EIGHTH INTERNATIONAL WRITING ACROSS THE CURRICULUM CONFERENCE

MAY 18-20, 2006

Program

Hosted by
Clemson University
Clemson, South Carolina

With assistance from
Columbia College
Cornell University
Miami University
University of Missouri, Columbia

Conference Co-directors
Art Young
Kathi Yancey

Conference Planning Committee
Teresa (Teddi) Fishman
Michael Neal
Barbara Ramirez
Donna Reiss

Conference Manager
Liz Wright

Conference Administrator
Angie Justice

Conference Technology Manager
Karen Maurer
CONFEREENCE SCHEDULE

**Wednesday, May 17**
5:00 p.m. – 7:00 p.m.  Welcoming Reception

**Thursday, May 18**
8:30 a.m. – 4:30 p.m.  Registration Desk Open
9:00 a.m. – 12:00 p.m.  Pre-Conference Workshops
1:00 p.m. – 2:15 p.m.  Concurrent Session One
2:45 p.m. – 4:00 p.m.  Concurrent Session Two
4:15 p.m. – 5:30 p.m.  Welcome, Announcements, and Keynote Address
5:30 p.m. – 7:30 p.m.  Social Reception and Poster Sessions
                      —Sponsored by McGraw-Hill

**Friday, May 19**
8:00 a.m. – 4:30 p.m.  Registration Desk Open
8:00 a.m. – 8:30 a.m.  Breakfast
8:30 a.m. – 9:45 a.m.  Concurrent Session Three
10:00 a.m. – 11:15 a.m. Concurrent Session Four
11:45 a.m. – 1:00 p.m. Concurrent Session Five
1:00 p.m. – 2:15 p.m.  Carolina Barbeque Picnic Lunch
2:30 p.m. – 3:45 p.m.  Concurrent Session Six
4:00 p.m. – 5:15 p.m.  Concurrent Session Seven
5:30 p.m. – 7:00 p.m.  Social Reception and Publishers Tables
                      —Sponsored by Bedford/St. Martin’s
7:00 p.m. – Carolina Low Country Buffet Dinner and Entertainment

**Saturday, May 20**
8:30 a.m. – 9:00 a.m.  Breakfast
9:00 a.m. – 10:15 a.m. Concurrent Session Eight
10:45 a.m. – 12:00 p.m. Concurrent Session Nine
12:15 p.m. – 1:30 p.m. Lunch and Plenary Session
CAROLINA CULTURE AND CUISINE:
FROM THE BLUE RIDGE MOUNTAINS TO THE ATLANTIC OCEAN

Wednesday, May 17
5:00-7:00 p.m.
Welcoming Reception with mountain music by Clemson University's own Any Old Time.
Jeff Appling, Associate Dean of Undergraduate Studies—guitar
David Grigsby, Associate Dean of Business and Behavioral Science—bass
Jan Murdoch, Dean of Undergraduate Studies—mandolin
Fred Switzer, Professor of Psychology and Interim Assistant Department Chair—guitar

Friday, May 19
1:00-2:00 p.m.
Barbeque Picnic with pork barbeque, cole slaw, potato salad, vegetarian baked beans, green and fruit salads, and Clemson ice cream—made by Clemson students with milk from Clemson cows.

7:00-8:00 p.m.
Carolina Low Country Buffet with Frogmore seafood stew or a vegetarian option, hush puppies, red rice, biscuits, salad, and pecan pie. Frogmore stew, reportedly named after a South Carolina town now known as St. Helena Island, near Hilton Head, includes shrimp and the fresh catch combined with fresh corn, sausage, and other treats. Learn more from John Martin Taylor, author of Hoppin’ John’s Lowcountry Cooking, at http://tinyurl.com/mmr6d.

7:00-11:00 p.m.
Beach Music evolved from rhythm and blues and big band music and flourished with rock-n-roll. Along the Carolina Coast, notably Myrtle Beach, South Carolina, and north to Virginia Beach, people were dancing in the sand and in clubs to “60 Minute Man,” “Build Me Up Buttercup,” “Good Rockin’ Tonight,” “Safronia B,” “Annie Had A Baby,” “Sexy Ways,” “Work With Me Annie,” “What Kind of Fool,” and “Carolina Girls.” Beach bands included the Tams, Drifters, Bill Deal and the Rhondels, and Carolina groups like Maurice Williams and the Zodiacs and General Johnson and Chairmen of the Board. Shag is the Beach Music dance, and if you can swing, jitterbug, Charleston, or shuffle your feet to the rhythm, you’ll enjoy the official dance of South Carolina.

The Funktion is a Carolina Upstate band specializing in Beach Music, rhythm and blues, soul, and classic rock.
John Atkins—guitar, vocals
John Brookshire—bass guitar
David Galloway—saxophone
Keith Goodson—guitar, vocals
Robert Hofer—vocals
Dee Reynolds—keyboards, vocals
Mike Smith—drums
Steve Williams—vocals

**BREAKOUT ROOM I**

**WS.1  COMMUNICATION, REFLECTION, & ASSESSMENT ACROSS THE CURRICULUM**
—Sponsored by University of Missouri, Columbia
Neill Thew
—University of Sussex, England
Magnus Gustafsson
—Chalmers University of Technology, Sweden

**BREAKOUT ROOM II**

**WS.2  KEEPING THE WAC MOVEMENT GOING: A WORKSHOP FOR VETERAN WAC DIRECTORS**
Joan Mullin
—University of Texas, Austin
Chris Thaiss
—George Mason University
Lillian Bridwell-Bowles
—Louisiana State University
Terry Myers Zawacki
—George Mason University

**CLASS OF 1941 STUDIO**

**WS.3  TRANSFORMING SPACES: TEACHING AND LEARNING IN THE CLASS OF 1941 STUDIO FOR STUDENT COMMUNICATION**
Teresa (Teddi) Fishman
Morgan Gresham
Jeremy King
Barbara Ramirez
Michael Neal
Charlie Rice
Summer Smith Taylor
Jerry A. Waldvogel
—Clemson University

*Transportation will be provided. Bus leaves Madren Center for Class of 1941 Studio promptly at 9:00 a.m. and will return at noon.

