10th International WAC

Writing Across the Curriculum

2010 Conference

05 • 20-22 • 2010

Hosted by:
Campus Writing Program
Indiana University
Bloomington, Indiana
# SCHEDULE AT A GLANCE

All conference sessions and social activities will be held in the Indiana Memorial Union with the exception of the receptions scheduled for Thursday and Friday evenings and the campus tours planned for Friday afternoon.

## Wednesday, May 19, 2010

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>4:30pm – 7:00pm</td>
<td>Registration</td>
<td>East Lounge</td>
</tr>
<tr>
<td>6:00pm – 7:30pm</td>
<td>Informal reception for early arriving guests <em>(cash bar)</em></td>
<td>Garden Terrace</td>
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## Thursday, May 20, 2010

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<tr>
<th>Time</th>
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<tr>
<td>7:30am – 5:00pm</td>
<td>Registration</td>
<td>East Lounge</td>
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<tr>
<td>7:30am – 8:30am</td>
<td>Continental Breakfast</td>
<td>Alumni Hall</td>
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<tr>
<td>8:30am – 11:30am</td>
<td>Pre-conference Workshops</td>
<td>Session Rooms</td>
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<tr>
<td>9:00am – 11:30am</td>
<td>Beverages</td>
<td>Conference Lounge</td>
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<tr>
<td>11:30 am – 12:30 pm</td>
<td>Lunch</td>
<td>Alumni Hall</td>
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<tr>
<td>12:00pm – 5:00pm</td>
<td>Exhibitor Displays</td>
<td>Frangipani Room</td>
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<tr>
<td>12:30pm – 1:45pm</td>
<td>Concurrent Sessions 01</td>
<td>Session Rooms</td>
</tr>
<tr>
<td>1:30pm – 4:00pm</td>
<td>Refreshments</td>
<td>Session Rooms</td>
</tr>
<tr>
<td>2:00pm – 3:15pm</td>
<td>Concurrent Sessions 02</td>
<td>Session Rooms</td>
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<tr>
<td>3:30pm – 4:45pm</td>
<td>Concurrent Sessions 03</td>
<td>Session Rooms</td>
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<tr>
<td>5:30pm – 6:30pm</td>
<td>Reception <em>(cash bar)</em> Co-sponsored by NSSE</td>
<td>IU Art Museum</td>
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<tr>
<td>6:30pm –</td>
<td>Dinner on your own</td>
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## Friday, May 21, 2010

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30am – 5:00pm</td>
<td>Registration</td>
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<tr>
<td>7:30am – 8:30am</td>
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<td>Alumni Hall</td>
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<tr>
<td>8:00am – 5:00pm</td>
<td>Exhibitor Displays</td>
<td>Frangipani Room</td>
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<tr>
<td>8:30am – 9:45am</td>
<td>Concurrent Sessions 04</td>
<td>Session Rooms</td>
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<tr>
<td>9:45am – 11:30am</td>
<td>Beverages</td>
<td>Alumni Hall</td>
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<tr>
<td>10:00am – 11:30am</td>
<td>Concurrent Sessions 05</td>
<td>Session Rooms</td>
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<tr>
<td>11:30 am – 1:00 pm</td>
<td>Lunch</td>
<td>Alumni Hall</td>
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<tr>
<td>1:15pm – 2:30pm</td>
<td>Concurrent Sessions 06</td>
<td>Session Rooms</td>
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<tr>
<td>2:30pm – 5:00pm</td>
<td>Refreshments</td>
<td>Session Rooms</td>
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<tr>
<td>2:45pm – 4:00pm</td>
<td>Concurrent Sessions 07</td>
<td>Session Rooms</td>
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<tr>
<td>4:15pm – 5:30pm</td>
<td>Local Color Tours</td>
<td>meet in East Lounge</td>
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<tr>
<td>6:00pm – 7:30pm</td>
<td>Informal Reception <em>(cash bar, entertainment)</em></td>
<td>Neal Marshall Center</td>
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<tr>
<td>7:30pm –</td>
<td>Dinner on your own</td>
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<td>Speaker: Terry Myers Zawacki</td>
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<tbody>
<tr>
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<td>Continental Breakfast</td>
<td>Alumni Hall</td>
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<tr>
<td>8:00am – 12:00pm</td>
<td>Registration</td>
<td>East Lounge</td>
</tr>
<tr>
<td>8:00am – 12:00pm</td>
<td>Exhibitor Displays</td>
<td>Frangipani Room</td>
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<tr>
<td>8:30am – 9:45am</td>
<td>Concurrent Sessions 08</td>
<td>Session Rooms</td>
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<tr>
<td>9:30am – 11:00am</td>
<td>Beverages</td>
<td>Session Rooms</td>
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<tr>
<td>10:00am – 11:15am</td>
<td>Concurrent Sessions 09</td>
<td>Session Rooms</td>
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<tr>
<td>11:30am – 12:45pm</td>
<td>Concurrent Sessions 10</td>
<td>Session Rooms</td>
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<tr>
<td>1:00pm – 3:00pm</td>
<td>Closing Lunch</td>
<td>Alumni Hall</td>
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<tr>
<td></td>
<td>Speaker: Art Young</td>
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The 10th International Writing Across the Curriculum Conference
May 20-22, 2010
Indiana University Bloomington

Hosted by the Indiana University Campus Writing Program

Co-sponsored by The University of Texas at Austin

Conference chairs: Laura Plummer and Jo Ann Vogt
Conference coordinator: John Peterson
Assistant coordinator: Holly Schreiber

The WAC 2010 organizers would like to thank the following partners for their contributions to the success of this conference:

National Survey of Student Engagement
WAC Clearinghouse, Colorado State University
Bedford/St. Martin's
The MIT Press
Pearson Higher Education
W. W. Norton & Company
Commission on Institutional Cooperation (CIC) Writing Center Directors
Bloomingfoods Market and Deli

Our thanks to these individuals as well:

Judith Warner, IU Conferences
Michael Nelson, IU Office of the Provost
R. Brian Smith, IU Office of the Provost
Scott Taylor, IU Office of the Provost
Paul Killinger, IU Campus Writing Program
Joan Mullin, Illinois State University
Martha Townsend, University of Missouri
George Schorn, University of Texas at Austin

The conference organizers would also like to thank the following Indiana University Bloomington partners:

Office of the Provost
Office of the Vice Provost for Undergraduate Education
Office of Publications & Graphics
OVPUE Information Technology
Indiana University Conferences
The Lilly Library
Neal Marshall Black Culture Center
The Kinsey Institute for Research in Sex, Gender, and Reproduction
Indiana University Auditorium
Indiana University Art Museum
The Indiana Memorial Union
Past, Present, Future: Making High School-College WAC Collaborations Work

Pamela Childers—The McCallie School
Jacob Blumner—University of Michigan-Flint

Through an interactive workshop participants will be actively involved in designing creative solutions to the continuous problem of underprepared students of writing in colleges and universities through successful cross-institutional WAC/writing center partnerships.

Developing and Sustaining an Undergraduate Writing Fellows Program as Part of a WAC Program

Brad Hughes—University of Wisconsin-Madison
Emily Hall—University of Wisconsin-Madison
Kathy Evertz—Carleton College

Collaboration among student peers is an especially effective mode of learning. The Writing Fellows program at the University of Wisconsin-Madison trains undergraduates to work closely with professors as well as student writers in specific writing-intensive courses. In this interactive workshop, staff from the UW Writing Center and WAC Program will lead participants through the philosophy and logistics of establishing such a peer Writing Fellows program to support writing efforts throughout the curriculum.

A New Approach to and Vision of Enhancing Learning Through Writing—Scenes and Issues in the US and Europe

Magnus Gustafsson—Chalmers University of Technology, Sweden
Julian Ingle—Queen Mary, University of London
Paul Anderson—Miami University
David Russell—Iowa State University
Michael Carter—North Carolina State University

A workshop to outline the pros and cons of a more far-reaching and departmentally oriented approach to promoting student writing. This workshop will discuss parameters such as effective strategies, decisive differences, organizational or educational obstacles, and characteristics of high quality learning through writing.

Take Your Students to the Movies: Teaching Writing and Thinking Through Film

Chantal Gibson—Simon Fraser University
Stephanie Dayes—Simon Fraser University

Using Henry Fonda as the model critical thinker, this critical reading of 12 Angry Men offers teachers a fun and engaging way to guide students through the argument-writing process as they evaluate the strengths and limitations of their own thinking.
CONCURRENT SESSIONS

01 B — GEORGIAN ROOM
WAC as Platform for Integrated Learning
Chair: Jeanne Bohannon—Georgia State University

WAC as a Model and Partner for Integrated Learning Initiatives
Nathan Grawe—Carleton College

Working it Out: Faculty Teaching One Another Toward a New Curriculum
Carol Rutz—Carleton College

At Carleton College, WAC pedagogy has proven fundamental to the establishment of a new curriculum based on integrative approaches to learning.

01 C — HOOSIER ROOM
Wrangling Faculty into WAC/WID
Chair: Pamela Childers—The McCallie School

Encouraging Communication: Including Faculty in a Workshop for Navigating the PhD
Marilee Brooks—Michigan State University
Elena Adkins—Michigan State University

Michigan State University (MSU)’s Writing Center and Graduate School cosponsor a two-day workshop for Ph.D. students facilitated by a Writing Center consultant. The presenter will discuss the strengths and weaknesses of the workshop as it exists and discuss reshaping the workshop to include the faculty advisors of Ph.D. students.

