

**iWac 2018**

***making  
connections***

JUNE 4–6, 2018

*14th International Writing  
Across the Curriculum Conference*

**Office of University Writing** //  
Auburn University





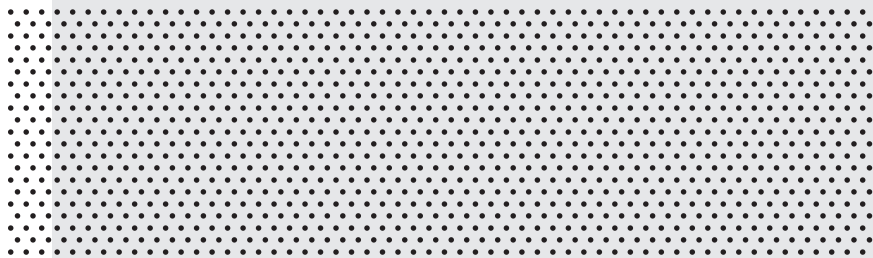


# ***making connections***



JUNE 4–6, 2018

*14th International Writing  
Across the Curriculum Conference*



/// /// /// /// /// /// /// /// /// /// - - - - -

*this book belongs to:*

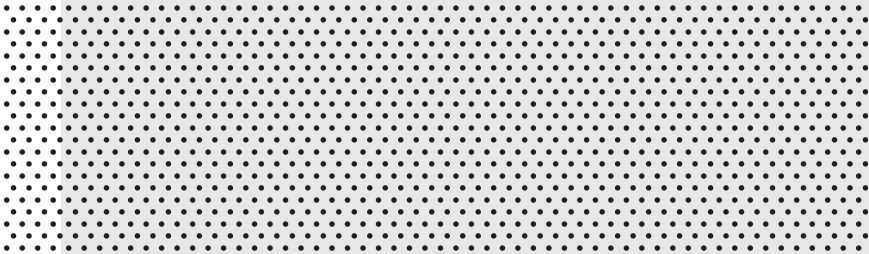
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***email***.....

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## ACKNOWLEDGEMENTS //

### *proposal reviewers* /// /// /// /// /// /// ///

Brenda Abbott, Nighet Ahmed, James Austin, Jacob Babb, Sarah Baker, Nancy Barr, Lesley Erin Bartlett, Christopher Basgier, Dana Bice, Leigh Bond, Laura Brady, Marilee Brooks-Gillies, Heather Camp, Lillian Campbell, Tracy Carrick, LauraAnne Carroll-Adler, Jacqueline Cason, Polina Chemishanova, Scott Chiu, Amy Cicchino, Mike Cook, Debra Courtright-Nash, Michelle Cox, Jacob Craig, Sherri Craig, Michael Cripps, Cate Crosby, Laura Crowe, Jill Dahlman, Molly Daniel, Matthew Davis, Mary De Nora, Jeremy Dennis, Summer Dickinson, Katie Doughty, Patricia Droz, Tracy Ducote, Daniel Emery, Donna Evans, Ming Fang, Susan Ferguson, Gracemarie Fillenwarth, Crystal Fodrey, Annemarie Galeucia, Michelle Rogge Gannon, Pariss Garramone, Christy Goldsmith, Kathi Griffin, Veera Gnaneswar Gude, Steffen Guenzel, Magnus Gustafsson, Jonathan Hall, Susanmarie Harrington, Justin Hayes, Monie Hayes, Marcela Hebbard, Brian Hendrickson, Chelsea Henshaw, Jennifer Hewerdine, Therese Higgins, Linda Hirsch, Amy Hodges, Mingyu Huang, Alyson Huff, Brian Huot, Brad Jacobson, Sandra Jamieson, John Kush, Amy Lannin, Mayte Lara de Haro, Deborah Lee, Yvonne Lee, Adele Leon, Xi Lin, Heather Lindenman, Peggy Lindsey, Jessica Lipsey, Lisa Litterio, Shari Dureshahwar Lughmani, Elaine MacDougall, Dan Martin, David Martins, Amy Mecklenburg-Faenger, Mike Michaud, Kerri Morris, Jenna Morton-Aiken, Yasmine Motawy, Joan Mullin, Catherine Nameth, Kelley Noll, Mary Lou Odom, Bobbi Olson, Wendy Olson, Mike Palmquist, Christian Parreno, Martin Paul, Tara Pauliny, Michael Pemberton, Cynthia Pengilly, Anne Porter, Justin Rademaekers, Arun Raman, Farhan Abdul Rauf, Lynn Reid, Merry Rendahl, Bonnie Sanderson, Shweta Sharma, Phoebe Siu Lok Yi, Trixie Smith, Xiaomei Song, Candace Stewart, Sheena Stewart, Brian Stone, Drew Taylor, Rena Tillinghast, James Truman, Keli Tucker, Ann Updike, Caroline Webb, Amy Williams, Laura Willis, Danielle Willkens, Karissa Wojcik, Lacey Wootton, Dorothy Worden, Kathleen Yancey, Terry Myers Zawacki, Shulin Zhou, Erin Zimmerman, Jennifer Zinchuk

**sponsors** /// /// /// /// /// /// ///

*We'd like to thank the following Auburn University colleges and departments for their generous sponsorship:*

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School of Forestry and Wildlife Sciences  
Samuel Ginn College of Engineering  
School of Nursing

**exhibitors** /// /// /// /// /// /// ///

Oxford University Press  
WAC Clearinghouse  
WAC-GO  
W.W. Norton & Company

**planning committee** /// /// /// /// /// /// ///

**Conference Chair** / Margaret J. Marshall  
**Planning Committee** / Christopher Basgier, Tricia Dozier,  
Nicole Gamache, Heather Stuart, James Truman  
**Brand Developer and Program Designer** / Kelly Bryant  
**Scholarship Committee** / Nighet Ahmed, Pam Childers,  
Michael Pemberton, Trixie Smith





// **WELCOME LETTER**

***welcome** to the 14th International Writing  
Across the Curriculum Conference*

Dear Colleagues,

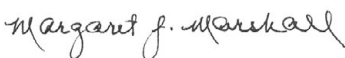
On behalf of Auburn University, welcome to IWAC 2018!

IWAC holds a special place in our hearts, as it was one of the sources of information, advice, and inspiration for the faculty task force charged with making recommendations to improve writing and writing instruction at Auburn back in 2008. The Office of University Writing has sponsored faculty participation in IWAC since its establishment in 2010. We chose the theme, “Making Connections,” in part because that’s what the conference has always been for us — a place to connect with others, an occasion for disciplinary faculty to join with writing scholars to improve student learning, and an opportunity to break out of our disciplinary and institutional silos and learn from each other. We’re excited to continue the tradition as we celebrate the 25th anniversary of the conference.

Over the next few days, you’ll attend sessions that will stimulate conversations and generate new ideas, hear keynote addresses that will encourage you to think again and differently about what you know, and attend workshops and teaching demonstrations that will help you move ideas into practices you can take home with you. And, we hope you’ll join us for the special events we’ve planned to help us celebrate and rejuvenate.

An event as complicated as this one doesn’t come together without a good deal of help from many people. We’re thankful for the financial support we’ve received that let us expand the program and offer more scholarships, and for all the logistical and intellectual support we’ve received from proposal reviewers, prior hosts, and long-time members of the WAC community. I’d like to offer a special thank you to the members of the IWAC 2018 planning committee who have worked tirelessly to put this event together. And, thanks to each of you for taking this journey, sharing your work and your time, and trusting Auburn and those of us in the Office of University Writing in particular to host this very special anniversary conference.

Please enjoy,



*Margaret J. Marshall* // **IWAC 2018 Conference Chair**

## CONFERENCE INFORMATION //

### **location** /// /// /// /// /// /// ///

The 2018 International Writing Across the Curriculum Conference takes place at the Auburn University Hotel and Dixon Conference Center (AUHCC) in Auburn, AL, June 4–6, 2018.

### **workshops** /// /// /// /// /// /// ///

Most pre- and post-conference workshops are held across the street from the AUHCC at the Auburn University RBD Library and Mell Classroom Building. Escorts will be available to help you find your way to these events.

### **registration and information desk** /// /// /// /// /// /// ///

Auburn University staff will be at the registration desk during the times listed below. Information about Auburn is available at the AUHCC front desk.

### **registration desk hours** /// /// /// /// /// /// ///

**Sunday, June 3:** 4 p.m. – 7:30 p.m.

**Monday, June 4:** 7:30 a.m. – 6:30 p.m.

**Tuesday, June 5:** 7:30 a.m. – 6:30 p.m.

**Wednesday, June 6:** 7:30 a.m. – 5 p.m.

### **name badges** /// /// /// /// /// /// ///

Name badges are available for pickup at the registration desk. Your name badge should be worn to all sessions and social events. Any add-on events you selected at registration, such as workshops, the 25th anniversary dinner, or the Tuskegee trip, are listed on the back side of your name badge, which will serve as your entrance ticket.

### **refreshment breaks and meals** /// /// /// /// /// /// ///

Breakfast will be served in the Grand Ballroom on Monday, Tuesday, and Wednesday from 7:30 a.m. – 8:30 a.m. Lunch will be served in the Grand Ballroom during the keynote presentations on Monday from 11:30 a.m. to 1:15 p.m., Tuesday from 11:45 a.m. to 1:30 p.m., and Wednesday from 11:45 a.m. to 1:30 p.m. Beverages will be provided in the pre-function foyer throughout the conference.

## // CONFERENCE INFORMATION

### **posters** /// /// /// /// /// /// ///

Posters will be on display throughout the conference in the Monarch Room so you can view them at your convenience. They will be moved into the Oak II room for the poster session on Wednesday morning (see p. 89), during which the contributors will be available to discuss their work.

### **exhibits** /// /// /// /// /// /// ///

Exhibit tables are located in the pre-function foyer.

### **internet access** /// /// /// /// /// /// ///

Wireless internet access is available to IWAC attendees. To access complimentary WiFi at the AUHCC, simply connect to “AU\_Guest.” For those attending workshops in the Mell Classroom Building or the RBD Library, WiFi information will be provided when you arrive at your session.

### **parking** /// /// /// /// /// /// ///

Complimentary parking is available at the AUHCC throughout the conference.

### **transportation** /// /// /// /// /// /// ///

**TAXIS**—Taxis are not normally available for pickup on the street. You may need to call a company for pickup or ask the hotel to call one for you. The following companies are available:

Tiger Taxi | [www.auburntaxi.com](http://www.auburntaxi.com) | 334-444-4444

Taxis by Sue | [www.mssuestaxi.com](http://www.mssuestaxi.com) | 334-524-9164

**BIKING**—Auburn has made bikes available to the public for use around the city, as well as on the Auburn University campus.

[www.auburnalabama.org/cycle/bike-share/](http://www.auburnalabama.org/cycle/bike-share/)

**UBER + LYFT** services are both available in the Auburn area.

### **accessibility** /// /// /// /// /// /// ///

If you need accessibility-related assistance during the conference, please visit the registration desk.

## CONFERENCE INFORMATION //

### **restrooms** /// /// /// /// /// /// ///

In addition to the main restrooms in the conference center, please feel free to use the restrooms in the hotel's restaurant, A•T Ariccia Trattoria, as well as the single-stall restrooms located behind the Monarch room.

### **banking/ATMs** /// /// /// /// /// /// ///

BBVA Compass | 138 S. Gay Street, Suite 2

Regions Bank | 165 N. College Street

Auburn Bank | 132 N. Gay Street

### **copying and printing** /// /// /// /// /// /// ///

Hotel Business Center | AUHCC First Floor

Sofy Copy & Fax Service | 145 E. Magnolia Avenue

### **dining and nightlife** /// /// /// /// /// /// ///

For food and drink recommendations in Auburn, visit the Auburn and Opelika Tourism Bureau website at [www.aotourism.com](http://www.aotourism.com)

### **medical services/emergency numbers** /// /// /// /// ///

In case of emergency, dial 911. Non-emergency medical treatment is available at:

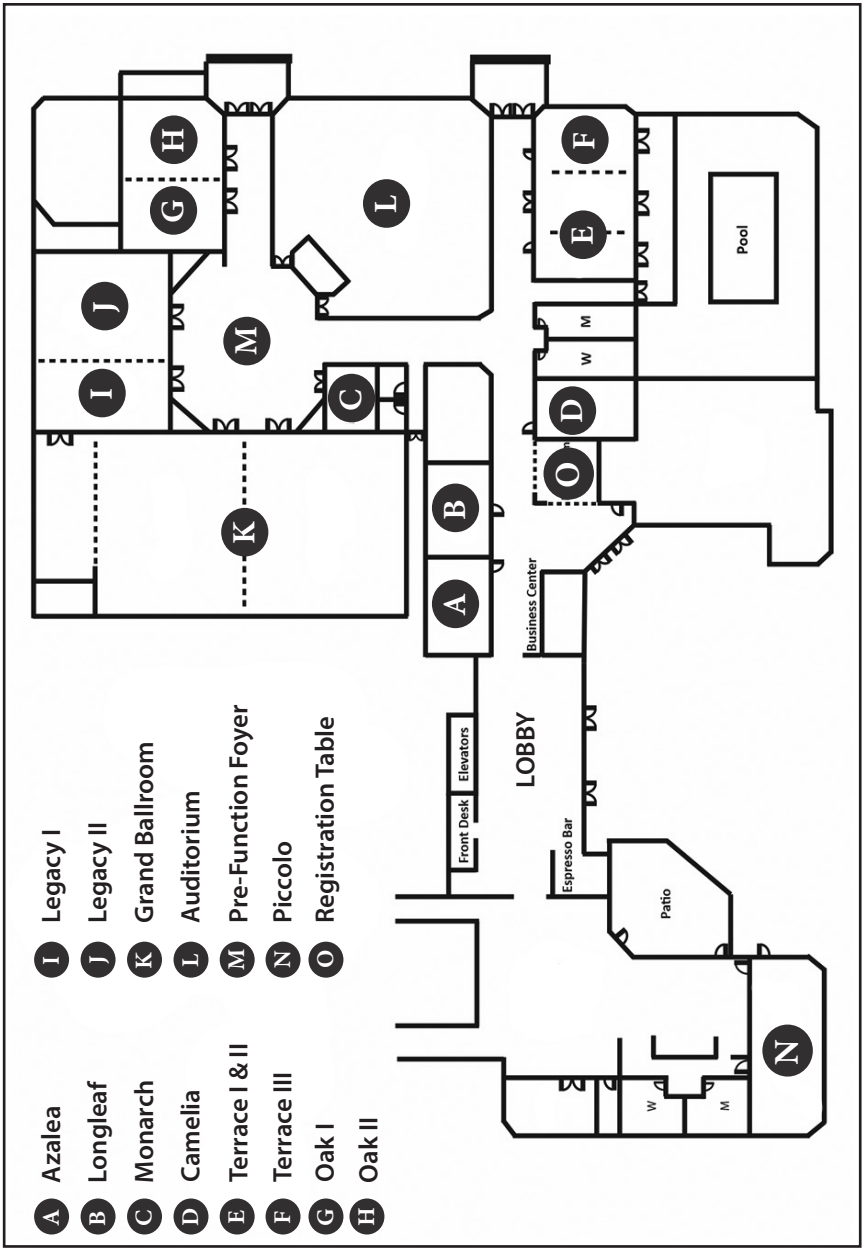
Auburn Urgent Care Inc. | 1650 S. College Street | 334-821-3221

American Family Care | 1902 S. College Street | 334-758-2020

*Other assistance available on campus:*

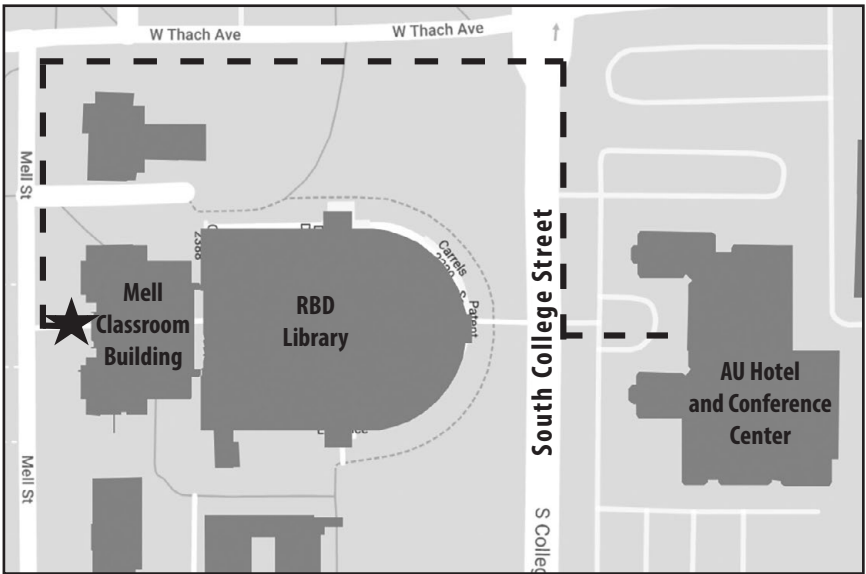
Auburn University police (*non-emergency*): 334-844-8888

