

WRITING ACROSS DIFFERENCE

13TH INTERNATIONAL WRITING ACROSS THE CURRICULUM CONFERENCE
JUNE 23-25 2016 • UNIVERSITY OF MICHIGAN • ANN ARBOR MICHIGAN



iwac
CONFERENCE

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UNIVERSITY OF MICHIGAN

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Welcome to the 13th International Writing Across the Curriculum Conference

Dear Colleagues:

Welcome to IWAC 2016! We have been looking forward to your arrival for nearly two years, and this program developed across that time from the intersections between our plans and your proposals. One of our plans was to include more emerging scholars and graduate students, and several features put this plan into action. Each of the plenary sessions includes a newcomer as well as more experienced colleagues, so that scholarship by some of our newer colleagues becomes part of the conversation throughout the conference and beyond. Thursday's mentoring luncheon provides one-on-one meetings between junior and senior WAC scholars. And the WAC-GO reception on Friday evening celebrates and affirms the graduate students among us.

As the theme "Writing across Difference" suggests, another of our plans was to include as much diversity as possible in this 13th biannual IWAC conference. You will spend the next few days with WAC scholar colleagues from the Americas and around the world, and we hope that you will begin conversations that extend beyond the conference and into the future. The proposals submitted enabled us to construct sessions that address a wide variety of complicated issues arising from multiple expressions of difference. We hope that your participation in these conversations about writing across the curriculum and within disciplines stimulate new directions for your research and teaching and increase innovation and excitement within WAC/WID.

The Schedule at a Glance (on page 5) provides a summary of the special events that are part of this conference, and the pages that follow include details about the concurrent sessions. During time outside of sessions, Ann Arbor's Summer Festival provides a variety of culinary, visual, and aural treats. We hope that you will find IWAC 2016 a stimulating intellectual experience, and enjoy our campus and city. We are very glad that you are here, and we trust that you will let us know if we can do anything to make your conference more enjoyable.

Again, welcome!

Anne Ruggles Gere, Raymond McDaniel, Shelley Manis, Christine Modey, Simone Sessolo, and Naomi Silver

IWAC 2016 Organizers

Our Sponsors

College of Literature, Science, and the Arts - University of Michigan
College of Engineering - University of Michigan
Gerald R. Ford School of Public Policy - University of Michigan
LSA International Institute - University of Michigan
Ross School of Business - University of Michigan
University of Michigan Office of Research
University of Michigan School of Public Health

Conference Exhibitors

W.W. Norton
WAC-GO
Bedford/St. Martin's - Macmillan Learning

Proposal Reviewers

Naomi Silver, Anne Gere, Timothy Oleksiak, Greer Murphy, Jessie Barrot, Jay Gordon, Juhyun Do, Ketevan Kupatadze, Geoffrey Clegg, Adam Sprague, Sharon McCulloch, Amy Mecklenburg-Faenger, Chris Warnick, Dorothy Worden, Lindsey Kurtz, Pamela Childers, Alyssa Cavazos, Susan Carlton, Becky Carmichael, Irene Clark, Ian MacKenzie, Miriam Abbott, Paul Martin, Duane Roen, Jennifer Zinchuk, James Truman, Shakil Rabbi, Pavel Zemliansky, Vincent Cellucci, Bonnie Selting, Kathleen Yancey, Stephanie Bennett, Margaret Marshall, Matthew Werner, Paula Patch, Ying Yue, Scott Chiu, Jacob Blumner, Trixie Smith, Sarah Pittock, Tereza Joy Kramer, Chris Thaiss, Aparna Sinha, Michele Zugnoni, Amanda French, Christopher Manion, Jo Thompson, Marilee Brooks-Gillies, Miriam Marty Clark, Andrea Williams, Tyler Evans-Tokaryk, Elizabeth Kimball, Paul Anderson, Annie Knepler, James Austin, Erin Wais-Hennen, R. Scott Partridge, Laura Brady, Nathalie Singh-Corcoran, Terry Zawacki, Susan Lawrence, Magnus Gustafsson, Monica Yoo, Ashlee Duffy, Leslie Cordie, Lisa Tremain, Hogan Hayes, W Brock MacDonald, Michele Eodice, Tony Kroll, Judith Swan, Donna Evans, P.F. Potvin, Susanne Hall, Jon Dueck, Erin Workman, Kara Taczak, Matt Davis, Fernando Sanchez, Guadalupe Remigio Ortega, Andreas Eriksson, Jeffrey Galin, Anne Geller, Brian Hendrickson, Cynthia Lin, David Wandera, Evan Thomas, Michael Pemberton, Deborah Lee, Ann Spurlock, Michelle Cox, Dan Melzer, Talinn Phillips, Amy Crumpton, Jo Ann Vogt, Susanmarie Harrington, Hannah Dickinson, Rebecca Wiseheart, Beth Daniell, Enrico Sassi, Mary Lou Odom, Matt Warner, Drew Taylor, Cary DiPietro, Thomas Passwater, Justin Hayes, Valerie Guyant, Jay Jordan, Manuel Martinez, Erika Scheurer, Kyle McIntosh, Kerri Flinchbaugh, Erin Frost, Meeta Padmanabhan, Kelly Whitney, Deborah Ernie Campbell, Ellen Osterhaus, Kristian Stewart, Andrew Wright, Suzanne Lane, Meghan Hancock, Glenda Pritchett, Jacob Broderick, Sarah Baker, Tracy Carrick, Siskanna Naynaha, Aron Pease, Neil Lerner, Bill West, Heidi McKee, Xiaobo Wang, Bryna Siegel Finer, Elizabeth Curtin, Stephanie White, Jerrice Donelson, Vicki Martineau, Sherri Craig, Kelly Shea, Andrew Ogilvie, Brian Gilliam, Stephanie Norander, Megan Bardolph, Alexander Champoux, Christine Modey, Jing Xia, Raymond McDaniel, Shelley Manis, and Simone Sessolo.

Thursday, June 23 — Michigan Union

8:00am	—	9:00am	Continental Breakfast
8:00am	—	5:00pm	Check-in
8:30am	—	11:45am	Pre-conference Workshops
12:00pm	—	1:00pm	Mentoring Lunch
1:00pm	—	2:15pm	Session A
2:30pm	—	3:45pm	Session B
4:00pm	—	5:15pm	Session C
5:30pm	—	7:00pm	Plenary 1
7:00pm	—	9:00pm	Opening Reception (UMMA)

Friday, June 24 — Michigan League

8:00am	—	9:00am	Continental Breakfast
8:00am	—	5:00pm	Check-in
8:00am	—	5:00pm	Exhibitors
9:00am	—	10:15am	Session D
10:30am	—	11:45am	Session E
12:00pm	—	2:00pm	Plenary 2 & Lunch
2:15pm	—	3:30pm	Session F
3:45pm	—	5:00pm	Session G
5:30pm	—	7:30pm	WAC-GO Reception (Slurping Turtle)

Saturday, June 25 — Michigan League

8:00am	—	9:00am	Continental Breakfast
8:00am	—	12:00pm	Check-in
8:00am	—	2:00pm	Exhibitors
9:00am	—	10:15am	Session H
10:30am	—	11:45am	Session I
12:00pm	—	2:00pm	Plenary 3 & Lunch

Location

The 2016 International Writing Across the Curriculum Conference takes place at the University of Michigan in Ann Arbor Michigan, June 23-25.

Thursday sessions are held at the **Michigan Union** followed by a reception across the street at the **University of Michigan Museum of Art**.

Friday and Saturday sessions move to the **Michigan League** and the adjacent **Alumni Center**.

IWAC Info/Check-in Desk

IWAC volunteers are available in the first floor lobby of the Michigan Union on Thursday (8am-5pm) and the first floor lobby of the Michigan League on Friday (8am-5pm) and Saturday time (8am-12pm).

Name Badges

Your name badge is your entrance ticket to all plenary and concurrent sessions, exhibits, and social events. Name badges are available for pick-up at the IWAC Info/Check-in Desk.

Conference Breakfast and Meals

Continental breakfast is served Thursday (8-9am) in the Michigan Union Opera Room (1st floor) and Friday/Saturday (8-9am) in the Michigan League Concourse (2nd floor).

Lunch for Pre-conference Workshop/Mentoring Lunch participants will be held

Thursday (12-1pm) in the Michigan Union Rogel Ballroom. Friday and Saturday lunch/plenary sessions take place in the Michigan League Ballroom (12-2pm).

Exhibits

Exhibitor booths are located in the Michigan League 2nd floor concourse Friday 8am-5pm and Saturday 8am-2pm.

Social Media

facebook.com/iwaccon
twitter.com/iwaccon
During the conference use the #iwac16 hashtag.

Internet Access

Internet access is available to IWAC attendees.

MGuest is a limited WiFi network for University of Michigan guests.

To access MGuest: 1) Select the MGuest WiFi network from your WiFi menu. 2) Open a web browser; the MGuest welcome page will appear. 3) Enter your email address and agree to terms to gain network access.

Eduroam is available for visitors from other eduroam-enabled institutions. U-M is a eduroam member. If your home institution uses eduroam you can use your user name and password to connect to eduroam on the U-M campus.

MWireless is the preferred WiFi network for U-M students, faculty, and staff.

Accommodations

Bell Tower (300 South Thayer)
800.562.3559

Graduate (615 East Huron Street)
800.666.8693

The Ann Arbor Regent Hotel &
Suites (2455 Carpenter Rd)
800.368.7764

Residence Inn Ann Arbor
Downtown (120 West Huron)
888.519.6570

North Quad (105 S. State St.)

Parking

Liberty Square and Maynard
parking structures operated by
the City of Ann Arbor are the
closest to campus. More info at:
<http://www.a2dda.org/transportation>

U-M guest parking is available on
campus at the Palmer Parking
structure, entry off Washtenaw,
one block from the Michigan
League. More info at:
pts.umich.edu/parking/visitors.php

Medical/Emergency

For emergencies, dial 911.

U-M Hospital Emergency Dept.
(1500 E. Medical Center Dr)
734.936.6666

Ann Arbor Family Practice
(3200 W. Liberty St)
734.761.2581 8am-5pm M-F

Ann Arbor Urgent Care
(1000 E. Stadium)
734.769.3333
10am-8pm M-F
10am-6pm Weekends

If you have a mental health
emergency, you may wish to
call or visit U-M Psychiatric
Emergency Service at
734.996.4747. Emergency walk-in
consultation and phone service
is available day and night.

For Non-Emergencies, contact
Division of Public Safety and
Security. 734.763.1131

Accessibility

If you need accessibility-
related assistance during the
conference, contact IWAC
Conference co-organizer Shelley
Manis (email smanis@umich.edu
and copy iwac-2016@umich.edu;
or call/text her at 913.406.8332).

ATMs

PNC, TCF, and UM Credit Union
Bank ATMs can be found on the
Ground Floor of the Michigan
Union. In the Michigan League, a
UM Credit Union ATM is located
near the south entrance.

Copy & Printing

Copying & printing services are
available at the FedEx Office
Print & Ship Center, located just
a block away from campus at
505 E. Liberty 734.761.4539.

Dining & Nightlife

For food and drink
recommendations in downtown
Ann Arbor, visit the IWAC
website. iwac2016.org

Pre-conference Workshops

THURSDAY 8:30-11:45AM • MICHIGAN UNION

We have an excellent lineup of pre-conference workshops to kick off the conference (Thursday, 8:30-11:45am in the Michigan Union). Get your WAC wheels turning with topics ranging from “Meaningful Makeover for Inclusive Writing Assignments,” to “Exploring and Exploiting the Michigan Corpus of Upper-Level Student Papers (MICUSP) as a Resource for WAC Classes,” to “Creating WAC Partnerships Across Academic Levels.”

Mentoring Lunch

THURSDAY 12-1PM • MICHIGAN UNION ROGEL BALLROOM

For the first time, and in keeping with our interest in opening IWAC doors wider to emerging scholars and graduate students, we are offering a Mentoring Lunch on Thursday (12-1pm in the Michigan Union Rogel Ballroom) that brings together junior and senior WAC scholars who have indicated an interest in sharing their WAC experiences with one another. We look forward to hearing about the conversations that begin at this luncheon and continue throughout the conference.

Opening Reception

THURSDAY 7-9PM • UNIVERSITY OF MICHIGAN MUSEUM OF ART

Following our first Plenary Session on Thursday evening, join us from 7-9 pm at the University of Michigan’s award-winning Museum of Art for our opening reception of hearty and delicious hors d’oeuvres and complimentary wine and beer. Catch up with old IWAC friends and make new ones!

Plenary Sessions

Each of the three plenary sessions (Thursday evening, Friday noon, and Saturday noon) will feature three speakers engaged in dialogue about key issues in WAC. Thursday’s session includes Matthew Gomes, Andrea Olinger, and Martha Townsend considering WAC’s history and possible new directions (5:30-7pm in the Michigan Union Rogel Ballroom); Friday’s speakers, Jonathan Alexander, Paula Carlino, and Jonathan Hall, will consider WAC in relation to differences in place, language, and technology (12-2pm in the Michigan League Ballroom); and on Saturday Jason Dowd, Mike Palmquist, and Mya Poe will look retrospectively at the conference and its implications (12-2pm in the Michigan League Ballroom).

Poster Sessions

FRIDAY 2:15-3:30PM • MICHIGAN LEAGUE CONCOURSE

A poster session will be held during Session F on Friday from 2:15 to 3:30pm in the second floor Concourse of the Michigan League. Five posters will be presented, covering a wide range of topics: training graduate students in science writing; scaffolding strategies in the writing center; creating programs to engage communities on campus and beyond in literacy activities; gamifying writing across the curriculum; and investigating the challenges writers face when using scientific literature in professional science writing. These posters will remain on view in the exhibit area during the rest of the conference.

WAC-GO Reception

FRIDAY 5:30-7:30PM • SLURPING TURTLE (608 E. LIBERTY)

All graduate students are invited to a reception on Friday evening from 5:30-7:30pm at Slurping Turtle (608 East Liberty), in the party room on the lower level. Sponsored by George Mason University, the Council of Writing Program Administrators, Pearson, Anne Gere, Michael Palmquist, and Bedford/St. Martin's - Macmillan, this free event will give graduate students an opportunity to meet one another and talk about establishing a Graduate Organization within the WAC community.

