

# **Borders without Boundaries: Research and Pedagogy in Writing and Discourse**

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

**Brock University, St. Catharines, Ontario**

**May 24 to 26, 2014**

For the detailed program, with abstracts, please visit <http://casdwacr.wordpress.com/conferences/>

**SATURDAY, MAY 24, 2014**

(April 21 final program v4)

**Room: South Block 216**

9:15  
to  
10:30  
am

**Welcome: Doug Brent, CASDW President**

**Opening Keynote: Dr. Doreen Starke-Meyerring**

*Associate Professor, Department of Integrated Studies in Education,  
McGill University, Montreal, Canada*

**Mapping the Roles of Writing in Student Persistence  
and Degree Completion in Higher Education:  
Insights from and New Directions for Writing Studies Research**

*With increasing efforts to widen participation in higher education in many countries, questions about student persistence and degree completion have regained prominence. Accordingly, much research over the last few decades has attempted to understand the complex factors involved in student persistence and degree completion. While that research has assembled a rich picture of factors, writing as the main site of student learning and assessment has largely been overlooked. Drawing on current research in Writing Studies as well as on a recent study of student experiences with writing in doctoral education, where attrition rates of 30-50% call for renewed attention to this question, this presentation maps the complex roles writing plays in student persistence and degree completion and invites participants to explore new directions for writing studies research in addressing these central questions on all levels in higher education.*