Campus Security Shuttle: 334-844-7400

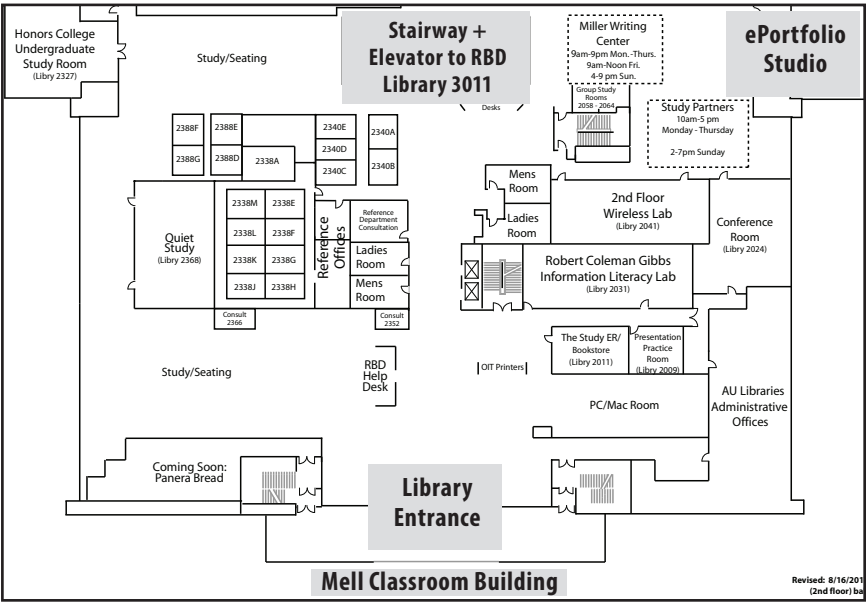


**AU HOTEL + CONFERENCE CENTER MAP** // *1st Floor*

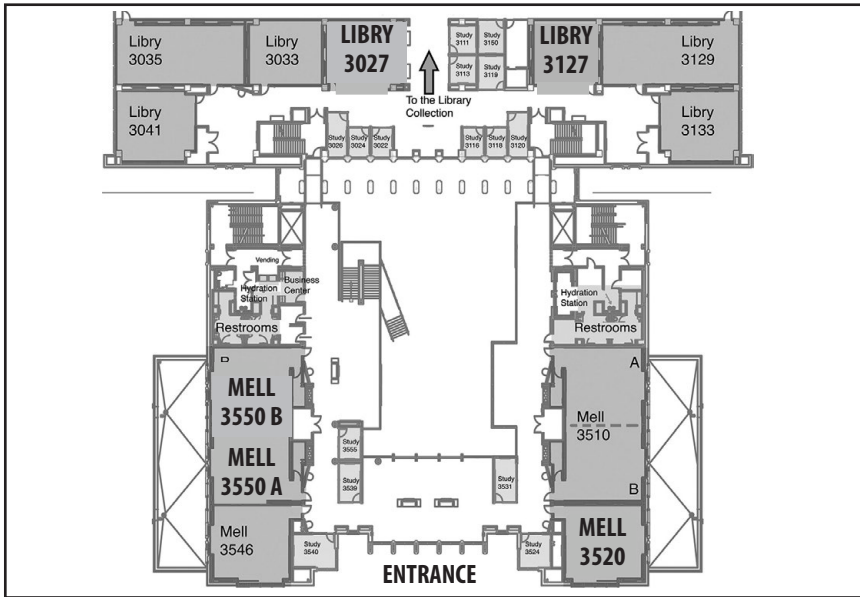
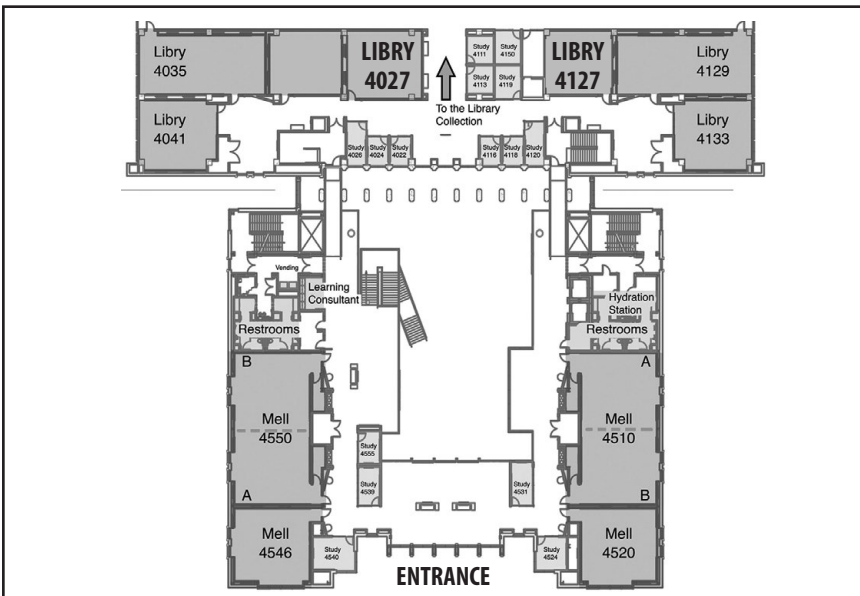
**MAP INDEX** // Map from AUHCC to Mell, RBD Library



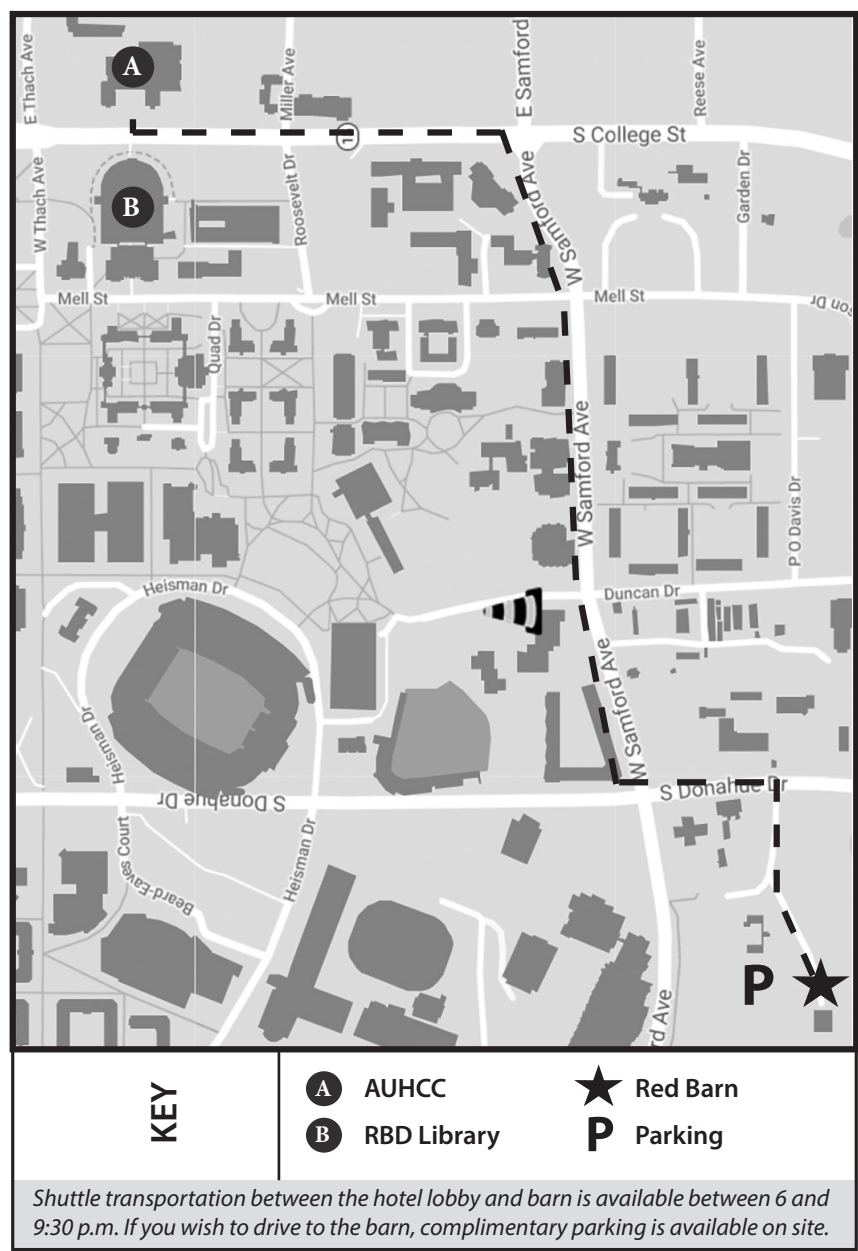
**CAMPUS MAP** // AUHCC to Mell Classroom Building + RBD Library



**RBD LIBRARY MAP** // 2nd Floor

Mell Classroom Building // **MAP INDEX****MELL CLASSROOM BUILDING MAP // 3rd Floor****MELL CLASSROOM BUILDING MAP // 4th Floor**

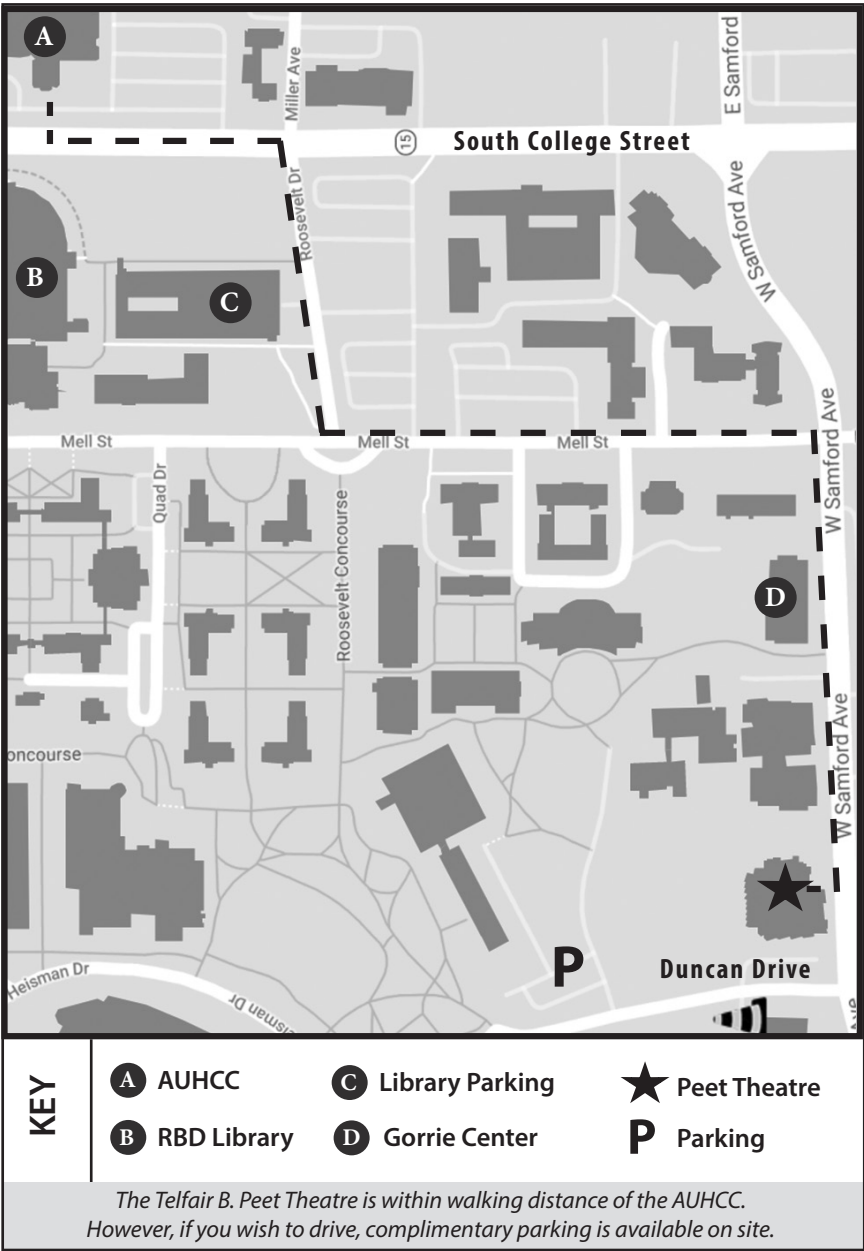
**MAP INDEX** // Map from AUHCC to Red Barn



**AU CENTRAL CAMPUS** // AUHCC to Red Barn



Map from AUHCC to Telfair B. Peet Theatre // **MAP INDEX**



**AU CENTRAL CAMPUS** // AUHCC to Telfair B. Peet Theatre

**SPECIAL EVENTS** // *Social Hour / Southern Writers / Tuskegee*

***special events*** //////////////////////////////////////

**INFORMAL NETWORKING SOCIAL HOUR //**

Sunday, June 3, 2018, 5 p.m.

***PICCOLO AT AUBURN UNIVERSITY HOTEL +  
CONFERENCE CENTER***

Join other conference attendees for an informal networking session.  
A cash bar is available.

**AN EVENING WITH SOUTHERN WRITERS //**

Sunday, June 3, 2018, 7 p.m.

***AUBURN UNIVERSITY HOTEL + CONFERENCE CENTER  
AUDITORIUM***

This reading of contemporary Southern literature features writers from Auburn’s vibrant writing community. Ashley Durrance (poetry), Lauri Anderson Alford (prose), Rajiv Mahabir (poetry), and Andrew Malan Milward (prose) will share their recent work with you. This event is free and open to conference attendees and their guests.

**CULTURAL EXCURSION TO TUSKEGEE, ALABAMA //**

Monday, June 4, 2018, 8 a.m. – 11:45 a.m.

*Advance registration and payment required.*

Departing from the hotel, this excursion includes stops at Tuskegee University and The Oaks, the home of Booker T. Washington; the George Washington Carver Museum; and the Tuskegee History Center. The tour will be led by Dr. Mark Wilson, Director of the Caroline Marshall Draughon Center for the Arts and Humanities at Auburn University, who coordinated a nationally-televised symposium with partners to commemorate the 50<sup>th</sup> anniversary of the desegregation of Tuskegee High School and the federal court case that integrated schools statewide.

**TWENTY-FIFTH ANNIVERSARY CELEBRATION DINNER //**

Monday, June 4, 2018, 6:30 p.m. – 9:30 p.m.

**AUBURN UNIVERSITY RED BARN**

*Advance registration and payment required. Bus transportation between the hotel and the red barn will be available from 6 p.m. to 9:30 p.m. Complimentary parking is available for those who wish to drive. A map is included on page 16.*

In honor of the 25th anniversary of IWAC and thanks to the generosity of our sponsors, this reception at Auburn University's iconic Red Barn offers a great opportunity to dine, socialize, celebrate, and enjoy musical entertainment by Hot Club of Auburn.

**WAC-GO COCKTAIL HOUR //**

Tuesday, June 5, 2018, 6 p.m. – 8 p.m

**AUBURN UNIVERSITY HOTEL + CONFERENCE CENTER  
PRE-FUNCTION FOYER**

All conference-goers are invited to attend this cocktail hour, sponsored by The WAC Clearinghouse, Mike Palmquist, Fountainhead Press, and Bedford/St. Martin's. This free event will give established scholar-practitioners and graduate students the opportunity to meet, mix, mingle, and connect across generations. Complimentary beverages will be provided.

**WEAVING STORIES: A CABARET OF CONNECTIONS //**

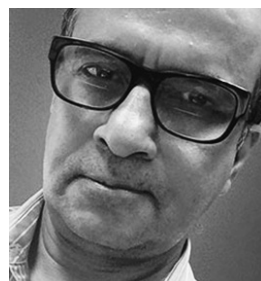
Tuesday, June 5, 2018, 8 p.m

**TELFAIR B. PEET THEATRE,  
CORNER OF SAMFORD AVENUE AND DUNCAN DRIVE**

*IWAC Conference staff will be available to guide attendees who wish to walk to the theatre. Complimentary parking is available near the theatre for those who wish to drive, and a map is included on page 17 of this program.*

Elizabeth Ann Benson will perform an evening of stories and songs drawn from classical art song, musical theater, and contemporary pop. These seemingly eclectic songs are woven into a tapestry of common authors, themes, and experiences. Join us on a journey through literature, languages, and the circle of life. This event is free and open to conference attendees and their guests.

**KEYNOTE SPEAKERS** // Chatterjee



LUNCH WITH KEYNOTE // **1** /

**Monday :: June 4** / 11:30 A.M.

**VISUAL STORYTELLING FOR CHANGE**

*SANJEEV CHATTERJEE // The University of Miami*

*As an independent documentary storyteller and mentor to media change makers internationally, Sanjeev Chatterjee has been experimenting with strategies for using visual storytelling and the internet to reach audiences across borders. In his keynote, he will share takeaways from some recent experiments.*

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## *Chatterjee* // **KEYNOTE SPEAKERS**

**Sanjeev Chatterjee** is a professor, visual storyteller, and an avid mentor to young changemakers in the media and related fields.

After earning his M.A. in English literature from Delhi University, Sanjeev worked for two years as a grassroots filmmaker focused on rural development in India. In 1987, he was awarded a full scholarship to Brooklyn College where he completed his M.F.A. in Radio and Television specializing in documentary storytelling.

Sanjeev is currently a full professor with appointments in the Department of Cinema and Interactive Media (primary) and the Department of Journalism (secondary) at the University of Miami. He teaches courses in visual storytelling, media and society, and film and television production. Sanjeev also serves on the faculties of Salzburg Academy on Media and Global Change (since 2006) and Young India Fellowship (since 2011).

During his tenure at the University of Miami, Sanjeev has fulfilled a variety of administrative responsibilities including serving as the Vice Dean of the School of Communication (2006 – 2010) and the founding Executive Director of the Knight Center for International Media (2007 – 2011). Sanjeev directs *UIndia*, the University of Miami's semester abroad program in India (2013 – present). In 2015, he founded the independent, Florida-based non-profit, Media for Change with the goal of creating a global collaborative network of media changemakers.

