



**Canadian Association
for the Study of
Discourse and Writing**



The Presence of Writing:
Making a Place For the Study of Writing and Discourse

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

Ryerson University – Toronto, Ontario, Canada

May 27 – May 29, 2017

SUMMARY of KEY EVENTS

Saturday, May 27	8:30 am	Welcome
	8:45 am	Opening Keynote Address
	10:00 am	Sessions A, B, and C; end at 4:30 pm
Sunday, May 28	8:00 am	Breakfast Networking Event
	9:00 am	Sessions D, E, and F, G; end at 4:30 pm
	6:00 pm	Annual Dinner at the Mill Street Brewery- Beer Hall
Monday, May 29	9:00 am	Session H
	10:45 am	Closing Plenary Address
	1:00 pm	Annual General Meeting of CASDW – all welcome
	5:00 pm	President's reception

Abstracts for all 2017 presentations are on pages 10-13.

CASDW 2017 - SATURDAY, MAY 27

8:30-9:45 am

Room: LIB- Library 72

Welcome: *Boba Samuels, CASDW President & Andrea Williams, CASDW Vice-President*

Opening Keynote: *Rebecca Moore Howard*
Syracuse University

Teaching Rhetorical Ethics in a Post-Truth Economy

Given the recent political events in the US, we have seen how arguments are made and won and how much the rhetorical stakes have changed in just a very few years. In light of this, many of us are finding it a challenge to teach students rhetoric, writing and how to understand the traditional notions of ethical and effective persuasion, and adapt these to a very changed cultural and rhetorical contexts. In this talk, scholar Rebecca Moore Howard will discuss what she has learned about



students' source choices through the Citation Project research and how any instruction in rhetorical ethics needs to include instruction in source selection, as well as instruction in the basics of rhetorical analysis.

Rebecca Moore Howard is a professor of Writing and Rhetoric at Syracuse University. Her teaching and research centre on the theory of authorship, print culture studies, intertextuality, and information literacy.

9:45-10:00 am

Coffee Break – outside Library 72

Session A

Room	Podium 370	Podium 372	LIB 72
10:00-12:00 pm	<p align="center">A1. Workshop (90 min)</p> <p>The Place of Language and Story: Keeping Writers Present in their Own Writing <i>Karen Rosenberg, Ph.D. Writing and Communication Center Director, University of Washington Bothell; Deirdre Vinyard, Ph.D, Senior Lecturer, University of Washington Bothell,</i></p>	<p align="center">A2. Panel (90 min)</p> <p>Writing as Making: Positioning a WAC Initiative to Bridge Academic Discourse and Studio Learning <i>Cary DiPietro, Ph.D., Senior Educational Developer, OCAD University; Susan Ferguson, Director, Writing and Learning Centre, OCAD University; Roderick Grant, Professor, OCAD University</i></p>	<p align="center">A3. Public Rhetoric and Science</p> <p>The Self-Generating Language of “Wellness” and Natural Health <i>Colleen Derkatch, Associate Professor, Dept. of English, Ryerson University</i></p> <p>Hyping in Medical Randomized Controlled Trials <i>Brian Budgell, Professor, Canadian Memorial Chiropractic College; Neil Millar, Associate Professor, Faculty of Engineering, Information and Systems, University of Tsukuba; Françoise Salager-Meyer, Professor, Graduate School of Medicine, Universidad de Los Andes, Merida,</i></p>

			<p>Venezuela</p> <p>Rhetorical Inoculation: Proposed Vaccine Legislation and the Rhetoric of Public Distrust (commentary on Reddit) <i>Devon Moriarty, Ph.D. student, University of Waterloo</i></p> <p>Data as the Commons: Rearticulating the Commons through Civic and Citizen Science <i>Ashley Rose Mehlenbacher, Assistant Professor, University of Waterloo;</i> <i>Brad Mehlenbacher, Associate Professor, North Carolina State University</i></p>
12:00-1:30 pm	<i>Lunch (on your own)</i>		
Session B			
Room	Podium 370	Podium 372	LIB 72
1:30-2:30 pm	<p>B1. Rhetorical Theory and Teaching Literary Criticism</p> <p>Special topics versus social motives: attempting to reconcile classical rhetoric with new rhetorical gene theory <i>Sarah Banting, Assistant Professor, Mount Royal University</i></p> <p>Introducing Concepts Using Methods: Research Writing in Canadian Literature <i>Katja Thieme, Ph.D., Lecturer, University of British Columbia</i></p>	<p>B2. Professional and Technical Communication</p> <p>Rhetorical theory and usability theory in the analysis of websites <i>Tania Smith, Associate Professor, University of Calgary</i></p> <p>Making a place for exploring the influence of the discourse of popular culture on perceptions of technology: Helping technical communication students understand users' attitudes <i>Marjorie Rush Hovde, Associate Professor of Technical Communication, Indiana University-Purdue University Indianapolis</i></p>	<p>B3. The Politics and Ethics of Teaching Digital Public Rhetoric</p> <p>An Ethical Approach to Assigning and Assessing Public, Digital Writing <i>Adrienne Raw, Ph.D. student, University of Michigan</i></p> <p>Teaching through Twitter in an age of "alternative facts" <i>Andrea Phillipson, Ph.D., Educational Development Fellow, Centre for Teaching and Learning, Queen's University</i> <i>Jamie McKenzie-Naish, Ph.D. Candidate, Queen's University;</i> <i>Jill Scott, Professor, Vice-Provost (Teaching and Learning), Queen's University</i></p>
2:30-3:00 pm	<i>Coffee break</i>		
Session C			
Room	Podium 370	Podium 372	LIB 72
3:00-4:30 pm	<p>C1. Canadian Writing Studies</p> <p>How writing studies makes (and remakes) its place: Institutional locations, identity and experiences of Canadian writing studies scholars</p>	<p>C2. Alternative Intellectual Traditions</p> <p>Representing knowledges: Using a cognitive (in)justices lens to examine epistemic ignorance in academic writing practice and</p>	

