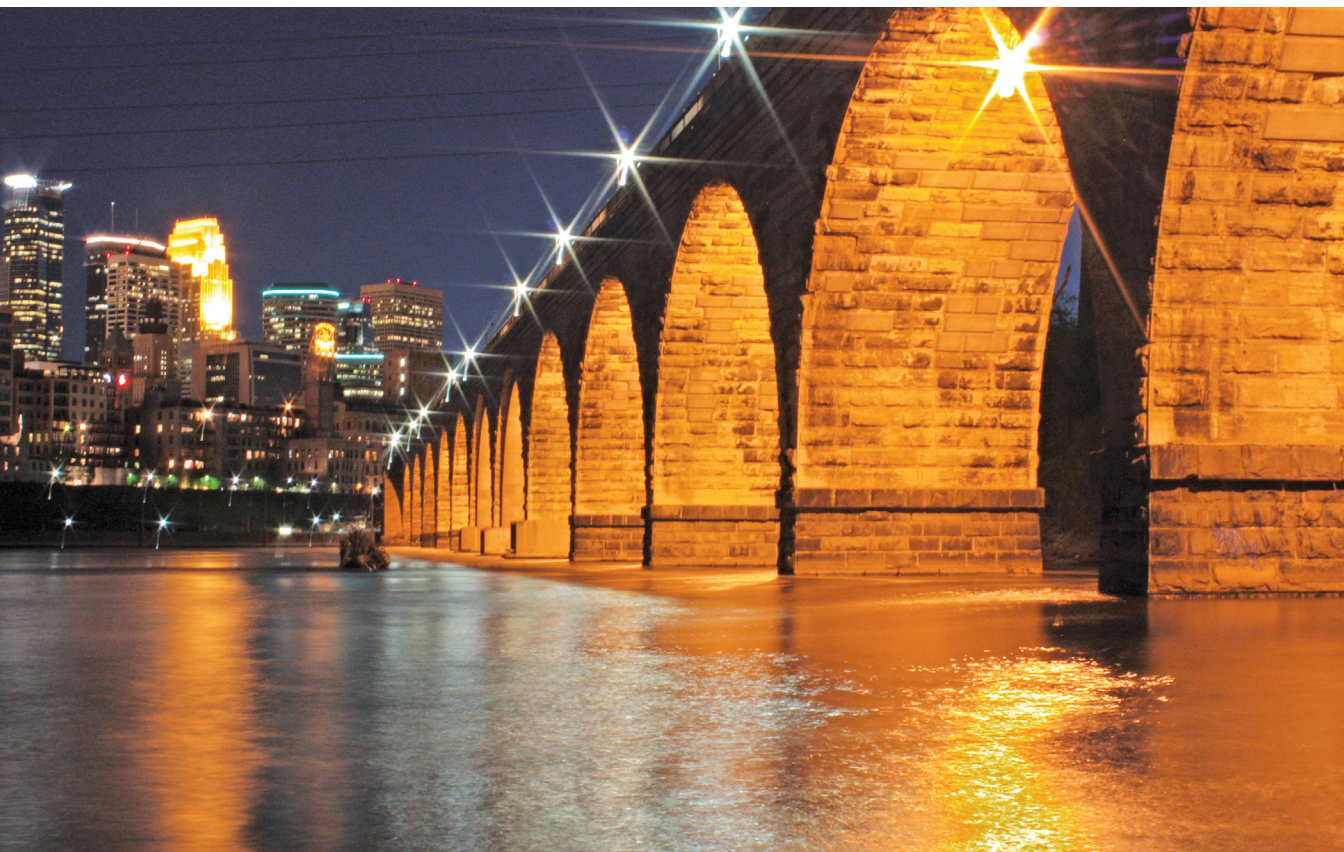
12th International Writing Across the Curriculum Conference

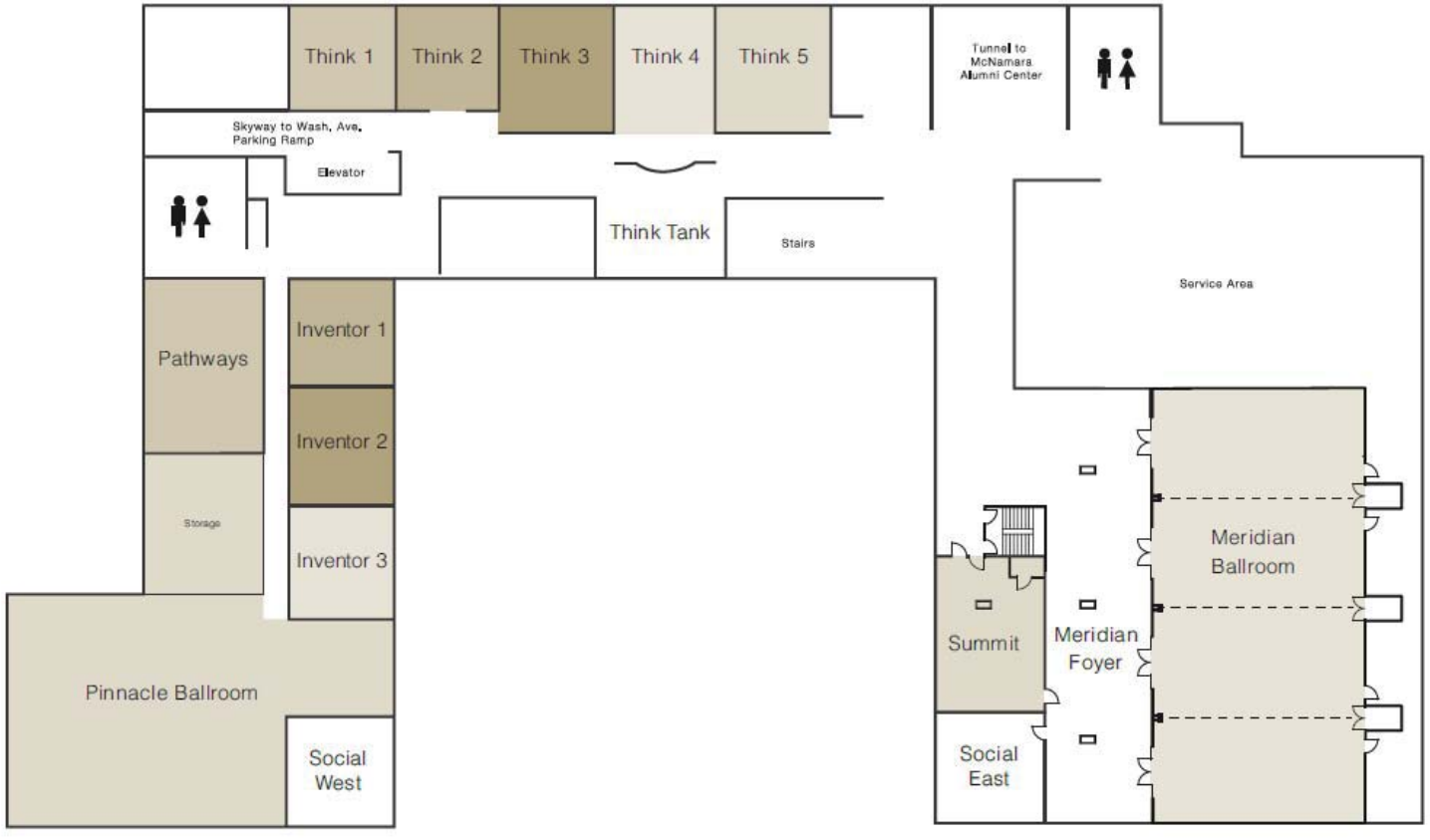
Shifting Currents / Making Waves

June 12–14, 2014

University of Minnesota
Minneapolis, Minnesota



The COMMONS HOTEL



Gender-neutral restrooms are located in the Beacon Restaurant on the 1st floor.

Schedule at a Glance

International Writing Across the Curriculum Conference
University of Minnesota, Minneapolis, MN, June 12-14, 2014

Thursday, June 12

Registration - 7:30 a.m. - 5:00 p.m.

Reflection: Promoting and Assessing Deep Learning for Students and Faculty Pre-Con Workshop 8:30 a.m. - 11:15 a.m.

Making Waves with Disciplinary Writing Fellows Pre-Con Workshop 8:30 a.m. - 11:15 a.m.

Three Strategies for Integrating Writing into STEM Curricula & other Hard-to-Reach Places: Pre-Con Workshop 8:30 a.m. - 11:15 a.m.

Break

Opening Lunch & Keynote Address
What Counts as Writing? Exploring the Affordances of New Media for New Learning
11:30 a.m. - 12:45 p.m.

Break

Concurrent Sessions
(1A - 1J)
1:00 p.m. - 2:15 p.m.

Break

Concurrent Sessions
(2A - 2I)
2:30 p.m. - 3:45 p.m.

Break

Concurrent Sessions
(3A - 3J)
4:00 p.m. - 5:15 p.m.

Jazz at the Weisman: A Welcoming Reception
5:00 p.m. - 7:00 p.m.

Friday, June 13

Registration - 7:30 a.m. - 5:00 p.m.

Concurrent Sessions
(4A - 4K)
8:30 a.m. - 9:45 a.m.

Break

Concurrent Sessions
(5A - 5I)
10:00 a.m. - 11:15 a.m.

Break

Lunch & Plenary Address
Sustaining Change: WAC Experts Think Out Loud
11:30 a.m. - 1:00 p.m.

Break

Concurrent Sessions
(6A - 6I)
1:15 p.m. - 2:30 p.m.

Break

Concurrent Sessions
(7A - 7J)
2:45 p.m. - 4:00 p.m.

Theater at the Guthrie
Crimes of the Heart

Departure from the Commons at 5:00 p.m
Show begins at 7:30 p.m.

Saturday, June 14

Registration - 7:30 a.m. - 12:00 p.m.

Concurrent Sessions
(8A - 8K)
8:30 a.m. - 9:45 a.m.

Break

Concurrent Sessions
(9A - 9I)
10:00 a.m. - 11:15 a.m.

Break

Closing Lunch
Roundtable Discussions
11:30 a.m. - 1:00 p.m.

Registration and General Information

Location
The 2014 International Writing across the Curriculum conference will be held at the **University of Minnesota, Twin Cities East Bank campus**, June 12-14, 2014.

Registration, exhibit area, keynote and concurrent sessions:
Second floor of the Commons Hotel
615 Washington Avenue SE
Minneapolis, MN 55414

Preconference workshops:
Science Teaching & Student Services (STSS)
222 Pleasant Street SE
Minneapolis, MN 55455

Registration and Information Desk
University of Minnesota staff will be at the registration desk during the times listed below. Information about Minneapolis and Saint Paul is available at the concierge table near registration.

Registration desk hours:
Wednesday, June 11
5:00 p.m. to 7:00 p.m.
Thursday, June 12
7:30 a.m. to 5:00 p.m.
Friday, June 13
7:30 a.m. to 5:00 p.m.
Saturday, June 14
7:30 a.m. to 12:00 p.m.

Name Badge
Your name badge is your entrance ticket to all keynote and concurrent sessions, exhibit sessions, and social events.

Refreshment Breaks and Meals
Morning and afternoon refreshments will be available in the Meridian Ballroom Foyer Thursday - Saturday, beginning at 7:30 a.m.

Lunch will be served on Thursday from 11:30-12:45 p.m., on Friday from 11:30-1:00 p.m., and on Saturday from 11:30-1:00 p.m., all in the Meridian Ballroom.

Exhibits
Exhibitor booths are set up in the Meridian Ballroom Foyer:

Thursday, June 12
8:00 a.m. to 5:00 p.m.
Friday, June 13
8:00 a.m. to 5:00 p.m.
Saturday, June 14
8:00 a.m. to 1:00 p.m.

Social Media
We invite you to join the conversation about IWAC by "liking" the IWAC Facebook page:
www.facebook.com/iwac2014

Follow @IWAC2014 on Twitter!
During the conference, use #IWAC

Internet Access
Wireless internet access is available to IWAC attendees at the Commons. Select the "Commons Convention" network. The password is IWAC14.

Accommodations

The Commons Hotel
615 Washington Avenue SE
Minneapolis, Minnesota 55414
800-822-6757 or 612-379-8888

Centennial Hall
614 Delaware Street SE
Minneapolis, Minnesota 55455
612-625-4452

Transportation

Hotel Shuttle Service

The Commons Hotel has a shuttle service. Arrange your transportation needs in advance in the hotel lobby.

Metro Transit
City buses and light-rail trains are available to get you around the Twin Cities, and are an easy, inexpensive way to get around town. All routes and schedules can be found on www.metrotransit.org.

Taxicab service
Taxicabs are available at most times at the hotel. Taxicabs are not normally available for pickup on the street. You may need to call a company for a pickup. The following companies are available:

Airport Taxi	612-721-0000
Gold Star Taxi	612-343-8888
Green & White Taxi	612-522-2222
Northwest Taxi	612-741-6600
Rainbow Taxi	612-332-1615
Suburban Taxi	612-522-2222

Accessibility

Paratransit On-campus Shuttle
The University of Minnesota offers a no-cost, curb-to-curb paratransit van service to people with physical disabilities. The service operates on a Monday-through-Friday, 7:30am to 5:45pm schedule.

Guests may schedule a ride up to 14 days in advance. Please call 612-624-8338 to arrange for service.

For a map of gender-neutral restrooms on campus, go here:
www.diversity.umn.edu/glbta/restrooms

Medical Services and Emergency Numbers

In case of emergency, please contact the registration desk or dial 911.

Non-emergency medical treatment is available at:

Gopher Quick Clinic	612-625-8400

Other assistance available on campus:

University of Minnesota Police (non-emergency)	612-624-2677
Free campus security escort service	612-624-9255
Motorist assistance	612-626-7275
Boynton Health University of Minnesota 410 Church Street SE Minneapolis, MN 55455 www.bhs.umn.edu/	612-625-8400
Fairview Hospital University of Minnesota 500 Harvard Street SE Minneapolis, MN 55455 www.fairview.org/	612-273-3000
After Hours Nurse	612-625-7900

Banking Services

TCF Bank Branch, Stadium Village
The Commons Hotel
615 Washington Avenue SE
Minneapolis, MN 55414

TCF Bank Branch, Coffman Union
Coffman Memorial Union, Room G57
300 Washington Ave SE
Minneapolis, MN 55455

TCF ATM – TCF Bank Stadium, Walter Library, Williams Arena, Student Recreational Sports, Mariucci Arena, Moos Tower and Coffman Union

Wells Fargo ATM – Coffman Memorial Union and the Fairview University Medical Center

Dining

The Minneapolis dining scene is diverse and always evolving. Restaurants vary from family-style home cooking, candlelit dining rooms, outdoor cafes, and intimate little snack bars.

Visit the concierge table in the conference registration area for a list of recommended restaurants.

Writing Across the Curriculum
Center for Writing and
Office of Undergraduate Education
Office: 612-626-7579
Fax: 612-625-7580

10 Nicholson Hall
216 Pillsbury Dr. SE
Minneapolis, MN 55455

Dear Writing Across the Curriculum colleagues,

On behalf of the hosting committee, welcome to the University of Minnesota and to your conference! I am happy to report that we have succeeded in luring WAC colleagues from all over the United States and from such far-flung locations as Singapore, China, Hong Kong, Lebanon, the United Arab Emirates, Turkey, Australia, Norway, Sweden, Belgium, Germany, and the Netherlands to join us for three days of mind-opening addresses, provocative discussions, and general merry-making.

For more than two decades, the biennial WAC Conference has sustained its place as the primary academic conference dedicated to Writing Across the Curriculum and Writing in the Disciplines practice, research, and theory. When the WAC conference was founded by Clemson University in 1993, it provided a venue for discussion of such practical matters as conducting instructional consultations and developing institutional initiatives. Now, 21 years later, amidst rapidly-changing literacy and pedagogic practices, we take up the *newly*-practical topics of assessing multimodal and multilingual literacy, ensuring transferability between genres, and teaching with writing in MOOCs and flipped classrooms.