Note: Thursday's concurrent sessions will be held in the Michigan Union while Friday and Saturday sessions will be in the Michigan League and adjacent Alumni Center.

Plenary Session 1

Thursday 5:30–7PM

MICHIGAN UNION ROGEL BALLROOM (2ND FLOOR)

Tradition, Instability, and Change: History and New Directions for Theory and Research in WAC

Mathew Gomes, Andrea Olinger, and Martha Townsend

In this collaborative plenary session, a seasoned WAC scholar and practitioner along with two new WAC scholars offer multiple perspectives on the history and future of WAC. Combining recently conducted interviews and archival data, Marty traces the origins and development of the WAC and IWAC biennial conferences from 1993 to 2016, reminding us of our past as we consider the future. Andrea argues for attention to both the dynamism of disciplinary “styles” and the ways in which language ideologies perpetuate notions that a discipline has “a style” that experts widely share and that can be mastered. Matt discusses writing program assessment, with attention to the potential that WAC assessment has for the assessment of departmental writing programs, as well as what WAC can take from new directions in the field of writing assessment. After their brief remarks, the speakers will engage with one another and the audience to imagine how WAC (the field) and IWAC (the conference) can advance by embracing many kinds of difference, especially through cross-pollination with other disciplines and research traditions.



Mathew Gomes is a PhD candidate at Michigan State University, and will graduate in Summer 2016. His research interests include writing program assessment and the rhetorics of institutional practice. Currently, he is involved in research studying students' perceptions of their first-year writing placements. He is also helping coordinate the assessment of an interdisciplinary writing studio, which is populated by students enrolled in an undergraduate, residential college focused on the history, philosophy, and sociology of science.

Andrea Olinger is an assistant professor of English at the University of Louisville. Recent publications include "On the instability of disciplinary style: Common and conflicting metaphors and practices in text, talk, and gesture" in *Research in the Teaching of English* (2014). She has also published in *Linguistics and Education*, *Writing & Pedagogy*, and *Teaching English in the Two-Year College*.



Martha Townsend is Professor Emerita of English at the University of Missouri and former director of its internationally renowned Campus Writing Program. Townsend's publications have played a central role in the conceptualization and development of writing-across-the-curriculum programs in the United States and abroad. She is a former literacy consultant to the Ford Foundation.

Plenary Session 2

Friday 12-2PM

MICHIGAN LEAGUE BALLROOM (2ND FLOOR)

World-Wide WAC?: Encountering Difference Across Places, Languages, and Technologies

Jonathan Alexander, Paula Carlino, and Jonathan Hall

Are U.S. WAC programs and curricula ready to understand and respond to the transnational and translingual identities of many of our students? How does WAC transform theoretically and pedagogically when it crosses languages and cultures? How does “writing” mean different things when considered from multi-modal and multi-mediated perspectives?



Jonathan Alexander is Professor of English and Education at the University of California, Irvine, where he is also the founding director of the Center for Excellence in Writing & Communication. The author, co-author, or editor of eleven books, his scholarly work focuses primarily on the use of emerging communications technologies in the teaching of writing and in shifting conceptions of what writing, composing, and authoring mean. Jonathan also works at the intersection of the fields of writing studies and sexuality studies, where he

explores what theories of sexuality, particularly queer theory, have to teach us about literacy and literate practice in pluralistic democracies. Recent books include *On Multimodality: New Media in Composition Studies* (with Jacqueline Rhodes, CCC Studies in Writing & Rhetoric, 2014) and *Understanding Rhetoric: A Graphic Guide to Writing* (with Elizabeth Losh, Bedford/St. Martin's, 2013). Jonathan is a three-time recipient of the Ellen Nold Award for Best Articles in the field of Computers and Composition Studies, and in 2011 he received the Charles Moran Award for Distinguished Contributions to the Field of Computers and Writing. He is the general editor of *College Composition and Communication*.



Paula Carlino, Ph.D. in Psychology, works as Research Professor with the CONICET (National Scientific and Technical Research Council) at the University of Buenos Aires. She leads the multidisciplinary GICEOLEM (Group for an Inclusive and Quality Education by Taking Care of Reading and Writing in all Subjects). Her research interests comprise writing and reading to learn, WAC, WID, teacher development, and graduate students' experiences regarding their thesis.

Jonathan Hall is WAC Coordinator, Writing Center Director, and Associate Professor of English at York College, City University of New York. Working with a linguistically and culturally diverse student body has led him to explore the role of WAC in an era of "the multilingual majority." Recent publications include "Language Background and the College Writing Course," "Multilinguality is the Mainstream," "Multilinguality Across the Curriculum," and "Lessons for WAC/WID from Language Learning Research: Multicompetence, Register Acquisition, and the College Writing Student."



Plenary Session 3

Saturday 12-2PM

MICHIGAN LEAGUE BALLROOM (2ND FLOOR)

Thinking Back While Looking Forward: Lessons from IWAC 2016

Jason Dowd, Mike Palmquist, and Mya Poe

IWAC 2016 called for situating the cross-disciplinarity of WAC/WID within a pedagogy of inclusivity by asking how our pedagogy can broaden ideas of difference within and beyond the classroom to include social, cultural, linguistic, modal, and media differences, among others. In this session, the speakers discuss the ways the conference has fostered a dialogue on difference. In doing so, they reflect on what the conference presentations tell us about how WAC/WID scholarship can respond to the call for inclusivity and on how the themes emerging from IWAC 2016 might serve as a foundation for new and ongoing scholarship in disciplinary and cross-disciplinary writing.



Jason Dowd is currently a postdoctoral associate in the Department of Biology at Duke University, where he is involved in interdisciplinary science education research with Dr. Julie Reynolds. He is interested in understanding how scientific writing may shed light on both students' scientific reasoning and differences in epistemic beliefs across disciplines. Prior to arriving at Duke University, Dr. Dowd earned his PhD in the Physics Department at Harvard University, where his research focused on the interpretation of assessments of student learning in the introductory physics classroom and laboratory. In addition to

researching science education, Dr. Dowd has put ideas into practice as member of the teaching staff of writing-intensive courses at both Duke University and Harvard University. Building on his roots in experimental laboratory physics and physics education research, he is always looking for opportunities to bridge disciplinary boundaries and participate in diverse academic communities.



Michael Palmquist is Associate Provost for Instructional Innovation, Professor of English, and University Distinguished Teaching Scholar at Colorado State University, where he leads university-wide efforts to enhance learning and teaching in face-to-face, blended, and distance courses. His scholarly interests include writing across the curriculum, the effects of computer and network technologies on writing instruction, and new approaches to scholarly publishing.

His work has appeared in journals including *College English*, *College Composition and Communication*, *ADE Bulletin*, *Computers and Composition*, *Written Communication*, *Writing Program Administration*, *Marketing Education Review*, *IEEE Transactions on Professional Communication*, *Kairos*, and *Social Forces*, as well as in edited collections. Since 1992, he has coordinated the development of *Writing@CSU* (<http://writing.colostate.edu>) and its Web-based learning environment, the *Writing Studio*. He is also founding editor of the *WAC Clearinghouse* (<http://wac.colostate.edu>).

In 2004, he was the recipient of the Charles Moran Award for Distinguished Contributions to the Field, awarded by *Computers and Composition*. In 2006, he was presented with the Outstanding Technology Innovator by the CCCC Committee on Computers in Composition and Communication.

Mya Poe's research interest is in how people become better writers and what we mean by "better" writing. She is especially interested in what the answers to those questions mean for culturally and linguistically diverse students. She spent the first 10 years of her career at MIT as Director of Technical Communication where she worked with faculty across the Institute to develop one of the leading WAC programs in the U.S. Currently, as a faculty member in the Northeastern University English department she teaches graduate and undergraduate students interested in Writing Studies. She also teaches scientific writing and interdisciplinary writing in the Northeastern Writing Program.



Conference Locations

Thursday

Michigan Union

with reception across State Street
at the University of Michigan Museum of Art

Friday

Michigan League

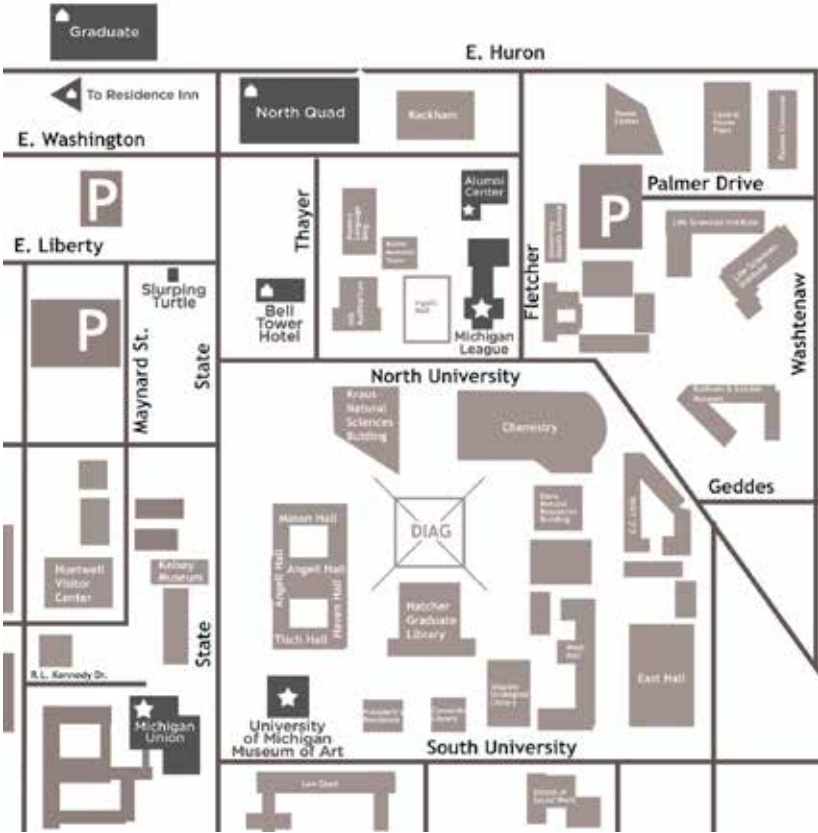
and adjacent Alumni Center

Saturday

Michigan League

and adjacent Alumni Center

Central Campus



Michigan Union • Thursday

1ST FLOOR



1st Floor

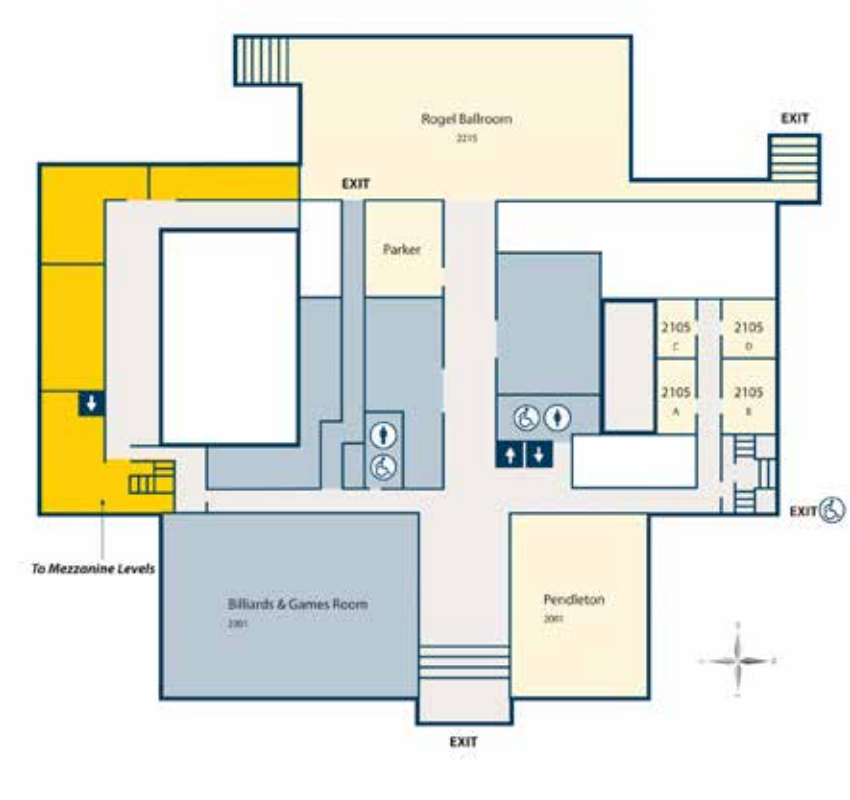
Anderson ABCD
Bates
Check-in/Info Desk
Crofoot
Kuenzel
Michigan
Opera Lounge (breakfast)
Pond ABC
Wolverine
Welker

2nd Floor

2105A
Parker
Rogel Ballroom

Michigan Union • Thursday

2ND FLOOR

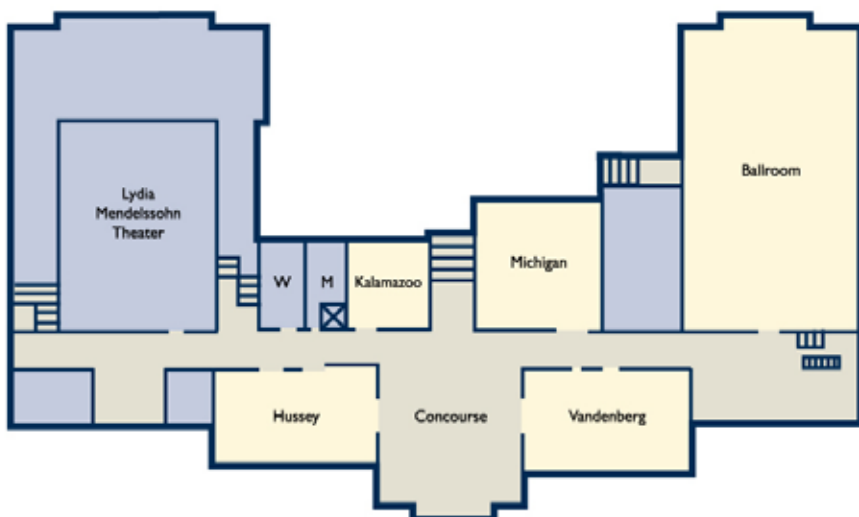


Michigan League • Friday & Saturday

1ST FLOOR



2ND FLOOR



Michigan League • Friday & Saturday

3RD FLOOR



1st Floor

Check-in/Info Desk
Room 4

2nd Floor

Ballroom
Concourse
Hussey
Kalamazoo
Michigan

3rd Floor

Henderson
Koessler
Room D

Alumni Center

Founders A
Founders B
Founders C
Founders D

THURSDAY

Michigan Union

8:00am	—	9:00am	Continental Breakfast
8:00am	—	5:00pm	Check-in
8:30am	—	11:45am	Pre-conference Workshops
12:00pm	—	1:00pm	Mentoring Lunch
1:00pm	—	2:15pm	Session A
2:30pm	—	3:45pm	Session B
4:00pm	—	5:15pm	Session C
5:30pm	—	7:00pm	Plenary 1
7:00pm	—	9:00pm	Opening Reception (UMMA)

Meaningful Makeover for Inclusive Writing Assignments

ANDERSON D (1ST FLOOR)

Michele Eodice, Anne Ellen Geller, and Neal Lerner

Based on the results of our cross-institutional research on what seniors say about their most meaningful writing projects, this interactive workshop will engage participants in the following questions: What factors account for some students realizing meaningful goals through their writing projects while others do not/cannot? How can writing assignments be inclusive of student difference within the parameters of course goals? To address these questions, participants will explore the values, beliefs, and practices that frame and support student writing in their courses, and then develop or revise an assignment. This workshop will be particularly relevant for participants who are from disciplines beyond writing studies and contexts without formal writing requirements, given the varied disciplinary contexts (STEM, humanities, social sciences) for students in our study.