	<p><i>Dana Landry, Assistant Professor, University of the Fraser Valley</i></p> <p>Welcome to our top-ranked, innovative, and community-engaged university”: A critical discourse analysis of branding practices by universities in British Columbia <i>Sibo Chen, Simon Fraser University</i></p> <p>“Nobody who can’t write can get a degree here”: The story of a Canadian university writing test <i>Laura Dunbar, Assistant Professor of English, Concordia University</i></p>	<p>pedagogy <i>Joanne Struch, Ph.D. student, Instructor, University of Winnipeg</i></p> <p>Have Theory, will travel: the possibilities and limitations of transferring a rhetorical theory of genre to post-colonial contexts <i>Katie Bryant, Ph.D. candidate, Dept. of Integrated Studies in Education, McGill University</i></p>	
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CASDW 2017 – SUNDAY, MAY 28

8:00-9:00 am	Networking Breakfast		
Session D			
Room	VIC 103	VIC 105	VIC 203
9:00-10:30 am	<p data-bbox="264 447 647 480" style="text-align: center;">D1. Rethinking Writing Pedagogy</p> <p data-bbox="256 556 656 953">Rethinking Feedback to Student Writing: Multimodal feedback in a blended academic writing <i>Roger Graves, Professor, Director of Writing Across the Curriculum, University of Alberta;</i> <i>Heather Graves, Professor, Director Writing Studies, University of Alberta;</i> <i>Daniel Harvey, Professor, Writing Studies University of Alberta;</i> <i>Shahin Moghaddasi Sarabi, Writing Studies, University of Alberta</i></p> <p data-bbox="256 991 656 1152">Making a Place for Talk about Frustration and Writing: Tutot Gaze as a Resource for Troubles Talk <i>Mike Haen, Ph.D. student, University of Wisconsin-Madison</i></p> <p data-bbox="256 1190 656 1352">Wilderness of Mirrors: Reflective Statements and Ghosts <i>Tom Muir, Associate Professor, Oslo and Akershus University College of Applied Sciences</i></p>	<p data-bbox="696 447 1040 512" style="text-align: center;">D2. WAC/WID and Writing Pedagogy</p> <p data-bbox="688 552 1081 783">Mind the Gap: Exploring accounts of transfer of learning from a communications skills for engineering course to content courses <i>Janna Russell, Ph.D. student, Carleton University</i></p> <p data-bbox="688 987 1065 1152">Content Based Academic Writing in Engineering: A Multi-Disciplinary Approach <i>Umit Boz, Ph.D., Senior Lecturer, University of Calgary</i></p> <p data-bbox="688 1186 1065 1318">Building Genre-d Bridges in Interdisciplinary Contexts <i>Sarah Doody, Ph.D. student, McGill University</i></p>	<p data-bbox="1222 447 1438 480" style="text-align: center;">D3. Panel (90 min)</p> <p data-bbox="1122 548 1528 913">(re)Designing Institutional Discourses of Academic Integrity Diversity, Difference, Policy, and Pedagogy <i>Emilie Brancato, Ph.D. candidate, ELL specialist, OCAD University;</i> <i>Nancy Snow, Assistant Professor, Faculty of Design, OCAD University;</i> <i>Cary DiPietro, Ph.D., Senior Educational Developer, OCAD University</i></p>
10:30-10:45	<i>Coffee break</i>		
Session E			
Room	VIC 103	VIC 105	VIC 203
10:45-12:15 pm	<p data-bbox="310 1539 602 1604" style="text-align: center;">E1. WAC/WID and Writing Pedagogy</p> <p data-bbox="256 1644 656 2007">Teaching linguistic argumentation through a writing-intensive approach <i>Kathryn Alexander, Education/Research Consultant, Simon Fraser University;</i> <i>Panayiotis Pappas, Associate Professor Linguistics, Simon Fraser University;</i> <i>Maite Taboada, Professor, Linguistics, Simon Fraser University</i></p>	<p data-bbox="784 1539 1000 1572" style="text-align: center;">E2. Panel (90 min)</p> <p data-bbox="688 1640 1065 1938">Fostering Professional Communities through Faculty Development <i>Heidi Darroch Tiedemann, Ph.D., independent scholar;</i> <i>Sarah Banting, Assistant Professor, Mount Royal University;</i> <i>Katja Thieme, Ph.D., Lecturer, University of British Columbia</i></p>	<p data-bbox="1222 1539 1438 1572" style="text-align: center;">E3. Public Rhetoric</p> <p data-bbox="1122 1629 1528 1860">Charting the Rhetorical Action of Regional Food Policy Genres in Ontario <i>Philippa Spoel, Professor, Dept. of English, Laurentian University;</i> <i>Colleen Derkatch, Associate Professor, Dept. of English, Ryerson University</i></p>

