

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

CONFERENCE 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

Learn more about Beach Music and shag with John Hook at <http://www.beachshag.com/> or John Fontenot at <http://tinyurl.com/mfhfl>. Listen to "I Love Beach Music" at <http://tinyurl.com/po432>. Learn to shag online at <http://tinyurl.com/lhhdhm>.

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

Michael Neal

Barbara Ramirez

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

1.5 LIFE AFTER THE BARRIER EXAM

William Carpenter
Jeanne Gunner
Matthew Schneider
Gerri McNenny
—Chapman University

AUDITORIUM

1.6 MULTIMEDIA, ONLINE CASES TO IMPROVE STUDENTS' COMMUNICATION AND LEARNING IN THE DISCIPLINES: RECENT FINDINGS

David R. Russell
—Iowa State University
Tom Bowers
—Northern Kentucky University
David Fisher
—Iowa State University

SEMINAR ROOM I

1.7 IMPROVING THE TECHNICAL WRITING SKILLS OF ENGINEERING MAJORS THROUGH AN ENGINEERING DEPARTMENT-WRITING CENTER COLLABORATION

Kathleen Jernquist
David Godfrey
Todd Taylor
—United States Coast Guard Academy

SEMINAR ROOM II

1.8 A TUNE-UP FOR CACP: CAN DEPARTMENT-LEVEL WORKSHOPS REVIVE A STRUGGLING PROGRAM IN MID-LIFE CRISIS?

Deaver Traywick
Melissa Johnson
Dale Brown
—Newberry College

MEETING ROOM I

1.9 CURRICULAR CONVERSATIONS WITH COLLEAGUES IN HISTORY: IMPETUS TO DESIGNING AND IMPLEMENTING A GATEWAY RESEARCH METHODS COURSE IN ENGLISH

Janine Utell
Rachel Batch
Patricia Dyer
—Widener University

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 Eppett
—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 (Teddi) 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

AUDITORIUM

3.6 RESEARCH ON THE ACADEMIC WRITING LIFE: ENGAGED WRITERS AND DYNAMIC DISCIPLINES

Chris Thaiss
Terry Myers Zawacki
Jeanne Sorrell
—George Mason University

SEMINAR ROOM I

3.7 DEALING WITH DIGITAL ACADEMIC DISHONESTY: WORKSHOP

Priscilla Berry
Russell Baker
—Jacksonville University

SEMINAR ROOM II

3.8 CONSENSUS ACROSS THE CURRICULUM: USING WAC TO DEVELOP INTERDISCIPLINARY COMMUNICATION WITHIN GROUPWORK

Kristi Apostel
—Finlandia University
Shawn Apostel
Moe Folk
—Michigan Technological University

MEETING ROOM I

3.9 CONSTRUCTING ENGAGEMENT: INITIATING COMMUNICATION ACROSS THE DISCIPLINES AT A LARGE URBAN UNIVERSITY

Martha Marinara
Dawn Oetjen
Karla Saari Kitalong
—University of Central Florida

MEETING ROOM II

3.10 WRITING AS A CATALYST: USING WRITING AND WRITING ASSESSMENT IN ORGANIC CHEMISTRY COURSES AND AN NSF-FUNDED PROJECT

Richard Taylor
Michael Novak
David Marado
—Miami University

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

4.5 MISTER SCIENCE AND WAC: HOW SCIENTISTS CONTRIBUTE TO WAC EFFORTS

Carol Rutz
—Carleton College
Neal Lerner
—Massachusetts Institute of Technology
Kathleen Blake Yancey
—Florida State University
Jeff Appling
—Clemson University

AUDITORIUM

4.6 DESIGNING NEW CURRICULAR MODELS FOR COMMUNICATION IN ENGINEERING

Lillian Bridwell-Bowles
Warren Waggenpack
Kelly Rusch
—Louisiana State University

SEMINAR ROOM I

4.7 WAC: RESEARCH-INFORMED INSTRUCTION

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

4.8 VISUAL REPRESENTATIONS OF WAC: ENGAGING STAKEHOLDERS THROUGH FILM

Marian Arkin
Samuel Shanks
Mary Soliday
Judith Summerfield
Jim Wilson
—LaGuardia Community College, City University of New York

