions.

Friday, June 8 • 1:15 pm to 2:30 pm
Concurrent Session 6 continued

SESSION 6H – ROOM 1005 • Friday, June 8 • 1:15 pm to 2:30 pm

DISCOURSE COMMUNITIES AND ACADEMIC WRITING

Chair: Joyce Neff – Old Dominion University

HOW AN ACADEMIC LITERACIES APPROACH TO STUDENT WRITING CAN INFORM WAC PRACTICES

Matthew Haslam – University of Hawaii at Hilo

With this presentation, I address how an “academic literacies” approach to student writing, as advocated by Brian Street and other New Literacy Studies researchers, can inform WAC efforts aimed at teaching disciplinary-appropriate ways of writing. I outline seven ways this approach differs from traditional faculty-focused, writing-in-a-course WAC approaches.

ASSIGNMENT DESIGN CURVES: HOW OUR DIFFERENT CONCEPTIONS OF ACADEMIC WRITING INFLUENCE HOW WE TEACH

David Russell – Iowa State University

This presentation explores different conceptions of the central term of WAC, academic writing, and the differences those conceptions make in how teachers teach and students learn (with) writing. It examines the consequences of these differences by analyzing one assignment each from three different disciplines, which reflect choices to include or exclude, teach explicitly or implicitly, certain genres found outside higher education as “academic writing.”

IS THERE A COMMUNITY IN THIS DISCOURSE? REASONS TO RETAIN THE DISCOURSE COMMUNITY CONCEPT

Laura Wilder – University at Albany, SUNY

In this paper I argue for the continued usefulness of the “discourse community” concept despite recent criticisms it has received and growing preference for theories of networks and activity systems. I propose key revisions to the concept that highlight the inequities in power within academic disciplines and refine its usefulness for writing instruction.

SESSION 6I – ROOM 2005 • Friday, June 8 • 1:15 pm to 2:30 pm

WAC IN THE MATHEMATICS CLASSROOM

Chair: Jennifer Holt – Vanderbilt University

INFORMAL WRITING ASSIGNMENTS AS CRITICAL COMPONENTS OF COLLABORATIVE LEARNING IN MATHEMATICS COURSES

Chris Oehrlein – Oklahoma City Community College

Collaborative learning, though it has been in use for years, is once again popular – especially with administrators. In the midst of the zeal for instant implementation, too many instructors are just using “group work time” for skills drill and test review instead of designing opportunities to teach via the collaborative setting. The presenter will share some examples of informal writing assignments from a variety of mathematics courses and explain why these assignments are essential ingredients in the collaborative learning environment.

WHAT THE NEW MATHEMATICAL COMMUNICATION PAGES OF MATHDL SAY ABOUT SUPPORTING TEAM COMMUNICATION

Susan Ruff – Massachusetts Institute of Technology

Violeta Ivanova – Massachusetts Institute of Technology.

At IWAC 2010 we asked whether there would be interest in a website about teaching mathematical communication. The response was a resounding YES. The resulting NSF-funded site recently became live and includes advice, sample courses, lesson plans, rubrics, research, and other resources for teaching students how to write about and give presentations about mathematics. This two-part presentation begins by giving an overview of the site’s contents and then narrows in on one of the topics addressed by the site: supporting team communication.

THANK YOU FOR ATTENDING

11th International **IWAC**
WRITING ACROSS THE
CURRICULUM CONFERENCE

The WAC 2012 organizers would like to thank the following partners for their contributions to the success of this conference:

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The conference organizers would also like to thank the following Georgia Southern University partners:

Office of the President

College of Liberal Arts and Social Sciences

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Co-Chair IWAC 2010

Indiana University

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Co-Chair IWAC 2010

Indiana University

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Friday, June 8 • 2:45 pm to 4:00 pm • Concurrent Session 7

SESSION 7A – ROOM 100 – AUDITORIUM
Friday, June 8 • 2:45 pm to 4:00 pm

STUDENTS DESCRIBE THEIR MEANINGFUL WRITING: A CROSS-INSTITUTIONAL STUDY

Chair: Kathleen Blake Yancey – Florida State University

Anne Geller – St. John's University

Michelle Eodice – University of Oklahoma

Neal Lerner – Northeastern University

This panel describes the findings of a CCCCs Research Initiative Grant on what seniors at three different institutions describe as their "meaningful" writing experiences. Methods included a survey with follow-up interviews and focus groups conducted by undergraduate researchers. Overall, we hope to understand how writing tasks affect students' growing sense of who they have been, who they are, or who they will become.

SESSION 7B – ROOM 129 • Friday, June 8 • 2:45 pm to 4:00 pm

WAC AND THE FINE ARTS

Chair: Sol Smith – Delta College

ACROSS THE GREAT DIVIDE: CREATING A COURSE LINKING ENGLISH AND PHOTOGRAPHY

Robert Lazaroff – Nassau Community College/State University of New York

This presentation will discuss the creation and co-teaching of Identity and Narrativity, a cross-disciplinary Learning Community course that links an English composition class with an Introductory to Photography class at Nassau Community College/State University of New York. One topic that will be explored is how a Learning Community fosters collaboration of students as well as teachers from separate disciplines.

FINDING A COMMON PLAYING SPACE: (INTER)DISCIPLINARY CREATIVITY IN A THEATRE COURSE FOR ENGINEERS

Deborah Tihanyi – University of Toronto

Lydia Wilkinson – University of Toronto

This presentation examines the intersection of two disciplinary communities – science and theatre – and its contribution to the development of engineering students' sense of their discipline in the larger world. Through engaging in theatre analysis and practice, students find new avenues of articulating and querying notions of "science/scientist" and "performance/performer."

WRITING MUSIC AND MUSIC WRITING: ESSAYS AND MUSIC THEORY COURSES

Marvin M. Williams – Kingsborough Community College

In this presentation, a two-year examination of writing in a music theory course will help outline the impact of essays on students a) critical thinking, b) analytical skill sets, and c) discipline and cross discipline specific language.

SESSION 7C – ROOM 210 • Friday, June 8 • 1:15 pm to 4:00 pm

POSTER SESSIONS CONTINUED

SESSION 7D – ROOM 211 • Friday, June 8 • 2:45 pm to 4:00 pm

WRITING ACROSS THE CURRICULUM IN THE HEALTH PROFESSIONS

Chair: Tom Deans – University of Connecticut

WORKING COLLABORATIVELY TO DEVELOP WRITING SKILLS FOR NURSES

Barbara D'Angelo – Arizona State University

This presentation will report on a collaboration between the Technical Communication Program and College of Nursing and Healthcare Innovation at Arizona State University (ASU) to develop a required junior-level writing course for nursing majors.

BROADENING WAC'S REACH: A GRASSROOTS APPROACH

Katherine J. Kirkpatrick – Clarkson College

This presentation seeks to conflate an exploration of a graduate writing course in nursing, which does not operate within a WAC/WID program, with the broader conversation of WAC. This blend seeks to enrich the WAC dialogue nevertheless by speaking to the more niched activity of teachers of writing in other disciplines who may be marginalized from traditional writing programs.

WAC AND PUBLIC HEALTH: THE PERFECT INTERVENTION

Rachel Schwartz – Georgia Southern University

Public health (PH), one of the most quickly expanding fields of study and practice in the world, is by its very nature multi-disciplinary, and consequently unique in its writing needs. However, there is no evidence-based strategy to teach these writing skills at the university level, and they are almost universally poorly executed. The presentation will include original research into the writing needs of those in the field of PH, and analyze currently available PH writing support.