Sanjeev's documentary work has won top awards internationally and attracted funding from multiple sources including the Knight Foundation, Florida Humanities Council, UNDP, UN Water, Stockholm International Water Institute, United States Institute for Peace, and others. He was a Fulbright Scholar (India) in 2011 and currently serves on the Fulbright national selection committee (USA).

Sanjeev lives in Miami with his wife Sumita, who is a historian, their two teenage children Abhinav and Uma, and their dog Maraka. At home he spends a lot of time in the kitchen and tending to his vegetable and fruit garden.

**KEYNOTE SPEAKERS** // *Young + Condon*



LUNCH WITH KEYNOTE // **2** /

**Tuesday :: June 5** / 11:45 A.M.

**ANTIRACIST PEDAGOGY IN WAC**

*VERSHAWN ASHANTI YOUNG // University of Waterloo*  
*FRANKIE CONDON // University of Waterloo*

*Working at the intersections of antiracist rhetoric and writing pedagogy, collaboration and alliance, and scholar-teacher activism, Vershawn Ashanti Young and Frankie Condon will explore with participants creative approaches to antiracist pedagogy across the disciplines.*



**Vershawn Ashanti Young** is a faculty member in the Department of Drama and Speech Communication and the Department of English Language and Literature at the University of Waterloo, Canada. He has also served on the faculties of the University of Iowa and the University of Kentucky. Vershawn teaches African American literature, African American rhetoric, performance studies, public communication, rhetorical studies, and writing and serves as a consultant to schools and organizations in the areas of cultural competency and diversity. He values collaboration and has co-authored several recent books including *Other People's English* (Teachers College Press 2014), *Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication* (University Press of Colorado, 2016) and *The Longue Duree of Black Voices: The Routledge Reader of African American Rhetoric* (forthcoming Routledge 2018). For the past decade, Vershawn has been developing the concept of code-meshing, using multiple Englishes and dialects in formal written and oral communications in school and at work.

**Frankie Condon** is an associate professor in the Department of English Language and Literature at the University of Waterloo. Frankie's books include the newly published *Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication*, co-edited with Vershawn Ashanti Young (WAC Clearinghouse and University Press of Colorado); *I Hope I Join the Band: Narrative, Affiliation and Antiracist Rhetoric*; and *The Everyday Writing Center: A Community of Practice*, co-authored with Elizabeth Boquet, Meg Carroll, Michele Eodice, and Anne Ellen Geller (both published by Utah State University Press). Among her recent book chapters is "Building a House for Linguistic Diversity: Writing Centers, English Language Teaching and Learning, and Social Justice," co-authored with Bobbi Olson and published in *Tutoring Second Language Writers* (Utah State University Press). She is currently completing research for a new book tentatively titled, *Absolute Equality: The Radical Precedents of Post-Racial Rhetorics in the 21<sup>st</sup> Century*. This work is funded by a grant from the Social Sciences and Humanities Research Council of Canada.

Frankie lives in Waterloo with her partner, kids, two dogs, a cat, and a chinchilla named Sid. When she is not teaching or writing she may be found, in summer, fussing over her vegetable patch or, in winter, watching hockey in an ice rink somewhere in North America.

**KEYNOTE SPEAKERS** // Eodice, Geller + Lerner



LUNCH WITH KEYNOTE // **3** /

**Wednesday :: June 6** / 11:45 A.M.

**MAKING WRITING MEANINGFUL**

*MICHELE EODICE // University of Oklahoma*  
*ANNE ELLEN GELLER // St. John's University*  
*NEAL LERNER // Northeastern University*

*In this IWAC 2018 keynote, Michele, Anne Allen, and Neal will have participants interact with key findings from the Meaningful Writing Project, a cross-institutional study of what seniors describe as their most meaningful writing projects and what faculty tell them about the assignments they created to foster those experiences. And, most importantly, they will explore how to best create inclusive contexts for students' personal connection to their writing.*

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*Eodice, Geller + Lerner* // **KEYNOTE SPEAKERS**

**Michele Eodice** is an Associate Provost and Director of the OU Writing Center at the University of Oklahoma. Michele's current research explores creative knowing in engineering and doctoral student writing experiences. Among her publications, two books are the products of important collaborations: *(First Person)2: A Study of Co-Authoring in the Academy* (2001), written with Kami Day, and *The Everyday Writing Center: A Community of Practice* (2007), written with Elizabeth H. Boquet, Meg Carroll, Frankie Condon, and Anne Ellen Gellar. In 2013, Michele published *Working with Faculty Writers* with Anne Ellen Geller as co-editor.

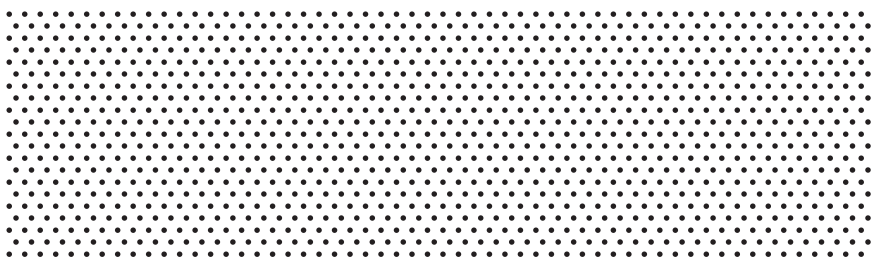
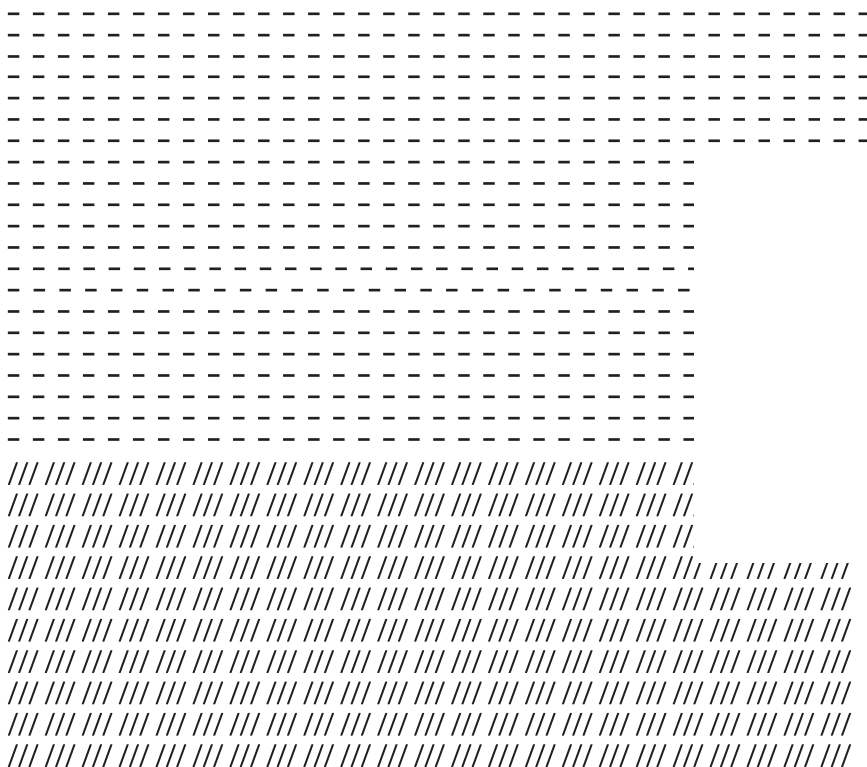
**Anne Ellen Geller** is an Associate Professor of English and Director of Writing Across the Curriculum at St. John's University in Queens, New York, a program that was awarded a 2013 Conference on College Composition and Communication (CCCC) Writing Program Certificate of Excellence. She teaches undergraduate and graduate English courses, directs a writing fellows program, and works with faculty across the disciplines. Anne's research and published writing, twice recognized with the International Writing Centers Association (IWCA) Outstanding Scholarship Award, focuses on writing centers, writing across the curriculum, support for faculty and student writers, co-authorship, and National Endowment for the Humanities funding of writing programs.

**Neal Lerner** is an Associate Professor of English and Director of the Writing Program at Northeastern University in Boston, MA, which was a 2014 recipient of the Conference on College Composition and Communication (CCCC) Writing Program Certificate of Excellence. He has published on the history, theory, administration, and practice of teaching writing in classrooms, laboratories, and writing centers, and is a five-time IWCA Outstanding Scholarship Award recipient. Neal's book, *The Idea of a Writing Laboratory*, won the 2011 National Council of Teachers of English (NCTE) David H. Russell Award. He is co-author of *Learning to Communicate in Science and Engineering: Case Studies from MIT*, winner of the 2012 CCCC Advancement of Knowledge Award, and co-author of *The Longman Guide to Peer Tutoring, 2nd ed.*

*\*The three co-directors of The Meaningful Writing Project were the recipients of the Best Poster Award at the 2015 Conference on College Composition and Communication. This research was supported by a 2010-2011 CCCC Research Initiative Grant. The Meaningful Writing Project: Learning, Teaching, and Writing in Higher Education (2016) is available from Utah State University Press.*



## iwac 2018 // *Schedule at a Glance*



// SCHEDULE AT A GLANCE

**SUNDAY, JUNE 3**

5:00 p.m. Informal networking + social hour at Piccolo  
7:00 p.m. *An Evening with Southern Writers*

.....

**MONDAY, JUNE 4**

7:30 a.m. *BREAKFAST*  
8:00 a.m. *Cultural Excursion to Tuskegee, Alabama*  
8:15 a.m. **WORKSHOPS 1-8**  
11:30 a.m. *LUNCH with Keynote*  
*Sanjeev Chatterjee*  
1:40 p.m. Session A  
3:15 p.m. Session B  
4:50 p.m. Session C  
6:30 p.m. *25th Anniversary Celebration Dinner*

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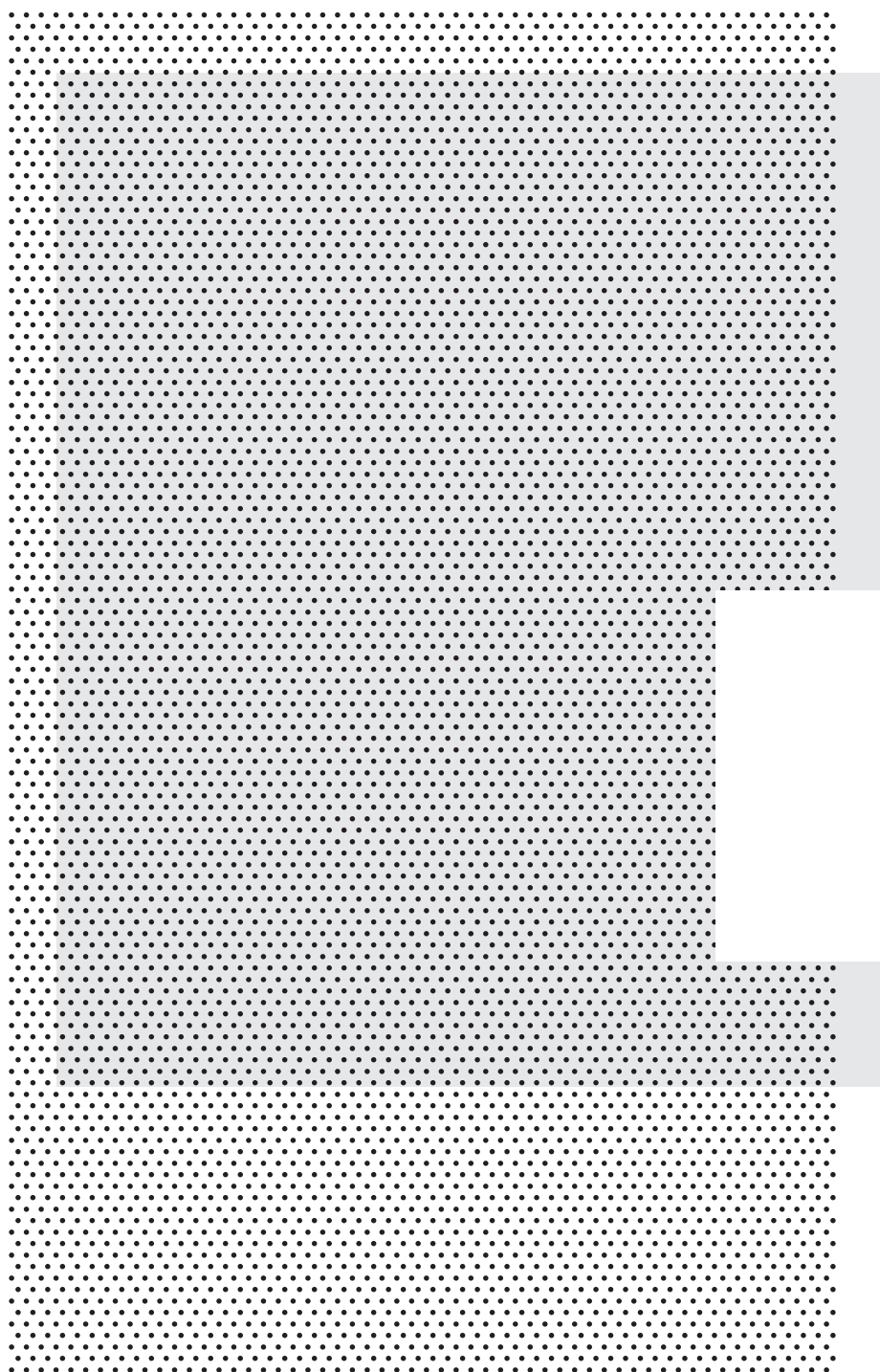
**TUESDAY, JUNE 5**

7:30 a.m. *BREAKFAST*  
8:30 a.m. Session D  
10:05 a.m. Session E  
11:45 a.m. *LUNCH with Keynotes*  
*Vershawn Ashanti Young + Frankie Condon*  
1:40 p.m. Session F  
3:15 p.m. Session G  
4:50 p.m. Session H  
6:00 p.m. WAC-GO Cocktail Hour  
8:00 p.m. *Weaving Stories: A Cabaret of Connections*  
*with Elizabeth Ann Benson*

.....

**WEDNESDAY, JUNE 6**

7:30 a.m. *BREAKFAST*  
8:30 a.m. Session I  
10:05 a.m. Session J  
11:45 a.m. *LUNCH with Keynotes*  
*Michele Eodice, Anne Ellen Geller, + Neal Learner*  
1:45 p.m. **WORKSHOPS 9-16**



# Monday

- 7:30 a.m. *BREAKFAST*
- 8:00 a.m. Cultural Excursion to Tuskegee
- 8:15 a.m. **WORKSHOPS 1-8**
- 11:30 a.m. *LUNCH with Keynote*  
*Sanjeev Chatterjee*
- 1:40 p.m. Session A
- 3:15 p.m. Session B
- 4:50 p.m. Session C
- 6:30 p.m. *25th Anniversary Celebration Dinner*

**WORKSHOPS 1-8 // 8:15 – 11:15 A.M. / MONDAY**  
.....

## **8:15 – 11:15 A.M. // Workshops**

### **CULTURALLY SUSTAINING ENGAGEMENT WITH WRITING LEARNING OUTCOMES ACROSS THE CURRICULUM**

#### ***W1. MELL CLASSROOM BUILDING 3550A***

*Jamila Kareem, University of Central Florida*

This workshop helps participants gain knowledge and practice in applying culturally-sustaining education to WAC teaching and learning outcomes. Participants can expect to understand and articulate principles and recognize gaps in culturally-sustaining education practices at the institutional and/or programmatic level, and develop a critical dialogue about how to introduce culturally-sustaining outcomes and curriculum. They will leave with practical tools and resources to apply culturally-sustaining education practices to WAC at their institutions.

### **DIGITAL STORYTELLING WORKSHOP**

#### ***W2. RBD LIBRARY 3011***

*Paige Normand, James Madison University*

*Becky Chen, James Madison University*

*Marissa Scholler, James Madison University*

We created a tutoring program to help students translate academic work to effective digital content, partnering with over 60 university classes across campus to give semester-long support for digital production. Facilitators will discuss the disciplinary application of digital composition across campus and give participants hands-on experience with tools and strategies needed for successful integration and support of digital writing across the curriculum. This workshop will be held in a computer lab, where we will use free tools to help you become a digital content creator. If you prefer to use your own device, you may bring your laptop to work on.

## **ENHANCING THE DEVELOPMENT OF STUDENTS’ DISCIPLINARY DISCOURSE AND CONTENT LEARNING IN SCIENCE AND ENGINEERING THROUGH A FOCUS ON WRITING: COMMON DENOMINATORS IN APPROACHES AT A SWEDISH AND A U.K. UNIVERSITY**

### **W3. RBD LIBRARY 3027**

*Magnus Gustafsson, Chalmers University of Technology*

Collaboration between two European universities allowed participants to share practices and articulate approaches for supporting the development of students’ disciplinary discourse in science and engineering. We arrived at seven shared dimensions that we needed to be able to negotiate and adjust in each situation. The workshop invites participants to explore the seven shared dimensions we identified that are needed to be able to negotiate and adjust in each situation and try them on for their own sites irrespective of what discipline they are in. The objective of the workshop is for participants to get a sense of a strategy and first steps toward a longitudinal WID-approach.