Approaches to Writing Development for Academic Staff in UK Universities
Rebecca O’Rourke—University of Leeds

This presentation reports the findings of a small-scale research project which set out to explore the recent trend of providing writing development activities for academic staff in UK universities. In particular, the presenter will explore how these activities challenge the assumption that writing is—or ought to be—an unproblematic part of academic identity and practice and the implications this has for student writing development.

01 D — OAK ROOM
From Tutor to Tutor: Acculturating Tutor Trainees
Chair: Jo Ann Vogt—Indiana University

Jo Ann Vogt—Indiana University
Bill Trowinger—Indiana University
Kelsey Nash—Indiana University
Shabrelle Pollock—Indiana University

Using video clips from a tutor-training session, a panel of experienced peer tutors, former peer tutors, and graduate tutors will illustrate how a question-based training session allows current tutors to acculturate trainees and pass on the essence of what good tutoring means.

01 E — WALNUT ROOM
“Naked Language”: Writing to Advance the Disciplines, a New Rhetoric
Chair: Tarez Samra Graban—Indiana University

Robert Smart—Quinnipiac University
Suzanne Hudd—Quinnipiac University
Andrew Delohery—Quinnipiac University
Glenda Pritchett—Quinnipiac University
Mark Hoffman—Quinnipiac University

The panel presents writing assignments crafted by colleagues in the content areas to bolster critical thinking and deeper disciplinary understanding, along with data gathered at their home institution and other outside schools, to suggest that engaging disciplinary learning in this more active, interrogative manner leads to a better, fuller understanding on the part of students.

01 F — MAPLE ROOM
Building and Sustaining a Viable WAC Program: Lessons from the Ten Year CUNY-wide WAC Initiative
Chair: Magnus Gustafsson—Chalmers University of Technology, Sweden

WAC at Hostos Community College: Strengthening Undergraduate Proficiencies
Linda Hirsch—Hostos Community College/CUNY

WAC at Hunter College: Strengthening Undergraduate Proficiencies
Marian Arkin—LaGuardia Community College/CUNY

WID at the Crossroads
Trudy Smoke—Hunter College/CUNY

WAC/Writing Fellows and the Writing Center
Dennis Paoli—Hunter College/CUNY

This panel presentation will examine the evolution and insights gleaned from ten years of an ongoing City University of New York (CUNY) WAC Initiative at both the four-year and community colleges with reflections on the particular challenges and successes of this vast undertaking at individual member campuses.

01 G — REDBUD ROOM
Using Blogging to Place Students within Content Areas
Chair: J. Rocky Colavito—Butler University

Using Blogging to Place Students within the American Classroom
Katherine Schutte—Western Illinois University/Moline High School

Using blogging technologies helps “situate” students within academia, increasing critical thinking, student engagement, and the motivation to write in all disciplines.
02 B — GEORGIAN ROOM

Where Teacher-Based Research Leads Us: New Questions for WAC Practitioners
Chair: Laura Plummer — Indiana University

Learning to Communicate in Science and Engineering: Lessons Learned
Neal Lerner — Massachusetts Institute of Technology

Creating a Transnational WAC Model
Jennifer Craig — Massachusetts Institute of Technology

Panelists will describe how a multi-year research project on scientific and engineering communication sparked follow-up WAC research — particularly in international contexts and on diversity issues.

02 C — HOOSIER ROOM

The Value of Writing in Math and Science
Chair: Holly Schreiber — Indiana University

From Math Student to Mathematician: Training Summer Research
Students to Write as Mathematicians
Patrick Bahls — University of North Carolina Asheville
Amy Mecklenburg-Faenger — College of Charleston

The presenters examine the ways in which student participants in a summer math research program grow as writers and, through their writing, as practitioners of the discipline.

Teaching Evolution: A Renewed Faith in the Value of Writing
Erin Barley — Simon Fraser University

Low stakes writing assignments were used in a third year evolution course to increase student engagement, understanding of evolutionary concepts, and the development of critical thinking skills.

02 D — OAK ROOM

The Influence of Writing Tutors on Course Design and Tutoring Practice
Chair: Jo Ann Vogt — Indiana University

Cross-Pollinating Tutorial Approaches in a Hybrid Writing Center
Jackson Brown — Stephen F. Austin State University

This presentation examines a group tutorial model in the writing center.

How Individual Perspectives Promote Progress in Fellows Programs
John Lauckner — Michigan State University

The presenter will look at Michigan State University’s Spring 2009 writing mentors pilot program, and how the perspectives of the mentors involved are already affecting the future of the program.

Writing Fellow Influence on Assignment Design in the Disciplines
Beth Hedengren — Brigham Young University

This study examines reports by tutors, professors, and students to determine the extent of the influence Writing Fellows have on professors’ design of writing prompts.

02 E — WALNUT ROOM

Snapshots of a Campus Writing Program: Networked Assessment
Chair: Christopher Manion — The Ohio State University

Networked Assessment
Jeff Rice — University of Missouri

Snapshots Across One Longstanding WAC Program I
Bonita Seling — University of Missouri

Snapshots Across One Longstanding WAC Program II
Catherine Chmidling — University of Missouri

This is a presentation by the Director and two Coordinators in the University of Missouri’s Campus Writing Program describing a distinctive assessment project.

02 F — MAPLE ROOM

Genre Awareness
Chair: Raymond Smith — Indiana University

Genre Awareness, Academic Argument, and Transferability
Irene Clark — California State University Northridge

This presentation will report on a project that focused on helping students acquire “genre awareness” as a means of enabling them to make connections between academic argument as presented in first-year writing classes and the writing genres they encounter in other disciplines.

Science Students and the Development of Genre Knowledge
Suzanne Lane — Massachusetts Institute of Technology

Based on a longitudinal study that included interviews with 18 science students and analysis of their writing from freshman to senior year, this paper will analyze the development of genre awareness, and the effects that learning the genre conventions of science writing had on the writing that these science students produced outside of that discipline.

Can Campus-wide Writing Centers Accommodate Diverse Discourse Communities?: Exploring Generalist Tutors’ Genre Knowledge
Erin Kane — University of Alabama

Because more disciplines across campuses are incorporating writing instruction into their curricula, campus-wide writing centers must respond to increasing needs of students who write for diverse discourse communities. This session presents three case studies that detail potential factors affecting the feedback quality that generalist tutors provide to students writing in discipline-specific contexts.
03 B — GEORGIAN ROOM
Inviting Students to Re-vision their Writing: Improving Speaking, Listening and Writing across the Curriculum
Chair: Laura Plummer — Indiana University

Building Audience Awareness Through Audio Feedback
Susan Schorn — University of Texas at Austin

Letting Research Shape our Practice: Supporting I2F and Performance Feedback
Joan Mullin — Illinois State University-Bloomington/Normal

Feedback Face-to-Face: Mentoring First-Year Writers into Reflection and Rhetorical Flexibility
Holly Bruland — University of Hawaii at Manoa

Drawing on replicable studies, presenters demonstrate that when writing-center pedagogies which instate reader reaction are transposed to WAC classrooms they increase metacognitive and reflective activity, two of the strongest predictors of longitudinal writing goals that are critical to successfully managing the variety of disciplinary expectations demanded of students.

03 C — HOOSIER ROOM
Collaborative Faculty Development
Chair: Patrick Bahls — University of North Carolina Asheville

Penning a Science Narrative: Assessing WAC as Curriculum Support
Jeanne Bohannon — Georgia State University
Chuck Bohannon — Bartow County Schools

This quantitative study seeks to determine what effects, if any, an implementation of WAC tasks into a high school science curriculum will have on standardized science test scores and educational outcomes.

The Writing Fellow/Faculty Collaboration: Making It Work
Linda Hirsch — Hostos Community College/CUNY
Andrea Fabrizio — Hostos Community College/CUNY

This presentation will examine the various models of Writing Fellow/faculty WAC partnerships to distinguish those personal and academic characteristics which lead to effective collaborations and implementation of WAC principles and practices.

Collaboration Website for Instructors of Upper Level Communication-Intensive Mathematics Classes
Susan Ruff — Massachusetts Institute of Technology
Sami Assaf — Massachusetts Institute of Technology
Violeta Ivanova — Massachusetts Institute of Technology
Mia Minnes — Massachusetts Institute of Technology

Presentation of a website designed to support collaboration among mathematics instructors who are teaching upper level communication-intensive math classes at M.I.T.

03 D — OAK ROOM
At Home with Writing: WAC Faculty Fellows at St. John’s University
Chair: Richard Holody — Lehman College/CUNY

Anne Ellen Geller — St. John’s College
Natalie Byfield — St. John’s College
Zachary Davis — St. John’s College
Emilio Squillante — College of Pharmacy and Allied Health Professions
Jennifer Travis — St. John’s College
Melissa Yates — St. John’s College
Enju Wang — St. John’s College

The faculty on this panel will describe reading and thinking with colleagues outside their disciplines, reflecting on and revising their practices of teaching writing, and working with undergraduate writing fellows in their spring 2010 courses. Each faculty person on the panel will also present a piece of action research from the year’s work and invite the audience to respond as faculty colleagues, modeling pieces of the collaborative work this group will do together over the year.

03 E — WALNUT ROOM
Collaborative Technology in the Classroom
Chair: Jackson Brown — Stephen F. Austin State University

Real World Teaching Tools: Wikis as Collaborative Workspaces
Adrienne Lewis — Davenport University

This session will explore best practices for using collaborative web applications to enhance learning in traditional college courses.