	<p>Do students communicate through writing or do they think that they communicate through writing? <i>Branka Milenkovic, Assistant Professor, Faculty of Philology and Arts, University of Kragujevac, Serbia</i></p> <p>A Curriculum-Wide Assessment of Writing Self-Efficacy in a Baccalaureate Nursing Program <i>Kimberley Mitchell, Ph.D. student, Nursing Instructor, University of Manitoba</i> <i>Diana E McMillan, Associate Professor, University of Manitoba</i></p>		<p>From “Concerned” to “Not a Willing Host”- An Examination of a Grassroots Organization’s Oppositional Rhetoric in Response to the Development of Industrial Wind Turbines in Ontario <i>Brent Cotton, Ph.D. Candidate, Laurentian University</i></p> <p>Inviting public audiences to hear indigenous voices: A genre analysis of audience recruitment materials for Indigenous public speaking events in Montreal, QC <i>Stephen Peters, Ph.D. candidate, Dept. of Integrated Studies in Education, McGill University</i></p>
12:15-1:30	<i>Lunch (on your own)</i>		
	Session F		
Room	VIC 103	VIC 105	VIC 203
1:30-2:30 pm	<p>F1. Workshop (60min)</p> <p>CJSDW workshop <i>Joel Heng Hartse, Lecturer, Simon Fraser University;</i> <i>Sibo Chen, Ph.D. student, School of Communication, Simon Fraser University</i></p>	<p>F2. Teaching Writing in the Sciences and Social Sciences</p> <p>Passive vs. Active Voice in the Sciences: What if anything is at stake? <i>Jerry Plotnick, Associate Professor, Director University College Writing Centre, University of Toronto</i></p> <p>Writing in Economics: A Case of Demand and Supply <i>Jordana Garbati, Ph.D., Writing Consultant, Wilfred Laurier University</i></p>	<p>F3. Writing and Institutional Change</p> <p>The Challenges and Rewards of Writing Program Assessment: A Report on the Use of Critical Discourse Analysis to Evaluate WAC <i>Tyler Evans-Tokaryk, Associate Professor, Director Robert Gillespie Academic Skills Centre, University of Toronto Mississauga</i></p> <p>Measuring First Year Writing Outcomes at Historically Black Colleges and Universities: A Context-Specific and Multi-Disciplinary Approach <i>Shurli Makmillen, Assistant Professor of English, Claflin University</i> <i>Donald Pardlow, Associate Professor of English, Claflin University</i></p>
2:30-3:00	<i>Coffee break</i>		

Session G

Room	VIC 103	VIC 105	VIC 203
<p>3:00-4:30 pm</p>	<p>G1. Multilingual Students and Writing Pedagogy</p> <p>Writing Literacy Development of Multilingual Students: An investigation of cultural factors <i>Subrata Bhowmik, Ph.D., Instructor, University of Calgary;</i> <i>Anita Chaudhuri, Program Specialist, Mount Royal University;</i> <i>Gregory Tweedie, Academic Coordinator, University of Calgary</i> <i>Xiaoli Liu, Ph.D. student, University of Calgary</i></p> <p>Navigating Minor Academic Genres: Assessing the Development of L2 Graduate Student Writers' Writing Competences at a Mid-Sized German University <i>Janine Murphy, Coordinator, Writing Center for Academic English, Leuphana University of Lüneburg, Germany</i> <i>Micha Edlich, Director, Writing Center for Academic English, Leuphana University of Lüneburg, Germany</i></p> <p>Claiming Authority: English Language Teachers' Judgments of Language Usage in Writing <i>Joel Heng Hartse, Lecturer, Simon Fraser University</i></p>	<p>G2. Graduate and Faculty Writing</p> <p>The interplay of multiple discourses in writing doctoral dissertation proposals: A Bakhtinian perspective <i>Zinat Goodarzi, Ph.D. student, University of Ottawa</i></p> <p>Deskilling' and the Decrease of Writing in Students' Note-Taking Practices <i>Jane Freeman, Director, Office of English Language and Writing Support, School of Graduate Studies, University of Toronto</i></p> <p>The Presence and Presents of Writing in Residential Academic Writing Retreats <i>Snežana Ratković Research Officer, Faculty of Education, Brock University;</i> <i>Michelle K. McGinn, Professor and Associate Dean, Graduate Student Services, Brock University;</i> <i>Dragana Martinovic, Professor of Mathematics Education, University of Winsor</i> <i>Ruth McQuirter Scott, Professor, Dept. of Teacher Education, Brock University</i></p>	<p>G3. Teaching Research Writing and How not to Plagiarize</p> <p>The Resourceful Writer: Research, Write, Cite, Repeat <i>Roger Graves, Professor, Director of Writing Across the Curriculum, University of Alberta;</i> <i>Heather Graves, Professor, Director Writing Studies, University of Alberta;</i> <i>Daniel Harvey, Professor, Writing Studies University of Alberta;</i> <i>Shahin Moghaddasi Sarabi, Writing Studies, University of Alberta</i></p> <p>What Plagiarism "Does" Affective Connections in a Student Writer's Assemblage <i>Eugenia Vasilopoulos, University of Ottawa</i></p> <p>Becoming information literate: Developing effective use of external sources in an EFL writing course <i>May Kocatepe, Assistant Professor, Dept. of English and Writing Studies, Zayed University, United Arab Emirates</i></p>