## **GRITTY TEACHERS: COMPOSING COMPELLING AND EVIDENCED-BASED TEACHING REFLECTIONS**

### **W4. EPORTFOLIO STUDIO, RBD LIBRARY, 2ND FLOOR**

*Lindsay Doukopoulos, Auburn University*

*Diane Boyd, Auburn University*

This workshop will hone your reflective writing skills through a focus on composing more effective teaching reflections, introduce you to tools and strategies that will take the sting out of student evaluations, and help you channel the natural anxieties all teachers experience into actionable strategies for improvement and compelling teaching reflections. Working in small groups, you will be given challenges that will help you interpret data related to teaching. You will leave with a richer understanding of how to interpret student evaluations and translate them into actionable improvements, why you should generate a course wrapper reflection at the end of every semester, and what it takes to compose dynamic and meaningful teaching reflections.

MONDAY



**STARTING, EXPANDING, AND SUSTAINING A WRITING INITIATIVE ON CAMPUS**

**W5. MELL CLASSROOM BUILDING 3550B**

*Joan Mullin, University of North Carolina Charlotte*  
*Heather Bastian, University of North Carolina Charlotte*  
*Stephanie Norander, University of North Carolina Charlotte*

This workshop invites new WPAs and seasoned directors starting or jump starting a (new) program to learn about building sustainability into a program. Since institutional locations of WAC/CxC programs vary (e.g., in departments, writing centers, colleges, provost offices), ways in which programs can be built and sustained vary. The key to growth and longevity, though, is networking across academic borders, seeking to change not just courses and pedagogies but also the institutional writing culture. Drawing on the diverse WAC and CxC experiences of the presenters, this workshop unpacks the challenges of growing sustainable, networked programs, generates solutions to the local challenges of participants and has them draw up action plans that move their programs forward.

**STEM LITERACY PROJECT CONNECTING LEARNING ACROSS THE CURRICULUM**

**W6. RBD LIBRARY 4127**

*Amy Lannin, University of Missouri*  
*Julie Sheerman, Marceline High School*

Blending disciplines. Blending grade levels. Blending language uses. These forms of integration have become key aspects of a statewide STEM Literacy Project connecting middle, secondary, and postsecondary math, science, and literacy educators. In this workshop, presenters will share the objectives, activities, and assessments from this three-year project, including use of the Language Spectrum to analyze how language use changes through a range of discourse in content area classrooms. Participants will also look at examples of scenario and source-based assessments used throughout the three years of the project.



## A SYSTEM FOR TEACHING AND VALIDATING CRITICAL THINKING ACROSS THE DISCIPLINES

### W7. LEGACY II

*Steve Pearlman, University of Saint Joseph*

A Cengage Learning survey found that the most popular methods reported for teaching critical thinking are actually not effective. This workshop shares a system that produced a 230% increase in critical thinking outcomes among college sophomores in four years. It explains why most approaches to critical thinking fall short, and offers concrete ways to fill the gaps to ensure solid growth that can be applied across the curriculum in high school and higher education, from first-year writing through STEM and graduate programs. Participants will leave with an actionable concept of critical thinking that students can learn, faculty can teach, and that produces verifiable gains in critical thinking outcomes.

## WAC PARTNERSHIPS: WORKING TOGETHER ACADEMICALLY AND PROFESSIONALLY

### W8. RBD LIBRARY 3127

*Pamela Childers, The Clearing House*

*Trixie Smith, Michigan State University*

*Jacqueline Tiermini, Finger Lakes Community College*

Improving both student and faculty learning and teaching is just one of the goals of WAC partnerships. Whether participants are involved in a WAC partnership or planning to start one between institutions, within institutions, or through professional organizations, this workshop will introduce them to new possibilities for themselves and their institutions. The workshop leaders from secondary school, community college, and university institutions will share their expertise and encourage participants to consider new possibilities for academic and professional partnerships. All participants will have an opportunity to interact with WAC specialists through a series of workshop activities to create their own plans to enhance new programs or expand existing ones.

MONDAY



**SESSION A // 1:40 – 2:55 P.M. / MONDAY**  
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## **11:30 A.M. // LUNCH**

### **GRAND BALLROOM**

**Daily Welcome:** *Bill Hardgrave, Auburn University Provost*

**Keynote Introduction:** *Amy Hodges, Texas A&M University, Qatar*

**Keynote Address:** *Sanjeev Chatterjee*

## **1:40– 2:55 P.M. // Session A**

### **MORE THAN A CONFERENCE THEME: MAKING CONNECTIONS AS ETHICAL OBLIGATION**

#### **A1. ROUNDTABLE / LONGLEAF**

*Mary Lou Odom, Kennesaw State University*

*Bonnie Smith Whitehouse, Belmont University*

Expanding upon John Duffy's conception of teaching writing as ethical work, this roundtable probes how WAC principles and practices impact audiences and contexts beyond the classroom. We also ask if we bear responsibility — in effect, an ethical obligation — to ensure these connections.

### **TELL ME ABOUT YOURSELF**

#### **A2. PANEL / TERRACE I & II**

*Jamie Sailors, Auburn University*

*Leslie Cordie, Auburn University*

*Becky Barlow, Auburn University*

*John Kush, Auburn University*

Panelists from varied disciplines discuss their challenges, successes, and strategies for helping both undergraduate and graduate students communicate how their academic experiences connect with the expectations of employers through an online, outward-facing ePortfolio that provides examples of relevant experience combined with reflective writing.

## **TEACHING RACIAL LITERACY: AN INTERDISCIPLINARY APPROACH TO CRITICAL WRITING INSTRUCTION**

### **A3. TEACHING DEMONSTRATION / OAK II**

*Mara Lee Grayson, Pace University*

The presenter draws upon original research and teaching experience to share pedagogical suggestions and print materials that may aid instructors in the development of curricula that encourage both racial literacy and critical writing skills across the curriculum.

## **ENGINEERING RÉSUMÉ WRITING AND PROFESSIONALIZATION: A QUANTITATIVE APPROACH TO FACILITATING STUDENTS' PROFESSIONAL DEVELOPMENT**

### **A4. TEACHING DEMONSTRATION / LEGACY II**

*Gracemarie Fillenwarth, Rowan University*

*Mary McCall, North Dakota State University*

We demonstrate a research-based unit on professional development for undergraduate engineering students based on the American Association of Engineering Societies' Engineering Competency Model. We include theoretical background, interactive practice with unit activities, and discussion of assessment practices.

## **USING THRESHOLD CONCEPTS AND DISCIPLINARY TEAMS AS THE BACKBONE OF WAC SEMINARS**

### **A5. PANEL / LEGACY I**

*Elizabeth Wardle, Miami University*

*Ann Updike, Miami University*

*Angela Glotfelter, Miami University*

We describe our efforts to create and implement a threshold concepts-based, semester-long WAC training for teams of departmental faculty from across the disciplines. We outline how the program works, how faculty have responded to it, and provide suggestions for implementing such programs at other institutions.

PROGRAM DEVELOPMENT

A6. INDIVIDUAL PAPER PANEL / TERRACE III

Brian Hendrickson, Roger Williams University (Chair)

Building a WAC Project from the Ground Up:  
Mississippi State University

Ann Spurlock, Mississippi State University

Presents the development, implementation, collaborative partnerships, intensive faculty development, and role of assessment in our campus-wide WAC project, the Maroon and Write Quality Enhancement Plan.

Creating College Connections through Writing

Linda Nicholl, Confederation College

Ollie Pedersen, Confederation College

We present the creation and success of our WAC program which integrates interdisciplinary programs across the college to improve student communication skills, foster divergent thinking, and build connections among faculty.

FROM CURRICULUM TO HANDBOOK: AUTHORS FROM  
FOUR FIELDS REFLECT ON CRAFTING AND PUBLISHING  
DISCIPLINE-SPECIFIC WRITING GUIDES

A7. PANEL / CAMELIA

Tom Deans, University of Connecticut

Shan-Estelle Brown, Rollins College

Thomas Lawrence Long, University of Connecticut

Karen Bottge, University of Kentucky

Sara Haefeli, Ithaca College

Cheryl Tatano Beck, University of Connecticut

This panel features authors of discipline-specific writing guides in four fields—anthropology, biology, music, and nursing—who reflect on how they conceived of and executed their books, what they learned during the process of composing them, and how these publishing projects emerged from and continue to inform their teaching.

**ASSESSMENT**

**A8. INDIVIDUAL PAPER PANEL / OAK I**

*Heather Stuart, Auburn University (Chair)*

**The Large-Scale Writing Program as Campus Connector**

*Jenny Aune, Iowa State University*

*Jo Mackiewicz, Iowa State University*

We argue that our Advanced Communication large-scale writing program serves students, faculty, and administrators best when it functions with performative and ostensive aspects of routine because routine helps WPAs establish and cultivate connections.

**The WEC Effect: Student Engagement Data from the Writing Enriched Curriculum Program**

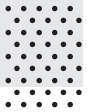
*Daniel Emery, University of Minnesota*

While direct assessments prove that the Writing Enriched Curriculum Program supports student learning and writing, this study examines responses to the Student Experience at Research Universities survey. Our statistical analyses illustrate measurable positive effects from WEC participation in nearly all student engagement measures. The presenter will address both methods and conclusions.

**Exploring Construct-Based, Multiple Trait Assessment of Writing in the Disciplines**

*Valerie Ross, University of Pennsylvania*

We explore results of a construct-based, multiple-trait writing assessment process in a WID program, including questions of training, rubric development, validity, and reliability in assessing a multiple-document portfolio scored by raters drawn from different disciplines.



## 3:15 – 4:30 P.M. // Session B

### GRADUATE TEACHING ASSISTANTS

#### ***B1. INDIVIDUAL PAPER PANEL / AZALEA***

*Nancy Barr, Michigan Technological University (Chair)*

#### **Graduate TAs: The Neglected Middle in Anti-Racist Writing Pedagogy**

*Cameron Bushnell, Clemson University*

Writing programs for graduate and international TAs, which put into practice teaching and rhetorical strategies aligned with the aims of anti-racist pedagogies, might become interdisciplinary, intercultural resources for campus-wide development of rigorous, diplomatically-minded democratic education.

#### **Embodied TA Identity in the Writing Classroom: A Multimodal Analysis**

*Lillian Campbell, Marquette University*

Writing TAs negotiate complicated and conflicting identities as students, disciplinary scholars, and teachers. This presentation discusses teaching videos and interview data from instructors with varied disciplinary backgrounds in literature and composition and demonstrates how teaching performances are an under-utilized site for studying identity negotiation.

#### **Connecting Writing and Disciplinary Knowledge: Teacher Formation in a WAC Program**

*W. Brock MacDonald, Woodsworth College, University of Toronto*

*Andrea L. Williams, University of Toronto*

Graduate teaching assistants play a key role teaching writing in the disciplines, but little research examines the impact of their teaching experiences on their academic identities. Interviews of former WAC program participants found significant changes in their understanding of teaching and connections between writing and disciplinary knowledge.

**HOW DOES INSTITUTIONAL CONTEXT IMPACT ADOPTION  
OF BEST PRACTICES PROMOTED IN WRITING STUDIES  
SCHOLARSHIP? A ROUNDTABLE DISCUSSION**

**B2. ROUNDTABLE / LONGLEAF**

*Christopher Hassay, Moravian College*

*Crystal Fodrey, Moravian College*

This roundtable facilitates discussion about the importance of understanding unique components of disciplinary and institutional contexts to build meaningful connections among local stakeholders through writing studies best practices and the writing-specific learning outcomes expected of students in each academic unit.

MONDAY

**SCIENCE TO CITIZENS: OUTREACH  
WRITING IN TEACHING AND PRACTICE**

**B3. PANEL / CAMELIA**

*Adam Maggard, Auburn University*

*Djibo Zanzot, Auburn University*

*Beau Brodbeck, Auburn University*

*Chuck Hemard, Auburn University*

*Becky Barlow, Auburn University (Chair)*

Panelists from different science disciplines discuss how they have used extension and outreach communication techniques in the classroom to translate science-based material into practical information for a variety of audiences and address associated pitfalls and challenges.

**SUPPORTING THE ASSESSMENT OF WRITING WITHIN  
DISCIPLINARY CONTEXTS**

***B4. PANEL / TERRACE I & II***

*Jeffrey Foy, Quinnipiac University*  
*Paul Pasquaretta, Quinnipiac University*  
*Mark Hoffman, Quinnipiac University*  
*Millie Hepburn, Quinnipiac University*

We contextualize our WAC small-scale SoTL grants by discussing the role of disciplinary differences in writing and assessment. Three researchers from different disciplines then discuss their projects: writing-to-learn in a computer science course; patient scenarios in nursing; and journals to encourage reflection and assess mentoring in a cinematography course.

**TEACHING TEACHERS TO TEACH WRITING,  
CRITICAL THINKING, AND INFORMATION LITERACY:  
CASE STUDY OF A FACULTY LEARNING COMMUNITY AS A  
CAMPUS-WIDE PEDAGOGICAL INTERVENTION STRATEGY**

***B5. PANEL / TERRACE III***

*Julia Voss, Santa Clara University*  
*Denise Krane, Santa Clara University*  
*Christine Bachen, Santa Clara University*  
*Laura Doyle, Santa Clara University*  
*Nicole Branch, Santa Clara University*  
*Tricia Serviss, University of California, Davis*

We report on the development and assessment of our multi-disciplinary faculty learning community (FLC) formed to study evidence-based best practices for writing, critical thinking, and information literacy instruction. We present the assignments faculty created.



## WRITING IN DESIGN COURSES

### **B6. INDIVIDUAL PAPER PANEL / OAK I**

*Phoebe Siu Lok Yi, Hong Kong Community College,  
The Hong Kong Polytechnic University (Chair)*

#### **Improving Student Writing and Understanding in a Studio-Based Design Course: Peer-Reviewed and Scaffolded Writing Assignments**

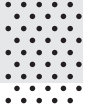
*Ed Dechert, Mississippi State University  
Charles Fulford, Mississippi State University*

We present our redesign of an entry level landscape architecture course to include various forms of writing, iterative assignments, peer review, and scaffolding. We discuss the impact of the redesign on students' understanding of content.

#### **Makerspaces and Trolls: Developing Inclusive Makerspaces for Collaborative Writing-in-Action**

*Anne Heintzman, Western Kentucky University*

Makerspaces are appearing across universities nationwide and offer a unique collaborative learning opportunity for students, faculty, and staff to develop relationships, create projects, and cooperatively document the process in a variety of writing styles.



**CREATIVE WRITING AS INTRODUCTION TO WAC:  
CONNECTING TWO INSTITUTIONS THROUGH THE  
STORIES OF INJURY**

***B7. PANEL / OAK II***

*Stanton Miller, Thomas Jefferson University*  
*Kathy Hubbard, Thomas Jefferson University*  
*Megan Voeller, Thomas Jefferson University*

We explain the planning and implementation process of developing a creative writing workshop to engage medical students in sharing stories of injury and consider how other types of creative writing programming might provide embedded education about WAC practices and tenets.

**PEER REVIEW WHILE STANDING:  
A TEACHING DEMONSTRATION**

***B8. TEACHING DEMONSTRATION / LEGACY II***

*Joseph Moses, University of Minnesota*

Team-based peer review of brief paragraphs that students write in class is a more efficient and timely way of providing feedback on student writing than traditional peer review in pairs. Participants practice the approach and reflect on pros and cons for students and instructors.

**REASSESSING INFORMATION LITERACY:  
METHODS AND FINDINGS FROM A COLLABORATIVE  
ASSESSMENT OF COLLEGE WRITERS' SOURCE USE**

***B9. PANEL / LEGACY I***

*Paula Patch, Elon University*  
*Teresa LePors, Elon University*

We report on our multi-disciplinary approach to developing an assessment based on collectively analyzing a random sample of different research-based texts students produced that enabled us to bridge disciplinary perspectives on information literacy instruction and take a deeper look at how students used library resources in their writing.

## 4:50 – 6:05 P.M. // Session C

### **MINDFULNESS AND REFLECTIVE PRACTICE**

#### ***C1. INDIVIDUAL PAPER PANEL / AZALEA***

*Nighet Ahmed, Auburn University, (Chair)*

#### **Meditation and Contemplative Composition: Informing Writing Instruction Across Disciplines**

*Mike Cook, Auburn University*

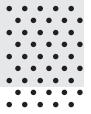
*Katharine Brown, Auburn University*

Presenters draw on existing literature and their own experiences to describe benefits associated with contemplation and writing instruction across disciplines. We demonstrate meditation and contemplative practices we use in our writing classrooms and provide meditation and writing prompts.

#### **Toward a Taxonomy of Reflective Moves in Student Learning Journals**

*Kerrie Kephart, University of Maryland Baltimore County*

Investigates student reflective journal writing in three disciplines: chemical engineering, materials engineering, and music education. Findings highlight the role that genre, disciplinary conventions, and the writing prompt play in shaping students' written reflections and their learning.



**MENTORING A NEW GENERATION OF WAC/WID  
SCHOLARS, ADMINISTRATORS, AND TEACHERS:  
A ROUNDTABLE DISCUSSION ON THE PAST AND  
FUTURE OF WAC-GO**

**C2. ROUNDTABLE / LONGLEAF**

*Alisa Russell, University of Kansas*

*Jake Chase, West Chester University*

The Writing Across the Curriculum Graduate Organization (WAC-GO), a free-standing organization that seeks to increase mentoring and support for graduate students with an interest in WAC/WID work, reviews its recent initiatives and invites participants to collaboratively shape future goals and projects and consider together how the organization might best serve them.

