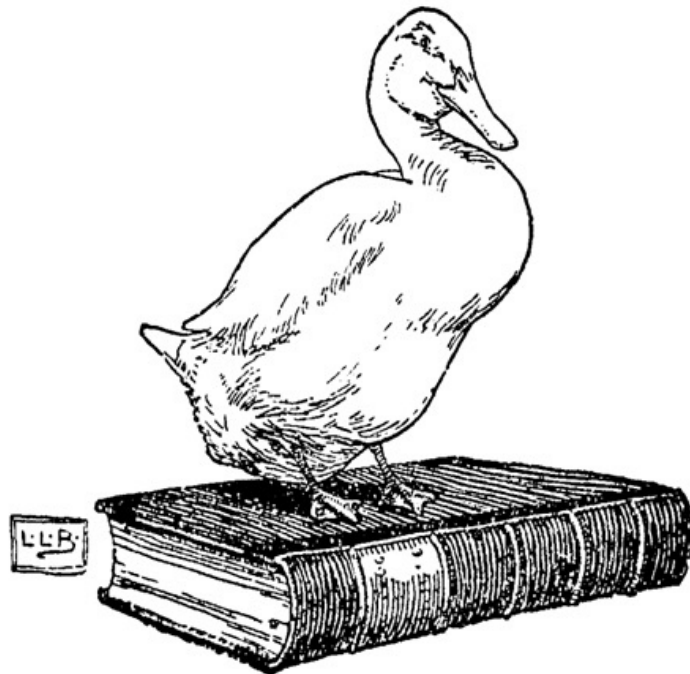
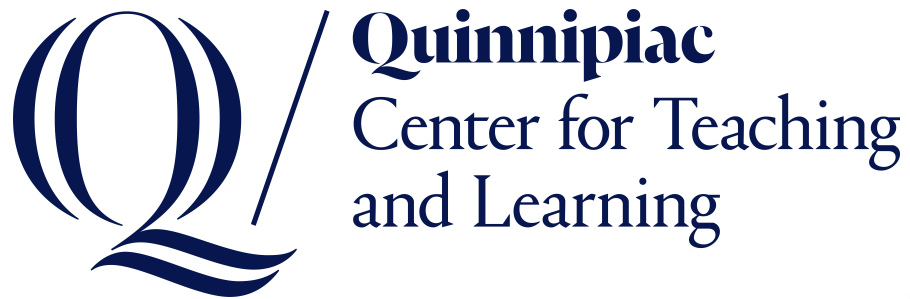


7th Biennial Conference on Writing and Critical Thinking

June 17-19, 2019



**Quinnipiac University Writing Across the Curriculum (QUWAC)
Center for Teaching and Learning
Writing Research Institute**

Quinnipiac University, 370 Bassett Road, North Haven, CT 06473

Welcome to QUWAC's 7th Biennial Conference on Writing and Critical Thinking

This year's conference indicates a new direction for us. In addition to continuing our traditional WAC/WID conference, the program features keynote addresses on social justice themes and a roundtable discussion on bridging writing research and the scholarship of teaching and learning. Our emphasis on social justice is one of the many ways in which we can and should answer the call to critically analyze and challenge institutional structures that maintain and uphold oppressive relationships both inside and outside of the classroom. Examining our own location within such structures can be a way of identifying and dismantling oppression and using our positions as avenues for social change.

The emphasis on SoTL reflects our interest in engaging the WAC community in a dialogue with pedagogical research happening in other academic communities. It is our hope that contributing to a conversation between distinct but related fields will promote interdisciplinary collaborations around teaching and learning. Additionally, the juxtaposition of WAC/WID and SoTL may open new conceptual spaces to address the challenges posed by changes in higher education and the increasingly diverse populations of students it serves.