DAY 2

CASDW ANNUAL DINNER

Mill St. Brewery – Beer Hall

21 Tank House Lane, Toronto, ON

(Beer Hall accessible via TTC; directions will be posted online)

<http://millstreetbrewery.com/toronto-beer-hall/>

Drinks starting at 6:00 pm; Dinner 7:00 pm onward


\$65 per person, including tax and tip. All beverages payable at the cash bar.

Payment to be made through conference registration system.

DAY 3

CASDW 2017 – MONDAY, May 29

Session H

Room	Harry Rosen
9:00-10:30 am	<p>E2. Panel (90 min)</p> <p>Knowledge Mobilization in a Post-Truth World</p> <p>1. Joining the Conversation: A Genre Approach <i>Catherine Schryer, Professor, Chair of Professional Communication, Ryerson University</i> <i>Jessica Mundry, Assistant Professor, School of Professional Communication, Ryerson University</i></p> <p>2. Joining the Conversation: The Centre for Communicating Knowledge <i>Jacky Au Duong, Project Coordinator, Centre for Communicating Knowledge, Ryerson University</i></p> <p>3. Joining the Conversation: Alternative Knowledge Communication Products <i>Speakers: Three students from the Centre for Communicating Knowledge</i></p>
10:00-10:30	<p>Coffee Break</p>
10:30 am-noon	<p>Room: Harry Rosen</p> <p>Closing Plenary: Catherine Schryer <i>Ryerson University, Toronto</i></p> <p><i>Catherine Schryer is a Professor and Chair of Professional Communication at Ryerson University. Her teaching and research centre on general interest in issues related to</i></p> 

	<i>advanced literacies in the professions and a specific interest in genre theory and healthcare communication. Her work combines qualitative data analysis together with forms of discourse analysis.</i>
12:00-1:00 pm	<i>Lunch (on your own)</i>
1:00-3:00 pm	<p><i>Room: Harry Rosen</i></p> <p>Annual General Meeting of CASDW</p> <p>All members, new and returning, are invited to participate.</p>

PRESIDENT’S RECEPTION
Monday 5:00 – 7:00 pm – All CASDW members welcome
MAC-Mattamy 2041, Coca-Cola Court

*Thank you to all
CASDW members,
visitors, and guests.
Safe travels home!*



FINAL NOTES

Congress info: <http://congress2017.ca/>
Thank you to Ryerson University for hosting us this year!
Congress 2018 will be held at The University of Regina.

Conference Abstracts – CASDW 2017

Kathryn Alexander, Panayiotis Pappas, Maite Taboada. Teaching linguistic argumentation through a writing-intensive approach.

We present the results of a study on whether iterative writing support and writing-intensive learning techniques can assist beginner Linguistics students in learning argumentation in an unfamiliar disciplinary context. We used the Coh-Metrix tool (McNamara *et al.*, 2014), a suite of tests which measures cohesion of the linguistic formulation of the text and coherence of mental representation. Results of the study point to a growth in the sophistication of students' argumentation and disciplinary knowledge.

Emilie Brancato, Nancy Snow, Cary DiPietro. PANEL (90 min): (re)Designing Institutional Discourses of Academic Integrity Diversity, Difference, Policy, and Pedagogy.

Pedagogies attentive to diversity and difference afford opportunities for re-evaluating institutional discourses of academic integrity. Using examples of pedagogical practice, student writing and visual work at OCAD University, the panelists will demonstrate how the intersection of institutional policy and practice with the multimodality of studio learning and the linguistic and cultural specificity of a diverse student body destabilize the culturally and historically-specific concepts of originality, morality, and intellectual property within which academic integrity is often framed.

Sarah Banting. Special topics versus social motives: attempting to reconcile classical rhetoric with new rhetorical genre theory.