**WAC 360: A VIEW FROM THE START**

**C3. PANEL / CAMELIA**

*Nicole Spottke, Valencia College*

*Stephanie Spong, Valencia College*

*Julianna Moring, Valencia College*

*Elizabeth Renn, Valencia College*

*Claire Yates, Valencia College*

*Vasudha Sharma, Valencia College*

Our multi-perspective community college panel describes their work to align with area high schools and a major university, build a WAC certification program, and offer a writing to learn summer faculty program to encourage implementing reflective practice. We welcome discussion about the challenges of such work.

## SCIENTIFIC WRITING

### ***C4. INDIVIDUAL PAPER PANEL / TERRACE I & II***

*Susanne Hall, California Institute of Technology, (Chair)*

#### **Emergent Concepts for Writing and Disciplinary Practice**

*Chad Wickman, Auburn University*

Examines the challenges involved in using “threshold concepts” to characterize writing as a teaching subject, disciplinary practice, and object of institutional assessment. Discusses how particular concepts emerge in diverse university contexts and explores how those concepts can be used to develop shared understanding and collaboration between diverse stakeholders.

#### **Genre Learning in a Geography Course**

*Misty Anne Winzenried, University of Washington*

What strategies do students use while learning to write in their majors? What challenges do they experience? This presentation offers an empirical analysis of the rhetorical moves students took up and struggled to take up while writing a discipline-specific genre and examines instructor strategies for unmasking disciplinary genre characteristics.

### **STUMBLING INTO A WRITING ENRICHED CURRICULUM: WRITING FELLOWS, ACCIDENTS OF GEOGRAPHY, AND WRITING IN BIOLOGY**

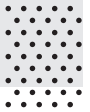
#### ***C5. PANEL / OAK II***

*Michael Cripps, University of New England*

*Anna Bass, University of New England*

*Margaret Friar, University of New England*

This panel uses a case study of a biology department to consider how a department might stumble into WEC. Panelists detail the department’s communication plan, changes to the curriculum and pedagogies at multiple course levels, and consider the role of informal faculty networks and a writing fellows program in these developments.



**INTERNATIONAL AND TRANSLINGUAL WAC/WID**

**C6. INDIVIDUAL PAPER PANEL / OAK I**

*Ming Fang, Florida International University (Chair)*

**Towards a Praxis of Transnational WAC/WID**

*Amy Hodges, Texas A&M University at Qatar*

This presentation focuses on engineers’ perceptions of losses and gains from their experience in an American international branch campus, particularly the changes in their language abilities. The findings from this analysis are used to report on an initial praxis of transnational WAC/WID and a more just education for multilingual writers.

**WAC/WID and Other Across the Curriculums around the World:  
What Does it Mean to be International?**

*David Russell, Iowa State University*

WAC/WID is now one of several movements originating elsewhere around the world to improve students’ learning through writing: Integrated Content and Language (Northern Europe), Academic Language and Literacy (Australia), Academic Literacies (UK), and Disciplinary Didactics (Francophone Europe). This presentation describes some similarities and differences between these other movements.

**UTILIZING SCREENCASTS IN WRITING INSTRUCTION  
AND ASSESSMENT ACROSS CONTENT AREAS**

**C7. TEACHING DEMONSTRATION / LEGACY II**

*Amber Wagnon, Stephen F. Austin State University*

This session demonstrates and develops methods for incorporating screencasts for writing instruction, peer assessment, and teacher assessment. Our hands-on session will provide examples from three content areas and give attendees opportunities to create screencasts for their personal classroom use.

**WHEN DISCIPLINARY COLLEAGUES BECOME WAC  
CONSULTANTS: AN ACTIVITY THEORY ANALYSIS OF AN  
IMMERSIVE WAC FACULTY DEVELOPMENT WORKSHOP**

**C8. PANEL / LEGACY I**

*Bradley Hughes, University of Wisconsin-Madison*

*Elisabeth Miller, University of Nevada, Reno*

*Kathleen Daly, University of Wisconsin-Madison*

*Chris Anson, North Carolina State University (Chair)*

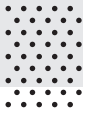
Presents new research about an immersive WAC faculty development seminar at a large public research university. Using activity theory, we analyze participants' self-reports of their learning and videotapes of the peer-review workshops of their assignment sequences. We discuss the implications and impact on faculty.

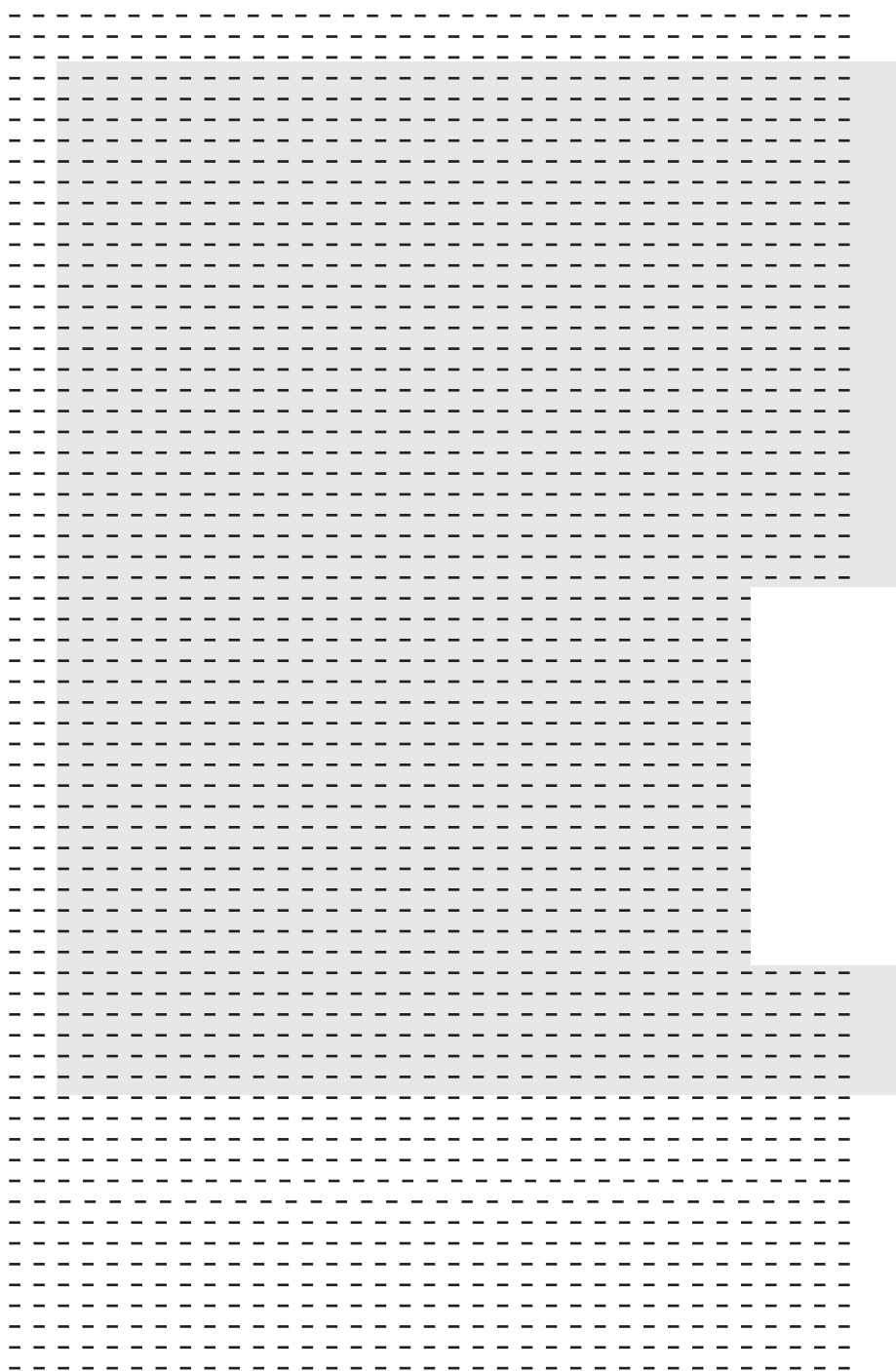
**6:30 P.M. //**  
**25<sup>th</sup> Anniversary Celebration DINNER**  
**AUBURN UNIVERSITY RED BARN**

Bus transportation to and from the celebration is available at the hotel entrance. Buses will run from 6 p.m. to 9:30 p.m. If you wish to drive to the Red Barn, complimentary parking is available on site. Please see the maps section of the program for directions.

Please bring your name badge as it will serve as your entrance ticket to the dinner. Only attendees (and their guests if applicable) with the event listed on the back of their badge will be admitted.

A map from the hotel to the Red Barn is located on page 16 of the program.







# Tuesday

TUESDAY

|            |   |
|------------|---|
| 7:30 a.m.  | <i>BREAKFAST</i>  |
| 8:30 a.m.  | Session D   |
| 10:05 a.m. | Session E   |
| 11:45 a.m. | <b><i>LUNCH with Keynotes</i></b><br><i>Vershawn Ashanti Young + Frankie Condon</i>         |
| 1:40 p.m.  | Session F   |
| 3:15 p.m.  | Session G   |
| 4:50 p.m.  | Session H   |
| 8:00 p.m.  | <b><i>Weaving Stories: A Cabaret of Connections</i></b><br><i>with Elizabeth Ann Benson</i> |

## 8:30 – 9:45 A.M. // Session D

### REACHING FOR COMMON GROUND: PROFESSIONAL DEVELOPMENT WITHIN AND ACROSS THE DISCIPLINES

#### ***D1. PANEL / TERRACE III***

*Jennifer Messier, George Mason University*

*Lourdes Fernandez, George Mason University*

*Jessica Matthews, George Mason University*

*Bree McGregor, George Mason University*

We share our experiences with two types of extended professional development: the one-day workshop extended through website interaction and the one-semester professional learning community. Both were created to cultivate collaboration and inclusivity amongst faculty from different disciplines (and amongst pedagogically-diverse composition faculty) as they establish common ground for writing instruction.

### 3D ACROSS THE CURRICULUM: CONNECTING COLLEGES THROUGH THE PEDAGOGY OF TECHNOLOGICAL COMMUNICATION

#### ***D2. PANEL / CAMELIA***

*Vincent Cellucci, Louisiana State University*

*David “Boz” Bowles, Louisiana State University*

*Becky Carmichael, Louisiana State University*

Discusses 3D technologies (scanning/printing and digital fabrication) as teaching tools for connection and transfer of concepts across disciplines (Engineering, Science, Humanities, and Art & Design). Outlines applications and benefits of 3D pedagogies and shares lessons learned.

## **FIRST YEAR WAC AND WRITING DEVELOPMENT**

### ***D3. INDIVIDUAL PAPER PANEL / OAK I***

*Katharine Brown, Auburn University (Chair)*

#### **Starting by Connecting: WAC as a Natural Outgrowth of Liberal and General Education Review**

*Cheryl Hofstetter Duffy, Fort Hays State University*

This session explores the vital connections possible when WAC stakeholders collaborate with campus leaders charged with re-imagining and revitalizing Liberal Education and General Education. In this way, WAC initiatives become positively entrenched in key university systems, increasing their relevance and staying power.

#### **Scaling Undergraduate Scientific Writing via Prominent Feature Analysis (PFA)**

*Katarzyna Gallo, Mississippi State University*

*Sherry Swain, National Writing Project*

Prominent Feature Analysis is a scaling tool for assessing student writing. The measure has been developed from analysis of student essays in grades 3-12 and highlights common positive and negative aspects appearing in writing samples. We report on adapting the scale for evaluating scientific writing of educational psychology undergraduates.

#### **WAC as a Method for Engaging First-Year Students: Results from a Cross-Disciplinary Faculty Learning Community (FLC)**

*Lisa Litterio, Bridgewater State University*

This presentation explores results from a pilot study of a faculty learning community facilitated by a WAC administrator. This multidisciplinary group of 5-6 faculty gathered together consistently to explore the topic of engaging first-year students in writing practices.

## TRANSFER IN FIRST YEAR COMPOSITION

### ***D4. INDIVIDUAL PAPER PANEL / OAK II***

*Cameron Bushnell, Clemson University (Chair)*

#### **Learning Transfer from First Year Composition to Writing for a Business Course**

*Xin Chen, Indiana University*

Drawing upon the theories of adaptive transfer and genre analysis, this research explores how multilingual students transfer writing skills from first year composition to a business course at a research university in the U.S. Discusses the possibilities for collaboration between writing teachers and disciplinary faculty to facilitate learning transfer.

#### **The Potential Value of Experimental Writing for Transfer of Learning**

*Justin Hayes, Quinnipiac University/Double Helix*

In shifting attention away from the content of writing to unfamiliar rules governing its composition, experimental writing in first-year composition holds out the possibility of developing students' metacognitive ability to recognize and negotiate new writing contexts in and across the disciplines.

#### **Genre, Transfer, and Discourse Community: Bringing WAC into FYC**

*Katelyn Stark, Florida State University*

Presents a composition course that teaches WAC concepts in a first-year composition, non-WAC specific course. This curriculum, which can be adapted to your specific institutional context, allows students to make explicit connections that encourage writing knowledge transfer.

## **BRIDGING WRITING AND READING WITH INQUIRY TO PREPARE FUTURE STEM LEADERS**

### ***D5. TEACHING DEMONSTRATION / LEGACY II***

*Laura Crowe, Auburn City Schools*

This teaching demonstration focuses on reading and writing strategies that can be used in science and other STEM courses to provide a link between inquiry learning and developing writing skills that are necessary to be successful in a STEM-related career. Specific examples of such reading and writing strategies will be provided.

## **DEVELOPING “DISCIPLINARY REASONING DIAGRAMS” TO LINK DISCIPLINARY AND RHETORICAL KNOWLEDGE**

### ***D6. PANEL / LEGACY I***

*Suzanne Lane, Massachusetts Institute of Technology*

*Jessie Stickgold-Sarah, Massachusetts Institute of Technology*

*Michael Trice, Massachusetts Institute of Technology*

This panel presents “disciplinary reasoning diagrams” as a tool to help students integrate disciplinary, rhetorical, and genre knowledge as they compose. Discusses relevant theory, the method for producing diagrams, and the assessment of their use in different fields, including Comparative Media Studies, Materials Science, Chemical Engineering, Brain and Cognitive Science, and Computer Systems.

## **SUPPORTING GRADUATE STUDENT WRITING: A WAC SOLUTION**

### ***D7. PANEL / AZALEA***

*Peggy Lindsey, Georgia Southern University*

*Tracy Linderholm, Georgia Southern University*

This panel details the process of developing an intervention designed to provide more support for education majors writing dissertations and other final projects to complete their graduate degrees. We present the findings of our pilot study.

## 10:05 – 11:20 A.M. // Session E

### CONNECTING DISCIPLINES, CONNECTING FACULTY: THE WI TEACHING ACADEMY

#### ***E1. PANEL / AZALEA***

*Heather Bastian, University of North Carolina at Charlotte*

*Stephanie Norander, University of North Carolina at Charlotte*

*Andrea Freidus, University of North Carolina at Charlotte*

*Erik Byker, University of North Carolina at Charlotte*

WAC/WID personnel and disciplinary faculty explore how one WAC/WID program met the challenges of providing support for WI courses with a WI Teaching Academy. The Academy utilized online and face-to-face settings to facilitate connections between disciplines. We describe philosophy, structure, implementation, and reflections from participants.

### COLLABORATIVE PROJECTS ACROSS THE CURRICULUM: SIMILARITIES, DIFFERENCES, CHALLENGES, AND STRATEGIES

#### ***E2. PANEL / TERRACE I & II***

*Jose Lai, The Chinese University of Hong Kong*

*Laura Man, The Chinese University of Hong Kong*

*Elaine Ng, The Chinese University of Hong Kong*

*Chris Rozendaal, The Chinese University of Hong Kong*

*Zhihi (Paul) Pan, The Chinese University of Hong Kong*

Members of the English Across the Curriculum (EAC) Project have collaborated with faculties from Information Engineering, Earth System Science, Music, and Statistics. We share our experience of setting up communities of practice projects and discuss the similarities, differences, challenges and keys to success in implementing EAC in different faculty settings.

## WRITING AND ADVOCACY

### ***E3. INDIVIDUAL PAPER PANEL / CAMELIA***

*Chad Wickman, Auburn University (Chair)*

#### **Teaching the Rhetoric of Social Commentary: Connecting Composition and Experiential Learning**

*Suzanne Cope, St. John's University, Lesley University*

This presentation looks at the teaching of the rhetoric of social commentary as an approach to a composition course curriculum with applications for other disciplines and argues that engaging in and creating social commentary is an important experiential learning approach to writing across the disciplines.

#### **Teaching Post-Truth Information Literacy in Writing for the Sciences**

*Daniel Kenzie, North Dakota State University*

Explores the background of the so-called “post-truth” moment, then presents a pedagogical approach to information literacy in writing instruction in the sciences. Includes specific assignments as well as lessons in research, argument, public science literacy, and circulation that can be applied to any curriculum.

## WRITING ACROSS THE OCEAN STATE

### ***E4. PANEL / TERRACE III***

*Jenna Morton-Aiken, Brown University, University of Rhode Island*

*Stacy Kastner, Brown University*

*Jennifer Liese, Rhode Island School of Design*

*Jillian Belanger, Roger Williams University*

*Nedra Reynolds, University of Rhode Island*

*Will Toner, Providence College*

This panel brings together colleagues from five institutions to showcase particular programs or services and reflect on how statewide cross-institutional dialogue helped to inspire innovation and experimentation despite apparent differences in mission and student populations.

