"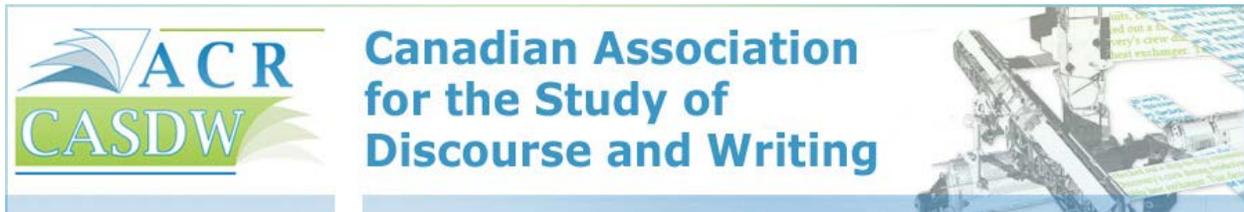The University of British Columbia, where we will gather for Congress 2019, is located on the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. We give thanks to the Musqueam people for welcoming us on their territory. We will be working diligently to live up to our collective responsibility to honour and respect their protocols and homeland, to build relationships, and to engage meaningfully with their knowledge in this Congress and beyond."

Circles of Writing Studies

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

University of British Columbia Vancouver, British Columbia, Canada June 1–June 3, 2019

	DAY 1, Saturday, June 1, 2019 ORCH3074 https://learningspaces.ubc.ca/classrooms/orch-3074			
8:30–9:00	**MORNING BEVERAGES AND MUFFINS**			
9:00–9:20	**Welcome to CASDW/ACR 2019** **Andrea Williams, University of Toronto (President of CASDW/ACR)** **Welcome to Orchard Commons, the space of Vantage College** **Katja Thieme, University of British Columbia**			
	ORCH 4052	**ORCH 3018**	**ORCH 4018**	**ORCH 4058**
9:30–11:00	*Session: Writing Studies as a field* Chair: Andrea Williams, University of Toronto, (President) **How Do Students Value Writing Studies?** Christopher Eaton, University of Western Ontario **Who would write all these textbooks if it wasn't a discipline?: How students write about writing in a first-year academic literacy course** Joel Heng Hartse, Simon Fraser University Taylor Morphett, Simon Fraser University **Technical Communication in Canada: Insights from the 2018 Census of the Field** Saul Carliner, Concordia University Yuan Chen, Concordia University	*Workshop* **Can We Measure Writing? Using Quantitative Methods Effectively in Writing Studies** Kim Mitchell, Red River College (employer), University of Manitoba (student)	*Panel* **Problematizing the Institutionalization of "Diversity Discourse" in Writing Studies** Kate Kaul, York University Karen Ruddy, York University AJ Withers, York University Dunja Baus, York University Marlene Bernholtz, York University	*Session: Critical Writing Studies* Chair: Brock MacDonald, University of Toronto, (Treasurer) **Ideologies of inclusion: Making a place for Indigenous languages in the university** Steve Peters, McGill University **English Linguistic Imperialism in a South African University Writing Centre** Tyler Evans-Tokaryk, University of Toronto, Mississauga **Using Linguistic Multicompetence as a Strategy for Teaching Foundational Concepts: A Pilot Study with Women and Gender Studies Students** Paola Bohórquez, University of Toronto Deborah Knott, University of Toronto June Larkin, University of Toronto
11:00–11:15	**BREAK**			

	ORCH 4052	ORCH 3018	ORCH 4018	ORCH 4058
11:15–12:45	*Session: Extending students' learning through narrative approaches* Chair: Boba Samuels, University of Toronto (Past president) **Journaling as Extensions of Classroom Activity: A Case Study** Adrienne Raw, University of Michigan **An integrated critical self-reflection model for supporting university students' academic literacy development** Arlene Harvey, University of Sydney Eszter Szenes, University of Sydney **Learning Together Through Narratives: Designing Cases as a Part of Problem-Based Learning** Jeremiah Bell, Carleton University	*Session: A mixed bag* Chair: Brock MacDonald University of Toronto, (Treasurer) **Enhance student engagement and improve academic writing through gamified peer review** Roger Graves, University of Alberta Heather Graves, University of Alberta Shahin Moghaddasi Sarabi, University of Alberta Daniel Harvey, University of Alberta **"Sure. What he said": Female Olympians vs sports reporters** Emily Goodwin, York University *5 x 5 s (5 minutes x 5 slides)* **Academic Conversations: Studying a Foundational Literacy Course** Cathi Shaw, University of British Columbia Jordan Stouck, University of British Columbia **Negotiating Agency and Compliance: Diverse Students Talk about "Proper English"** Shurli Makmillan, Claflin University **Practices of purilingual EAL scholars**	*Panel* **Concentric Circles: Understanding Collaboration by Asking Ourselves Critical Questions** Katie Bryant, Carleton University Codie Fortin Lalonde, Carleton Rachel Robinson, Michigan State University Trixie Smith, Michigan State University	*Panel* **Looking through the Windshield: Imagining and Re-Imaging Doctoral Writing** Brittany Amell, Carleton University Sara Doody, McGill University Anthony Paré, University of British Columbia