SESSION 7E – ROOM 212 • Friday, June 8 • 2:45 pm to 4:00 pm

"BREAK IT IN NEW AND SPECTACULAR WAYS!": A MANIFESTO OF WRITING CONSULTATION AND COMMERCIAL SOFTWARE

Chair: Elizabeth Kelly – Georgia Southern University

Laura Plummer – Indiana University

Madeleine Gonin – Indiana University

This presentation lays out an approach to pilot-testing writing-related commercial software, such as plagiarism detection, grading, and peer review tools, as an inquiry project that allows the writing program and technology consultants to help shape the adoption as well as the epistemology of a software's use throughout campus.

SESSION 7F – ROOM 212 • Friday, June 8 • 2:45 pm to 4:00 pm

**UNIVERSITY ACCREDITATION AND LEARNING THROUGH WRITING:
CAN THIS MARRIAGE LAST?**

Chair: John Eliason – Gonzaga University

ADAPTING WAC/WID FOR A QEP: DOES IT WORK?

Joyce Neff – Old Dominion University

I examine the QEP as a 21st century adaptation of WAC/WID. What are the pros and cons of developing a program mandated by an accreditation body? What impact has the process had on cross-disciplinary connections? How did required funding and assessment parameters impact the design? What might other institutions accredited by SACS learn from our WAC/WID/QEP project?

REFLECTIVE WRITING IN THE QEP: THE NURSING EXPERIENCE

Karen A. Karlowicz – Old Dominion University

The nursing experience with reflective writing will be shared within the context of discussion on how to inspire faculty in other disciplines to incorporate and promote reflective learning in writing activities.

MULTIMEDIA COMPOSING, QEP, AND WID

Rochelle Rodrigo – Old Dominion University

This presentation will discuss how we facilitated dialogue that helped faculty clearly articulate learning objectives associated with traditional essay assignments as well as helped them distinguish discipline specific writing and thinking conventions.

WRITING – RUNNING – LEARNING

Scott Sechrist – Old Dominion University

In a community-based learning through writing project, students learned about arthritis, helped publicize the QEP, raised funds/performed community service, made new friends, and saw firsthand the impact that arthritis has on the community.

QEP, WAC, AND FIRST-YEAR COMPOSITION

Matt Oliver – Old Dominion University

This presentation will discuss how institutional assumptions regarding the purpose and value of first-year composition affect allocation of resources, implementation, and expectations.

SESSION 7G – ROOM 1002 • Friday, June 8 • 2:45 pm to 4:00 pm

**NEGOTIATING ACADEMIC CULTURES AND POSITIONS IN WAC
CONSULTING: VIEWS FROM THE UNITED STATES AND GERMANY**

Chair: Joyce Fernandes – Miami University

**WHAT DO YOU SEE IN ME? WHAT MATTERS TO DISCIPLINARY
FACULTY IN WAC CONSULTATIONS**

Bradley Hughes – University of Wisconsin-Madison

Drawing from research interviews with disciplinary faculty, this speaker will explain what led faculty to consult with WAC consultants, what earned their confidence in the WAC program, what doubts they had, how they interpreted the WAC program's authority and expertise, and how they evaluated the value and success of those consultations.

**FACULTY VIEWS ON THE EXPERTISE AND AUTHORITY OF GRADUATE
STUDENT WAC CONSULTANTS**

Stephanie White – University of Wisconsin-Madison

A graduate student and WAC consultant will address the complications and advantages that arise when faculty consult with graduate students as WAC authorities. This speaker will suggest ways graduate students can concretely convey their WAC expertise, based on findings about faculty members' preliminary perceptions of graduate students' expertise, any reservations faculty have about graduate students as WAC authorities, and the events and interactions that shape faculty's impressions of graduate student WAC consultants.

**THE SEEMINGLY IMPOSSIBLE TASK OF WAC CONSULTING IN A
GERMAN UNIVERSITY**

Katrin Girgensohn – European University Viadrina, Frankfurt (Oder)

A writing center director from Germany will introduce WAC/WID in a German academic culture, where little awareness of writing pedagogies exists and the teaching of writing takes place implicitly. Drawing on Jablonski (2006), this speaker will argue that the discipline-based research model of consulting is the most promising for WAC in the German context, since it allows disciplinary faculty to see themselves as experts of their disciplines and the writing experts to be regarded as academics rather than as service providers.

SESSION 7H – ROOM 1005 • Friday, June 8 • 2:45 pm to 4:00 pm

**REVISING AND GROWING A FACULTY WORKSHOP FOR TEACHING
WITH WRITING**

Chair: Jonathan Hall – York College, City University of New York

Trixie Smith – Michigan State University

Terri Barry – Michigan State University

Bridget Behe – Michigan State University

Daisy Levy – Michigan State University

In this roundtable presentation, we plan to share stories as well as survey results collected over multiple years of conducting a faculty workshop for teaching with writing. You'll learn about laughs, frustrations, triumphs, revisions, and future developments as we continue to revise our workshop and develop from our individual and group experiences.

Friday, June 8 • 2:45 pm to 4:00 pm
Concurrent Session 7 continued

SESSION 7I – ROOM 1220 • Friday, June 8 • 2:45 pm to 4:00 pm

MULTIPLE WAYS LOCALLY DEVELOPED WRITING ASSESSMENT EFFORTS SUPPORT THE FUTURE OF WAC

Chair: Jes Hodgson – University of Missouri

HARNESSING LOCALLY-DEVELOPED WRITING ASSESSMENT EFFORTS DATA TO SUPPORT MULTI-LEVEL WAC/WID EFFORTS

Diane Kelly-Riley – Washington State University

HOW DO WE KNOW LOCALLY DEVELOPED TESTS WORK? VALIDITY INQUIRY AS A NECESSARY COMPONENT TO EXPLORING HOW WRITING ASSESSMENT SUPPORTS WAC INITIATIVES

Rachel Barouch Gilbert – Washington State University

REVISING THE ROLE OF WRITING ACROSS THE CURRICULUM INITIATIVES: GENERAL EDUCATION REQUIREMENTS AND INTERNATIONAL TRENDS

Jennifer O'Brien – Washington State University

This panel will explore the ways that locally-developed writing assessment efforts can complement and advance the goals of writing across the curriculum. The first speaker will highlight the historical ways locally developed writing assessment programs have supported WAC initiatives. The second speaker will argue for the importance of on-going validity inquiry to analyze the consequences of WAC programs; and the third speaker will discuss current trends in general education reform and their application to locally-developed writing assessment programs.

SESSION 7J – ROOM 2005 • Friday, June 8 • 2:45 pm to 4:00 pm

COMMON GOALS: WAC AS THE COLLABORATIVE CATALYST

Chair: Ann Blakeslee – Eastern Michigan University

SUBVERSIVE COLLABORATIVES

Shareen Grogan – National University

The library's role in faculty collaboration takes many faces, from providing library instruction to participating in institutional assessment initiatives that look at student learning measures. This presentation focuses on the library's strategic planning of research guides that mesh with program and individual course student learning outcomes and help students focus on key resources critical to their academic programs.

WAC IN GENERAL EDUCATION ASSESSMENT

Vicki Martineau – National University

This presentation will explore the collaborative opportunities that became the conduit of last year's five-year review of the general education program and also offer suggestions for potential collaborations in which WAC programs, libraries, and writing centers can contribute to program assessment.