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

BREAKOUT ROOM I

**5.1 EFFECTIVE DIALOGUES AND ENCOURAGEMENT FOR WIC/WAC
ISSUES AND CENTERS FOR EXCELLENCE AT HIGH SCHOOLS**

Dilek Tokay
—Sabanci University, Turkey

BREAKOUT ROOM II

5.2 THE UNIVERSITY OF MISSOURI'S "ECB MOMENT"

Martha A. Townsend
Jo Ann Vogt
Ian Montgomery
Martha D. Patton
—University of Missouri

BREAKOUT ROOM III

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 Polls: 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 Peebles

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

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

BALLROOM B

6.5 BEYOND THE WAC WORKSHOP: THE USE OF LONG-TERM COLLABORATIONS WITH ACADEMIC DEPARTMENTS TO TRANSFORM THEIR CURRICULUM

Paul Anderson
Melissa Faulkner
Karen Mitchell
Alison Pryweller
—Miami University

AUDITORIUM

6.6 "THINKING WRITING" IN CROSS-NATIONAL PERSPECTIVE: WHAT RESEARCH ON THE FIRST UK WID PROGRAM SUGGESTS ABOUT ESSENTIAL ELEMENTS OF WID

Alan Evison
Sally Mitchell
—Queen Mary University of London
David R. Russell
—Iowa State University

SEMINAR ROOM I

6.7 TEACHING WITH WAC IN SCIENCE

Illness Narratives: Writing Skills and Clinical Knowledge for Accelerated Nursing Students

Pamela R. Cangelosi
—George Mason University

Pragmatism and Politics: Integrating Science Writing into the Scientific Writing Classroom

Jacqueline Cason
—University of Alaska, Anchorage

Answering the Question, "What and How Do I Study for the Exam?" Structuring Learning Through Writing in the Disciplines

Stanley M. Zoltek
—George Mason University

SEMINAR ROOM II

6.8 INTRODUCING MULTIMODAL COMMUNICATION INTO A UNIVERSITY'S DISCOURSE: THE CHALLENGE OF CURRICULAR CHANGE

Don Payne
Quinn Warnick
Barb Blakely Duffelmeyer
—Iowa State University

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

AUDITORIUM

7.1 FILM PREMIERE OF "WRITING ACROSS BORDERS"

Vicki Tolar Burton
—Oregon State University

SEMINAR ROOM I

**7.2 "PACKAGING" WRITING: EPORTFOLIOS, DIGITAL ANTHOLOGIES,
AND THE PROBLEM OF AUDIENCE**

Christy Desmet
Beth Beggs
Anita DeRouen
—University of Georgia

SEMINAR ROOM II

7.3 FRAMEWORKS FOR LEARNING AND PROGRAM DESIGN

Enhancing Disciplinary Learning Through Writing and Student Engagement

Sarah Nichter
—Sullivan University

Language Acquisition Theory as a Framework for WAC Faculty Development

Mary Bodwell
—Massachusetts College of Pharmacy and Health Sciences

Writing and Praxis: Using WAC to Teach a Practice Course

Richard Holody
—Lehman College, City University of New York

MEETING ROOM I

7.4 INNOVATIONS IN THE SCIENCES THROUGH WAC

*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

Humanizing Heisenberg: A WAC Approach for Physical Chemistry

John Reilly
Michael Strickland
—Elon University

Writing and Learning in the Health Sciences: An Integrative Model

Irene Clark
—California State University, Northridge

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

GRAND HALLWAY

5:30-7:00 Reception

—Sponsored by *Bedford/St. Martin's*

PAVILION (IF RAINING, GRAND BALLROOM)

7:00-11:00 Carolina Low Country Buffet and Entertainment

BREAKOUT ROOM I

8.1 DISCOURSE ACROSS THE CURRICULUM IN FIRST-YEAR LEARNING COMMUNITIES

Sharon McCoy
June Griffin
Matt Adkins
—University of Georgia

BREAKOUT ROOM II

8.2 REPORTS FROM THE DISCIPLINES: ENGINEERING, TEACHER EDUCATION, AND GRAMMAR VS. CONTENT

After WAC: Moving Communication from a WAC Model to Integration in an Engineering Curriculum

Robert Irish
Phil Anderson
—University of Toronto

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

BREAKOUT ROOM III

8.3 WRITING-TO-LEARN AND LEARNING TO WRITE: IS THERE ANYTHING WAC CAN'T DO?

Elizabeth (Betsy) Sargent
—University of Alberta
Candace Stewart
—Ohio University