		Laura Knijnik Baumvol, University of British Columbia **Teaching Writing: Increasing Visibility for WAC through Podcasting** Roger Graves, University of Alberta		
12:45–2:00				
2:00–3:30	**ORCH 4052**	**ORCH 3018**	**ORCH 4018**	**ORCH 4058**
	Session: Discourses in Professional Publics Chair: Sibo Chen, Simon Fraser University, (Editor, CJSDW/R) **The uptake and recontextualization of climate-change science within 'denialist' cultural communities** Graham Smart, Carleton University Matthew Falconer, Carleton University **"Thanks for reaching out": Creating a Conversational Human Voice in Online Customer Care** Valerie Creelman, St. Mary's University **Reaching Outside the Writing Circle: Workplace Writing and Social Work** Michelle Hartley, University of Western Ontario	*Panel* **De-centralization of WID: Ideological, Professional, and Personal Outcomes** Tatiana Teslenko, University of British Columbia Estella Qi, University of British Columbia Michael Schoen, University of British Columbia	*Panel* **Where have all the essays gone? Print-based conventions of classroom writing vs. digital writing tools** Stephanie Bell, York University Brian Hotson, St. Mary's University Boba Samuels, University of Toronto Ron Sheese, York University	*Session: Unbracketing writing practices, assumptions, and ideologies* Chair: Dana Landry, University of the Fraser Valley, (Vice President and Program Chair) **"All original without plagiarism": Advertisements for Ghostwriting Services and Ideologies of Writing** Joel Heng Hartse, Simon Fraser University **Citation Practices in Research Article Abstracts: A Corpus-Based Study from Linguistics and Writing Studies** Patty Kelly, University of British Columbia Susan Blake, University of British Columbia **"Why Is Everybody Whispering?" Mysteries of Assessment, Accuracy, and Pragmatic Presuppositions about Student Writing in Placement Testing.** Nadeane Trowse, University of the Fraser Valley
3:30–3:45				

3:45–5:15	ORCH 4052	ORCH 3018	ORCH 4018	ORCH 4058
	Session: Aspects of teaching & writing you've probably never thought of Chair: Kim Mitchell, Red River College, (Secretary) **Promoting the Ethical Dimensions of Dialogue in Teaching Academic Composition** Bettina Stumm, Corpus Christi College **Read it Aloud: Building student confidence and capacity through interactive reading** Jennette Boehmer, University of Toronto, New College **"This bit's key": A multimodal investigation of the strategies used by instructors to direct students' attention to important sections of text and writing** Chloe-Grace Fogarty-Bourget, Carleton University Jesse Pirini, University of Wellington Natasha Artemeva, Carleton University	*Workshop* **Preparing Integrative Literature Reviews** Saul Carliner, Concordia University	*Session: Critical Writing Studies* Chair: TBA **Queering student engagement: Writing "failure" in an academic recovery course** Karen Ruddy, York University	*Session: Doctoral Writing* Chair: Brittany Amell, Carleton University (Ad hoc committee on Membership and Recruitment) **A Hybrid Model for a Doctoral Writing Group** Alexandra Motut, University of Toronto **Constructing authorial identity: Graduate students as writers** Ziwei Liu, Carleton University **Developing discourse conventions to join academic communities** Hedy McGarrell, Brock University

	DAY 2, Sunday, June 2, 2019			
	ORCH4058			
8:00–8:45	*Session: Health Discourse (5 minutes x 5 slides)* Chair: Britt Amell, Carleton University, (Ad hoc committee on Membership and Recruitment) **Writing/Reasoning: Learning to Write Patient Documentation in Medicine** Christen Rachul, University of Manitoba Luke Sadler, University of Manitoba Teresa Cavett, University of Manitoba **What Drives Wellness Discourse?** Colleen Derkatch, Ryerson University *Individual presentation* **The rhetorical functions of narrative in accounts of surgical checklists across popular, professional, and epistemic genres** Sarah Whyte, University of Waterloo			
	ORCH3074			
9:00-10:00	**"Rhetoric(s) of Aging and Ageism"** **Judy Segal, University of British Columbia** "Oldness is not simply a quality of persons; it is a social category loaded, and loaded rhetorically, in a particular way. This is not to say old age is a social construction; it is as material as a state of being can be. But there is a social and discursive element to it. This paper will explore the rhetorical contours of ageism and consider what a less harmful rhetoric of age might look like."			
10:00–10:15	**BREAK: MORNING BEVERAGES**			
10:15–11:45	**PLENARY (PUBLIC EVENT)** **"What's Talk Got to Do with It? Rethinking the Writing/Speaking Relationship."** **Andrea Lunsford, Stanford University**			
11:45–1:30	*Mentoring Lunch and Walk* Those wishing to participate will be organically assigned small groups, each comprised of senior, mid-career, and new members who are encouraged to eat lunch and/or walk together in order to establish connections.			
1:30–3:00	**ORCH 4052**	**ORCH 3018**	**ORCH 4018**	**ORCH 4058**
	Session: Public discourse Chair: TBA **Pipeline Discourse: Citation Patterns in Reporting on #NoDAPL and #KinderMorgan Protests**	*Workshop* **Publishing in Canadian Writing & Discourse Studies** Joel Heng Hartse, Simon Fraser University Sibo Chen, Simon Fraser University	*Panel: Joint Session with Canadian Writing Centres Association* **Revision of Statement on Writing Centres and Staffing (2016)** Co-chairs: Andrea Williams, University of	*Session: Doctoral Writing* Chair: Sara Doody, McGill University, (Graduate Student Representative) **Graduate Transitions: A Qualitative Study of Master's and PhD Writing Experiences** Jordan Stouck, University of British Columbia