BEHIND THE SCENES: LIBGUIDES SET THE STAGE FOR HIGHER ORDER LEARNING

Robin Lockerby – National University

In this presentation, a campus librarian explores the ways in which her multiple roles and involvement in WAC enhances her work with faculty and with students.

MANY HATS: LIBRARIAN AND INSTRUCTOR IN WAC

Virginia Hire Damrauer – National University

Formal collaborations often set the stage for more informal ones. In this presentation, I will examine recent conversations with faculty members in which I try to advance the goals of WAC while ostensibly addressing grammatical and mechanical details.

Saturday, June 9 • 7:30 am to 8:30 am
Continental Breakfast

Saturday, June 9 • 8:30 am to 9:45 am
Concurrent Session 8

SESSION 8A – ROOM 100 – AUDITORIUM

Saturday, June 9 • 8:30 am to 9:45 am

MULTILINGUAL WRITERS AND THE FUTURE OF WAC

Chair: Jonathan Hall – York College

LESSONS FOR WAC/WID FROM LANGUAGE LEARNING RESEARCH: MULTICOMPETENCE AND REGISTER ACQUISITION

Jonathan Hall – York College

Building on a collaboration between WAC/WID and second language acquisition (SLA) specialists, I examine alternate disciplinary notions of the place of writing among other skills, and adapt concepts from SLA theory and pedagogy with the goal of providing new interdisciplinary options for WAC/WID research and classroom practice.

MAKING RESOURCES OF AUTHORIAL STANCE EXPLICIT FOR SECOND LANGUAGE WRITERS IN THE DISCIPLINES

Zak Lancaster – University of Michigan

Drawing on a detailed linguistic analysis of stance in student writing in an upper-level course in economics, I discuss the stance-related difficulties experienced by two second language writers in the course – difficulties that went largely unnoticed by the instructors – and suggest strategies for faculty development in terms of making stance an explicit focus of discussion when talking with students about argumentative strategies in the disciplines.

HOW FACULTY ATTITUDES AND EXPECTATIONS TOWARD STUDENT WRITERS' NATIONALITY AFFECT ASSESSMENT

Peggy Lindsey – Georgia Southern University

This presentation considers how faculty knowledge of a student's nationality may lead to biased assessments of the student's written work, and how different assessment tools can generate bias for or against non-native English speakers.

"STRIKING WHILE THE IRON IS HOT": A WRITING FELLOWS PROGRAM SUPPORTING LOWER-DIVISION COURSES AT AN AMERICAN UNIVERSITY ABROAD

Lynne Ronesi – American University of Sharjah

This presentation will address why writing fellows at the American University of Sharjah (AUS) are effectively placed in lower-division courses running concurrently with first-year sequence writing courses. Freshman transition challenges prompted by the differing pedagogical approaches of secondary educational systems, divergent cultural attitudes toward learning and teaching, students' inexperience with American university-style academic writing, and the disparity between the content of the first-year writing sequence and the writing requirements of introductory courses suggest that AUS students need writing fellow support early in their university life.

Respondent: Terry Myers Zawacki

SESSION 8B – ROOM 129 • Saturday, June 9 • 8:30 am to 9:45 am

WAC AND NANO: LESSONS IN LETTERS AND SYMBIOSIS

Chair: Letizia Guglielmo – Kennesaw State University

Teresa Kelly – Kaplan University

Sheryl Bone – Kaplan University

Elizabeth Kelly – Georgia Southern University

WAC has a natural pedagogical partner in National Novel Writing Month (NaNo) and other offerings of the Office of Letters and Light. Traditionally, composition and literature classes from PK-20 have used NaNo and its associated tools and programs to foster creative writing; however, incorporating NaNo into a variety of disciplines and venues across institutions better serves to sustain all aspects of WAC. NaNo serves as an engaging cornerstone to build support for the ideals of WAC.

SESSION 8C – ROOM 210 • Saturday, June 9 • 8:30 am to 9:45 am

TOWARD AN INFORMED FUTURE: RESEARCHING WAC AS TEACHERS AND SCHOLARS

Chair: Beth Daniell – Kennesaw State University

TRUST PART I: WAC AS EXPERIMENTATION

Beth Daniell – Kennesaw State University

This presentation outlines the WAC program in the College of Humanities and Social Sciences, explaining our dean's interest not only in teaching but also in research, and summarizing the inquiry the directors have carried out on the differences between humanities faculty and social sciences faculty responses to WAC.

TRUST PART II: WAC OVERBOARD

Mary Lou Odom – Kennesaw State University

This presentation reports on findings in the responses of humanities faculty. Once again considering the concept of trust, this speaker acknowledges how truly embracing Writing Across the Curriculum ideology requires rethinking a great deal of what we "know" of writing, of teaching, and even of one's own discipline. Our research shows that this is the kind of change WAC can invite, but that such change requires trust.

DISCOVERING SYNERGIES BETWEEN BOYER'S SOTL MODEL AND WAC STRATEGIES FOR ADULT LEARNERS

Audrey Allison – Kennesaw State University

This presentation reports on the research of an organizational communication professor using WAC with adult students, who often report feeling uncomfortable about their academic writing. Adapting WAC practices to Knowles' adult learning principles within Boyer's SOTL model resulted in adult learners conducting voluntary peer review, feeling less intimidated working with writing center staff, and seeming more empowered.

RESULTS FOR STUDENTS

Lynn Patterson – Kennesaw State University

This presentation will synthesize the two studies, showing that although student grades in the writing intervention geography classes did not improve when compared with the non-writing class, students believed that writing helped them to better understand and engage in the course material, facilitated class discussion and helped to clarify concepts presented in readings or in-class lectures.

RESULTS FOR RESEARCHERS

Vanessa Slinger-Friedman – Kennesaw State University

This presentation will discuss an unexpected result from the implementation of the writing activities on two faculty members. They found that participation in the WAC Fellows program and the incorporation of writing in the geography classroom benefited them both as instructors and as scholars in terms of providing opportunities to improve their teaching, becoming members of a community of scholars with the common purpose of increasing student writing, and producing scholarship.

SESSION 8D – ROOM 211 • Saturday, June 9 • 8:30 am to 9:45 am

A WRITING ACROSS THE CURRICULUM COURSE: STUDENTS' PERCEPTIONS ABOUT ITS EFFECTIVENESS

Chair: Christopher Manion – Ohio State University

Jeffrey R. Galin – Florida Atlantic University

Naelys Diaz – Florida Atlantic University

Gail Horton – Florida Atlantic University

This presentation will present findings of students' responses to an end-of-term survey at FAU indicating their perceptions regarding the effectiveness of WAC for improving their writing and critical thinking skills. Four main areas will be discussed: 1) the overall effectiveness of WAC; 2) the writing elements improved; 3) the effectiveness of specific WAC techniques; and 4) the improvement of APA style format and the acquisition of social work content in the course.

SESSION 8E – ROOM 212 • Saturday, June 9 • 8:30 am to 9:45 am

INTERDISCIPLINARITY IN AN INTERDISCIPLINARY WRITING PROGRAM: INNOVATION AND ADAPTATION

Chair: Rachel Schwartz – Georgia Southern University

Amy Lannin – University of Missouri

Bonnie Selting – University of Missouri

Catherine Chmidling – University of Missouri

In this session, participants will discuss the unique environment created when those who direct and coordinate one of the largest and oldest Writing Across the Curriculum (WAC) programs in the country come together from different disciplines: Education, Rhetoric and Composition, and Anthropology. Participants share how they actually live the interdisciplinarity that is the foundation of WAC and ways in which blending dissimilar knowledges, experiences, and abilities can bring a real strength to any WAC program.