OMG, the OP Must Be On Dope! LMAO! STFU!: Analyzing the Conversations, Arguments, and Discourse Conventions in Discussion Board Threads
J. Rocky Colavito — Butler University

This presentation addresses the practical considerations of rhetorical and linguistic features of discussion board activity and their place in the teaching of writing across the curriculum.

Single Source Content Management: Implications for WAC Programs
Rebekka Andersen — University of California, Davis

Single Source Content Management (an information development methodology that enables writers to create content once and reuse it many times) has profound implications for how WAC courses prepare students to be critical thinkers and writers in their disciplines; the presenter will highlight some of these implications.
**03 F — MAPLE ROOM**

*The Challenges of Writing Program Administrators in 21st Century Contexts*

Chair: Irene Clark — California State University Northridge

*A Case Study of First Year WAC Development: Ideological Conflict, Uneasy Alliances*

Collie Fullford — North Carolina Central University

In one complex case of coincident reforms to first year writing and general education, writing across the curriculum ideologies and standards-based assessment ideologies come into conflict.

*WAC at TSC: Writing Across and Up the Curriculum as a Gen Ed/Program Partnership*

Chris Geyer — Cazenovia College

This presentation offers perspectives on the opportunities and dangers that face a WAC program at a very small college.

*We All Shine On: Transition and Change in a Writing in the Disciplines Program*

Christina Marie Devlin — Montgomery College

An award-winning program navigates leadership transition and economic change by sharpening its student focus.

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**03 G — REDBUD ROOM**

*Blogs and Online Collaboration*

Chair: Marilee Brooks — Michigan State University

*Online Groupwork Across the Curriculum*

Noah Ullmann — Michigan State University

This presentation will address the use of shared online spaces to support inter-class conversations.

*Blogging Across the Curriculum: Diverse Goals, Effective Practices*

Jane Fife — Western Kentucky University

This presentation examines the growing literature on blogging in the college classroom to suggest best practices for blog assignments to achieve the goal of conversational learning in a variety of classroom contexts.

*Blogs: Learning through Writing in a Networked Community*

Katherine Bridgman — Florida State University

This presentation will incorporate both the presenter’s personal experience with this assignment as a graduate student and her experience integrating this approach into her own classroom with undergraduates. She will include illustrative personal narrative as well as a multimedia presentation that explores blogging as a space in which students write to learn and write to enter a broader community.

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**5:30PM – 6:30PM**

**Reception (cash bar)**

IU Art Museum

Co-sponsored by National Survey of Student Engagement
**04 A—STATE ROOM EAST**

*Responding to and Evaluating Student Writing*
Chair: Joyce Adams—Brigham Young University

**PEER Review: Teaching TAs how to Provide Effective Evaluation and Response**
Chantal Gibson—Simon Fraser University

This presentation describes the writing activities used in a workshop designed to teach new TAs how to provide thoughtful feedback that motivates students.

**Speaking of Writing: Using Voice Recognition Software to Comment on Student Papers**
Vicki Martineau—National University

This presentation will demonstrate the benefits of using voice recognition software to comment on student writing and reduce time spent on giving feedback.

**Training Graders as a Means to Grade Equity and (Future) Faculty Development**
Laura Plummer—Indiana University

Norming sessions meet the short-term goal of establishing equitable benchmarks and standards for responding to student writing; the long-term effects reach not only to current faculty practice in writing in the disciplines, but also to preparing future faculty.

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**04 B—GEORGIAN ROOM**

*WAC, WID, and the Cultures of Writing*
Chair: Jon Leydens—Colorado School of Mines

**Cultivating Critical Engagement Across the Curriculum**
Ruth Kistler—Florida State University

**Blogging Across the Curriculum: Writing for a Community**
Jennifer O’Malley—Florida State University

**The “Things They Carried” from Another Vantage Point: The Contribution of WAC and WID to the Question of Transfer of Composing Knowledge and Practices**
Kathleen Yancey—Florida State University

Using WAC—and her cousin WID—as point of perspective, the presenters identify ways to enhance student development within many cultures of writing: through critical pedagogy, blogging, and teaching for transfer.

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**04 C—HOOSIER ROOM**

*WAC in Multilingual Contexts*
Chair: Chris Geyer—Cazenovia College

“Salam Aleikum! You’d Like Some Help with Your Essay?”
Lynne Ronesi—American University of Sharjah

This presentation highlights the perceptions of writing tutors at an English-medium university in the UAE regarding the relationship between their English writing ability and their identities as bilingual Arabs.

**What WAC/WID Faculty Need to Know About Multilingual Learners: New Approaches for Faculty Development**
Jonathan Hall—York College/CUNY

This presentation offers a specifically WAC/WID model for faculty development which adapts research on L2 writing, language learning, and other fields to the challenges of upper-level WAC/WID courses enrolling students who are far removed from the level of the struggling beginning language learner, but who may nevertheless be working through important advanced language issues which instructors should be aware of.

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**04 D—OAK ROOM**

*Adjusting, Surviving, Sustaining: Tales of WAC Program Upheaval and Change*
Chair: Kurt Schick—James Madison University

**Surviving from the Ground Up: Social Movement Theory and the Perseverance of WAC**
Dan Melzer—California State University Sacramento

**Notice, Adjust, Evolve: How to Let That Which Does Not Kill Us Make Us Stronger**
Lisa Johnson-Shull—Washington State University

**Sustaining WAC Amid the Chaos: Adapting to Leadership Change, New Initiatives, and Fiscal Uncertainty**
Michael Cripps—York College

**Textual Collaboration as Movement: WID Surviving Turf Wars**
Fiona Glade—California State University Sacramento

**Symbiosis Under Scrutiny: The Strength of WAC Agency**
Sarah Baker—George Mason University

In this panel, WPAs from established WAC programs will discuss challenges to the survival of their programs and offer advice for sustaining WAC during times of upheaval and change.
**04 E - WALNUT ROOM**

**A New Frontier: Teaching with Wikipedia**
Chair: Bryan Kopp—University of Wisconsin-La Crosse

Adrienne Wadewitz—Indiana University
Anne Ellen Geller—St. John’s University
Robert Cummings—University of Mississippi
Jon Beasley-Murray—University of British Columbia
Lauren Ball—St. John’s University

This panel will discuss ways in which Wikipedia can be incorporated into the classroom to teach digital literacy and collaborative writing. Branching off from these specific topics, the presenters will ask larger questions about the nature of knowledge and authority that arise from using Wikipedia.

**04 F - MAPLE ROOM**

**Working with Faculty Expectations and Perceptions**
Chair: Cynthia Cochran—Illinois College

Pressure, Pick Lists, and Patient Care: How and Why to Teach Writing to Future Nurses
Audrey Appelsies—University of Minnesota
Linda Herrick—University of Minnesota

The presenters explore how, as one faculty said, the "many, many masters that nurses have" impinge on the teaching and learning of writing in university classrooms.

“Stealth WAC”: Starting a Conversation about Writing in a Resistant Environment
Monica Luebke—University of Arkansas at Fort Smith

This presentation will discuss a writing specialist’s efforts to engage faculty from HS and STEM in conversations about disciplinary discourse conventions, first to develop curriculum for a scientific and technical writing course required of all rhetoric majors in the “Professional and Technical Writing” track of the degree in Rhetoric and Writing, and second to begin a conversation about writing-to-learn and learning-to-write in the disciplines.

The “Hidden Curriculum” of Sociology Writing Instruction
Suzanne Hudd—Quinnipiac University

Presentation of data from interviews with sociologists on the east coast that describes their expectations and pedagogical strategies for student writing in the discipline.

**04 G - REDBUD ROOM**

**Tutoring Writing Across the Curriculum**
Chair: Beth Hedengren—Brigham Young University

Tutoring Across the Curriculum: How Interdisciplinary Tutor-Tuttee Collaborations Affect Writing
Al Harahap—San Francisco State University

The Tutoring Studio: WAC through an Alternative Tutoring Space
Robert Cedillo—University of Nevada, Reno

The Rx?: WAC and the Writing Center at a Pharmacy School
Susan Mueller—St. Louis College of Pharmacy

This panel aims not only to reinforce the importance of collaboration between WAC and the writing center, but also to show through the three different presentations that we can collaborate in various ways.

**04 H - SASSAFRAS ROOM**

**Be OURs. Be WAC. Writing to Inquire across the Curriculum at BSC**
Chair: Delma McLeod-Porter—McNeese State University

Be WAC: Addressing Faculty Misconceptions about Student Research
Michelle Cox—Bridgewater State College

Be OURs: Collaborations in Inquiry between WAC and Undergraduate Research
Lee Torda—Bridgewater State College

Not “Just” Research: Writing for Inquiry in a Communications Context
Nancy Van Leuven—Bridgewater State College

In this panel presentation, the leaders of the Office of Undergraduate Research and Writing Across the Curriculum will describe their combined efforts for integrating inquiry-driven writing across the core and in the majors. Then a communication studies faculty member whose pedagogy exemplifies what is possible when student research and writing intersect will showcase her approaches to teaching with inquiry-driven writing.

