Transformations at the Edge:
Writing Research, Discourse, & Pedagogy

**The Fifth Annual Conference of the Canadian Association for the Study of Discourse and Writing
l'Association canadienne de rédactologie (CASDW / ACR)**

University of Victoria, Victoria, BC, Canada – June 1 to 3, 2013

SATURDAY, JUNE 1, 2013   *[May 27 final program, with abstracts]*

9:30	*Room: Cornett A121* *Welcome: Doug Brent, CASDW President* *Opening Keynote:* **The Coevolution of Texts & Technology** *Dr. Cheryl Geisler* *Professor and Dean, Faculty of Communication, Art and Technology, Simon Fraser University* As scholars of writing, we know the two-facedness of text. First, we know text as something contingent, an artifact that emerges out of process and circumstance, a thing with meaning and function embedded in orality and materiality. Second, we know text as a cultural object, one that aspires to be fixed and unchanging, which claims to rise above circumstance to serve as an authoritative source. My career has been preoccupied with exploring the mechanisms and consequences of this two-facedness across the disciplines, first in academic philosophy, next in engineering design, and most recently in the context of the new technologies. I have argued elsewhere that the mechanism and consequences of this two-facedness lie in understanding text as a kind of technology, one built by humans to do specific work in the world, while at the same time operating as a kind of black box into which we can pry only with some difficulty. In the twentieth century, this work has been the work of constructing what Smith called documentary reality and it is still within this framework that a great deal of what we teach about writing functions today. In the twenty-first century, however, much evidence suggests that texts are undergoing a second revolution as they are embedded in a host of new social media technologies beginning with instant messaging in 1997 to Twitter (2006) and its successors. These are texts with characteristics quite distinct from those we encounter in our writing centres and classes: They have a different scope to their interaction. They bend time and space in different ways. And they do work in the world that we as a discipline need to better understand.
10:30	*Break (10:30 – 11:00) • Coffee will be outside A125*
11:00 to 12:30	**(Cornett A125) A1. Genre and Discursive Representations in Health and Social Services** **Discursive representations of homelessness in the struggle for social change: System dynamics of genre and uptake.** *Diana Wegner, Douglas College, BC* I examine discursive representations of homelessness to investigate how uptake and silence function in local struggles for the homeless. How can discourse analysis illuminate the dynamics of uptake, change and the durability of such struggles? How productive are theories of genre and genre systems for such analyses? Methodology involves discourse and frame analysis, participant-observer data collection at meetings and stakeholder interviews. **Managing risk: Social work recordings and situated talk about language use.** *Jaclyn Rea, Arts Studies in Research and Writing, UBC & Michelle Riedlinger, University of the Fraser Valley,BC* This paper reports on a study that examines the connection between social workers' need to manage risk and their attitudes toward language and its use in social work recordings. We found that what social workers say about "good" writing and language use is oriented toward genre considerations of situation rather than to abstract, idealized generalisations about "correct" usage. The situated prescriptions and proscriptions invoked by social workers can be read as sites of ideological tension and opportunity. **(continued . . .)**

June 1st **11:00 to 12:30**	**Patient narrative as argument and expertise: Genre uptake in online discussions about health**. *Susan Popham, Dept of English, University of Memphis* Scholars have long recognized the role of narratives in patient care. For example, Frank has theorized that narratives can help patients make sense of their illnesses by recognizing three categories for these genres, while Segal has emphasized the epideictic and valorizing nature of patient narratives. By analyzing this genre through the lens of new media, specifically online discussion forums, this presentation argues that patient narratives are rhetorically dynamic sites of patient agency and expertise.

(Cornett A129) B1. Negotiating Borders and Conceptual Divides in Writing Instruction

Negotiating conceptual divides in notions of academic writing: Some schemata.
Brenda McComb, Dept of Languages, Literatures and Linguistics /Writing, York University
The modernist/post-modernist rift that has divided intellectual life and academic practice over the last decades has carried steadily through to notions upheld by professors about the role of writing in the acad-emy. This paper offers some schemata of "argumentativity" that may help bridge this rift in notions of where the essay stands in academic practice and that can help students enter into the "boxing ring" of contesting ideas that characterize such practice.

Approaches to writing pedagogy and associated discourses at a South African comprehensive university: A duo-ethnography.
Anne Knott, North Campus Writing Centre, Centre for Teaching, Learning and Media, Higher Education Access and Development Services & Dalene Swanson, Educational Research and Engagement, Faculty of Education, Nelson Mandela Metropolitan University, South Africa
In this paper, two researchers in a recently merged South African comprehensive university – one of whom is an adjunct professor in a Canadian university – draw on the methodologies of discourse analysis and duo-ethnography to explore and discuss two questions: Which approaches to writing pedagogy and associated discourses do we witness being practised in and across curricula? And what are the possibilities and implications for transforming practices within such an institution and the broader social domain?

(Cornett A128) C1. Expanding Boundaries: Writing Centre Work in 2013

Trembling at the edge with trepidation or excitement? Writing centre work in 2013.
Margie Clow Bohan, Writing Centre, Dalhousie University
 This paper will address the question of what writing centres must adapt to "@ the Edge" in 2013. Centres are often struggling to meet increasing student demand, adapt their pedagogy, understand their place in organizational structures, and prove their impact on student success. Drawing from rhetorical genre studies, Wenger's notion of communities of practice, reading and critical thinking theories, as well as experience, the presentation will propose directions that may help writing centre teachers work more effectively.