**BREAKOUT ROOM III**

**WS.4  FROM PASSIVE RESISTANCE TO ACTIVE FACULTY: MAKING SPACES FOR WRITING IN THE DISCIPLINES**
Monica Hogan
—Johnson County Community College
Sharon Hogan
—Blue River Community College

**BREAKOUT ROOM IV**

**WS.5  VISUALLY COMMUNICATING YOUR COURSES TO STUDENTS: THE GRAPHIC SYLLABUS**
Linda Nilson
—Clemson University
### BREAKOUT ROOM I

#### 1.1 CONTEXT AND WAC PROGRAM DESIGN

*When WAC Metamorphoses into WI: A Case Example*
Mary Alm  
—University of North Carolina, Asheville

*Hybrid WAC Programs: Insuring Sustainability and Institutional Reform*
Jeffrey R. Galin  
—Florida Atlantic University

*Informed Student Voice and the Forms of Disciplinary Discourse*
Mark T. Williams  
—California State University, Long Beach

### BREAKOUT ROOM II

#### 1.2 REPOSITIONED BY WRITING: TRANSFORMING THE TEACHING AND LEARNING OF FIRST-YEAR BIOLOGY

Wendy Strachan  
Joan Sharp  
Erin Barley  
—Simon Fraser University

### BREAKOUT ROOM III

#### 1.3 IN THE DISCIPLINES: SCIENCE, FIRST-YEAR COMPOSITION, AND POLITICAL SCIENCE

*Their Turf, Their Texts: Engaging Science Faculty with Their Own Literature*
Cary Moskovitz  
—Duke University

*Using Assessment Data to Strengthen Links Between Information Literacy and Writing in First-Year Composition*
John Eliason  
—Philadelphia University

*Keeping the Faith: What I Learned about WAC Evangelism from Political Science*
Beth Finch Hedengren  
—Brigham Young University

### BREAKOUT ROOM IV

#### 1.4 AN EXAMINATION OF CROSS DISCIPLINARY PROJECTS AND THE INTRICACIES OF STAGING AND PLANNING

Mary A. Sadler  
Sylvia Gamboa  
Marie Fitzwilliam  
—College of Charleston  
Chip Rogers  
—Rogers State University  
Anne Fox  
—College of Charleston
### Ballroom B

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<tr>
<th>Session</th>
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<th>Presenters</th>
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<tbody>
<tr>
<td>1.5</td>
<td>Life After the Barrier Exam</td>
<td>William Carpenter, Jeanne Gunner, Matthew Schneider, Gerri McNenny — Chapman University</td>
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### Auditorium

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<th>Presenters</th>
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<tbody>
<tr>
<td>1.6</td>
<td>Multimedia, Online Cases to Improve Students’ Communication and Learning in the Disciplines: Recent Findings</td>
<td>David R. Russell, Tom Bowers, David Fisher — Iowa State University, Northern Kentucky University</td>
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### Seminar Room I

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<tr>
<th>Session</th>
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<tbody>
<tr>
<td>1.7</td>
<td>Improving the Technical Writing Skills of Engineering Majors Through an Engineering Department-Writing Center Collaboration</td>
<td>Kathleen Jernquist, David Godfrey, Todd Taylor — United States Coast Guard Academy</td>
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### Seminar Room II

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<tr>
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<tbody>
<tr>
<td>1.8</td>
<td>A Tune-Up for CACP: Can Department-Level Workshops Revive a Struggling Program in Mid-Life Crisis?</td>
<td>Deaver Traywick, Melissa Johnson, Dale Brown — Newberry College</td>
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### Meeting Room I

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<tbody>
<tr>
<td>1.9</td>
<td>Curricular Conversations with Colleagues in History: Impetus to Designing and Implementing a Gateway Research Methods Course in English</td>
<td>Janine Utell, Rachel Batch, Patricia Dyer — Widener University</td>
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MEETING ROOM II
1.10  WHAT WAC HAS WROUGHT: WAC AS A PRECURSOR TO INSTITUTIONAL CHANGE
Kelly A. Shea
Cherubim A. Quizon
Mary McAleer Balkun
—Seton Hall University

MEETING ROOM III
1.11  READING, THINKING, AND WAC: A CASE FOR QUESTIONING
Gail Wood Miller
—Berkeley College
Peter Miller
—College of Staten Island, City University of New York

MEETING ROOM IV
1.12  WAC: THEORY AND POLITICS

The Illocutionary Acts of WAC
Lynn Epnett
—Ouachita Technical College

Conflicting Visions: Determining the Goals of a WAC Program
Adriane Ivey
—Oxford College of Emory University

Out of WAC: Democratizing Higher Education
Michelle Hall Kells
—University of New Mexico
**Auditorium**

2.1 **LASTING WAC: CREATING MULTIPLE ACCESS POINTS**  
Mary McMullen-Light  
Matthew Westra  
Janet Wyatt  
—Longview Community College

**Seminar Room I**

2.2 **COLLABORATIVE WAC: PROJECTS AND INTERACTIONS**

*Academics as Tailors: Collaborative Design of a Discipline Specific Writing Workshop*
Deena Mandell  
Emmy Misser  
—Wilfrid Laurier University

*Moving Forward Together: WAC and FYC Collaboration*
Kimberley Donovan  
Helen Packey  
—Southern New Hampshire University

*Using Collaborative Writing Across the Disciplines to Create a Campus Field Guide*
Jerry A. Waldvogel  
Mary Taylor Haque  
Victor Shelburne  
Lisa Wagner  
Umit Yilmaz  
—Clemson University