**04 I - PERSIMMON ROOM**

**Writing Fellows Remix: The TRAC (Technology, Research, and Communication) Writing Fellows Program at Lehigh University**
Chair: Katie Levin—University of Minnesota - Twin Cities

The TRAC Writing Fellows Program and Writing Across the Curriculum
Gregory Skutches—Lehigh University

Faculty Development and the TRAC Writing Fellows Program
Gregory Reihman—Lehigh University

The TRAC Writing Fellows Program and Information Literacy
Tina Hertel—Lehigh University

The TRAC Writing Fellows Program and Instructional Technology
Jason Slipp—Lehigh University

A Former Fellow Reflects on TRAC Writing Fellow Experience
Courtney Jackson—St. Paul’s School

This panel will present the results of the pilot run of the TRAC (Technology, Research, and Communication) Writing Fellows Program at Lehigh University.
05 A — STATE ROOM EAST

Writing to Learn On Emerging Frontiers:
Fresh Perspectives for 21st Century WAC Programs
Chair: Martha Townsend — University of Missouri

A Call to Develop New Media Connections in WAC Programs
Eric Dragseth — University of Missouri

Bridging the Content Gap With Writing Across the Curriculum
Barri Bumgarner — University of Missouri

Panelists focus on an area of their own unique backgrounds to examine some of the most current trends in WAC studies, all revolving around the pedagogical pillar of writing-to-learn.

05 D — OAK ROOM

The Empowered Powerlessness of Liminal WPAs in “These Tough Economic Times”
Chair: Kelly Moor — Southwestern Oklahoma State University

The Empowered Powerless: The Paradox of Liminal WPA Work
Talinn Phillips — Ohio University

Something’s out of WAC: Writing (De)Valued Across the Curriculum
Megan Titus — Ohio University

Neither Here nor There: The Interim (ABD) Director and WAC in Peril
Paul Shovlin — Ohio University

Destructive Misperceptions and the Death of a WAC / WPA Dream
Melanie Lee — Ohio University

This panel analyzes the paradox of empowered powerlessness in what are termed “liminal WPA” spaces.

05 E — WALNUT ROOM

WAC/WID Faculty Strike Back: Reasserting the Importance of the Humanities in Today’s Vocationally Oriented Universities
Chair: Debrah Huffman — Indiana University-Purdue University Fort Wayne

The Humanities and the American Mariner: Good Shipmates in a Globalized World
Julie Chisholm — California State University Maritime Academy

Teaching Brave New World to Tomorrow’s Pilots
Ashley Andrews Lear — Embry-Riddle Aeronautical University

The Technical Humanitarian
Michael Perez — Embry-Riddle Aeronautical University

Faculty from a maritime university and an aeronautical university discuss methods used in the attempt to reinject humanist ideals into the writing-intensive classroom.

05 F — MAPLE ROOM

Professional Practices in the WAC Classroom: Journal Clubs, Poster Presentations, and Graphic Representations of Laboratory Work
Chair: Rebecca O’Rourke — University of Leeds

Adapting the Professional Journal Club for WAC
Leslie Ann Roldan — Massachusetts Institute of Technology

The Professional Poster Session & Its Simulation in Undergraduate Settings
Jane Kokernak — Massachusetts Institute of Technology

The panel will explore two communication practices that are little studied in WAC literature but are valued by professionals: journal clubs and poster presentations.
**05 G — REBUD ROOM**

*The Writing Center Beyond Campus*
Chair: Jane Fife—Western Kentucky University

**Expanding the Walls of the Academy: Bringing WAC to Community-Based Internship Supervisors**
Richard Holody—Lehman College/CUNY

This presentation explores the role that community-based supervisors of interns can play to help baccalaureate social work students (and, by extension, other disciplines that utilize internships) to improve their writing skills.

**The Reading/Writing Connection**
Lynne Rhodes—University of South Carolina Aiken

This presentation offers a snapshot of how teacher participation in local writing projects can influence and build on teachers’ professional development in literacy practices.

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**05 I — PERSIMMON ROOM**

*Engaged Learning through Writing: Physical Therapy Assisting Program*
Chair: Kevin Hooge—University of California, Santa Barbara

**What is Engaged Learning through Writing?**
Glenn Blalock—Our Lady of the Lake College

**Overview of Enhancing Learning in PTA Program**
Katherine Krieg—Our Lady of the Lake College

**Using Writing to Enhance Learning in the PTA Program, Part I**
Marty Aime—Our Lady of the Lake College

**Using Writing to Enhance Learning in the PTA Program, Part II**
Leah Geheber—Our Lady of the Lake College

Faculty in the Physical Therapy Assisting Program describe how they develop and use “quality writing experiences” throughout their highly structured curriculum to enhance learning in this health professions degree program.

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**05 H — SAXASSAS ROOM**

*Research Writing: The Whole in the Middle*
Chair: Zak Lancaster—University of Michigan Ann Arbor

**“My author sort of talked about…”: Using Bibliography to Decode Academic Argument**
Faye Prichard—Virginia Commonwealth University

**The Review of Literature Paper: Making Meaning of the Conversation**
Bonnie Orzolek—Virginia Commonwealth University

**Support from the Library for Students and Faculty**
Donna Coghill—Virginia Commonwealth University
Laura Westmoreland—Virginia Commonwealth University

This presentation explores making whole the often fragmented process that students resort to in research writing courses and assignments.

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**11:30AM - 1:00PM**

**LUNCH**

*Alumni Hall*
Speaker: Terry Myers Zawacki
06 A — STATE ROOM EAST

Best Practices for a Multilingual Classroom
Chair: Elena Adkins—Michigan State University

Non-Native English Speakers (NNES) in the Writing Classroom and Writing Center
Elise Geither—Baldwin-Wallace College

This presentation includes results and suggestions from studies on NNES student perceptions of their needs in writing and perceptions of success in writing center sessions.

Developing Textual Identity: Achieving “Optimal” Course Design for First-Year Multilingual Writers
Tareq Samra Graban—Indiana University

This presenter discusses how the concepts of “moves” and “interlanguage” from EAP/ESP research can be adapted for promoting more equitable cultural positioning among novice multilingual writers in the non-WID composition course.

06 B — GEORGIAN ROOM

Manifesto Against “Courseocentrism”: Institutionalizing Linked-Course Collaborations
Chair: Joan Graham—University of Washington

A Freshman Linked Course Program in Core Courses: An Eight-year Study
Margot Soven—La Salle University

Linked Courses as Opportunities for Faculty Development
Carrie Matthews—University of Washington

The Linked Course as Paper Tiger: The Possibilities and Challenges of Negotiating Shared Outcomes for Linked Courses
Michelle LaFrance—Drew University

Three presenters and a respondent discuss the necessary development of social networks, training, and curricular planning to support and sustain the implementation of linked courses as collaborative sites.

06 C — HOOSIER ROOM

Online Publishing as WAC: The Case of Blogs@Baruch
Chair: Dan Wu—Clemson University

Blogging as Professional Development
Mikhail Gershovich—Baruch College/CUNY

Personal Publishing and the Path to the University of the Future
Lucas Waltzer—Baruch College/CUNY

Re-imaging the Literary Magazine through a Blogging Platform
Keri Bertino—Baruch College/CUNY

Each of the three presenters on this panel will address an aspect of Blogs@Baruch’s increasing centrality to the WAC landscape of Baruch and connect the project to broader WAC/WID-related issues.

06 D — OAK ROOM

New to WAC: New Initiatives and New Challenges for WPAs
Chair: Marcia Buell—Northeastern Illinois University

What’s a Writing Specialist to Do? Making WAC and/or WID a Cornerstone of a Quality Enhancement Plan
Sylvia Whitman—Marymount University

A green writing specialist surveys the place of writing in quality enhancement plans (QEPs) instituted as part of a reaccreditation process and explores with the audience the possibilities and perils therein.

Best Practices for Prospective Pre-tenured WPAs
Naomi Clark—University of Missouri

This presentation explores how graduate students can best prepare for the challenges they might expect to encounter as pre-tenured writing program administrators, thus identifying the best return on their present time investments.

Cohorts in Curriculum: Making it Work for WAC
Holly Norton—University of Northwestern Ohio

This presentation will address the philosophy, challenges, and results of WAC cohorts at the University of Northwestern Ohio.

06 E — WALNUT ROOM

Big Rubrics and Weird Genres: The Futility of Using Generic Assessment Tools Across Diverse Instructional Contexts
Chair: Monica Luebke—University of Arkansas at Fort Smith

Contextual Dependencies in Faculty Evaluation of Student Writing Across the Disciplines: Toward a New Model
Chris Anson—North Carolina State University

Why, Your “Well-Developed” Looks Nothing Like Ours!: Working Toward Accurate Writing Assessment in the Disciplines
Pamela Flash—University of Minnesota

Measuring the Intangible: Assessing Relational Genre Knowledge in Disciplinary Settings
Deanna Dannels—North Carolina State University

Developing Assessments for Communication in the Disciplines: A Case Study in Landscape Architecture
Amy Housley Gaffney—North Carolina State University

Through examples of the assessment of specific, highly discipline-based genres of writing and speaking, this session argues for the universal abandonment of generic assessment rubrics and practices.
06 F— Maple Room
Developing and Assessing a Sequenced Writing Curriculum
Chair: Christina Marie Devlin—Montgomery College

Supporting a Vertical Writing Model
Georgia Rhoades—Appalachian State University

The presenter’s WAC Program has created a faculty development structure in which composition and WID faculty support a vertical writing model in four required Gen. Ed. writing courses.

Writing across the Nursing Curriculum
Roger Graves—University of Alberta

This presentation will report the results of a descriptive study of writing assignments given throughout the nursing curriculum at one university.

Developing Sequenced Writing Curriculum within Science Departments
Matthew Haslam—University of Hawaii at Hilo

This presentation describes the sequenced writing curriculum being developed within science departments at a 4,000-student state university.