Any place/Non-place: Rhetoric of space and access in the UFV Writing Centre.
Nadeane Trowse & work study students Celina Beer & Lola Asayo, University of the Fraser Valley Writing Centre, BC
Writing Centres have always been "@the edge" of institutional life in the post secondary world. Singh-Corco-ran and Emika (2012) ask whether writing centres might be "non-places," marked by "access, not proximity" to needs, not situating students in a community of writers. Drawing on an archive of daily logs from the UFV Writing Centre, we will address the implications of being 'non-space,' examining issues of spatial access and linking pedagogic efficacy to the rhetorical / physical conditions in which writing centre work is practiced.

From the periphery to the centre: Supporting graduate students as they disseminate and mobilize new knowledge.
Carolyn Labun, Centre for Scholarly Communication, UBC
 Graduate students often struggle as they become integrated, rather than "peripheral," members of their discourse community. This talk describes a pilot project (a writing centre) intended to support graduate communication at a mid-sized research-intensive university. The session will include a description of the Centre's programs and emerging research projects, an analysis of who came to what and why, and a discussion of the theory that informed the Centre's programming and approach.

12:30	Lunch (12:30 – 2:00)
June 1st 2:00 to 3:30	**(Cornett A125) A2. Public Discourse and Values in Emerging Health Contexts & Communities**

This panel examines how various forms of public discourse on health—ad campaigns, symptom checklists, government publications, and media reports—address and constitute their attendant public audiences and communities. In turn, these discourses mediate values about what health is and how it is (re)produced and measured. Together, the presentations elucidate some of the complex and persuasive ways that these value-laden rhetorics engage and configure what we know, what we do, and who we are as health citizens and consumers.

Examining *pathos* in public health discourse on antibiotics.
Monica Brown, UBC
For the past few years, Vancouver area public transit has been the site of public health advertising aimed at altering attitudes toward the use of antibiotics. The transit ads' slogan, "Imagine a world where antibiotics no longer work," involves a rhetoric of fear. This presentation will examine the interplay between pathos and logos in the use of fear appeals and will consider, more generally, the role of pathos in public health and health decision-making. It will also explore how new communication technologies have transformed public health discourse and blurred the lines between different genres of health information.

The cultural portability of *DSM- 5 d*raft diagnostic criteria.
Patty A. Kelly, Simon Fraser University
The fifth edition of the *APA's Diagnostic and Statistical Manual of Mental Disorders (DSM-5),* due out in May 2013, occupies a prominent place in the identification and organization of mental illness and the production and circulation of psychiatric knowledge. This presentation brings together two concepts—*the cultural portability* of psychiatric symptom repertoires and *the idioms of distress* model (Nichter, 1981)--to demonstrate the ways in which a medical profession's written practices help to shape and constrain socially sanctioned cultural expressions of symptom repertoires across diverse communities of speakers and rhetorical situations. Preliminary analysis suggests that replicated discursive features constitute *responses* (Goffman, 1981) to rhetorical situations, that is, replication with a difference, rather than copied discourse.

Healthy eating and local foods: Mapping the values of "Eat Local" in the rhetorical constitution of "good" citizenship.
Philippa Spoel, Laurentian University
This presentation will explore how the topic of "local" food consumption figures within a selection of recent public communication materials from, or linked to, Ontario government departments. To understand how the appeal to "eat local" is rhetorically constructed within these diverse materials, this analysis maps the network of values associated with local foods and sustainable eating. While the values of nutritional health and environmental sustainability constitute two core aspects, other values such as family, community, economic well-being, sensual pleasure, nostalgic tradition, and consumer choice create a multi-faceted— but not necessarily congruent—cluster of persuasive appeals to promote local foods.

"Organic vs. local?" Figuring food choices in public health discourse.
Colleen Derkatch, Dept of English, Ryerson University
One of the undercurrents in public discourse about local food is whether *where* it is produced, in terms of its proximity to the marketplace, ought to trump *how* it is produced—for example, through the use of chemical fertilizers and herbicides or through alternative, "organic" methods. Early analysis suggests that health, vis-à-vis local and organic foods, is defined in the media and by environmental organizations as produced by a balance of factors (nutritional, environmental, economic), but that Ontario municipal and provincial agencies appear to favour environmental and economic understandings of health over bodily nutrition. This paper will develop that analysis to argue that the terms in which choices about local and organic foods are framed in public discourse help to determine the choices consumers make, as well as the policies we enact.