	ORCH 4052	ORCH 3018	ORCH 4018	ORCH 4058
	Katja Thieme, University of British Columbia Cosette Francis, University of British Columbia Ethan Barnes, University of British Columbia **Recontextualizing science for policymakers: A rhetorical analysis of the Council of Canadian Academies report for Transport Canada** Matthew Falconer, Carleton University **The Pragmatic Force of Consciousness and the Inertia of Form in Genre Destabilization: Reconciliation Practices as Resistance to the Legal Framework of the MMIWG Inquiry** Diana Wegner, University of British Columbia Stephanie Lawless, University of British Columbia	Roger Graves, University of Alberta Kim Mitchell, Red River College	Toronto, (President of CASDW/ACR) and Sarah King, University of Toronto, (President of CWCA/ACCR)	Lori Walter, University of British Columbia **Talking around texts in research writing: A Bakhtinian approach to writing a doctoral dissertation proposal** Zinat Goodarzi, University of Ottawa **Teaching Expertise: How the Acquisition of Expertise Influences Pedagogical Praxis** Devon Moriarty, University of Waterloo
3:00–3:15	**BREAK**			
	ORCH 4052	**ORCH 3018**	**ORCH 4018**	**ORCH 4058**
3:15–4:45	*Workshop* **Podcasting: A workshop for writing instructors** Stephanie Bell, York University Roger Graves, University of Alberta	*Panel* **Faculty Perspectives on Graduate Student Writing and Related Supports** Antoinette Gagné, University of Toronto Victorina Baxan, University of Toronto Sreemali Herath, The Open University of Sri Lanka Clea Schmidt, University of Manitoba	*Panel* **Innovating across a First-Year Curriculum: New Ways of Engaging, Revising, and Thinking about Writing** Katja Thieme, University of British Columbia Jennifer Walsh Marr, University of British Columbia Alfredo Ferreira, University of British Columbia	*Session: Innovative Pedagogies* Chair: Joel Heng-Hartse, Simon Fraser University, (Editor Canadian Journal for Studies in Discourse and Writing/Rédactologie) **Giving Voice to Students in Online Communities of Practice** Tatiana Teslenko, University of British Columbia Darlene Webb, British Columbia Institute of Technology

		Newton Rawaneera, University of Toronto Jade Kim, University of Toronto	Laila Ferreira, University of British Columbia Stephen Ney, University of British Columbia Tanya Tervit, University of British Columbia Sarah Lynch, University of British Columbia	**Development of a required "Writing in Psychology" course for Psychology majors** Ron Sheese, York University Karen Ruddy, York University Julie Conder York University John Eastwood, York University

CASDW Dinner: 6pm, The Point https://food.ubc.ca/place/the-point/

	DAY 3, Monday, June 3, 2019 **ORCH 3074**
9:00–10:00	**CLOSING PLENARY (PUBLIC EVENT)** **"Circles of Influence: A tribute to some thoughts and thinkers"** **Anthony Paré, University of British Columbia**
10:00–10:15	**BREAK: MORNING BEVERAGES**
10:15–11:30	Chair: Dana Landry, University of the Fraser Valley (Vice President and Program Chair) **Multi-Organization Forum:** **CWCA/ACCR** (Canadian Writing Centres Association/L'Association canadienne des centre du rédaction) **ACCUTE** (Association of Canadian College and University Teachers of English) **CAAL/ACLA** (Canadian Association for Applied Linguistics/L'Association canadienne de linguistique appliquée) **CCA/ACC** (Canadian Communication Association/Association canadienne de communication)
11:30–12:00	**RECEPTION**
12:00-12:15	**Presentation to this year's winners of the following awards:** **Joan Pavelich CASDW Annual Award for the Best Dissertation in Writing and Discourse Studies** **https://casdw-acr.org/awards/joan-pavelich-casdw-annual-award-for-best-dissertation/** **CASDW Annual Award for the Best Article or Chapter in Writing and Discourse Studies** **https://casdw-acr.org/casdw-annual-award-for-best-article-or-chapter/**
12:15–2:00	**Annual General Meeting of CASDW/ACR** **All encouraged to attend.**

Abstracts

Amell, Brittany, Doody, Sara, Paré, Anthony
Looking through the Windshield: Imagining and Re-Imaging Doctoral Writing
Are we driving a car using the windshield rather than the rear-view mirror? Are we looking at scholarly writing as it appears in front and all around us, or using the rear-view mirror to hang onto imaginaries of scholarship that are perhaps at odds with the evolving landscape of higher education? This **panel** discusses the viability of "traditional" imaginings of doctoral writing in higher education and provides examples of how this could be reimagined in contemporary doctoral programs.