10:30

**Coffee Break (10:30 – 11:00) outside South Block 216**

# CASDW 2014 – SATURDAY, MAY 24

	South Block 201	Walker Complex 240	South Block 456
11:00 to 12:30	<p><b>A1. Issues, Controversies, and Lines in the Sand(s)</b></p> <p><i>Chair: Doug Brent, U of Calgary</i></p> <p><b>What's at Issue? A Preliminary Rhetorical Analysis of Ontario's "Ring of Fire" Controversy</b>  <i>Philippa Spoel, Professor, Dept of English, Laurentian University, Sudbury, ON</i></p> <p><b>A Rhetorical Analysis of the Climate-Change Blogosphere and Climate Scientists' Blogs</b>  <i>Graham Smart, Associate Professor, School of Linguistics &amp; Language Studies, Carleton University, Ottawa, ON</i></p> <p><b>The Rhetorics of "Speaking Back": Language, Social Change, and Intercultural Interaction in the Aboriginal Public Speaking Event</b>  <i>Stephen Peters, PhD Candidate, McGill University, Montreal, PQ</i></p>	<p><b>B1. Skills, Knowledge, and Outcomes in Engineering Communication</b></p> <p><i>Chair: Jo-Anne Andre, U of Calgary</i></p> <p><b>Communication Skills in Under-graduate Engineering Courses</b>  <i>Anne Parker, Associate Professor, Design Group, University of Manitoba, Winnipeg, MB</i></p> <p><b>Teaching Engineering Students about Copyright</b>  <i>Tatiana Teslenko, Applied Science, University of British Columbia, Vancouver, BC</i></p> <p><b>Transferable Outcomes of Community-Engaged Writing: Initial Findings from an Engineering Communications Case Study</b>  <i>Stephanie White, PhD Candidate, Composition and Rhetoric, University of Wisconsin–Madison, WI</i></p>	<p><b>C1. Crossing Boundaries in Writing Centre Work</b></p> <p><i>Chair: Dana Landry, UFV Writing Centre</i></p> <p><b>Writing Initiatives Extending Beyond the Writing Centre</b>  <i>Boba Samuels, Manager, &amp; Jordana Garbati, PhD Writing Consultant, Writing Centre, Wilfrid Laurier University, Waterloo, ON</i></p> <p><b>English as an International Language (EIL) and the Academic Writing Centre: Questions of Praxis in the Globalized University</b>  <i>Tyler Evans-Tokaryk, Senior Lecturer, Writing Specialist, Robert Gillespie Academic Skills Centre University of Toronto Mississauga, ON</i></p> <p><b>"If I Were You": From Transmission to Mutual Learning in Community Writing Centers</b>  <i>Charmaine Cadeau, Assistant Professor of English, High Point University, High Point, NC</i></p>
12:30	<b>Lunch (12:30 – 2:00)</b>		
2:00 to 3:30	<p><b>A2. Public Discourses: Issues, Genres, and Positions</b></p> <p><i>Chair: Doug Brent, U of Calgary</i></p> <p><b>Uptake, Genre, and Genre Systems: The Discursive Career of the "Housing First" Solution to Homelessness (2013-2014)</b>  <i>Diana Wegner, Douglas College (Emerita) and UBC, Vancouver, BC</i></p> <p><b>Obesity, Responsibility and Knowledge Translation: A Multimodal, Genre-Based Analysis of Canada's Food Guide</b>  <i>Christen Rachul, PhD candidate, Applied Linguistics and Discourse Studies, Carleton University, and Research Fellow, Health Law Institute, University of Alberta, AB</i></p> <p><b>We" the People or "We" the Paper: Discursive Constructions of the Reader in Editorials</b>  <i>Sheila Hannon, PhD; Sessional