Exploring and Exploiting the Michigan Corpus of Upper-Level Student Papers (MICUSP) as a Resource for WAC Classes

ANDERSON ABC (1ST FLOOR)

Christine B. Feak and John M. Swales

MICUSP is a freely-available electronic collection of over 800 student “A” papers from 16 disciplines (covering humanities, natural sciences and engineering). The corpus includes easy-to-use “search” and “browse” functions. The central question that the workshop will address is how MICUSP might be used by students and instructors as a vehicle for revealing disciplinary and genre conventions and expectations. After a brief demonstration of how two MICUSP projects were carried out, participants will undertake in groups a series of tasks. These involve linguistic and rhetorical consciousness-raising, tracing the function of key phrases, comparing genre exemplars from various disciplines, and planning student MICUSP projects. At the end of the workshop, participants should feel confident about adding MICUSP activities to their WAC tool-box.

Creating WAC Partnerships Across Academic Levels

POND ABC (1ST FLOOR)

Jacob Blumner, Pamela Childers, and Kirsten Jamsen

How do WAC partnerships across academic levels support writing, thinking, and learning across the disciplines? How can such partnerships help us bridge the different cultures of secondary and postsecondary education and deepen our understanding of student writing development and transfer? This workshop will explore how and why partnerships with colleagues at other academic levels can benefit students and faculty at all institutions involved. While sharing their experiences, facilitators will engage participants in envisioning and planning innovative and sustainable cross-institutional WAC partnerships. Through a series of activities, each participant will leave with an initial draft of a strategic plan to begin building their own partnerships to bridge across academic levels and support teaching and learning across disciplines.

IWAC Board Meeting

MICHIGAN (1ST FLOOR)
9:00-11:00am

Lunch for Workshop Participants and Mentoring Groups: 12-1PM

MICHIGAN UNION ROGEL BALLROOM (2ND FLOOR)

For the first time, and in keeping with our interest in opening IWAC doors wider to emerging scholars and graduate students, we are offering a Mentoring Lunch on Thursday (12-1pm in the Michigan Union Ballroom) that brings together junior and senior WAC scholars who have indicated an interest in sharing their WAC experiences with one another. We look forward to hearing about the conversations that begin at this luncheon and continue throughout the conference.

Writing Assignments Across Disciplines: (Mis)Understanding Instructor Expectations

A1. PANEL • 2105A (2ND FLOOR)

Writing prompts can be effective tools for instructors and students, but often are a cause of misunderstanding. The presenters explore assignment prompts across disciplines by comparing expectations and cognitive demands of various writing assignments, meta-cognitive awareness of differences in expectations for ESL students, and through students' discourse community knowledge.

Jinrong Li Georgia Southern University

Xiaomei Song Georgia Southern University

What is in an assignment? Analyzing college writing tasks

Jovana Milosavljevic University of New Hampshire

*Writing Assignments: Students' Understanding vs
Professors' Expectations*

Rachel Buck University of Arizona

*Student Perspectives on Assignments Across the Curriculum and
WAW Approaches to FYC*

How One Becomes the Other: Teaching Writing in the (Second) Most Diverse College in America

A2. PANEL • ANDERSON A (1ST FLOOR)

The culturally and linguistically complex microcosm of Queens, NY provides a unique opportunity to examine the sometimes unexpected points of intersection between acculturation and communication. In this panel, we discuss ways in which all students can explore personal identities through both discipline specific and multimodal forms of writing.

Rebecca Wiseheart St. John's University

Manuel Martinez St. John's University

Karen Sung Columbia University

Difference: The Unifying Thread in WID/WAC

A3. PANEL • ANDERSON B (1ST FLOOR)

This panel explores difference among seemingly homogeneous populations of student writers through various lenses: ethnographic research at a rural community college, surveys of liberal arts colleges in Appalachia, and a search for “stickier” discourse for writing center WAC/WID work at a large state university.

Rachel Azima University of Nebraska-Lincoln

Leading Across Difference:

Writing Center Administration as Translation

Megan Bardolph Penn State New Kensington

Locating Language Difference among “Native” Speakers at a Rural, Two-Year College

Erin Wais-Hennen Lindsey Wilson College

Building WAC Programs in Appalachia: an Exercise in Understanding Our Challenges While Appreciating Our Differences

Supporting Instructors’ Genre- and Discipline-Based Writing Instruction and Assessment

A4. PANEL • WOLVERINE (1ST FLOOR)

This panel will discuss efforts to support instructors in developing genre- and discipline-based approaches to writing. Presenters will share research of FYW instructors’ challenges in implementing genre-based approaches, exploration of student genres and disciplinary writing with faculty across the disciplines, and assessment practices that are attentive to genre and disciplinary expectations.

Christine Tardy University of Arizona

Zak Lancaster Wake Forest University

Laura Aull Wake Forest University

Cross Level Conversations on Disciplinary Literacies

A5. ROUNDTABLE • PARKER (2ND FLOOR)

In summer institutes, subject-specific secondary school teachers and university WAC faculty have engaged in collaborative conversations about the role of disciplinary literacies at both levels, helping each group better understand the constraints and realities inherent in disciplinary writing, college and career readiness, and transitions between high school and college writing.

Cathy Fleischer Eastern Michigan University
Ann Blakeslee Eastern Michigan University
Lisa Laverty Eastern Michigan University
Ethan Konett Ann Arbor Public Schools

Diversity and Inclusivity in Policy Writing

A6. PANEL • WELKER (1ST FLOOR)

As faculty at a policy school, we often assume that the directness and concision of professional writing make it more universally accessible than academic writing that uses discipline-specific language. In this panel, we will question this assumption, considering whether policy-writing pedagogy entails any special challenges regarding diversity and inclusivity.

Alex Ralph University of Michigan
Beth Chimera University of Michigan
Megan Tompkins-Stange University of Michigan

Expanding the Canon of WAC/WID Best Practices: Strategies for Addressing Advanced Challenges

A7. PANEL • KUENZEL (1ST FLOOR)

Solving challenges arising after implementation of basic WAC/WID strategies: improvement in student writing in WID programs plateaus because WI courses aren't coordinated to build on one another, and faculty are uncertain when and how to introduce their disciplines' genre conventions.

Elizabeth H. Curtin Salisbury University

An Advanced Faculty WAC/WID Seminar: Exploring Connections between Genre Conventions and Disciplinary Knowledge

Paul Anderson Elon University

Scaffolding Across the Major: A Rhetorical and Genre-Based Approach to Intentionally and Progressively Building Students' Writing Abilities throughout Their Years of Study

Theoretical Approaches to WAC

A8. PANEL • POND A (1ST FLOOR)

Julia Chen The Hong Kong Polytechnic University

The relational nature of WAC: a 'boundary object' to bridge across disciplines and differences

Daniel Emery University of Minnesota

Social Network Theory and the Writing Enriched Curriculum Program: Relationships and Knowledge in Faculty-Driven Educational Change

Greg Skutches Lehigh University

Joy to the Word: Positive Psychology and the Training of Writing Fellows

Transfer and Transition: The Problem of Disciplinary Difference

A9. PANEL • POND B (1ST FLOOR)

Erika Scheurer University of St. Thomas

Stories of Transition: What Prompts Faculty to Change to Writing as a Means of Course Content Coverage?

Kathleen Jernquist USCGA

A Pedagogy of Transfer for Colleagues Who Teach Writers in Their Disciplines

A Catalyst for Faculty Learning: Strategies and Challenges in Using a Common Rubric for Implementing and Assessing ePortfolios

A10. PANEL • POND C (1ST FLOOR)

Panel will discuss how a university-wide rubric used by an ePortfolio initiative serves as a catalyst for faculty conversations across disciplines. Though it is a useful assessment tool, our emphasis will be on how the rubric has prompted faculty conversations through use, adaptation, and revision for different contexts.

Leslie Cordie, Ashlee Mills Duffy, Jamie Sailors, Bonnie Sanderson
Auburn University

WEC Across Contextual Divides: One Model, Five Sites

A11. PANEL • ANDERSON D (1ST FLOOR)

Panelists from starkly different US and international contexts will compare experiences implementing versions of the University of Minnesota's Writing-Enriched Curriculum (WEC) model. In its founding context, WEC has yielded sustainable changes in instruction and in student writing. But, how portable is the model's design? On what components does its success depend?

Stacey Sheriff Colby College

Pamela Flash University of Minnesota

Hannah Dickinson Hobart and William Smith Colleges

Michele Eodice University of Oklahoma

George Cusack University of Oklahoma

Writing in STEM: Considerations, resources, and techniques to connect writers with their audience

A12. PANEL • BATES (1ST FLOOR)

Students in STEM courses must communicate effectively with technical and non-technical audiences. To enable the development of these skills in majors and non-majors, providing real-world contexts, emphasizing interdisciplinary approaches for communication and critical analysis, effective use of writing resources, and identifying best practices in WID and WAC, play critical roles.

Joseph Cheatle Case Western Reserve University
Including Audience: Using WID to Help WAC

Hogan Hayes Sacramento State University
Mapping Writing Resources with the Potential to Facilitate Writing Skill Transfer into Upper Division Courses in the Biological Sciences

Becky J Carmichael Louisiana State University
From Non-Expert to Editor: Students Improving Wikipedia Content for Global Communities

Joyce Fernandes, Brianne Moore Miami University
Communicating scientific advances to the public: embedding writing instruction in a 200-level Biology content course

Expanding Students' Engagement with Risk and Reflection

A13. PANEL • CROFOOT (1ST FLOOR)

This presentation discusses stories of student engagement with risk, experimentation, failure, and discovery with writing that blurs the borders of disciplinary study. It offers insight into student reflection with examples of writing assignments, exercises, and interviews that engage students in developing these skills.

Meaghan Elliott University of New Hampshire
The Case for Food Writing as WAC Catalyst

Bonita Selting University of Missouri
Including the Gypsies: Health Science Students Tackle the Power of Expressive Language

Writing Intensive Courses: How one university developed a multi-disciplinary cross-campus approach to teaching writing

B1. PANEL • ANDERSON B (1ST FLOOR)

Bradley University emphasizes writing as a way to improve Core Curriculum learning outcomes for students of all backgrounds. The writing intensive (WI) program is designed to enhance content understanding and cross-disciplinary thinking. Faculty from Bradley's first WI workshop will discuss their experiences from conception through implementation of WI courses.

Cecile M. Arquette Bradley University
Seth Katz Bradley University
Tricia Dahlquist Bradley University
Francesca Armmer Bradley University
Michelle Edgcomb Friday Bradley University
Aurea Toxqui Bradley University

Reconsidering and Revitalizing Peer Review

B2. PANEL • POND A (1ST FLOOR)

This panel will consider how differences between teachers' and students' expectations can affect the peer review process. We hope to provoke questions but also to provide strategies and insights that may revitalize the practice of peer review.

Christopher Weaver William Paterson University
Phoebe Jackson William Paterson University
Pam Lieske Kent State University at Trumbull

Responding for Transfer: A WAC Approach to Teacher Feedback

B3. PANEL • WOLVERINE (1ST FLOOR)

This panel addresses how teachers can help promote long-term writing development and transfer between students' prior writing experiences and the day-to-day activities in the classroom, including written feedback. We do so through the presentation of results from two longitudinal studies and a discussion of practical feedback strategies to promote transfer.

Dana Driscoll Indiana University of Pennsylvania
Kelsey Hixson-Bowles Indiana University of Pennsylvania
Roger Powell Indiana University of Pennsylvania
Joe Paszek University of Detroit Mercy

Designing for Inclusivity: Lessons from the first five years of WAC at the largest Hispanic-serving university in the continental United States

B4. PANEL • POND B (1ST FLOOR)

In this panel, WAC administrators from Florida International University will share how they help faculty across disciplines address challenges of writing instruction and establish inclusive practices, including moving beyond error correction and focusing instead on assignment design, clarifying expectations for linguistically diverse students, and scaffolding assignments to support student learning.

Jen Bartman Florida International University
Michael Creeden Florida International University

Forging Lines: Explorations in Narrative, Difference, and Design

B5. PANEL • ANDERSON C (1ST FLOOR)

Expanding on Pratt (1991), this panel examines how multimodal assignments can encourage interdisciplinary writing beyond traditional discourses. Speaker one will explore a digital storytelling project between students in the USA and South Africa. Speakers two and three will discuss designing collaborative and multimedia assignments that support student engagement across differences.

P.F. Potvin University of Michigan

Kristian Stewart University of Michigan – Dearborn

Andrew Wright University of Michigan – Dearborn

The Role of Instructor and Peer Feedback in Improving the Cognitive, Interpersonal, and Intrapersonal Competencies of Student Writers in STEM Courses

B6. PANEL • ANDERSON D (1ST FLOOR)

Thanks to funding from NSF, researchers at the University of South Florida, The University of Pennsylvania, North Carolina State University, MIT, and Dartmouth are researching ways the assessment community can use digital tools to create valid measures of writing development and assess the efficacy of peer review.