We invite participants to consider submitting a version of their presentation to *Double Helix: A Journal of Critical Thinking and Writing*. Submission guidelines can be found on the *Double Helix* site at the WAC Clearinghouse: <https://wac.colostate.edu/double-helix/>

Jeffrey Saerys-Foy
Lauren Sardi
Justin Hayes
Paul Pasquaretta

Speaker Bios



Vershawn Ashanti Young, Ph.D.
Departments of Communication Arts and English Language and Literature
University of Waterloo

Vershawn Ashanti Young, who goes by dr. vay, is a scholar within the disciplines of communication and writing, gender, performance, and race. He brings all these together in his scholarship and public work. He regularly serves as a consultant to schools and organizations around issues of cultural competency, educational access and success for historically oppressed people of color; around issues of gender equity, and what he calls the continuing civil rights movement. He is perhaps best known for his scholarship on the concept of code meshing, where he advances that writers and speakers should use their home linguistic backgrounds to communicate, particularly in high stakes communication situations. He further advances that students and professionals from diverse language backgrounds should not have to sacrifice their language identities in the face of long-standing U.S. linguistic prejudice against such groups.

dr. vay has authored or co-authored 9 books, including his recent Routledge Reader of African American Rhetoric (Routledge 2018), Neo-Passing: Performing Identity After Jim Crow (Illinois 2018) Antiracist Pedagogy in Writing, Rhetoric and Communication Studies (Parlor Press 2016/17), and Other Peoples English: Code-Meshing, Code Switching and African American Literacy (2018 Parlor Press). He is currently completing two monograph and one teaching guide: Straight Black Queer: Gender Anxiety and the American Dream and When Teachers Hurt: Narratives of Failure and Success in Teaching and Learning and the teaching guide: The Pocket Guide to Code-Meshing: Raise Your Authentic Voice in Academic and Public Speaking and Writing.

dr. vay will be available for a book signing at 6pm on Monday, June 17, in the MNH 100 lobby; his books will be available for sale in the bookstore.

He will be available for consultation on Tuesday, June 18, from 10:30-11:45am, in MNH 138. Please register in advance with the conference coordinator.



Shirin Vossoughi, Ph.D.
Assistant Professor, Learning Sciences
Northwestern University

Prior to joining the Learning Sciences faculty at Northwestern University in 2014, Shirin Vossoughi was a postdoctoral fellow at Stanford University and the Exploratorium, where she led an ethnographic study of after-school programs that blend scientific inquiry, literacy and the arts. More broadly, she draws on a range of interpretive methods to study the social, historical, political and ethical dimensions of learning.

Bringing together the ethnographic study of talk and interaction with cultural-historical approaches to learning, Vossoughi seeks to integrate macro-political concerns (the roots of educational inequity, transnational migration, neoliberalism) with detailed studies of educational settings that imagine and enact alternative social relations. Vossoughi's research centers on hybrid learning environments that blend formal and informal elements and support young people to engage in sophisticated forms of disciplinary thinking while questioning and expanding disciplinary boundaries. She is particularly concerned with the forms of pedagogical mediation and developmental trajectories that take shape within these settings. Vossoughi's research therefore focuses on the following key phenomena: apprenticeship and joint activity; language and literacy practices; play and creativity; the subjective experience of educational dignity and indignity; the tensions and possibilities of political education; and the micro-genetic (moment-to-moment and day-to-day) development of scientific, social analytic and artistic discourse and practice.

Vossoughi has taught in schools, after-school and summer programs, and served as the director of a summer camp for youth in the Iranian diaspora. As the daughter of Iranian immigrants, she is personally invested in the design and study of educational settings for youth from migrant, immigrant and diasporic backgrounds. She has also designed and taught university-level courses on culture, learning, ethnography and social theory. She takes a collaborative approach to research, partnering with teachers and students to study the conditions that foster educational dignity and possibility.