**Seminar Room II**

2.3 **USING RESEARCH TO ASSESS STUDENT LEARNING FOR CURRICULAR DESIGN: A STUDY OF STUDENT WRITING SUCCESS IN A GRADUATE PROGRAM IN PROFESSIONAL WRITING**
Margaret B. Walters  
Elizabeth Giddens  
—Kennesaw State University

**Meeting Room I**

2.4 **COLLABORATING ACROSS THE CURRICULUM: CREATING, TEACHING, EVALUATING, AND REFINING COLLABORATIVE COURSES**
Elizabeth J. Rowse  
Jarilyn K. Gess  
—Minnesota State University, Moorhead
### MEETING ROOM II

#### 2.5 A GRASS-ROOTS MODEL FOR WAC INFUSION AND FACULTY DEVELOPMENT
Mary McAleer Balkun  
Kelly A. Shea  
Cherubim A. Quizon  
Angela Weisl  
—Seton Hall University

### MEETING ROOM III

#### 2.6 HIP HOP CULTURE, DIGITAL TECHNOLOGIES, AND NEW VIEWS OF INFORMATION: NEW DIRECTIONS FOR WAC

*Hip Hop Culture in the College Composition Classroom*
James Peterson  
—Pennsylvania State University, Abington College  
Priya Parmar  
—Brooklyn College, City University of New York

*Writing to Learn Activities in Cyberspace: Which are Right for Your Classroom?*
Teresa (Teddii) Fishman  
—Clemson University

*The Evolution of Information and Its Role in Reconfiguring the Research*
Donna J. Gunter  
—University of North Carolina, Charlotte

### MEETING ROOM IV

#### 2.7 WAC & WRITING CENTERS: TALKING, LISTENING, TUTORING

*Writing Fellows Abroad: A Pilot Study*
Lynne Ronesi  
—American University of Sharjah

*Tutors Constructing Knowledge: Handouts Revisited*
Sue Dinitz  
—University of Vermont

*The Myers-Briggs Indicator as a Classroom Tool to Facilitate Learning Outcomes*
Priscilla Berry  
Barry Thornton  
—Jacksonville University

### TRAINING ROOM II

#### 2.8 ALTERED BOOKS AS LEARNING ENHANCEMENTS
Elisa Kay Sparks  
Allison Kellar  
Kimberley Simms  
Stacey Lazurek  
—Clemson University
GRAND BALLROOM
WELCOME, ANNOUNCEMENTS, AND KEYNOTE ADDRESS
—Sponsored by Cornell University and Miami University

Brief Announcements
Art Young
—Clemson University

Welcome Remarks
Jerry A. Waldvogel
—Clemson University

WAC Conference Founders Recognition
Sylvia H. Gamboa
—College of Charleston
Carl R. Lovitt
—Penn State University, Berks College
Angela W. Williams
—The Citadel

Introduction of Keynote Speakers
Kathi Yancey
—Florida State University

Writing Across the Curriculum: The Power of An Idea
Anne Herrington
Charles Moran
—University of Massachusetts, Amherst
GRAND HALLWAY

P.1 TRANSLATING CURRICULAR GOALS INTO A WORKABLE WAC/WID PROGRAM
Jane Danielewicz
—University of North Carolina, Chapel Hill

P.2 USING WRITING TO ASSESS STUDENT LEARNING IN STATISTICS
Margot Small
—Queensborough Community College

P.3 THE CURRENT ISSUES OF TEACHING WRITTEN BUSINESS COMMUNICATION IN HUNGARIAN HIGHER EDUCATION
Éva Tóth
—Eszterházy Károly College, Hungary

P.4 WHY IS GRAMMAR A DIRTY WORD?
Linda Kay Shelton
—Utah Valley State College

P.5 CLASHES IN WRITING INSTRUCTION STYLES BETWEEN AN URBAN HIGH SCHOOL AND AN URBAN UNIVERSITY
Jennifer Pooler Courtney
—University of North Carolina, Charlotte

P.6 A POSTER PRESENTATION OF LSU’S COMMUNICATION ACROSS THE CURRICULUM PROJECTS: MAJOR NEW PROJECTS
Lillian Bridwell-Bowles
Karen Powell
Warren Hull
Michelle Grass
—Louisiana State University

P.7 WHAT WE TALK ABOUT WHEN WE TALK ABOUT WRITING PROGRAMS WITH ENGLISH SPECIALISTS
Frank Gaughan
—Hofstra University
GRAND HALLWAY
Reception
—Sponsored by McGraw-Hill

Dinner on your own
### Breakout Room I

#### 3.1 PART I: WAC: BRIDGING THE GAP BETWEEN SECONDARY SCHOOL AND HIGHER EDUCATION

Pamela Childers  
—McCallie School  
Gerd Brauer  
—University of Education, Freiburg

*A School-College Collaborative Program for Reading and Writing Across the Curriculum*  
Judy Fowler  
Priscilla Manarino-Leggett  
—Fayetteville State University

### Breakout Room II

#### 3.2 SUSTAINING CAC, WAC, AND WID AT A TWO-YEAR COLLEGE: MONTGOMERY COLLEGE, CONROE, TX

Ronald Heckelman  
Martina Kusi-Mensah  
Christine Cain  
—Montgomery College

### Breakout Room III

#### 3.3 WAC TRAINING AS DE-CENTERING

Timothy Dansdill  
Susan Dailey  
Suzanne Hudd  
—Quinnipiac University

### Breakout Room IV

#### 3.4 COLLABORATIVE LITERACY ACROSS THE CURRICULUM

Karen M. Kuralt  
—University of Arkansas, Little Rock  
Lynn Epnett  
—Ouachita Technical College  
Michael Kleine  
Earnest Cox  
—University of Arkansas, Little Rock

### Ballroom B

#### 3.5 “SHOW ME THE DATA!”: ASSESSMENT, CURRICULAR CHANGE, AND INSTITUTIONAL REFORM—OUR JOURNEY TOWARD A UNIVERSITY-WIDE CULTURE OF WRITING