Norbert Elliot New Jersey Institute of Technology

Joseph Moxley University of South Florida

Val Ross University of Pennsylvania

Alex Rudniy Dickinson University

Fostering Intercultural Communication in University Business Curricula

B7. PANEL • PARKER (2ND FLOOR)

Drawing from research into student and faculty experiences, the presenters address some of the struggles business faculty and students at different institutions encountered when teaching and learning within and across cultures. They describe and evaluate approaches for building effective intercultural curricula that bridge differences and enable more effective collaborative communications.

Geoffrey Clegg Penn State University

Heidi McKee Miami University

Xiaoqiong You University of New Hampshire

Peer response across disciplines in HE

B8. 5×10 TALK • KUENZEL (1ST FLOOR)

Ofte analyses Norwegian teacher-training students' perceptions of peer response in EFL. Karlsson and Gustafsson analyse Swedish PhD health sciences students' reflections over peer response on research plans. Shultz and Gere explore to what extent peer response improves conceptual content learning in an American chemistry program.

Ingunn Ofte Norwegian University of Science and Technology

Peer Response in L2 writing development in Norwegian Teacher Training

Magnus Gustafsson Chalmers University of Technology

Anna Karlsson Gothenburg University

Peer-review-based examination in a PhD-level course

"Introduction to Research" at the Sahlgrenska Academy, Gothenburg University, Sweden

Ginger Shultz University of Michigan

Anne Ruggles Gere University of Michigan

Investigating How Students Learn Chemistry Content through Peer Review of Writing

Undisciplined Knowledge? Researching Departmental Cultures of Support for Writing and General Education

B9. ROUNDTABLE • 2105A (2ND FLOOR)

How do instructors reconcile their disciplinary course goals and a wider writing curriculum? In this panel, we share research findings about how course documents at a Research I university reflect this challenge. Then, a department program coordinator will share how collaborating with our WAC team helps her address these concerns.

Christopher Manion Ohio State University
Jennifer Michaels Ohio State University
Cynthia Lin Ohio State University
Evan Thomas Ohio State University
Melissa Beers Ohio State University

Responding to Change in WAC Partnerships: Assessment, Sustainability, and Writing for Social Leadership

B10. PANEL • ANDERSON A (1ST FLOOR)

Three current and former coordinators of a local WAC partnership between English and Animal Sciences will describe the partnership's transition from an animal breeding course to a senior seminar. They will discuss how WAC initiatives sustain themselves by responding to programmatic change and conducting assessment proactively.

Mary McCall Purdue University
Samuel Dunn Purdue University
Daniel Kenzie Purdue University

Pedagogy and the Institution: Inclusivity, Disciplinary Reciprocity, and Disability

B11. PANEL • CROFOOT (1ST FLOOR)

This panel explores the complex interaction of pedagogy and institutionalism in three different settings. Speaker 1 examines Paul Feyerabend's work against institutionalized racism and argues for Feyerabend's WAC pedagogical value. Speaker 2 explores writing as both an object and discipline in complex institutional settings. Speakers 3 and 4 discuss teaching with a disability in relation to institutional expectations and management.

David Calonne Eastern Michigan University
Paul Feyerabend and a Pedagogy of Inclusivity

Chad Wickman Auburn University
Writing Pedagogy and the Inclusivity of Difference

Bill West University of Minnesota
Elizabeth Mackey University of Minnesota
Creating Accommodations in an Online Technical Writing Course for a Disabled Instructor

Collaborations and Crossroads

B12. PANEL • BATES (1ST FLOOR)

Sherri Craig Purdue University
Are We WAC Yet? An Assessment of Two Linked Courses and Their Struggle for Collaboration

Kenya Mitchell University of California, Davis
Writing at the Crossroads: Diversity at the nexus of out-of-school and academic literacies

Susan Ruff MIT
Characterizing Employers' Expectations of the Communication Abilities of New Engineering Graduates

Contextualized Writing Assessment

C1. PANEL • ANDERSON B (1ST FLOOR)

We explore the relationship between the need to assess writing done in specific contexts, and the potential of assessment tools or rubrics that can move across contexts. We offer methods that can be adapted to multiple disciplinary contexts without sacrificing a robust view of writing's context-specific rhetorical and linguistic features.

Suzanne Lane MIT

Combining Local Assessment and Research: A New Tool for Assessing Students' Writing Knowledge across the Curriculum

R. Scott Partridge Purdue University

Identifying successful features of extended definition writing in Chemistry: A corpus study

Elizabeth Kimball Drew University

Language Diversity and the Hidden Learner: A Study on the VALUE Rubric on Reading

What Works in Interdisciplinary WAC Faculty Development? Results from a Pilot Research Study

C2. PANEL • ANDERSON D (1ST FLOOR)

This panel contributes to conversations about the effects of WAC faculty development by presenting new research about a semester-long WAC faculty seminar based in active-learning. We analyze participant surveys, drafts of writing assignments, and a workshop discussion of those assignments to offer answers to what works in WAC faculty development.

Elisabeth Miller University of Wisconsin-Madison

Brad Hughes University of Wisconsin-Madison

Terry Zawacki George Mason University

Writing Across Difference in Writing Centers, Learning Communities, and Student Organizations

C3. PANEL • ANDERSON C (1ST FLOOR)

These individual presentations will address how WAC/WID programs and writing centers can help students navigate a range of differences - disciplinary, cultural, linguistic, racial, gender - in creating more equitable, ethically attuned, and civically engaged campus communities.

Laurie Ann Britt-Smith College of the Holy Cross

Civic Engagement and WAC/WID: Using Disciplinary Differences to Build Civic Literacy

Brian Hendrickson University of New Mexico

Student Organizations as Sites of Rhetorical Action and Learning

Multiple Perspectives on Institutional Initiatives that Foster Writing as a High-Impact Practice Across and Beyond the University

C4. PANEL • PARKER (2ND FLOOR)

These speakers—the Writing Across the University & Writing Center director, the Center for Engaged Learning associate director, and a history faculty member—will discuss how several university initiatives/units support student, faculty and staff writing practices in ways that often promote a dialogue on the rhetorical nature of writing.

Jessie Moore Elon University

Mike Carignan Elon University

Paula Rosinski Elon University

All Graduate Students Can Be WACky: Supporting Graduate Student Writers Across the Curriculum

C5. PANEL • CROFOOT (1ST FLOOR)

This interactive panel presentation will describe the successful rejuvenation of a graduate writing consultation program within our university's WAC program, considering how socially situated and genre-mediated understanding of writing and its rhetorical work can improve graduate student professional development.

Alison Bright UC Davis
Matthew Zajic UC Davis

Writing Concepts: Shared, or Not? Studying Difference in Terministic Screens Across Disciplines and Cultures

C6. PANEL • KUENZEL (1ST FLOOR)

This panel explores the “writing lexicons”—terms for key ideas, assumptions, approaches, and processes relating to writing and its pedagogy—used across different disciplinary and (inter)national boundaries. The results of this work can help consultants and faculty to facilitate writers' adaptation as they join, and write in, different communities of practice.

Chris Anson North Carolina State University
Chen Chen North Carolina State University
Christiane Donahue Dartmouth College

Encouraging a Different View of Writing: Transitioning to a Multimodal Model in WAC Courses

C7. PANEL • POND A (1ST FLOOR)

This panel focuses on varied initiatives already incorporated in our WAC and other writing courses to educate our students and faculty about multi-modal genres. These initiatives included: redesigning curriculums and assignments, implementing professional development workshops, and taking strategic action to educate faculty about the purpose and need for more multi-modal writing instruction. Our presentation will examine how these methods have allowed us to cross disciplinary boundaries, and connect with instructors across the curriculum.

Deborah Coulter-Harris University of Toledo
Anthony Edgington University of Toledo
Paul Conner University of Toledo

Multilingual Learning, Teaching, and Professional Development in the Modern University

C8. 5x10 TALK • 2015A (2ND FLOOR)

As international enrollment in U.S. higher education has increased, a growing body of research has emerged to focus on pedagogies that address needs and build on strengths of the new, multilingual mainstream. In this presentation, speakers consider how multilingual professional development efforts have evolved across the curriculum in three diverse campus contexts.

Vicki Tolar Burton Oregon State University
Writing Across Borders in the Age of International Ed., INC.

Greer Murphy Woodbury University
Worlds Apart? International Students, Source-Based Writing, and Faculty Development Across the Curriculum

Alyssa Cavazos University of Texas – Rio Grande Valley
Multilingualism Across Academic Disciplines: Insights from Self-Identified Multilingual Faculty and Students

Designing a WAC Institute for Modal Diversity

C9. ROUNDTABLE • WOLVERINE (1ST FLOOR)

In consideration of the increasing attention to multimodal composition over the past decade, this roundtable presents one institution's approach to incorporating multimodality into WAC professional development. Responding to expanded conceptions of multimodality, we designed a WAC institute that foregrounded the integrated nature of five modalities (reading, writing, speaking, critical listening, and visualizing).

Ann Blakeslee Eastern Michigan University
Sharon Holt Eastern Michigan University
Jacqueline LaRose Eastern Michigan University
Derek Mueller Eastern Michigan University
Michael Tew Eastern Michigan University
Joy Versluis Eastern Michigan University
Jayne Yatzczak Eastern Michigan University
Kate Pantelides Middle Tennessee State University

Collaboration for scientific publication: authorship and co-authorship in a network of Mexican researchers in electronics

C10. PANEL • BATES (1ST FLOOR)

This presentation describes practices surrounding scientific writing and publication by a network of researcher, whose publications surpass the average productivity of other Mexican scientists in the same speciality.

Alma Carrasco-Altamirano Benemérita Universidad Autónoma de Puebla
Rocio Brambila-Limon Benemérita Universidad Autónoma de Puebla

Civil Discourse in WAC

C11. PANEL • WELKER (1ST FLOOR)

Jill Darling University of Michigan

Black Lives Matter: Social Movement, Identity, and Representation in the World, Online, and in Our Classrooms

Randi Gray Kristensen The George Washington University

From DuBois to #BlackLivesMatter: Shifting the discourse of difference from problem to opportunity

New Media Approaches to WAC

C12. PANEL • ANDERSON A (1ST FLOOR)

Vincent A. Cellucci Louisiana State University

Marsha R. Cuddeback Louisiana State University

Wordless Voices with Words: Event Maps as a Written and Visual Tool for Understanding Design and the Other

Dan Martin University of Central Florida

Digital Writing Across the Curriculum

Aron Pease Georgia Southern University

From the Subject to the Posse: New Media Alternatives to the Student-Subject

Plenary Session 1: 5:30-7:00PM

MICHIGAN UNION ROGEL BALLROOM (2ND FLOOR)

Tradition, Instability, and Change: History and New Directions for Theory and Research in WAC

Mathew Gomes, Andrea Olinger, and Martha Townsend

In this collaborative plenary session, a seasoned WAC scholar and practitioner along with two new WAC scholars offer multiple perspectives on the history and future of WAC. Combining recently conducted interviews and archival data, Marty traces the origins and development of the WAC and IWAC biennial conferences from 1993 to 2016, reminding us of our past as we consider the future. Andrea argues for attention to both the dynamism of disciplinary “styles” and the ways in which language ideologies perpetuate notions that a discipline has “a style” that experts widely share and that can be mastered. Matt discusses writing program assessment, with attention to the potential that WAC assessment has for the assessment of departmental writing programs, as well as what WAC can take from new directions in the field of writing assessment. After their brief remarks, the speakers will engage with one another and the audience to imagine how WAC (the field) and IWAC (the conference) can advance by embracing many kinds of difference, especially through cross-pollination with other disciplines and research traditions.

Opening Reception

7-9PM

UNIVERSITY OF MICHIGAN MUSEUM OF ART

Following our first Plenary Session on Thursday evening, join us from 7-9pm at the University of Michigan’s award-winning Museum of Art (located across State Street from the Michigan Union) for our opening reception of hearty and delicious hors d’oeuvres and complimentary wine and beer. Catch up with old IWAC friends and make new ones!

FRIDAY

Michigan League

8:00am	—	9:00am	Continental Breakfast
8:00am	—	5:00pm	Check-in
8:00am	—	5:00pm	Exhibitors
9:00am	—	10:15am	Session D
10:30am	—	11:45am	Session E
12:00pm	—	2:00pm	Plenary 2 & Lunch
2:15pm	—	3:30pm	Session F
3:45pm	—	5:00pm	Session G
5:30pm	—	7:30pm	WAC-GO Reception (Slurping Turtle)

Doing It Better: What Systematic Analysis Can Teach Us about WAC and WID

D1. PANEL • FOUNDERS D (ALUMNI CENTER)

Presentation 1 reports results of a follow-up study to a 1995 examination of WAC textbooks. The second presentation argues for the inclusion of Writing Fellows during initial stages of WID development. Finally, the third presentation analyzes WAC faculty's narratives and reports differences between faculty in social sciences and humanities.

Amy Mecklenburg-Faenger Park University
Chris Warnick College of Charleston
What is Still Wrong with WAC Textbooks?

Timothy Oleksiak Bloomsburg University
Pragmatic and Theoretical Relationship between Writing Fellows and WEC in New WID Initiatives

Mary Lou Odom Kennesaw State University
They Are Not All the Same: Using Disciplinary Difference to Support WAC Faculty

“Writing Across” with Community: Manifesting Difference through Inclusivity

D2. PANEL • FOUNDERS A (ALUMNI CENTER)

Representatives from two WAC programs will dialogue with each other and attendees to investigate realized and potential impacts of developing WAC programs based on community literacy praxis. Attendees will be encouraged to reflect on how their own institutional ecosystems can shape and support their WAC program development and sustainability.

Tiffany Rousculp Salt Lake Community College
Michelle Hall Kells University of New Mexico

Disciplinary and Its Discontents

D3. PANEL • HENDERSON (LEAGUE 3RD FLOOR)

Presenters in this panel use the lens of threshold concepts to briefly examine constructions of disciplinary in four sites within three universities. Originally identified by JHF Meyer and Ray Land, threshold concepts are concepts that learners must 'see through and see with' for full and immersive learning within communities of practice. Recent research has argued that academic disciplines are examples of such communities. After brief presentations, panelists lead participants in a guided discussion to consider the implications for disciplinary identities and writing instruction within and across the sites.