Here's a fast-motion preview of the conference we have planned (full details are contained in this booklet): after a round of stimulating pre-conference workshops (held in newly-constructed active learning classrooms), New Literacy scholars Mary Kalantzis and Bill Cope will challenge you to consider what counts (and what doesn't count) as academic writing in the age of multimodality. From there, you'll participate in a diverse array of tempting concurrent sessions before locomoting yourself to a delicious reception at the Weisman Art Museum. The next day we'll treat you to an unusually-formatted address in which important scholars will be confronted with programmatic challenges and asked to think aloud in real time about recommended reactions and strategies. That night, you'll roll across the river for dinner and a show at the acclaimed Guthrie Theater and will wake the next morning to even *more* interesting discussions before you sit down to Saturday's Action Lunch. There, you'll have a chance to sift through the discussions you've been having and to confer with colleagues about ways of acting on your new insights. Finally, suitcases in hand, some of you will travel from the Commons Hotel to the airport on the new light rail train on its first day of operation.

We're glad you're here!

Pamela Flash
Conference Chair

UNIVERSITY OF MINNESOTA

Office of the Senior Vice President
for Academic Affairs and Provost

234 Morrill Hall
100 Church Street SE
Minneapolis, MN 55455-0110
Office: 612-625-0051
Fax: 612-624-3814

June 2014

Dear Attendees,

We are very pleased to host this 12th International Writing Across the Curriculum Conference, "Shifting Currents / Making Waves," at the University of Minnesota. There is much to celebrate at our University this summer, including the completion of the two-year renovation of our beloved Northrop Auditorium, the completion of a new light rail line through campus (connecting Minneapolis and St. Paul), and the excitement of a new strategic plan (that includes re-envisioning our university-wide curriculum).

Over the past decade our University has placed a renewed emphasis on the undergraduate experience. Some of the initiatives have involved enhancing our undergraduate research program, creating an all-University Honors Program, improving our academic advising and career counseling support, becoming a national leader in STEM active-learning pedagogies, and rethinking undergraduate writing. In fact, one of the major recommendations of the Final Task Force on Undergraduate Reform: Writing, was to have each department develop a "Baccalaureate Writing Plan" to define the writing goals of its majors from the introductory course through the senior project, and then provide appropriate sequenced courses for all four years. With strong financial support from the Bush Foundation, over the past eight years the University has first piloted, and then strongly endorsed, a migration to the Writing-Enriched Curriculum (WEC). Nearly one-half of our academic departments have gone through the remarkable multi-year metamorphosis of rethinking what is disciplinary writing, and partially redesigning curricula as they have created their writing plans. It is remarkable to see how the nature of writing varies across our campus. Our engineers focus on describing equations and complex diagrams; geographers focus on analyzing complex spatial patterns; dancers write on movement. I encourage you to look at the creativity represented in the writing plans at http://www.wec.umn.edu/Writingplans.html.

Through careful evaluation of the "WEC process" we have learned much about undergraduate writing and, perhaps more importantly, have learned how writing improves with a WEC model. We find that there is much enthusiasm on our campus as faculty, staff, and students collaboratively work on this WEC transformation. This initiative is also central to one of our University-wide Student Learning Outcomes—can communicate effectively—and strongly supports several of the other SLOs.

We are hoping this conference will enable our University, and others, to share their experiences with WAC/WEC pedagogies. I look forward to meeting many of you during your stay on the University of Minnesota campus and learning more about the writing activities at your institutions.

Best wishes,

Robert McMaster

Robert McMaster
Vice Provost and Dean of Undergraduate Education

UNIVERSITY OF MINNESOTA

Office of the Senior Vice President
for Academic Affairs and Provost

234 Morrill Hall
100 Church Street SE
Minneapolis, MN 55455-0110
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June 2014

Dear Attendees,

Welcome to the University of Minnesota and to the 12th International Writing Across the Curriculum Conference, "Shifting Currents / Making Waves." As provost of a public research university where commitment to graduating effective writers has been a matter of collective pride for decades, I am delighted that the University of Minnesota has been chosen to host this important and timely academic conference.

In an era of e-learning and multimodal communication, we see the nature and scope of academic literacy changing all around us. We are reminded daily of the altered ways students are generating and reading text and the new ways they are researching and negotiating intellectual content. These changes, and the increasingly powerful influence effective communication has in our world, make current attention to writing and writing instruction more critical than ever. Your study of writing and writing pedagogy—topics you will be discussing over the next few days—provides a crucial foundation for our instructional practices and institutional policies.

The University of Minnesota is a proud contributor to the study and practice of writing and writing instruction. Our robust Writing Across the Curriculum program enhances literacy and pedagogy research and offers pragmatic instructional support to faculty through the Teaching with Writing series of workshops and discussions. Our pioneering Writing-Enriched Curriculum project engages departmental faculty groups in intense, constructive discussion of local writing expectations and instructional practices, ensuring that relevant writing is intentionally and sequentially supported throughout all major programs. We are delighted to learn that several peer institutions have found this intra-disciplinary approach instructive and that they are adapting it to fit their contexts.

Thank you for coming to Minnesota for this conference. I hope that you have time, between conference sessions, to explore our campus and city. You've arrived at a beautiful time of year. Have a great conference!

Sincerely,

Karen Hanson
Senior Vice President for Academic Affairs and Provost

Acknowledgments

Hosted by the University of Minnesota Writing Across the Curriculum Program, the Office of Undergraduate Education, and the College of Continuing Education

Conference Chair: Pamela Flash

College of Continuing Education Conference Coordination Team: Catherine Flannery, Emily Strong, and Ashley Knudson

IWAC 2014 Planning Committee: Molly Bendzick, Lee-Ann Kastman Breuch, Pamela Flash, Tim Gustafson, Katie Levin, Timothy Oleksiak, and Julie M. Thompson

Past Host (2012): Georgia Southern University Department of Writing and Linguistics and the Division of Continuing Education

Past Chairs (2012): Michael Pemberton, Randall McClure, and Janice Walker

2014 IWAC Proposal Reviewers: Roy Andrews, Ann Blakeslee, Jacob Blumner, Lee-Ann Kastman Breuch, Nick Carbone, Bill Condon, Lisa Costello, Michael Cripps, Deanna Dannels, Sue Dinitz, Michele Eodice, Pamela Flash, Anne Ellen Geller, Shareen Grogan, Tim Gustafson, Magnus Gustafsson, Keith Harms, SusanMarie Harrington, Debra Hartley, Ellen Hendrix, Anne Herrington, Douglas Hesse, Kirsten Jamsen, Kate Kiefer, Neal Lerner, Katie Levin, Margaret Marshall, Susan McLeod, Nicole Montana, Cary Moskovitz, Joan Mullin, Brigitte Mussack, MaryLou Odom, Timothy Oleksiak, Mike Palmquist, Martha Patton, Michael Pemberton, Laura Plummer, Mya Poe, Tom Reynolds, David Russell, Carol Rutz, Erika Scheurer, Julie M. Thompson, Martha Townsend, Drew Virtue, Janice Walker, Josh Welsh, Art Young, and Terry Myers Zawacki

Featured Speakers

Keynote Address, June 12, 2014, 11:30 a.m.

What Counts as Writing? Exploring the Affordances of New Media for New Learning

Mary Kalantzis and Bill Cope, University of Illinois, Urbana-Champaign

Remarkable phenomena have emerged in everyday practices of writing over the past decade. One has been the return of writing in spaces and forms that not so long ago we may have found surprising—for instance, on former speaking devices such as phones, and interleaved with reading in new media spaces such as Twitter, Facebook and blogs. Another phenomenon has been the rise of multimodality, where the written record in the form of alphabetical text is closely juxtaposed with other representations—visual, audio, gestural and spatial. As a consequence, the question has arisen: what is the range of forms of writing that might be considered valid media for contemporary knowledge representations in coursework across the academic disciplines? Does it include video, manipulable datasets, audio, diagramming, 3D design renderings, and the like? This presentation will explore the consequences of these changes, both in theory as we attempt to reframe our theory of multiliteracies, and also in our own practice, including our recent work to develop the web writing space, Scholar.

Mary Kalantzis is Dean of the College of Education at the University of Illinois, Urbana-Champaign. Recent publications include *New Learning: Elements of a Science of Education* (2012), *Literacies* (2012), *Multiliteracies: Literacy Learning and the Design of Social Futures* (2000), and *Ubiquitous Learning* (2009).

Bill Cope is Research Professor of Education Policy, Organization & Leadership at the University of Illinois, Urbana-Champaign; and an Adjunct Professor in the Globalism Institute at RMIT University, Melbourne, Australia. Recent publications include *The Future of the Academic Journal* (2009), *Towards a Semantic Web: Connecting Knowledge in Academic Research* (with Kalantzis and Magee, 2011), and *The Future of the Book in the Digital Age* (2006).

Plenary Address, June 13, 2014, 11:30 a.m.

Sustaining Change: WAC Experts Think Out Loud

Chris Anson (Moderator), North Carolina State University; Linda Adler-Kassner, University of California, Santa Barbara; Michelle Cox, Dartmouth College; Robert McMaster, University of Minnesota; Chris Thaiss, University of California, Davis; Kathleen Blake Yancey, Florida State University

Often described in its formative years as "just another fleeting educational fad," the writing-across-the-curriculum movement has enjoyed remarkable stamina for decades by adapting to institutional cultures, pursuing new research paths, expanding internationally, and generating innovative instructional methods suitable to multiple face-to-face and online venues. Still, systemic challenges posed by increased and multilingual enrollments, decreased economic support, imposed standards, and the specters of computerized grading and massive online enrollments can threaten individual programs' sustainability. Taking our cue from CBS/PBS executive Fred Friendly's much-lauded debate series, experienced WAC theorists, researchers and practitioners will wrestle with these and other sustainability issues in real time. We will have the opportunity to listen as they are presented with scenarios that challenge programmatic sustainability and are asked, point blank, for their perspectives—what they think about a difficult situation, and further, what they would do and why. Thus, we're in for an unscripted and rare treat: hearing experts in their field think out loud as they work through thorny issues that confront us all.

Chris Anson is a University Distinguished Professor, Professor of English, and Director of the Campus Writing and Speaking Program at North Carolina State University. Recent publications include "Process Pedagogy" (in press); "Deconstructing 'Writing Program Administration' in an International Context" (with Donahue, in press); "Beyond the Curriculum: Supporting Faculty Writing in WAC Programs" (2013); and *Teaching Writing Using Blogs, Wikis, and Other Digital Tools* (with Beach, Breuch and Swiss, 2009).

Linda Adler-Kassner is a Professor of Writing and Director of the Writing Program at University of California, Santa Barbara. Recent publications include the co-authored *Reframing Writing Assessment to Improve Teaching and Learning* (with O'Neill, 2010), and *The Activist WPA: Changing Stories about Writing and Writers* (2008).

Michelle Cox is a Multilingual Specialist at Dartmouth College and former WAC program director at Bridgewater State University. Recent publications include an edited collection, *WAC and Second Language Writers: Research towards Developing Linguistically and Culturally Inclusive Programs and Practices* (with Zawacki, forthcoming 2013), "WAC: Closing Doors or Opening Doors for Second Language Writers?" (2011), and a special issue of ATD: *Writing across the Curriculum and Second Language Writers: Cross-Field Research, Theory, and Program Development* (with Zawacki, 2011).

Robert McMaster is a Professor of Geography and Vice Provost and Dean of Undergraduate Education at the University of Minnesota. Recent publications include "Delineating West Nile Virus Transmission Cycles at Various Scales: The Nearest Neighbor Distance-Time Model" (with Ghosh and Manson, 2010); "The U.S. National Historical Geographic Information System" (with Noble, 2005); and "A History of Twentieth-Century American Academic Cartography" (with S. McMaster, 2002).

Chris Thaiss is Clark Kerr Presidential Chair and Professor in the University Writing Program at the University of California, Davis. Recent publications include *Writing Programs Worldwide: Profiles of Academic Writing in Many Places* (2012); *Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life* (with Zawacki, 2006); and *WAC for the New Millennium: Strategies for Continuing Writing-across-the-Curriculum Programs* (with McLeod, Miraglia, and Soven, 2001).

Kathleen Blake Yancey is a Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State University. Recent publications include the co-authored *Writing across Contexts: Transfer, Composition, and Sites of Writing* (with Robertson and Taczak, 2014), "Evocative Objects: Reflections on Teaching, Learning, and Living in Between" (with Hesse and Sommers, 2012), and "College Admissions and the Insight Resume: Writing, Reflection, and Students' Lived Curriculum as a Site of Equitable Assessment" (2012).

Events

Jazz at the Weisman: A Welcoming Reception

Thursday, June 12, 5:00–7:00 p.m.

IWAC attendees are invited to an opening reception at the University's Frank Gehry–designed Wesiman Art Museum, overlooking the Mississippi River on the University of Minnesota's East Bank campus. The catered reception will feature a cash bar and jazz by the Nick Haas Trio.

Theater at the Guthrie

Friday, June 13, 7:30 p.m.
Crimes of the Heart
Wurtele Thrust Stage
Limited tickets sponsored by Pearson Publishing have sold out. Tickets are available for purchase through the Guthrie Theater.
Bus departs from the Commons Hotel Lobby at 5:00 p.m.
Show starts at 7:30 p.m.
Bus returns from Guthrie Theater to Commons Hotel after the show.

PEARSON

GUTHRIE THEATER

Conference Program

Wednesday, June 11, 2014

5:00 p.m. – 7:00 p.m. Registration

Thursday, June 12, 2014

7:30 a.m. – 5:00 p.m. Registration
7:30 a.m. – 8:30 a.m. Continental Breakfast (Meridian Ballroom Foyer)
8:00 a.m. – 5:00 p.m. Exhibitors

8:30 a.m. – 11:15 a.m. Pre-conference Workshops

Reflection: Promoting and Assessing Deep Learning for Students and Faculty (STSS 312A)
Margaret Marshall, Bonnie Sanderson, Auburn University; Kathleen Blake Yancey, Florida State University
This workshop demonstrates how ePortfolios can foster critical thinking through reflection by demonstrating strategies for promoting reflection in different disciplines and by showing examples of how to read ePortfolios to assess levels of critical thinking. Participants will be able to practice creating reflection strategies appropriate to their own disciplines, and assessing ePortfolios for evidence of critical thinking.

Making Waves with Disciplinary Writing Fellows (STSS 330A)
W. Brock MacDonald, University of Toronto; Tanya K. Rodrigue, Salem State University; Andrea Williams, University of Toronto
This workshop, intended for those involved in both fledgling and established WAC, WID, and CAC initiatives, will help participants define institution-appropriate goals and strategies for implementing and assessing a writing fellows program. Using resources the workshop leaders will provide, participants will draft plans for launching or redesigning such programs, identifying allies, sources of expertise and funding, and challenges/obstacles, and developing ideas for implementation and assessment. We'll also brainstorm institution-specific approaches to writing fellows training.

Three Strategies for Integrating Writing into STEM Curricula and Other Hard-to-Reach Places: A Workshop for WAC Specialists and Their Allies in STEM Fields (STSS 114)
Magnus Gustafsson, Chalmers University of Technology; Mark Hoffman, Quinnipiac University; Paul Anderson, Elon University
WAC participants will work through a process for helping STEM specialists learn how to teach the genres and rhetorical strategies of their disciplines. STEM specialists who participate will apply the process to their own courses. The process involves creating realistic workplace scenarios that require students to communicate results of their STEM work to readers who must use the results. Participants will also learn to develop students' writing abilities progressively by coordinating these assignments across courses.