BREAKOUT ROOM IV

8.4 WAC AND WORKPLACE PROFESSIONALISM

Developing Professionalism Through Writing and Communication

Ann-Marie Ericsson
Linda Bradley
—Chalmers University of Technology, Sweden

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

BALLROOM B

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

AUDITORIUM

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

SEMINAR ROOM I

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

SEMINAR ROOM II

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

BREAKOUT ROOM I

9.1 CONSERVATISM, COLLEGE REPUBLICANS, CONTROVERSY, AND
"LIBERAL" FACULTY: CROSS-DISCIPLINARY APPROACHES TO
TEACHING ARGUMENT

Carol Peterson Haviland
Mary Boland
—California State University, San Bernardino

BREAKOUT ROOM II

9.2 REJUVENATING WAC LEADERS: REINVENTING OURSELVES
PERSONALLY AND PROFESSIONALLY

Patricia Williams
—Sam Houston State University
Angela Williams
—Citadel
Nancy Casey
—Woodlands Christian Academy

BREAKOUT ROOM III

9.3 APPROPRIATING EXPECTATIONS: IMPLEMENTING WAC
THEORIES IN REAL UNIVERSITIES

Morgan Gresham
—Clemson University
Rebecca Jackson
Deborah Balzhiser Morton
—Texas State University

BREAKOUT ROOM IV

9.4 USING MEDIA TO LEARN: ONLINE JOURNALISM, ONLINE
WRITING, AND NEW MEDIA

Stimulating WID and WAC through Online Journalism

Gerd Brauer
—PH Freiburg, Germany
Ulf Abraham
—University of Bamberg, Germany

Writing New Media Across the Curriculum: We Won't Get Fooled Again...or Will We?

Virginia Kuhn
—University of Southern California

BALLROOM B

9.5 DISTILLING BENCHMARKS OF STRENGTH: WHAT MAKES A WAC
PROGRAM VIABLE?

William Condon
Diane Kelly-Riley
Karen Weathermon
Sharolon Carter
Jerry Brown
—Washington State University

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. Parette

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*

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—Queen Mary University of London