Lecturer, FIMS and Graduate Journalism, Western University (UWO), London, ON</i></p>	<p><b>B2. ROUNDTABLE: Writing Assignments &amp; Curricular Change: Implications from 7 Institutions</b></p> <p><i>Roger Graves, Director of Writing Across the Curriculum, University of Alberta, Edmonton, AB</i></p> <p><i>Andrea Williams, Lecturer, University of Toronto, Toronto, ON</i></p> <p><i>Theresa Hyland, Director, Writing and Cross-cultural Services, Huron University College, London, ON</i></p> <p><i>Judi Jewinski, Special Advisor to the Provost on English Language Competency, University of Waterloo, Waterloo, ON</i></p> <p><i>Anne Parker, Associate Professor, University of Manitoba, Winnipeg, MB</i></p> <p><i>Boba Samuels, Manager—Writing Centre, Wilfrid Laurier University, Waterloo, ON</i></p> <p><i>Marion McKeown, Royal Military College, Kingston, ON</i></p> <p><i>Gloria Borrows, Director, Writing Centre, University of the Fraser Valley, BC</i></p> <p><i>David Slomp, University of Lethbridge, Lethbridge, AB</i></p>	<p><b>C2. Across Language Boundaries</b></p> <p><i>Chair: J. Andre, U of Calgary</i></p> <p><b>Politeness Strategies in Personal Statements: A Comparative Discourse Analysis between Native and Non-native English Writers</b>  <i>Sibo Chen, School of Communication, Simon Fraser University, Burnaby, BC, &amp; Hossein Nassaji, Dept of Linguistics, University of Victoria, Victoria, BC</i></p> <p><b>The Effectiveness of Formulaic Sequences in Augmenting L2 Writing Proficiency: A Quantitative Research Study</b>  <i>Lina AlHassan, Carleton University, Ottawa, ON</i></p> <p><b>Code Switching in Bilingual Writing</b>  <i>Olga Makinina, PhD student, Carleton University, Ottawa, ON</i></p>

	<b>CASDW 2014 – SATURDAY, MAY 24</b>	
<b>3:30</b>	<b><i>Coffee Break (3:30-4:00) outside South Block 201</i></b>	
	<b>South Block 201</b>	<b>South Block 456</b>
<b>4:00 to 5:15</b>	<p><b>A3. Entering Research Communities: Students' Perceptions &amp; Experiences</b></p> <p><i>Chair: Doug Brent, U of Calgary</i></p> <p><b>Demonstrating Membership in a Disciplinary Community through Reading Scholarly Writing</b>  <i>Rick Gooding, Katharine Patterson, Jaclyn Rea, &amp; Katja Thieme, Arts Studies in Research and Writing, UBC, Vancouver, BC</i></p> <p><b>Becoming a Researcher: Senior Students' Perceptions of Entering a Research Community</b>  <i>Doug Brent, Dept of Communication and Culture, University of Calgary, Calgary, AB</i></p>	<p><b>B3. Across Boundaries: Focus on WAC and Academic Writing</b></p> <p><i>Chair: Jo-Anne Andre, U of Calgary</i></p> <p><b>Writing Across the Curriculum (WAC) at Ontario Colleges</b>  <i>Erminia Bossio, Professor ESL &amp; Communications, Faculty of Humanities &amp; Social Sciences, Sheridan Institute of Technology &amp; Advanced Learning, Oakville, ON, &amp; M.A. candidate, Dept. of Language &amp; Literature, University of Waterloo, Waterloo, ON</i></p> <p><b>Instruction of English Academic Writing in China's Higher Education: An Analysis of Policy and Reality</b>  <i>Xuemei Li, Assistant Professor, Faculty of Education, Memorial University of Newfoundland, St John's, NL</i></p>