This presentation discusses a problem of terminology: how do we reconcile analytical concepts from classical rhetorical theory, particularly the Aristotelian concepts of topics (*topoi*) and special topics, with concepts from new rhetorical genre theory, particularly social *motive* (Miller, 1984)? Despite Miller's early efforts to situate RGT in relation to classical theory, scholars presently working in one rarely translate their findings into the terms of the other, as illustrated in particular by analyses of the rhetoric of literary criticism.

Subrata Bhowmik, Anita Chaudhuri, Gregory Tweedie, Xiaoli Liu. Writing literacy development of multilingual students: An investigation of cultural factors.

Investigating 25 EAP students, this study reports on how various cultural factors, as perceived by these students, impacted their writing. The analysis of data helps elicit which cultural factors impacted differing aspects of writing (e.g., content, organization, and grammar). Implications for teaching and learning are also discussed.

Umit Boz. Content Based Academic Writing in Engineering: A Multi-Disciplinary Approach.

This presentation reports on the design and delivery of a content-based academic writing curriculum that integrates a series of analytical and pedagogical tools from Applied Linguistics and Engineering. The presentation will showcase a subset of teaching and learning activities from the curriculum and will discuss its implications for content-based writing instruction.

Katie Bryant. Have theory, will travel: Reflecting on the transferability of a rhetorical theory of genre to post-colonial contexts.

Related to this year's conference theme of finding a place, this presentation questions the possibility of finding a place for a rhetorical theory of genre in the post-colonial world. Specifically, I reflect on three instances in which I drew on this theoretical lens in my work as a writing researcher and research writing coach working in southern Africa in order to discuss the possibilities and limitations of transferring a rhetorical theory of genre to post-colonial contexts.

Brian Budgell, Neil Millar, Françoise Salager-Meyer. Hying in Medical Randomized Controlled Trials. Medical research reports serve not just to inform readers, but also to influence change in clinical policies and practices. Not surprisingly, therefore, authors may employ promotional or hyperbolic language (also referred to as "hying") to impress readers with the worthiness and/or importance of their work. The current study examines the use of such language in reports of medical randomized controlled trials (RCTs) – a type of research design which is regarded as the 'gold standard' for establishing the clinical effectiveness of treatments.

Sibo Chen. "Welcome to our top-ranked, innovative, and community-engaged university": A critical discourse analysis of branding practices by universities in British Columbia: Intensive branding campaigns have become a common practice for universities across Canada. The current study contributes to the ongoing debate about the marketization of higher education by exploring the promotional narratives adopted by university websites in British Columbia. Through a critical discourse analysis of 12 BC institutions' self-introductions on their websites, the study reveals how these institutions discursively construct themselves in line with the values and forces of the free market.

Sibo Chen and Joel Heng Hartse, WORKSHOP (60 min): Canadian Journal for Studies in Discourse and Writing/Redactologie. This session is for people interested in submitting to the journal or learning more about it.

Brent Cotton. From "Concerned" to "Not a Willing Host" – An Examination of a Grassroots Organization's Oppositional Rhetoric in Response to the Development of Industrial Wind Turbines in Ontario.

Since the Green Energy Act (2009) was enacted, grassroots opposition to industrial wind turbines in Ontario has persisted. Such persistence can be partially attributed to the use of digitized rhetorical strategies. Wind Concerns Ontario, in particular, uses a unique and modern rhetorical strategy to disseminate and reify its oppositional discourse. Using Schwarze's (2006) theory of environmental melodrama as a heuristic, I will explore this strategy to illuminate its rhetorical actions. Doing so will provide a comprehensive understanding of this phenomenon and advance an understanding of how melodrama can be used to explore the discursive tensions and paradoxes of social controversies.

Colleen Derkatch. The Self-Generating Language of "Wellness" and Natural Health.

This presentation presents the results of qualitative interviews about the meanings of "wellness" and natural health in contemporary discourse. The analysis reveals entanglements of seemingly opposed logics: the logic of restoring the body, perceived as malfunctioning, to a prior state of health, and the logic of enhancing the well body by optimizing its physical processes. The fusion of these logics creates an essentially closed rhetorical system in which "wellness" is an ever-moving, never-attainable target.

Cary DiPietro, Susan Ferguson, Roderick Grant. PANEL (90 min): Writing as making: positioning a WAC initiative to bridge academic discourse and studio learning. This session will present findings from the research and evaluation phase of a Writing Across the Curriculum Initiative at OCAD University, sharing key pedagogical issues that arose as we developed an approach for art and design education. We will showcase implementation in the Graphic Design program where

writing is treated as a material practice and share samples of student written and visual work. We will conclude with an open discussion-about the ways that non-hegemonic conceptions of academic writing might open up new spaces for knowledge production within the academy.

Sara Doody. Building Genre-d Bridges in Interdisciplinary Contexts.

This paper explores how lab books in an academic medical physics program enable the interdisciplinary research undertaken in this context. Drawing on rhetorical genre theory (Miller, 1984), I explore how the genre of the lab book plays an important role in the activities of the medical physics program. Based on this discussion, questions about the role of genres in bridging several different disciplines to facilitate interdisciplinary research are raised.