Melinda Kreth  
Mary Ann Crawford  
Marcy Taylor  
—Central Michigan University
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<tbody>
<tr>
<td>8:30</td>
<td>Auditorium</td>
<td>3.6  RESEARCH ON THE ACADEMIC WRITING LIFE: ENGAGED WRITERS AND DYNAMIC DISCIPLINES</td>
<td>Chris Thaiss, Terry Myers Zawacki, Jeanne Sorrell (George Mason University)</td>
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<td>3.7  DEALING WITH DIGITAL ACADEMIC DISHONESTY: WORKSHOP</td>
<td>Priscilla Berry, Russell Baker (Jacksonville University)</td>
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<td>3.8  CONSENSUS ACROSS THE CURRICULUM: USING WAC TO DEVELOP INTERDISCIPLINARY COMMUNICATION WITHIN GROUPWORK</td>
<td>Kristi Apostel, Shawn Apostel, Moe Folk (Michigan Technological University)</td>
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<td>Seminar Room I</td>
<td>3.9  CONSTRUCTING ENGAGEMENT: INITIATING COMMUNICATION ACROSS THE DISCIPLINES AT A LARGE URBAN UNIVERSITY</td>
<td>Martha Marinara, Dawn Oetjen, Karla Saari Kitalong (University of Central Florida)</td>
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<td>3.10 WRITING AS A CATALYST: USING WRITING AND WRITING ASSESSMENT IN ORGANIC CHEMISTRY COURSES AND AN NSF-FUNDED PROJECT</td>
<td>Richard Taylor, Michael Novak, David Marado (Miami University)</td>
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### MEETING ROOM III

#### 3.11 VOICE AND IDENTITY IN DISCIPLINE SPECIFIC WRITING

*Dealing Discipline, Identity, and Writing*
Rebecca O'Rourke  
—University of Leeds

*Can You Hear Me Now: Personal Voice in Discipline Specific Writing*
Angela Pettit  
—Texas Woman’s University

*Writing and Identity in Two Secondary Classes*
Birgitta Svensson  
—Halmstad University

### MEETING ROOM IV

#### 3.12 SUCCESSFULLY INTEGRATING ORAL AND WRITTEN COMMUNICATION ASSIGNMENTS INTO INTERDISCIPLINARY CORE COURSES: BRINGING BOTH STUDENTS AND FACULTY ON BOARD

Vivia Fowler  
Kyle Love  
Nancy Tuten  
—Columbia College
BREAKOUT ROOM I
4.1  WRITING TO MAKE A DIFFERENCE ACROSS THE DISCIPLINES
—Sponsored by University of Missouri, Columbia
Janet Atkins
—Greenville County Schools/Bread Loaf School of English
Dixie Goswami
—Clemson University/Bread Loaf School of English
Roger Dixon
—Charleston County Schools/Bread Loaf School of English
Carolyn Benson
—Clemson University/Bread Loaf School of English

BREAKOUT ROOM II
4.2  MULTIMODAL LITERACIES ACROSS THE CURRICULUM
D. Alexis Hart
—Virginia Military Institute
Angela Miss
—Belmont Abbey College
Teggin Summers
—University of Georgia

BREAKOUT ROOM III
4.3  CAN YOU WRITE WHAT YOU HEAR?—HOW MUSIC FACULTY USE WRITING IN STUDIO COURSES TO ENHANCE STUDENTS’ PERFORMANCE SKILLS
Andrea Ridilla
Harvey Thurmer
Mary E.M. Harris
Sandra Seefeld
Benjamin Smolder
—Miami University of Ohio

BREAKOUT ROOM IV
4.4  WAC: CONNECTING TO COMPOSITION AND INFORMATION TECHNOLOGY
Creating Subject-Composition Courses
Amy Beaudry
—Quinsigamond Community College

Don’t Complain, Do Something: Improving Campus IT Services Using Technical Writing Classes
John Stenzel
—University of California, Davis

Beyond the Bells and Whistles: Teaching Communication and Technology Students to Write Critically About Media Presentations
Tracey Bowen
—University of Toronto, Mississauga
### BALLROOM B

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<th>Topic</th>
<th>Presenters</th>
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<tr>
<td>4.5</td>
<td>Mister Science and WAC: How Scientists Contribute to WAC Efforts</td>
<td>Carol Rutz — Carleton College, Neal Lerner — Massachusetts Institute of Technology, Kathleen Blake Yancey — Florida State University, Jeff Appling — Clemson University</td>
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### AUDITORIUM

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<tbody>
<tr>
<td>4.6</td>
<td>Designing New Curricular Models for Communication in Engineering</td>
<td>Lillian Bridwell-Bowles, Warren Waggenspack, Kelly Rusch — Louisiana State University</td>
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### SEMINAR ROOM I

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<tbody>
<tr>
<td>4.7</td>
<td>WAC: Research-Informed Instruction</td>
<td>Glen Blalock — Texas A&amp;M University, Corpus Christi</td>
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</table>

- **Using RAD Scholarship Across the Curriculum**
  - Glen Blalock — Texas A&M University, Corpus Christi

- **Andragogy (Theory of How Adults Learn): Implications for the Future of WAC in Higher Education**
  - Vicki Martineau — National University

- **Writing Across: Culture, Curriculum, and Articulation**
  - Ildiko Melis — Lake Superior State University

### SEMINAR ROOM II

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<td>4.8</td>
<td>Visual Representations of WAC: Engaging Stakeholders Through Film</td>
<td>Marian Arkin, Samuel Shanks, Mary Soliday, Judith Summerfield, Jim Wilson — LaGuardia Community College, City University of New York</td>
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MEETING ROOM I