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June 1st **2:00 to 3:30**	## (Cornett A129) B2. Teaching Writing in the Professions: New Approaches ### Applying writing pedagogy in the integrative training of engineering students at UBC. *Tatiana Teslenko, Faculty of Applied Science, UBC* This paper discusses an interdisciplinary approach that combines aspects of writing pedagogy, education for sustainable development, social learning and global citizenship. Objectives for a first-year communication course in an engineering school were modified to increase students' awareness of sustainability and enable them to comment on sustainable engineering design. Students learned to explore human and social dimensions of sustainability in their reflection papers, proposals and reports. They obtained problem-solving experience by comparing perspectives of multiple stakeholders. ### Digital tools for deliberative practice in the professional writing classroom. *Susan Doyle & Elizabeth Grove-White, Professional Writing and Editing Program, University of Victoria* Working with Ericsson's model of "deliberate practice" for complex skill acquisition, cognitive scientists have identified key components of deliberate practice that support the progression from novice to expert. This presentation outlines the use of Twitter and Peer Scholar as digital strategies deployed by the University of Victoria's Professional Writing Program to promote students' deliberate practice. PeerScholar is used to promote revision and editing skills, provide structured feedback, and create opportunities for deliberate practice beyond classroom time. ### Creative writing in new media: Finnish education students' conceptions on the use and benefits of creative writing instruction. *Johanna Pentikäinen, Department of Teacher Education, University of Helsinki, Finland* Creative or imaginative writing is often considered an activity for elementary school. Its educational value may be overlooked as older students are assigned more informative and argumentative genres. In my paper, I discuss two potential educational benefits of creative writing in new media for older students and analyze how 77 Finnish education students see the importance and educational benefits of creative writing instruction and their own role as writing teachers. ## (Cornett A128) C2. Training and Technology in the Writing Centre ### Reflective learning in the writing centre: The socialization of junior tutors in Carleton University's Writing Tutorial Service. *Matthew Falconer, School of Linguistics and Language Studies, Carleton University* I will report on a 16-month ethnographic study of the pre-service training and follow-up mentoring of new tutors in Carleton University's Writing Tutorial Service (WTS). The data included field notes, interviews, and WTS documents. The data analysis draws on activity theory (Engeström, 1987), rhetorical genre theory (Artemeva, 2008), situated learning theory (Lave & Wenger, 1991), and Schön's (1983) theory of reflection-in-practice. The findings have implications for the training of new tutors in university writing centres. ### Surprising challenges of assistive technology; Intersections with the disability periphery. *Jeremy Leipert, Academic Skills Centre, Trent University* In this presentation, I interrogate the challenges and opportunities writing centres face relative to assistive reading technologies, which are designed for students with disabilities but, in reality, have applications and effects not limited to the periphery. The presentation offers a demonstration of one suite of tools and considers how they facilitate both reading comprehension and plagiarism and what related repercussions they have for writing centres. ### Email-based peer advising in the academic writing centre. *Jeff Myers, Leah Burns, & Vafa Neghabian, OISE, University of Toronto* This study explores email-based peer advising for graduate students at the Ontario Institute for Studies in Education (OISE) Student Success Centre (OSSC). We ask two research questions: (1) What are OSSC academic writing advisors' best/promising practices of email-based peer advising? (2) What are OISE graduate student perspectives on the learning that takes place in email-based peer advising? The goal is an improved understanding of the use of email in academic writing support for graduate students.

3:30	*Break (3:30-4:00) • Coffee will be outside A125*

June 1 **4:00 to 5:00**	**(Cornett A125) A3. Argument, Theory, & Discourse in the Sciences**
	A new model for argument in science-based disciplines. *Heather Graves, Dept of English and Film Studies, University of Alberta* This presentation examines various types of argument used across disciplines that vary from established models of argument in rhetorical theory. Based on an analysis of 40 masters and doctoral theses in four science disciplines, five different types of structure for argument are identified and described. Based on this research, I present a new model for conceptualizing and teaching argument in the sciences.
	Exploring the uses of theory in qualitative studies of discourse, knowledge-making, and communication in the natural sciences. *Graham Smart*, *Stephani Currie, & Matt Falconer, School of Linguistics & Language Studies, Carleton University* This paper explores the various ways in which theory is conceived of and employed in qualitative empirical research, drawing on an analysis of a corpus of 12 qualitative studies of discursive knowledge-making and communication in the natural sciences. Preliminary analysis suggests that theory is used in four ways: (1) as a frame for orienting and informing the study as a whole; (2) as 'a lens' for identifying meaningful patterns or themes in data; (3) as a foil for the researcher's own theory construction; and (4) as a spring-board for the researcher's theory-building.
	(Cornett A129) B3. Crossing the Line: Plagiarism in Two Contexts
	Internet-based plagiarism in three Norwegian upper secondary classrooms. *Havard Skaar, Oslo and Akershus University College, Norway* I will present a study of plagiarism among Norwegian upper secondary students when writing essays with access to the Internet. The frequency and extent of plagiarism in the essays is measured and related to individual differences between the students. The study also compares the degree of plagiarism in the students' essays with their views on plagiarism and writing with Internet access.
	Chasing the Dragon: Towards a better understanding of Chinese international students and plagiarism *Robin Dahling, University of Science and Technology, Beijing* This paper will look at a variety of factors that contribute to plagiarism among Chinese students. These factors include insufficient education requirements, unrealistic school administration policies, outdated Ministry requirements, and teachers and students themselves. The presentation should give teachers and program developers in Western universities a better understanding of and more tools with which to deal with plagiarism among Chinese transfer students specifically, and Asian students in general.
	(Cornett A128) C3. Group writing tutorials: Do they improve student writing?
	Roundtable. This interdisciplinary and collaborative research project has two objectives: 1) to assess the impact of an innovative instructional strategy developed by the Writing Across the Curriculum (WAC) program—group writing tutorials; and 2) to create an instrument whereby students could determine, prior to attending a writing tutorial, whether they would benefit from it. We will present preliminary results from the data we gathered in Fall 2012 from over 500 students in 20 courses.
	Beyond one-to-one: The argument for group writing tutorials. *Roger Graves, University of Alberta*
	Predicting which students benefit from group writing tutorials. *Erin Graves, Canadian Institute for Health Information*
4:00 to 5:00	**Group writing tutorials: Do they improve student writing?** *Daniel Harvey & Lisa Haynes, University of Alberta*
6:30	***CASDW Banquet 6:30 pm, Camille's Restaurant.*** *45 Bastion Square, Victoria* http://www.camillesrestaurant.com/