Dr. Vossoughi will be available for consultation in MNH 132 on the following days and times:

- Monday, June 17, 4-5:15pm
- Tuesday, June 18, 9-10:15am
- Tuesday, June 18, 10:30-11:45am

Please register in advance with the conference coordinator



Sherry Lee Linkon, Ph.D.
Professor of English and Faculty Director of Writing Curriculum Initiatives
Georgetown University

Sherry Lee Linkon is a Professor of English and Director of the Writing Program and the American Studies Program at Georgetown University. She led the development of Georgetown's writing in the disciplines requirement and regularly offers workshops and consultations with faculty across campus. Trained in American Studies, her research and teaching cover a wide range of fields, including American literature and culture, interdisciplinary teaching and learning, working-class studies, and writing studies. Her books include *Literary Learning: Teaching the English Major* (Indiana, 2011) and *The Half-Life of Deindustrialization: Working-Class Writers on Economic Restructuring* (Michigan, 2018).

Area Attractions

The Hamden-New Haven area boasts fine dining and local cuisine; outstanding art, music and theater; landmark parks and beaches, and boat tours.

Arts and Ideas: The conference is happening during New Haven's annual International Arts and Ideas Festival. On Tuesday evening, June 18, the Festival schedule includes a free concert on New Haven Green featuring Tengger Cavalry. Kronos Quartet is performing at the Shubert Theater. For a complete list of events, visit the Arts and Ideas website: <https://www.artidea.org/>

Beinecke Tour: On Wednesday afternoon, QUWAC is organizing a free tour of the Beinecke Rare Book and Manuscript Library in downtown New Haven. To sign up for the tour, contact the conference organizer: Paul.Pasquaretta@QU.EDU

Visit New Haven offers detailed listing of area attractions, including arts events, brewery and vineyard tours, history tours, nightlife, and outdoor recreation: <https://www.visitnewhaven.com/>

Shuttle Service: Best Western Plus North Haven will provide shuttle service to and from the conference site.

Schedule

Monday, June 17

1-2:15pm

**Meeting of NEWACC (Northeast Writing Across the Curriculum Consortium)
– MNH 138**

2:15pm, Break - MNH Lobby

2:30-3:45pm, Panel Session 1

1.A – MNH 201

Teachers as Writers:(Re)discovering Writer Identity of Immigrant and International Student Teachers Thorough Collaborative Translingual Practice

Sarah Glessner
Seung Eun McDevitt
Maya Gwynn
St. John's University

This presentation was born out of a new collaboration project between Writing Across Communities (previously Writing Across the Curriculum) and the School of Education at St. John's University in Queens, New York. The collaboration, entitled "Teachers as Writers," is a writing mentoring project centered on working with immigrant and international students in the School of Education as they establish their writer identities while navigating English and considering translingual writing practices in the context of higher education. Our intention is to listen carefully to their experiences and learn with their writerly processes.

1.B – MNH 202

“What Students Are Kind Of, Hopefully, Used to Seeing”: Cross Disciplinary Approaches to Teaching the Scholarly Article, from First Year Writing Through Graduate Research

Anne C. Wheeler
Rebecca Lartigue
Joan Simmons
Matthew Brubaker
Ny Mia Tran
Chris Hakala
Springfield College

Brian Gogan (2011) suggests that while the field of Writing Studies has reached the consensus that rhetorical genre awareness is a threshold concept and “integral to writing across the disciplines and beyond,” there is a lack of attention to the critical role that reading plays in facilitating this awareness. If a student lacks the ability to adequately read and comprehend a given genre, then they cannot become “aware” of it and are, therefore, unable to become fully immersed in their field. Focusing on the peer-reviewed scholarly article genre, this panel offers pedagogical approaches to teaching comprehension, analysis, and synthesis of scholarly research so that students can be transformed into producers of knowledge.

4-5:15pm, Panel Session 2

2.A – MNH 201

Rewriting Roles in Social Work: Rhetorical Conflicts Across Educational and Professional Contexts

Gabriel Morrison
Lauren Griffith
University of Connecticut

Two presenters (a social worker and a writing studies researcher) share data from a longitudinal case study of social work graduate student writers in order to examine how graduate students reposition themselves for the overlapping rhetorical contexts of school and professional practice. This presentation attempts to understand the complexities of social work writing and provide insights into how graduate programs can better serve the writing needs of their students.