Bell, Jeremiah
Learning Together Through Narratives: Designing Cases as a Part of Problem-Based Learning
The paper-based scenario, or case, is a common method of initiating problem-based learning by providing a problem for learners to solve. Through the use of narrative analysis and English for Specific Purposes approach to genre analysis, this paper investigates the narrative design of these cases. As a result of the analysis of 25 peer-reviewed cases, this study suggests that both incomplete and complete narratives are strategically used in the efforts to best achieve learning objectives.

Bell, Stephanie & Graves, Roger
Podcasting: A workshop for writing instructors
It's not often a writing class is nominated as "**one of ten coolest classes**" on campus, but Stephanie Bell's was #1 on one student's list. Podcasting takes centre stage in **that course**, and in this **workshop** Stephanie and Roger Graves, producer of **Teaching Writing** podcast (5510 plays and 9683 embeds), will introduce participants to the experience of writing with audio recording software while fielding questions about using new media to teach, study, and produce writing.

Bell, Stephanie, Hotson, Brian, Samuels, Boba & Sheese, Ron
Where have all the essays gone? Print-based conventions of classroom writing vs. digital writing tools
Writing is the medium for knowledge production and expression in higher education, which changes in forms and formats, over time. The establishment of digital technologies and the digital writing tools, environments, and writers they have enabled, brings evolving and emerging forms and formats. Literature on how this digital turn should/can (re)shape scholarly classroom-based undergraduate writing is sparse. For Post-Millennials, digital technology is part of their entire memory. Significances of these changes continue to reveal themselves, while adoption of these technologies in academia increases. This **panel** will speak to possibly effects these changes have on academic essay writing and support.

Boehmer, Jennette
Read it Aloud: Building student confidence and capacity through interactive reading
This paper explores the relevance of reading student work aloud in an increasingly digitally isolating academic environment. Framed by sociocultural theory and neuroscientific research and drawing on experiential student data, this enquiry reinforces the value of interactive reading as both an effective and affective way to welcome students into the academic conversation by modelling it in individual and classroom settings.

Bohórquez, Paola, Knott, Deborah & Larkin, June
Using Linguistic Multicompetence as a Strategy for Teaching Foundational Concepts: A Pilot Study with Women and Gender Studies Students
There is significant research on efforts to develop translingual approaches in composition classrooms; much less consideration has been given to building translingual pedagogies across the curriculum where writing is a mode of

learning disciplinary content. In this presentation, we share a translingual pedagogical activity we piloted in the WGS introductory course and discuss the value of this activity for using students' linguistic multicompetence as a resource for learning foundational course concepts.

Bryant, Katie, Fortin Lalonde, Codie, Robinson, Rachel & Smith, Trixie
Concentric Circles: Understanding Collaboration by Asking Ourselves Critical Questions
This **panel** presents speakers from two universities discussing plans before, during, and after an initial global North/global South writing support partnership meeting in the summer of 2018. Panelists will discuss the decolonial, collaborative approaches to capacity building they sought within the partnership and the questions that still linger as they determine how to move forward.

Carliner, Saul
Preparing Integrative Literature Reviews
Integrative literature reviews are a type of research that involve a systematic review of the literature for the purpose of developing a research agenda for an emerging area, synthesizing new knowledge on a topic, or characterizing a mature body of literature. Common in other disciplines, integrative literature reviews are becoming increasingly common in technical and professional communication. This **workshop** prepares participants to launch their first integrative literature reviews.

Carliner, Saul & Chen, Yuan
Technical Communication in Canada: Insights from the 2018 Census of the Field
One of the most significant ways of exploring the visibility of a profession is to take a census of it. In the summer of 2018, the Society for Technical Communication conducted a census of professional technical writers, which identified: Educational and professional backgrounds; Current jobs and their contexts; Professional development practices; Satisfaction with careers and jobs in the field; Opinions and concerns and future of technical communication. This session presents the Canadian responses to the census, and contrasts them with responses from their colleagues in the U.S.

Creelman, Valerie
"Thanks for reaching out": Creating a Conversational Human Voice in Online Customer Care
Digital conversations and their effective management across social media forums are integral to what Michael Hulme (2013) termed an organization's *Reputational Resource*. Yet language and its effective use in these online conversations has gained little attention in studies dedicated to online marketing in retail and service settings. In highlighting the linguistic features of a conversational human voice (CHV), this presentation considers the linguistic resources customer care representatives enlist when engaging with customers online in the banking services industry.