4.9 ESL AND WAC: THE DEVELOPMENT OF BILINGUAL AND MULTILINGUAL WRITERS IN WAC CONTEXTS

Introduction of WAC as a Language Development Tool for ESL Students in Foundation Courses
Marvin M. Williams
—Kingsborough Community College

One Second Language Writer Learning the Disciplinary Discourses of his Field
Scott J. Baxter
—Purdue University

Interdisciplinary Education for Multilingual and Bilingual Adults
Elaine Fredericksen
—University of Texas, El Paso

MEETING ROOM II

4.10 PLANNING AND ASSESSING A GENERAL EDUCATION WRITING LINKS PROGRAM
Stephen G. Brown
Jeffrey Jablonski
Ruby Fowler
—University of Nevada, Las Vegas

MEETING ROOM III

4.11 WAC IN THE CLASSROOM: MANAGEMENT, PHILOSOPHY, AND SHAKESPEARE

What Students Say About Writing Poetry in Management Courses
Cheryl C. Patterson
—Furman University
J. Wayne Patterson
—Clemson University

Enhancing Philosophical Learning through Online Socratic Inquiry
Christine Sorrell Dinkins
—Wofford College

Finding Debate in Drama
Martha L. Reiner
—Miami-Dade College

MEETING ROOM IV

4.12 FROM THE GROUND UP: A MODEL FOR BUILDING A FACULTY-CENTERED WAC PROGRAM
Dan Melzer
Amy Heckathorn
Fiona Glade
—California State University, Sacramento
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| 5.1            | EFFECTIVE DIALOGUES AND ENCOURAGEMENT FOR WIC/WAC ISSUES AND CENTERS FOR EXCELLENCE AT HIGH SCHOOLS  
|                | Dilek Tokay  
|                | —Sabanci University, Turkey  

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| 5.2             | THE UNIVERSITY OF MISSOURI’S “ECB MOMENT”  
|                 | Martha A. Townsend  
|                 | Jo Ann Vogt  
|                 | Ian Montgomery  
|                 | Martha D. Patton  
|                 | —University of Missouri  

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| 5.3              | NEW TECHNOLOGIES FOR A TWENTY-FIRST CENTURY WAC  
|                  | WAC for Tourism Technology  
|                  | Laurel Marshall  
|                  | —Kingsborough Community College  

**Initiating the Conversation: Using (Some) Tech Expertise as a Way to Talk**  
**Writing on Campus**  
Scott Warnock  
—Drexel University  

**Writing Software Demonstration: Scribo-Guide to Problem Formulation and Literature Search as a Tool for Teaching Genre**  
Lotte Rienecker  
—Copenhagen University, Denmark
**BREAKOUT ROOM IV**

5.4 **DISCIPLINARY PERSPECTIVES FROM DESIGN, FILM, AND ENGLISH**

"Seeing the Trees in the Forest": Using Writing Trees as a New Technique for Improving the Quality Writing of Students in the Design Disciplines
Susan J. Mulley
—Mississippi State University
Lee-Anne S. Milburn
—North Carolina State University
G. Wayne Wilkerson
—Mississippi State University

Thematic Writing and Lessons Learned from Across the Curriculum: 12 Years of Nonfiction Writing and the History of the Motion Picture Industry
Allison Denman Holland
—University of Arkansas, Little Rock

A Prophet in One’s Own Country: WID in the English Department
Doug Downs
—Utah Valley State College

**BALLROOM B**

5.5 **REVITALIZING WAC IN CHANGING CURRICULUMS**

Assessing an Integrated, Technology-Supported Approach to WAC: 14 Years and Counting
Mike Palmquist
—Colorado State University

Staying Afloat: Beginning a WAC Program Amidst a Sea of General Education Reform
Carey Smitherman
—Worcester State College

Achieving Critical Literacies: Using WAC and WID to Ease a College-Wide Curricular Transformation
Barbara Roswell
Pamela Sheff
—Goucher College

**AUDITORIUM**

5.6 **TOWARD A NEW CONVERSATION: INTEGRATING THE SCHOLARSHIP OF TEACHING AND LEARNING INTO CAC PROGRAMS**

Chris Anson
Deanna Dannels
—North Carolina State University
### Seminar Room I

#### 5.7 WAC AND THE RHETORIC AND POLITICS OF SCIENCE COMMUNICATION

*Seducing the Scientists*
Susan Griffin  
—University of California, Los Angeles

*Academic Discourse for the Polis: Intersections of WAC, Composition, and Scientific Literacy*
Michelle Sidler  
—Auburn University

*The Rhetorical Dimensions of Language in Science Publications*
Beth Nardella  
—West Virginia University

### Seminar Room II

#### 5.8 ADMINISTRATIVE ROTATIONS: SUPPORTING INNOVATION AND COLLABORATION IN TEACHING, RESEARCH, AND PROFESSIONAL DEVELOPMENT

Michael Strickland  
Tim Peeples  
Jessie Kapper  
Paula Rosinski  
—Elon University

### Meeting Room I

#### 5.9 REVISITING REVISION: A KEY WAC STRATEGY

*What to Do Monday Morning: Teaching Revision Across the Disciplines*
Alice Horning  
—Oakland University

*Creative Writers at Work: What the Revision Process Teaches Us About Writing and Learning*
David Calonne  
—Oakland University

*Using Learning Portfolios to Enhance Writing in the Disciplines*
Andre Oberle  
—University of Scranton
MEETING ROOM II
5.10  WRITING FELLOWS, SOTL, AND GRADUATE SCHOOL

A Different Longitudinal Perspective on WAC: Research with Writing Fellows Alumni
Bradley Hughes
—University of Wisconsin, Madison

What are Faculty Reading in Teaching and Learning Centers? An Analysis of the Scholarship of Teaching and Learning (SoTL)’s "Greatest Hits"
Patrice Gray
—Fitchburg State College

Visible Writing, Visible Pedagogy in Graduate School: Cross-Curricular Case Studies
Angela Gonzalez
—Texas Christian University

MEETING ROOM III
5.11  CHANGING THE PROGRAM, CHANGING THE PERSPECTIVES

Mary Wright
—Christopher Newport University
Heather Rust
—Longwood University
Jessica Clark
—Christopher Newport University

MEETING ROOM IV
5.12  COLLABORATIVE LEARNING TECHNIQUES FOR ANY CLASSROOM

Karen M. Kuralt
—University of Arkansas, Little Rock
Lynn Epnett
—Ouachita Technical College
Michael Kleine
Earnest Cox
—University of Arkansas, Little Rock
Friday | Lunch | 1:00 p.m.-2:15 p.m.