Linda Adler-Kassner University of California, Santa Barbara
Heidi Estrem Boise State University
Shannon Brennan University of California, Los Angeles

Helping Graduate Students Become Successful Writers: A Graduate Writing Center Deploys both Disciplinary Writing Consultants and Generalists to Best Meet Disciplinary Writing Needs

D4. PANEL • ROOM 4 (LEAGUE 1ST FLOOR)

Writing consultants from engineering, science, and education will join two generalists to discuss helping graduate students to write in their disciplines. The consultants will explore the value of disciplinary knowledge in writing instruction and support, as well as the benefits of dialogue and cross-training between disciplinary and generalist consultants.

Enrico Sassi North Dakota State
Matt Warner North Dakota State
Kristina Caton North Dakota State
Drew Taylor North Dakota State
Shweta Sharma North Dakota State
Phil Bode North Dakota State

Bridging Content with Literacy: Strategies and Structures that Close the Achievement Gap

D5. PANEL • KALAMAZOO (LEAGUE 2ND FLOOR)

This panel will share how to implement writing across the curriculum and how important it is for the success of students. We will share knowledge and tips on how to serve a diverse student population by including literacy into daily classroom lessons in ELL, Science, Math, Art, FCS, and SPED.

Jocelyn Reiss Lincoln North Star High School
Susan Frack Lincoln North Star High School
Camelle Kinney Lincoln North Star High School
Bailey Feit Lincoln North Star High School

Improving Practices for Multilingual Literacy

D6. PANEL • ROOM D (LEAGUE 3RD FLOOR)

Three studies analyze learner perceptions, expectations, and needs for improving multilingual communication. Sprague's case study shows how feedback modalities influence writing success. Gustafsson's longitudinal study explores relationships between English medium instruction and language development. And Carrick and Sands' ELL writing assessment of Chinese stem-field learners calls for multimodal literacy development.

Tracy Hamler Carrick Cornell University
Jessica Sands Cornell University
Closing our Doors and Raising our Voices: WAC Administrators, Advocacy, and Collaboration

Magnus Gustafsson Chalmers University of Technology
PROFiLE (Professional Literacy in English): a longitudinal study of the relationship between English as the medium of instruction and the development of professional English literacy

Adam Sprague Bowling Green State University
How Students' Learning Styles and a Partnership between Writing Centers and Second Language Writing Instructors May Increase Student Achievement and Comfort

International WAC: Translation and Conceptualization

D7. PANEL • FOUNDERS B (ALUMNI CENTER)

Joyce Meier Michigan State University

Julia Kiernan Michigan State University

Taking It Forward: WID/WAC Implications of “Translating” Projects from a Bridge Writing Class

James P. Austin Fort Hays State University

Calibrating WAC/WID Abroad: Theorizing Difference Among Students at International Universities

Zhoulin Ruan Xi'an Jiaotong Liverpool University

Students' Perceptions and Practices in L2 Disciplinary Writing at An English Medium University in Mainland China

Narrating across Differences: Identities, Institutions, and Instruction

D8. ROUNDTABLE • FOUNDERS C (ALUMNI CENTER)

This roundtable is organized around a central question: what role can narrative play in challenging and crossing borders between disciplines, institutional locations, and professional identities? Presenters will consider the role of writing and narratives about writing from a range of institutional perspectives.

Kathleen Daly University of Wisconsin-Madison

Morris Young University of Wisconsin-Madison

Neil Simpkins University of Wisconsin-Madison

Deborah Minter University of Nebraska-Lincoln

Margaret Willard-Traub University of Michigan-Dearborn

Where do our Questions Take Us? How Varying Research Paths Inform Cross-Disciplinary Writing Pedagogy

D9. 5x10 TALK • KOESSLER (LEAGUE 3RD FLOOR)

All of our proposals share a desire to enhance cross-disciplinary writing pedagogy by exploring unconventional questions and/or research methodologies. Swofford and Pugh ask what students mean when they say that they engage in professional writing as novice members of their disciplines. Porter inquires into the ways in which instructors across various disciplines operationalize genre cues in their writing assignments. Draxler explores museum curation as one example of inclusive, interdisciplinary public scholarship. And Fink shares insights from neuroscience about best practices for scaffolding professional writing tasks for advanced students in STEM disciplines. In this session, we will explore how our varying research paths all converge on the goal of informing WAC pedagogy.

Sarah Swofford University of Central Arkansas

Melody Pugh United States Air Force Academy

"Professional" Writers or "Professional Writers"?: Considering the Place of "Professional" in Writing in the Disciplines

Anne Porter Providence College

Genre Cues Across the Disciplines

Bridget Draxler Monmouth College

Writing in Public Spaces: Museum Curation as Interdisciplinary Authoring

Lauren Fink UC Davis

Mapping Neuroscience Through Professional Writing

Mentoring and Professional Development Across Generations: A Round Table Discussion About WAC-GO

D10. ROUNDTABLE • HUSSEY (LEAGUE 2ND FLOOR)

This round table discussion, led by both graduate students and established scholar-practitioners, will solicit reflective narratives from the audience in order to consider how a graduate student organization might identify and respond to the needs and interests of new members to further establish a sustainable field identity across generations.

Michelle LaFrance George Mason University

Alisa Russell George Mason University

Anne Geller St. John's University

Jeff Galin Florida Atlantic University

Brian Hendrickson University of New Mexico

Al Harahap University of Arizona

Pedagogies of Inclusion for First-Generation Students at Liberal Arts Colleges and Community Colleges

E1. PANEL • KOESSLER (LEAGUE 3RD FLOOR)

Writing instructors from liberal arts colleges and urban community colleges will describe writing curricula designed to embrace cultural, linguistic, and media differences that will better reach and retain first-generation college students. Following brief presentations, panelists will encourage audience exchange about innovations that allow students to experience inclusion in academic spaces where they may otherwise experience distance and difference.

Crystal Benedicks Wabash College
Jill Lamberton Wabash College
Linda Hirsch Hostos Community College
Andrea Fabrizio Hostos Community College
Sandra Jamieson Drew University

The New Research Phases of the International WAC/WID Mapping Project

E2. PANEL • HUSSEY (LEAGUE 2ND FLOOR)

This panel will describe and seek to develop interest in the next two phases of the ongoing research known as the International WAC/WID Mapping Project (Thaiss and Porter, 2010; Thaiss, Bräuer, Carlino, Ganobcsik-Williams, Sinha, 2012). These new phases will depend for their success on broad participation by WAC/WID and other writing/literacy program leaders and developers around the world.

Chris Thaiss UC Davis
Michele Zugnoni UC Davis
Aparna Sinha California Northstate University

Promoting multilingual writing pedagogy in four university contexts

E3. PANEL • FOUNDERS B (ALUMNI CENTER)

This presentation examines various approaches to improving multilingual writing instruction in four university contexts: an intensive English program, a center for teaching excellence, a law school, and a teacher education course. Presenters will highlight distinctive challenges and affordances in each setting and identify insights for curriculum development and teacher training.

Brooke Ricker Schreiber Pennsylvania State University
Lindsey Kurtz Pennsylvania State University
Eunjeong Lee Pennsylvania State University
Dorothy Worden University of Idaho

Development of a Strategic Writing Plan for Multilingual and Native English Speaking Students in a Medical Laboratory Curriculum

E4. PRESENTATION • FOUNDERS C (ALUMNI CENTER)

The medical laboratory science faculty and writing specialists developed a strategic plan to improve discipline-specific writing skills with intentional support for multilingual students and scaffolded assignments. This presentation will share the study's purpose, goals, research questions, methodology, and writing development plans for this medical science-based curriculum.

Donna Spannaus-Martin University of Minnesota

Stanford University's Writing Specialist Initiative: Engaging Differences within the Disciplines

E5. PANEL • FOUNDERS D (ALUMNI CENTER)

To integrate writing pedagogy and support across all four years of undergraduate study, the Writing Specialist Initiative pairs instructors who teach in Stanford's required writing curriculum with programs and departments. Panelists have worked and are working as Writing Specialists in History; Human Biology; and Science, Technology, and Society. The panelists describe their efforts to collaboratively build robust writing cultures in these disciplinary and inter-disciplinary contexts through consulting, teaching, and tutoring and address the challenges posed by ideological, pedagogical, and institutional differences.

Sarah Peterson Pittock Stanford University
Shay Brawn Stanford University
Kevin DiPirro Stanford University

Program Review as Graduate Student Mentorship Opportunity: The WAC RE/VIEW Project at George Mason University

E6. ROUNDTABLE • HENDERSON (LEAGUE 3RD FLOOR)

The "RE/V" project re-visioned WAC program "review" as a graduate student mentoring opportunity. PhD students enrolled in research methods contributed to the research design and analysis of data for the review, as they learned about WAC-theory and practice. Presenters will discuss findings and their learning as collaborative researchers.

Chris Kervina George Mason University
Ashley Yuckenberg George Mason University
Bree McGregor George Mason University
Alisa Russell George Mason University
Michelle LaFrance George Mason University

Disciplines caught between discourses: Implementing WAC in Art and Design

E7. PANEL • KALAMAZOO (LEAGUE 2ND FLOOR)

Writing is a site where tensions between studio making, art and design practice and the disciplinarity of art and design education intersect. In this session, we explore how studio education productively destabilizes conceptions of writing as authentic academic discourse, where “learning to write” becomes an act of “making” the discourse.

Catherine Black OCAD University
Emilie Brancato OCAD University
Nicole Collins OCAD University
Cary DiPietro (Chair) OCAD University
Saskia van Kampen OCAD University

Representing the Disciplines in “College Readiness”: A WAC-Based Alignment Project

E8. PANEL • ROOM 4 (LEAGUE 1ST FLOOR)

Initiatives shaped by the parameters of the Common Core State Standards have left faculty in college disciplines unheard and under-utilized. In this session, we will argue for the reclamation of what is meant by three of the CCSS major concepts: “college readiness,” “close reading,” and “informational texts.” We will share how a year-long collaboration with college-level WAC specialists helps high school English and history teachers anticipate the demands of the reading and writing their students will encounter across the college curriculum in the humanities and social sciences.

Christine Farris Indiana University
Raymond Smith Indiana University

Getting Published in Across the Disciplines

E9. PANEL • MICHIGAN (LEAGUE 2ND FLOOR)

In this session, the editors of ATD will present an overview of the journal, its history, its mission, and the process of producing its four annual issues. The session will be geared toward helping prospective authors publish their research in ATD and answering a number of common questions.

Michael Pemberton Georgia Southern University
Michael Cripps University of New England

Expanding the Conversations: Considering WAC in Transitional Spaces

E10. PANEL • FOUNDERS A (ALUMNI CENTER)

This panel seeks to blur disciplinary lines across educational levels. Speaker one addresses how a theoretical approach to the National Writing Project model of development can transfer to college WAC programs. Speaker two considers a case study of student-identified transferable knowledge from a basic writing class structurally grounded in the rhetorical situation.

Sarah Baker George Mason University
Melissa Bugdal University of Connecticut

Transfer: Exploring Difference and Inclusion

E11. PANEL • ROOM D (LEAGUE 3RD FLOOR)

Wendy Olson Washington State University
Siskanna Naynaha California State University
Beyond Transfer: Difference, Inclusion, and WAC/WID in the 21st century

Alexander Champoux University of Minnesota
Nikki Fisher University of Minnesota
Difference, English Proficiency, and Transfer in WAC

Lunch & Plenary Session 2: 12-2PM

MICHIGAN LEAGUE BALLROOM (LEAGUE 2ND FLOOR)

World-Wide WAC?: Encountering Difference Across Places, Languages, and Technologies

Jonathan Alexander, Paula Carlino, and Jonathan Hall

Are U.S. WAC programs and curricula ready to understand and respond to the transnational and translingual identities of many of our students? How does WAC transform theoretically and pedagogically when it crosses languages and cultures? How does “writing” mean different things when considered from multi-modal and multi-mediated perspectives?

The Role of Difference in Studies of Transfer of Writing Knowledge and Practice: What We Have Learned from a Four-Campus Study

F1. PANEL • HUSSEY (LEAGUE 2ND FLOOR)

In our current project, we employ the TFT model on four campuses, including the most diverse public institution in New England and a mid-Atlantic Hispanic-serving institution serving first-generation students. This extended study allows us to document not only the efficacy of the TFT curriculum, but also the response to it by different kinds of students on different kinds of campuses.

Kathleen Yancey Florida State University

Erin Workman Florida State University

Kara Taczak University of Denver

Liane Robertson William Paterson University of New Jersey

Matthew Davis University of Massachusetts, Boston

Graduate Writing: Inside and Outside the Classroom

F2. PANEL • HENDERSON (LEAGUE 3RD FLOOR)

This panel presents a discussion of graduate writers and the various ways that they develop their identity and competence as academic writers. Reporting and analyzing views and perspectives of writing activities in classrooms, boot camps, interdisciplinary writing groups, and graduate writing centers, the speakers formulate a dialogue on the value of graduate writing practices in transdisciplinary spaces.

Paula Carlino University of Buenos Aires / CONICET

GICEOLEM: research-training community, research team, and writing group. Diversity and inclusion within the University of Buenos Aires

Rachael Cayley University of Toronto

Dissertation Boot Camps: Facilitating Writing, Facilitating Identity Formation

Meghan Hancock University of Louisville

*New Graduate Students' Experiences With Writing:
A Cross-Disciplinary Case Study*

Teaching Reflective Writing across Disciplines

F3. PANEL • ROOM 4 (LEAGUE 1ST FLOOR)

This panel offers discipline-specific strategies to improve students' reflective writing, critical thinking, and synthesis skills. We hope to foster discussion both of innovative pedagogies that encourage students' reflective practices and of ways to increase faculty understanding of reflective writing and its potential.

Miriam Marty Clark Auburn University
Brandon Sams Auburn University
Andrew Kozłowski Auburn University
Lesley Erin Bartlett Auburn University

WAC Four Years In: Lessons In Working Across, With, and Against Disciplinary Differences

F4. PRESENTATION • FOUNDERS A (ALUMNI CENTER)

Building a WAC program necessitates attention to differences in disciplinary discourses, teaching and learning philosophies, and administrative structure of units. This presentation considers lessons learned and provides the audience with strategies for embracing disciplinary differences when building a campus-wide consensus about writing instruction.