**ENGINEERING CONNECTIONS: A WRITING FELLOWS PROGRAM PARTNERS WITH A LARGE, REQUIRED, FIRST-YEAR COURSE FOR ENGINEERING STUDENTS**

***E5. PANEL / OAK I***

*Gregory Skutches, Lehigh University*

*Gerard Lennon, Lehigh University*

*Kyle Kristiansen, Lehigh University*

Discusses the assessment results of a fall 2017 partnership between the Research and Writing Fellows Program and the lead instructor of a large, first-year course required for all engineering students. Panelists represent different levels of this partnership and offer their own perspectives.

**IDENTITY**

***E6. INDIVIDUAL PAPER PANEL / OAK II***

*Heather Falconer, Northeastern University (Chair)*

**Reading Matters Across Campus:  
How Students Enact Disciplinary Identities Through Reading**

*Rachel Buck, University of Arizona*

Using qualitative results from a study of students and faculty members across three different disciplines, this presentation demonstrates the complicated role that reading plays in disciplinary classrooms as students enact (or struggle to enact) disciplinary identities.

**How Chemistry Majors Perceive and Construct Disciplinary Identities in Relation to Disciplinary Writing Experiences: Implications for WAC and Retention**

*Justin Nicholes, Indiana University of Pennsylvania*

To suggest how WAC programs can support student engagement and retention, this presentation describes a case study that explored how chemistry majors at one northeastern U.S. state public university perceived and performed identities in relation to life, departmental, and disciplinary writing experiences.



**PARDON THE INTERRUPTION:  
WE'RE USING ESPN TO TEACH WRITING**

***E7. TEACHING DEMONSTRATION / LEGACY II***

*Rebecca Harper, Augusta University*

Motivating students to write is often difficult for many teachers, but what if teachers and students knew that ESPN could be used to teach writing? This session provides participants with unique and new ways to engage students in the writing classroom and demonstrates specific examples.

**THE WRITE PLACE – DEVELOPMENT OF A WRITING  
CENTER AT THE SECONDARY LEVEL**

***E8. ROUNDTABLE / LONGLEAF***

*Julie Wentworth, Auburn High School*

*Holly Robinson, Auburn High School*

This roundtable discussion explores the challenges and successes of ongoing efforts to collaborate with teachers and writing center researchers to create a writing center to serve high school students and faculty.

**GENERIC RUBRICS FOR WRITING ACROSS CONTEXTS:  
POSSIBILITIES, LIMITATIONS, THREATS**

***E9. PANEL / LEGACY I***

*Chris Anson, North Carolina State University*

*Paul Anderson, Miami University of Ohio (ret.)*

*Pamela Flash, University of Minnesota*

This panel addresses questions surrounding generic rubrics by exploring the possibilities and limitations of using such rubrics beyond a single assignment or course, identifying threats posed by an AAC&U initiative relying on generic rubrics for institution-wide and nationwide assessment, and outlining the institution-wide implementation of a method enabling faculty in all departments to create specific assessment criteria to guide writing instruction.

**SESSION F // 1:40 – 2:55 P.M. / TUESDAY**

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**11:45 A.M. // LUNCH**

**GRAND BALLROOM**

**Daily Welcome:** *Becky Barlow, Auburn University,  
Shug Jordan Professor of Writing*

**Keynote Introduction:** *Mara Lee Grayson, Pace University*

**Keynote Address:** *Vershawn Ashanti Young and Frankie Condon*

**1:40 – 2:55 P.M. // Session F**

**SUPPORTING INSTRUCTORS AND ADMINISTRATORS IN  
INFORMAL WAC/WRITING INTEGRATION PROGRAMS**

***F1. PANEL / AZALEA***

*Sherri Craig, Purdue University*

*Amelia Chesley, Purdue University*

*Nathan Mentzer, Purdue University*

Gives data-based insights into graduate student instructor experiences, assessment, and training across disciplinary boundaries by detailing the challenges and rewards of a three-course writing integration program.

We provide personal perspectives, preliminary research findings, advice for those involved, and invite discussion about instructor support and development in WAC programs.

**TRANSLINGUAL/TRANSNATIONAL SPACES: STUDENT  
WRITING DEVELOPMENT IN INTERNATIONAL FIRST-YEAR  
COMPOSITION, A WRITING INTENSIVE COURSE, AND  
POST-GRADUATE LITERACY PRACTICES**

**F2. PANEL / LONGLEAF**

*Jonathan Hall, CUNY York College*

*Matthew Garley, CUNY York College*

Explores the intersection of translingual and transnational practices among international students and traces the development of translingual/transnational identities at three key points in students' academic careers on two U.S. campuses: international first-year students in composition; undergraduate students in a writing intensive grammar/syntax course; and international graduate students from multiple disciplines.

**EMPIRICAL APPROACHES TO STUDYING WRITERS'  
TACIT KNOWLEDGE: FINDINGS AND IMPLICATIONS  
FOR RESEARCHERS AND TEACHERS**

**F3. PANEL / CAMELIA**

*Andrea Olinger, University of Louisville*

*Zak Lancaster, Wake Forest University*

The panelists share findings from their respective studies — each of which used discourse-based interviews to juxtapose how faculty and students represent writing with the actual texts and textual practices the participants described — and discuss the implications for working with WID faculty and students.

**COLLABORATIVE CONVERSATIONS ACROSS A LEARNING  
COMMUNITY: EDUCATING NURSING STUDENTS THROUGH  
CAMPUS PARTNERSHIPS**

***F4. PANEL / TERRACE I & II***

*Lynne Rhodes, University of South Carolina Aiken*

*Vicki Long, University of South Carolina Aiken*

*Deborah Tritt, University of South Carolina Aiken*

We describe how School of Nursing (SON) faculty have worked with writing specialists and embedded librarians to develop systematic WID frameworks that reinforce disciplinary learning and diagnostic practices and support program learning goals. We present results of student writing assessment in SON.

**THE UTILIZATION-FOCUSED WAC: CONNECT FACULTY,  
PROGRAMS, AND THE INSTITUTION**

***F5. PANEL / TERRACE III***

*Bradley Sturz, Georgia Southern University*

*Colton Magnant, Georgia Southern University*

*Lainie Harris, Georgia Southern University*

Explores ways a WAC initiative designed to enhance students' writing, analysis, argumentation, and synthesis skills connected multiple stakeholders for multiple purposes. Panelists discuss how WAC participation is addressed in annual reviews and explain how evidence gathered in the WAC program informs planning, implementation, and decision-making.

## **USING EPORTFOLIOS TO ENHANCE STUDENTS' REFLECTIONS ON FIELDWORK EXPERIENCES**

### ***F6. TEACHING DEMONSTRATION / LEGACY II***

*Sharon Wilbanks, Auburn University Early Learning Center*

*Margaret Vollenweider, Auburn University Early Learning Center*

We explore the value of incorporating ePortfolios and portfolio thinking into fieldwork and practicum coursework. We share student ePortfolio examples, grading rubrics, assignments, and how we provide instruction on ethical issues related to artifact choices and on reflective writing.

## **EXPLORING TEACHING FOR TRANSFER ACROSS EIGHT RESEARCH SITES**

### ***F7. PANEL / LEGACY I***

*Matthew Davis, University of Massachusetts Boston*

*Kara Taczak, University of Denver*

*Kathleen Yancey, Florida State University*

*Liane Robertson, William Paterson University*

We present results from our latest research, identifying successes and challenges in adapting the Teaching for Transfer curriculum to diverse student populations, writing programs, WAC, and workplace contexts.

**TUESDAY**

## **STEM PERCEPTIONS/INTERVIEWS**

### **F8. INDIVIDUAL PAPER PANEL / OAK I**

*Cary Moskowitz, Duke University (Chair)*

#### **In This Together: Consubstantial Ethos in Writing in the Sciences Classrooms**

*Justin Atwell, University of Colorado-Boulder*

This paper quantitatively and qualitatively explores student and instructor perceptions of ethos in courses designed to help students learn to write in the sciences. It makes recommendations for best practices related to course content and pedagogy to help engage students in STEM writing courses.

#### **Impacts of WID Collaboration on Students' Development as Engineers – Student and Faculty Perceptions**

*Magnus Gustafsson, Chalmers University of Technology*

Support for integrating writing and content learning draws from frameworks including situated learning, cognitive apprenticeship, constructive alignment, and disciplinary discourses. But what is the impact and how do we know? This paper reports on one impact study where STEM student and faculty perceptions have been analyzed in an interview study.

#### **Connecting Students Across Disciplines Through an Embedded Science-Writing Instruction Program in an NSF-funded Research Experience for Undergraduates Program**

*Andre Gesquiere, University of Central Florida*

This joint presentation by a director of a WAC program and a nanoscience faculty member at a large public university describes the setup, implementation, and results of an effort to teach science writing to students in a ten-week nanoscience/biomedical engineering Research Experience for Undergraduates (REU) program funded by the NSF.

## **TECHNICAL/DIGITAL WRITING**

### **F9. INDIVIDUAL PRESENTATION PANEL / OAK II**

*Christopher Basgier, Auburn University (Chair)*

#### **Thinking Visually: Students Connect Textual and Visual Resources in Business Communication**

*Lindsay Clark, Sam Houston State University*

Using reflections and assignments collected during a business design and presentation course, the presenter examines the ways students' composing processes are influenced by technology, explores how students make connections between textual and visual resources, and considers the emergent opportunities and challenges when asking students to communicate using multimodal resources.

#### **A Common Bond: Integrating Writing Across the Curriculum and Technical Writing**

*Courtney Ferriter, Georgia Southern University*

This paper argues for more integration between traditional methods of teaching WAC and Technical Communication (TC), including the use of ePortfolios and writing to learn exercises in technical writing courses and incorporation of technical writing genres and TC/workplace-type assessment in the composition classroom.

#### **“Talking to Other People in their Own Languages”: Making Interdiscursive Connections as Scientific Composing**

*Gwendolynne Reid, Oxford College of Emory University*

This presentation examines how making connections across discourses can be an important part of scientific work, including scientific composing. The speaker presents results from a qualitative case study of biological digital composing that found research participants employed composing strategies explicitly aimed at reaching across discourses.

## 3:15 – 4:30 P.M. // Session G

### IMPLEMENTING A TRANSDISCIPLINARY AND TRANSLINGUAL STUDENT WRITING ACTIVITY IN FYW AND SHL CLASSES

#### G1. PANEL / AZALEA

*Marcela Hebbard, University of Texas Rio Grande Valley*

*Yanina Hernandez, University of Texas Rio Grande Valley*

An instructor of Spanish-as-a-Heritage Language (SHL) and a First-Year Writing (FYW) specialist offer a bilingual (Spanish/English) session on the development and implementation of a transdisciplinary and translanguing student writing activity designed to develop students' linguistic agency. Includes time for participants to brainstorm a transdisciplinary and translanguing collaborative student activity for their institutions.

### NETWORKS OF DISCOURSE: EXAMINING THE INFLUENCE OF INSTITUTIONAL HISTORIES AND PROGRAM MISSIONS IN STUDENTS' WRITING DEVELOPMENT

#### G2. PANEL / LONGLEAF

*Jacob Craig, College of Charleston*

*Chris Warnick, College of Charleston*

We analyzed archival materials, student interviews, and student writing to map how discourses intersect in order to understand how those intersections influence students' learning to write. We argue that understanding how students are experiencing these linkages across different programs and classrooms is vital to serving their needs and goals.



## **THE CONTINUING RELEVANCE OF WAC PEDAGOGY: LESSONS AND STRATEGIES FOR SUSTAINING A VIBRANT WAC PROGRAM**

### **G3. PANEL | CAMELIA**

*Rifat Salam, CUNY/Borough of Manhattan CC*

*Holly Messitt, CUNY/Borough of Manhattan CC*

*Christa Baiada, CUNY/Borough of Manhattan CC*

While WAC pedagogy has been incorporated into best practices of teaching, WAC programs are rarely given the star status of initiatives offering “innovative” pedagogy. The panel argues for the contributions that WAC principles make to college teaching and the relevance of WAC programs to successful student outcomes. Panelists share organizational strategies and generate a discussion on building and maintaining thriving WAC programs.

## **ePORTFOLIOS: A PROFESSIONALIZING ADDITION TO STUDENT LEARNING**

### **G4. PANEL | TERRACE I & II**

*Megan Haskins, Auburn University*

*Heather Stuart, Auburn University*

*Jamil Ghazal, Louisiana State University*

An ePortfolio is a personal website that showcases skills, experiences, and learning to a specific audience through diverse artifacts. ePortfolios require students to reflect on coursework and discover value by contextualizing their experiences for a professional audience. This session provides practical techniques and offers resources for incorporating professionalizing activities, such as ePortfolios, into existing curriculum.

## **MAKING CONNECTIONS TO CREATE A CULTURE OF WRITING AT A “COLLEGE OF OPPORTUNITY”**

### **G5. PANEL / TERRACE III**

*Mike Michaud, Rhode Island College*

*Joseph Zornado, Rhode Island College*

*Andrea Del Vecchio, Rhode Island College*

*Sylvia Ross, Rhode Island College*

Panelists report on their experiences facilitating and participating in a year-long professional development seminar designed to meet the five key goals enumerated in *The Statement of WAC Principles and Practices* (INWAC, 2014). We discuss the seminar’s history, organization and curriculum, impact on faculty and the institution, and support for cross-disciplinary faculty working to meet the needs of diverse, non-traditional, and first-generation college students.

## **CLASSROOM-BASED PEER TUTORING AS PARTICIPATORY ACTION RESEARCH (PAR)**

### **G6. PANEL / OAK II**

*Christopher Manion, The Ohio State University*

*Cynthia Lin, The Ohio State University, Marion Campus*

*Amy Shuster, The Ohio State University*

*Dana Ferbrache-Darr, University of Arizona*

Research has examined how classroom-based peer tutors can navigate the complex relationships between students and instructors within a course and promote pedagogical change. This panel discusses adoption of PAR as a model for their work and describes how the collaborative and reflective methodologies of PAR might shape the ways embedded tutors, instructors, and students make connections between how they tutor, teach, and learn.

## **ETHICAL ISSUES IN STEM WRITING**

### **G7. INDIVIDUAL PRESENTATION PANEL / OAK I**

*Courtney Ferriter, Georgia Southern University (Chair)*

#### **Ethics and Writing in the Disciplines**

*Vicki Tolar Burton, Oregon State University*

Most disciplines have explicit ethical requirements, but little has been done to connect these ethical expectations to writing in the disciplines. This presentation offers a framework for using WAC pedagogies to help students integrate disciplinary ethics with disciplinary writing.

#### **Connecting Prior Work to Present: Attribution in the STEM WAC/WID Classroom**

*Malcah Effron, Massachusetts Institute of Technology*

In STEM writing environments, students are often asked to reproduce previously established results and communicate the same thesis and content as their classmates, raising questions about what, when, and who to cite. This paper recommends investing energy into WAC/WID scholarship that addresses these challenges.

#### **The Disciplinary Dynamics of Text Recycling**

*Michael Pemberton, Georgia Southern University*

*Susanne Hall, California Institute of Technology*

*Cary Moskowitz, Duke University*

Speakers discuss results of an IRB-approved survey of journal editors and editorial board members about the acceptability of text recycling across disciplines. We discuss the ways source material, text quantity, rhetorical function, and disciplinary affiliation affect perceptions of text recycling practices and consider discipline-specific guidelines.

**SESSION G // 3:15 – 4:30 P.M. / TUESDAY**

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## **5 X 10 TALK**

### **G8. 5 X 10 / LEGACY I**

*Nicole Gamache, Auburn University (Chair)*

#### **“It Makes Me Think About What I Think is Important”: Building a Culture of Writing Through General Education**

*Brad Jacobson, University of Arizona*

*Lindsay Hansen, University of Arizona*

Utilizing survey results to examine the impact of a faculty development program created to support a campus-wide writing initiative, presenters highlight pedagogical strategies and activities used in classrooms and discuss valuing both pedagogical change and cultural attitudes about writing.

#### **Critical Thinking and Theory Application in Graduate-Level Clinical Education**

*Kara Schall, Auburn University*

Students engaged in clinical programs are challenged with applying classroom theory to clinical practice and thinking critically to provide optimal treatment. This presentation describes the results of a pilot clinical assignment designed to enhance problem solving and application of classroom learning through reflective writing exercises.

*(session information continues on next page)*

**5 X 10 TALK** *(Continued)*

**Come and Get IT! What Food Rhetoric Can Bring to the Table for the English Language Arts Classroom**

*Lee Ann Stonehouse, Auburn University*

Including the rhetoric of food in WAC can help make connections with students' lives and experiences beyond the classroom. The presenter defines food rhetoric and describes its relationship to regional and community literacy and its relevance for the ELA classroom.

**Writing as a Stimulus for the Design Process**

*Sarah Michele Young, University of Louisiana at Lafayette*

Incorporating writing into design studios teaches students to create designs that more effectively communicate function, mood, and intention. This session explores the connection between student writing and their design models over the course of a semester.

**THE DISCUSSION GAME: A CUSTOMIZABLE, GAME-BASED APPROACH TO TEACHING DISCUSSION SKILLS**

**G9. TEACHING DEMONSTRATION / LEGACY II**

*George Cusack, Carleton College*

*Jennifer Shaiman, Augsburg College*

Discussion-based teaching is a cornerstone of classes, but few instructors teach discussion skills or provide students with tools to identify the purposes of discussion, adapt their participation, and produce outcomes they can apply to future tasks. The co-presenters demonstrate a game-based system they've created for teaching discussion skills and encouraging students to develop and adapt methods for engaging in class activities.