Pavilion

Carolina Barbeque Picnic Lunch
### Breakout Room I

**6.1 Different Perspectives for Integrating Writing into Middle and Secondary School Science**

Pamela B. Childers  
—The McCallie School  
Donna Miller  
—Simpson Middle School

### Breakout Room II

**6.2 WAC in Diverse Contexts**

*Student Culture and Cultural Change*  
Pamela Nichols  
—Stellenbosch University, South Africa

*WAC at Historically Black Colleges and Universities (HBCU)*  
Michelle Dacus  
—Alabama State University

### Breakout Room III

**6.3 Research on Reading Pedagogy in a First-Year Writing Program**

Lynne Austin Rhodes  
Karl Fornes  
Matthew Miller  
—University of South Carolina, Aiken

### Breakout Room IV

**6.4 WAC and Media: New Spaces for Learning, New Faculty Development, and New Criteria for Assessment of Student Work**

*Planning a Collaborative Student Media Center to Support Communication Skills*  
Stephen A. Bernhardt  
—University of Delaware

*Exercising Skepticism and Granting Belief: Web Evaluation Revisited*  
Kathleen Keating  
—Greensboro College

*Techniques for Assessing Multimedia and Multimodal Compositions in WAC Programs*  
Carl Whithaus  
—Old Dominion University
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<tr>
<td>6.5</td>
<td>BEYOND THE WAC WORKSHOP: THE USE OF LONG-TERM COLLABORATIONS WITH ACADEMIC DEPARTMENTS TO TRANSFORM THEIR CURRICULUM</td>
<td>Paul Anderson, Melissa Faulkner, Karen Mitchell, Alison Pryweller</td>
<td>Ballroom B</td>
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<td>6.6</td>
<td>“THINKING WRITING” IN CROSS-NATIONAL PERSPECTIVE: WHAT RESEARCH ON THE FIRST UK WID PROGRAM SUGGESTS ABOUT ESSENTIAL ELEMENTS OF WID</td>
<td>Alan Evison, Sally Mitchell, David R. Russell</td>
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<td>6.7</td>
<td>TEACHING WITH WAC IN SCIENCE</td>
<td>Pamela R. Cangelosi</td>
<td>Seminar Room I</td>
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<td>Illness Narratives: Writing Skills and Clinical Knowledge for Accelerated Nursing Students</td>
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<td>Pragmatism and Politics: Integrating Science Writing into the Scientific Writing Classroom</td>
<td>Jacqueline Cason</td>
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<td>Answering the Question, “What and How Do I Study for the Exam?” Structuring Learning Through Writing in the Disciplines</td>
<td>Stanley M. Zoltek</td>
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<td>6.8</td>
<td>INTRODUCING MULTIMODAL COMMUNICATION INTO A UNIVERSITY’S DISCOURSE: THE CHALLENGE OF CURRICULAR CHANGE</td>
<td>Don Payne, Quinn Warnick, Barb Blakely Duffelmeyer</td>
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MEETING ROOM I

6.9 NEGOTIATING PEDAGOGICAL CHANGE IN A WAC-BASED ENGINEERING CURRICULUM REVISION

Chris Burnham
A. Michele Auzenne
Ricardo Jaquez
—New Mexico State University

MEETING ROOM II

6.10 ENGAGING THE MAJORS: REFOCUSING WRITING PROGRAM RESOURCES AT THE DEPARTMENT LEVEL

Mike Garcia
Jeff Ringer
Joleen Hanson
—University of New Hampshire

MEETING ROOM III

6.11 ENLIVENING WAC AND WID PROGRAMS

Enlivening WAC Programs Old and New
Joan Mullin
Susan Schorn
—University of Texas, Austin

Reclaiming WAC—A Community College Story
Rita Kranidis
—Montgomery College

Reforming a WID Program from Within an English Department
David Kellogg
—Northeastern University

MEETING ROOM IV

6.12 GETTING TECHNICAL WITH CLIENT-BASED WRITING PROJECT CLASSES

Ann Connelly
Morgan Gresham
Janice Comfort
—Clemson University
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<tr>
<th>Session</th>
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<tr>
<td>7.1</td>
<td>Film Premiere of “Writing Across Borders”</td>
<td>Vicki Tolar Burton — Oregon State University</td>
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<td>7.2</td>
<td>“Packaging” Writing: ePortfolios, Digital Anthologies, and the Problem of Audience</td>
<td>Christy Desmet, Beth Beggs, Anita DeRouen — University of Georgia</td>
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<td>7.3</td>
<td>Frameworks for Learning and Program Design</td>
<td>Enhancing Disciplinary Learning Through Writing and Student Engagement Sarah Nichter — Sullivan University</td>
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<td>Language Acquisition Theory as a Framework for WAC Faculty Development</td>
<td>Mary Bodwell — Massachusetts College of Pharmacy and Health Sciences</td>
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<td>Writing and Praxis: Using WAC to Teach a Practice Course</td>
<td>Richard Holody — Lehman College, City University of New York</td>
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<td>7.4</td>
<td>Innovations in the Sciences Through WAC</td>
<td>Peer Review of Scientific Articles: Continued Collaboration between Chemistry and Composition Debra Courtright-Nash — Ferris State University Bozena Barbara Widanski — University of Cincinnati, Clermont College</td>
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<td>Humanizing Heisenberg: A WAC Approach for Physical Chemistry</td>
<td>John Reilly, Michael Strickland — Elon University</td>
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<td>Writing and Learning in the Health Sciences: An Integrative Model</td>
<td>Irene Clark — California State University, Northridge</td>
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</table>
MEETING ROOM II