Laura Dunbar. "Nobody who can't write can get a degree here": The story of a Canadian university writing test.

This paper tells the story Concordia University's mandatory writing test. A graduation requirement, the UWT was a response to what one administrator called the "terrible problem" of undergraduate writing and ran from 1983 until 2008. Despite its long span, however, the UWT has been under-examined by scholarship on the history of Canadian writing programs. Using contemporary university and media archives, this study reconstructs the narrative of the UWT and discusses its local and national significance.

Tyler Evans-Tokaryk. The Challenges and Rewards of Writing Program Assessment: A Report on the Use of Critical Discourse Analysis to Evaluate WAC.

I offer an overview of writing program assessment and describe specific tools and approaches used to evaluate a WAC program at a mid-sized Canadian university. One particularly effective method of assessment is Critical Discourse Analysis (CDA). I share data (writing samples) collected through this assessment process and demonstrate how CDA was used to evaluate the efficacy of a specific intervention in a second-year Sociology course.

Jane Freeman. 'Deskilling' and the Decrease of Writing in Students' Note-Taking Practices.

In recent years citation management softwares such as Zotero, Mendeley, and Evernote have created a fundamental shift in the technological means through which students find research materials, read those materials, and take notes as they read. I will consider specific sorts of "deskilling" in note-taking that can arise from students' use of these softwares and suggest a few means through which we as writing instructors can help students develop more robust note-taking strategies.

Jordana Garbati. Writing in Economics: A Case of Demand and Supply.

In this presentation, I track the recent development of writing instruction in the Department of Economics at InstitutionX. I first trace the history of faculty-writing consultant interactions and professional development opportunities. I then share the motivating factors for a specific writing-in-economics course. Next, as the course developer and instructor, I share the objectives, format, and outcomes of the first two courses. Finally, I reflect on the presence of writing in economics for the future.

Zinat Goodarzi. The interplay of multiple discourses in writing doctoral dissertation proposals: A Bakhtinian perspective.

This research aims to explore doctoral candidates' lived experiences with writing dissertation proposals to unravel how they understand and negotiate multiple discourses of their discipline. As part of a larger work in progress, this proposal focuses on the theoretical and methodological frameworks in the study. It uses Bakhtinian perspectives to examine how doctoral candidates interpret different languages and expectations in creating their dissertation proposals and finally form their own voice based on their understanding.

Roger Graves, Heather Graves, Daniel Harvey, Shahin Moghaddasi Sarabi. The Resourceful Writer: Research, Write, Cite, Repeat.

How can we teach research-based writing from source materials in ways that lead to better writing, less plagiarism, and more learning? The research we will discuss in this presentation focuses on academic writing with source materials. In the course of writing four assignments, these students used over 30 references in one case and over 20 references in the other case. These results stand in contrast to the Citation Project researchers findings reported in Writing and Pedagogy.

Roger Graves, Heather Graves, Daniel Harvey, Shahin Moghaddasi Sarabi. Rethinking Feedback to Student Writing: Multimodal feedback in a blended academic writing course.

How can we improve feedback to student writing in online environments? In the last four years we have developed a model of feedback that focuses on peer feedback through an innovative new online modality-- a gamified writing environment--feedback comes from peers, peer tutors who have previously taken the course, graduate teaching assistants, and the course instructor. In this session we describe our multimodal model for responding to student writing with a focus on the peer review aspects.

Mike Haen. Making a Place for Talk about Frustration and Writing: Tutor Gaze as a Resource for Closing Troubles Talk.

This conversation analytic study of a writer's trouble talk, in 30-minute writing center session, demonstrates how a tutor's gaze is a resource that makes a place for talk about the writer's frustrations, as well as their paper. Tutor gaze mediates the demands of attending to both the writer's frustration and written product. Studying gaze and speaking practices expands our understanding of this interaction's 'institutionality' (Heritage, 1997), and contributes to research on embodiment in institutional talk.

Joel Heng Hartse. Claiming Authority: English Language Teachers' Judgements of Language Usage in Writing.

This presentation offers data and analysis from part of a larger study about English language teachers' judgments of linguistic acceptability in Chinese university students' English language essays.

Joel Heng Hartse, Sibó Chen. WORKSHOP (60 min): Canadian Journal for Studies in Discourse and Writing/Redactologie. workshop. This session is for people interested in submitting to the journal or learning more about it.

May Kocatepe. Becoming information literate: Developing effective use of external sources in an EFL writing course.

This presentation will first discuss the findings of a corpus analysis of student writing that investigated the ways in which students incorporated external source information in their essays. Secondly, I will describe and discuss the impact of two pedagogic innovations aimed at developing the effective use of external source information in essay writing: the use of BEAM (Background, Exhibit, Argument, Method) (Bizup, 2008) and the integration of peer work in writing.

Dana Landry. How writing studies makes (and remakes) its place: Institutional locations, identity and experiences of Canadian writing studies scholars.