06 G— Redbud Room
Communities and Composition
Chair: Mark Waldo—University of Nevada, Reno

Continuing Diverse Experiences within Writing Classrooms: Oral Tradition as Genre of Inquiry
Natasha Trace—Michigan State University

This presentation will focus on how oral tradition was used within a first-year writing classroom in order to meet pedagogical beliefs and why the presenter now believes that it is important to include oral tradition as a necessary genre of writing.

Wikis and Disciplinary Communities of Practice
Christopher Manion—The Ohio State University

Through three case studies from anthropology, education, and professional writing, this panel will explore how wikis change the communities of practice within classrooms and programs.

Conventional Wisdom
Jamie Thornton—Kaplan University

Using a multi-modal method (with the simple name of “conventional wisdom”) can help students grasp how to clearly and effectively express themselves in the academic world of written essays.

06 H— Sassafras Room
Research as a Tool for Composition Instruction
Chair: Collie Fulford—North Carolina Central University

The WAC-ier UR, the WAC-ier You Can Be
D. Alexis Hart—Virginia Military Institute

Using a cross-disciplinary undergraduate research (UR) project in engineering writing conducted by a mechanical engineering major/writing minor as a case study, the presenter will examine how UR’s compatibility with WAC initiatives makes UR a potentially rich site for WAC programs to realize many of their central goals.

Writing History in Connected Courses
Kathryn Tomasek—Wheaton College

This presentation assesses the History Engine as a tool for helping students develop and deploy contextualized knowledges.

Unconventional Resources to talk about Writing Conventions
Kim Crowley

Using campus resources like archives and special collections can help students from a variety of disciplines do great research and also talk about what goes into good writing, no matter what the area of study.

06 I— Persimmon Room
WAC at Three Levels: The Evolution of a Program
Chair: Patricia Kolb—Lehman College/CUNY

Empowering Adult Learners: From Negotiating Obstacles to Achieving Self-Efficacy
Audrey Allison—Kennesaw State University

Writing Toward a Community of Inquiry: WAC in the Interdisciplinary Classroom
Susan Rouse—Kennesaw State University

WAC Strategies to Build a WAC Program
Mary Lou Odom—Kennesaw State University
Beth Daniel—Kennesaw State University

This panel looks at one university’s Writing Across the Curriculum initiative and explores the impact of this work at three levels: 1) the level of the student, as exemplified by adult learners in the communications field; 2) the level of the classroom, as demonstrated by an interdisciplinary American studies class’s developing sense of community; and 3) the level of the program, as administrators discuss their use of WAC strategies to develop the WAC program.
07 A—STATE ROOM EAST

WAC Curriculum Assessment
Chair: Audrey Applesies—University of Minnesota

Measuring Writing Improvement in a Large-enrollment Social Science Course: Early Results from a Three-year Study
Brenda Rinard—University of California, Davis
Chris Thaiss—University of California, Davis

This presentation describes the process of incorporating writing assignments in a large-enrollment undergraduate sociology course at a Tier-One research university in order to fulfill the university’s “writing experience” requirement.

Putting a WI Microbiology Course under the Microscope
Julie Trachman—Hostos Community College/CUNY

Assignment strategies used for a writing intensive section of a microbiology course will be discussed.

Extending a Writing Center Assessment Culture Across The Curriculum
Kim Ballard—Western Michigan University

This presentation explores cross-curricular faculty participation in context-based writing center assessment and stresses how and why writing center assessment differs from writing assessment.

07 B—GEORGIAN ROOM

Reconceptualizing How We Advise WAC Faculty to Praise Student Writers
Chair: Terry Zawacki—George Mason University

What Do We Mean by Praise in Response to Student Writing?
Brad Hughes—University of Wisconsin-Madison

Praise for the Sake of Learning
Beth Godbee—University of Wisconsin-Madison

What I Learned from Greg about Strength Conditioning
Jon Olson—Pennsylvania State University

The panel explores what motivates faculty resistance to praising student papers and offers WAC professionals alternative ways to teach praise which draw on appreciative inquiry and a strengths approach.

07 C—HOOSIER ROOM

Online Writing Communities
Chair: Julie Chisolm—California State University Maritime Academy

Creating an Online Writing Center for an Online University
Renee Ramsey—Northcentral University

This presentation describes and evaluates the process of creating an online writing center to serve students in psychology, business, and education.

Using the Online Experience to Move Students from Learning to Writing to Learn to Writing to Learn
Sandy Figueroa—Hostos Community College/CUNY
Sarah Archino—CUNY Graduate Center and University

The presenters will share the use of formal and informal writing exercises, group projects, article summaries, and a cartoon in an asynchronous online course—Computer Literacy.

Reinventing Writing Programs as Online Communities of Practice
Bryan Kopp—University of Wisconsin-La Crosse

Using online collaboration tools and custom social networks, writing program administrators can facilitate participation and dialogue among teachers, foster the development of writing assignments, and document progress toward broader teaching and learning goals.

07 D—OAK ROOM

Successful Classroom Practice—Writing Instruction
Chair: Angela Clark-Oates—Arizona State University

Tonya Harding, Nancy Kerrigan, Content, and Style: Using Metaphor to Teach Writing Concepts Across the Curriculum
Beth Nardella—West Virginia University

This presentation will discuss some strategies to discover shared experiences and tools for developing appropriate metaphors for the composition classroom that allow students to visualize unwieldy theories.

Why Everyone Thinks Grammar is Easy
Mary McDonald—Cleveland State University

The history of easy, basic grammars shows reductionist trends that are present in the 1700s and our time but missing in the 19th century.

Thinking “Big”: Using Pop Nonfiction in Advanced Composition
Lisa Ottum—Indiana University

This presentation offers both a theoretical discussion and practical strategies for teaching so-called “big idea” bestsellers (e.g., Freakonomics) in advanced composition courses.

07 E—WALNUT ROOM

Rubrics Across the Curriculum: The Results of A Summer Workshop
Chair: Hannah Moeckel-Rieke—Norwalk Community College

Stephanie Thomson—Ferris State University
Olukemi Fadayomi—Ferris State University
Lucy Ngoh—Ferris State University

A panel of faculty from varied disciplines at Ferris State University shares the results of a summer WAC workshop that focused on revising rubrics. This presentation will include reports of experiences and examples of student work resulting from the changes made.
**07 F — MAPLE ROOM**

**Writing to Learn—Who Says You Can’t be Creative in Science?**
Chair: Gregory Skutches—Lehigh University

**Teaching in the Sciences—An Exploration in Creativity**
Vicki Martineau—National University

**Rap, Theater, and Literature—Did You Say This Was Nursing?**
Jayne Moore—National University

**Physiology—an Experiment in Nontraditional Writing**
Anwar Chaudhry—National University

This presentation will explore the use of nontraditional and creative writing assignments used to help adult students learn content in their science classes at National University.

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**07 G — REDBUD ROOM**

**Teaching Counselors to Use Writing as a Therapeutic Intervention**
Chair: Carroll Ferguson Nardone—Sam Houston State University

Noreen Lape—Dickinson College
Ric Long—Columbus State University

A writing center director and a counseling professor/psychotherapist will explain how they taught graduate students in a counseling skills course—half of whom were military chaplains just home from Iraq—to use writing as an intervention in therapy and as a form of self-care.

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**07 H — SASSAFRAS ROOM**

**Negotiating Territory: Undergraduate Scholars Research Project**
Chair: Jason Schneiderman—Borough of Manhattan Community College

Undergraduate Scholars Research Project
Delma McLeod-Porter—McNeese State University

**Slow and Steady Wins the Race: Implementing and Managing a WAC Program**
Harold Stevenson—McNeese State University

**Serving the Students: Effective Mentoring**
William Dees—McNeese State University

**Where It All Began: The History of the UGS**
Janet Woolman—McNeese State University

**Maintaining Academic Rigor and Integrity**
Linda Larson—McNeese State University

**Managing the Minutia**
Lisle Howard—McNeese State University

The Undergraduate Scholars Research Project epitomizes the spirit of academic excellence and writing across the curriculum.

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4:15pm - 5:30pm

**Local Color Tours**
Meet in registration area of East Lounge

6:00pm - 7:30pm

**Informal Reception (cash bar)**
Neal Marshall Center
Live music by the Alliteration Trio
08 A—STATE ROOM EAST

*Is There Life After WPA? The (Still) WACky World of the Recovering Administrator*

Chair: Jo Ann Vogt—Indiana University

The More Things Change, the More (Some) Things Stay the Same: A Recovering Administrator Discovers a New Subject Position for Teaching and Research

Bill Condon—Washington State University

The Literate Lives of Athletes, or How (Another) Former WAC/WID WPA Found New Possibilities for Scholarship

Martha Townsend—University of Missouri

Bring on the Third Culture: A Multi-Million Dollar NSF Grant Includes a Former WAC/WID WPA

Martha Patton—University of Missouri

Three former directors of WAC/WID programs describe how their teaching and/or research methods have changed now that they are no longer administrators.

08 B—GEORGIAN ROOM

*Writing and Writing-to-Learn in the STEM Disciplines: A National Collaborative Project*

Chair: Peggy Lindsley—Wright State University

Two-Stage Plan of the Writing in the STEM Disciplines Project

Chris Thaiss—University of California, Davis

Background of the Writing in the STEM Disciplines Project

Marie Paretti—Virginia Polytechnic Institute and State University

Sample Collaboration between Writing Faculty and STEM Faculty: Writing in Engineering at Virginia Tech

Lisa McNair—Virginia Polytechnic Institute and State University

The panel will describe a new national collaborative project on learning in the STEM disciplines, with writing strategies and assignments at the heart of the project, which will involve 50 or more research institutions.