11:30 a.m. – 12:45 p.m. Opening Lunch and Keynote Address (Meridian Ballroom)

What Counts as Writing? Exploring the Affordances of New Media for New Learning
Mary Kalantzis and Bill Cope, University of Illinois, Urbana-Champaign
Remarkable phenomena have emerged in everyday practices of writing over the past decade. One has been the return of writing in spaces and forms that not so long ago we may have found surprising—for instance, on former speaking devices such as phones, and interleaved with reading in new media spaces such as Twitter, Facebook and blogs. Another phenomenon has been the rise of multimodality, where the written record in the form of alphabetical text is closely juxtaposed with other representations—visual, audio, gestural and spatial. As a consequence, the question has arisen: what is the range of forms of writing that might be considered valid media for contemporary knowledge representations in coursework across the academic disciplines? Does it include video, manipulable datasets, audio, diagramming, 3D design renderings, and the like? This presentation will explore the consequences of these changes, both in theory as we attempt to reframe our theory of multiliteracies, and also in our own practice, including our recent work to develop the web writing space, Scholar.

1:00 p.m. – 2:15 p.m. Concurrent Sessions 1

1A. Framing WAC Context and Assessment (Inventor 2)

Chair: David Albachten, Istanbul Sehir University

Let's Talk About…Learning: A German Initiative that Demonstrates How Not Talking About Writing CAN Help WAC/WID Programs Succeed

Svenja Kaduk, Swantje Lahm, University of Bielefeld, Germany

We describe how our WAC/WID program (Bielefeld, Germany) prepares disciplinary specialists for teaching with writing. Our WAC/WID approach is shaped by the program's location in a Center for Teaching and Learning, positioning the program in a discourse about increasing learning rather than talking about improving student writing.

Context and Community: WAC and Basic Writing

Shannon Gramse, University of Alaska Anchorage

This presentation documents how WAC theory informed the evolution of a developmental learning community from an isolated, skills-based milieu to a dynamic, authentic, engaging experience that is now being scaled-up to serve the needs of a large and highly diverse population of underprepared students at Alaska's largest university.

WAC Becomes Us: Assessing SHU's Shift from Occasional WAC to Required WI Courses

Kelly Shea, Seton Hall University

In 2008, Seton Hall implemented a Core Curriculum program that included five proficiencies, including reading/writing. Recently we surveyed faculty and students involved in the new courses. As a result of the reading/writing proficiency, have faculty seen improved reading, writing, and learning? Do students report enhanced learning and expertise in reading/writing?

1B. WAC Goes Digital (Think 4)

Chair: James Austin, University of California, Santa Barbara

Exploiting Affordances of Multimodality, Interactivity, Connectivity, and Collaboration with Use of Digital Tools for Fostering Argumentative Writing

Richard Beach, University of Minnesota–Twin Cities

This presentation describes activities to exploit the affordances of multimodality, intertextuality, interactivity, and collaboration in use of digital tools for fostering argumentative writing related to English and science writing, as well as research demonstrating how use of these tools fostered dialogic exploration of alternative perspectives on issues.

Claiming Stance and Understanding: Digital Video Production as Vehicle for Content Knowledge and Disciplinary Voice

Candance Doerr-Stevens, University of Wisconsin– Milwaukee

Students must often navigate writing across different disciplines. Within the disciplines, digital video production offers familiar genres of expression, which then provide scaffolding into new content and ways of knowing. This presentation examines what happens when students use digital technologies to explore and present their content knowledge within the disciplines.

Visual Journaling as a Reflective Tool for Pre-service Educators

R. Darden Bradshaw, University of Dayton

Using visual journaling as a springboard for writing in art education preparation programs, students navigate the liminal space between their profession and roles as student, teacher, artist, and writer. This presentation highlights coupling traditional forms of visual journaling with technology and social media to promote discourse about pedagogy.

1C. Reflections from the Middle: Fellows, Tutors, Mentors (Pathways)

Chair: Susan Murphy, Texas A&M University, Corpus Christi

Writing Back—Writing Fellows Write Advice for WAC Faculty

Sandra Jamieson, Drew University

What advice would undergraduates give to WAC Faculty if they were leading Faculty Development Workshops? This session includes a series of short videos made by undergraduate WAC Writing Fellows answering that question, challenging us to rethink our assumptions about what students know and what unintended messages we are sending.

Sharing the Roles of Learning and Teaching: High School Writing Tutors as WAC Liaisons

Amber Jensen, Edison High School

This presentation features the results of a three-year pilot program that positioned high school writing center tutors as WAC liaisons to collaborate with teachers from across content areas. Framed by three case studies of student-driven initiatives, it examines the knowledge and experience student liaisons need and the learning outcomes of these partnerships.

A Pebble Making Ripples in the Stream: A Writing Mentors Pilot Program at a Small Public Liberal Arts Institution

Deborah Schlacks, James Geidner, University of Wisconsin-Superior

A WAC Coordinator and an Early Childhood Education professor describe a Writing Mentors pilot in which an undergraduate Mentor (*i.e.*, fellow) was attached to two Early Childhood courses at a small liberal arts institution. The presentation concerns implementation and assessment of the pilot's impact on student learning.

1D. Writing in the Sciences: Shifting the Current by Laying a Foundation for Student Success (Think 2)

Marlee Marsh, Allan Nail, Adrienne Oxley, Nancy Tuten, Columbia College

Two science faculty will explain how they integrated writing into chemistry and biology courses by designing scaffolded writing assignments, annotated models, and detailed scoring rubrics; by incorporating classroom partners; and by collaborating with their colleagues to encourage more consistent expectations throughout the science curricula. Our WAC/WID coordinator will describe the program that encourages such collaborations on our campus, and the classroom partner program coordinator will explain the program's expansion to support disciplines beyond first-year writing.

1E. Shifting the River: Building a Writing-Enhanced Curriculum around General Education (Think 3)

Megan O'Neill, John Pearson, Maggie Herb, Stetson University

The session showcases three different perspectives on creating a transition to a writing enriched curriculum at a small, private liberal arts university. Each speaker plays a vital role in making it happen: leaders in administration, the writing center, and the writing program collaborate on distinct but related concerns involving faculty pedagogy, university curriculum, and student-centered support.

1F. Exploring New Waves of Identity through WID Tasks (Inventor 3)

Joseph Serafin, Phyllis Conn, Rebecca Wiseheart, St. John's University

This panel will examine the use of discipline-specific writing to develop and explore how undergraduates' identities as "students" or "scholars" converge with their emerging identities as professionals within their chosen fields. Through inductive qualitative analysis of double journal entries, three faculty members from different disciplines (chemistry, communication sciences and disorders, and the university core) identify and discuss teaching experiences that promote critical thinking, self-efficacy, and professional identity.

1G. Promoting Multimodal Writing, Interdisciplinary Collaboration, and Lifelong Learning: A Look at the "Local Heroes" Curriculum Guide (Think 5)

Bridget Draxler, Monmouth College; Jon Winet, The University of Iowa

"Local Heroes" is a mobile app that features multimedia biographies of civic leaders. The app is a collaboration between disciplines, across institutions, and with community partners. In our presentation, we will provide a hands-on workshop, using our new curriculum guide to allow participants to create content for "Local Heroes" in their hometowns. We will also talk about ways that multimodal writing, interdisciplinary collaboration, and lifelong learning can shape the future of undergraduate research and writing.

1H. Ripple Effects: The Multilingual Writer, the Writing Center, and WAC (Inventor 1)

Susan Callaway, Melissa Hendrickx, University of St. Thomas

With the shifting demographics and increasing internationalizing of our campuses come challenges: Who are the students in our classrooms? How sensitive of difference are our course designs and writing assignments? How inclusive are we? In this session, we will present our current research on the experiences of multilingual students on our campus and in our writing center. Through small group discussions, participants will develop plans to establish their own inclusive practices.

1I. Role Reversal: When Students Teach Faculty in WAC Programs (Pinnacle)

Chris Anson, Deanna Dannels, Brandy Grabow, North Carolina State University; Kate Ronald, Lucy Manley, Kate Francis, Ann Updike, Miami University of Ohio; Greg Skutches, Lehigh University

In this roundtable, leaders of WAC/WID programs and writing centers on three campuses will share their strategies for engaging undergraduate students in helping faculty to think more reflectively about writing in their pedagogy. Speakers will describe collaborations between their writing centers and WAC programs in which undergraduate students provide feedback to faculty on their assignments and/or work with them in their courses to improve their discipline-based writing pedagogy.

1J. 5x10s: Approaches to Faculty Development (Summit)

Chair: Nancy Barr, Michigan Technological University

Building a Department-Centered WAC Program at a (Super)Large Public University

Pavel Zemliansky, Lindee Owens, Steffen Guenzel, University of Central Florida

In this 5x10 talk, the speakers will profile a WAC Program at a large public university. The program was founded in 2011 and follows the department-centered model of WAC. Through a variety of training programs and individual consultations, our staff of 3 full-time faculty members trains colleagues from all departments and colleges of the university to integrate discipline-specific writing pedagogies and assignments into their courses and programs. In particular, we will describe our main department-centered training program for faculty, which we have successfully run for 5 consecutive semesters. To date, the program trained faculty teams from 17 departments representing 5 colleges of our university. The training has resulted in broader and deeper integration of writing into courses in many disciplines. The presentation will also include assessment data on the success of this training.

Promoting WAC through a Writing TA Training Program

Tyler Evans-Tokaryk, University of Toronto Mississauga

I report on the results of an intensive "Writing TA Training Program" involving TAs with no background in writing instruction. I provide an overview of the program, focusing on a) techniques for teaching writing pedagogy to disciplinary TAs, and b) strategies for selling this approach to skeptical faculty.

Building Faculty Development into Writing Across the Curriculum: Mississippi State University's Maroon & Write QEP

Deborah Lee, Mississippi State University

This presentation will discuss the faculty development component of Mississippi State University's Maroon & Write Quality Enhancement Plan. The newly developed writing across the curriculum project includes a variety of faculty development workshops, seminars, and an intensive three-week summer institute. Issues related to planning and evaluation will be included.

What Are They Thinking?!?: Understanding WAC Faculty Thinking-About-Writing

Anita DeRouen, Millsaps College

The speaker will share research methodology and key findings from an ethnographic study of thinking-about-teaching at a small liberal arts college's WAC program. The presenter will discuss strategies for using teacher talk as an internal research methodology for investigating conceptual infrastructure in local faculty communities and contexts.

Sink or Swim: Pursuing the Margins with Universal Design Across Campus in the Classroom and Writing Center

Linnea Barton, University of Minnesota–Crookston

Students in the margins can easily remain unprepared for professional work after graduation. Universal design provides faculty and staff a framework to better support multilinguals, students with disabilities, and first generation students and increase professional preparedness. A key tool is the use of technology which provides unique opportunities for access.

2:15 p.m. – 2:30 p.m. Refreshment Break (Meridian Ballroom Foyer)

2:30 p.m. – 3:45 p.m. Concurrent Sessions 2

2A. (Re)Designing Sustainable WAC Programs (Inventor 1)

Chair: Julia Bleakney, Stanford University

Making Ripples in Stagnant Ponds: Conversations to Find Effective "Pebbles"

Carroll Ferguson Nardone, Sam Houston State University

This session uses Critical Incident techniques to engage attendees in shaping a "best practices" document for reinvigorating stagnant programs. The presenter will share a university-wide assessment to launch discussion and draw on the group's collective wisdom. Outcomes will be collated and shared in a final document delivered after the conference.

Shifting Toward the CERT: Writing Certificates across the Curriculum

Lee-Ann Kastman Breuch, University of Minnesota–Twin Cities

This presentation shares information on the development of "writing certificates." The CERT provides a credential in technical and professional writing that is open to any discipline. This development may reflect a shift at our institution toward outcomes-based assessment and evidence-based learning.

2B. Contextualizing WAC (Inventor 2)

Chair: R. Darden Bradshaw, University of Dayton

Using Theory Shifting to Construct a Sustainable Program Narrative

Sarah Baker, George Mason University

This session describes the use of a theory shifting approach to develop a localized blended theory for a program, one that simultaneously situates elements within the program and the program within the larger institutional structures and still tells a coherent story in a time of rapid and constant change.

WAC, International Research, and "Transfer": Waves of Troublesome Knowledge

Christiane Donahue, Dartmouth College

Discussions of writing knowledge "transfer" have fairly recently taken center stage in WAC research and teaching. I hope to make some waves in the waters of that discussion with a review of troublesome knowledge from international language research, fostering, in our WAC discussions, generative and transformative repurposing of our terms.

Fostering Transfer Across Writing Contexts: Genre Awareness as a Threshold Concept

Irene Clark, California State University, Northridge

This presentation suggests that genre awareness be considered a threshold concept in the discipline of Writing Studies and discusses a research project titled "The Genre Awareness Project." Participants will share responses concerning students' perspectives on the usefulness of various writing genres and explore the idea of "threshold" concepts in FYC.

2C. What Multimodal Teaching Looks Like (Inventor 3)

Chair: Laura Brady, West Virginia University

Design Writing: A Pedagogical Technique for CAC Courses

Christopher Basgier, University of North Dakota

Using ethnographic research in "Art in the Elementary Classroom," this presentation offers design writing as a pedagogical technique through which students can connect multimodal production with disciplinary knowledge in courses across the curriculum. By engaging in prospective and reflective design writing, students can integrate their designs with larger rhetorical, pedagogical, curricular, and disciplinary goals.

Multimodality and Activism: Recovering the Past for Meaningful Participation Across the First Year of College Writing

Thomas Reynolds, University of Minnesota–Twin Cities

Traditionally, the FYW course and its articulation with the broader curriculum has occupied a central place in struggles over open access to college. This presentation examines how students might re-apprehend the rich history of critical discourse about the academy in order to become participants in this discussion.

Design and Implementation of a Multidisciplinary, Collaborative Research and Writing Project for First-year Students

Kelsey Metzger, University of Minnesota,–Rochester

An overview of the structure and goals of an integrative group writing project developed by the writing, biology, and philosophy faculty at the University of Minnesota–Rochester (UMR) in which students write a group argumentative research paper and develop a group poster or oral presentation for UMR's Annual Research Symposium.

2D. WAC, WID, and Multilingualism (Think 1)

Chair: Glenda Pritchett, Quinnipiac University

Multilingual Faculty Across the Disciplines: Language and Identity Practices in Scholarship and Teaching Writing

Alyssa Cavazos, The University of Texas–Pan American

Expanding conversations on multilingual faculty (Canagarajah, Geller, Horner, NeCamp, & Donahue), the presenter identifies strategies multilingual faculty across disciplines use in pedagogical and academic writing practices. The presenter provides recommendations for WAC workshops and seeks to engage in conversation about challenges and successes in embracing multilingualism across disciplines.

A Bridge over Troubled Waters: How WAC Can Connect ESL Writing to the Mainstream

Kyle McIntosh, University of Tampa; R. Scott Partridge, Purdue University

In this paper, we chronicle efforts at a large, Midwestern university to establish WAC as a central component of a new ESL support program, envisioning it as a bridge that connects international and domestic student populations, opening up local pathways for the translingual, transcultural flow of ideas and information.

Tweaking WID for an International, Multilingual Context: Challenges and Approaches

Lynne Ronesi, American University of Sharjah

This presentation addresses how an American university in the United Arab Emirates is meeting the challenge of implementing WID with multilingual students who are still developing university-level academic writing in English.

2E. Let's Talk about Writing: Enhancing Conversations across Disciplinary and Institutional Lines (Think 2)

Sandy Tarabochia, University of Oklahoma; Tracy Santa, Colorado College; Rachael Cayley, University of Toronto

This panel examines "talk about writing" across disciplinary and institutional lines. Panelists explore 1) communication practices of disciplinary faculty and writing specialists who talk about (teaching) writing, 2) listening as a discursive strategy used by writing center consultants and student writers, and 3) how disciplinary faculty communicate with dissertation writers about writing and whether they draw upon campus writing support. The audience will be invited to discuss writing-related talk in their local contexts.