Derkatch, Colleen
What Drives Wellness Discourse?
This presentation follows up on my 2017 CASDW presentation on wellness as a self-generating discourse, which has since been published in *Rhetoric of Health & Medicine*. I will explain how my current book manuscript-in-progress develops and extends that earlier paper's core theoretical concept, autopoiesis ("auto" = self; "poiesis"= creation), into an explanatory model of how rhetorics of wellness spiral and grow across multiple domains in public discourse.

Eaten, Christopher
How do students value writing studies?
This presentation examines how students who took first year writing define its goals. It investigates how students value writing studies as part of their larger social and educational lives. The presentation's goals are two-fold: 1) to better understand students as knowledge builders in writing studies; 2) to challenge us to see our practice in new ways that include students' knowledge alongside our own perceptions of the field.

Evans-Tokaryk, Tyler
English Linguistic Imperialism in a South African University Writing Centre
This presentation reports on research conducted in South Africa to understand the degree to which Writing Centre work contributes to the spread of English linguistic imperialism. After providing a brief overview of the theory of linguistic imperialism (popularized by Robert Phillipson), I share focus group and survey data suggesting that the well-intentioned work conducted in the Writing Centre serves similar economic-reproductive, ideological, and repressive functions that Phillipson argues are core to cultural imperialism more generally.

Falconer, Matthew
Recontextualizing science for policymakers: A rhetorical analysis of the Council of Canadian Academies report for Transport Canada
This paper reports on part of an ethnographic study involving the Council of Canadian Academies (CCA) – Canada's national academy of science – that explores the discursive nature of the CCA's re-purposing and transformation of scientific knowledge for policymakers. Specifically, this paper reports on a rhetorical analysis of *Older Canadians on the Move*, a report produced by the CCA for Transport Canada. Findings suggest the CCA's practices are filtered by internal perceptions of science, evidence, and expertise.

Fogarty-Bourget, Chloe-Grace, Pirini, Jesse, & Artemeva, Natasha
"This bit's key": A multimodal investigation of the strategies used by instructors to direct students' attention to important sections of text and writing
This research examines strategies used by instructors to involve students in subject matter. A multimodal analysis of teaching in two contexts was conducted. Findings reveal that participants use instances of modal complexity (when multiple modes are employed simultaneously) and modal intensity (when actions appear more prominent) to direct students' attention to key sections of text. This research demonstrates the value of multimodal inquiry for identifying subtle or nuanced features of student-instructor interactions with written discourse.

Gagné, Antoinette, Baxan, Victorina, Herath, Sreemali, Schmidt, Clea, Rawaneera, Newton & Kim, Jade
Faculty Perspectives on Graduate Student Writing and Related Supports
Our study explores how education faculty members located at three universities in Canada and Sri Lanka, perceive the academic writing skills of plurilingual graduate students in professional and research-focused programs. Our research also investigates how these professors provide or refer their graduate students for support within the framework of coursework, comprehensive exams and thesis writing. Relevant documents and websites were reviewed and data were gathered via a survey, interviews and focus groups.

Goodarzi, Zinat
Talking around texts in research writing: A Bakhtinian approach to writing a doctoral dissertation proposal
Using Bakhtin's concept of 'dialogicality of voices', this research investigates how a dialogic approach to writing can provide a framework for understanding the discursive dynamics of doctoral dissertation proposal writing. The data is collected from two doctoral candidates and their supervisors and include interviews with the participants, proposal written drafts, recordings of supervisory meetings, and supervisors' written feedback. The findings highlight spoken discourse as one of the important modes of meaning making in proposal writing.

Goodwin, Emily
"Sure. What he said": Female olympians vs sports reporters
This study of subject-reporter dialogue via social media investigates the subject's agency and voice in the oppressively sexualized and gendered discourses of female Olympic sport. Leading up to, during, and after the 2018 winter games, Canadian bobsled hopefuls Humphries and George retweeted and even parroted reporter characterizations of them as "graceful," "ambitious," and the "expectations" of their performance. This study raises questions about narratives of social media as democratized, equitable, and "flat" communication landscapes.

Graves, Roger
Teaching Writing: Increasing Visibility for WAC through Podcasting
Teaching Writing is the tile of a podcast I created in July 2018 to increase the visibility of our Writing Across the Curriculum program. In this presentation I will describe my goals for the podcast, the structure I follow, and present statistics describing uptake of it. In the first six months, 5510 plays have been recorded with another 9683 embeds of the podcast in various media.

Graves, Roger, Graves, Heather, Moghaddasi Sarabi, Shahin & Harvey, Daniel
Enhance student engagement and improve academic writing through gamified peer review
This presentation reports results from a one-shot case study of using technology-enhanced gamified peer-feedback in blended format courses. We examined the effects of using gamified feedback on student assignments. Our research suggests that gamified peer review enhances student engagement in both writing and content courses, hence facilitates not only students' conceptual learning but also the writing knowledge and skills to produce higher quality assignments for both the feedback provider and receiver compared to traditional formats.