SESSION 8F – ROOM 217 • Saturday, June 9 • 8:30 am to 9:45 am

WRITING THE GRADUATE THESIS

Chair: Robert Smart – Quinnipiac University

NOT WAVING BUT DROWNING: WAC SUPPORT FOR THESIS AND DISSERTATION WRITERS ACROSS THE CURRICULUM

Vicki Tolar Burton – Oregon State University

According to the Council of Graduate Schools, only about 57% of doctoral students complete the degree within ten years of entering their program. I will describe my experience with a one week, summer writing-intensive workshop course for thesis and dissertation writers from all majors in which I use strategies rooted in Seligman's Signature Strengths and productivity tools like heatmapping, combined with new habits of writing and daily conferencing, to empower dissertation writers to complete and defend.

SUPPORTING THESIS WRITING: ASSESSING THE MERITS AND LIMITATIONS OF WRITING INSTRUCTOR FEEDBACK

Rachael Cayley – University of Toronto

Despite the acknowledged value of writing in the disciplines, a great deal of writing feedback is inevitably delivered across disciplinary lines. In this presentation, I will compare feedback given to thesis writers by their advisor with comparable writing instructor feedback in order to draw some conclusions about the merits and limitations of writing instructor feedback.

MSC AND MENG THESIS SUPERVISION FOR ENHANCED LEARNING AND DISCIPLINARY DISCOURSE: MAKING "BIG" CRITERIA WORK

Magnus Gustafsson – Chalmers University of Technology

Several groups of supervisors at Chalmers University of Technology, Sweden, have collaborated on methods and activities for appropriating central criteria and designing a method for scaffolding criterion-informed thesis supervision. We present preliminary findings from this ongoing work in order to suggest effective supervision processes and learning activities for scaffolding degree thesis projects and the learning in them.

Saturday, June 9 • 8:30 am to 9:45 am
Concurrent Session 8 continued

SESSION 8G – ROOM 1002 • Saturday, June 9 • 8:30 am to 9:45 am

PAST, PRESENT, FUTURE: A WAC PARADIGM 2.0 FOR EXPERIMENTAL SCIENCES

Chair: Sandra Tarabochia – University of Oklahoma

Jo Ann Thompson – University of Cincinnati, Clermont College

Bozena Widanski – University of Cincinnati, Clermont College

Amy Abafo – University of Cincinnati, Clermont College

Katie Foran-Mulcahy – University of Cincinnati, Clermont College

This panel will address common misconceptions about WAC practices in the experimental sciences and will suggest a WAC paradigm for Chemistry courses based in the application of new technologies. While geared specifically to Chemistry, these applications may be generalized to other experimental science courses.

SESSION 8H – ROOM 1005 • Saturday, June 9 • 8:30 am to 9:45 am

NAKED LANGUAGE II: WAC/WID MEETS THE LEARNING PARADIGM

Chair: Jennifer Travis – St. John's University

Jill Shahverdian – Quinnipiac University

Kimberly Hartmann – Quinnipiac University

Mark Hoffman – Quinnipiac University

Joan Kreiger – Quinnipiac University

Glenda Pritchett – Quinnipiac University

In the two years since the Quinnipiac University WID initiative was implemented, we have adopted what might be best described as a "Learning Paradigm" approach to WID/WAC faculty consulting. In this panel, we highlight the accomplishments of three programs – Occupational Therapy, Computer Science, and the QU Seminar Series – that have participated in the WID project.

SESSION 8I – ROOM 2005 • Saturday, June 9 • 8:30 am to 9:45 am

CLIENT BASED WRITING: WITHIN, ACROSS, AND BEYOND THE CURRICULUM

Chair: Michael LeMahieu – Clemson University

TRANSFORMING UNDERGRADUATE EDUCATION: CLIENT BASED APPROACHES TO WRITING INSTRUCTION

Michael LeMahieu – Clemson University

Ashley Cowden – Clemson University

HELPING SOUTH CAROLINA ADDRESS GROWING EDUCATION CONCERNS: PARTNERSHIP WITH ANDERSON ADULT EDUCATION

Phil Randall – Clemson University

CREATING CONSISTENT BRANDING: COLLABORATION WITH PRADER-WILLI SYNDROME ASSOCIATION

Angelina Oberdan – Clemson University

The panel will examine how, during a time of shrinking budgets and limited funds, client-based writing projects can extend the reach of WAC programs by allowing them to advance university missions not always thought of as conducive to student writing: professional training, economic development, and student engagement.

Saturday, June 9 • 10:00 am to 11:15 am
Concurrent Session 9

SESSION 9A – ROOM 100 – AUDITORIUM

Saturday, June 9 • 10:00 am to 11:15 am

FOURTEEN FACULTY STUDY WRITING INTENSIVE SEMINARS: RESEARCH FINDINGS AND FACULTY DEVELOPMENT

Chair: Elena Garcia – Michigan State University

Doug Hesse – University of Denver

Geoffrey Bateman – University of Denver

Juli Parrish – University of Denver

Participants will share findings from a collaborative research project on writing-intensive capstone seminars. Data included student questionnaires, faculty interviews and 5-page reflective analyses, and, most importantly, full course writings from 55 students in 11 courses. The study yielded important findings about the gap between faculty assignments and study performance and about the relationship between report and argument, but its most striking result was likely the faculty interactions and development the project fostered.

SESSION 9B – ROOM 129 • Saturday, June 9 • 10:00 am to 11:15 am

DOES WAC BY ANY OTHER NAME SMELL AS SWEET?

Chair: Anne Geller – St. John's University

DOES R/W = WAC? OR, HOW DO WE KNOW IF IT'S WORKING?

Kelly Shea – Seton Hall University

THE CARE AND FEEDING OF A READING/WRITING PROFICIENCY PROGRAM

Debra Zinicola – Seton Hall University

Two presenters from Seton Hall University will talk about their experiences moving a grant-funded WAC project into a core curriculum initiative focusing on reading - and writing-intensive courses. While trying to preserve WAC concepts and principles, they worked with progressively fewer people and reducing budgets while at the same time trying to increase the reach of R/W throughout five undergraduate colleges and dozens of majors.



<http://wac.colostate.edu/atd/>

Across the Disciplines would like to invite IWAC presenters to submit their conference papers for possible publication in the journal. ATD is a peer-reviewed, open-access online journal that has been publishing articles on WAC, WID, and interdisciplinary discourse since 1994. It is currently hosted on the WAC Clearinghouse site and receives an average of 4,500 hits a day. In 2009, the journal recorded more than 1,700,000 hits by scholars, students, and other users who visited the site.

Your paper will be reviewed by at least two members of the editorial board. Decisions about publication will be based on the quality of the contribution and its relevance to CAC, WAC, and writing theory, practice, and/or research.

To submit your paper for consideration, send an electronic copy to the editor, Michael Pemberton, as an email attachment in MS Word format (michaelp@georgiasouthern.edu). Contributions may take the form of Web documents in HTML format or digital manuscripts.