Toby Fulwiler

—University of Vermont

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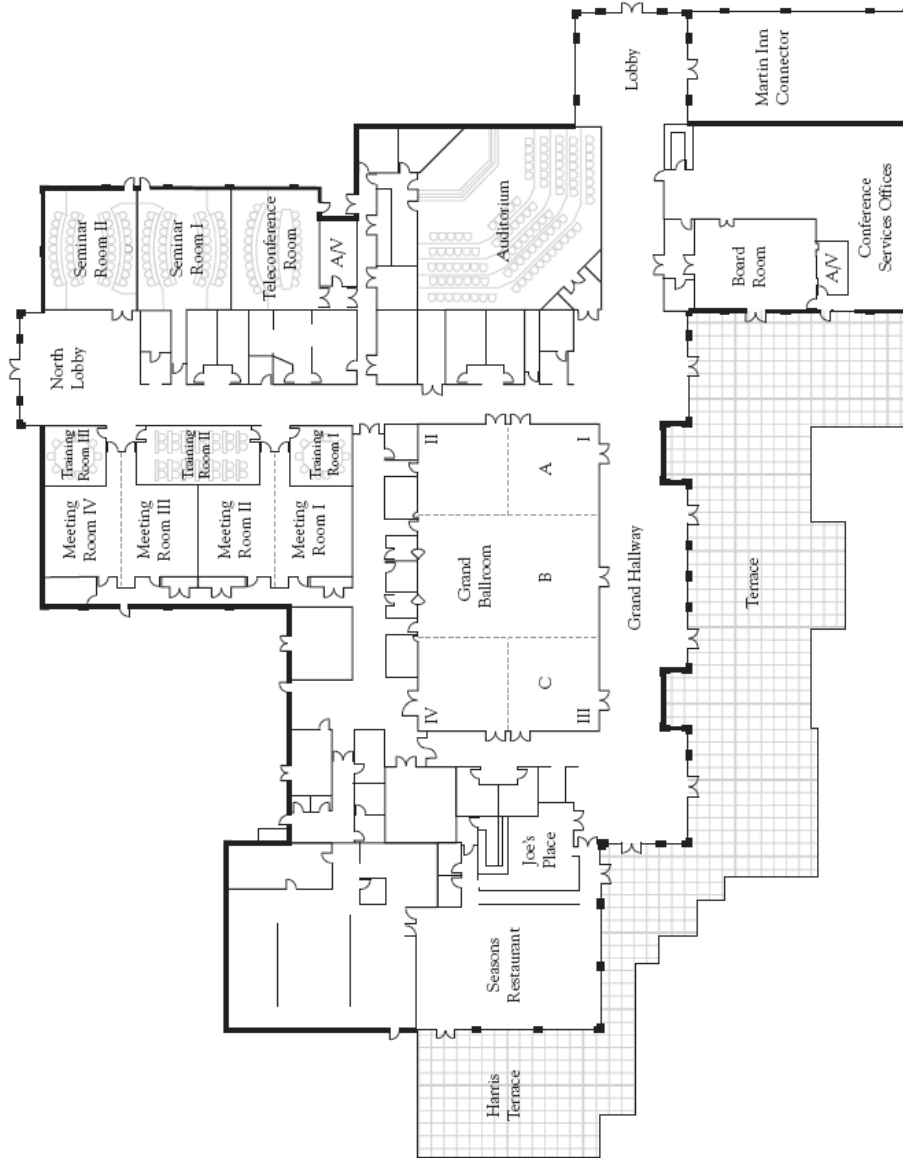
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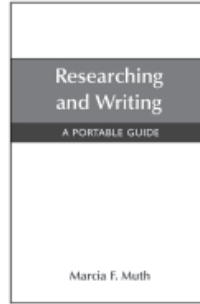
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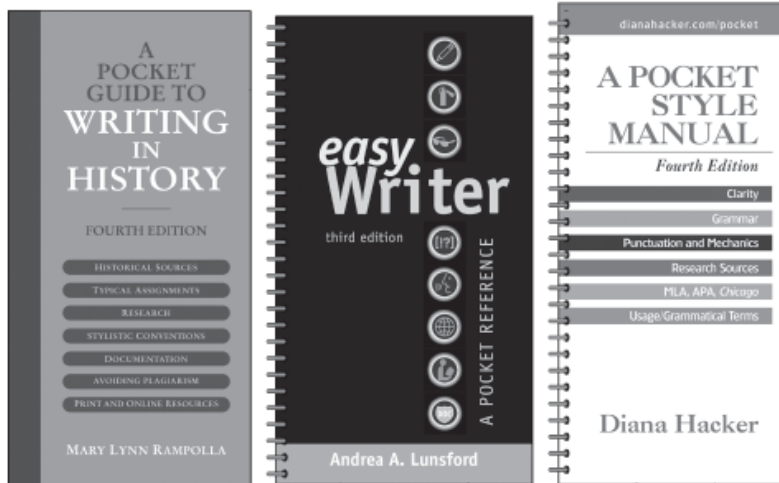
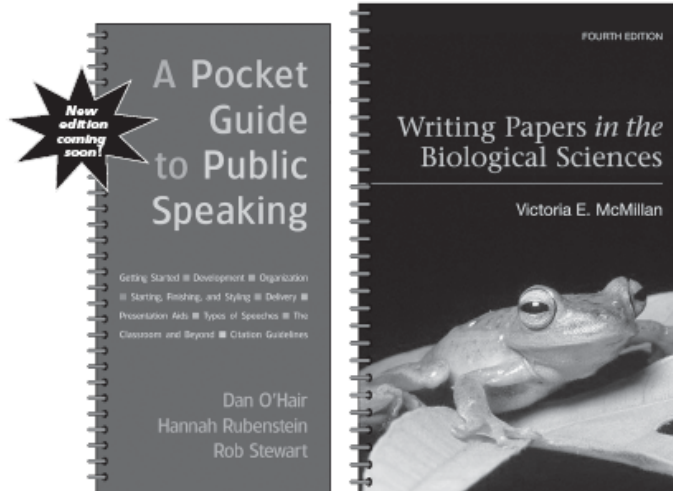
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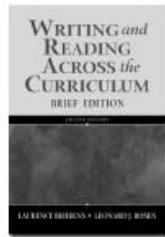
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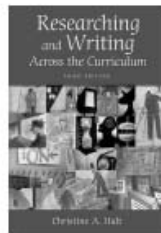
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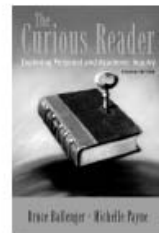
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