2F. And Maybe It Doesn't Matter: Exploring the Conversation between Writing and Disciplinary Faculty (Think 3)

Mark Hoffman, Quinnipiac University; Magnus Gustafsson, Chalmers University of Technology; Neal Lerner, Northeastern University; Charles Wallace, Michigan Technological University; Marie C. Paretti, Virginia Tech

This panel offers the perspectives of two writing/communications specialists and two computer scientists who were participants in a large-scale, NSF-funded project to identify and develop strategies to integrate communication and technical content into and across the computer science curriculum. Panelists identify key issues—the size of the respective faculty groups; faculty members' objectives, domain-specific language and knowledge; and participants' institutional histories—each of which might affect the success of future cross-disciplinary efforts.

2G. Graduate Writing Instruction: (Co-)Curricular Development and Design (Think 4)

Elena Garcia, Utah Valley University; Marilee Brooks-Gillies, University of Colorado at Colorado Springs; Katie Manthey, Michigan State University

Graduate students across disciplines need formal and informal writing instruction and support as they bring their own complex identities into liminal academic spaces. However, these needs have been only recently researched and addressed. Consequently, programming for graduate student writers is often varied and disconnected within institutions, and is sometimes non-existent. This first of two interactive sessions asks participants to explore ideas that (could) inform (co-)curricular teaching and support of graduate writers on their campuses.

2H. Making Waves by Expanding the Teaching and Learning of Writing for all Students, Faculty and Staff Across the University (Think 5)

Paula Rosinski, Tim Peeples, Paul Anderson, Elon University

This panel will discuss how our university's "Writing Excellence Initiative" (our Quality Enhancement Plan) is "making waves" by expanding the traditional space of pedagogy beyond the classroom to the entire campus, re-creating the university as a key part of the learning experience, with specific attention to the learning and practice of writing for all students, faculty and staff across multiple contexts (academic, professional, extra-curricular). Half of the session will be allotted for discussion/brainstorming ideas.

2I. English-Chinese Writing Studies: Challenges and Opportunities for WAC/WID Research and Practice in China (Pathways)

Martha Townsend, University of Missouri; Terry Myers Zawacki, George Mason University; Zhoulin Ruan, Yan Zhao, Xi'an Jiaotong-Liverpool

Two scholar-researchers from China, both actively involved in China's growing interest in WAC/WID, describe their research and teaching and speculate on WAC's future in/for China. The first proposes an ecological model for writing research. The second outlines challenges for Chinese students in an English-Medium University. Two American WAC scholars with research interests and publications on work in China introduce and respond to their Chinese colleagues.

3:45 p.m. – 4:00 p.m. Refreshment Break (Meridian Ballroom Foyer)

4:00 p.m. – 5:15 p.m. Concurrent Sessions 3

3A. Writing Assessment: From Standardized to Creative (Think 4)

Chair: Kirsti Cole, Minnesota State University, Mankato

Measuring Writing Improvement in a Graduate-level Turkish University: WAC Approach, Objective Standardized Measurement, and Results

David Albachten, Istanbul Sehir University

This presentation outlines the impetus and approach taken to objectively measure writing improvement in an English language-medium, WAC-embracing, Turkish graduate university. An objective, standardized, and reproducible measurement process was developed using features of grammar, usage, structure, and documentation. Results show interventions improved writing by over 50% compared to controls.

A Counter Approach to *Academically Adrift*: An Exploratory Study Examining Undergraduate Writing Abilities through College Writing Requirements

Diane Kelly-Riley, University of Idaho

This study presents an alternative approach to Arum and Roksa's *Academically Adrift* study. This project will chart the development of student writing ability in its natural environment—and not based on standardized tests—examining undergraduate writing samples written for five different undergraduate curricular requirements situated across the disciplines.

Confounding the Rubric Ritual: How Conventional Interdisciplinary Faculty Look at Unconventional Writing Criteria

Bonita Selting, University of Missouri

Eleven cross-disciplinary faculty pretended to assess student writing using unusual terminology: not "organization," "focus," or "development," but "honesty," "tension," "newness," and seven other words not usually associated with writing assessment in the disciplines. Results led to insightful ideas for shifting to more creative assessment tools in a cross-disciplinary context.

3B. Writing Bodies, Voices, and Memory (Inventor 2)

Chair: Erica Frisicaro-Pawlowski, Daemen College

The Writer as Bicycler, Yogi, Traveler: The Embodied Workshop

Charles Lewis, Beloit College

Writing courses about topics such as bicycling and yoga, in which students read and write about these "nondisciplinary" topics, as well as engage in these activities together, provide them with an innovative approach to writing and to academic work more generally.

The Possibility of Using Multimodal Pedagogy to Connect Voice and Subjectivity

Shuwen Li, University of Minnesota–Twin Cities

In this presentation, the presenter will examine two "rival" theorists' works—American pedagogue Timothy Lensmire's "voice as a project" and Australian theorist Barbara Kamler's book about "designing the subjectivity," and propose the possibility of using multimodal pedagogy to connect voice and subjectivity in writing classrooms—especially ESL writing classrooms.

Mindfulness Meditation for Writing Fellows: Making Waves for Tutor Training

Greg Skutches, Lehigh University

This presentation discusses an ethnographic analysis of a mindfulness training initiative for approximately fifty writing fellows at a competitive, mid-sized, private research university drawing on data from student evaluations, interviews with fellows and faculty, as well as other materials such as conference observation records and fellows' self-appraisal documents.

3C. WIDD: Writing in Diverse Disciplines (Inventor 3)

Chair: Joan Graham, University of Washington

Making Waves in Teaching and Learning Theology

Sherry Jordon, University of St. Thomas

This presentation will discuss the implementation of a WAC program in the theology department at a Catholic university. It will focus on the particular challenges and benefits of using WAC assignments to teach and learn the discipline of theology.

Integration of Industry Professionals' Feedback into Improving Writing Skills of Construction Management Undergraduates

Heidi Wagner, A. Peter Hilger, University of Minnesota–Twin Cities

With desired writing abilities defined through the Writing-Enriched Curriculum process, further work on improving undergraduate writing included mapping all Construction Management (CM) courses. This allowed us to better understand assigned writing and how that writing possibly impacted the six learning outcomes. The data from the mapping and changes still being implemented into the degree program—such as having every course syllabus now state what types of writing will be assigned and the design of online, multi-media, degree-specific writing guides—will continue to be assessed as CM progresses in the creation of a Writing Enriched Curriculum.

Developing Writing for Chemists: Step One: Building the Foundation

Daniel Wright, Elon University

The university's Writing Excellence Initiative has prompted major revisions to the General Chemistry laboratory sequence in order to build a foundation for better writing skills that carry through our curriculum. The first semester laboratory culminates with a five-week crime scene analysis that includes experimental design, laboratory work and technical communication.

3D. Engineering and First-Year Composition: Bringing Engineers into Writing Spaces and Writers to Engineering Conventions (Think 1)

Mary McCall, Gracemarie Mike, Purdue University

In this panel, we outline how we addressed the need to integrate international education in both engineering and first-year composition through our participation as graduate writing instructors in a Global Engineering Cultures and Practice Learning Community and how this experience has shaped our professional careers in our continued, current work with engineers in other contexts and capacities.

3E. Writing Program Administration and Interdisciplinary Committee Work: Transforming Friction into Productive Sparks (Think 2)

Amy Lannin, University of Missouri

WPA work may not be a gentle river outing. In this session, participants will navigate the waves of interdisciplinary faculty meetings. Using actual scenarios, participants will discuss and problematize their way into these real-life WPA experiences. From our shared knowledge, we hope that all of us will see opportunities to build bridges and share divergent paradigms with respect and intellectual curiosity. In addition, participants will receive information on the University of Missouri's Writing Intensive faculty award program.

3F. Growing Pains: Opportunities and Challenges for New Writing Fellows Programs (Think 3)

Anita DeRouen, Millsaps College; Janet Carl, Grinnell College; Stacey Sheriff, Colby College

In keeping with the theme of "Shifting Currents/Making Waves," this panel tackles key questions about the development of Writing Fellows/Associates programs. How have our experiences establishing such programs drawn from earlier currents of scholarship? How does our experience in small liberal arts colleges make us shift within/against currents? What "waves" do we have to learn to ride as our programs grow?

3G. Shifting Gears: Iterative Changes in Assessment Methods, Student Genre Perceptions, and Archival Practices in a WAC Program (Inventor 1)

Fernando Sanchez, Daniel Kenzie, Stacy Nall, Purdue University

This panel examines a partnership between the writing program and Animal Science (ANSC) faculty at Purdue University. This talk touches on Linda Bergmann's active engagement with partners in ANSC, which helped to lay the foundational work for changing the culture of writing within the program. More specifically, the individual presenters address how assessment can refine a WAC program's goals and priorities; the ways that agriculture students perceive college-to-career transfer; and the need for altering our understanding of programmatic archives as resources for research.

3H. Writing *Beyond* the Curriculum (Think 5)

Chair: Magnus Gustafsson, Chalmers University of Technology

Where the Ocean Meets the Sea: Exploring Student Writing That Travels Across the Curriculum and Beyond

Nicole Papaioannou, St. John's University

This dissertation study of self-sponsored student writing explores elements that encourage/inhibit students' connection-making and self-efficacy inside and beyond the classroom. The presentation aims to steer the current of conversation from the "culture of disconnect" (George, 2002) to recognizing and encouraging students' desires to "make waves" in their worlds.

Using Student Employment to Develop Student Writing: An Example from an IT Department

Dan Reis, Caroline Klidonas, Elon University

Elon University is reaching beyond the curriculum for opportunities to help students develop their writing abilities. In this session, hear how student workers are interviewing faculty and writing articles for the campus technology blog. The blog manager and a student writer will discuss the advantages and challenges of this model.

Blogging to Learn as a Bridge to Writing in the Disciplines

KaaVonia Hinton, Yonghee Suh, Old Dominion University

A history/social studies teacher educator and an English language arts teacher educator from a public university will discuss ways our respective education methodology courses incorporated blogging as a writing-to-learn tool that served as a bridge to writing in the disciplines.

3I. Graduate Student Writers: Science, Argument, and Professionalization (Pathways)
Chair: Jim Henry, University of Hawai'i at Mānoa

Speaking Science to the Public: Graduate Student Perspectives on a Course in the Public Communication of Science

Lillian Campbell, University of Washington

This presentation overviews a student-led course designed to help graduate science students translate research into a compelling narrative for a public audience. Drawing on participant interviews, I discuss students' views on disciplinary writing versus communicating with public audiences and how this course helped them to think strategically about rhetorical choices.

A New Model for Argument in Science-based Disciplines

Heather Graves, University of Alberta

This presentation examines the structure of argument used in disciplines that vary from established models in rhetorical theory. Based on analysis of 40 masters and doctoral theses in four science disciplines, I present two new models for conceptualizing and teaching argument to graduate students in the sciences.

The Confluence of Faculty Development Models and Tutoring Pedagogy: Graduate Student Professionalization in the Writing Program

Laura Plummer, Indiana University

Faculty development practice, and not writing center pedagogy, is the headwater of dissertation support in the writing center, and we must turn to that literature instead not only for best practices for supporting our dissertation-writing students but also for models of productive faculty behavior.

3J. WAC/WID Meets CXC/CID: A Dialog between Writing Studies and Communication Studies with Mini-Workshop (Pinnacle)

David Russell, Denise Vrchota, Iowa State University

This session begins with a dialog between two professors who have worked for years in the same English department doing the same kind of work—but in very different fields, Professional Communication and Communication Studies. We will share a much shortened and edited version of our ongoing dialog, followed by a 20-minute mini-workshop on a research-based teaching strategy for small group communication that uses writing-to-speak and speaking-to-write strategies to teach disciplinary content.

5:00 p.m. – 7:00 p.m.	Reception – Cash bar and light hors d'oeuvres – Weisman Art Museum
7:00 p.m.	Dinner on your own

Friday, June 13, 2014

7:30 a.m. – 5:00 p.m.	Registration
7:30 a.m. – 8:30 a.m.	Continental Breakfast (Meridian Ballroom Foyer)
8:00 a.m. – 5:00 p.m.	Exhibitors
8:30 a.m. – 9:45 a.m.	Concurrent Sessions 4

4A. Scaling, Framing, and Sustaining (Think 4)

Chair: Carroll Nardone, Sam Houston State University

Context Matters: Small-Scale WAC/WID Projects, Small Colleges, and the Re-framing of WAC

John Miles, Wofford College

This presentation outlines small-scale WAC projects developed, implemented, and assessed for the last three years. I argue for a way to design WAC projects embedded in courses outside the first year, draw on the strengths and desires of instructors, and offer "unintended consequences" to faculty members teaching these courses.

Sustainability of WAC on the Two-Year Campus: Flexibility and Physical Therapy

Jennifer Hippensteel, Southwestern Community College

Despite the unique challenges at a two-year college, it is possible to have a vibrant, successful WAC program in that environment. In this session, we will explore a sustainable model that significantly shifts ownership of WAC from a centralized coordinator position to the discipline faculty utilizing writing in their classes.

Using the *Framework for Success* Across the Curriculum

Duane Roen, Arizona State University

The *Framework for Success* in Postsecondary Writing advocates for eight habits of mind: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition. The document can serve the needs of faculty and students in writing-intensive courses by informing curricula and pedagogy, including course and program assessment.

4B. WAC in STEM Disciplines: Collaboration, Audience, Genre (Inventor 2)

Chair: Sandra Jamieson, Drew University

A Hebbian Synapse: Collaborative Writing in Behavioral Neuroscience

Rachel Force, Elon University

We collected informal feedback from current Behavioral Neuroscience students who had been writing collaboratively without any formal instruction. Exercises were constructed to help students prospectively identify the challenges, why those skills would be useful to develop, and how they could develop those skills. Outcomes assessed both qualitatively and quantitatively.

A Spectrum of Possible Audiences: Who Should Students in Computer Science Write For?

Phillip Barry, University of Minnesota–Twin Cities

Should students in technical fields write, "as insiders for insiders," or should they write for more diverse audiences? This presentation is based on WEC activities in a computer science program. It explores why this question is important for technical fields, and what considerations might guide a department's answer.

A Genre Ecology of Citizen-Scholarship in the School of Engineering

Brian Hendrickson, University of New Mexico

A genre tracing study of a student chapter of Engineers without Borders uncovers how members' motives and actions evolve from pedagogical to organizational, academic to public contexts, drawing preliminary inferences regarding the teaching strategies that best facilitate transfer while promoting students' engagement in self-sponsored rhetorical acts of citizen-scholarship.

4C. Technological Alternatives to Teaching Commonplaces (Inventor 3)

Chair: Diane Kelly-Riley, University of Idaho

Sustaining WAC Professional Development: From F2F to Bb

Andrea Fabrizio, Linda Hirsch, Hostos Community College/CUNY

This presentation focuses on an online WAC professional development model (PD) developed at an urban two-year community college for faculty unable to attend traditional PD activities. Participants will review the site and share in discussions on PD and the online environment. Presenters will share insights gleaned from using and revising this model.

Running over the Same Old Ground: Automated Essay Scoring

Jeremy Schnieder, Morningside College

The current desire for computerized scoring of writing is actually similar to the answers tried before by assessment scholars. Current discussions parallel those from the early twentieth century, illustrating our reliance on values of the past. As a field, it is necessary to address this past to move forward.

4D. Student Research and Assignments Across/In the Disciplines (Think 1)

Chair: Brian Larson, University of Minnesota–Twin Cities

Going Beyond Google: Literacy Across the Disciplines

Alice Horning, Oakland University

There is accumulating evidence that students have serious problems with reading and lack the skills to locate, evaluate and synthesize sources in research in any field. This presentation reviews this evidence and offers specific strategies for Monday morning along with one research assignment to move students beyond Google.