CASDW 2013   SUNDAY, JUNE 2

9:00 to 10:30	**(Cornett A125) A4. Academics at Work: Representing Ourselves and Others**

Social media participation as academic production for writing instructors.

Rachael Cayley, Office of English Language and Writing Support, School of Graduate Studies, University of Toronto
As social media participation increases, great opportunities are emerging for academics to build community, to create professional exposure, and to discover valuable resources. However, questions remain about social media participation as a way of meeting the key professional obligation to share our work. In this presentation, I will explore what social media participation as a form of academic production might mean for writing instructors, given their unique and varied professional circumstances.

Citational practices in literature studies articles: New corpus-based research.

Peter Grav, Office of English Language and Writing Support, School of Graduate Studies, University of Toronto
Referencing existing literature is a crucial aspect of academic writing, and exploring the "best practices" of established writers can help novice writers develop this skill. This paper presents findings from my ongoing corpus-based research into the citational practices of published authors in the field of literature studies. My interest is both qualitative and quantitative, and this project investigates issues ranging from how external sources are integrated into new argumentative research to how specific rhetorical strategies are employed.

(Cornett A129)   B4. Writing Assignments across the Curriculum & the Country

What are post-secondary students required to write in courses across the university curriculum and how often they are asked to write? This panel will feature short presentations from each of the panelists that describe the writing assignments found in the disciplines they have studied.

Assignments in pharmacy, physical education, nursing, political science, & community service learning.
Roger Graves, Director, Writing Across the Curriculum, University of Alberta

Assignments in biology.
Andrea Williams, University of Toronto

Assignments in engineering.
Anne Parker, University of Manitoba

Assignments in an English department.
Marion McKeown, Royal Military College

Focus group research: Why instructors created the assignments they did.
Theresa Hyland, Huron University College

June 2 9:00 to 10:30	**(Cornett A128) C4/5. Introduction to Writing Centre Pedagogy: A workshop** (9:00 to 12:00)

With W. Brock MacDonald, Director, & J. Barbara Rose, Associate Director, Academic Writing Centre, Woodsworth College, University of Toronto & Dena Bain Taylor, Director, Health Sciences Writing Centre, University of Toronto

This workshop, intended primarily (but not exclusively) for new writing centre teachers, will provide an overview of the theory and practice of writing centre work via lecture, discussion, and workshop activities. Topics will include the basic principles of writing centre teaching, best practices in writing centre tutoring, working with students across the disciplines, helping students with special learning needs, teaching English language learners in the writing centre, and collaborating with disciplinary faculty and departments.

10:30	*Break (10:30 – 11:00) – Coffee will be outside A125*

June 2 **11:00 to 12:00**	**(Cornett A125) A5. Making Connections across Disciplines and Semiotic Systems** **Transfer on the edge: Third spaces as exigence for cross-disciplinary connections.** *Lillian Campbell, Alison Cardinal, Roger Chao, & Misty Anne Winzenried, University of Washington* We present findings from a research study examining "third spaces" as locations that can encourage transfer of knowledge. Using data from focus groups with first-year students enrolled in cohort courses, we looked for evidence of cross-disciplinary thinking and analyzed the factors that affect students' ability to make connections. Our findings identified Genre, Context, Collaboration, and Disposition as key variables in extending or limiting students' abilities to make connections across locations of writing. **Trading across semiotic systems: Exploring the issue of making meaning across writing and painting in higher degree research projects in the visual arts.** *Bronwyn James, University of Sydney, Australia* Higher Degree Research (HDR) programs in the visual and performing arts commonly require that the student demonstrates an original contribution to the field in the form of a creative work accompanied by a substantial written exegesis. This presentation draws on data from a larger study of HDR student writing to explore the ways in which one visual arts (painting) student 'trades between [the] semiotic systems' (Kress, 2003, p.25) of HDR writing and painting. **(Cornett A129) B5. Student Perspectives on Academic Writing** **Do students think they can write? Students' self-perceptions of academic writing skills.** *Jo Axe, Theresa Bell, & Karen Charlebois, Royal Roads University* We asked new undergraduate and graduate students to tell us about their perceptions and experiences as academic writers, and their answers told us how we can better assist students to improve their writing skills. In this presentation, we will discuss our research questions and findings, and provide recommendations for how post-secondary institutions can better support students' academic writing efforts. **University students' perceptions and use of an online writing planner.** *Boba Samuels, Kelly McDonald, & Emmy Misser, Wilfrid Laurier University* An online writing resource (the Assignment Planner or AP) was examined to determine its helpfulness in large class settings. Five classes and their instructors participated in online tracking of their AP use, surveys, and interviews. Findings indicate that integration of the AP had no discernible effect on its use by students, teachers felt they needed more support in using the AP, and students said they would use the AP if marks were allocated to its use. Implications are discussed.
12:00	*Lunch (12:00 – 1:30)*
June 2 **1:30 to 3:00**	**(Cornett A125) A6. Perspectives on Public Genres: Editorials, Protests, & War Reporting** **Endorsement editorials: Voices of reason or emotional appeals?** *Sheila Hannon, Dept of English, Wilfrid Laurier University* My examination of the rhetorical underpinnings of editorials shows they are sites of dense and nuanced argumentation. Endorsement editorials, in which newspapers encourage readers to vote for a candidate or party, draw their persuasive power from a combination of Aristotle's genres: deliberative, forensic, and epideictic. Furthermore, my analysis of endorsement editorials in the 2011 federal election shows that each text also employs a combination of rhetorical appeals–logos, ethos, and pathos–to create a convincing argument. **Raw politics and the diplomacy of public genres.** *Katja Thieme, Arts Studies in Research and Writing, UBC* Coinciding with the Idle No More movement, Chief Theresa Spence's 2012 hunger strike was part of a larger political project of restoring First Nations treaty rights and focused on Spence's demand for a meeting with the Prime Minister and Governor General. Wee categorizes hunger strikes as "extreme communicative acts" (2004) but does not consider how other speech acts and genres might intervene in the communicative act of an ongoing hunger strike. I will discuss how other speakers—through written public genres—attempted to bridge the institutional gap between Spence, the P.M. and the Governor General and to navigate the deep differences at the heart of an extreme communicative act. *(continued . . .)*