2.B – MNH 202

Shaking the Foundation: Reimagining the Survey or Principles Course through Critical Thinking and WAC Pedagogy

Diane Russo
Margaret Savilonis
University of New Haven

This workshop will demonstrate how to shift from a course designed to deliver foundational knowledge to a course based upon critical thinking that plays such an important role in developing a discipline. Workshop participants will gain practice with a course redesign that involves a critical thinking cycle of formulating ideas, rethinking through what Stephen Brookfield calls “hunting assumptions” and entering a dialogue, and revising.

5:30-6pm, Registration and Reception – MNH Lobby

6-7pm, Dinner – MNH 105

7pm, Keynote Address – MNH 101

Towards a Literacy of Social Justice: Grassroots Pedagogies from #BlackLivesMatter

Vershawn Ashanti Young, University of Waterloo

This talk analyzes several online performances from the #BlackLivesMatter movement for the ways they utilize and blend standard academic literacies and African American rhetoric. These performances are discussed as pedagogies of possibility that can sustain a critical literacy of social justice. This talk focuses on the roles that racial dignity, ethics, and empathy should play in literacy education for students, teachers, and the public.

Tuesday, June 18

8am, Breakfast – MNH 105

9-10:15am, Panel Session 3

3.A – MNH 201

Integrating Our Stories: Combining Research and Writing Tutoring Services at a Public Liberal Arts College

Katherine Tirrabassi
Elizabeth Dolinger
Savannah Nickerson
Emma Brown

Keene State College

Writing and research are complementary, recursive processes; integrating research and writing tutoring can meaningfully enact this connection. In this panel, a writing center director, assistant director, a librarian, and an undergraduate tutor will discuss the benefits and challenges of integrating elements of their research and writing tutoring services, including training, staffing, and negotiating distinct programmatic cultures and identities. Participants will be invited to share their experiences with and questions about programmatic integration in a conversational Q&A.

3.B – MNH 202

Refining Stasis Theory for Science and Engineering

Leslie Anne Roldan
Suzanne Lane
Michael Trice
Jessie Stickgold-Sarah

Massachusetts Institute of Technology

Stasis theory is a system for classifying types of claims and their relationship to each other; it also helps to locate agreement and disagreement with an audience. Our panel offers approaches to using stasis theory to help STEM undergraduates learn to analyze background literature and identify a gap in the existing research, to understand where argumentation occurs in STEM genres and to more effectively produce it, and to debate design choices in collaborative engineering projects.

10:30-11:45am, Panel Session 4

4.A – MNH 201

Textual Practices Across the Curriculum: A Study of Text Recycling

Chris Anson

North Carolina State University

Little is known about the nature of text recycling (TR) across disciplines—the unattributed reuse of textual material between documents by the same author(s). This presentation will report the results of an NSF-funded study of TR involving interviews with the editors of 24 journals representing different disciplines. From a research perspective, the results are helping us to refine social-practices models of writing in diverse communities; from a practical perspective, they are raising questions about appropriate advice for authors as well as students who are entering academic disciplines.

4.B – MNH 202

Promoting Social Justice Through First Year Writing

Sara Large

Michelle Niepstepski

Annie Ou

Jesse Tauriac

Lasell College

Panelists, with differing roles and functions at their institution, discuss the steps they are taking to promote social justice within the First Year Writing Program. Panelists include an assistant professor of writing, writing program director, ESL program director, and assistant vice president and chief diversity officer.

12 noon, Lunch – MNH 105

1pm, Keynote Address - MNH 101

Pedagogies of Freedom: Feedback as a Relational Context for the Development of Critical Writers and Historical Actors

Shirin Vossoughi, Northwestern University

This talk describes how pedagogies of freedom were enacted in a university summer bridge program that sought to challenge normative and depersonalized models of academic writing, working to apprentice students in socially meaningful and autobiographically grounded forms of analysis, critique and argument. Our research looks at the role of written feedback on student writing as a relational context through which educational dignity can take shape. Interviews with students about their experiences with this feedback elucidate the forms of political becoming and cultural healing such settings can support, and raise new questions relevant to the ongoing development of justice-oriented writing instruction.