7.5 WAC: FACULTY ATTITUDES AND FACULTY RESISTANCE

Making It Your Own: Writing Fellows Reevaluate Faculty Resistance
Judith R. Halasz
Maria Brincker
Deborah Gambs
Sophie Solovyova
—City University of New York

"How Can I Tell What I Think Till I See What I Say?": Presenting Writing as a Process to a Product-Oriented Faculty
Holly L. Norton
—University of Northwest Ohio

Dealing with Cross-Disciplinary Culture Shock: A Conflict-Management Model
Charlotte Brammer
—Samford University
Kim Sydow Campbell
—University of Alabama
Nicole Amare
—University of South Alabama

MEETING ROOM III

7.6 CRITICAL THINKING AND ARTISTIC PRACTICE: WRITING AS A BRIDGE

Julia Guichard
Jay Rozema
Steve Pauna
—Miami University

MEETING ROOM IV

7.7 PART II: WAC: BRIDGING THE GAP BETWEEN SECONDARY SCHOOL AND HIGHER EDUCATION

Pamela B. Childers
—The McCallie School
Gerd Brauer
—University of Education, Freiburg
Dilek Tokay
—Sabanci University, Turkey
**Friday | Reception and Dinner | 5:30 P.M.-11:00 P.M.**

**Eighth International Writing Across the Curriculum Conference**

<table>
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<tr>
<td><strong>Grand Hallway</strong></td>
<td>5:30-7:00 Reception</td>
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<td>—Sponsored by Bedford/St. Martin’s</td>
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<tr>
<td><strong>Pavilion (If Raining, Grand Ballroom)</strong></td>
<td>7:00-11:00 Carolina Low Country Buffet and Entertainment</td>
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<tr>
<td>Breakout Room I</td>
<td>8.1  Discourse Across the Curriculum in First-Year Learning Communities</td>
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<tr>
<td>Sharon McCoy</td>
<td>June Griffin</td>
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<td>Matt Adkins</td>
<td>— University of Georgia</td>
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<tr>
<th>Breakout Room II</th>
<th>8.2  Reports from the Disciplines: Engineering, Teacher Education, and Grammar vs. Content</th>
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<tbody>
<tr>
<td>After WAC: Moving Communication from a WAC Model to Integration in an Engineering Curriculum</td>
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<tr>
<td>Robert Irish</td>
<td>Phil Anderson</td>
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<td>— University of Toronto</td>
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| Do ICT and Distance Learning Curricula Affect Students’ Perception Regarding Teaching? |
| Merav Asaf      | Anat Kainan            |
| — Kaye College of Education |

| Articulating Articulation: A Theory to Reconcile “Grammar” and “Content” |
| Jennifer Lutman |
| — University of Michigan |

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<tr>
<th>Breakout Room III</th>
<th>8.3  Writing-to-Learn and Learning to Write: Is There Anything WAC Can’t Do?</th>
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<tr>
<td>Elizabeth (Betsy) Sargent</td>
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<td>— University of Alberta</td>
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<td>Candace Stewart</td>
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<th>Breakout Room IV</th>
<th>8.4  WAC and Workplace Professionalism</th>
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<tr>
<td>Developing Professionalism Through Writing and Communication</td>
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<td>Ann-Marie Ericsson</td>
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<td>Linda Bradley</td>
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<td>— Chalmers University of Technology, Sweden</td>
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| Insights into Teaching WID from Student Narratives of Engineering Work |
| Sean Clancey |
| — Michigan Technological University |

| Shifting Gears: From Doctoral Candidate and Lecturer to WAC Administrator |
| Kathleen L. MacArthur |
| — Massachusetts Institute of Technology |
8.5  WRITING WAC INTO GENERAL EDUCATION AT THE CITY UNIVERSITY

Michael J. Cripps
—York College, City University of New York
Judith Summerfield
—City University of New York
Jason Tougaw
—Queens College, City University of New York

8.6  WAC AND DIGITAL TECHNOLOGY: ECOLOGY, BIOLOGY, AND THE NATURE OF CYBORGS

Cynthia Selfe
—Ohio State University
Marilyn M. Cooper
—Michigan Technological University
Richard J. Selfe
—Ohio State University

8.7  WRITING-IN-THE-DISCIPLINES AT COLUMBIA COLLEGE: IN CLASSES, WITHIN DEPARTMENTS, AND ON THE WEB

Nancy L. Tuten
Beth Droppleman
Hyman Rubin
—Columbia College

8.8  SUPPORTING WAC: LESSONS FROM THE ACADEMIC WRITING CENTER, LIBRARY, AND CLASSROOM

The Pentagon (not that Pentagon!) as a WAC Tool for Teaching Academic Writing
Peter Stray Jorgensen
—University of Copenhagen, Denmark

Mapping Library Research: What Instructors of English Composition Can Learn from Academic Librarians
Angela Lowe Margetts
—Independent Researcher
**MEETING ROOM I**

### 8.9  WAC FOR FIRST-YEAR STUDENTS: NEW APPROACHES

*What’s WAC Got to Do with It?: The Role of Writing Across the Curriculum in First-Year Experience Programs*
Patricia Malesh  
—Randolph Macon College

*What Types of First-Year Writing Assignments Facilitate Science Majors’ Initiation into their Discipline?*
Terri Trupiano Barry  
—Michigan State University

**MEETING ROOM II**

### 8.10  USING EPORTFOLIOS TO ASSESS GENERAL EDUCATION
Michael Neal  
—Clemson University

**MEETING ROOM III**

### 8.11  REVISITING THE CORRECTNESS CONVERSATION
Shareen Grogan  
—National University  
Denise Stephenson  
—MiraCosta College