June 2 **1:30 to 3:00**	**Corpus linguistics in critical discourse analysis: A case study on reports of the Libya civil war.** *Sibo Chen, School of Communication, Simon Fraser University* Corpus-driven methods have become prominent in recent critical discourse research. Previous limitations of corpus-driven methods for discourse analysis have been considerably improved with the application of self-composed corpora and updated Quantitative Data Analysis (QDA) programs. This presentation reports a case study of news discourse concerning the 2011 Libya civil war, in which corpus-driven critical discourse methods were exemplified and compared with traditional qualitative methods. **(Cornett A129) B6. Civic Engagement, Voice, & Experiential Learning in University Classrooms** **Writing assignments in introductory Canadian politics and government courses in Canadian universities: preliminary findings.** *Stephanie Bell, York University & J.P. Lewis, Dept of History and Politics, University of New Brunswick* We are still discovering ways to put into practice post-process theories of writing that encourage teachers to construct situated, social-rhetorical writing assignments. In this study, we seek to learn from a field with a long history of practicing post-process theory in the name of civic engagement: Political Science. In this presentation, we discuss the strategies used for fostering civic engagement identified in a survey of Canadian Political Science instructors and course syllabi. **Voice and blog writing in a university classroom.** *Cecile Badenhorst, Memorial University of Newfoundland* Students in a 4th year seminar participated in a blog as part of the course. The students articulated that they felt they had 'voice' in their blog writing. A qualitative analysis was conducted on the blog writing of 3 co-horts of students to explore what students meant by 'having voice' in these blogs. Findings show that these blog entries are characterised by claim-making rather than recontextualising arguments from the literature. **Learning at the classroom's edge with experiential writing projects.** *Stephanie Bell, Writing Dept, York University* An imaginative discussion of how experiential writing projects might be facilitated by a website that draws on game structures and crowdsourcing to triangulate the relationship between professionals, instructors, and students. After a brief discussion of experiential learning and its theoretical underpinnings, I will demonstrate a prototype of this website explaining and inviting feedback on design choices, functionalities, and the opportunities it presents for establishing something like an experiential writing portfolio for composition students. **(Cornett A128) C6/7. Writing Research Funding Proposals: A Workshop (1:30 to 4:30)** *With Roger Graves, University of Alberta* This workshop will combine lecture, discussion, group feedback, and writing time to help participants take an idea for a research project and turn it into a request for funding support. Please come with an idea for a research project; if you have a full draft of a funding proposal or are completing one, this workshop will help you think of ways to revise those documents.
3:00	*Break (3:00-3:30)*