Landon Berry University of Central Florida

Industrial Workplace Research, Addressing Multiple Audiences, and Gaining Access: Considerations for Technical, Professional, and Business Writing Researchers and Students

F5. PANEL • FOUNDERS B (ALUMNI CENTER)

An assistant professor, a factory machine operator, and an electrical engineer will discuss the benefits for technical, professional, and business writing students/researchers to study industrial workplaces. Because of restrictions in researching industrial spaces, we advocate for an “invested insider” who can help them navigate the process of gaining access.

Elena G. Garcia Utah Valley University
Lupe Garcia
Joaquin Garcia

Genre Pedagogy in Three Contexts

F7. PANEL • FOUNDERS C (ALUMNI CENTER)

This session raises three questions about genre pedagogy: How can writers be helped to write powerful personal statements in grant applications? How can ‘hybrid genres’ like the scoping project report be taught? How does writing about social justice in disciplinary contexts impact students’ abilities to negotiate political action?

Hannah Dickinson Hobart and William Smith Colleges
Disciplining Violence

Meeta Padmanabhan University of Wollongong
The scoping project report: a unique task in a Masters of Engineering course

Ann Johns San Diego State University
Working in a Cross-curricular, Anomalous Genre: The Personal Statement

New Spaces in Familiar Places: Using Writing to Make Room for Difference and Inclusion

F8. 5×10 TALK • MICHIGAN (LEAGUE 2ND FLOOR)

Designing learning experiences with the diverse backgrounds, fields, and experiences of our students in mind is essential to sound writing pedagogy. This panel offers innovative approaches to writing practices that use rubrics, rhetorical grammar, rhetorical reading, safe/brave space writing, and eportfolios to make room for difference.

Jennifer Grouling Ball State University
Students in Boxes: WAC Rubrics and Multiculturalism

Elizabeth Hildinger University of Michigan
Lessons Learned from a Diverse Course Population: Making Generalizations Particular

Debrah Huffman Indiana University; Purdue University-Fort Wayne
Rhetorical Reading as a Lens to See Disciplinary Treatment of Difference

Lucia Pawlowski University of St. Thomas
Teaching Controversial Content: A Writing Curriculum for the Brave Space Classroom

Heather Stuart Auburn University
Strategies to Incorporate Student Voices into an Interdisciplinary Writing Program

Writing Beyond the Curriculum through Community Engagement

F9. PANEL • FOUNDERS D (ALUMNI CENTER)

This panel explores how students' community-engaged writing beyond the university influences their writing within and across the curriculum. Presenters share research findings on how students' community engagement affects their multimodal writing and engineering communications. Presenters also offer concrete pedagogical strategies based on their findings.

Stephanie White University of Waterloo

New Audience, New Approach: Findings from a qualitative study of a community-engaged Engineering Communications course

Annie Knepler Portland State University

Exploring New Ground: Multimodal Writing and Community-Based Learning

Dissertation Writing Across Disciplines & Differences: The Doctoral Student Writing Study

F10. PANEL • KOESSLER (LEAGUE 3RD FLOOR)

In this interactive session, audience members will discuss and work with a replicable instrument (developed by the presenting researchers) that investigates doctoral students' perceptions of their dissertation writing experience, development, and needs, in relation to their access to resources, mentoring, and feedback.

Michele Eodice University of Oklahoma

Moir Ozias University of Oklahoma

Alicia Burris University of Oklahoma

Shannon Madden University of Rhode Island

Ivan Ozbolt

F11. POSTER SESSION • CONCOURSE (LEAGUE 2ND FLOOR)

Science Writing and Rhetorical Training: A New Model for Developing Graduate Science Writers

This poster details SciWrite@URI, a National Science Foundation-funded training program in science writing at the University of Rhode Island. Working with graduate students and faculty in the sciences, the project emphasizes habitual writing, multiple genres, and frequent reviews to train more effective science communicators and more effective scientists.

Jenna Morton-Aiken University of Rhode Island

Ingrid Lofgren University of Rhode Island

Caroline Gottschalk Druschke University of Rhode Island

Nancy Karraker University of Rhode Island

Scott McWilliams University of Rhode Island

Nedra Reynolds University of Rhode Island

Scaffolding in the Writing Center: A More Nuanced, Inclusive Approach to Tutoring Writing

Our poster presents the methodology and early results of a study at our writing and speaking center. The study examines the tutoring strategies most likely to motivate students' revision choices discussed in the tutoring session. We use a framework developed by Jo Mackiewicz and Isabelle Thompson to analyze tutoring moves--instruction, cognitive scaffolding, and motivational scaffolding--as it effectively describes what happens in tutoring sessions identified as successful. By confirming the value of a scaffolding approach to tutoring, our study will describe a writing center pedagogy that addresses diverse learners' needs.

Sarah Peterson Pittock Stanford University

Julia Bleakney Stanford University

Supporting Literacies Within, Across, and Beyond the University

Partnerships between our university's WAC program, writing center, and programs across our campus have resulted in several literacy initiatives that engage varying populations within and beyond the university. This poster presents four of these initiatives and accompanying research results.

Beth Sabo Eastern Michigan University
Bryan Alfaro Eastern Michigan University

Writing across disciplinary differences: Gamifying WAC

The Game of Writing software package was developed at the University of Alberta to enable us to teach writing classes using gamification principles. A key feature of this software is that it connects students from different backgrounds by encouraging them to read and comment on each other's work online.

Roger Graves University of Alberta
Heather Graves University of Alberta

Discipline differences and resource use: How do students approach literature in science writing?

This research investigates the challenges that students encounter when using scientific literature in professional science writing, including selecting, citing, and paraphrasing scientific articles. Consistently, students do not properly identify resources as primary or secondary. Students also have difficulty paraphrasing primary sources, which sometimes causes students to incorrectly use these resources.

Kristin Klucevsek Duquesne University
Allison Brungard Duquesne University

Speaking and Writing Across Difference

G1. PANEL • FOUNDERS A (ALUMNI CENTER)

This panel suggests practical habits of mind for teachers, students, and writers communicating across differences. Presenters discuss creole-speaking students in a virtual learning environment, disciplinary writers' translating their work for non-disciplinary audiences, gender identity in WAC/WID faculty conversations, and the importance of transdisciplinary literacy.

Schontal Moore University of the West Indies

Is It a Different World, Where I Come From?: Fostering Online Graduate Students' Writing in a Creole-Speaking Environment

Ryan McCarty University of Michigan

Translational Remains in Disciplinary Writing and Writing for Non-Disciplinary Audiences

Sandra Tarabochia University of Oklahoma

Gender in Conversation: A Case Study of Faculty Talk about Teaching Writing

Susan Carlton Bowling Green State University

Transdisciplinarity as an Extension of WAC/WID

Dissertations and Expectations: Making Writing and Research Cultures Visible

G2. PANEL • HUSSEY (LEAGUE 2ND FLOOR)

Parallel studies at two research universities asked: How do doctoral students learn the rules and practices of their programs and disciplines? What practices might help students and supervisors negotiate the demands of dissertation writing? Our research suggests that writing centers can play a role in negotiating contexts, cultures, and expectations.

Laura Brady West Virginia University

Nathalie Singh-Corcoran West Virginia University

Terry Zawacki George Mason University

Susan Lawrence George Mason University

Embracing Difference and Interrogating Disciplinary Boundaries: A First-Year Writing Program's Approach to Promoting Inclusivity Within and Beyond the Classroom

G3. PANEL • FOUNDERS B (ALUMNI CENTER)

This panel will share insights and discuss the challenges of one first-year writing program's attempt to create a culture of inclusivity through its administration, teacher training, literacy-based pedagogy, and curriculum practices; all of which are working together to embrace the social, cultural, and linguistic differences in our students' discourse communities.

Cheryl Hoy Bowling Green State University
S. C. Kitty Burroughs Bowling Green State University
Elizabeth Zemanski Bowling Green State University
Chad Van Buskirk Bowling Green State University

Student-Centered Approaches to Teaching Multimodal Composing

G4. PANEL • MICHIGAN (LEAGUE 2ND FLOOR)

This session brings together approaches to integrating visual composing and multimodality into academia via (studies of) novel as well as more traditional, academic genres. All four papers have clear pedagogical purposes and are concerned with giving students apt opportunities for expressing themselves within their disciplines and for unpacking expectations within their disciplines.

Andreas Eriksson Chalmers University of Technology, Sweden
Lene Nordrum Lund University
Data Commentary in Science Writing: perceptions and strategies within disciplines

Shuwen Li University of Minnesota
Composing Across Different Modes: A Case Study of a Student's Self-Initiated Video Project

Faith Kurtyka Creighton University
Trends, Vibes, and Energies: Building on Students' Strengths in Visual Composing

Amy Zenger American University of Beirut
Learning about writing across difference: A visual perspective

Enacting Critical Genre Awareness in Disciplinary Writing Contexts

G5. PANEL • FOUNDERS C (ALUMNI CENTER)

Genre awareness approaches to writing instruction are commonplace in first-year composition, but how are such approaches enacted in disciplinary writing contexts? Our panel examines three approaches to teaching genre awareness in WID courses housed in English departments, in a geography writing course, and in a graduate-level interdisciplinary Environmental Science writing course.

Justin Atwell North Dakota State University

Over the Threshold: The Popular Discourse Report as Teaching Tool in the WAC/WID Classroom

Lindsay Clark Oklahoma State University

Genre-based instruction as an agent of change: the impact of dialogue in an interdisciplinary graduate writing course

Misty Anne Winzenried University of Washington

Tensions Between "Critically Conscious" and "Doing School": Genre Instruction in a Writing-Intensive Geography Course

Impacting student writing in a STEM course through WID enhancements and facilitated small-group workshops

G6. PANEL • FOUNDERS D (ALUMNI CENTER)

STEM WID courses seek to impart the substance of their disciplines as well as their writing styles, but serving both of these ends can be challenging. ANOVA of our research indicates that weekly facilitated peer review groups significantly improve writing and learning. Session participants will brainstorm ideas for student collaboration.

Tereza Joy Kramer Saint Mary's College of CA

Joseph Zeccardi Saint Mary's College of CA

Krista Varela Saint Mary's College of CA

Rebecca Concepcion Pacific University

Analyze This! Analysis as Metadisciplinary Practice

G7. PANEL • HENDERSON (LEAGUE 3RD FLOOR)

Teaching analysis is a major task for free-standing writing programs taught by multidisciplinary faculty, but analytical practices are defined within disciplines. We argue that though analysis is framed differently across disciplines, its consistent function allows readers to recognize and evaluate analysis with different objects and features across fields.

Judith Swan Princeton University

Amanda Irwin-Wilkins Princeton University

Genevieve Creedon Princeton University

Keith Shaw Princeton University

Sustaining Innovation and Improvement

G8. ROUNDTABLE • ROOM D (LEAGUE 3RD FLOOR)

Program improvements are hard to sustain without broad faculty support, ongoing faculty development, and persistence on the part of program administrators. Drawing on their experiences as leaders in the implementation of university-wide writing and eportfolio projects at Auburn University, presenters will discuss this problem and strategies for addressing it.

Hilary Wyss Auburn University

Chuck Hemard Auburn University

Becky Barlow Auburn University

Miriam Marty Clark Auburn University

John Kush Auburn University School of Forestry & Wildlife Sciences

**Fairness, Inclusivity, Kindness:
Developing meaningful learning experiences for
ALL students in WAC/WID environments**G9. 5x10 TALK • KOESSLER (LEAGUE 3RD FLOOR)

Panel members will share teaching and tutoring strategies that promote improved access to writing instruction for all students, regardless of (dis)ability status, language status, prior writing knowledge, or self-efficacy level. The talks will include real-life classroom and writing center applications, actual student writing, and first-hand student commentary.

Kelly A. Shea Seton Hall University

Kindness in the Classroom: "Accommodations" for All Students

Jo Ann Vogt Indiana University

*Look First At Yourself: Fostering A Culture of Fairness for All Writers***MOOCs, Writing, and Difference:
The Increasingly International Space of Massive
Online Open Courses**G10. PANEL • ROOM 4 (LEAGUE 1ST FLOOR)

Our panel will explore how different media, languages, and modes are encountered and questioned in Massive Online Open Courses. While the hype has subsided, MOOCs are still enrolling millions of students around the world, and the mix of native and non-native English speakers creates a unique space to consider diverse ideas and conceptions about writing.

Karen Head Georgia Tech University

Steven D. Krause Eastern Michigan University

Kate Fedewa O'Connor Michigan State University

Assessing Writing-Intensive Courses Across the Disciplines

G11. PANEL • KALAMAZOO (LEAGUE 2ND FLOOR)

This panel discusses approaches to assessing writing-intensive requirements across the disciplines at three public universities. Presentations focus on different elements of assessment: strategic planning and implementation while promoting WAC program development; efficacy of a mixed methods protocol; and findings of a comparative study of outcomes in 1- and 3-credit courses.

Jonathan Cisco, Amy Lannin University of Missouri
'How Do You Know That Works?': A Mixed Methods Approach to Assessing Student Writing in Writing Intensive Courses

Tom Deans U of Connecticut
1-Credit Writing-Intensive Courses in the Disciplines: Results from a Study of Outcomes in Four Disciplines (Allied Health, Animal Science, Economics, Nutritional Sciences)

Donna Evans Eastern Oregon University
Can[t] Get There from Here

WAC-GO Reception

5:30-7:30PM

SLURPING TURTLE (608 E. LIBERTY)

All graduate students are invited to a reception on Friday evening from 5:30-7:30pm at Slurping Turtle (608 East Liberty), in the party room on the lower level. Sponsored by George Mason University, the Council of Writing Program Administrators, Pearson, Anne Gere, Michael Palmquist, and Bedford/St. Martin's - Macmillan, this free event will give graduate students an opportunity to meet one another and talk about establishing a Graduate Organization within the WAC community.