**MEETING ROOM IV**

### 8.12  TEACHING THEORY WITHOUT THEM KNOWING IT: USING FREIRE TO DEVELOP A FACULTY WORKSHOP SEQUENCE
William Burgos  
Courtney Frederick  
Kevin Reyes  
—Long Island University, Brooklyn
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<tr>
<td>9.1 Conservatism, College Republicans, Controversy, and “Liberal” Faculty: Cross-Disciplinary Approaches to Teaching Argument</td>
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<tr>
<td>Carol Peterson Haviland</td>
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<td>Mary Boland</td>
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<tr>
<td>9.2 Rejuvenating WAC Leaders: Reinventing Ourselves Personally and Professionally</td>
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<tr>
<td>Patricia Williams</td>
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<td>—Sam Houston State University</td>
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<td>Angela Williams</td>
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<td>—Citadel</td>
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<td>Nancy Casey</td>
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<tr>
<td>9.3 Appropriating Expectations: Implementing WAC Theories in Real Universities</td>
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<tr>
<td>Morgan Gresham</td>
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<td>—Clemson University</td>
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<td>Rebecca Jackson</td>
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<td>Deborah Balzhiser Morton</td>
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<td>9.4 Using Media to Learn: Online Journalism, Online Writing, and New Media</td>
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<tr>
<td>Stimulating WID and WAC through Online Journalism</td>
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<tr>
<td>Gerd Brauer</td>
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<td>—PH Freiburg, Germany</td>
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<td>Ulf Abraham</td>
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<td>Writing New Media Across the Curriculum: We Won’t Get Fooled Again...or Will We?</td>
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<td>Virginia Kuhn</td>
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<td>9.5 Distilling Benchmarks of Strength: What Makes a WAC Program Viable?</td>
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<tr>
<td>William Condon</td>
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<td>Diane Kelly-Riley</td>
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<td>Sharolon Carter</td>
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<td>Jerry Brown</td>
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AUDITORIUM
9.6 BENDING UNIVERSITY-PROVIDED WWW TECHNOLOGY TO THE NEEDS OF WRITING-IN-THE-DISCIPLINES
Laura Plummer
Ray Smith
Lisa Kurz
Kathy Overhulse Smith
—Indiana University

SEMINAR ROOM I
9.7 PROGRAM HISTORY AND DEVELOPMENT

Learning Benefits of a Long-Term Holistic Perspective on Integrated Language and Communication Components in Program Design
Magnus Gustafsson
—Chalmers University of Technology, Sweden

13 Lucky Years of WAC: A Dean and a Director Reflect
Dona J. Hickey
Joe Essid
—University of Richmond

Fostering Creative Engagement with Contemporary Issues in Mental Health
Patti Connor-Greene
—Clemson University

SEMINAR ROOM II
9.8 WHERE ARE THE STUDENTS IN WAC?
Jacob Blumner
—University of Michigan, Flint
Francis Fritz
—Ursinus College
Sarah Wice
—University of Michigan, Flint
**MEETING ROOM I**

**9.9 NEW CONCEPTIONS FOR DELIVERING WAC**

*Writing and Metaphors Across the Curriculum*
Marlene L. Szymona
—North Carolina Wesleyan College

*WAC and Academic Service-Learning: Classroom Techniques and Community Practices*
Adriana C. Tomasino
—St. John’s University

*Helping Students Become “Referees”: Supporting a Critical Analysis of Resources Used in the Research-Writing Process*
Troy Place
Betsy M. Aller
—Western Michigan University

**MEETING ROOM II**

**9.10 DISCIPLINARY WRITING AND BOUNDARIES IN ENGINEERING**

*CAC and the Cullen College of Engineering: Teaching Communications and Communicating Engineering Concepts*
Chad Wilson
—University of Houston

*Integrated Engineering Communications Programs: (Dis)Locating the Boundaries*
Marie C. Paretti
Lisa DuPree McNair
Michael Alley
—Virginia Tech

*Novice and Insider Perspectives on Disciplinary Writing in Academic and Workplace Contexts: Towards a Continuum of Rhetorical Awareness*
Jon A. Leydens
—Colorado School of Mines

**MEETING ROOM III**

**9.11 INTEGRATING ARABIC AND ENGLISH INTO THE CURRICULUM AT ZAYED UNIVERSITY, UNITED ARAB EMIRATES**

Chris Thaiss
—George Mason University
Melinda Knight
—George Washington University
Rahman Haleem
Kate O-Neill
Greg Skulmoski
—Zayed University, United Arab Emirates
PAVILION
RESPONSES TO WAC 2006 AND REFLECTIONS ON WAC 2008
—Sponsored by Columbia College
Alan Evison
—Queen Mary University of London
Toby Fulwiler
—University of Vermont
Mary McMullen-Light
—Longview Community College
Ulf Abraham  
University of Bamberg, Germany  
ulf.abraham@split.uni-bamberg.de

Matthew Adkins  
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Paul Anderson  
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Merav Asaf  
Kaye College of Education

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Mary Balkun  
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Erin Barley  
Simon Fraser University, Canada  
ebarley@sfu.ca

Terri Barry  
Michigan State University  
barryter@msu.edu

Rachel Batch  
Widener University  
rab0303@mail.widener.edu

Scott Baxter  
Purdue University  
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<td>Quinsigamond Community College</td>
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<td>Beth Beggs</td>
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<td>Crystal Benedicks</td>
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<td><a href="mailto:sab@udel.edu">sab@udel.edu</a></td>
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<tr>
<td>Jordana Stephens Berry</td>
<td>Georgia State University</td>
<td><a href="mailto:jstpehensberry1@students.gsu.edu">jstpehensberry1@students.gsu.edu</a></td>
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<td>College of Charleston</td>
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<td>Sara Blitz</td>
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