SESSION 9C – ROOM 210 • Saturday, June 9 • 10:00 am to 11:15 am

TECHNICAL WRITING ACROSS THE CURRICULUM

Chair: Diane Kelly-Riley – Washington State University

WRITING COMMUNITIES IN THE TECHNICAL COLLEGE ECOSPHERE

David Bailey – Altamaha Technical College

For technical colleges, updating curriculum is becoming more essential as disadvantaged students respond more positively to innovative teaching techniques than traditional methods. At Altamaha Technical College, the general education faculty has worked with program coordinators to create a learning community curriculum, building a database of career specific genres student can use to build assignments tailored to their future careers.

INCORPORATING SIX SIGMA CONCEPTS INTO THE TECHNICAL COMMUNICATION CLASSROOM

Sean Clancey – Michigan Technological University

Six Sigma is a statistical, data-driven measure of quality and features numerous quantitative means to describe and evaluate processes; for instance, the Pugh Concept Selection Matrix (a tool to determine the best design concept to pursue) and the Failure Mode and Effects Analysis (a risk assessment tool). My presentation will discuss Six Sigma concepts, how they are used in industry, and approaches to teaching the use of them in technical documentation.

BUILDING SCIENTIFIC-EVERYDAY CONCEPT CONNECTIONS IN ADVANCED LANGUAGE STUDENTS

Penny Kinnear – University of Toronto

Reconceptualizing advanced language learners' needs as developing deeper connections between their scientific concepts, acquired through formal instruction, and their everyday or spontaneous concepts, acquired through experience and reflection, challenges many traditional language support practices. This presentation will explore alternatives to these practices in a professional engineering communication program.

SESSION 9D – ROOM 211 • Saturday, June 9 • 10:00 am to 11:15 am

THE PREHISTORY OF WRITING ACROSS THE CURRICULUM

Chair: Annie Knepler – Portland State University

PRECURSORS OF MODERN WAC PEDAGOGY FROM ANCIENT GREECE TO NINETEENTH CENTURY AMERICA

Melissa Bugdal – Salisbury University

By exploring connections between current WAC pedagogy and the history of rhetoric, it is possible to ground WAC theory in rhetorical approaches to writing in the disciplines. The underpinnings of rhetorical theory are thereby helping to create a pedagogy of rhetoric across the curriculum that works concurrently with WAC in a manner that allows undergraduate students to better conceptualize the goals of WAC pedagogy.

ELOQUENCIA PERFECTA: THE JESUIT ARGUMENT FOR WAC

Morgan Reitmeyer – Regis University

Eloquencia Perfecta: a classical Jesuit educational concept meaning "perfect eloquence." This presentation will discuss the history of this idea, as well as describe the ways that one WAC director is using this concept to develop active writing practices across disciplines at her small, liberal arts institution.

SESSION 9E – ROOM 212 • Saturday, June 9 • 10:00 am to 11:15 am

COLLABORATION AND ADAPTATION: MAKING WRITING INSTRUCTION WORK IN A LARGE SECTION LITERATURE COURSE

Chair: Robert Lazaroff – Nassau Community College / State University of New York

Miriam Marty Clark – Auburn University

Hilary Wyss – Auburn University

This panel discusses our efforts to adapt the writing component of Auburn University's required literary survey to a new large section lecture/discussion model involving first year masters degree students as graduate teaching assistants. Brief talks on collaboration, adaptation, and mentoring will be followed by a roundtable discussion of the experience with several of the graduate students who participated in the course.

SESSION 9F – ROOM 217 • Saturday, June 9 • 10:00 am to 11:15 am

THE PROMISE AND PERILS OF SUSTAINABLE INTERDISCIPLINARY COLLABORATION: A CASE STUDY

Chair: Trixie Smith – Michigan State University

BUILDING WAC AND WID FROM THE GROUND UP: WHAT DOES IT TAKE?

Margaret Procter – University of Toronto

A new Writing in the Disciplines program in the University of Toronto's Arts and Science undergraduate unit is a test case for the possibility of collaborative writing instruction. This presentation will examine the program's structural position within the Arts and Science curriculum and outline the concepts and resources it has shaped and drawn upon, with particular attention to issues of assessment and sustainability.

FROM TACIT KNOWLEDGE TO ARTICULATE PEDAGOGY: TA TRAINING FOR WAC AND WID

W. Brock MacDonald – Woodsworth College, University of Toronto

The Writing Instruction for TAs (WIT) program at the University of Toronto makes effective use of the discipline-specific writing knowledge of faculty and graduate student Teaching Assistants in participating departments, rather than relying solely on the expertise of imported writing specialists. This presentation will provide an overview of the special training given these TAs and outline the work they do in the program, summarizing the program's successes and the challenges it involves.

TOWARDS EQUITABLE AND SUSTAINABLE COLLABORATIONS: NEGOTIATING EXPERTISE AROUND THE TEACHING OF WRITING

Andrea Williams – University of Toronto

The University of Toronto's WIT program involves close collaboration among the program coordinator, department chairs, course instructors, and graduate student teaching assistants, often requiring instructors and TAs to reconsider their teaching practices (particularly around assignment design and evaluation). This presentation will explore the theoretical and practical challenges of negotiating competing expertise and developing sustainable writing cultures in the mostly fruitful but sometimes fraught terrain of cross-disciplinary collaborations at the University of Toronto and beyond.

SESSION 9G – ROOM 1002 • Saturday, June 9 • 10:00 am to 11:15 am

BUILDING ON THE PAST FOR POSITIVE CHANGE: ASSESSING STUDENT WRITING IN GENERAL EDUCATION

Chair: Deborah Tihanyi – University of Toronto

Lynne Rhodes – University of South Carolina Aiken

Tom Mack – University of South Carolina Aiken

Matthew Miller – University of South Carolina Aiken

This panel will outline three departmental assessments that comprehensively examine student writing in FYC and in our university's general education humanities core. First, our Director of Writing Assessment describes a longitudinal assessment of First Year Composition, with implications for assessing a recent implementation of Writing Intensive course requirements. Next, our English Department Chair describes a two-year assessment developed for humanities-oriented courses. Third, a professor of African and African-American literature describes complications associated with the most recent assessments of non-Western literature, a general education core requirement.

SESSION 9H – ROOM 1005 • Saturday, June 9 • 10:00 am to 11:15 am

INTEGRATING MULTIMODAL TEXTS IN THE WRITING CENTER

Chair: Shareen Grogan – National University

Mallory Gevaert – DePaul University

Text-based essays and compositions are gradually moving toward the multimodal realm as more universities are assigning multimodal and digital projects in the composition classroom. This panel considers how the traditional writing center might work to integrate multimodal texts and new media writing in the tutorial setting and what tools tutors can use to approach new forms of composition.

SESSION 9I – ROOM 1220 • Saturday, June 9 • 10:00 am to 11:15 am

LOOKING BACK, LOOKING FORWARD: THE WACY NATURE OF SMALL COLLEGE WRITING PROGRAMS

Chair: Kay Halasek – Ohio State University

THE SMALL LIBERAL ARTS COLLEGE STRUCTURE OF FEELING

Dara Regaignon – Pomona College

This presentation provides a historically-focused discussion of how size matters. Using Raymond Williams' notion of a "structure of feeling," I describe how and why size does inform institutional culture. I then trace the residual impact of these institutions' nineteenth-century history on their curricular emphases in the twenty-first century.

WRITING REQUIREMENTS AT SMALL LIBERAL ARTS COLLEGES

Jill Gladstein – Swarthmore College

This presentation presents the data and analyses regarding writing requirements at small liberal arts colleges. In addition to presenting the different configurations of requirements at these institutions and how they are typically WAC-focused, I will discuss the pros and cons around the implementation of first-year requirements in particular.