(No scheduled evening events for CASDW)

**Schedule continued on the next page**

# CASDW 2014 SUNDAY, MAY 25

	South Block 215	South Block 456	Walker Complex 203
9:30 to 10:30	<p><b>A4. Writing Exigencies and Practices</b></p> <p><i>Chair: Jo-Anne Andre, U of Calgary</i></p> <p><b>Collaborations in Community Service Learning Contexts: Using Project Teams to Enrich Undergraduate Writing Development</b>  <i>K. Patterson, D. Wegner, &amp; R. Gooding, Arts Studies in Research and Writing, University of British Columbia, Vancouver, BC</i></p> <p><b>Explicit versus Implicit Exigencies in Scholarly Articles in Literary Studies: Reconciling Overt Claims with Observed Rhetorical Motives</b>  <i>Sarah Banting, Assistant Professor English Dept, Mount Royal University, Calgary, AB</i></p>	<p><b>B4. Transitions to Graduate Writing</b></p> <p><i>Chair: Doug Brent, U of Calgary</i></p> <p><b>Graduate Transitions to the Literature Review Overview</b>  <i>Carolyn Labun, Senior Instructor, School of Engineering, UBC, Okanagan Campus, Jordan Stouck, Instructor, Centre for Scholarly Communication, UBC, Okanagan Campus, &amp; Laura Thorne, Learning Services Librarian, Okanagan Library, UBC, Okanagan Campus, BC</i></p> <p><b>Graduate Writing Instruction and (Inter)Disciplinary Discourse: Insights from Nanotechnology and Mathematical Biology</b>  <i>Heather Graves, Interim Director of Writing Across the Curriculum, University of Alberta, Edmonton, AB</i></p>	<p><b>C4. PANEL: Value-added Discourse across Three Linked Courses: A Discussion</b></p> <p><i>VALUE: Valid Assessment of Learning in Undergraduate Education</i> now dominates US higher educational reform. This panel profiles best practices for engaging students across linked courses —namely, Critical reading (annotation-driven discussion), writing-to-learn assignments that enable anthology/ symposium projects, and students' e-portfolios that demonstrate institutional learning outcomes and fitness for job market expectations. A premium will be placed on discussion of divergent and convergent US and Canadian experience of <i>VALUE</i> added practices across academic discourse communities.</p> <p><i>Timothy Dansdill, Associate Professor of English, &amp; Paul Pasquaretta, Research and Writing Institute Coordinator, Quinnipiac University, Hamden, CT</i></p>
10:30	<p style="text-align: center;"><b>Break (10:30 – 11:00) • Coffee outside South Block 215</b></p>		
11:00 to 12:00	<p><b>A5. Digital Supports for Writing Instruction</b></p> <p><i>Chair: Jo-Anne Andre, U of Calgary</i></p> <p><b>Introducing MUCH: The Malmö University Chalmers Corpus of Academic Writing as a Process</b>  <i>Asko Kauppinen, Associate Professor, Anna Wärnsby, Associate Professor, &amp; Maria Wiktorsson, Associate Professor, Malmö University, Sweden, &amp; Andreas Eriksson, Associate Professor, Chalmers University of Technology, Sweden</i></p> <p><b>Perceptions of E-Books among CEGEP Students and Faculty</b>  <i>Saul Carliner, Associate Professor and Provost Fellow for e-Learning, Dept of Education, Concordia University; Salvador Garcia-Martinez, PhD Student, Dept. of Education, Concordia University; Patrick Devey, Chief Learning Officer, Knowledge One, Montreal; Maurice DiGiuseppe, Assistant Professor, University of Ontario, Institute of Technology, Faculty of Education, Oshawa, ON, &amp; Ann-Louise Davidson, Assistant Professor, Dept of Education, Concordia University, Montreal</i></p>	<p><b>B5. Crossing Professional Boundaries: TA Training</b></p> <p><i>Chair: Doug Brent, U of Calgary</i></p> <p><b>Crossing Boundaries Through TA Training and Mentoring: Engaging Disciplinary TAs in WAC / WID</b>  <i>W. Brock MacDonald, Director, Academic Writing Centre, Woodsworth College, U of Toronto, &amp; Andrea L. Williams, Lecturer, Writing Instruction, Faculty of Arts and Science, U of Toronto, Toronto, ON</i></p> <p><b>Approaches to TA Training and their Impact on Students and Teachers</b>  <i>Adrienne Raw, Candidate for Masters of English, Rhetoric and Communication Design, University of Waterloo, Waterloo, ON</i></p>	<p><b>C5: WORKSHOP: Sharing and Performing Value-added Discourse: A Workshop</b></p> <p>E-Portfolios provide evidence that students have met university requirements, achieved essential learning outcomes, and developed relevant professional skills. This workshop focuses on crafting assignment prompts that promote professional skills development and coaching students on creating portfolios that support and add "Value" to their career goals. It is based on our experiences with <i>QU 301: "Our Global Community,"</i> third in a linked course series that facilitates students' transition from school to post-graduate study and the workplace.</p> <p><i>Timothy Dansdill, Associate Professor of English, Quinnipiac University, &amp; Paul Pasquaretta, Research and Writing Institute Coordinator, Quinnipiac University, Quinnipiac University, Hamden, CT</i></p>