Rewriting the Objects of Memory and Community: The College Archive as a Site for Composition and Research Pedagogy

Zornitsa Keremidchieva, Ellen Holt-Werle, Macalester College

We aim to draw attention to the significant synergies between the teaching of writing and the teaching of critical, reflexive research skills at the undergraduate level. Specifically we were interested in exploring how object-centered rhetorics could be put to work as pedagogical practice.

Writing Assignments Evolve when Disciplinary Faculty Collaborate with Writing Specialists

Sharon Roberts, J. Scott Finn, Auburn University

J. Scott Finn will discuss how he uses writing in a large lecture format course: "Appreciation of Architecture, Art and Culture." Students create a series of postcards to reflect on and illustrate the themes woven through the course by choosing images and composing messages (haiku encouraged) on the cards, translating and transforming the lessons in their own words and pictures. Sharon Roberts, Associate Professor in Biological Sciences, will discuss the redesign of informal writing assignments in combination with online quizzes and micro-lecture videos to create a more interactive and instructor-guided process in active learning "Pulling It Together" sessions in class. Student responses to these interactive sessions that encourage synthesis and deeper understanding of the concepts will be discussed in the session.

4E. Course Corrections: Sustaining Faculty Development and WAC Integration (Think 2)

Jessie Stickgold-Sarah, Leslie Ann Roldan, Marilee Ogren, Massachusetts Institute of Technology

New WAC courses are often initiated in and gain early momentum from faculty development workshops or seminars. After the workshop structure drops away, informal development methods can sustain and update these courses in subsequent semesters. This panel reports on interventions in several disciplines that add new dimensions to instruction, address ongoing challenges, and realign assignments with WAC principles. These course corrections offer lessons for sustaining faculty development and WAC integration.

4F. High Risk, High Yield: Embodied Facilitation for Racial Justice in Writing Workshops Across the Disciplines (Think 3)

Jasmine Kar Tang, University of Minnesota–Twin Cities; Beth Godbee, Marquette University

If one of the lifelines of WAC involves facilitating workshops with/for faculty, TAs, tutors, and others across campus, then how can we better attend to issues of racial diversity? This interactive session looks at the intersection of writing center pedagogies and critical race studies. Featuring reflection on a series of movement-based workshops, the co-authors argue for a high-risk, high-yield model of facilitation, one that requires awareness of social locations, identities, and histories.

4G. Integrative Meets Intensive: Developing a Writing Intensive Program in the Context of Profound Institutional Change at a Small Regional University (Inventor 1)

Margaret Koehler, Joan Esson, Regina Kengla, Otterbein University

This panel will trace the creation of a Writing Intensive program in the context of significant institutional change at a small regional university. Panelists from three areas (Chemistry, English, and the Academic Support Center) will share their experiences implementing this new requirement on a change-weary and skeptical campus, developing WI learning outcomes, and helping faculty articulate the links between a course's disciplinary and writing goals. We hope for lively dialogue and shared experiences from attendees.

4H. The Role of Local WAC Resources in Our Global, Networked Age (Think 5)

Stephanie White, Bradley Hughes, University of Wisconsin–Madison; Roger Graves, University of Alberta

Locally-developed WAC materials and programs, tailored to specific contexts, can seem costly and inefficient, especially in a global, networked age. In this session, presenters will critically examine the role and value of local WAC resources, including local faculty guides, sample assignments, web resources, and consultations, in two WAC programs. They will then invite participants to discuss how WAC programs can best combine local resources with national and international resources to support their campuses.

4I. Shifting Currents without Making Waves: Changing Institutional Culture through a Comprehensive Writing Initiative (Pathways)

Margaret Marshall, James Truman, Lesley Bartlett, Auburn University

This panel presents programs and strategies created to increase the depth of engagement with the culture of writing and writing instruction at a land-grant university. We demonstrate how we have integrated faculty development, student support, and our new ePortfolio Project in a comprehensive writing initiative. Structures, materials, bibliographies, and assessment data will be shared. Throughout the presentations we emphasize practices that encourage deep thinking and sustainable change and encourage audience discussion.

4J. Conversations in Process: An Observational Report on WAC in China (Pinnacle)

Martha Townsend, University of Missouri; Terry Myers Zawacki, George Mason University

Motivated by directives at the national level to improve the quality of teaching and learning, Chinese scholars are attending much more closely to writing—in Chinese and in English—as one path toward that goal. Based on recent visits to six universities in China, the presenters describe first-hand observations on China's growing interest in WAC. Participants will contribute to building a WAC-focused agenda for a year-long visit by two scholars from Yangling's Northwest Agriculture and Forestry University.

4K. Riding the Waves of Campus Changes: Finding and Making Linkages for WAC/WID (Summit)

Glenn Blalock, Valerie Balester, Susan Wolff Murphy, Texas A&M University–Corpus Christi; Bronwyn Doyle, Our Lady of the Lake College

Presenters from a small private college and R1 and mid-sized regional universities will discuss how the development and/or expansion of WAC/WID/CAC initiatives can link with programs for the improvement of teaching and learning and that respond to pressures for assessment. This interactive panel is designed for an audience that (1) wants to explore how to expand and/or re-energize an existing WAC/WID initiative or (2) wants to explore how to infuse WID/WAC across their campus without creating a new administrative unit.

9:45 a.m. – 10:00 a.m. Refreshment Break (Meridian Ballroom Foyer)

10:00 a.m. – 11:15 a.m. Concurrent Sessions 5

5A. Teaching Demonstrations: WAC in the Parlor, the Cinema, and the Museum (Inventor 1)

Chair: Juli Parrish, University of Denver

Extending the Burkean Parlor Metaphor: Teaching Strategies for Writing Literature Reviews for Undergraduate and Graduate Writers

Jonathan Cisco, University of Missouri

The literature review is a common writing assignment across the curriculum in higher education. Disciplinary discourse, however, determines how a literature review is approached. By extending the Burkean Parlor metaphor, this session will demonstrate how instructors across the disciplines can guide students through the process of writing a literature review.

Using Movie Trailers and Burkean Form to Introduce Genre Theory and Thesis Statements to Writing Students

Jarron Slater, University of Minnesota–Twin Cities

This discussion will give instructors a method of introducing genre theory from movie trailers, a genre that appeals to a student audience. Movie trailers are an important persuasive genre in our culture. And a movie trailer is to the movie as a thesis statement is to a paper.

Fostering Writing Skills for Multilingual Students: Low-Stakes Writing about Art

Suzanne Donsky, University of St. Thomas

Using close observation of paintings, the demonstration presents low-stakes writing activities to foster critical thinking and scaffold higher-stakes assignments for multilingual students. Expanding on Visual Thinking Strategies provides practice summarizing, interpreting, and supporting a point of view. Participants are invited to share adaptations useful for their teaching situations.

5B. Addressing Graduate WAC: Lessons from a Multi-Disciplinary Writing Center (Inventor 2)

Enrico Sassi, Jessica Ebert, Jade Sandbulte, Matthew Warner, North Dakota State University

To meet its university's graduate STEM writing needs, this writing center began hiring disciplinary writing consultants. Our panel of consultants—a computer scientist, a microbiologist, a K-16 English teacher, and a veteran consultant—will present a "heat map" of campus-wide writing needs, describe the story "beats" that make science writing successful, and discuss how generalist consultants can meet the needs of disciplinary writers and become interpreters for the complexities of graduate-level writing.

5C. Geography of WAC/WID (Inventor 3)

Chair: Margaret Marshall, Auburn University

Dis-location and Small-Island Resilience: Remapping the Culture of Writing at the University of Prince Edward Island, Canada

Wendy Shilton, University of Prince Edward Island

This paper discusses the evolution and reconfiguration of former map/territory writing relations at the University of Prince Edward Island, Canada, with new mappings aimed at building contemporary, interdependent, and sustainable WAC/WID approaches based on knowledge ecology principles.

Shifting Spaces: The Significance of Developing Third Places in Higher Education

Roger Chao, University of Washington

Though often viewed as pillars of community building, third places are proving to be a valuable resource on university campuses as well. The physicality and pedagogy attached to these academic third places provide student-writers with the opportunity to collaborate and develop a disposition that rests outside the home and classroom.

Leveraging Geographical Location to Teach Disciplinary Conventions: Re-situating Writing Practices and Theory

Jim Henry, Dawne Bost, University of Hawai'i at Mānoa

Analysis of 75 interviews with teachers and students, writing assignments, and student writing samples across two dozen disciplines reveals how a place-based approach to teaching disciplinary writing re-situates WAC and Composition theory while enhancing students' understandings of disciplinary conventions and communities. A taxonomy handout suggests applications in other geographical locations.

5D. Writing Across the Co-Curriculum: When Student Affairs Takes the Teaching of Writing as Seriously as Academic Affairs (Think 2)

Jodean Schmiederer, Mary Morrison, Steve Morrison, Elon University

In a truly engaged learning environment, a writing-across-the-curriculum program goes beyond the classroom to involve co-curricular activities as well. Members of this panel will describe how their four distinctly different student affairs programs are piloting ways to enhance student writing and then engage you in discussions to identify opportunities and strategies for involving co-curricular programs on your campus.

5E. The Connection between Learning to Write and Professionalization in the Health and Human Services Professions (Think 3)

Ann Blakeslee, Jeanne Thomas, Sandra Hines, Sarah Primeau, Eastern Michigan University; Barry Maid, Barbara D'Angelo, Diann Muzyka, Arizona State University

In this choreographed roundtable, writing and disciplinary faculty discuss experiences designing bridge writing courses to prepare students for the writing expectations of nursing and social work. The panelists discuss how these courses are teaching students the functions of language in their professions. They also show how the courses are socializing students and cultivating critical consciousness and awareness of dimensions of professional practice. Collaborative dialogue will focus on the potential of such bridge writing experiences.

5F. What Is the Impact on Learning of Integrated WID? (Think 4)

Magnus Gustafsson, Chalmers University of Technology; Marie Paretti, Virginia Tech

Support for integrating writing and content learning draws from frameworks including situated learning, cognitive apprenticeship, constructive alignment, and disciplinary discourses. But even as pedagogy advances and approaches to writing assessment evolve, we still lack reliable ways of assessing the impact of integrating writing and content. This panel will explore frameworks and approaches for assessing the effects of integration on both content and language learning, including questions about measures, outcomes, baselines, and opportunities for research.

5G. Tracing the Connection between Faculty Learning and Student Learning (Pathways)

Carol Rutz, Carleton College; Bill Condon, Washington State University

A mixed-methods study at two institutions–an R1 and a small liberal arts college–demonstrates that programs to train faculty can result in improved faculty learning, changes in teaching, and improved student learning. At both institutions, long-standing WAC programs with high-quality faculty development offerings provide some of the evidence for pedagogical change leading to improved student learning at the institutional level.

5H. Multilingual and Native English-speaking Student Writers in Clinical Laboratory Sciences (CLS): A Comparative Pilot Study (Think 5)

Janice Conway-Klaassen, Donna Spannaus-Martin, Patricia Eliason, Molly Rojas Collins, Julie M. Thompson, University of Minnesota–Twin Cities

Focusing first on spelling and word choice errors may seem counter-intuitive in contemporary writing pedagogy, but sentence-level accuracy has life-and-death consequences in Clinical Laboratory Sciences (CLS). This panel describes a comparative pilot study of native English-speaking and multilingual student writing in CLS, which focused on global and local error patterns in order to empower faculty to respond helpfully. Panelists will share the study's purpose/goals, research questions, methodology, and findings.

5I. Interrogating Disciplinarity in WAC/WID: An Institutional Ethnography (Pinnacle)

Anne Ruggles Gere, Naomi Silver, Melody Pugh, University of Michigan

Although WID programs are embedded in institutions, research on these programs has given little conceptual attention to the institution. This intentionally-sequenced panel summarizes an investigation into an established WID program, highlighting the insights that are gained by employing the methodologies of institutional ethnography (see LaFrance and Nicolas) to analyze how various institutional locations of the program situate, compel and organize the lived experiences of those who participate in it. This panel takes as its problematic the differing, and sometimes conflicting, experiences of instructors and students in the WID program as they negotiated its mandates and disciplinary dimensions.

11:30 a.m. – 1:00 p.m. Lunch and Plenary Address (Meridian Ballroom)

Sustaining Change: WAC Experts Think Out Loud

Moderator: Chris Anson, North Carolina State University

Panelists: Linda Adler-Kassner, University of California, Santa Barbara; Michelle Cox, Dartmouth College; Robert McMaster, University of Minnesota; Chris Thaiss, University of California, Davis; Kathleen Blake Yancey, Florida State University

Often described in its formative years as "just another fleeting educational fad," the writing-across-the-curriculum movement has enjoyed remarkable stamina for decades by adapting to institutional cultures, pursuing new research paths, expanding internationally, and generating innovative instructional methods suitable to multiple face-to-face and online venues. Still, systemic challenges posed by increased and multilingual enrollments, decreased economic support, imposed standards, and the specters of computerized grading and massive online enrollments can threaten individual programs' sustainability. Taking our cue from CBS/PBS executive Fred Friendly's much-lauded debate series, experienced WAC theorists, researchers and practitioners will wrestle with these and other sustainability issues in real time. We will have the opportunity to listen as they are presented with scenarios that challenge programmatic sustainability and are asked, point blank, for their perspectives—what they think about a difficult situation, and further, what they would do and why. Thus, we're in for an unscripted and rare treat: hearing experts in their field think out loud as they work through thorny issues that confront us all.

1:15 p.m. – 2:30 p.m. Concurrent Sessions 6

6A. The Changing Face of "Academic Literacy" (Inventor 1)

Chair: Timothy Oleksiak, Bloomsburg University of Pennsylvania

Fostering an Academic Literacies Model for General Education Assessment

Jacqueline Cason, University of Alaska Anchorage

Following an academic literacies model, this study investigates the instructional design of writing assignments to help identify explicitly the problems and questions disciplines create, the methods and evidence they use to address them, the genres that writers compose in, and the criteria that define effective communication in each context.

Trading Essays for Multimodal Compositions: The Pleasures and Challenges of Learning to Write All Over Again

Chuck Jurich, University of Alaska, Fairbanks

Participants will learn about a university-level children's literature course that traded traditional essays for multimodal compositions. Students were faced with the challenge of learning the affordances and limitations of multiple communicative modes. After sharing student work, I demonstrate a framework used to guide instruction and assess the compositions.

Will Write for Free: Unpaid Internships in the WAC Service Learning Course

Lucia Pawlowski, University of St. Thomas

In our service learning courses in which students write for organizations in exchange for college credit, what role does writing instruction as acculturation play in this exchange? This paper reflects on the ethics of "writing for free" within the larger economic practice of the unpaid internship.

6B. Redefining the Center for CAC and STEM (Inventor 3)

Chair: Lee-Ann Kastman Breuch, University of Minnesota–Twin Cities

From CACophony to Conversation: Building Communication Across the Curriculum Initiatives within Disciplines through Communication Centers

Abhijit Rao, Iowa State University

This presentation follows a discipline-specific writing center as it treads a thin line between process and product pedagogy to satisfy its disciplinary clientele while trying to stay true to its English Composition roots. More specifically, this presentation will discuss implications of appropriating university-wide CAC objectives within a discipline.

Translating Science into English: Two Perspectives

Cassandra Kircher, Elon University; Kathleen Conklin, University of Minnesota–Twin Cities

Just as instructors of writing avoid exposing students to the language of science, so too do professors of science avoid exposing students to the language of humanities. Our presentation explains how a similar assignment helps students to translate science into understandable prose and to learn why this translation matters.

Beyond Divisions of Labor: Re-directing the Flow Between WID and the Writing Center

Jonathan Hall, York College, City University of New York

Discipline- and Assignment-specific Tutoring Tools (DATTs) re-shape the Writing Center experience when students seek help with assignments which have exacting, highly technical generic requirements. This initiative both depends upon and fosters a re-alignment of relationships among the stakeholders in the instruction and support loop: tutors, students, instructors, and WID staff.