3:30 to 4:30	**(Cornett A125) A7. At the Mediated Edge: Journalism & Professional Practice** **Spatial and visual language in journalists' accounts of the professional practice of verification.** *Lee Marshall, School of Journalism, Ryerson University; Colette Brin, Départment d'information et de communication, Université Laval; Ivor Shapiro, School of Journalism, Ryerson University; & Philippa Spoel, Laurentian University* Through an analysis of spatial and visual terminologies used by 14 Canadian newspaper reporters in their interview-based accounts of *verification*, this presentation provides insight into some of the complex ways that journalists characterize verification as an essential but not systematic or rule-based aspect of professional communication and identity. The language of space and vision helps to construct verification as an embedded but shifting heuristic process attuned to the situational contingency of "facts" and "accuracy." **Extended discussion of journalistic practices.** With Sibo Chen, SFU School of Communication, Sheila Hannon, Wilfrid Laurier University, and other invited discussants. **(Cornett A129) B7. Peer learning as a catalyst for academic literacy development — an international phenomenon?** **Roundtable.** *Chris Thaiss & Aparna Sinha, University of California, Davis; & Gerd Bräuer, University of Education Freiburg, Germany, currently at Simon Fraser University* This roundtable introduces a publication, *Writing Programs Worldwide* (Thaiss et al., 2012), with profiles of initiatives—writing programs, writing centers, WAC/WID initiatives—from 28 countries on six continents. In particular, the presentation focuses on the phenomenon of peer learning, in the tradition of Kenneth Bruffee's approach to collaborative learning (1984), which has become an important pedagogy in many English- and German-speaking countries. Editors and contributors of the publication will examine several regions of the world to see whether peer learning triggers academic literacy development and institutional profiling and whether this may be an international tendency in higher education. In many countries, peer learning, especially as part of writing center work, functions as a strong catalyst for sustainable institutional and curricular development, leading to not only a change of individual writing practices but also a redefining of the role of writing and maybe even to alternative writing cultures within institutions of higher education.
5:00 pm	**President's Reception for CASDW participants** **June 2 • 5:00 to 7:00 pm** *(The ticket will be in your registration package)*

9:00 to 10:30	**(Cornett B129) Agency at Hand: The Transformative Power of Digital Discourse** **Plenary session.** *Catherine McDonald, Kelly Helms, & Lee Einhorn, Western Washington University; Gretchen Coulter, Whatcom Community College; Amanda Hill, Cornish College of the Arts; & Dylan Medina, University of Washington* The agency in the hands of those affected by new communication technology compels those of us who study discourse and writing to examine the power of digital discourse. Does it demand that we change our teaching practice or research questions? Must we transform hard-earned understanding, forged through experience, into digital literacies we have not yet imagined, let alone mastered? Presenters offer six different perspectives—from writing pedagogy to practice in diverse communities—to engage the audience in an active conversation about digitality.
10:30	*Break (10:30 – 11:00) • Coffee will be outside B129*
11:00 to 12:00	**(Cornett B129) A8. New Takes on Theorizing & Researching Genre** **Uptake and intermediary genre: Further explorations**. *Tosh Tachino, independent researcher* This presentation explores the nature of "uptake" through intermediary genre, a genre that facilitates the uptake of form or content from one genre to another. The theoretical exploration in this presentation extends the previous discussion of intermediary genre and focuses on the roles of form and content, as well as the relationship between the two, in facilitating uptake. **Not a trivial pursuit: Mixed method research of mathematics pedagogical practices.** *Janna Fox & Natasha Artemeva, Carleton University* The presentation raises new questions about research methods in rhetorical genre studies of pedagogical practices. The study indicates that, however productive the combination of diverse methodological and analytical approaches may be, it requires that researchers pay close and critical attention to the standards of adequacy of each approach. We provide evidence of the central role of unique, disciplinary ways of being and doing, which need to be respected by both researchers and educators. **(Cornett B145) B8. Rethinking the Writing Classroom** **Can character be taught? Encouraging the development of non-cognitive skills in the composition classroom.** *Stefanie Stiles, Academic Writing Program, University of Lethbridge* Building on recent research on the primacy of noncognitive skills (character traits) as chief determinants of academic success, this paper explores, in a preliminary way, if and how certain positive personality traits can be inculcated among students in the composition studies classroom. This presentation focuses on the development of specific pedagogical strategies tailored to encourage noncognitive attributes such as resilience and self-discipline. **Centering the modality of speech? Pedagogical issues and program design.** *Leora Freedman, English Language Learning Program, University of Toronto; &* *Deborah Knott, Writing Centre, New College, University of Toronto* Recent research on linguistic development centers the modality of embodied speech as a component of academic literacy (Williams, 2008; Yang, 2010). The centrality of speech in language-learning and writing development is in tension with practices of situating students in large lecture classes and online writing instruction. We will explore how embodied speech can be maintained as a pedagogical component in a large university with many multilingual students. **(continued . . .)**