	<b>CASDW 2014 – Sunday, May 25</b>		
<b>12:00</b>	<b>Lunch (12:00 – 1:30)</b>		
	<b>South Block 215</b>	<b>South Block 456</b>	<b>Walker Complex 203</b>
<b>1:30 to 3:00</b>	<p><b>A6. Genre Studies: Info Docs, Open Letters, and Prezi Presentations</b>  <i>Chair: Jo-Anne Andre, U of Calgary</i></p> <p><b>Managing Collaboration within a Hierarchy: A Rhetorical Genre Analysis of the “Info Doc”</b>  <i>Lauren Murphy, M.A. Student, Carleton University, Ottawa, ON</i></p> <p><b>A Genre Analysis of Open Letters: From Inked Pages to Digital Transmissions</b>  <i>Alessandro Marcon, M.A. Student, Carleton University, Ottawa, ON</i></p> <p><b>Presenting Prezi: An Exploration of the ‘Genre’ of Prezi Presentations</b>  <i>Sara Doody, M.A. Student, School of Linguistics and Language Studies, Carleton University, Ottawa, ON</i></p>	<p><b>B6. ROUNDTABLE</b>  <b>Writerly Form, Critical Skills: Teaching Writing in a Polytechnic Setting</b></p> <p><i>Humber faculty describe a curricular shift in their first-semester writing course from an approach grounded in the rhetorical mode paradigm to an approach positioning writing as a selection of ‘moves’ and focusing on argument-response writing linked to critical reading and reasoning. The pedagogical implications, assessment, and impact on the parallel ESL stream are also discussed.</i></p> <p><i>Trevor Arkell, Coordinator, Dept of English, Humber Lakeshore Campus, Toronto, ON</i></p> <p><i>Vera Beletzan, Associate Dean, Dept of English, Humber, Toronto, ON</i></p> <p><i>Prasad Bidaye, Coordinator, Dept of English, Humber North Campus, Toronto, ON</i></p> <p><i>John Stilla, Coordinator, ESL, Dept of English, Humber Lakeshore Campus, Toronto, ON</i></p>	<p><b>C6. WORKSHOP (1:30 -3:00)</b>  <b>Writing for Publication: A Workshop on Academic Writing</b></p> <p><i>With guidance from the Editorial Board, this workshop will help potential authors work through the process of preparing a proposal to publish their work through Inkshed Publications. We’ll examine the call for proposals, discuss the focus of the two publication streams, and work-shop ideas for publication.</i></p> <p><i>In the second half of the workshop, we’ll focus on publishing academic articles. We’ll discuss how reviewers read submissions, problems that result in rejections, and ways to write intro-ductions that situate the topic of the research as important. Saul Carliner will provide an editor’s perspective on the process, and workshop organizers will bring their perspectives as article reviewers.</i></p> <p><i>Our goal is to encourage participants to see themselves as potential authors and to help them adopt strategies that will help them reach that goal.</i></p> <p><i>Roger Graves, Director of Writing Across the Curriculum, University of Alberta, Edmonton, AB</i></p> <p><i>Heather Graves, Interim Director of Writing Across the Curriculum, University of Alberta, Edmonton, AB</i></p> <p><i>Graham Smart, Associate Professor, Carleton University, Ottawa, ON</i></p> <p><i>Andrea Williams, Lecturer, University of Toronto, Toronto, ON</i></p> <p><i>Theresa Hyland, Director, Writing and Cross-cultural Services, Huron University College, London, ON</i></p> <p><i>Brian Hotson, Director, Writing Centre, Saint Mary’s University, Halifax, NS</i></p> <p><i>Saul Carliner, Editor-in-Chief, IEEE Transactions on Professional Communication, Concordia University, Montreal, PQ</i></p>
<b>3:00</b>	<b>Coffee Break (3:00-3:30) outside South Block 215</b>		
<b>3:30 to 4:30</b>	<p><b>A7. Genres &amp; Professional Boundaries</b>  <i>Chair: J. Andre, U of Calgary</i></p> <p><b>Calls to Collaborate in the Health Professions: Competing Tropes of Diversity and Substitution in Canadian Health Policy</b>  <i>Sarah Whyte, PhD candidate, University of Waterloo, Waterloo, ON</i></p> <p><b>More than just Ambulance Drivers: A Genre Struggle for Professional Recognition</b>  <i>Saira Fitzgerald, PhD student, School of Linguistics and Language Studies, Carleton University, ON</i></p>	<p><b>B7. Where Art and Design Meet Discourse</b>  <i>Chair: Doug Brent, U of Calgary</i></p> <p><b>Writing as a Key Locus in the Canadian Art World: Visual Artists as Professional Writers</b>  <i>Janna Klostermann, School of Linguistics and Language Studies Carleton University, Ottawa, ON</i></p> <p><b>The Rhetoric of Website Design Professionals’ Online Portfolios</b>  <i>Tania S. Smith, Dept. of Communication and Culture, University of Calgary, Calgary, AB</i></p>	