SATURDAY

Michigan League

8:00am	—	9:00am	Continental Breakfast
8:00am	—	12:00pm	Check-in
8:00am	—	2:00pm	Exhibitors
9:00am	—	10:15am	Session H
10:30am	—	11:45am	Session I
12:00pm	—	2:00pm	Plenary 3 & Lunch

Knowledge gaining and knowledge making in scientific communication

H1. PANEL • FOUNDERS A (ALUMNI CENTER)

Gaining and making knowledge in academic disciplines require skills executed by professionals: searching and critical reading of the field's literature, and tailoring the length of text to one's message. This panel describes strategies to enhance these skills in a scientific communications course for upper-level biology undergraduates conducting independent, experimental research.

Courtney Crummett MIT
Leslie Ann Roldan MIT
Karen Pepper MIT

From Old to New, from Traditional to Digital: Examining Difference and Inclusivity in Writing Courses

H2. PANEL • ROOM D (LEAGUE 3RD FLOOR)

Difference has an array of meanings: it can involve race, class, gender, sexuality, and ability, as well as diversity and inclusivity. This panel will cross these boundaries to examine how writing courses can work with and across differences between old and new, basic and advanced, traditional and digital to foster student success.

Alice Horning Oakland University
Elizabeth Allan Oakland University
Crystal VanKooten Oakland University

Cognitive Approaches to Difference: Implications for WAC of Current Neuroscience Research

H3. PANEL • HUSSEY (LEAGUE 2ND FLOOR)

Addressing the theme of “difference,” this interactive panel will explore the potential influence of new discoveries about the brain on curricular, pedagogical, and ideological perspectives and practices associated with WAC. It will focus, in particular, on issues that have been associated with student success-identity, self-efficacy, metacognition, and reflection.

Irene Clark California State University
William Macauley University of Nevada, Reno
Jennifer Eidum Zinchuk Elon University

Developing Multilingual Writing Support: a Department of Foreign Languages and a Writing Center Partner to Write Across Difference

H4. PANEL • ROOM 4 (LEAGUE 1ST FLOOR)

This panel will describe how Auburn University’s Miller Writing Center and Department of Foreign Languages and Literature have partnered to develop a multilingual tutoring program, extending the MWC’s support to non-English language classes and enriching the MWC’s work with international students by encouraging truly polyvocal writing consultations.

James Truman Auburn University
Jana Gutierrez Auburn University
Yuxin Sun Auburn University
Marina Garcia Rodriguez Auburn University

Traversing Uncommon Ground: Cases in WID Consulting at Dawson College and UVM

H5. PANEL • MICHIGAN (LEAGUE 2ND FLOOR)

Numerous challenges await WID consultants in journeys across disciplinary boundaries. This session argues for a “distributed” consultancy model, examining projects involving WID staff, disciplinary faculty, and librarians. We’ll explore factors influencing the impact of consultancy initiatives that reach across disciplinary and institutional boundaries.

Susanmarie Harrington University of Vermont
Daniel DeSanto University of Vermont
Ian MacKenzie Dawson College

Understanding Identity through Writing: Foundational Knowledge, Critical Thinking, and Professional Identity in Four Disciplines

H6. PANEL • KALAMAZOO (LEAGUE 2ND FLOOR)

Four faculty members from various disciplines and one undergraduate who participated in the St. John’s University Writing Fellows Program offer their perspectives on how writing helps students develop their social and professional identities. In particular, the panel will offer insights into how writing helps students learn to conduct evidence-based analyses – one of the core aspects of professional identity generally.

Phyllis Conn St. John’s University
James A. Croft St. John’s University
Joseph M. Serafin St. John’s University
Rebecca Wiseheart St. John’s University
Michel J. Benjamin St. John’s University

Sustainable WAC: A Whole Systems Approach to Launching and Developing WAC Programs

H7. PANEL • HENDERSON (LEAGUE 3RD FLOOR)

This panel will introduce a theoretical framework for WAC program development that takes into account the diverse contexts of today's institutions of higher education, aids WAC program directors in thinking strategically as they develop programs, and integrates a focus on program sustainability.

Michelle Cox Cornell University
Jeff Galin Florida Atlantic University

A Collaborative Model to Improve Writing in Nursing (and Other Disciplines)

H9. ROUNDTABLE • FOUNDERS B (ALUMNI CENTER)

Participants in this roundtable describe a successful collaboration between faculty in the Nursing Department and writing faculty at Ferris State University to improve the writing of nursing students, discuss lessons learned, and answer questions about how it can serve as a model for collaboration with other disciplines.

Debra Courtright-Nash Ferris State University
Beth Kalkman Ferris State University
Lynn Chrenka Ferris State University
Lisa Singleterry Western Michigan University

Graduate Writing Pedagogy in WAC

H10. PRESENTATION • FOUNDERS C (ALUMNI CENTER)

Kelly King-O'Brien Cornell University
Linda Smith-Brecheisen University of Chicago
Readers Across Fields: The Challenges of Graduate Student Pedagogy in WAC

Programs and Practices Two Decades Later: WAC Today in Secondary Schools

H11. PANEL • KOESSLER (LEAGUE 3RD FLOOR)

Programs and Practices: Writing Across the Secondary School Curriculum (Farrell-Childers, Gere & Young) described WAC programs 20+ years ago. Presenters share their current experiences then lead an interactive discussion of WAC work as a catalyst for systemic change, bridge programs, and engagement in learning for the future.

Melanie Dever Mill Creek Middle School

Ethan Konett Huron High School

Jeanette Jordan Glenbrook North High School

Anne Ruggles Gere University of Michigan

Pamela B. Childers The WAC Clearing House

Empirical Studies of Language Acquisition

H12. PANEL • FOUNDERS D (ALUMNI CENTER)

Tyler Evans-Tokaryk University of Toronto

Academic Writing Instruction and the Discourse of English as an International Language (EIL): A Comparative Study of Canadian and South African Writing Centres

Xiaobo Wang Georgia State University

Proposal for Composition Research and Instruction for ESL Students: China's Underdeveloped Region Gansu as a Case

One Does Not Simply Transfer (Knowledge): Supporting First-Generation College Students in WAC/WID

11. PANEL • ROOM C (LEAGUE 3RD FLOOR)

Focusing on the relationship between WAC/WID and first-generation college writers, this panel examines how socioeconomic class, race, and gender influence first-generation students' perceptions of "good" argumentation, disciplinary knowledge, and academic fluency. Through their research and experiences at three different institutions, panelists offer concrete strategies for acknowledging difference and promoting inclusion.

Farida Habeeb University of Southern California
Academic Practice (Makes Perfect): Bridging the Divide between High School and College Writing for First-Generation Writers

Michelle Iten Virginia Military Institute
Argument and Social Class: Differences Before the Curriculum

Aubrey Schiavone University of Michigan
First-Generation College Students' Writing Practices Across Disciplines

They Write, They Learn: Successful Multimodal Strategies for Engaging STEM Students

12. PANEL • FOUNDERS A (ALUMNI CENTER)

This multi-presenter, multi-disciplinary session will offer a cross-disciplinary plan to reinvent the construction and the delivery of typical writing assignments in STEM classrooms, transforming them into dynamic assignments that engage students and give them practice with electronic media. The session will integrate a variety of digital practices to initiate discussion.

Sharon Burns University of Cincinnati
Darwin Church University of Cincinnati
Katie Foran-Mulcahy University of Cincinnati
Chris Goodman University of Cincinnati
Dexter Hulse University of Cincinnati
Jo Ann Thompson University of Cincinnati
Bozena Widanski University of Cincinnati



The Paradox of Difference as a Unifying Factor and the WACiness that Ensues

13. PANEL • FOUNDERS B (ALUMNI CENTER)

Learn about the “Writing COP” model for a campus-wide writing initiative from four, non-English, community college professors. A case study with data from our first three years will be used to guide participants through an experiential activity for identifying their own opportunities for extreme changes in learning outcomes.

Tony L. Kroll Mountain View College
Sarah Hutchings Mountain View College
Patricia Lyons Mountain View College
Tamar Slider Mountain View College

Conducting WAC Research in Difficult Settings

14. PANEL • HENDERSON (LEAGUE 3RD FLOOR)

Two WAC researcher/practitioners—one veteran from the U.S., one novice from China—report on their mixed methodological studies. Gao’s study involves 180 students from her university, who began compulsory study of English in primary school. Townsend’s smaller cohort includes 26 high-profile scholarship football players at her Division I institution.

Martha Townsend University of Missouri
Li Gao Northwest Agriculture and Forestry University

Improving WAC/WID Programs with Alternative Concepts

15. PANEL • FOUNDERS C (ALUMNI CENTER)

This panel demonstrates how WAC/WID administrators and programs benefit from using concepts borrowed from the professional practices of theatre production, marketing, and non-profit fund raising. Presenters will explain these alternative concepts from their own professional education and experience and show the application to writing initiative programs and assessment.

Margaret J. Marshall Auburn University
Nicole Gamache Auburn University
Kileen Marshall ACLU of Montana

Three Origin Stories about WAC/WID-Challenging Cherished Beliefs

16. PANEL • HUSSEY (LEAGUE 2ND FLOOR)

This panel offers historical studies that speak to and challenge cherished ideological commitments — that recognition of expert-led WAC initiatives helped rhetoric and composition develop a disciplinary identity separate from English; that WID courses nurturing disciplinary specialization and professionalization are best taught by faculty in the disciplines rather than English faculty; and that styles of writing in WAC/WID disciplines and professions can counter the power and hegemony of an idea of single, educated English.

Anne Geller St. John's University
Laura Lisabeth St. John's University
Neal Lerner Northeastern University
David Russell Iowa State University

Supporting multilingual students and scholars across the curriculum: Three perspectives

17. PANEL • KALAMAZOO (LEAGUE 2ND FLOOR)

At universities worldwide, multilingual students and scholars must enter complex, sometimes negative linguistic landscapes in which prior practices may collide with current expectations. This session's three presentations offer positive framing, new perspectives on research, teaching and tutoring, and theoretical concepts to guide future efforts at extending support across the curriculum.

Scott Chiu California Lutheran University
Cynthia Castillo California Lutheran University
Translingual Writing Group: A Translingual Approach to Creating Better Writers at the Writing Center

Tracy Volz & Linda Driskill Rice University
Exploring theories related to multilingual writers' uptake of research genres

Kyle McIntosh University of Tampa
Transitioning from ESL to WAC/WID: A longitudinal study of international students



Linguistic Experimentation, Multimodal Discourse & Writing with Social Media Platforms

18. ROUNDTABLE • FOUNDERS D (ALUMNI CENTER)

Questions how composing in different media, languages, or modes intersect or interrogate disciplinary boundaries by exploring the potentialities of Twitter as a teaching tool, how everyday texts may help students develop an awareness of rhetoric and register, the representation and acceptance of marginalized dialects in academic discourses, and multimodal approaches to fostering writing across the curriculum.

Valerie Guyant University of Wisconsin – Eau Claire

Deborah Ernie Campbell University of Wisconsin – Eau Claire

Ellen Osterhaus University of Wisconsin – Eau Claire

Kate Aho University of Wisconsin – Eau Claire

Beyond the CxC Core: Innovations that arise from teaching communications in the disciplines

19. PANEL • ROOM D (LEAGUE 3RD FLOOR)

Join us for a look at how we've elevated LSU CxC's core programming by layering unique elements that directly address today's multimodal communication concerns and transcend traditional WAC/WID models. See how we've structured meaningful experiences to advance students' communication skills while also fostering interdisciplinary collaboration, critical thinking, research, leadership, and global awareness—all to prepare students for life beyond the classroom.

Rebecca Burdette Louisiana State University

Becky Carmichael Louisiana State University

Boz Bowles Louisiana State University

Vincent Cellucci Louisiana State University

Annemarie Galeucia Louisiana State University

Kevin DiBenedetto Louisiana State University

Creating New Approaches to WAC Programs and Journals

110. 5×10 TALK • KOESSLER (LEAGUE 3RD FLOOR)

This panel offers rich, analytical snapshots of five WAC projects. Three presentations discuss development or reinvention of university WAC programs. One presentation shares experiences with high school students and WAC in an outreach tutoring project. A final presentation focuses on a new academic journal that will publish college writing assignments.

Jerrice Donelson University of Michigan - Dearborn

Scribe Tribe Writing Tutors: Adding to the fabric of teaching writing across the curriculum

Jonathan Dueck The George Washington University

Susanne Hall California Institute of Technology

Prompt: A New Journal of Writing Assignments

Allison Harl Ferrum College

From the Ground Up: Instituting a New WAC Program at a Small, Private Liberal Arts College

Brock MacDonald University of Toronto

Andrea Williams University of Toronto

Yes We Have No First-Year Composition: a Decentred WAC Program in a Canadian Context

Bonnie Smith Whitehouse Belmont University

Andrea Stover Belmont University

Jim Al-Shamma Belmont University

A New Incubator for Writing: Reconsidering WAC in an Established, Vertical, Multidisciplinary Core



Disciplinary Discourses

I11. PANEL • ROOM 4 (LEAGUE 1ST FLOOR)

Jennifer Clary-Lemon University of Winnipeg

Devin Latimer University of Winnipeg

ChemRhet: A Canadian WID Approach to Scientific Writing

Sharon McCulloch Lancaster University

Holding our disciplinary ground: Disciplinary writing in the age of audit

Cary DiPietro OCAD University

Tyler Evans-Tokaryk (Respondent) OCAD University

Moving beyond integrity: accommodating disciplinary, cultural, linguistic and modal differences in the policy and pedagogy of plagiarism

Insights into WAC at Three Levels

I12. 5×10 TALK • MICHIGAN (LEAGUE 2ND FLOOR)

This panel presents applications at the theoretical, classroom, and faculty workshop levels. Teaching for Transfer offers instructors the chance to teach reading and writing differently. Original assignments advance students' social and ideological understandings of language. Faculty members' creativity after WAC workshops is examined.

Justin Hayes Quinnipiac University

Glenda Pritchett Quinnipiac University

Theorizing Transfer: New Intersections of Critical Thinking and WAC/WID?

Mary McDonald Cleveland State University

What Participants Changed: The Impact of Two Summer WAC Faculty Workshops at a Large, Midwestern, Urban University

Stephanie Moody Kent State University

Using Original Research Assignments to Investigate Language Use Across Contexts

Lunch & Plenary Session 3: 12-2PM

MICHIGAN LEAGUE BALLROOM (LEAGUE 2ND FLOOR)

Thinking Back While Looking Forward: Lessons from IWAC 2016

Jason Dowd, Mike Palmquist, and Mya Poe

IWAC 2016 called for situating the cross-disciplinarity of WAC/WID within a pedagogy of inclusivity by asking how our pedagogy can broaden ideas of difference within and beyond the classroom to include social, cultural, linguistic, modal, and media differences, among others. In this session, the speakers discuss the ways the conference has fostered a dialogue on difference. In doing so, they reflect on what the conference presentations tell us about how WAC/WID scholarship can respond to the call for inclusivity and on how the themes emerging from IWAC 2016 might serve as a foundation for new and ongoing scholarship in disciplinary and cross-disciplinary writing.