FIFTEENTH INTERNATIONAL CONFERENCE

IWAC 2020

WRITING ACROSS THE CURRICULUM

COLORADO STATE UNIVERSITY, JUNE 3-6, 2020

WAC@50: Celebrating Successes, Recognizing Challenges, Inviting Critique and Innovation

Please join us for the International Writing Across the Curriculum Conference in 2020. The conference, which is now offered through the Association for Writing Across the Curriculum (wacassociation.org), will be held from June 3rd through 6th on the campus of Colorado State University in Fort Collins, Colorado. The WAC Summer Institute will precede the conference.



Save the date: June 3-6, 2020

Learn more at iwac.colostate.edu.

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WRITING ACROSS
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BRINGING TOGETHER THE WRITING
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**[https://www.wacassociation.org/
membership/](https://www.wacassociation.org/membership/)**

2:30-3:45pm, Panel Session 5

5.A – MNH 201

Writing from Their Discipline: Inquiry-Based Writing Project for Degree Seeking Students

Amie Slevin
Old Dominion University

This is a writing project which causes students to assess and interact with a debatable issue within their discipline. They develop a theory based on an issue inclusive to their major which they must develop and research solutions for. This project consists of a proposal, a research paper, and a WordPress presentation to the class. Students learn to write to a variety of audiences: classmates in the writing field, their peers in the discipline, and their evaluator.

Finding Voice, Cultivating Identities: Successful Strategies for Transfer

Wendy Piper
Dartmouth College

In my FYC, "Writing Voices," I implement a threshold concepts approach to facilitate student transfer. Recognizing that writing is a social activity, students search their experience for their voices and interests. They carry that voice forward to write within public and academic contexts. Students develop "genre awareness" as they learn that successful adaptation of writing knowledge depends upon recognizing new contexts and the dynamic relation between reader and writer that allows new knowledge to be created.

Learning as Language Learning: An Exercise in Translation

Adam Katz
Quinnipiac University

My class asks students to translate a text into the "Natural Semantic Primes" which the linguist Anna Wierzbicka has identified as having equivalents in all known languages. In using a very restrictive vocabulary to reconstruct an English text, students are essentially learning, by creating, a new language.

5.B – MNH 202

Metaphors and Power Structures: Helping Students Understand Patterns of Discourse and Thought

*Anne Sand
Elena Carter
Bevin O'Connor
University of Iowa*

“Your claims are indefensible.” “Let me put in my two-cents worth.” “She’s a knockout.” “Baby, light my fire.” How do common metaphors govern our everyday functioning? How might metaphors constitute a conceptual system? In other words, what does it say about how we think about a subject that a particular referent is so common? In this panel we will share how we encourage the students in our freshman composition classes to interrogate common figurative expressions.

5.C – MNH 221

Using Collage to Encourage Critical Connections Between the Using Visuals to Teach Complex CCSS ELA Standards

*Kara Breen
Hamden Public Schools*

When assessing a student’s ability to demonstrate comprehension, it doesn’t always make sense to do so with a traditional text. The use of visuals in the ELA classroom levels the playing field, creating an environment in which all children can access teaching and learning without the barriers that texts can create. Access points are crucial for all students, and visuals can serve as the bridge to deep critical thinking.

4-5:15pm, Panel Session 6

6.A – MNH 201

Race & Affect: Teacher Perspectives on Race in WID Courses

Haivan V. Hoang
University of Massachusetts

When asked, “When has race become salient in your teaching?”, what stories do WID instructors tell? For this research talk, I will use grounded theory to analyze ten interviews with WID instructors in order to understand teacher perceptions of how and why race matters to teaching/learning writing in discipline-specific courses. Teachers’ stories about how they experience and how they witness students experiencing racial legacies, I argue, are essential to understanding how writing is taught and learned.