6C. A New Generation of WAVES: Writers Adapting to Veteran Educational Status (Think 1)

D. Alexis Hart, Allegheny College; Caitlin McCrory, Micah Wright, Texas State University

Over a million military veterans have entered US colleges and universities since 2009, and that number is likely to grow. With the majority of veterans majoring in programs outside of English or Writing, WAC programs are in a tactical position to provide essential veteran services and promote retention of this important student demographic. The panelists offer advice for faculty and administrators in writing programs to prepare to meet this wave of veterans before it crests.

6D. Teaching Meaningful Writing: What Faculty Say about Writing Assignments in Their Disciplines (Pathways)

Anne Ellen Geller, St. John's University; Neal Lerner, Northeastern University; Michele Eodice, University of Oklahoma

The Meaningful Writing Project aims to learn (1) what students find meaningful in their writing assignments and (2) how faculty describe the way writing "works" in their classes. In the first phase of this project, 780 seniors across three institutions reported what they felt to be the most meaningful writing projects they had completed as undergraduates. In the next phase of the research, we surveyed and conducted follow-up interviews with these faculty. At IWAC we will describe our findings and implications.

6E. Charting the Course and Writing the Waves in the Senior Capstone (Inventor 2)

Audrey Allison, Chuck Aust, Kennesaw State University; Leslie Reynard, Washburn University

Celebrated as a culminating milestone, the senior capstone course can sometimes be overwhelming with a capsizing load of high-wave writing. This roundtable's three interactive "how to" segments will help participants navigate a range of capstone writing genres, review sample syllabi, and apply WAC tactics for effective writing outcomes. Selected data examining the scope of capstone writing approaches and a related online, capstone course repository are highlighted as resources.

6F. Boats Against the Tide: Students' Struggles with Disciplinary Discourse and the Promise of Online Writing (Think 5)

Phoebe Jackson, Mark Ellis, Chris Weaver, William Paterson University; Linda Di Desidero, Marine Corps University

In the 1980s critic David Bartholomae identified college writing as a struggle between students' personal discourse and disciplinary discourse. Successful college courses, then, are ones that use writing to bridge the gap between these discourses, enabling students to write themselves from academic outsiders to disciplinary insiders. Our panel will consider how online courses affect this process of bridging discourses.

6G. Putting Students in Charge of the Conversation: Using Paideia Seminar to Honor African American Language (Think 2)

Abigail Rombalski, University of Minnesota–Twin Cities; Anne Kaufman, Augsburg College

The Paideia (pie-day-a) Seminar promotes critical thinking through Socratic questioning. The seminar is an interdisciplinary strategy for all grade levels using classical and contemporary readings and art forms. After the seminar, presenters will address implementation and assessment in the classroom setting. Studies have determined a positive impact of the Paideia program in reading, speaking, listening, thinking, writing for critical analysis and reflection, and improved attitudes towards school and learning.

6H. Catching Another Wave: WAC at the Graduate Level (Pinnacle)

Mike Palmquist, Colorado State University; Michelle Cox, Dartmouth College; Magnus Gustafsson, Chalmers University of Technology

This roundtable will explore writing across the curriculum initiatives directed at graduate students and individuals in post-doctoral positions. The speakers will reflect on their experiences developing WAC initiatives, courses, and writing-center programming for graduate students and post-docs and engage the audience in a discussion of issues raised during the presentations.

6I. 5x10s: WAC Research In and Outside the Classroom (Summit)

Chair: Judith Swan, Princeton University

"Pooling" Our Resources: Strategies for Collaborative Research

Alison Cardinal, University of Washington, Tacoma; Lillian Campbell, Roger Chao, Misty Anne Winzenried, University of Washington

Drawing on our 2-year research project, our talk highlights the challenges and unique opportunities of researching and theorizing as a team. We will describe co-writing strategies and technological tools that teams can use to streamline their collaborative research.

Confluence of Critical Thinking and WAC: *Double Helix*

Justin Hayes, Glenda Pritchett, Quinnipiac University

This talk will introduce *Double Helix: A Journal of Critical Thinking and Writing* by describing the confluence of critical thinking pedagogy and WAC that led to its inception; its relationship to the other journals in the WAC Clearinghouse; and opportunities for conference participants to read, review, and contribute to DH.

Teaching Research Through Writing

David Buck, Elon University

This presentation proposes a model for an undergraduate research methods and analysis course structured around students writing original research manuscripts. The paper itself provides a natural narrative structure for the presentation of course content, and scaffolding the process provides regular assessment of learning outcomes.

The Elon Statement on Writing Transfer and its Implications for WAC

Jessie Moore, Elon University

Developed by 45 writing researchers participating in the 2011-2013 Elon University Research Seminar on Critical Transitions: Writing and the Question of Transfer, the Elon Statement synthesizes the seminar's research about writing and transfer. This 5 x10 highlights five essential principles from the Elon Statement and their implications for WAC.

The Effectiveness of Guided Peer Review of Student Essays in a Large, Undergraduate Biology Course

Lauren Kelly, Washington State University

The presenter of this 5x10 talk will focus on the peer review process outside of the composition classroom by outlining how two distinct rubrics affected the categories of student commentary received regarding essays written for an introductory biology course.

Practikon: Teaching Technical Communication through Rhetorical Problem-Solving

Andreas Karatsolis, Massachusetts Institute of Technology

The teaching demonstration will showcase the use of Practikon, a mobile-first application, which uses problem-solving as a method of helping students in Computer Science practice technical communication skills in their writing.

2:30 p.m. – 2:45 p.m. Refreshment Break (Meridian Ballroom Foyer)

2:45 p.m. – 4:00 p.m. Concurrent Sessions 7

7A. Graduate Instructors and Teaching Assistants: Teaching Writing in the Disciplines (Inventor 1)

Chair: Martha Townsend, University of Missouri

Making Waves with TA Training and Mentoring: The Ripple Effect of Engaging Disciplinary TAs in WAC/WID

W. Brock MacDonald, Andrea Williams, University of Toronto

Relatively little research examines disciplinary TAs as teachers of writing, whether in their home departments or in WAC/WID. We will present findings from a study of disciplinary TAs working as writing fellows in a distributed WAC/WID initiative, tracing their professional development and changes in their conceptions of writing and teaching.

Training Mechanical Engineering GTAs to Effectively Evaluate Writing

Nancy Barr, Michigan Technological University

For WAC/WID STEM-focused programs to be effective, they must incorporate faculty and graduate teaching assistants (GTAs) who are non-native English speakers (NNES). This presentation describes a training program for engineering GTAs, particularly NNES, that focuses on best practices in effectively evaluating undergraduate lab reports, improving GTA self-efficacy and student writing.

Shifting Identities: Graduate Students as Brokers of Disciplinary Writing

Misty Anne Winzenried, University of Washington

How do disciplinary identities influence the ways instructors introduce and initiate students into disciplinary ways of thinking and writing? This presentation highlights findings from a qualitative case study of graduate student instructors teaching writing in the disciplines. Links to transfer of learning, professional development, and genre theory will be explored.

7B. WAC Moves: Identity, Reflection, and Transfer (Inventor 3)

Chair: Glenn Blalock, Texas A&M University

Entering Unfamiliar Territory: Negotiating a Discourse Identity in L2 Academic Writing Using Reflection Journals

Ingunn Ofte, Sør Trøndelag University College

The paper builds on a study which investigated the role of metacognitive skills in the development of L2 written academic proficiency in higher education. The analysis of the students' reflection journals showed how they used them as a space to reflect upon and negotiate their role(s) within the discourse community.

Enhancing Reflective Capacity in ELL Medical Students through Reflective Writing

Adam Larson, Weill Cornell Medical College in Qatar

Reflective capacity is essential to developing clinical reasoning and professionalism in medical students. Medical students must reflect on clinical experiences and adapt practice to improve patient health. This paper presents strategies for using reflective writing to enhance reflective capacity in ELL medical students, focusing on assignment design and instructor activities.

Made to Stick: A High-Road Transfer Experiment in First-Year Composition

Megan McGrath, University of Minnesota–Twin Cities

This presentation describes an experiment in instantiating Salomon and Perkins' (1989) concept of high-road transfer in a first-year writing course at the University of Minnesota–Twin Cities. By utilizing a reverse-chronological timeline, this course "shifts currents" by using transfer as the launch pad, not the destination.

7C. Faculty Approaches to WAC/WID: Opportunities and Obstacles (Think 1)

Chair: Roshanda Cade, Webster University

Curating WAC: Faculty Reframe Writing in Their Disciplines

Kerri Flinchbaugh, Will Banks, East Carolina University

This session explores how one WAC Program has begun using Content Curation Projects to help faculty in various disciplines to articulate for themselves and their students the rhetorical moves common to writing in their fields.

The WAC-ing Dead: Faculty Outreach and the Zombie Apocalypse

Juli Parrish, Eliana Schonberg, University of Denver

A presentation considering the successes, failures, and evolution of eight years of classroom workshops that function as a stealth WAC initiative within a highly visible Writing Program. We consider the merits of this approach for both Writing faculty and faculty across campus with whom we work.

Shifting Currents underneath Content 'Coverage' and WAC

Erika Scheurer, University of St. Thomas

The presenter will analyze the results of a survey of 121 faculty members across the disciplines regarding the concept of "coverage" of course content in teaching. How do faculty think about and make decisions regarding coverage? How might WAC directors use this information when working with faculty?

7D. Theorizing WAC Contexts (Think 3)

Chair: LauraAnne Carroll-Adler, University of Southern California

Face to Face with Resistance: An Institutional Case Study of L2 Writers' Negotiation of Identity and Agency in Academic Writing

Hongmei Wu, Shanghai University of Finance and Economics

The present study explored the reasons for resistance encountered by a U.S.-trained, Chinese overseas-returnee, academic writing teacher in a four-year university in China. Five case studies will be reported together with the results of a survey of students' attitudes towards English writing as a means to construct their identity.

Exploring Discourse Conventions: Taking a Deeper Look into Civil Engineering Writing

Darryl Balacanao, Carly Liang, California State Polytechnic University, Pomona

Focused on civil engineering within the academy, our study examines how students appropriate and are appropriated by the Discourse, paying special attention to difficulties students encounter. Further, our study examines the reciprocal relationship between member and Discourse. Finally, we provide suggestions for teaching writing to both disciplinary and FYC instructors.

Times They Are A Changin' in the Statistics Classroom! Learn About Embedding Writing into a General Statistics College Course

Lisa Rosenberg, Elon University

Bob Dylan said it best! The days of traditional assessments to measure understanding are becoming a thing of the past. Learn about writing intensive assessments in a General Statistics course that focuses on both learning to write and writing to learn.

7E. Writing Intensive Practices and Pedagogies for Graduate Education: Building New Practices with Diverse Communities of Future Faculty (Think 2)

Ilene Alexander, Noro Andriamanalina, University of Minnesota–Twin Cities

As teachers of graduate and undergraduate courses, consultants to graduate faculty, professional development programmers, and graduate mentors, we develop graduate-level pedagogies and writing intensive practices to support graduate-specific learning. Drawing on two case studies, our interactive presentation will: explore incorporating writing as a process frameworks; address teaching with writing pedagogies for graduate writers and future faculty; highlight feedback practices for use by writers, readers, teachers, and students; and build a participant-rich discussion through hands-on activities.

7F. OD-ing on Change: The Early Stages of Graduate Tutoring across the Curriculum (Think 4)

Laura Brady, James Holsinger, Nathalie Singh-Corcoran, Andrea Bebell, West Virginia University

This panel offers strategies for building a mutually supportive WAC/Writing Center partnership by focusing on writing at the graduate level. Graduate tutoring navigates change by appealing directly to disciplinary ownership, conventions, and expertise (Carter; Vaught-Alexander; Haviland *et al.*). The four speakers in this 45-minute, multimodal, multi-voiced presentation will continually alternate voices and will illustrate their points with slides or brief video clips. There will be ample discussion time.

7G. Multimodal Literacy Instruction: Writing, Reading, and Transfer (Think 5)

Angela Glover, Midland University; Maggie Christensen, G. Travis Adams, University of Nebraska at Omaha

This intentionally sequenced panel uses brief writing prompts and structured discussion to explore the shift to multi-modal literacy instruction in FYC and its impact on writing centers and WAC programs as they support students and faculty.

7H. Mapping Waves, Bridging Shifts: Disciplinary Faculty Take on Whole Curricula (Pathways)

Pamela Flash, Lisa Miller, Julia Robinson, Leslie Schiff, University of Minnesota–Twin Cities; Walter Jacobs, University of Wisconsin–Parkside

The hope that writing-intensive course requirements might engender intentional curricular integration of writing instruction has been, at best, unevenly realized. How can unit faculty support integrated writing instruction when individual instructors don't know who is teaching what in classrooms down the hall? In this session, faculty members from biology, humanities, engineering, and architecture provide an interactive demonstration of reflective curriculum-mapping processes and discuss their use in triggering revision of entrenched presumptions about writing instruction and intentional curriculum-wide integration of writing instruction into curricula.

7I. STEM Graduate Student Writing and the Geographies of Location (Pinnacle)

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

Research on STEM graduate student writing has not taken into consideration the physical locations at which graduate students write and receive writing support, particularly in terms of theories of cultural geography; however, these locations are profoundly important in shaping graduate students' writing development and emerging professional identities. In this panel, we describe research that explores the factors that enable and constrain STEM graduate student writing in three key locations: laboratories, writing centers, and internship sites.

7J. Keeping it Current: Fresh Perspectives from Long-Standing WAC-Based Peer Tutoring Programs (Summit)

Laurie McMillin, Oberlin College; Hannah Dickinson, Benjamin Ristow, Hobart and William Smith; Jill Gladstein, Swarthmore College

Preliminary data from the WPA Census finds that of the 140 schools that reported having a writing fellows program, only 7% are over 20 years old. This panel considers how long-standing writing fellows programs sustain their impact on WAC/WID programs and invites directors to critically reflect on what they have learned in their work with faculty and students. We share strategies for keeping a program current through leadership changes, new initiatives, and WA alumni networks.

4:30 p.m. – 6:30 p.m.	Local Tours and Events (optional, on your own)
6:30 p.m.	Dinner on your own

Saturday, June 14, 2014

7:30 a.m. – 12:00 p.m.	Registration
7:30 a.m. – 8:30 a.m.	Continental Breakfast (Meridian Ballroom Foyer)
8:00 a.m. – 1:00 p.m.	Exhibitors
8:30 a.m. – 9:45 a.m.	Concurrent Sessions 8

8A. Teaching Demonstrations: Engineering WID (Inventor 1)

Chair: Janice Conway-Klaassen, University of Minnesota–Twin Cities

Understanding Research Paper Abstracts through Reverse Engineering and Squeezing

John Carlis, Computer Science, University of Minnesota–Twin Cities

To better understand (and write) a research paper abstract's storyline and level of detail, computer science, bioinformatics and other students reverse engineer an abstract: pithily stating each sentence's purpose, critiquing the abstract's storyline, noting omissions and errors, and repeatedly squeezing ~10% of the words out by wordsmithing and prioritizing content.

Engaging Software Engineering Students in Communication Design through a Pattern Language

Charles Wallace, Shreya Kumar, Michigan Technological University

Software developers make complex rhetorical choices as part of their daily work. We wish to expose software engineering students early to the importance of this aspect of their profession, and give them tools to make good choices. Drawing from traditions in writing and software design, we introduce a pattern language for communication in software development. We demonstrate an inquiry-based technique based on this pattern language that encourages students to explore, question and construct communication choices.

Embedding Professional and Academic Writing in the Curriculum of an Applied Sciences University

Wendy Smeets, Hotelschool The Hague

This demonstration will be used to show examples of how embedded writing components can help prepare students of Universities of Applied Sciences for both academic and professional success. As students' critical thinking skills mature they stand to improve their academic attainment as well as their management skills.