08 C—HOOSIER ROOM

*Strategies for Skill-based Course Design*

Chair: Kim Ballard—Western Michigan University

Writing Instruction that Works

Susan Parnell—Professional Learning and Development, Inc.

This presentation will offer three writing strategies that yield results.

08 D—OAK ROOM

*Theorizing WAC*

Chair: Kim Crowley

U.S. Undergraduate Writing, Disciplines, and General Education: Insights from Cross-cultural Linguistic Analysis

Christiane Donahue—Dartmouth College and Université Lille 3

Cross-cultural analytic methods for studying students’ negotiation of general education vs. disciplinary participation through writing enable us to consider whether the role of meta-awareness is as important as that of discursive ability and expertise in students’ growth as writers.

From Transfer to Negotiation: Examining the Uses and Limitations of the Transfer Metaphor

Kennie Rose—University of Louisville

Building on the work of Wardle and actor-oriented transfer theorists, the presenter claims the “transfer” metaphor distracts attention from how students transform their skills as they move between contexts and instead recommends adopting the metaphor of negotiation, which allows scholars to observe how students dynamically shape their knowledge to meet the demands of new tasks.

Influences of Academic Practice on the Production of Text

Marcia Buell—Northeastern Illinois University

Kevin Rooszen—Auburn University

The presentation explores how practices in art and design and mathematics influence how two writers constructed texts in other fields.

08 E—walNUT ROOM

*Deploying Writerly Identity Across the Curriculum: the Institute, the Retreat, and the Hunker*

Chair: Raymond Smith—Indiana University

Bridging the Gap

Lynne Rhodes—University of South Carolina Aiken

Using Freshman Folders (a sampling of writing representing all sections of USCA’s composition program) and Writing Proficiency Portfolios (representing WAC), the presenter explores cross-disciplinary expectations for researched writing at her institution, notably the lack of significant gains in researched writing after FYC, concluding that partnerships must be established between FYC and WI instruction and that media/information-technology specialists must become more actively engaged in WI course design.
Katie Levin—University of Minnesota - Twin Cities
Kirsten Jamson—University of Minnesota - Twin Cities
Mitchell Ogden—University of Minnesota - Twin Cities

In this presentation, the panel discusses how three intensive summer cohort experiences for preK-12 teachers, graduate students, and faculty from multiple disciplines cultivate these participants’ identities as writers. What new opportunities emerge when writerly identity becomes central rather than peripheral to our and our clients’ work? And, what are the residual effects of this intensive experience, both on the clients and on the institution?

**08 F — MAPLE ROOM**

*North of the Border — Canadian Writing in the Disciplines*

Chair: Kathy Smith—Indiana University

The Big Picture at a Small College
Theresa Hyland—Huron University College
Bobo Samuels—University of Western Ontario

Bringing Writing into Focus at a Large University
Margaret Procter—University of Toronto

Moving Forward in One Department
Brock MacDonald—University of Toronto

Commentator
Roger Graves—University of Alberta

In the absence of central composition programs, Canadian universities have to build WID initiatives by educating administrators, course instructors and teaching assistants at the same time as students. Faculty from three Canadian institutions will report on their efforts at team-building and integration, with a commentator adding perspective from a newly-designed program at another university.

**08 G — REDBUD ROOM**

*Analyzing Writing and Rhetoric*

Chair: Sandy Figueroa—Hostos Community College/CUNY

A Corpus-based Study of Critical Stance in Upper-level Undergraduate Papers in Political Theory and Economics
Zak Lancaster—University of Michigan Ann Arbor

Rhetorical Strategies in Accounting
David Beach—George Mason University
Bino Catsas—Stockholm University

This study examines rhetoric used in corporations’ annual reports during a downturn economy and proposes methods to enhance business writing skills.

**08 H — SAXAFRAS ROOM**

*Effecting a Paradigm Shift for Faculty Teaching (with) Writing Across the Disciplines*

Chair: Donald Unger—Massachusetts Institute of Technology

Matthew Cox—Michigan State University
Terri Barry—Michigan State University
Bridget Behe—Michigan State University
N. Suzanne Lang—Michigan State University
Michael Orth—Michigan State University
Scott Chiu—Michigan State University

Experiences with faculty writing workshops have shown that in order to maximize workshops’ effectiveness, they need to offer practical applications with products that faculty will use in the classroom, time and appropriate context for feedback, and designated time for assignment development.

**08 I — PERSIMMON ROOM**

*When General Education and Writing Programs Collide*

Chair: Laura Plummer—Indiana University

Embracing Outcomes: Don’t Fence Me In
Paul Bender—Roger Williams University

Salient Moments: Designing for Learning
Jennifer Campbell—Roger Williams University

Managing Change
John Madritch—Roger Williams University

Faculty members from the Roger Williams University Department of Writing Studies, Rhetoric, and Composition address issues raised as part of an outcomes-based general education reform.

**08 J — DOGWOOD ROOM**

*Making Sense of Campus Writing*

Chair: Holly Schreiber—Indiana University

Michele Eodie—University of Oklahoma
Carrie Miller-DeBoer—University of Oklahoma
Daniel Emery—University of Oklahoma
J. Quyen Arana—University of Oklahoma

A WAC effort is assessed using Weick’s “sensemaking” process.
09 A — STATE ROOM EAST

Coherence Within Diversity: Writing In the Disciplines at the University of Houston
Chair: Renee Ramsey — Northcentral University

A History of Discipline: How the Business College at the University of Houston Took Responsibility for Student Writing
Steven Liparulo — University of Houston
Frank Kelley — University of Houston

Writing In a Hospitable Discipline: How Writing Studios Help the Hospitality Law Course Engage the Social Nature of Its Students
JeAnna Abbott — Conrad N. Hilton College of Hotel & Restaurant Management
Michelle Miley — University of Houston

As the presenters’ university pursues student success as one of the five strategic principles in achieving Tier One status, ongoing college writing programs and other programs yet to be developed contribute to the effort by seeking to create coherence within the diversity that defines the University of Houston. In this presentation, the panel will talk about why the college is the key locus for ensuring student outcomes like writing.

09 A — GEORGIAN ROOM

Start-ups and Slow-downs — WAC Programs
Chair: Naomi Clark — University of Missouri

“There’s Nothing But Lint in My Pockets, But I Still Want a WAC/WID Program!” - Creative (and Slightly Sneaky) Ways of Getting Started
Kelly Moore — Southwestern Oklahoma State University

Presentation of a method for initiating a WID-based curricular assessment method on a campus where no WAC/WID programming or funding currently exists.

Devils in the Details: A Tale of Two Founding WAC Documents
Raymond Smith — Indiana University

The founding documents describing “writing intensive” courses at two large research universities, including the ultimate (and very different) shapes of those courses, are examined.

Closure of a Writing Center: Effects on Writing Across the Curriculum
Mark Waldo — University of Nevada, Reno

The University of Nevada, Reno Writing Center’s former director will discuss the closure of the university’s writing center and its effects on the students and faculty.

09 C — HOOSIER ROOM

Engaging Students Through Writing in Physical Education, Literacy Leadership and Criminal Justice
Chair: Elise Geither — Baldwin-Wallace College

Writing Across the Curriculum in the Age of the Digital Remix
Dion Dennis — Bridgewater State College

A Recipe for Engaging First Year Students: Two Parts Planning, Two Parts Student Involvement, And One Part Chaos
Maura Rosenthal — Bridgewater State College

The Varied Writing Responsibilities of a Literacy Leader in Today’s Schools
Elaine Bukowiecki — Bridgewater State College

Using lessons drawn from student-centered archival research in a first-year writing-intensive course, engagement with professional writing genres in a literacy education graduate program, and the encounter with new digital literacies in undergraduate criminal justice courses, these presentations ask the audience to reconsider the ways we use writing to challenge, engage, mentor, and professionalize students across levels, across programs, and across the curriculum.

09 D — OAK ROOM

The Transfer of Knowledge: Building Connections among Students, Faculty, and Administrators
Chair: Holly Norton — University of Northwestern Ohio

Bridging the Gap: Transfer, Metacognitive Teaching Techniques, and First-Year Writing
Dana Driscoll — Oakland University

Faculty Responses from Across the Curriculum Concerning First-year Writing Courses
Laura Colbeck — Oakland University

Creating a University-wide Culture of Writing
Marshall Kitchens — Oakland University

This panel first describes the results of two research studies that focus on transfer, first-year writing students, and disciplinary faculty and then concludes by examining the role of transfer in curricular and administrative planning.
09 E — WALNUT ROOM
Interdisciplinary Partnerships for Faculty Writing Groups
Chair: Holly Schreiber—Indiana University

Sociocultural Approach to Faculty’s Literacy Practices
Angela Clark-Oates—Arizona State University

Building Faculty Writing Groups with Classroom Connections
Lisa Cahill—Arizona State University

College-Level Faculty Writing Support
Nancy Moore—Arizona State University

This presentation will describe an interdisciplinary partnership between a writing center and the College of Nursing and Health Innovation to develop faculty writing groups. Additionally, presenters will discuss techniques for connecting faculty writing group experiences to their work with student writers in the classroom.