SESSION 9J – ROOM 2005 • Saturday, June 9 • 10:00 am to 11:15 am

REVITALIZING WAC/WID CONVERSATIONS USING THE LENS OF ADULT INTELLECTUAL DEVELOPMENT

Chair: Joan Mullin – Illinois State University

VIEWING CO-OP REFLECTIVE ANALYSES AS WAC WRITING DATA

Karen Nulton – Drexel University

Co-op schools, where students work in jobs that reflect their future careers for six month cycles, have the potential for tapping into a uniquely authentic view of WAC. This paper will explain how a reflective analysis came to be added to the co-op evaluation survey at one large research university and explore how the written reflections of a primary work experience can shed light on the intellectual development of students.

REDEFINING OUR UNDERSTANDING OF "CRITICAL THINKING" THROUGH WRITING ASSESSMENT AND THE CONCEPT OF "SELF AUTHORSHIP"

Mary Rigsby – University of Mary Washington

This presentation will explore the insights on intellectual development that can be pulled from the co-op writing described above. Drawing from research on adult intellectual development to contextualize our understanding of "critical thinking" – a concept that is widely valued and celebrated but poorly defined – this paper will review the "stages" described by Marcia Baxter Magolda from her 18-year longitudinal study of college students and show how the stages are manifest in student writing.

CREATING AND SUSTAINING WAC/WID COURSES

Joyce Adams – Brigham Young University

If we agree that students undergo a process of intellectual development that can be traced in and supported through their writing, new questions arise, such as "Who should create such courses?" and "How can these courses be sustained?" These questions have arisen in our college—one of many in a large university—as we have sought to create advanced writing courses in each of the social science disciplines.

Saturday, June 9 • 11:30 am to 12:45 pm Concurrent Session 10

SESSION 10A – ROOM 100 – AUDITORIUM
Saturday, June 9 • 11:30 am to 12:45 pm

NEXT-GENERATION RESPONSE: STUDENTS' IMPRESSIONS OF SCREEN-CAPTURE COMMENTARY ON THEIR WRITING IN DISTANCE

Chair: *Vicki Tolar Burton – Oregon State University*

Chris M. Anson – North Carolina State University

Deanna Dannels – North Carolina State University

Dana Gierdowski – North Carolina State University

Given the importance of response to writing in various curricular contexts, our study seeks to understand what happens when teachers in disciplines outside writing studies move beyond written comments to incorporate screen-capture (a technology that allows teachers to record everything happening on their screen as they scroll through, highlight, and comment by voice on students' papers sent electronically) into their response practices in distance education courses. In this presentation, a team of four researchers will share their findings from a study of student reactions to responses teachers provide via screen-capture.

SESSION 10B – ROOM 129 • Saturday, June 9 • 11:30 am to 12:45 pm

WITHER/WHETHER WAC: THE CASE FOR WAC'S FUTURE

Chair: *Jeffrey R. Galin – Florida Atlantic University*

Robert Smart – Quinnipiac University

Suzanne Hudd – Quinnipiac University

Andrew Delohery – Quinnipiac University

Using assessment and pedagogical data from our WAC program at Quinnipiac University, we will present a case for the future of WAC as linked to expressive learning pedagogies which are put to use in mastering disciplinary thinking and writing. We believe that by embedding WAC/WID programs within the institutional architecture via disciplinary programs/departments, we can most fully ensure the future of WAC/WID on campus.

SESSION 10C – ROOM 210 • Saturday, June 9 • 11:30 am to 12:45 pm

THE FUTURE OF WID: RETHINKING DISCIPLINARY WRITING INSTRUCTION IN THE 2010's

Chair: *Andrea Williams – University of Toronto*

EXAMINING THREE VIEWS OF THE STUDENT GENRE-EXPERT GENRE RELATIONSHIP IN WID COURSES

Zak Lancaster – University of Michigan

ALIGNING STUDENT AND FACULTY EXPECTATIONS OF THE UPPER- LEVEL WRITING REQUIREMENT

Sarah Swofford – University of Michigan

"REMEDIATING" DISCIPLINARY WRITING INSTRUCTION

Christie Toth – University of Michigan

This panel will discuss the past, present, and future of the Upper-Level Writing Requirement (ULWR) at the University of Michigan, one of the first Writing in the Disciplines (WID) programs in the United States. Findings from a recent mixed-methods assessment of the ULWR raise questions about the traditional goals of WID programs in light of changing faculty perspectives on disciplinary student genres, students' own goals related to disciplinary writing, and the growing impact of new media writing in the disciplines.

SESSION 10D – ROOM 211 • Saturday, June 9 • 11:30 am to 12:45 pm

UNPACKING THE ETHICAL DIMENSIONS OF WRITING ACROSS THE DISCIPLINES USING REFLEXIVE CASE STUDIES

Chair: *Jo Ann Thompson – Clermont College*

Christopher Manion – Ohio State University

Lindsay Bernhagen – Ohio State University

Say Carnahan – Ohio State University

Annie Mendenhall – Ohio State University

Haley Swenson – Ohio State University

This roundtable will present several cases for use in faculty development that reveal the complex intersections between ethics and writing that are often brushed over when instructors across the disciplines focus narrowly on plagiarism in their students' writing.

SESSION 10E – ROOM 212 • Saturday, June 9 • 11:30 am to 12:45 pm

WAC IN HIGH SCHOOL SETTINGS

Chair: *Michael Pemberton – Georgia Southern University*

AN INVESTIGATION INTO WRITING TRANSFER FROM HIGH SCHOOL TO UNIVERSITY

Cecilia Dube – University of Johannesburg

Sandra Kane – University of Johannesburg

The majority of students entering university for the first time in South Africa are either unprepared or under-prepared for tertiary education. The study will attempt to establish how students' previous experiences, knowledge, and dispositions towards writing are transferred from high school and manifest themselves in the first year of university study.

THE LONG AND SHORT OF IT: CORRELATIONS BETWEEN WORD COUNT AND PAPER SCORE

John Fallon – Rhodes State College

This session presents research on correlations between word count and paper score. Forty-two high school juniors took a simulated SAT writing exam scored by ten teams of graders (comprised of 8 college/university English faculty and 12 high school Language Arts teachers). In addition to presenting results on correlations between word count and paper score, this presentation will explore the impact of rubric training on paper evaluations.

SESSION 10F – ROOM 217 • Saturday, June 9 • 11:30 am to 12:45 pm

WHEN STUDENTS ARE WRITERS AND PEER REVIEWERS: THE ENGLISH DEPARTMENT DISSERTATION WORKSHOP, THE INTRODUCTORY SOCIOLOGY COURSE, AND THE UNIVERSITY CORE STUDIES REQUIREMENT

Chair: *Janice Walker – Georgia Southern University*

CREATING A WRITING COMMUNITY FROM A WRITTEN REQUIREMENT: THE YEAR LONG DISSERTATION WORKSHOP

Jennifer Travis – St. John's University

This paper will talk about my experiences facilitating a dissertation workshop and fostering a community of advanced writers in the English department at St. John's University.