8B. WAC Goes Global (Inventor 2)

Chair: Bridget Draxler, Monmouth College

Supporting Student Learning Through an 'English-Across-the-Curriculum' Approach

Julia Chen, The Hong Kong Polytechnic University; Esther Tong, Hong Kong Community College

The Hong Kong Polytechnic University and its Community College are excitedly exploring an 'English across the curriculum' approach to support students' continuous English language development in content subjects. This paper reports how English teachers and discipline teachers have worked together to help students master the genres in their disciplines.

Translingualism in the Middle East: Adapting (or Resisting) Arabic Literacies for an English-Language Educational Context

James Austin, University of California, Santa Barbara

This presentation will deliver findings from interviews with Arab students attending private, "American-style" universities in the Middle East. Of specific interest is the process through which these students—graduates of Arabic-language, regional public high schools—recruited writing abilities in Arabic to assist with writing assignments across the writing curriculum at their English-language universities. Findings will probe in what ways their knowledge of formal aspects of Arabic literacy assisted (or did not assist) with developing their knowledge of the formal aspects of English literacy, the ways in which themes common in Arabic writing were adapted for the English-language writing context, and the role of resistance to acceptable topics and attitudes in Arabic in the development of themes and attitudes in English writing.

Crossing Academic Territorial Borders: Writing Skill Development in a Cultural Studies Program in an EFL Environment

Maureen O'Day Nicolas, University of Balamand

This study investigates the transfer of English language writing skills to cultural studies courses at an English-medium university functioning in an Arabic speaking country. Professors' and students' views on this topic are revealed.

8C. The Better Alamance Project: New Technologies and Writing as Citizenship (Inventor 3)

Derek Lackaff, Dianne Finch, William Moner, Glenn Scott, Paul Anderson, Elon University

The Better Alamance Project is a writing-across-the-curriculum project designed to enrich public discourse in the local community via multimodal student writing. The multi-year project has involved collaborations among undergraduate students, graduate students, and faculty spanning programs and departments. We will discuss the technologies we used, opportunities for engaging student writing with community and government data sources, writing for diverse and multiliterate audiences on the web, and best practices for designing cross-course and interdisciplinary writing projects.

8D. The "Extra"ordinary Potential of WAC: New Advantages in a Time of Change (Think 1)

Mary Lou Odom, Beth Daniell, Oumar Cherif Diop, Kennesaw State University; Bonnie Smith Whitehouse, Belmont University

In addition to a focus on writing, WAC programs deliver various important "extras" to faculty and institutions. Presenters will share a series of WAC "extras" holding great promise in our increasingly digital, global, and financially uncertain academic communities. The roundtable will conclude by asking attendees to add their own insights.

8E. Undoing the Voice? Subjectivity, Objectivity, and the Space Between (Think 2)

Sacha Mason, Helen Hendry, Bishop Grosseteste University

Our trans-Atlantic dialogue (US/UK) has focused on pedagogical approaches and cross-cultural norms in the teaching of academic writing. We have initiated a comparative inquiry into our students' concepts of voice in writing in a variety of academic genres and disciplines. Points of comparison that have interested us in our work together are concepts of writing voice, subjectivity, objectivity and the space between (authorship, ownership, authority, and agency).

8F. Shifting a Culture: Writing, WAC, and Assessment (Think 3)

Kirsti Cole, Heather Camp, Kristie Campana, Minnesota State University, Mankato

In this panel, we address the challenges and successes we experienced while serving on the task force, assessment methodologies that forge new ground between best practice models and campus culture, and report on the state of the WAC program at the end of its first year.

8G. Getting Published in *Across the Disciplines* (Think 4)

Michael Pemberton, Georgia Southern University; Michael Cripps, University of New England

In this session, the editors of the online, peer-reviewed journal, *Across the Disciplines* (ATD), will present an overview of the journal's editorial and production processes, with a specific focus on helping prospective authors to publish their research in ATD. Following a brief presentation, audience members will be encouraged to ask questions and participate in a discussion about scholarly online publishing in WAC.

8H. WAC in a Foreign Language (Think 5)

Chair: Benjamin Harder, University of California, Riverside

Engaging Translingually: WAC and the Cross-Language Imperative

Elizabeth Kimball, Drew University

Reporting on a course that demanded shuttling between languages by English monolingual students, I reveal the high level of translingual attitudes and practices the students exhibited. The translingual approach (Horner *et al.*) constitutes an imperative for WAC, and shows how WAC can work to dissolve the discursive habits that separate communities.

Writing for Intercultural Competency in the Intermediate Language Classroom

Olivia Jones Choplin, Elon University

This presentation details how writing assignments in Intermediate French courses asked students to reflect on their own culture and how it informs their understanding of various authentic French texts. Assessments indicate that student linguistic accuracy improved while they also demonstrated a deeper understanding of multiple cultural perspectives, including their own.

Shifting the Focus of Writing Fellows to Foreign Language Classes

Delys Snyder, Brigham Young University

This quasi-experimental study shows how writing improves when writing fellows fluent in a foreign language tutor writers in a foreign language literature class. The focus shifts from language accuracy to ideas and organization.

8I. Faculty Roles in WAC: Leaders, Learners, Collaborators (Pathways)

Chair: Douglas Hesse, University of Denver

Faculty Learning Communities: Collaborative Approaches for Promoting a Culture of Change

Cheryl Hoy, Bowling Green State University

This speaker will provide a brief overview of the historical resistance to WAC at our university and the relationships that the first-year writing program has formed in an effort to overcome this resistance. The discussion will focus on the grassroots efforts of first-year writing program faculty members in university-organized interdisciplinary faculty learning communities to promote WAC and WID practices. The connections and collaborations among faculty in these learning communities have helped to bring about curriculum changes at the individual course level in various disciplines.

Interdisciplinary Faculty Collaboration: Promoting Uniform Assessment

Kitty S.C. Burroughs, Bowling Green State University

This speaker will examine the role of an interdisciplinary faculty committee and their collaborative efforts to adapt the Association of American Colleges & Universities Value Rubrics to current university learning outcomes on written communication for a broader institutional student assessment. Evaluating sample assignments and writing from a variety of disciplines, the committee revised the outcomes so they will be applicable to both faculty and students of all levels and across disciplines. The committee collaborated on the revision of the description of the rubric criteria, applied the revised rubric on a variety of essays from different courses, shared findings with the group for calibration, and collaborated on the final revision of the rubric.

Leading as a Learner: The 2013-2014 WAC RE/View at George Mason University

Michelle LaFrance, George Mason University

"Leading as a learner" is one way that the next generation of WAC-program directors may diversify the sorts of stories told about established WAC programs. The strategic survey and review of a well-established program will provide the background for this discussion of positioning, understanding, and representing WAC-program work.

8J. What Swimmers Know: Learning from Faculty Writing Support Programs (Pinnacle)

Michele Eodice, University of Oklahoma; Anne Ellen Geller, St. John's University

This interactive session will draw from recent research to offer ways to work with faculty writers that maintain their autonomy, dignity, and individual professional goals, without ignoring the very real demands on their time and intellectual capital. We will involve participants in a planning exercise in order to create goals and activities for their developing a faculty writing support program. We will address the writing support needs of part-time faculty, full-time faculty, and graduate students at a variety of institution types.

8K. 5x10s: WAC/WID in Action (Summit)

Chair: Suzanne Lane, Massachusetts Institute of Technology

Shifting to a Vertical Transfer Campus Writing Curriculum

Dan Melzer, California State University, Sacramento

I synthesize the research on vertical curriculums and on transfer of writing to create a framework I am calling "vertical transfer curriculum." I provide an example of a shift from a horizontal campus writing program to a vertical transfer program through a discussion of changes to the campus writing program at my institution.

It's Like One of Those 'UP' wristbands, Except for Writers: An iPad App for Writer Development

Sarah Haas, Ghent University

This presentation introduces an iPad app that is designed for use by both writers and researchers of writing. It can help writers become more aware of their own writing preferences, habits, and processes. Writers then use this information to optimize their writing processes. The presenters also use the app to collect qualitative and quantitative data to better understand individual management of the writing process. It is most applicable to writers with longer-term projects.

WAC Evolution in a Writing and Speaking Center: Opportunities and Challenges

Julia Bleakney, Sarah Pittock, Stanford University

In this 5x10 talk, the presenters discuss recent initiatives developed at our institution's Center for Writing and Speaking designed to move writing instruction and support from "established" and toward "integrated," to use Condon and Rutz's recent WAC taxonomy. The talk addresses the challenge of providing both generalist and specialist writing support.

Pilot Writing Fellows Program for Business Communication and Multilingual Writers

Jackie Brown, Sarah Baker, George Mason University

The speakers will highlight the findings from a semester-long writing fellows initiative, piloted in a large-scale, gateway business communications course with a high proportion of multilingual students; offer various perspectives; and report on the design, implementation, lessons learned, and supplemental instructional materials collaboratively developed by the fellows and instructors.

Development of Discipline-specific Writing and Teaching Guides in the Mechanical Engineering Department

Ben Adams, University of Minnesota–Twin Cities

In this session, the presenter will describe the development of discipline-specific writing and teaching guides in the Mechanical Engineering department at a research university. Writing guides were developed for the undergraduate students—and later for the graduate teaching assistants—on subjects such as problem sets and lab reports.

9:45 a.m. – 10:00 a.m. Refreshment Break (Meridian Ballroom Foyer)

10:00 a.m. – 11:15 a.m. Concurrent Sessions 9

9A. Writing Process and Disciplinary Content (Inventor 2)

Chair: Kyle McIntosh, University of Tampa

Navigating Interdisciplinary Voices about Critical Thinking

Steven Pearlman, David Carillo, University of Saint Joseph

Overall, this presentation aims to illuminate, albeit on a smaller scale, a sense of learned best practices for engaging heterogeneous faculty regarding teaching practice and critical thinking. It aims to offer attendees some insight as to how to navigate choppy waters when working with faculty on matters that strike close to home.

The Craft of Process Reporting: Writing and Guided Self-Reflection

LauraAnne Carroll-Adler, University of Southern California

This presentation examines the format of writing process reports, moving beyond questions and charts that ask primarily how much time has been spent on various tasks and moving towards questions that prod students to examine how and under what conditions their thinking and their writing has changed.

Collaboration for Communication: Enhancing Nursing Students' Critical Thinking and Writing Skills

Polina Chemishanova, University of North Carolina at Pembroke

This presentation focuses on the pedagogical and research implications of integrating nursing and health science related topics into first-year writing courses. It examines how the departments of English and Nursing collaborate to bridge the gap between the writing concerns of both composition and nursing faculty in order to enhance the academic and professional development of Pre-Nursing majors.

9B. Organic Writing: Ground-Up Approaches to Writing in the Disciplines (Inventor 3)

Sherry Linkon, Matthew Pavesich, Georgetown University; Susanmarie Harrington, University of Vermont; Jeffrey Galin, Marcella Munson, Florida Atlantic University

WID works best when we start where people are, not where we wish they would be. Working with individual and departmental needs we must balance our ideals and knowledge with the needs and expertise of our colleagues. How do we deploy WID expertise and principles while valuing decentralized and sometimes conflicting grassroots needs? Furthermore, how do we broaden the impact of knowledge and practices borne out of these local efforts?

9C. Shifting Currents in Writing Instruction: Prior Knowledge and Transfer across the Curriculum (Pathways)

Liane Robertson, William Paterson University; Kathleen Blake Yancey, Florida State University; Kara Taczak, University of Denver

This panel presents research and discusses its implications for teaching students to transfer what they learn in our classrooms across different contexts for writing in college. Presenters will discuss research on the role of prior knowledge in successful transfer and a curricular approach to teaching for transfer, which includes specifically designed content for first-year composition that seeks explicitly to aid students in writing across the curriculum.

9D. Shifting Locations: Reflections on Writing-Enriched Curriculum Projects in Diverse Contexts (Think 4)

Heather Bastian, Pamela Bjorklund, Ann McDonald, Patricia Senk, Sara McCumber, The College of St. Scholastica; Michele Eodice, University of Oklahoma

This roundtable discussion examines Writing-Enriched Curriculum (WEC) projects occurring at diverse institutions to reveal what a shift in locations can teach us about WAC, WID, and CAC programming. It does so by bringing together the perspectives of writing program administrators who develop WEC projects and faculty members who participate in them. Participants and audience members will reflect on their experiences, identifying themes, discussing shared challenges, and exploring the implications of location.

9E. Writing Across the Curriculum and the Transformation of Academic Labor: An Interactive Session (Think 3)

Jennifer Wells, Florida State University; Dan Emery, University of Oklahoma

The ranks, roles, and circumstances of NTT Writing Program Administrators, WAC Coordinators, and Writing Center Directors vary widely across institutional locations, challenging writing professionals to consider the risks and rewards of contingent faculty status in a wide variety of circumstances. Participants will be given scenarios highlighting issues in faculty governance, curriculum design, working conditions, and retention and promotion of contingent faculty, and have the opportunity to respond to these scenarios in small and large groups.

9F. Discursive Form and Rhetorical Function: Working with Sources in the Disciplines (Think 1)

Suzanne Lane, Andreas Karatsolis, Massachusetts Institute of Technology; Judith Swan, Princeton University

The Citation Project shows that students struggle with both the discursive form and the rhetorical function of source use—paraphrasing sources, understanding the source's argument structure, and understanding the rhetorical purposes for using the sources (Howard *et al*., 2010); professionals also struggle with these features. Building on research by Ken Hyland and others analyzing source use in many disciplines, this panel will offer a conceptual framework and new tools for working with sources across disciplines.

9G. Supporting Second/Foreign Language Writing in Linguistically and Culturally Diverse Academic Environments (Think 5)

Ketevan Kupatadze, Elon University; Scott Chien-Hsiung Chiu, California Lutheran University

This multi-presenter panel will offer cross-institutional perspective on the ways academic departments support students' second/foreign language writing. Following a choreographed roundtable format we will discuss how students are taught writing in linguistically and culturally diverse environments; to what extent students' identities are taken into consideration when we teach writing in a non-native language; and what types of support are in place at diverse institutional settings.

9H. Returning Writing to its 'Write-Full' Owners: WAC as a Bridge Between Academic and Administrative Practice (Inventor 1)

Robert Smart, Suzanne Hudd, Andrew Delohery, Quinnipiac University

Our presentation will highlight the fundamental principles of our model, and we will demonstrate its application in both co-curricular and administrative units. We will conclude by exploring the unique features of WAC that enable its application to both curricular and administrative innovation.

9I. Four Disciplinary Perspectives on Issues of Purpose and Genre in Required Senior Capstones Not in the Major (Pinnacle)

Douglas Hesse, Sandra Dixon, Tyrone Davies, University of Denver

This choreographed roundtable presentation, featuring professors from four disciplines, analyzes issues of goals and expectations in required, senior-level general education seminars. Unlike in disciplinary capstones, these courses can't presume common knowledge or writing experiences. Among the broad issues explored are the relationships at the senior level between writing as a liberal/civic art and writing as an academic/pre-professional one. Handouts. Research findings. Ample time for conversation.

11:30 a.m. – 1:00 p.m. (Meridian Ballroom) Closing Lunch and Roundtable Discussions

In lieu of a 3rd keynote address, we've organized the final lunch into a series of topical roundtable discussions (see preliminary list of topics and table hosts below). Conference attendees are invited to sit at a table of their choosing, or arrange their own table, and to discuss ideas and action plans with hosts and with each other.