This presentation examines ways in which those in writing studies are "placed" in institutional locations and "make a place" for themselves in Canadian institutions by identifying, naming, and describing themselves and their work. It examines results of a national survey of writing studies scholars in terms of department or area and reporting structure in relation to identity and experience. Second, it discusses institutional re-location from a writing centre to a department of communications.

Shurli Makmillen, Donald Pardlow. Measuring First Year Writing Outcomes at Historically Black Colleges and Universities: A Context-Specific and Multi-Disciplinary Approach.

Our presentation will report on our efforts as coordinators of First Year Composition to develop writing assessments that are in keeping with both critical pedagogical concerns relevant to the teaching of writing at Historically Black Colleges and Universities (HBCUs), and with the general trend in universities in the U.S. and elsewhere toward more data-driven assessments of student outcomes. The background of our study includes the assessment literature in our field (e.g., Broad, Dryer, Anson, White), as well as a small but important body of literature on how writing assessment is affected by race (Inoue & Poe), and how student writing at HBCUs in particular is assessed (Taylor; Green; Alim). Hill Taylor, for example, warns "we can easily find ourselves ensconced in pedagogy where we are not only 'fixing' problems with language but also 'fixing' identities and hegemonies in ways that run counter to projects of social justice and initiatives of opportunity" (101), suggesting that both curricula and assessment keep local "materialities" and identities in mind. We will report on how we are responding to these concerns. We hope to share data on both reading and writing as students transition through their first year. Our presentation will be of interest to those whose institutions are facing similar pressures in response to national, state or provincial mandates, albeit in uncertain political times.

Ashley Rose Mehlenbacher, Brad Mehlenbacher. Data as the Commons: Rearticulating the Commons through Civic and Citizen Science.

We describe a kairotic moment unfolding in the face of unprecedented forces, with civic and citizen sciences efforts engaging in important rhetorical work to establish data as part of the commons—the shared resources of a community. At stake is an understanding of who owns and has rights to data about our shared environment. We chart this conversation through an examination of citizen science websites and the social media efforts of rogue civic scientists.

Branka Milenkovic. Do students communicate through writing or do they think that they communicate through writing?

Teaching writing at a higher education institution is a challenging task as it requires both learning-to-write but even more writing-to-learn approach. In academic writing it is essential for students to be taught to write with the aim to learn to fully communicate their ideas and this realizes raising their metacognitive awareness in writing. Thus teaching instruction must entail the metacognitive linguistic elements that students may use with the aim to reach the readership and to transmit the intended message.

Kimberley Mitchell, Diana E McMillan. A Curriculum-Wide Assessment of Writing Self-Efficacy in a Baccalaureate Nursing Program.

We report on a longitudinal study describing changes in writing self-efficacy (WSE) across an undergraduate nursing curriculum in one baccalaureate three-year nursing program. Additional interests included examining the relationship between WSE, clinical scores, anxiety, and writing behaviours such as revision habits, feedback response, and use of external tutors. Writing tutors and nursing faculty need to work together to develop strategies for mentoring student writing in a manner which balances both writing expertise and disciplinary values.

Devon Moriarty. Rhetorical Inoculation: Proposed Vaccine Legislation and the Rhetoric of Public Distrust.

This case study explores commentary on *Reddit* in response to proposed legislation by the Ontario government concerning vaccines, and uses it to evaluate reasons for the public distrust of vaccines and analyze the anti-vaccination rhetoric that supports this distrust. Ways in which rhetoricians, policymakers and scientists may engage in more productive public debates concerning vaccine controversy are proposed in order to contribute to more meaningful and constructive discourse on this topic.

Tom Muir. Wilderness of Mirrors: Reflective Statements and Ghosts.

Drawing on Nicholas Royle's concept of haunted teaching, this paper argues that the most productive way to work with reflective writing might be to focus on, precisely, the ways in which it fails to be authentic. This opens the genre up to other theories of subjectivity, to ghosts, to the future.

Janine Murphy, Micha Edlich. Navigating Minor Academic Genres: Assessing the Development of L2 Graduate Student Writers' Writing Competences at a Mid-Sized German University.

This paper describes a series of workshops at a mid-sized German university in which L2 graduate students create an academic application portfolio with the goal of developing their competences in each of Beaufort's (2004; 2005) five dimensions of writing expertise. Considering student reflections, writing samples, and interviews, this paper contributes to the literature on L2 students' understanding of and use of academic writing in English in general and different minor genres in particular.

Stephen Peters. Inviting public audiences to hear indigenous voices: A genre analysis of audience recruitment materials for Indigenous public speaking events in Montreal, QC.

This paper presents a genre analysis of audience recruitment materials – invitations, posters, announcements – for Indigenous public speaking events. Drawing on examples from a corpus of roughly 100 invitations, analysis focusses on the rhetorical move structure of event invitations and examines how this structure coincides with ways of deictically locating Indigenous issues and communities in space and time. The goal of the presentation is to examine the generic realization of Indigenous/non-Indigenous interconnectedness in the public sphere.

Andrea Phillipson, Jamie McKenzie-Naish, Jill Scott. Teaching through Twitter in an age of "alternative facts".