USING WRITING AS A TYPE OF METHODOLOGY WHEN TEACHING WRITING IN THE DISCIPLINES

Natalie P. Byfield – St. John's University

This paper is a preliminary report on a study being conducted in my Introduction to Sociology classes to determine the efficacy of using personal writing as a tool for developing students' sociological lens. This approach to teaching sociology was incorporated into the class after confronting problems with students' ability to articulate what they had learned in the course through the traditional assessment exercises such as multiple choice exams and essays.

USING PEER RESPONSE TO FOSTER ENGAGEMENT IN A CORE COURSE

Phyllis Conn – St. John's University

This paper discusses the use of peer response as a way of fostering engagement in the research and writing requirements for a core course called Discover New York at St. John's University. Peer response is used as a way to promote active learning and encourage students to take ownership of their research and writing in the course.

SESSION 10G – ROOM 1002 • Saturday, June 9 • 11:30 am to 12:45 pm

THE CURRENCY OF CHANGE: FUTURE DIRECTIONS FOR WAC

Chair: Lynne Rhodes – University of South Carolina Aiken

REDIRECTING THE WINDS OF CHANGE: TRANSFORMATIVE POSSIBILITIES IN CROSS-CURRICULAR LITERACY PROJECTS

Sandra Tarabochia – University of Oklahoma

This presentation analyzes various conceptualizations of change as they operate in WAC discourse and practice in order to determine their impact on interdisciplinary relationships. Drawing on a two-year qualitative research study in the School of Biological Science, this paper highlights outcomes negotiation as rich site for examining the implications of overlapping notions of change for the success of cross-curricular collaborations.

REJECTING THE PRODUCT RHETORIC OF THE CORPORATE UNIVERSITY THROUGH THE PROCESS OF WAC

Jerry Stinnett – University of Oklahoma

Refusing a service role for WAC, this presentation calls for WAC instruction to directly confront the product-focus on which the corporate university's mission of revenue creation depends. WAC instruction that offers a view of knowledge as a never-ending process of writing and rewriting challenges students to interrogate for what purpose and for whose interests this process is suspended.

MULTIMODALITY ACROSS THE CURRICULUM: USING TECHNOLOGY TO FOSTER CRITICAL DISCIPLINARY LITERACY

Shannon Madden – University of Oklahoma

This presentation examines the intersections between WAC and the multimodal turn in writing studies, and argues that composition courses which engage analysis of disciplinary technologies and nonverbal rhetorics can help students negotiate disciplinary writing more critically. Using sample assignments and examples of student work, I propose specific strategies for fostering critical disciplinary literacy in first-year writing and discuss the implications of this work for university composition instruction more generally.

SESSION 10H – ROOM 1005 • Saturday, June 9 • 11:30 am to 12:45 pm

EXTREME MAKEOVER WRITING CENTER EDITION: REINVENTING SELVES AND PROGRAMS IN RESPONSE TO CHALLENGES ACROSS THE CURRICULUM

Chair: Susan Smith – Georgia Southern University

Tereza Kramer – Saint Mary's College of California

Mary Arnold Schwartz – Indiana University-Purdue University Fort Wayne

In this roundtable, writing center professionals explore creative ways to rise to the challenges of establishing or dramatically transforming their work to meet interdisciplinary writing needs, and to do so via productive collaborations with colleagues across campus. Panelists will begin by sharing observations of their experiences and then lead participants in discussion and planning toward building collaborations that make sense given the uniqueness of their own institutions.

SESSION 10I – ROOM 1220 • Saturday, June 9 • 11:30 am to 12:45 pm

“YES, THAT COUNTS AS WRITING!” INITIATING WRITING IN THE DISCIPLINES AT A LAND-GRANT INSTITUTION

Chair: Margaret Marshall – Auburn University

Sharon Roberts – Auburn University

Becky Barlow – Auburn University

Marcia Boosinger – Auburn University

J. Scott Finn – Auburn University

Ruel Overfelt – Auburn University

In 2010-2011, Auburn University initiated a comprehensive “Writing in the Disciplines” program for all undergraduate majors and programs. In this panel presentation, faculty from a variety of disciplines will present their work incorporating disciplinary writing into their courses as well as their work with fellow faculty to develop writing plans for undergraduate curricula.

SESSION 10J – ROOM 2005 • Saturday, June 9 • 11:30 am to 12:45 pm

COMMUNITIES OF SCHOLARS, COMMUNITIES OF WRITERS: PROGRAMS FOR ENGAGING FACULTY WRITERS

Chair: Doug Hesse – University of Denver

CREATING COMMUNITIES OF SCHOLARS: ACADEMIC PUBLICATION AND CONTINGENT FACULTY

Letizia Guglielmo – Kennesaw State University

Lynne Lewis Gaillet – Georgia State University

Although publication manuals and writing guides targeted to graduate students and junior faculty permeate the market, we recognize that current publications neither fully account for the range of academic positions often characterized as “other” nor offer comprehensive discussions of publishing scenarios coupled with practical advice for faculty in contingent positions. Drawing from both recent scholarship on mentoring and professional development as well as our experiences, in this presentation we will offer suggestions regarding professional development opportunities and the creation of sustainable models of scholarship.

EXPERIENCING OURSELVES AS WRITERS: RETHINKING PROFESSIONAL DEVELOPMENT FOR MOVING FACULTY WRITERS FROM DISPOSITIONS TO IDENTITIES

Kerri B. Flinchbaugh – East Carolina University

William P. Banks – East Carolina University

In increasingly publish-or-perish economies at four-year universities, tenure-stream faculty can experience a host of pressures to maintain active research and writing agendas, but these pressures often result in social and psychological encumbrances to writing fluency. Using the Professional Writers Program and the WAC Academy as examples of ongoing professional development for faculty at our university, we showcase two specific interventions we have used to help faculty shift self-perceptions from “researchers who write” or “teachers who write” to “writer-researchers” and “writer-teachers” in order to increase fluency and comfort with writing.



**Saturday, June 8
1:00 pm to 3:00 pm**

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REBECCA MOORE HOWARD
AND
SANDRA JAMIESON**

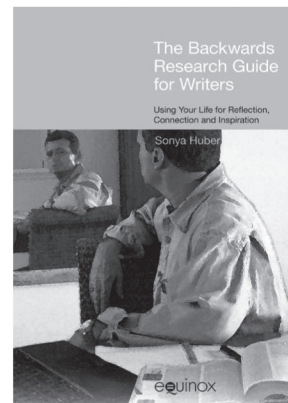
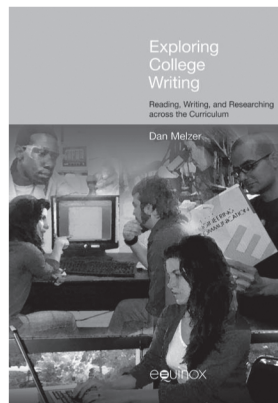
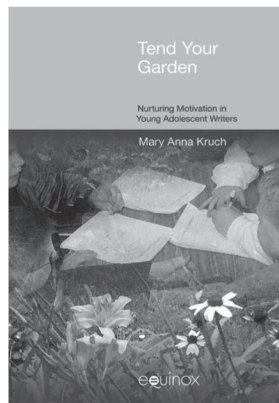
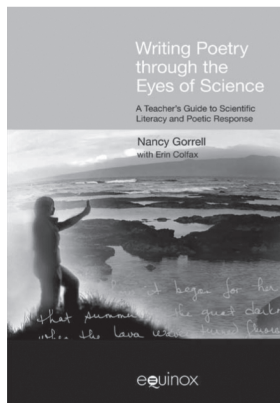
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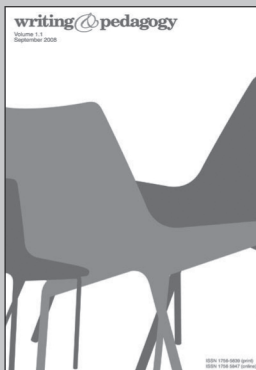
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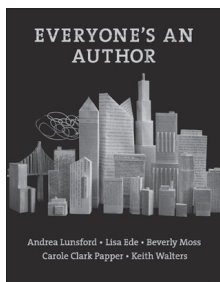