Harvey, Arlene & Szenes, Eszter
An integrated critical self-reflection model for supporting university students' academic literacy development
This paper reports on an academic literacy-focussed model that builds on Moon's (2001, 2003) three-level model of critical reflection – descriptive, analytical and critical – and integrates concepts from the Ideas, Connections, Extensions (ICE) framework of student learning development (Fostaty Young & Wilson, 2000). The aim of this model is to make explicit the linguistic aspects of these levels so as to provide a resource for teachers with built-in support for the development of students' academic literacy.

Hartley, Michelle
Reaching Outside the Writing Circle: Workplace Writing and Social Work
This paper addresses the rationale and challenges for innovative pedagogies in a professional writing course for the "caring professions": social work, psychology, disability studies, and thanatology at an affiliated university college. The course experiments with experiential learning, workplace interviews, guest speakers, and alumni mentors from the above disciplines, responding to Barry Maid's recent call for Writing Studies to "turn outward" to colleagues and collaborate because "how others see us matters" (46).

Heng Hartse, Joel
"All original without plagiarism": Advertisements for Ghostwriting Services and Ideologies of Writing
This presentation examines Chinese-language advertisements for "writing services" and other tutoring services at a Canadian university. Poster advertisements were collected over a period of four years and thematically analyzed. Results show the posters index a language ideology that positions writing and written texts as a commodity associated with white, western native speakers, that can be appropriated by international students in service of achieving academic goals. Implications for instructors and institutions are discussed.

Heng Hartse, Joel, Chen, Sibo, Graves, Roger, & Mitchell, Kim
Publishing in Canadian Writing & Discourse Studies
This **workshop** brings together editors of the *Canadian Journal for Studies in Discourse & Writing/Redactologie*, the publisher of Inkshed, and the proprietor of the popular website and social media account Academics Write to discuss opportunities, challenges, and the past, present and future of publishing in our discipline. An emphasis will be placed on strengthening the disciplinary community and its visibility in Canada and beyond.

Heng Hartse, Joel & Morphett, Taylor
"Who would write all these textbooks if it wasn't a discipline?": How students write about writing in a first-year academic literacy course
This paper discusses how students responded to the implementation of a writing-about-writing approach in a first-year academic literacy course, examining student interviews and papers to reveal ambivalent but ultimately generative understandings of writing itself as the subject matter of a first-year writing course taught to students not majoring in writing-related disciplines.

Kaul, Kate, Ruddy, Karen, Withers, AJ, Baus, Dunja & Bernholtz, Marlene
Problematizing the Institutionalization of "Diversity Discourse" in Writing Studies
This **panel** will problematize how certain keywords of anti-oppression pedagogy have been institutionalized within a "diversity discourse" that reinforces hegemonic understandings of social difference. We explore those moments when diversity discourse, while promising to open a space of mutual engagement and conversation, actually forecloses spaces for dialogue, discussion and dissent. And we ask how writing studies can advance of ethico-political pedagogy of social difference as radical critique.

Kelly, Patty, & Blake, Susan
Citation Practices in Research Article Abstracts: A Corpus-Based Study from Linguistics and Writing Studies
We examine disciplinary variation in a corpus-based study of 80 research article abstracts in Linguistics and Writing Studies. Our interest is in some of the micro-level rhetorical features of this genre (citation practices; reported speech; shared knowledge references), whereby writers establish the legitimacy of the current contribution for members of the discipline. We argue that the range of variation is typical of scholarly research writing and has ramifications for writing studies pedagogy and academic literacy.

Knijnik Baumvol, Laura
Practices of plurilingual EAL scholars
This presentation reports results of a recent larger investigation about the practices of plurilingual EAL scholars to produce knowledge through four written academic genres (articles in academic journals, books, book chapters, and full papers in conference proceedings). The quantitative methodology applied allowed for the examination of differences and similarities in number and genres of English-medium and Portuguese-medium publications amongst Brazilian scholars from different fields of study. The findings pointed to a clear distinction in the use of English, with some disciplinary communities being more or less endo- or exocentric, more or less internationalized, and more or less 'English' or 'local-language-oriented' than others.

Liu, Ziwei
Constructing authorial identity: Graduate students as writers
Work in progress: The ability to construct a credible representation of the writer in academic texts, or *authorial identity* (AI) (Ivanič, 1998) is key to students' development as academic writers (Hyland, 2002). For newcomers to academic communities this can be a considerable challenge. With the aim to better understand the development of AI in first-year graduate students, a mixed-methods study has been conducted with particular attention paid to assisting the students in reducing the risk of unintentional plagiarism.

Makmillen, Shurli
Negotiating Agency and Compliance: Diverse Students Talk about "Proper English"
My presentation will follow up on data presented at CASDW 2018 (a corpus study of students' use of the term "proper" in their "writing-about-writing" assignments) with the results of follow-up interviews. Using a discourse-based technique (Odell, Goswami, and Herrington), I initiate conversations with students based on a reading of their papers in the corpus. In answer to questions about their attitudes, beliefs and experiences with Standard English as they moved into their second year university courses, one student reveals concerns with language politics in her community.