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## James Croft St. John's University

Phyllis Conn, St. John's University

Joseph Serafin St. John's University

Rebecca Wiseheart St. John's University

*Rebecca Morrison* *Miami University*

*Jessica Beckett, Virginia Tech*

## **GRADUATE STUDENT WRITING AND MENTORS**

### **H3. INDIVIDUAL PAPER PANEL / CAMELIA**

*Andre Gesquiere, University of Central Florida (Chair)*

#### **Analyzing the Texts that Unify a Paper-Style Dissertation: A Genre within a Genre**

*Rachael Cayley, University of Toronto*

Doctoral students writing dissertations comprised of standalone research papers need to compose unifying text transforming those papers into a coherent dissertation. However, they are often uncertain how to accomplish this. This presentation analyzes paper-style dissertations and presents common key features of unifying texts.

#### **Preparing Disciplinary Writing Mentors: An Examination of the Relationship Between Prior Experience and Pedagogical Approach**

*Heather Falconer, Northeastern University*

Drawing on longitudinal research with 10 science faculty mentors, this presentation explores how mentors' experiences as students informed their choices as instructors and how these experiences influenced how their undergraduate mentees were exposed to scientific reading and writing practices.

#### **Helping Graduate Students Become Better Writers: Co-Authoring with Graduate Students**

*Audrey Falk, Merrimack College*

This presentation focuses on strategies used to support Master's students in strengthening their writing skills, offering best practices from scholarly literature and the author's experience, as well as suggestions for co-authoring with students.

## **COLLABORATIVE ACTIVE LEARNING MULTIMODAL PROJECTS IN STEM COURSES**

### ***H4. PANEL / TERRACE I & II***

*Jo Thompson, University of Cincinnati Clermont College*

*Bożena Widanski, University of Cincinnati Clermont College*

*Christopher Goodman, University of Cincinnati Clermont College*

*Dexter Hulse, University of Cincinnati Clermont College*

By integrating hands-on, authentic writing and presentation assignments in STEM classrooms, students learn both the theory and application of their discipline, as well as how to interpret that knowledge and practice and share information with different audiences. Panelists describe experiences collaborating to teach STEM students oral, written, and visual communication skills within the context of their courses using simulated real-world project situations.

## **LOW-STAKES, HIGH-IMPACT WRITING ASSIGNMENTS IN INTRODUCTION TO HUMAN RESOURCE MANAGEMENT CLASSES**

### ***H5. TEACHING DEMONSTRATION / LEGACY II***

*Adele Leon, University of Arizona*

This demonstration shows the results of applying high-impact writing practices to low-stakes writing assignments in an Introduction to Human Resource Management class. The audience can expect to work collaboratively, mapping potential connections between themselves and unlikely coworkers, departments, and institutions, and to generate ideas for outreach and suitable low-stakes assignments.



## MULTILINGUAL AND TRAINING FACULTY OR TUTORS

### ***H6. INDIVIDUAL PAPER PANEL / TERRACE III***

*James Truman, Auburn University (Chair)*

#### **Making Connections in a Culturally Disconnected World: Literacy Across Cultures and Continents**

*Nighet Ahmed, Auburn University*

Using research on the aspirations of influential Muslim women in the U.S. and Morocco, this presentation outlines the pedagogical needs of a growing L2 learner population, highlighting the role of writing/literacy centers in promoting transcultural literacy.

#### **Supporting Multilingual Student Writers Across Curriculum: Strategies for Faculty**

*Ming Fang, Florida International University*

A multilingual writing specialist shares her experience making connections with disciplinary faculty through her WAC consultant work and discusses strategies for teaching transparently, scaffolding effectively, and responding to student writing.

#### **Bridging Connections among English Language Teachers, Design Teachers, and Design Students through an Educational Design Research in Genre-Based Pedagogy and Translanguaging**

*Phoebe Siu Lok Yi, Hong Kong Community College,  
The Hong Kong Polytechnic University*

This presentation offers genre-based pedagogy and translanguaging strategies to bridge connections among English language teachers, content subject teachers, and students inside and outside classrooms for developing academic literacies in Content and Language Integrated Learning (CLIL).

## **WRITING FELLOWS**

### ***H7. INDIVIDUAL PRESENTATION PANEL / OAK I***

*Michael Pemberton, Georgia Southern University (Chair)*

#### **Teaching Writing, Building Democracy: Writing Fellow-Based WAC Learning Communities**

*Sandra Jamieson, Drew University*

This presentation describes an intentional WAC-based learning community centered in an undergraduate course-embedded WAC writing fellows program that not only facilitates knowledge transfer and invigorates teaching and learning, but also focuses on the ideals of social justice and compassion.

#### **Continuing Collaborations: Evolving and Extending Support for Economics Writing Instruction**

*Caitlin Martin, Miami University*

Institutional expectations have greatly influenced how a writing center dedicated to business writing supports changes to writing requirements. This presentation explores how curricular changes affect our program's ability to meaningfully support economics writing instruction.

#### **Examining the Role of Student Writing Fellows: Student, Faculty, and Fellow Perspectives**

*Xiaomei Song, Georgia Southern University*

This presentation discusses the results of a study examining how student writing fellows' roles were shaped and influenced by various groups and demonstrating the diversity, complexity, and many facets of the student writing fellow program and stakeholders' experiences.

## **GRADUATE STUDENTS AND FACULTY AS WRITERS**

### **H8. INDIVIDUAL PRESENTATION PANEL / OAK II**

*Christy Goldsmith, University of Missouri (Chair)*

#### **Learning Trajectories of Graduate Students and Faculty Writers: Investigating Connections and Disjunctures**

*Shannon Madden, University of Rhode Island*

*Sandra Tarabochia, University of Oklahoma*

This presentation discusses a mixed methods study of graduate student and faculty writers to examine the connections and disjunctures between their support needs and learning development, as well as implications for pedagogy and institutional policy.

#### **Communication Across Disciplines: Effectively Articulating the Value of Your Work**

*Jovana Milosavljevic-Ardeljan, University of New Hampshire*

*Donna Brown, University of New Hampshire*

Strong writing and communication skills are essential for graduate students' job prospects. The presenter shares the design, method, and results of a novel workshop that teaches graduate students how to communicate the value of their work to diverse audiences.

#### **Write Your Way into the Field: Using Application Essays to Connect with Healthcare Professional Identities**

*Jaclyn Wells, University of Alabama at Birmingham*

This presentation describes a partnership between a writing center and nursing program that supports students writing application essays for the nursing major and suggests reframing this writing exercise to connect with professional identity instead of simply demonstrating credentials.

**SESSION H // 4:50 – 6:05 P.M. / TUESDAY**

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## **TRACKING SUSTAINABLE DEVELOPMENT OF WAC PROGRAMS USING SUSTAINABILITY INDICATORS**

### ***H9. PANEL / LEGACY I***

*Jeffrey Galin, Florida Atlantic University*

*Michelle Cox, Cornell University*

Despite being the longest standing curricular reform movement in the history of higher education, more than 50% of WAC programs fail. To address this concern, program leaders can identify and track sustainability indicators (SIs) to ensure program stability. Panelists demonstrate building radar charts to create sustainability snapshots and lead the audience in identifying SIs for their own WAC initiatives.

**6:00 P.M. // WAC-GO Cocktail Hour**

**AUBURN UNIVERSITY HOTEL + CONFERENCE CENTER  
PRE-FUNCTION FOYER**

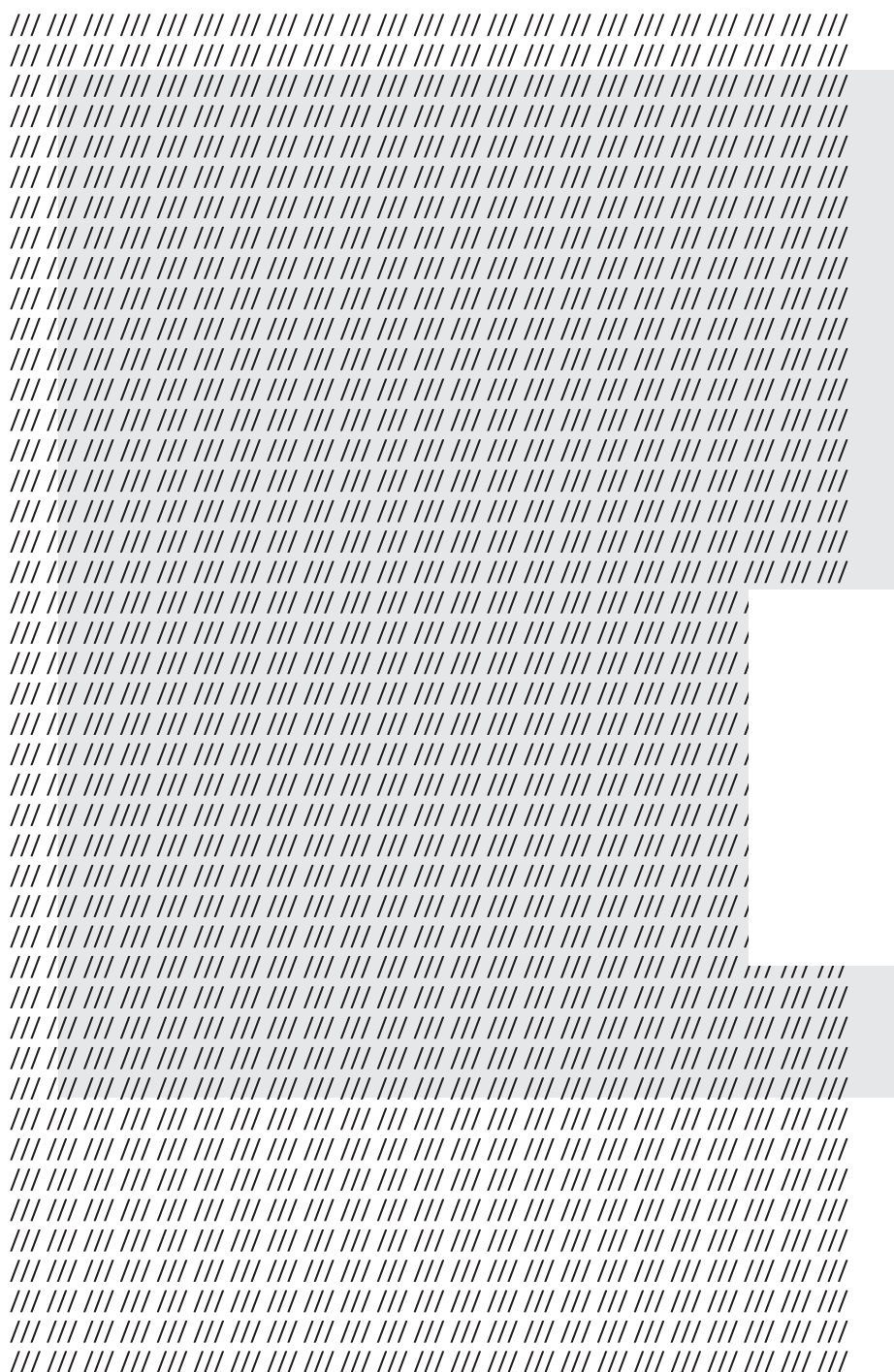
**Sponsored by** The WAC Clearinghouse, Mike Palmquist, Fountainhead Press, and Bedford/St. Martin's.

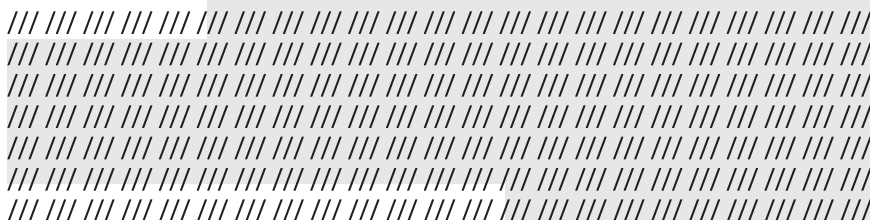
**8:00 P.M. // Weaving Stories: A Cabaret of  
Connections *with* Elizabeth Ann Benson**

**TELFAIR B. PEET THEATRE,  
CORNER OF SAMFORD AVENUE and DUNCAN DRIVE**

The Telfair B. Peet Theatre is within walking distance of the hotel. IWAC hosts will be available to guide you to the theatre. If you prefer to drive to the cabaret, complimentary parking is available on site. A map from the hotel to the theatre is located on page 17 of the program.

TUESDAY





# Wednesday

1:45 p.m.      **WORKSHOPS 9-16**

WEDNESDAY



**SESSION I // 8:30 – 9:45 A.M. / WEDNESDAY**

## **8:30 – 9:45 A.M. // Session I**

### **BUILDING BRIDGES ACROSS THE CURRICULUM: A COMMON RUBRIC FOR WRITING ASSESSMENT**

#### ***I1. PANEL / AZALEA***

*Sarah Nielsen, Florida Atlantic University*

*Julianne Zvolensky, Florida Atlantic University*

*Jeffrey Galin, Florida Atlantic University (Chair)*

Generic rubrics have been criticized as inappropriate for WAC assessment; however, a single rubric used for a university-wide WAC program can be a reliable, valid, and valuable asset for curricular change. This presentation describes a WAC assessment process in which trained raters across disciplines used an online interface and a common writing assessment rubric to evaluate argument-driven papers.

### **BRINGING A WRITING CENTER INTO THE GRADUATE CURRICULUM**

#### ***I2. PANEL / CAMELIA***

*Drew Taylor, North Dakota State University*

*Kristina Caton, North Dakota State University*

In addition to serving graduate students through one-on-one writing consultations, writing centers can also teach graduate writing courses to fill needs that faculty cannot adequately fulfill. This presentation highlights the strengths and opportunities of three graduate writing center courses that run the gamut from “very classroom-like” to “very writing center-like.”



**HIGH SCHOOL LITERACY**

**13. INDIVIDUAL PAPER PANEL / LEGACY I**

*James Truman, Auburn University (Chair)*

**Making Connections Between Theory and Practice:  
A Program Review of the Disciplinary Literacy  
Pre-Service Educator Course Sequence**

*Christy Goldsmith, University of Missouri-Columbia*

While WAC/WID programs are absent from the secondary education landscape, STEM/STEAM literacy popularity has led to an increase in these courses within teacher education. This presentation analyzes the impact of such a course on pre-service teachers' disciplinary literacy awareness and pedagogy.

**Utilizing Science Fiction Novels to Address Content and Scientific Literacy**

*Leigh Hester, Athens State University*

This session discusses utilization of a science fiction novel, literature circles, and other strategies in a secondary physical sciences classroom to address content literacy, teach science content, and guide students in their pursuit of scientific literacy in order to meet Common Core standards.

**Revisiting “Literacy for Science” in the  
Next Generation Science Standards (NGSS)**

*Evelyn Meisenbacher, University of Minnesota, Twin Cities*

This presentation examines the literacy theories involved in and excluded from the NGSS, explores what rhetorical perspectives might enrich our understanding of reading and writing in the sciences, and discusses the implications of NGSS and Common Core coordination for classroom science writing.

**PEDAGOGICAL APPROACHES FOR ENHANCING  
CONNECTIONS BETWEEN STEM STUDENTS,  
INDUSTRY, AND FACULTY**

***I4. PANEL / TERRACE I & II***

*Elaine Wisniewski, University of Michigan*

*Leslie Bruce, California State University*

*Leslie Roldan, Massachusetts Institute of Technology*

Providing students with opportunities to complete meaningful writing assignments can be difficult when students are unfamiliar with disciplinary genres, perceive that the assignments deviate from industry expectations, or are expected to write collaboratively with students from other disciplines. This panel presents strategies to address these challenges in a wide range of courses.

**BABEL BE GONE: MULTILINGUAL WRITING AS A MODEL  
FOR GLO-CAL CONNECTIVITY**

***I5. PANEL / OAK II***

*Jana F. Gutiérrez, Auburn University*

*Traci S. O'Brien, Auburn University*

*Makiko Mori, Auburn University*

Written expression is a contentious topic amidst foreign language (FL) educators because some esteem the immediate practicality of oral proficiency. Nevertheless, linguists lean toward more inter-connected cognition processing. This panel explores the contributions of FL writing on a small-town college campus, focusing on meta-conceptual storytelling, trans-creative craft, and expectation management.

## **CREATIVE/REFLECTIVE WRITING**

### **16. INDIVIDUAL PAPER PANEL / TERRACE III**

*Justin Nicholes, University of Wisconsin-Stout (Chair)*

#### **Connecting the Dots: Engineering Students Connect Concepts via Reflective Essays**

*Nancy Barr, Michigan Technological University*

Students tend to “silo” course content, especially in non-major courses. This presentation discusses results of an effort in a mechanical engineering program to help students build connections between courses via reflective essays written as they progress through their degree.

#### **What Makes L2 Learners Creative Writers: Learner Reflections from Creative Writing in English, a GE Subject**

*Shari Dureshahwar Lughmani, The Hong Kong Polytechnic University*

This paper explores L2 writers’ awareness of becoming creative writers of fiction and memoirs through analyzing their reflections during the course over four semesters. These are then categorized to gauge novice writers’ maturity as creative writers.

#### **Science Fiction to Illuminate Science Fact: Using Creative Writing to Engage Students in First-Year Physics Courses**

*Amy Mecklenburg-Faenger, Park University*

*Alexander Silvius, Park University*

This presentation discusses a collaboration between a physics and English professor to develop engagement and critical thinking of non-physics STEM majors in a required first-year physics course by having students read and write science fiction to explore the implications of physical phenomena.