International Network of Writing across the Curriculum Programs (INWAC) 2:30-4:30PM

HENDERSON (LEAGUE 3RD FLOOR)

Adler-Kassner, Linda (D3)	Carmichael, Becky J. (A12)(I9)
Aho, Kate (I8)	Carrasco-Altamirano, Alma (C10)
Al-Shamma, Jim (I10)	Carrick, Tracy Hamler (D6)
Alexander, Jonathan (Plenary 2)	Castillo, Cynthia (I7)
Alfaro, Bryan (F11)	Caton, Kristina (D4)
Allan, Elizabeth (H2)	Cavazos, Alyssa (C8)
Anderson, Paul (A7)	Cayley, Rachael (E9)
Anson, Chris (C6)	Cellucci, Vincent A. (C12)
Armmer, Francesca (B1)	Cellucci Vincent (I9)
Arquette, Cecile M. (B1)	Champoux, Alexander (E11)
Atwell, Justin (G5)	Cheatle, Joseph (A12)
Aull, Laura (A4)	Chen, Julia (A8)
Austin, James P. (D7)	Chen, Chen (C6)
Azima, Rachel (A3)	Childers, Pamela B. (H11)
Baker, Sarah (E10)	Chimera, Beth (A6)
Bardolph, Megan (A3)	Chiu, Scott (I7)
Barlow, Becky (G8)	Chrenka, Lynn (H9)
Bartlett, Lesley Erin (F3)	Church, Darwin (I2)
Bartman, Jen (B4)	Cisco, Jonathan (G11)
Beers, Melissa (B9)	Clark, Miriam Marty (F3)(G8)
Benedicks, Crystal (E1)	Clark, Lindsay (G5)
Benjamin, Michel J. (H6)	Clark, Irene (H3)
Berry, Landon (F4)	Clary-Lemon, Jennifer (I11)
Black, Catherine (E7)	Clegg, Geoffrey (B7)
Blakeslee, Ann (A5)(C9)	Collins, Nicole (E7)
Bleakney, Julia (F11)	Concepcion, Rebecca (G6)
Bode, Phil (D4)	Conn, Phyllis (H6)
Bowles, Boz (I9)	Conner, Paul (C7)
Brady, Laura (G2)	Cordie, Leslie (A10)
Brancato, Emilie (E7)	Coulter-Harris, Deborah (C7)
Brawn, Shay (E5)	Courtright-Nash, Debra (H9)
Brennan, Shannon (D3)	Cox, Michelle (H7)
Bright, Alison (C5)	Craig, Sherri (B12)
Britt-Smith, Laurie Ann (C3)	Creeden, Michael (B4)
Brungard, Allison (F11)	Creedon, Genevieve (G7)
Buck, Rachel (A1)	Cripps, Michael (F2)
Bugdal, Melissa (E10)	Croft, James A. (H6)
Burdette, Rebecca (I9)	Crummett, Courtney (H1)
Burns, Sharon (I2)	Cuddeback, Marsha R. (C12)
Burris, Alicia (F10)	Curtin, Elizabeth H. (A7)
Burroughs, S.C. Kitty (G3)	Cusack, George (A11)
Burton, Vicki Tolar (C8)	Dahlquist, Tricia (B1)
Calonne, David (B11)	Daly, Kathleen (D8)
Campbell, Deborah Ernie (I8)	Darling, Jill (C11)
Carignan, Mike (C4)	Davis, Matthew (F1)
Carlino, Paula (E9)(Plenary 2)	Deans, Tom (G11)
Carlton, Susan (G1)	Dever, Melanie (H11)

DeSanto, Daniel (H5)	Graves, Heather (F11)
DiBenedetto, Kevin (I9)	Grouling, Jennifer (F8)
Dickinson, Hannah (A11)(F7)	Gustafsson, Magnus (B8)(D6)
DiPietro, Cary (E7)(I11)	Gutierrez, Jana (H4)
DiPirro, Kevin (E5)	Guyant, Valerie (I8)
Donahue, Christiane (C6)	Habeeb, Farida (I1)
Donelson, Jerrice (I10)	Hall, Jonathan (Plenary 2)
Dowd, Jason (Plenary 3)	Hall, Susanne (I10)
Draxler, Bridget (D9)	Hancock, Meghan (E9)
Driscoll, Dana (B3)	Harahap, Al (D10)
Driskill, Linda (I7)	Harl, Allison (I10)
Druschke, Caroline Gottschalk (F11)	Harrington, Susanmarie (H5)
Dueck, Jonathan (I10)	Hayes, Hogan (A12)
Duffy, Ashlee Mills (A10)	Hayes, Justin (I12)
Dunn, Samuel (B10)	Head, Karen (G10)
Edgington, Anthony (C7)	Hemard, Chuck (G8)
Elliot, Norbert (B6)	Hendrickson, Brian (C3)(D10)
Elliot, Meaghan (A13)	Hildinger, Elizabeth (F8)
Emery, Daniel (A8)	Hirsch, Linda (E1)
Eodice, Michele (A11)(F10)	Hixson-Bowles, Kelsey (B3)
Eriksson, Andreas (G4)	Holt, Sharon (C9)
Estrem, Heidi (D3)	Horning, Alice (H2)
Evans, Donna (G11)	Hoy, Cheryl (G3)
Evans-Tokaryk, Tyler (H12)(I11)	Huffman, Debrah (F8)
Fabrizio, Andrea (E1)	Hughes, Brad (C2)
Farris, Christine (E8)	Hulse, Dexter (I2)
Feit, Bailey (D5)	Hutchings, Sarah (I3)
Fernandes, Joyce (A12)	Irwin-Wilkins, Amanda (G7)
Fink, Lauren (D9)	Iten, Michelle (I1)
Fisher, Nikki (E11)	Jackson, Phoebe (B2)
Flash, Pamela (A11)	Jamieson, Sandra (E1)
Fleischer, Cathy (A5)	Jernquist, Kathleen (A9)
Foran-Mulcahy, Katie (I2)	Johns, Ann (F7)
Frack, Susan (D5)	Jordan, Jeanette (H11)
Friday, Michelle Edgcomb (B1)	Kalkman, Beth (H9)
Galeucia, Annemarie (I9)	Karlsson, Anna (B8)
Galin, Jeff (D10)(H7)	Karraker, Nancy (F11)
Gamache, Nicole (I5)	Katz, Seth (B1)
Gao, Li (I4)	Kells, Michelle Hall (D2)
Garcia, Elena G. (F5)	Kenzie, Daniel (B10)
Garcia, Lupe (F5)	Kervina, Chris (E6)
Garcia, Joaquin (F5)	Kiernan, Julia (D7)
Geller, Anne (D10)(I6)	Kimball, Elizabeth (C1)
Gere, Anne Ruggles (B8)(H11)	King-O'Brien, Kelly (H10)
Gomes, Mathew (Plenary 1)	Kinney, Camelle (D5)
Goodman, Chris (I2)	Klucsevsek, Kristin (F11)
Graves, Roger (F11)	Knepler, Annie (F9)

Konett, Ethan (A5)(H1)	Michaels, Jennifer (B9)
Kozlowski, Andrew (F3)	Miller, Elisabeth (C2)
Kramer, Tereza Joy (G6)	Milosavljevic, Jovana (A1)
Krause, Steven D. (G10)	Minter, Deborah (D8)
Kristensen, Randi Gray (C11)	Mitchell, Kenya (B12)
Kroll, Tony L. (I3)	Moody, Stephanie (I12)
Kurtyka, Faith (G4)	Moore, Brianne (A12)
Kurtz, Lindsey (E3)	Moore, Jessie (C4)
Kush, John (G8)	Moore, Schontal (G1)
LaFrance, Michelle (D10)(E6)	Morton-Aiken, Jenna (F11)
Lamberton, Jill (E1)	Moxley, Joseph (B6)
Lancaster, Zak (A4)	Mueller, Derek (C9)
Lane, Suzanne (C1)	Murphy, Greer (C8)
Lannin, Amy (G11)	Naynaha, Siskanna (E11)
LaRose, Jacqueline (C9)	Nordrum, Lene (G4)
Latimer, Devin (I11)	O'Connor, Kate Fedewa (G10)
Lawrence, Susan (G2)	Odom, Mary Lou (D1)
Lee, Eunjeong (E3)	Ofte, Ingunn (B8)
Lerner, Neal (I6)	Oleksiak, Timothy (D1)
Li, Jinrong (A1)	Olinger, Andrea (Plenary 1)
Li, Shuwen (G4)	Olson, Wendy (E11)
Lieske, Pam (B2)	Osterhaus, Ellen (I8)
Lin, Cynthia (B9)	Ozbolt, Ivan (F10)
Lisabeth, Laura (I6)	Ozias, Moira (F10)
Lofgren, Ingrid (F11)	Padmanabhan, Meeta (F7)
Lyons, Patricia (I3)	Palmquist, Mike (Plenary 3)
Macauley, William (H3)	Pantelides, Kate (C9)
MacDonald, Brock (I10)	Partridge, R. Scott (C1)
MacKenzie, Ian (H5)	Paszek, Joe (B3)
Mackey, Elizabeth (B11)	Pawlowski, Lucia (F8)
Madden, Shannon (F10)	Pease, Aron (C12)
Manion Christopher (B9)	Pemberton, Michael (F2)
Marshall, Margaret J. (I5)	Pepper, Karen (H1)
Marshall, Kileen (I5)	Pittock, Sarah Peterson (E5)(F11)
Martin, Dan (C12)	Poe, Mya (Plenary 3)
Martinez, Manuel (A2)	Porter, Anne (D9)
McCall, Mary (B10)	Potvin, P.F. (B5)
McCarty, Ryan (G1)	Powell, Roger (B3)
McCulloch, Sharon (I11)	Pritchett, Glenda (I12)
McDonald, Mary (I12)	Pugh, Melody (D9)
McGregor, Bree (E6)	Rabbi, Shakil (E9)
McIntosh, Kyle (I7)	Ralph, Alex (A6)
McKee, Heidi (B7)	Reiss, Jocelyn (D5)
McWilliams, Scott (F11)	Reynolds, Nedra (F11)
Mecklenburg-Faenger, Amy (D1)	Robertson, Liane (F1)
Meier, Joyce (D7)	Rodriguez, Marina Garcia (H4)

- Roldan, Leslie Ann (H1)
 Rosinski, Paula (C4)
 Ross, Val (B6)
 Rousculp, Tiffany (D2)
 Ruan, Zhoulin (D7)
 Rudniy, Alex (B6)
 Ruff, Susan (B12)
 Russell, Alisa (D10)(E6)
 Russell, David (I6)
 Sabo, Beth (F11)
 Sailors, Jamie (A30)
 Sams, Brandon (F3)
 Sanderson, Bonnie (A10)
 Sands, Jessica (D6)
 Sassi, Enrico (D4)
 Scheurer, Erika (A9)
 Schiavone, Aubrey (I1)
 Schreiber, Brooke Ricker (E3)
 Selting, Bonita (A13)
 Serafin, Joseph M. (H6)
 Sharma, Shweta (D4)
 Shaw, Keith (G7)
 Shea, Kelly A. (G9)
 Sheriff, Stacey (A11)
 Shultz, Ginger (B8)
 Simpkins, Neil (D8)
 Singh-Corcoran, Nathalie (G2)
 Singleterry, Lisa (H9)
 Sinha, Aparna (E2)
 Skutches, Greg (A8)
 Slider, Tamar (I3)
 Smith, Raymond (E8)
 Smith-Brecheisen, Linda (H10)
 Song, Xiaomei (A1)
 Spannaus-Martin, Donna (E4)
 Sprague, Adam (D6)
 Stewart, Kristian (B5)
 Stover, Andrea (I10)
 Stuart, Heather (F8)
 Sun, Yuxin (H4)
 Sung, Karen (A2)
 Swan, Judith (G7)
 Swofford, Sarah (D9)
 Taczak, Kara (F1)
 Tarabochia, Sandra (G1)
 Tardy, Christine (A4)
 Taylor, Drew (D4)
 Tew, Michael (C9)
 Thaiss, Chris (E2)
 Thomas, Evan (B9)
 Thompson, Jo Ann (I2)
 Tompkins-Stange, Megan (A6)
 Townsend, Martha (I4)(Plenary 1)
 Toxqui, Aurea (B1)
 Truman James (H4)
 Van Buskirk, Chad (G3)
 van Kampen, Saskia (E7)
 VanKooten, Crystal (H2)
 Varela, Krista (G6)
 Vogt, Jo Ann (G9)
 Volz, Tracy (I7)
 Wais-Hennen, Erin (A3)
 Wanamaker, Annette (A5)
 Wang, Xiaobo (H12)
 Warner, Matt (D4)
 Warnick, Chris (D1)
 Weaver, Christopher (B2)
 West, Bill (B11)
 White, Stephanie (F9)
 Whitehouse, Bonnie Smith (I10)
 Wickman, Chad (B11)
 Widanski, Bozena (I2)
 Willard-Traub, Margaret (D8)
 Williams, Andrea (I10)
 Winzenried, Misty Anne (G5)
 Wiseheart, Rebecca (A2)(H6)
 Worden, Dorothy (E3)
 Workman, Erin (F1)
 Wright, Andrew (B5)
 Wyss, Hilary (G8)
 Yancey, Kathleen (F1)
 Yatzak, Jayne (C9)
 You, Xiaoqiong (B7)
 Young, Morris (D8)
 Yuckenberg, Ashley (E6)
 Zajic, Matthew (C5)
 Zawacki, Terry (C2)(G2)
 Zeccardi Joseph (G6)
 Zemanski, Elizabeth (G3)
 Zenger, Amy (G4)
 Zinchuk, Jennifer Eidum (H3)
 Zugnoni, Michele (E2)

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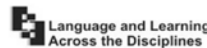
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