McGarrell, Hedy
Developing discourse conventions to join academic communities
This presentation reports on an exploratory study of graduate students' choices of discourse markers in one of their first graduate assignments. The forty-five native and non-native English-speaking students shared many of the challenges presented by conventions of academic writing in terms of expressing voice and modality. The range of discourse markers they used was narrow and more reflective of oral than written academic discourse. Conclusion includes implications and suggestions for supporting developing academic writers

Mitchell, Kim
Can We Measure Writing? Using Quantitative Methods Effectively in Writing Studies
Do you have a research question that requires statistical analysis and don't know where to start? Quantitative research can test the effectiveness of a writing pedagogy or explore the causal or predictive relationships between writer characteristics and writing performance (and much more). This **workshop** explores issues in researching quantitative questions about writing, selecting the best design, implementing effective data measurement strategies, and considers the biases that can emerge when measuring writing. No experience necessary.

Moriarty, Devon
Teaching Expertise: How the Acquisition of Expertise Influences Pedagogical Praxis
Utilizing data from semi-structured interviews (N=40), this presentation examines how the acquisition of expertise influences how academic researchers and industry practitioners train and teach students and junior colleagues. In doing so, it acknowledges the central role of rhetoric as individuals perform the role of expert-teacher, while building on Harry Collins' work on "contributory" and "interactional" expertise.

Motut, Alexandra
A Hybrid Model for a Doctoral Writing Group
We first present an environmental scan of graduate student writing support—writing groups, in particular—at Canadian post-secondary institutions, including if and how technology is used for remote facilitation. We then present a case study of one such peer-led group at an R1 Canadian university that uses the online application *Slack* to facilitate a hybrid-model of a writing group (including both virtual and in-person elements). We then discuss implications beyond graduate writing support specifically.

Peters, Steve
Ideologies of inclusion: Making a place for Indigenous languages in the university
This presentation reviews heterogeneous complexes of language ideologies rationalizing language revitalization efforts at Canadian post-secondary institutions. Borrowing language ideological concepts from linguistic anthropology and drawing empirical data from a recent symposium on the university's role in Indigenous language revitalization along with language activism both within and outside the university, this presentation examines how divergent ideological rationalizations shape the pursuit, practice, and presence of Indigenous languages in the university.

Rachul, Christen, Sadler, Luke & Cavett, Teresa
Writing/Reasoning: Learning to Write Patient Documentation in Medicine
Teaching and assessment of patient documentation during medical training tend to focus on accuracy of representations while ignoring the role that medical learners' socialization and development of expertise play in their discursive practices. Rhetorical Genre Studies and Multimodal Interactional analysis inform our study exploring the relationship between patient documentation skills and clinical reasoning processes along the novice-expert continuum. Findings can contribute to the development of more effective teaching and assessment approaches to writing patient documentation.

Raw, Adrienne
Journaling as Extensions of Classroom Activity: A Case Study
Extending existing research into the practices and values of journal writing in the composition classroom, this presentation leverages a case study of journaling practices among undergraduate student in an upper-level composition class to interrogate (1) the ways students use journals to prepare for and extend classroom activity and (2) their perceptions of journaling in their learning process.

Ruddy, Karen
Queering student engagement: Writing "failure" in an academic recovery course
Drawing from my experience working as a writing specialist in an academic recovery program, this study examines how institutional discourses and instructors' views of student engagement in the writing classroom shape students' own self-identity as "failed" writers. Informed by queer and psychoanalytic theory and pedagogy that

revalues the negative emotions of failure and disengagement, this study calls for writing scholars and instructors to problematize the norm of "engagement" in writing pedagogy and to rethink failure as constitutive to writing.

Shaw, Cathi & Stouck, Jordan
Academic Conversations: Studying a Foundational Literacy Course
This two-year ethics approved study explores the efficacy of a Foundational English course at a research-intensive university in Western Canada. The goals of the course are to prepare students for first-year academic writing using scaffolding and academic acculturation. More than 80% of the students who have enrolled in the course to date are multilingual students. Data is collected through instructor interviews, student surveys, and institutional records that track student success following completion of the course. Given the growing need for multilingual supports, this research will have implications for curriculum design and institutional services.

Sheese, Ron, Ruddy, Karen, Conder, Julie & Eastwood, John
Development of a required "Writing in Psychology" course for Psychology majors
Upper-level York University Psychology Department instructors repeatedly lament the quality of writing received from their students, particularly in the honours thesis course. We describe conversations within and between the Psychology Department and the Writing Department in response to this complaint and in the design of a writing requirement for all Psychology majors. We highlight the negotiation of course purpose, our emphasis on the concept of argument, and the use of peer feedback.

Smart, Graham & Falconer, Matthew
The uptake and recontextualization of climate-change science within 'denialist' cultural communities
This paper features a chapter in an upcoming edited volume titled *Genres in the climate debate*, which explores the "baffling gap" between the scientific community's agreement that climate change is real and the lack of desired uptake and action within the broader public. Our chapter explores the "denialist' cultural communities' – the Cornwall Alliance, Heartland Institute, and Tea Party – uptake and recontextualization of climate science and the rhetorical strategies employed by different groups.