**LEARNING OUTSIDE OF THE CLASSROOM**

***I7. INDIVIDUAL PAPER PANEL / OAK I***

*Justin Atwell, University of Colorado-Boulder (Chair)*

**Cultivating Dispositions toward Integrative and Engaged Learning through Writing in the Co-curriculum**

*Brian Hendrickson, Roger Williams University*

Drawing from a three-year study of writing in an engineering student organization, this presentation argues that students need more opportunities to recognize and respond to contradictions within and between writing situations and should be involved in the writing-intensive process of integrating engaged learning across the curriculum.

**Writing Local: The Benefit of Community Resources and Multidisciplinary Writing Projects**

*Nina Salmon, Lynchburg College*

Expanding the college classroom beyond campus and into the community offers students real-world writing opportunities and invites the community to collaborate with the institution. Incorporating community resources enriches learning and course outcomes, and offers the potential for enhanced community relationships and engagement.

**FINDING COMMON GROUND: TRANSFER AND INFORMATION LITERACY**

***I8. TEACHING DEMONSTRATION / LEGACY II***

*Laura Brady, West Virginia University*

*Nathalie Singh-Corcoran, West Virginia University*

*Kelly Diamond, West Virginia University*

This demonstration provides examples of how PACT (purpose, audience, conventions, and trouble-shooting) and the Association of College and Research Libraries Framework for Information Literacy inform each other, creating a rich resource that helps students become more effective researchers and writers. Participants brainstorm ways to implement, extend, or sustain information literacy across the curriculum.

**LEARNING ANALYTICS IN WRITING INSTRUCTION:  
POINTS, COUNTERPOINTS, AND REFLECTIONS ON THE  
IMPLICATIONS FOR WRITING ACROSS THE CURRICULUM**

**19. ROUNDTABLE / LONGLEAF**

*Mike Palmquist, Colorado State University*

*Timothy Amidon, Colorado State University*

*Susan E. Thomas, The University of Sydney, Australia*

Learning analytics is a growing area of discussion in higher education, with some scholars expressing concern about surveillance, ethics, inaccurate predictions, and commercialization of student data. Others see promise in these tools, offering frameworks within which learning analytics can be used with integrity and their potential contribution to student success. Considers the implications of learning analytics for WAC and writing instruction.

**10:05 – 11:20 A.M. // Session J**

**RESEARCHING WRITING-ENRICHED CURRICULUM  
PROGRAMS: MOTIVATIONS, DEFINITIONS, AND BENEFITS**

**J1. PANEL / AZALEA**

*Stacey Sheriff, Colby College*

*Hannah Dickinson, Hobart and William Smith Colleges*

*Susan Hess, Hobart and William Smith Colleges*

This presentation explores why faculty and WPAs start WEC initiatives, challenges of this approach, and how WEC builds on and creates relationships to improve writing. Panelists demonstrate how institutions build and sustain WEC-work.

**AFFECTIVE LABOR AND TEACHING WRITING ACROSS  
THE CURRICULUM**

**J2. PANEL / OAK I**

*Lacey Wootton, American University*

*Thomas Polk, George Mason University*

*Elizabeth Cohn, American University*

This panel considers the role of affective labor in writing instruction across the curriculum and explores the often slippery terminology involved in discussions of affect and emotion. We will discuss study results demonstrating disciplinary faculty's reliance on affective elements in pedagogical decision making and ask participants to reflect on their own relationship with affective/emotional labor and the implications that has on pedagogy and professional development.

**EMBRACE THE MESSINESS: LIBRARIES, WRITING  
CENTERS, AND ENCOURAGING RESEARCH AS  
INQUIRY ACROSS THE CURRICULUM**

**J3. PANEL / TERRACE I & II**

*James Truman, Auburn University*

*Jaena Alabi, Auburn University*

*Bridget Farrell, University of Denver*

*Jennifer Mahoney, Indiana University – Purdue University Indianapolis*

*Toni Carter, Auburn University*

The linear process of “research, then write” is a deeply ingrained narrative that can undermine our goal of helping students develop as critical thinkers who engage actively with knowledge in their field. This panel maps strategies for collaboration between writing programs, writing centers, and libraries and delineates how that collaboration leads to practices encouraging effective research and writing for students and faculty across the curriculum.

**TECHNOLOGY**

**J4. INDIVIDUAL PAPER PANEL / TERRACE III**

*Lindsay Clark, Sam Houston University (Chair)*

**Connecting Students, Faculty, and English Teachers  
via a New Final Year Capstone Project Mobile App**

*Julia Chen, The Hong Kong Polytechnic University*

*Christy Chan, City University of Hong Kong*

*Angela Ng, The Hong Kong Baptist University*

This presentation describes a new English Across the Curriculum project conducted by five universities in Hong Kong that connects faculty, language teachers, and students via an interactive mobile app with multimodal English learning resources to support students in all stages of their capstone project writing and presenting.

**Making Connections: How Social Media Works in Online Instruction**

*Elizabeth Kent, Auburn University at Montgomery*

This presentation explores how social media can be used in the composition classroom and across the university to make connections with students, especially in an online environment.

**Connecting WAC, RAC, and the State College Community:  
Writing and Reading to Learn in the Online Environment**

*Jessica Lipsey, Daytona State College*

This presentation connects varied theoretical perspectives that inform a WAC/WID Professional Development Program curriculum design at a state college in Florida, addresses theoretical frameworks that must inform the practice, and presents a model for WAC/RAC online teaching and learning education in the state college community.

**THE WORK OF ART IN AN AGE OF  
PRACTICAL CONSIDERATIONS**

**J5. PANEL / CAMELIA**

*Miriam Marty Clark, Auburn University*

*Barb Bondy, Auburn University*

*James Shelley, Auburn University*

Drawing on experiences in an art, literature, and philosophy course, panelists discuss using writing to teach art and aesthetics and how making and studying art helps students become more advanced thinkers and writers. We describe how writing assignments help students find a way through the processes of art-making, interpretation, and judgment, and how reflective writing helps them integrate their experience into an emerging sense of themselves.

**MEETING ON THE ASSOCIATION FOR WRITING ACROSS  
THE CURRICULUM**

**J6. MEETING / LEGACY I**

*Michelle Cox, Cornell University*

*Jeffrey R. Galin, Florida Atlantic University*

*Mike Palmquist, Colorado State University*

*Heather Falconer, Northeastern University*

*Pamela Childers, WAC Clearinghouse*

*Brian Hendrickson, Roger Williams University*

Since 2016, a group has been working to develop a new organization: the Association for Writing Across the Curriculum (AWAC). Join this meeting to learn more about AWAC, hear about its current status, and plan next steps.



**POSTER SESSION**

***J7. POSTER SESSION / OAK II***

**Transforming a Culture of Writing by Building Connections:  
A University-Wide, Multi-Year Writing Excellence Initiative**

*Julia Bleakney, Elon University*

*Paula Rosinski, Elon University*

Demonstrates the goals, processes, collaborations, and outcomes of a university-wide Writing Excellence Initiative's effort to transform the culture of writing across campus.

**Implementing Reflective ePortfolios in Major Curriculums:  
A Case Study Perspective**

*Hannah Ferry, Auburn University*

*Robert Bubb, Auburn University*

Presents the steps that the Human Development and Family Studies department at Auburn University used to implement an ePortfolio project in its courses and curriculum.

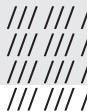
**ePortfolios as a Curriculum Development Tool in  
Biological Sciences**

*Robert Boyd, Auburn University*

*Valerie Tisdale, Auburn University*

Describes the process and progress, challenges, and future plans for using integrative ePortfolios to increase course connectivity, strengthen core competencies, and improve assessment procedures as our Biological Sciences department revises its curricula.

*(session information continues on next page)*



**POSTER SESSION** *(Continued)*

**How Autonomy and Agency Influence Self-Advocacy**

*Delaney Francis, Indiana University Purdue University – Indianapolis*

As students grow, self-advocacy is an important relationship to build with members of learning communities when writing across the curriculum. In this poster, research explores the connection between autonomy and agency through various disciplines and principles.

**Using Peer Review in Class to Develop Critical Writing Skills**

*Madona Giorgadze, Ilia State University*

Showcases how peer review can be used to increase students' motivation for writing, increase their inter- and intrapersonal skills, involve international students in the learning process, and help students develop critical writing and thinking skills.

**Bird's Eye View: Mapping the Terrain for a Sustainable Writing Program**

*Melody Pugh, United States Air Force Academy*

Presents findings of a survey that identifies existing writing practices at a federal military academy that is preparing to implement a Communication across the Curriculum program and demonstrates the value of applying the "Whole Systems" approach to developing sustainable CAC programs within technical/professional schools.

**Making Connections with Low-Literacy Parents Through an Innovative Writing-Based Literacy Assessment**

*Emily Sherwood, University of Tennessee-Knoxville*

Presents the Literacy Assessment of Basic Skills, an emerging assessment for parents of school-aged children based on very early literacy writing skills.

*(session information continues on next page)*

**POSTER SESSION** *(Continued)*

**Facilitating Interdisciplinary Competence Through Peer Review:  
Making Connections Between Nursing and Communication Disorders**

*Laura Willis, Auburn University*

Details an inter-professional education activity designed to measure the efficacy of using interdisciplinary peer review to enhance knowledge of allied professions and increase learning across disciplines treating mutual patients, resulting in improved care.

**The Collaborative Design-Research Portfolio:  
Reinventing the Architectural History Paper**

*Danielle Willkens, Auburn University*

Presents graphic-intensive, iterative assignments that integrate research, writing, and revision skills with the concepts of design thinking that dominate the studio-based training found in schools of architecture.

**HOW DO WE HELP STUDENTS THINK LIKE SCIENTISTS  
WHILE GIVING PEER FEEDBACK?**

***J8. TEACHING DEMONSTRATION / LEGACY II***

*Melissa Meeks, Eli Review*

Science depends on peer review, but students' experience of peer learning in classes often disappoints. This demonstration explains ways instructors can provide a better scaffold for peer review in task set-up, task follow-up, and task sequencing.

**11:45 A.M. // LUNCH**

**GRAND BALLROOM**

**Daily Welcome:** *Steven Leath, Auburn University President*

**Keynote Introduction:** *Christopher Basgier, Auburn University*

**Keynote Address:** *Michele Eodice, Anne Ellen Geller, and Neal Lerner*

**1:45 – 4:45 P.M. // Workshops**

**BEYOND THE OVERLAP: CREATING DEEP CONNECTIONS  
BETWEEN LIBRARIES AND WAC/WID PROGRAMS**

**W9. RBD LIBRARY 3027**

*Susanmarie Harrington, University of Vermont*

*Daisy Benson, University of Vermont*

*Dan DeSanto, University of Vermont*

This workshop prepares participants to strengthen alliances between WAC/WID and librarians. Participants will identify their own values and practices and identify local opportunities for creating library/WAC-WID connections. Participants will leave with enhanced frameworks for understanding how librarians reconceptualize information literacy's role in communication, how deep connections between writing and information literacy open up opportunities for each field to build new understandings of what it means to work with students and faculty, and how to build connections between WAC/WID programs and libraries that will deepen faculty professional development.

**REPRESENTING THE DISCIPLINES  
IN "COLLEGE READINESS"**

**W10. RBD LIBRARY 4127**

*Raymond Smith, Indiana University Bloomington*

*Christine Farris, Indiana University Bloomington*

In this workshop, we will attempt to help secondary English teachers anticipate the types and demands of reading and writing their students will encounter, not just in their first credit-bearing course, but across the curriculum in a variety of disciplines. Our emphasis will be on low-stakes assignment design and evaluation of papers produced by those assignments. We will model juxtaposition of texts typical of college courses — contemporary, historical, fictional, and informational — and demonstrate college-level expectations of critique via investigation of the iconicity of Abraham Lincoln and the complication of thematic approaches to representations of racism and civil rights.

**EPORTFOLIOS FOR EDUCATORS,  
ADMINISTRATORS, AND STUDENTS:  
HOW TO CREATE YOUR PROFESSIONAL WEBSITE**

**W11. MELL CLASSROOM BUILDING 3550B**

*Heather Stuart, Auburn University*

*Megan Haskins, Auburn University*

This workshop is designed to help participants begin creating their own ePortfolio. ePortfolios are a high-impact practice used in education to foster reflective thinking and integrative learning (Eynon & Gambino, 2017). ePortfolios incorporate artifacts, reflective writing, and technology to present a cohesive story to a specific audience. Educators can use ePortfolios to highlight experiences, find collaborators, and prepare materials for promotion/tenure, while students can use them to demonstrate learning at the course level, present their experiences to employers or professional schools, and think critically about their experiences in a digital medium. Facilitators will guide participants through the process of creating an ePortfolio and provide materials for attendees to use in individual and classroom settings.

**WAG SHARES THE DOPE: TOOLS FOR EFFECTIVE  
WRITING OF COURSE ASSIGNMENTS**

**W12. MELL CLASSROOM BUILDING 3520**

*Susan Caulfield, Western Michigan University*

*Paula Andrasi, Western Michigan University*

*Lisa Singleterry, Western Michigan University*

The Writing Assessment Group (WAG) facilitates a process to help instructors improve course assignments. The workshop is fashioned after a faculty learning community and provides a safe and welcoming environment where participants can explore what does and does not work well in the development of student writing assignments. Using a standard set of components for assignment development — directions, objectives, purpose, and evaluation (DOPE) — participants will experience the utility of WAG’s quality improvement process to increase the clarity of course assignments. Participants will leave the workshop having practiced using the tool and will be able to apply it to their own work.



**GENRE-BASED PEDAGOGY AND LEXICO-GRAMMATICAL CONNECTIONS: CURRICULAR AND PEDAGOGICAL MAPPING BETWEEN DISCIPLINE-SPECIFIC SUBJECTS AND ENGLISH-IN-THE-DISCIPLINE WRITING WORKSHOPS**

**W13. RBD LIBRARY 3011**

*Phoebe Siu Lok Yi, Hong Kong Community College,  
The Hong Kong Polytechnic University*

This workshop will begin by establishing workshop participants' theoretical understanding of genre-based pedagogy and raising teacher language awareness about the lexico-grammatical connections embedded in different genres. It will then demonstrate how curricular and pedagogical mapping between discipline-specific subjects and English-in-the-discipline writing workshops can be done with reference to program and subject intended learning outcomes. Upon identifying potential curricular and pedagogical mapping, workshop participants will work collaboratively to design a genre-based analysis table, a teaching plan, and teaching materials/activities highlighting scaffolding strategies adopted in a teaching/learning cycle developed for handling a discipline-specific writing genre. Finally, workshop participants will be encouraged to share their curricular and pedagogical creations for collecting peer feedback.

**WORKING THROUGH INTERDISCIPLINARY WRITING SUPPORT PROGRAM INFRASTRUCTURES**

**W14. LIBRARY 4027**

*Jenna Morton-Aiken, Brown University, University of Rhode Island  
Nedra Reynolds, University of Rhode Island*

This workshop will help participants work through the planning stages of interdisciplinary student writing support programs. Presenters will unpack the infrastructure of SciWrite@URI, an innovative science writing initiative that develops STEM graduate students as writers through rhetorical training and writing pedagogy for graduate students and their faculty. Presenters will work with participants to answer important questions about their aspirations and realities when planning similar programs to support writers.

## WRITING FOR THE IWAC 2018 EDITED COLLECTION

### **W15. MELL CLASSROOM BUILDING 3550A**

*Lesley Erin Bartlett, Iowa State University*

*Andrea Olinger, University of Louisville*

*Sandra Tarabochia, University of Oklahoma*

This workshop is designed to help those interested in revising their presentation into a submission for the 25th Anniversary IWAC 2018 edited collection. In addition to facilitating interactive segments and writing/revision time, co-editors of the collection will share their vision for the project, discuss the timeline, describe key differences between conference presentations and collection submissions, and offer advice for revision of different presentation types. All presentation types from across disciplines and institutions will be considered for publication in the collection. Collaborative submissions are welcome.

## WIKIWAC: CONNECTING ACROSS THE CURRICULUM WITH WIKIPEDIA COLLABORATIVE CULTURE

### **W16. LIBRARY 3127**

*Rebecca Thorndike-Breeze, Massachusetts Institute of Technology*

*Amy Carleton, Massachusetts Institute of Technology*

*Cecelia Musselman, Northeastern University*

Online knowledge-sharing networks like Wikipedia provide ready-made collaborative discourse communities for student analysis and participation, and insights from Wikipedia's culture can enhance professional collaborations. This workshop will demonstrate how WAC professionals can learn from Wikipedians to identify shared values and points of tension in the planning stage, giving collaborators concrete places to begin work and develop strategies. Through a series of activities participants will learn about Wikipedia's culture and analyze articles, both to learn what a multi-author document can achieve and to locate opportunities for making connections across disciplines. After learning Wikipedia basics, participants are invited to edit Rhetoric, Writing Studies, and WAC articles. Throughout, participants will extract Wikipedia's foundational rules and consider how this approach can inform their own teaching and collaborative projects.

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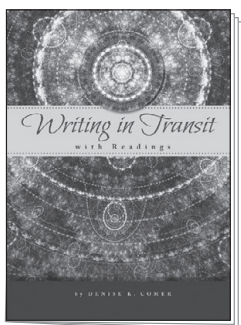
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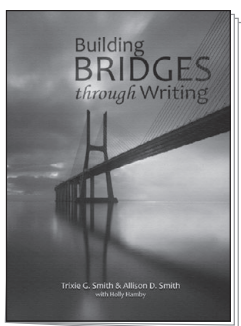
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