09 F — MAPLE ROOM
Writing Across the Achievement Gap
Chair: Sylvia Whitman—Marymount University

Provisionary Compounds: Using Multi-modal Writing as Introduction to Research Skills and Writing Across the Curriculum
Hannah Moecckel-Rieke—Norwalk Community College

Moving ESL Students into the Mainstream Through a Collaborative Research Paper in a Community College Learning Community
Janie Burkhardt—Norwalk Community College

The Development of Learning Communities & Writing Across the Curriculum
Arlette Werner—Norwalk Community College

Writing a Successful Research Paper in Survey Courses on American History Through Collaborative Writing in Learning Communities
Steven Berizzi—Norwalk Community College

This panel discussion will focus on how learning community faculty at an urban community college built writing across the curriculum into their courses and improved student success and retention, faculty involvement and the quality of writing instruction in all of the classes. The presenters will share their experience gained in three learning communities composed of a basic composition course paired with introductory courses in psychology, sociology and US history.

09 G — REDBUD ROOM
Writing and the Factory: A Collaboration Between the Mind and Body
Chair: Beth Nardella—West Virginia University

The Mind and Body in Writing
Elena Adkins—Michigan State University

Running Machines
Guadalupe Garcia—Post Cereals

Engineering as a Physical Act
Joaquin Garcia—General Motors

This presentation will address how factory workers’ mind and body work can contribute to the practices and process of composition.

09 H — SASSAFRAS ROOM
WAC Times Three: Aftermath of a Year-long Faculty Seminar
Chair: Patricia Jones—University of Missouri

Setting the Agenda and Evaluating a Research-based WAC Program
Cynthia Cochran—Illinois College

Reaching Student-centered Cognitive Goals: Collaborative Writing in Mathematics
Mary Marshall—Illinois College

Engagement Plus Knowledge Plus Creativity Equals Learning: When Psychology Students Write and Think Creatively
Elizabeth Rellinger—Illinois College

Three small-college faculty (from math, psychology, and English) present the pedagogy and assessment results of their efforts during two years following a research-based WAC seminar led by the writing center director.

09 I — PERSIMMON ROOM
A Writing Center Greenhouse: Transplanting Expertise Across the Curriculum
Chair: Jo Ann Vogt—Indiana University

Kurt Schick—James Madison University
Mark Thomas—James Madison University
Jared Featherstone—James Madison University
Karen McDonald—James Madison University
Christina Wulf—James Madison University

Writing centers harvest rich but typically underused knowledge about college-level writing. This panel describes how our writing center has begun to systematically cultivate and transplant expertise across our campus.
10 A — STATE ROOM EAST

Teaching WAC/WID with Threshold Concepts: Transforming Students’ Assumptions about Writing in Science and Engineering
Chair: Jo Ann Vogt—Indiana University

Short-Circuiting Engineers’ Assumptions: A Belief-mapping Activity to Destabilize Conceptual Frameworks about Writing
Jon Leydens—Colorado School of Mines

I Am the Threshold: Using Worldview to Promote Students’ Rhetorical Awareness
Robert Irish—University of Toronto

Who Cares? Moving from Performance to Communication
Marie Paretti—Virginia Tech

This panel explores how WAC/WID efforts in science and engineering can enlist threshold concepts (Meyer and Land 2006) as a framework to transform students’ naive assumptions about rhetoric and professional identity—acts of transformation with implications in many fields.

10 B — GEORGIAN ROOM

The No-Budget WAC Faculty Writing Retreat: Creating Community on Less Than $1 a Day
Chair: Michele Eadice—University of Oklahoma

Peggy Lindsey—Wright State University
Sarah Twill—Wright State University
Noeleen McIlvenna—Wright State University

This panel describes a low-cost initiative to build a community of WAC faculty by offering support and space for faculty writers to complete their own writing goals and to share their challenges and success as teachers of writing.

10 C — HOOSIER ROOM

Writing and the Academic Leap of Faith: Persuading Undergraduates that Philosophical and Theological Discourse Matter
Chair: Lisa Ott—Indiana University

Content Goes in Better if First Invited to Come Out: Doing Philosophy and Engaging in Civil Discourse Through Writing
Heather Matthusen—Columbia College

Writing to Learn the Reformation or Who Was Ulrich Zwingli and Why Should I Care?
Sherry Jordan—University of St. Thomas

The Power of Metaphor: An Invitation to Join a Community
Carol Sebastian Curiel—California Polytechnic State University

The panel explores how courses in philosophy and theology, which emphasize improving composition skills through well-designed assignments, can help students “do philosophy” and “do theology,” thereby bridging the gap between their everyday experience and academic discourse.

10 D — OAK ROOM

Transferring Prior Discursive Textual Experience to New Writing Situations: Two Case Studies of Students’ Survival Strategies
Chair: Kathryn Tomasek—Wheaton College

Transitioning to General Education Research and Writing Situations: A Case Study Following 14 High School Students through the First Year in Higher Education
Kevin Hooge—University of California, Santa Barbara

Negotiating Initial Discursive Encounters: A Case Study of Three Social Work Students Transitioning from General Education to Upper Division Classes in Their Major
Sergio Casillas—University of Washington

This panel will present two case studies of university students in the midst of transition, the first examining 14 students transitioning from high school writing tasks to general education research and writing assignments in college, and the second examining 3 students who are transitioning from general education coursework to major-required upper division social work classes.

10 E — WALNUT ROOM

Writing Program Assessment
Chair: Dana Driscoll—Oakland University

Assessing Faculty Development in Writing Across the Curriculum Courses
Joyce Adams—Brigham Young University

This presentation will include an assessment of faculty development for instructors teaching discipline-specific writing courses.

Selling Writing to Learn: Repositioning the Value Proposition
Carroll Ferguson Nardone—Sam Houston State University
Sheryl Murphy-Manley—Sam Houston State University

This session shares results of a university-wide “W” syllabus assessment project, and provides attendees an opportunity to participate in WTL workshop strategies designed to reinforce the tenets of writing to learn across disciplines.

It Goes Without Saying: Locating Writing in Program Descriptions across the Disciplines
Debrah Huffman—Indiana University-Purdue University Fort Wayne

This study examines the presence of writing among the values and goals found in online program descriptions across the disciplines in two major university systems.
10 F—MAPLE ROOM
Curriculum Design for Graduate Courses
Chair: Margaret Procter—University of Toronto

Implementation of WAC Enrichment in a Graduate Research Methods Course
Patricia Kolb—Lehman College/CUNY

This presentation will describe specific approaches for implementing a sustainable WAC-enriched graduate research methods course.

Teaching Graduate WAC: A Practitioner’s Experience
Enrico Sassi—North Dakota State University

Tasked with teaching a new graduate multidisciplinary writing course, the presenter used his practical experience as an editor, writer, and consultant to develop a course in which students do extensive independent work, grammar is taught as an art, and the invented field of Legology serves as academic writing practice.

10 G—REDBUD ROOM
Assignment Design in Mathematics
Chair: David Beach—George Mason University

What Are My Options? Matching Assignment Type to Level of Course in Mathematics
LeighAnne Locke—Oral Roberts University

This presentation offers suggestions and examples of effective writing assignments that are tailored to different levels of mathematics instruction from general education to upper-division math courses.

What We Teach, What We Measure: The Case of WAC in “Content Based” Classes
Jason Schneiderman—Borough of Manhattan Community College
Christa Baiada—Borough of Manhattan Community College

This paper will offer a proposal on how to revise learning outcomes in order to successfully integrate WAC pedagogy into classes traditionally assessed through multiple choice tests.

Teaching Writing in Unexpected Places: Using Portfolios and Learning Logs as Part of the Math Curriculum
Matthew Haslam—University of Hawaii at Hilo
Roberto Pelayo—University of Hawaii at Hilo

Proof portfolios and written learning logs are used in mathematics courses to teach students how mathematicians write and to help them use writing strategically in their work.

10 H—SASSAFRAS ROOM
Using Wikis to Promote Best Practices of Writing and Assessment Across Disciplines
Chair: Adrianne Wadewitz—Indiana University

Victoria Genetin—The Ohio State University
Katie Linder—The Ohio State University
Tanisha Jackson—The Ohio State University
Kate White—The Ohio State University
Vicki Daiello—The Ohio State University

Panelists will talk about how the WAC program at Ohio State University has found ways of influencing the conversation about writing and assessment in indirect ways by creating a wiki of resources that pulls together the best research on assessment and writing across the curriculum theory and practice.

10 I—PERSIMMON ROOM
Cultural Context—The Classroom
Chair: Matthew Cox—Michigan State University

Non-American English and College Writing: Difficulties and Opportunities
Donald Unger—Massachusetts Institute of Technology

Our pedagogical and cultural approach to students whose first language is ‘non-American” English can usefully inform how we teach all students.

Race in the Classroom: Authority and Authenticity
Eileen Brumitt—Cedar Crest College

The presenter has taught a writing course on slave narratives and hip hop at Moravian College for the past four semesters. The experience of teaching this class raises questions about student expectations and comfort and the importance of authenticity when it comes to teaching race.

1:00PM – 3:00PM

CLOSING LUNCHEON

Alumni Hall
Speaker: Art Young
Writer’s Help
A Bedford/St. Martin’s Online Reference
Diana Hacker
Stephen A. Bernhardt
Nancy Sommers

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Chris M. Anson & Robert A. Schwegler

A Sequence for Academic Writing, 4e
Laurence Behrens & Leonard J. Rosen

What It Takes: Writing in College
Laurence Behrens & Leonard J. Rosen

Writing and Reading Across the Curriculum, 11e
Laurence Behrens & Leonard J. Rosen

Writing and Reading Across the Curriculum, Brief Edition, 3e
Laurence Behrens & Leonard J. Rosen

Academic Research and Writing
Linda S. Bergmann

Issues: Readings in Academic Disciplines
Dominic Delli Carpini

The New Century Handbook, 5e
Christine A. Hult & Thomas N. Huckin

Reading and Writing in the Academic Community, 4e
Mary Lynch Kennedy & Hadley M. Smith

The Essential Guide: Research Writing Across the Disciplines, 5e
James D. Lester & James D. Lester, Jr.