Stouck, Jordan & Walter, Lori
Graduate Transitions: A Qualitative Study of Master's and PhD Writing Experiences
Graduate students' timely completion and retention rates are a documented concern across academia. Writing tasks are often key barriers to completion, so that a better understanding of the difficulties Canadian graduate students experience is needed. This presentation offers results from a longitudinal case study of Masters and PhD students' experiences at a Canadian research institution, focusing particularly on writing the literature review, transitioning to graduate-level work, and accessing writing supports and services.

Stumm, Bettina
Promoting the Ethical Dimensions of Dialogue in Teaching Academic Composition
A dialogic approach to composition has become a leading way to teach academic writing in post-secondary settings. Despite its prominence, most composition textbooks do not address the ethical underpinnings or ethical implications of scholarly dialogue. In this paper, I argue that it is critical to demonstrate the ethical dimensions of dialogue because they can encourage a responsive and responsible orientation towards scholarship, shaping how students read, interact with, and respond to research.

Teslenko, Tatiana, Qi, Estella & Schoen, Michael
De-centralization of WID: Ideological, Professional, and Personal Outcomes
We present three cases of professional experience of teachers who undertook partial or full integration of writing instruction in engineering courses. We discuss differences and commonalities in our teaching experience over a few decades. We offer our reflections on ideological, pedagogical and personal outcomes of the de-centralization of the Writing Centre and WID-inspired integration. This **panel** will be useful to instructors interested in collaboration across the disciplines, pedagogical innovation, and writing-in-the-disciplines.

Teslenko, Tatiana & Webb, Darlene
Giving Voice to Students in Online Communities of Practice
The paper discusses lessons learned over two decades of teaching technical communication to engineering students at different post-secondary institutions. It describes our efforts to support students in their educational journeys after graduation and the benefits of online student-instructor communication in the co-creation of professional identities. This paper will be useful to instructors interested in transformative learning and the ways to engage students in developing communication skills for online professional networking environments.

Thieme, Katja, Walsh Marr, Jennifer, Ferreira, Alfredo, Ferreira, Laila, Ney, Stephen, Tervit, Tanya & Lynch, Sarah
Innovating across a First-Year Curriculum: New Ways of Engaging, Revising, and Thinking about Writing
This **panel** presents five projects of curricular innovation in writing studies that have been designed and carried out by language studies faculty at UBC's Vantage College, a cohort-program for first-year international students. Our work ranges from the teaching of writing in Indigenous studies scholarship, to science students becoming researchers of the discourse of their disciplines, to effective metalanguage and techniques for instructing students in peer review, to the development of research-based teaching materials for academic writing.

Thieme, Katja, Francis, Cosette & Barnes, Ethan
Pipeline Discourse: Citation Patterns in Reporting on #NoDAPL and #KinderMorgan Protests
Our project investigates how Canadian and US media outlets (Globe and Mail, APTN, Toronto Sun, and New York Times, Indian Country Today, Fox News) shape debates about the Trans Mountain and Dakota Access pipelines by virtue of their patterns of citation. We compare patterns of citation in mainstream, Indigenous, and right-wing media by examining who is being quoted or paraphrased, how speakers are introduced via modifiers, what specific source documents are mentioned, and which sources are hyperlinked.

Trowse, Nadeane
"Why Is Everybody Whispering?" Mysteries of Assessment, Accuracy, and Pragmatic Presuppositions about Student Writing in Placement Testing.
I search for better questions about the efficacy of testing, beginning by taking a role like Latour and Woolgar's anthropologist in the laboratory. What exactly is the relationship between tested students' multiple-choice answer success levels compared with their success in the paragraph form answer of a test? A major part of my project is to create a more fine-grained taxonomy of what is being tested in each instance.

Wegner, Diana & Lawless, Stephanie
The Pragmatic Force of Consciousness and the Inertia of Form in Genre Destabilization: Reconciliation Practices as Resistance to the Legal Framework of the MMIWG Inquiry
This study builds on efforts to probe the textual/contextual dynamics of genre to bring more clearly into view the more elusive dynamics of the contextual dimension in relation to the more prominent features of textual form. In the case of the MMIWG Inquiry, its legal, formal features have a fraught co-existence with its reconciliation commitments and acknowledged rights of Indigenous people to their laws and self-determination. This study aims to explore how the contextual dimensions of both meta-generic commentary and practices of reconciliation may be destabilizing the genre, despite the persistence of its traditional form. Methodology is primarily textual analysis of Inquiry-related documents in both the official media and social media.

Whyte, Sarah
The rhetorical functions of narrative in accounts of surgical checklists across popular, professional, and epistemic genres
This presentation traces the rhetorical functions of stories in the promotion and study of surgical checklists—an oral communication practice designed to protect patients from avoidable harm. Narrative evidence has served to celebrate particular values and behaviours, evoke emotions, build arguments, advance and disseminate knowledge claims, and govern professional practice. These functions are distributed and circulated in ways that shed light upon the distinct but integrated rhetorical functions of popular and professional genres.