Self-Reflection and Morally Objectionable Rhetoric in Classrooms and Writing Centers

Ordoitz Galilea
University of Connecticut

Hate speech, reactionary ideology, xenophobia... How should Writing Centers engage with ideological diversity, especially related to rhetoric that may be uncomfortable, morally objectionable, or offensive to some tutors? This workshop aims to provide a space for self-reflection through public debate by engaging the sociological imagination of tutors and writers. Openly and honestly reflecting on one’s own engagement with this type of rhetoric and its effects is essential to resolving any conflict produced by oppressive language.

Portfolio as the Best Tool to Develop Self Evaluation and Enhance Critical Writing

Madona Giorgadze
Ilia State University

The paper aims to demonstrate that portfolios are one of the best tools for enhancing self-assessment and critical writing skills. It also discusses strategies for designing portfolio as an alternative assessment method which is based on making self-assessment through critical thinking.

6.B – MNH 202

Critical Reflective Spaces and the Path to Equity in a Critical Writing Course

Maria Assif
Kevin Santos

University of Toronto Scarborough

This presentation examines the impact of mindful, critical reflective spaces on the learning and teaching processes in a critical writing environment. More broadly, the presentation offers ways to reflect on how institutional and social constructs create spaces of possibility and responsibility for instructors as well as students in a critical writing course. Based on a small-scale quantitative and qualitative data-analysis, the teacher-student panel details the components of this pilot initiative, its success, challenges, and prospects.

6.C – MNH 221

The Metacognitive Value of Philosophical Dialogues in the Writing in the Discipline Classroom

Seth Hartigan
Xi'an Jiaotong-Liverpool University

This talk works through a demonstration of the metacognitive benefits derived from reading and writing philosophically-themed dialogues in WID and critical thinking courses. Using dialogues from different philosophical traditions as models, the speaker discusses how students can explore diverse individual and group perspectives from within or outside their culture. Through the process of writing their own dialogues, students develop a unique rhetorical voice while considering how language ambiguity, intersubjectivity, and audience expectations impact dialogic construction.

How Writing in the Discipline (WID) courses facilitate the transfer of learning to analyze and critique: The view from China

Helen Beech
Xi'an Jiaotong-Liverpool University

WID courses seek to improve genre-specific writing, leading to the transfer of learning to analyze and critique. Transfer of learning in WID courses is not inevitable, however, even with a focus on explicitly teaching with the aim of facilitating transfer. This talk discusses the complexity of transfer, considers barriers to the transfer of writing skills, and suggests facilitating transfer of learning through a cooperation model between writing instructors and departmental faculty through co-delivered, disciplinary courses.

Wednesday, June 19

8am, Breakfast - MNH 105

9-10:15am, Panel Session 7

7.A – MNH 201

The Formation of a Professional Organization for WAC: Goals, Challenges, and Next Steps

Michelle Cox
Cornell University

Chris M. Anson
North Carolina State University

Brian Hendrickson
Roger Williams University

Laurie Ann Britt-Smith
College of the Holy Cross

Heather Falconer
Curry College

Al M. Harahap
University of Oklahoma

In 2018, the first professional membership-based organization for WAC--the Association for Writing Across the Curriculum (AWAC)--was launched to provide a hub for the field of WAC and support for WAC organizations, program administrators, scholars, and educators. This roundtable will explore the organization's development and invite the audience to help envision AWAC's future as a vehicle for mentoring and professional development, building strategic partnerships, and increasing diversity and inclusion efforts across WAC.

7.B - MNH 221

Reacting to the Past: Critical Thinking and Feeling through Intensive Intellectual Role-Play

Chris Walsh

Boston University

A dramatically effective way of cultivating critical thinking and even critical feeling in the classroom, Reacting to the Past involves intellectually intensive role-playing games focused on subjects ranging from the trial of Socrates to debates about Indian Independence. (For more info, see reacting.barnard.edu.) Session participants will play a short (but high stakes!) game to experience and then to discuss how role-playing can move students to read and write and learn in more deeply engaged ways.