Leonard J. Rosen

The Scott, Foresman Handbook for Writers, 9e
John E. Ruszkiewicz, Christy E. Friend, Daniel E. Seward & Maxine E. Hairston

Reading and Writing About Literature, 11e
Sylvan Barnet & William E. Cain

A Short Guide to Writing About Social Science, 4e
Lee Cuba

A Short Guide to Writing About Chemistry, 2e
Holly B. Davis, Julian F. Tyson & Jan A. Pechenik

A Short Guide to Writing About Psychology, 3e
Dana S. Dunn

A Short Guide to Writing About Theatre
Marcia L. Ferguson

A Short Guide to Writing About History, 7e
Richard Marius & Melvin E. Page

A Short Guide to Writing About Biology, 7e
Jan A. Pechenik

For more information, please stop by the Pearson booth, visit www.pearsonhighered.com/english, or contact your Pearson Publisher’s Representative at www.pearsonhighered.com/relocator.
Learning to Communicate in Science and Engineering
CASE STUDIES FROM MIT
Mya Poe, Neal Lerner, and Jennifer Craig

foreword by James Paradis

“This book goes to the heart of what it means to learn and communicate in the fields of science and engineering. The students and teachers who appear in these cases engage us in the struggle to learn and teach. It’s a book full of insights for teachers in STEM fields as well as teachers of technical/scientific communication. And this book’s insights are not only for those at elite schools like MIT but anywhere students struggle to make meaning in scientific fields.”
— David R. Russell, English Department, Iowa State University

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“Writing contributes significantly to student engagement and learning.” (NSSE Annual Results, 2008)

NSSE collects data each year from hundreds of colleges and universities about student participation in programs and activities provided for their learning and personal development.

Since 2008, in partnership with the Council of Writing Program Administrators, NSSE has appended 27 questions about the writing experience for institutions joining the Consortium for the Study of Writing in College.

National Survey of Student Engagement (NSSE)
nsse.iub.edu

Partnership for the Study of Writing in College
comppile.org/wpa+nsse
SPECIAL NOTICES

INTERNET ACCESS
For internet access, you must log in using the temporary guest username and password provided in your registration envelope. Usernames and passwords are case sensitive.

Wireless internet access is available throughout the Indiana Memorial Union and the campus. Provided your laptop is equipped with a wireless card, select your browser and use the temporary username and password provided.

If you do not have a laptop, you will find computers available in two locations in the IMU – both on the Mezzanine level. One location is outside the Poplar Meeting Room; the second location is outside “The Commons.” Guest usernames and passwords can be used in these locations.

If you are staying in Willkie Residence Center, internet access is only available in the lobby areas using your laptop, guest username and password.

CONFERENCE ABSTRACTS
In an effort to save paper, we have placed longer (250-word) abstracts of all conference presentations on the WWW: http://www.iub.edu/~wac2010/program.shtml

PARKING ON CAMPUS
If you are staying at the Indiana Memorial Union, parking is included in your room charge. For those commuting or driving from a local hotel to campus, we recommend that you park in one of the two pay lots adjacent to the Indiana Memorial Union. Discount parking coupons are available at the Registration Check-in desk.

PASSPORT TO BLOOMINGTON
In your registration envelope you will find a document that resembles a passport. This is your Passport to Bloomington. In it you will find discounts and offers from various restaurants, shops and attractions. Just show this passport to receive your discount. For a map of local restaurants and cafes, please visit the conference WWW site: http://www.iub.edu/~wac2010/dining.shtml

SUSTAINABILITY EFFORTS
Conference planning included an effort to encourage environmentally sustainable practices. You might notice, therefore, these measures: reusable serviceware rather than paper and plastic; reduced amounts of paper in your registration packet; use of recycled and FSC-approved products; local, organic chocolate as your conference gift; local and organic foods on all menus; and locally grown table decorations.

RECEPTIONS – Alcohol Consumption
Cash bars will be available at all receptions. Alcohol must be consumed in the location in which it is offered and cannot be taken outside the room/venue in which it is provided. You may not walk about campus carrying or consuming alcohol. If you do so, you will be stopped by campus security. We ask that you respect the policies of Indiana University.

USEFUL PHONE NUMBERS

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<thead>
<tr>
<th>Service</th>
<th>Contact</th>
<th>Phone</th>
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<tr>
<td>Airport Shuttles</td>
<td>Bloomington Shuttle</td>
<td>812.332.6004</td>
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<td>Star of America</td>
<td>812.876.7851</td>
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<td>Car Rental</td>
<td>ACE Rent-A-Car</td>
<td>812.336.1501</td>
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<td>Lodging</td>
<td>Willkie Front Desk</td>
<td>812.855.4804</td>
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<td>IMU Front Desk</td>
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<td>Grant Street Inn</td>
<td>812.334.2353</td>
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<td>Taxi Service</td>
<td>Yellow Taxi</td>
<td>812.339.9744</td>
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<td>Medical Care</td>
<td>Promptcare East</td>
<td>812.353.6888</td>
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<td></td>
<td>Bloomington Hospital</td>
<td>812.353.9515</td>
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<tr>
<td>Conference contacts</td>
<td>Conf office (Charter Room)</td>
<td>812.855.1805</td>
</tr>
<tr>
<td></td>
<td>Registration (East Lounge)</td>
<td>812.855.1384</td>
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EMERGENCY INFORMATION
For quick response 24 hours a day, report any accident or emergency to the IMU hotel lobby front desk.

In locations other than the IMU, dial 911 or 812.855.4111 (campus security)
**CONFERENCE SPECIAL EVENTS**

**Breakfast (Thursday-Saturday, 7:30am–8:30am)**
Continental Breakfast is available in Alumni Hall, at the west end of the 1st Floor of the Indiana Memorial Union. Please note, in consulting the IMU map, that you may cross through the South Lounge to reach Alumni Hall without exiting the building.

**Reception (Thursday, 5:30pm–6:30pm)**
Indulge in our beautiful I.M. Pei-designed Fine Arts Museum, local and organic foods, and libations from the cash bar.

All four galleries of the museum will be open for your enjoyment during the reception.

**Local Color Tours (Friday, 4:15pm–5:30pm)**
Guided tours of the following are available on a first come, first served basis:
- The Kinsey Institute for Research in Sex, Gender, and Reproduction
- The Lilly Library of rare books and collections
- The Thomas Hart Benton murals of Indiana history in the IU Auditorium
- The artwork of the Indiana Memorial Union

Meet in the conference registration area, also known as the East Lounge; signs will indicate the gathering place for each tour. A guide will escort you to your destination.

**Reception (Friday, 6:00pm–7:30pm)**
Enjoy delightful local and organic foods, live music by the Alliteration Trio, and drinks from the cash bar at the Neal Marshall Black Culture Center. Should the weather be cooperative, guests may also move outside onto the terrace.

The Neal Marshall Center is at the corner of Jordan Ave. and 7th Street, about three blocks east of the IMU. Follow 7th Street to the IU Auditorium; the Neal Marshall Center is on the back right, or southeast side, of that building.
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Legend

- handicap accessible
- men's restroom
- ATM machine
- women's restroom
- elevator
- ticketmaster
- public telephone
- enter/exit

*Does not access hotel rooms

Conference rooms are shaded dark grey

Second Floor

First Floor

Mezzanine
Art Young, Clemson University
“WAC Today and Tomorrow: Composing in Many Modes and Media”

Art Young is Robert S. Campbell Chair and Professor of English Emeritus at Clemson University, where he founded and coordinated Clemson’s award-winning communication-across-the-curriculum program (1990-2009). South Carolina Governor Jim Hodges awarded him the Order of the Palmetto in recognition of his role in Clemson’s being selected Time magazine’s Public College of the Year for 2001. In March 2002, Art received the Exemplar Award from the Conference on College Composition and Communication for outstanding achievement in teaching, research, and service. He is the author of Teaching Writing Across the Curriculum (Prentice-Hall, 4th edition, 2006). Art co-edited with several Clemson colleagues Teaching and Learning Creatively: Inspirations and Reflections (Parlor Press, 2006), an anthology of creative works by more than 50 Clemson students from numerous disciplines with accompanying reflections by their teachers. He also co-edited Electronic Communication Across the Curriculum (NCTE, 1998). In addition, he is author of numerous articles and co-editor of four other books on writing across the curriculum. Art has served as a consultant on writing and communication across the curriculum to more than seventy colleges in the U.S. and abroad.

Terry Myers Zawacki, George Mason University
“Researching the Local / Writing the International: Developing Culturally Inclusive WAC Programs and Practices”

Terry Myers Zawacki is associate professor of English and director of George Mason University’s Writing Across the Curriculum program. Her publications include the co-authored Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life and articles on writing assessment, writing centers and writing fellows, alternative discourses, writing in learning communities, and feminism and composition. Dr. Zawacki serves on the editorial board of Across the Disciplines and on the review board for the Digital Books series on the WAC Clearinghouse, for which she is also Writing Fellows section editor. She is a member of the Consultants Board of the International WAC Network and the CCCC Committee on the Globalization of Postsecondary Writing Instruction and Research. Her current research interests focus on writing instruction transnationally and what WAC programs and writing centers need to learn from second language scholarship and practice to work effectively with multi-lingual writers. To that end, she is investigating the academic writing identities of multilingual students, faculty perceptions of “accented” writing across disciplines, and how both get complicated in our current assessment culture.