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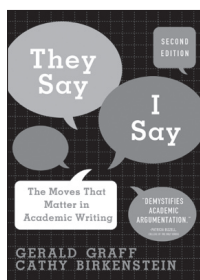
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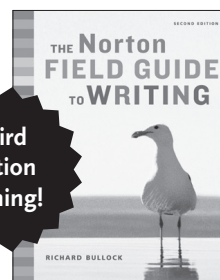


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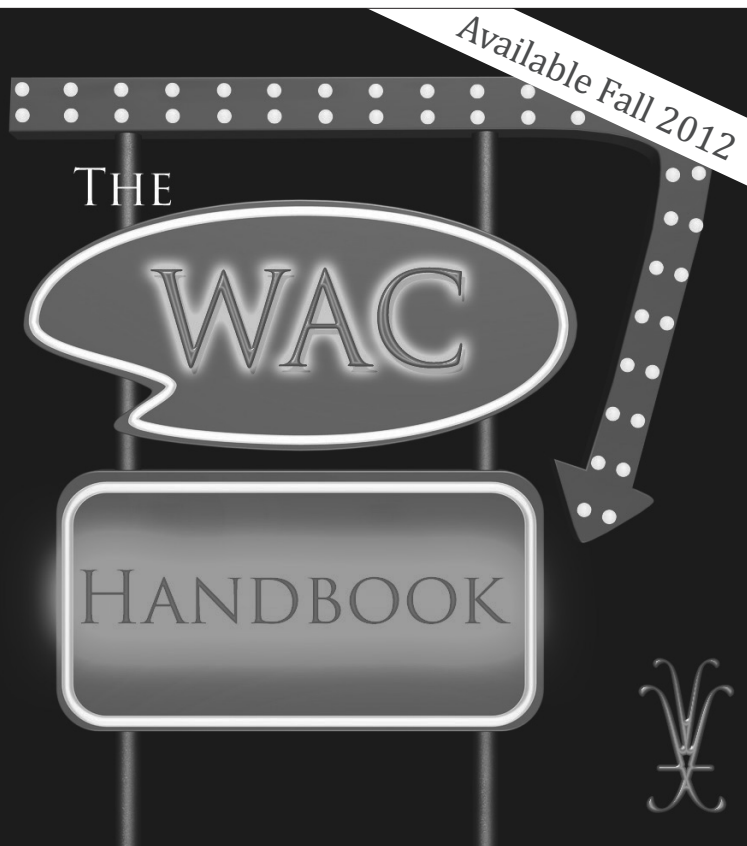
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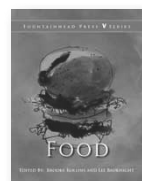
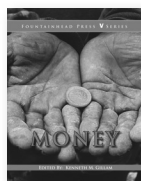
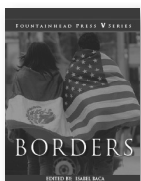
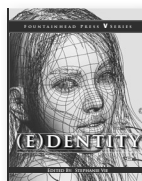
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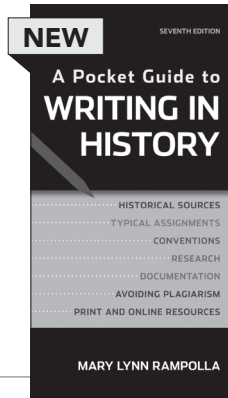


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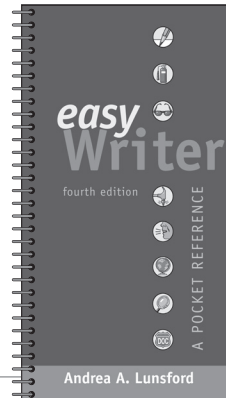
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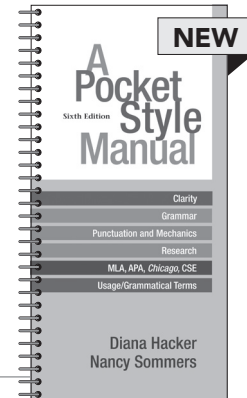
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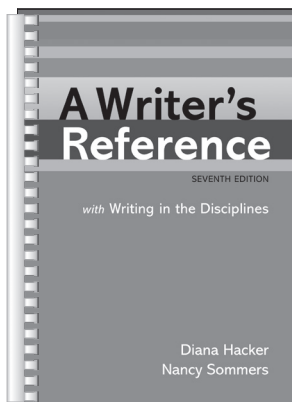
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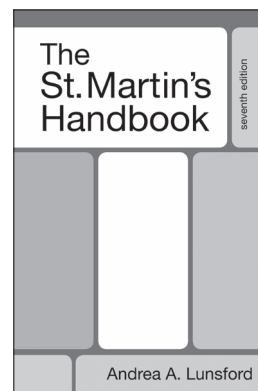
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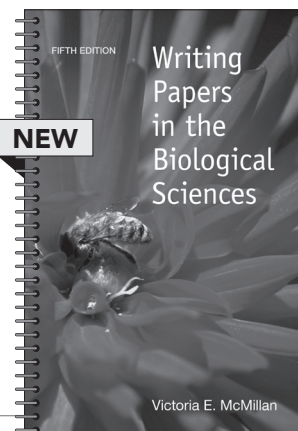
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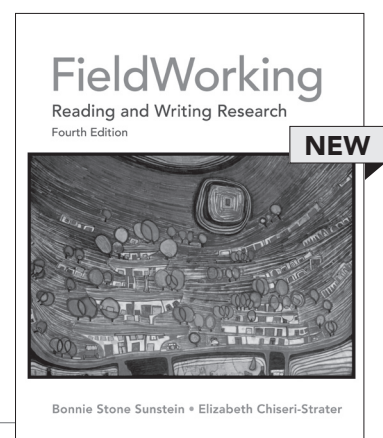
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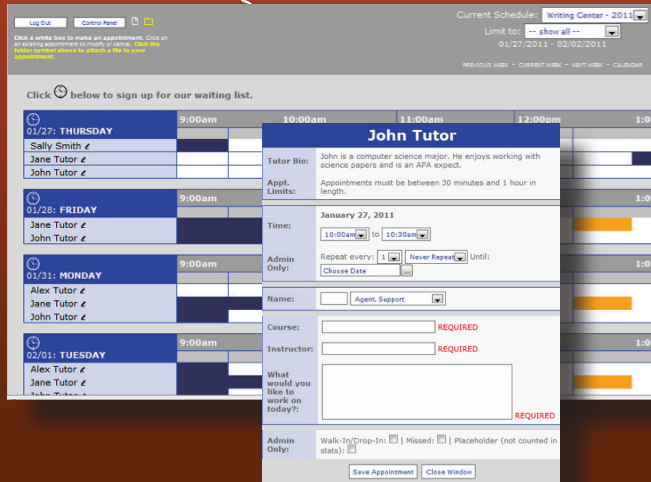
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