10:30-11:45am, Panel Session 8

8.A – MNH 201

Critical Thinking Across the Disciplines

Steve Pearlman

David Carillo

University of St. Joseph

A recent study (Nicholas and Roth, 2016) found that faculty “unanimously expressed frustration with the level of CT in students,” and were only “hopeful” that they achieved real critical thinking outcomes. The University of Saint Joseph employs a unique program that has seen a 230% increase in critical thinking outcomes in sophomore writing over the last four years. This workshop will offer hands-on experience for employing this approach in any discipline and course level.

8.B – MNH 221

Productive Resistance of Standard Language Ideology in a Writing Classroom

Suresh Lohani

The University of Texas El Paso

Standard Language Ideology strategically marginalizes other varieties of English the promotion of the idea that there is only one “pure” English and that all academic writing should strongly adhere to its conventions. However, banking on scholars like Young, Canagarajah and Horner et al, to name a few, I contend that productive resistance of Standard Language Ideology in a writing classroom is possible through the employment of multimodal composition practices that are strongly grounded on translingualism.

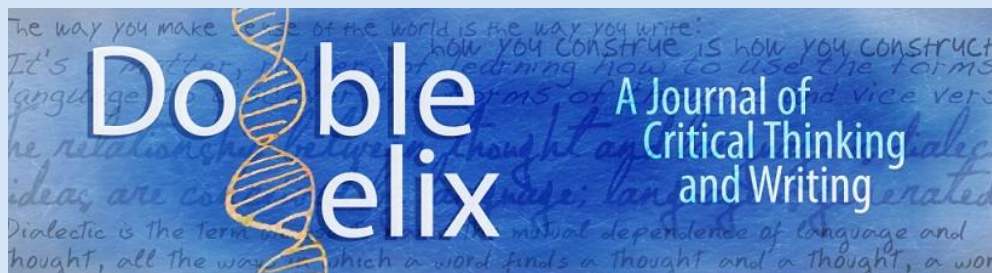
8.C - MNH 202

Uniting Critical Thinking and Cross-Cultural Education: Student Participation in The SQUID (Scholars at Quinnipiac University Integrating Difference) Program

Jim Buccini,
Linda Iadarola
Bill Jellison
Lauren Sardi

Quinnipiac University

The SQUID Certificate Program was designed to acknowledge students' commitment to taking courses that explore narratives and perspectives of people and cultures generally marginalized in western society and our curriculum. After taking three SQUID-designated courses, students author an essay reflecting on the diversity themes and issues presented in the courses. Essay responses from the current year were analyzed for evidence of critical thinking skills including prioritization, translation and analogization.



Double Helix publishes work addressing linkages between critical thinking and writing, in and across the disciplines, and it is especially interested in pieces that explore and report on connections between pedagogical theory and classroom practice. The journal also invites proposals from potential guest editors for specially themed volumes that fall within its focus and scope.

DH publishes

- Research Articles
- The Provocateur
- Reports from the Field
- Book Reviews
- Notes

Double Helix is a publication of the College of Arts and Sciences at Quinnipiac University and is a member of the WAC Clearinghouse family of scholarly journals.

wac.colostate.edu/double-helix/

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12noon, Lunch & Roundtable – MNH 105

Bridging Writing Across the Curriculum and the Scholarship of Teaching and Learning Communities

Sherry Lee Linkon, Georgetown University

Writing Across the Curriculum emphasizes writing to learn; Scholarship of Teaching and Learning focuses on writing *about* learning. In WAC, writing is both a tool for and a focus of learning. In SoTL, writing is among the most common forms of evidence through which we analyze learning. As scholars and teachers, how might we draw on all three ways of viewing writing -- as a tool, as a subject, and as evidence? And how can these models help us bridge the range of disciplines, institutions, roles, and identities that shape our work as teachers and scholars?

Notes