Roundtable topic	Table hosts
1. Launching a new WAC/WID program	Paul Anderson (Elon University) Martha Townsend (University of Missouri, Columbia)
2. Sustaining WAC/WID programs	Chris Thaiss (University of California, Davis)
3. Assessing WAC/WID programs	Bill Condon (Washington State University) Kathleen Blake Yancey (Florida State University)
4. WAC/WID research networking	Christiane Donahue (Dartmouth College) Mike Palmquist (Colorado State University)
5. Supporting multilingual writers	Michelle Cox (Dartmouth College) Terry Myers Zawacki (George Mason University)
6. Supporting online writing instruction	Lee-Ann Kastman Breuch (University of Minnesota–Twin Cities)
7. How does WEC work?	Pamela Flash (University of Minnesota–Twin Cities)
8. Supporting faculty writers	Michele Eodice (University of Oklahoma) Anne Ellen Geller (St. John's University)
9. WAC in STEM disciplines	Magnus Gustafsson (Chalmers University of Technology) Neal Lerner (Northeastern University)

10. Aligning WAC with Writing Centers	Laura Plummer (Indiana University) Julie M. Thompson (University of Minnesota–Twin Cities)
11. WAC/WID and Graduate Students	Timothy Oleksiak (Bloomsburg University of Pennsylvania)
12. Getting WAC/WID manuscripts published in *Across the Disciplines*	Michael Cripps (University of New England) Michael Pemberton (Georgia Southern University)
13. Getting WAC/WID manuscripts published in *Double Helix*	Justin Hayes (Quinnipiac University) Glenda Pritchett (Quinnipiac University)
14. Getting WAC/WID articles published in *The WAC Journal*	Roy Andrews (editor of *The WAC Journal*)
15. WAC/WID and the small college	Jill Gladstein (Swarthmore College)

Conference Exhibitors

All exhibitor tables will be in the Meridian Ballroom Foyer from 7:30 a.m., Thursday, June 12 through 1:00 p.m., Saturday, June 14.

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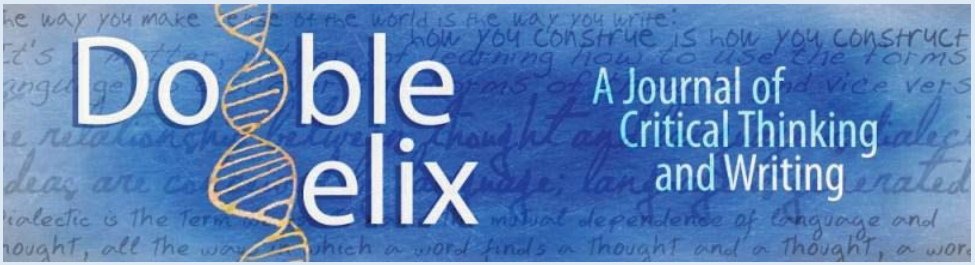

CALL FOR SUBMISSIONS

Thinking and Writing Beyond Two Cultures: STEM, WAC/WID, and the Changing Academy

In 2008 *The Times Literary Supplement* included the publication of C. P. Snow's 1959 Rede Lecture, *The Two Cultures and the Scientific Revolution*, on its list of the 100 books that have most influenced Western public discourse since the Second World War. Although Snow's lecture prompted a dustup between scientists and literary elites over who could lay claim to the superior form of knowledge, over time the sides and tenor of the "Two Cultures Debate" have changed. As the debate has expanded throughout the natural sciences, humanities, and social sciences to include various disciplinary groups and the beliefs, attitudes, and perspectives with which they are bound together as "cultures," it has evolved into a conversation about how knowledge is recognized, valued, and taught across the cultures of the university. *DH* invites submissions for Volume 3 (2015) that explore pedagogical linkages between critical thinking and writing within the unfolding legacy of the Two Cultures Debate.

The deadline for submissions is March 28, 2015. For submission guidelines, please visit the journal's website: qudoublehelixjournal.org.

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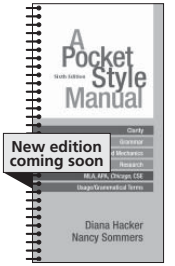

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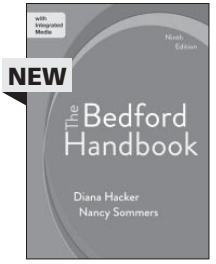

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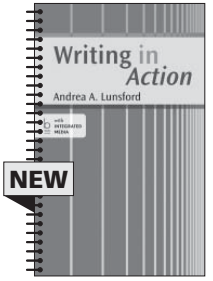

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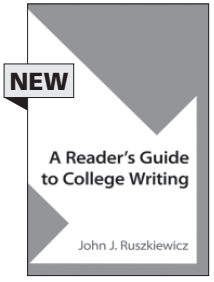

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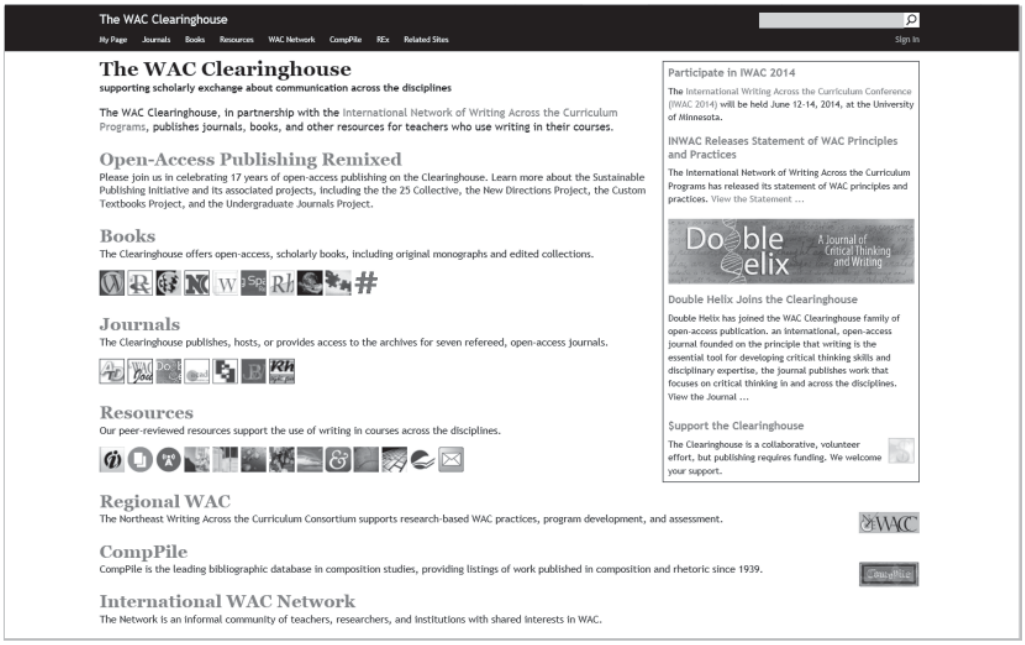

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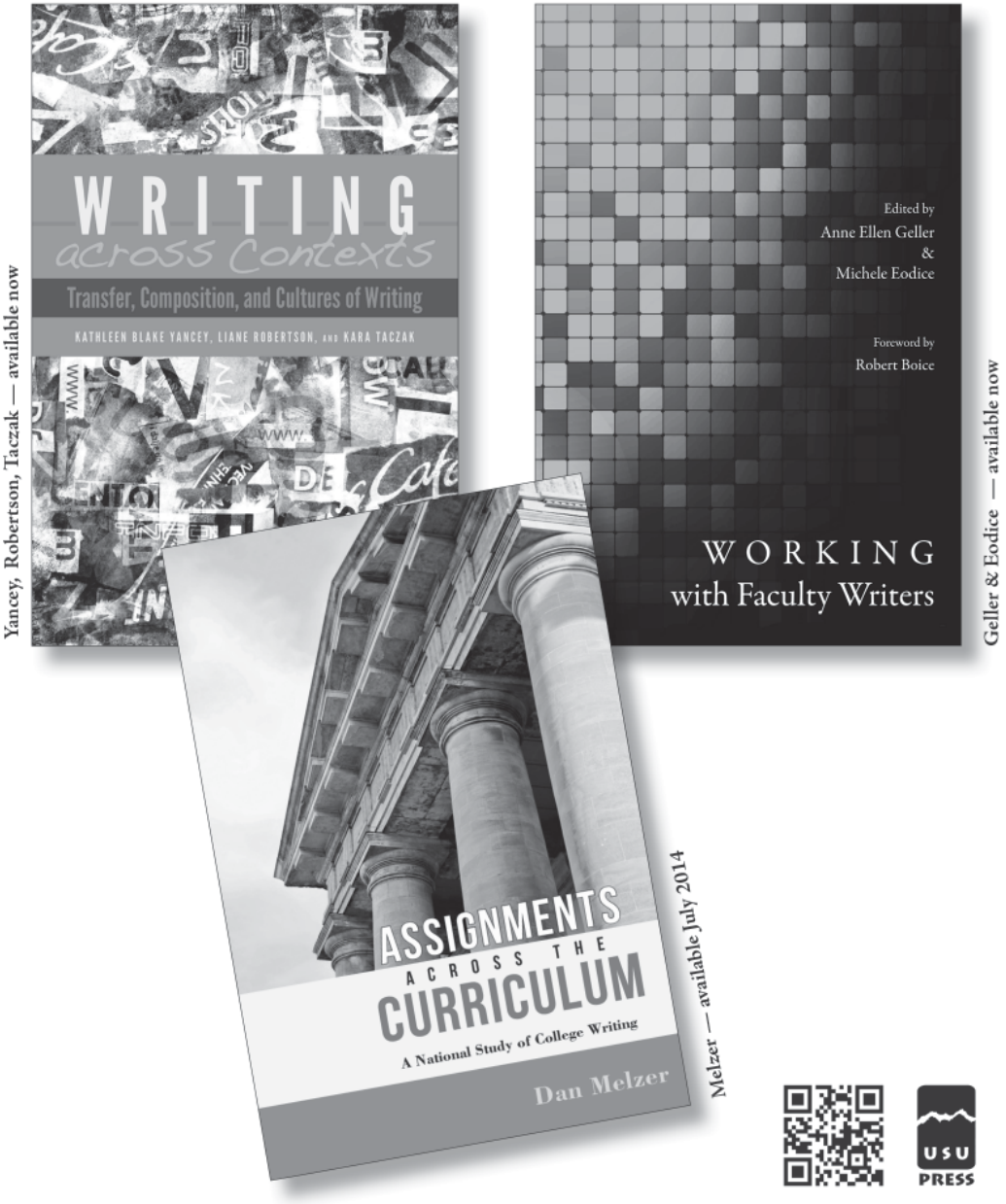

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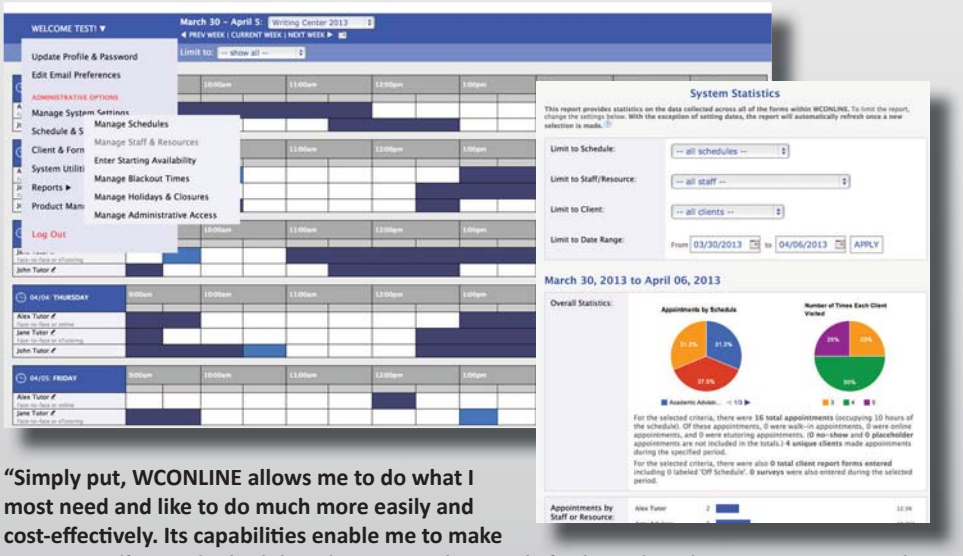

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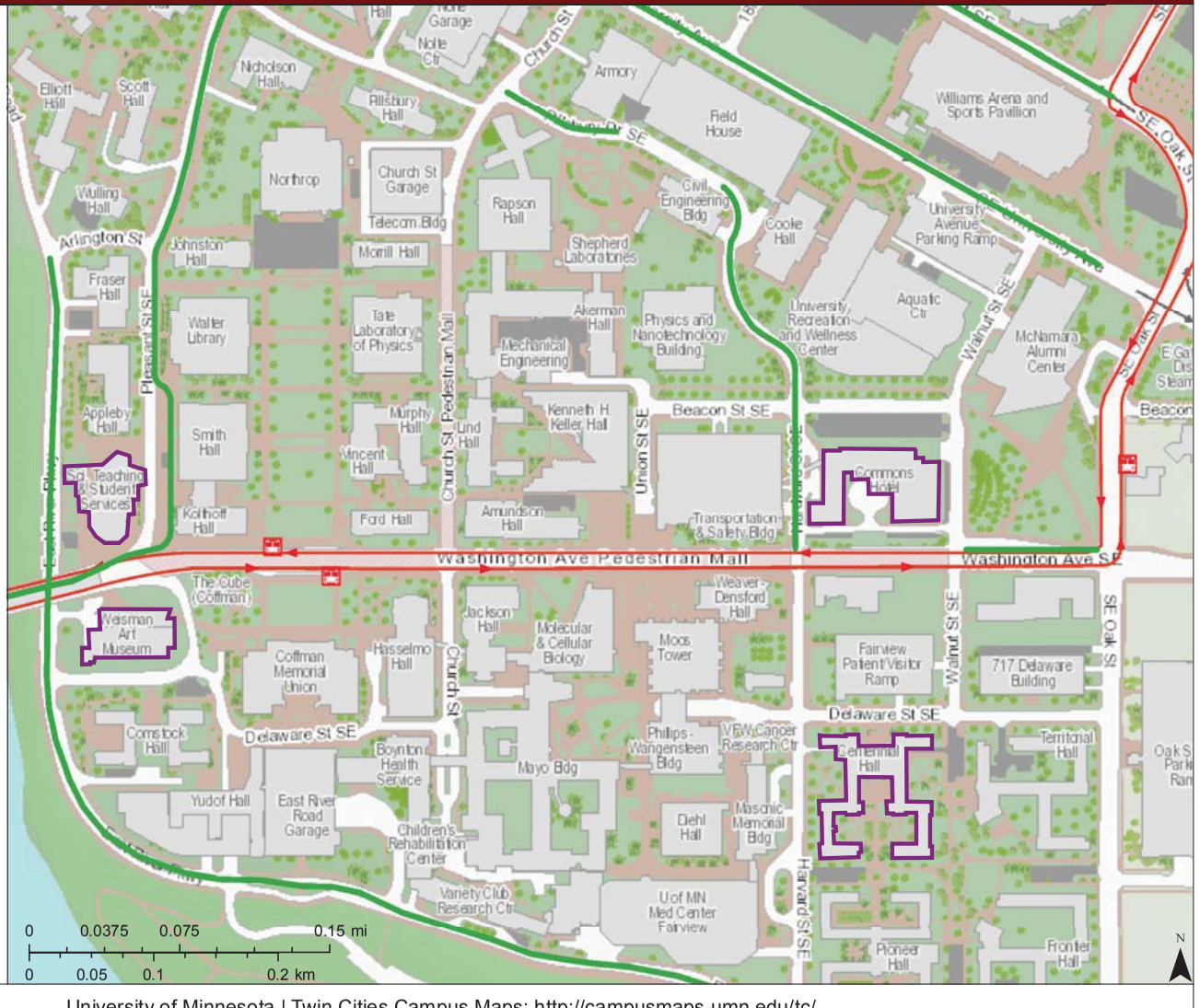

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