## CASDW 2014 SUNDAY, MAY 25

### President's Reception

for CASDW participants

5:00 to 7:00 pm

(See your registration package for tickets & location)



### CASDW Banquet

6:30 pm

[Keefer Mansion](#)

14 St. David's St. W, Thorold (St. Catharines)

(905) 680-9581

Bus 28 from campus (Isaac Brock Blvd., Zone 2; 8-mins)

\$71.50 (\$55 per person plus HST & gratuity),  
not including beverages

**Reserve a spot by emailing [andre@ucalgary.ca](mailto:andre@ucalgary.ca) by April 30**



### CONFERENCE REGISTRATION & CASDW MEMBERSHIP RENEWAL

- To register for the Congress & CASDW conference, please visit <http://www.congress2013.ca/home>
- If you are 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 Jan.1 to Dec. 31.)

### TRAVEL INFORMATION

- For information about travel and accommodations, please visit <http://congress2014.ca/plan-your-trip>
- For the campus map and local amenities, please visit <http://congress2014.ca/plan-your-trip/local-amenities>
- For the St. Catharines tourism guide book, see <http://www.tourismstcatharines.com/flip-book/#/0>

### OTHER CONFERENCES NEAR BY

**May 23, Brock University - Canadian Writing Centres Association Conference: Writing without Borders.**

For information and registration, visit <http://cwcaaccr.wordpress.com/cwcaaccr-2014-conference/>

**May 27-29, Waterloo, ON. Inkshed conference: Taking Risks in Writing, Research, & Teaching.** Canadian

Assoc. for the Study of Language and Learning. For information: <http://www.inkshed.ca/blog/conferences/>

**May 28-30, Brock University. Conference of the Canadian Society for the Study of Rhetoric (CSSR).**

For information, please visit <http://www.cssr-scer.ca/conference/>

**Schedule continues on next page**

	<b>CASDW 2014 MONDAY, MAY 26</b>		
<b>9:00 to 9:30</b>	<b>South Block 215</b> <b>A8. CLOSING PLENARY</b> <b>What is this Thing? A People's History of Writing Studies in Canada</b> <i>Dana Landry, Faculty, Writing Centre, UFV, and Student, Interdisciplinary Studies Graduate Program, UBC</i> <i>This research aims to discern what and who contemporary Canadian writing studies is. It attempts a comprehensive, national mapping of where writing studies scholars are located institutionally, a more empirically based sense of the shared perspectives and nuanced variations within writing studies, and the politics of writing studies as experienced by its members. I report on a questionnaire sent to subscribers to the list-servs of CASDW, CASLL, CSSR, and CWCA.</i>		
<b>9:30</b>	<b>Break (9:30 – 10:00) outside South Block 215</b>		
	<b>South Block 215</b>	<b>Taro 403</b>	<b>Taro 405</b>
<b>10:00 to 11:30</b>	<b>A9. Common Knowledge in the Academy and Sense-making in the Commons</b> <i>Chair: Jo-Anne Andre, U of Calgary</i> <b>Looking for the Marble Knee of the Missing Left Leg of the Christ from Michelangelo's <i>Deposition</i>: How the Internet Complicates the Concept of Common Knowledge for University Students</b> <i>Theresa Moritz, Senior Lecturer, Woodsworth College, University of Toronto, Toronto, ON</i> <b>Visualizing Edmonton's Innovative Future Together: Binary Signifying Practices in a Caption Writing Exercise</b> <i>Katie Herzog, Yun-Csang Ghimn, &amp; Laura Graham with Michael Granzow &amp; Rob Shields, University of Alberta, Edmonton, AB</i> <i>[This session ends at 11:00 am]</i>	<b>B9. Handling the Writing of Others: Peer Review and Community Comments</b> <i>Chair: Doug Brent, U of Calgary</i> <b>"I'm Not a Grammar Expert": Reducing Peer-Review Anxiety in a Business Writing Class</b> <i>Amanda Goldrick-Jones, Writing Services Coordinator, Simon Fraser University, Burnaby, BC</i> <b>From Community Rubrics to Community Comments</b> <i>Damian Finnegan, Malmö University, Asko Kauppinen, Malmö University, Maria Wiktorsson, Malmö University, &amp; Anna Wärensby, Malmö University, Sweden</i> <i>[This session ends at 11:00 am]</i>	<b>C9. PANEL: Practicing Humanism Today: Teaching Rhetoric at the "School of Brussels"</b> <i>Victor Ferry, Université Libre de Bruxelles – Aspirant du F.R.S.-FNRS (GRAL – Groupe de recherche en Rhétorique et en Argumentation Linguistique)</i> <i>Loïc Nicolas, Université Libre de Bruxelles – Chargé de recherches du F.R.S.-FNRS (GRAL)</i> <i>Benoît Sans, Université Libre de Bruxelles – Collaborateur scientifique postdoctoral – F.R.S.-FNRS (GRAL), Brussels, Belgium</i> <i>[This session ends at 11:30 am]</i>
<b>11:30</b>	<b>Lunch (11:30 to 1:00)</b>		
<b>1:00 to 2:30</b>	<b>Taro 403</b> <b>CASDW Annual General Meeting</b> All members are invited to attend		

*Thank you to all CASDW 2014 participants.*