June 3 11:00 to 12:00	**(Cornett A 132) C6. Non-hierarchical learning, individual writing support, and first-year aboriginal students: New approaches to student support and retention**
	Roundtable. With *Meghan Aubé, UBC Writing Centre; Shurli Makmillen, UBC, & Heather Fitzgerald, Writing Centre, Emily Carr University of Art and Design, Vancouver* The UBC Writing Centre and First Nations House of Learning are collaborating on a new support program to meet Aboriginal students' needs without using traditional, hierarchical models. Emily Carr University of Art and Design is working towards a similar goal; we will present our framework and ideas while opening up the discussion to hear from others about what works, what doesn't, and what to keep in mind when developing or presenting writing programs focused on Aboriginal students.
12:00	*Lunch (12:00 – 1:30)*
1:30 to 3:00	**(Cornett B 129) A9. Limited Ink: At the Edges of the 12-week Writing Course** *Panel chair: Laura Davis, Red Deer College, Red Deer, Alberta* **First year composition as apprenticeship**. *Linda Revie, Red Deer College* Using Daniel D. Pratt's Apprenticeship view of teaching, my presentation focuses on how his notion of "transformation" can be graded or measured in a catch-all course that is not discipline-specific. In particular, I explore professionalism grades as an effective formative assessment tool that can help shift the emphasis away from marks and onto the "apprentice's" process and competence, and can help "enculturate" a meta-cognitive awareness in the student of him/herself as critical thinker and responsible, accountable learner. **Plagiarism and pedagogy; institutions and integrity.** *Roger Davis, Red Deer College* Beginning with plagiarism as a practical problem, this paper will examine the broader issue of academic integrity in institutional contexts, particularly post-secondary education. I will argue that there is an assumption that introductory writing courses are frequently assumed to educate students about ethical practices in post-secondary education and beyond. Universities must more frequently incorporate resources about academic integrity for students in order to maintain academic standards. **Cohort learning: A pilot project in integrated learning and blended delivery at Red Deer College.** *Nancy Batty, Red Deer College* This presentation will discuss the challenges of integrating a first year English composition course with a first year Sociology course, to be offered to a cohort of students in a blended learning environment over 22 weeks. The paper will focus primarily on formulating learning outcomes that are both discipline-specific and, to a certain extent, integrated with outcomes related to the Social Sciences; it will also focus on the opportunities this course presents for rethinking student and instructor responsibility for learning. **Preliminary evaluation of contract grading in an introductory, university-level composition course** *Peter Slade, Red Deer College* In this paper, I analyse my experience in using unilateral contract grading as one component of assessment in a first-year, university-transfer composition course at Red Deer College. I employ a series of quantitative measures to make a preliminary evaluation of claims made by Peter Elbow and others that contract grading enhances student engagement and learning, and to assess the identified risk that it may undermine academic standards and contribute to grade inflation. **Writing at/the horizon? Pedagogical implications for writing centre autoimmunity**. *Amy Becker, Red Deer College* I am going to explore the autoimmune features of the personal and institutional relationships involved in writing instruction at Red Deer College with the goal of determining how its Writing Skills Centre (WSC) can work more closely with English 219 (first-year composition) instructors to ensure that WSC work is more central to students' overall learning experience, in and beyond the 219 classroom.

June 3 1:30 to 3:00	**(Cornett B145) B9. Computer programming in the professional writing curriculum?** **Roundtable.** *Elizabeth Grove-White, Susan Doyle, Kim Shortreed-Webb, Brigitte Dreger-Smylie, & Amy Rizner, Professional Writing Program, University of Victoria* As increasing numbers of employers look for coding skills from new professional writers, the University of Victoria's professional writing program now includes XML and HTML coding instruction in its curriculum. This round table will debate the theoretical and practical implications of teaching computer programming as part of a professional writing program from the perspective of writing, editing, and programming instructors, a current student, and a former student who now employs technical writers with XML experience.
	(Cornett A132) C7. Perspectives on Academic Writing in an Additional Language **Multilingual learners in the writing-intensive classroom: Pedagogical dilemmas, fractured binaries, and conflicting identities among instructors at Simon Fraser University.** *Jennifer Walsh Marr & Steve Marshall, Simon Fraser University* We present data from interviews with instructors on writing-intensive learning courses at Simon Fraser University in which we discussed how instructors understood multilingualism, how they responded pedagogically to multilingual learners, and their professional identities and practices. We suggest that underpinning their negotiation of multilingualism and writing intensive learning are ongoing tensions within professional identities and between two key tenets of writing intensive learning: *writing to learn* and *learning to write*. **Academic writing in the first and additional language: A personal narrative.** *Xuemei Li, Faculty of Education, Memorial University of Newfoundland* This paper is based on personal narrative of first and second language writing experiences, and examination of pedagogical practices in teaching Chinese writing in China and English-as-an-additional-language (EAL) writing in China and the west. Discussion is extended to cultural differences in genre categorization, deficiencies in EAL instruction, and the socio-political aspects of writing instruction. Pedagogical implications are raised for further research and debate. **Chinese Post-80s overseas graduate students' voice in English academic writing.** *Hua Que & Xuemei Li, Faculty of Education, Memorial University of Newfoundland* This paper argues that the Chinese post-80s' 'Oriental' voice is changing, and is not completely contradictory to the Western voice expected in English academic writing. Data were collected qualitatively through interviews with Chinese post-80s overseas graduate students and the examination of their English essays with a focus on discursive features. The paper offers pedagogical implications for academic writing programs both in China and in the West.
3:00	*Break (3:00 to 3:30) • Coffee will be outside B129*
3:30	**Room: Cornett B129** **CASDW Annual General Meeting** (3:30 to 5:00 pm) **All members are invited to attend the AGM.**

For a shorter overview-style conference schedule, please visit http://casdwacr.wordpress.com/

Please see the following pages for additional conference information and maps.

Please visit the following website to register for the Congress & CASDW conference and to get information about planning your trip and accommodations: http://www.congress2013.ca/home *If registering as a CASDW member, then please join CASDW or renew your membership here:* http://casdwacr.wordpress.com/about/how-to-join/ *Association memberships run from January 1 to December 31.*

CASDW Banquet, 6:30 pm, Saturday, June 1 at Camille's Restaurant, *45 Bastian Square (250) 381-3433*

The CASDW banquet will feature a three-course meal, for $61.50 per person ($50 + 5% taxes & 17% gratuity), excluding alcoholic beverages. **Reserve a spot by emailing Jo-Anne Andre (andre@ucalgary.ca),** *and pay Jo-Anne by cash or cheque at the conference or at the restaurant. Receipts will be provided. //* Camille's *is about a 20-minute drive or a 35-minute bus ride from the University of Victoria. (See the map on the following page.) The following buses will take you from campus to within a 5 minutes' walk to Camille's; the buses all depart from Stop 100991 on the Southbound Ring, near the Fine Arts Building, and the times listed are for June 1 (from Google Maps) : (1) Bus 14 (towards Vic General) -- departing 6:11 pm; OR (2) Bus 7 (towards Downtown) -- departing 6:15 pm; OR (3) Bus 4 (towards Downtown) -- departing 6:20 pm*

Helpful Information and Links

Getting to U Vic from the airport. *For travel info, including information on the Congress 2013 airport shuttle to the university and downtown, visit* http://www.congress2013.ca/plan-your-trip/travel#airporter

Connecting to free WIFI on campus. *To access free WIFI, simply connect to "Congress2013"*

Getting oriented & parking on campus. *Visit* here *for parking and campus maps. This site provides the following information on parking:*
- Day and hourly parking permits are available from dispensers at a rate of $1.25/hour to a max of $7/day.
- Dispensers for day permits are located in all numbered lots outside Ring Road, including the Ian Stewart Complex lot. They accept quarters, $1 coins, $2 coins, VISA and Mastercard.
- Flat rate for parking all day Saturday or evenings after 6:00 p.m. is $2.25.
- Day permit holders can park in any **general parking** stall indicated by the blue signs.
- Parking meters are available in most lots. They accept $1 and $2 coins and quarters.
- **No charge for parking on Sundays:** all lots except the Ian Stewart Complex & University Centre parkade

Taking the bus to & from U Vic. *Visit* here *for bus route information. If you're taking the bus to UVic, get off at the bus loop in front of the bookstore. Fares are $2.50 one way and $5 for a day pass; you can buy a sheet of 10 bus tickets for $22.50 at most convenience and grocery stores.*

Exploring the campus area. *According to the Writing @The Centre organizers, if you're on campus and want to explore the area, you can walk "down the hill to* Cadboro Bay Village*, which hosts* a pub*,* a great beach*, a cold beer and wine store, a small grocery store, and a* Thai restaurant*. You can also see a movie at* Cinecenta*, walk through* Mystic Vale*, and enjoy the beautiful* Finnerty Gardens*."*

Getting more information. For more information, check out the University of Victoria website, the Tourism Victoria website, the Art Gallery of Greater Victoria website, and the Royal BC Museum website, and the Tourism Victoria Vacation Guide.

Other Conferences in Victoria & Vancouver

May 31, 2013: Writing @ The Centre, a one-day conference on writing centre research and practice, *to be held at the University of Victoria*. *For information and to register, please* visit this website

June 4-6, 2013: Inkshed Conference *of the Canadian Association for the Study of Language and Learning, in Vancouver. For more information and to register, please visit* http://www.inkshed.ca/blog/conferences/
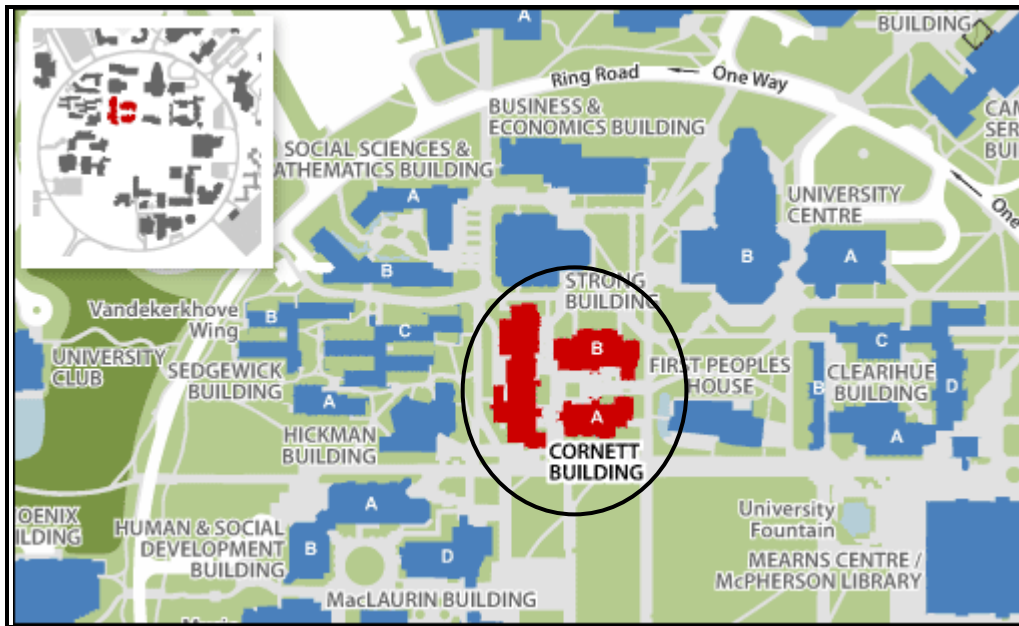
Figure 1: *Cornett Buildings A and B blocks at the University of Victoria*

Figure 2 (below): *Google maps – transit options from the University of Victoria to Camille's Restaurant in Bastian Square*