In this study, we investigate how one interdisciplinary undergraduate class used a strategy called "microwriting" to engage with the difficult knowledge of social trauma in events such as the Nuremberg Trials. In this course, microwriting was a "writing to learn" activity performed publicly in Twitter. We ask whether and how Twitter can act as a place of both pronouncement and rehearsal, allowing students to try out ideas in clear, concise, convincing, and public communicative acts.

Jerry Plotnick. Passive versus active voice in the sciences: What, if anything, is at stake?

This session will examine shifting patterns in the use of active and passive voice in light of the sciences' historically shifting attitude toward the role of the observing subject and, by extension, the object of observation. It will argue that science's unsettled relation to voice reflects an unresolvable tension between the everyday world in which scientists move and the scientific worldview. It will also explore the ambivalence of our own field toward passive voice.

Snežana Ratković, Michelle K. McGinn, Dragana Martinovic, Ruth McQuirter. The Presence and Presents of Writing in Residential Academic Writing Retreats.

This is a case study of institutionally funded residential writing retreats that combine individual writing times, workshops, work-in-progress groups, and one-on-one consultations with shared meals and informal gatherings in a natural environment. The accumulated evidence shows the retreats enhanced education scholars' writing and provided an environment free of everyday distractions that hinder academic productivity. In the session, we identify the varied ways the presence of writers and writing produced benefits (i.e., presents) for the participants.

Adrienne Raw. An Ethical Approach to Assigning and Assessing Public, Digital Writing.

Instructors have increasingly begun to assign public, digital writing, requiring students to blog, tweet, and publish online as part of the assessment process. Though these public writing assignments promote student engagement and draw in their extracurricular literacies, they also raise ethical challenges including the questions of assessment validity, as well as the potential for unequal student access and the possibility of negative consequences. I explore these ethical concerns and propose an approach that mitigates them.

Karen Rosenberg, Deirdre Vinyard. WORKSHOP (90 min): The Place of Language and Story: Keeping Writers Present in their Own Writing.

The presenters discuss tensions between guidance and appropriation in the writing classroom. Presenter one references her work with women in a shelter preparing narratives to gain restraining orders against their abusers and the difficulties of guiding writing to make it persuasive without erasing their stories. Presenter two discusses translanguaging and its contrast with traditional approaches promoting a standard language. Participants generate strategies to navigate this tension, and the presenters conclude with a summary of strategies and questions.

Marjorie Rush Hovde. Making a place for exploring the influence of the discourse of popular culture on perceptions of technology: Helping technical communication students understand users' attitudes.

Popular culture influences attitudes about technology, and these attitudes affect how they approach learning to use technology. A course educating technical communication students about how popular culture shapes attitudes can empower those students by helping them understand users more fully. This presentation discusses the influence of these attitudes, a course that teaches students to analyze popular culture artifacts, and the design of a study intended to ascertain how understandings evolve because of the course.

Janna Russell. Mind the Gap: Exploring accounts of transfer of learning from a communications skills for engineering course to content courses.

Effective communication skills are paramount to facilitate academic success for students in post-secondary learning environments in Canada. Having effective communication skills can strongly influence post-secondary graduates' opportunities for employment, and has been identified as a significant factor in a graduate's employability ("Skills and Higher Education in Canada," 2014). In this presentation, I explore accounts of transfer of learning from a post-secondary communication skills for engineering course to content courses in a post-secondary engineering program.

Catherine Schryer, Jessica Mundry, Jacky Au Duong, TBA. PANEL (90min): Knowledge Mobilization in a Post-Truth World.

This panel investigates the role of knowledge mobilization in an era where the concept of "alternative facts" now exists. There is no doubt that science and research are being challenged. This panel investigates The Conversation, a global media resource that facilitates the collaboration between researchers and editors to create informed and engaging research information and analysis. The Conversation now exists in Australia, the UK and the United States and could be coming to Canada. This panel investigates the role that genre theory and knowledge mobilization research and practice could offer to The Conversation in its efforts to provide a corrective to the current cynicism regarding "knowledge."

Tania Smith. Rhetorical theory and usability theory in the analysis of websites.

This presentation will focus on the combination of rhetorical theory and usability theory in the analysis of information-based organizational websites' quality. Usability studies consider many core rhetorical factors. In addition, usability provides essential principles for a full rhetorical analysis of a website, accounting for websites' unique forms of structure, visual design and user interaction. In turn, rhetorical theories can provide larger insight into a websites' rhetorical invention, style, and ethics.

Philippa Spoel, Colleen Derkatch. Charting the Rhetorical Action of Regional Food Policy Genres in Ontario.

This presentation investigates the social-rhetorical action of regional food policy discourse in Ontario by exploring how the increasingly prevalent food charter meta-genre is being taken up by the two emergent genres of Food Strategy and Guide to Action. While both are intended to help implement a food charter's visions and objectives, our analysis suggests notable differences in their ability to do so, especially concerning how they constitute community values and citizen identities and agency.

Joanne Struch. Representing knowledges: Using a cognitive (in)justices lens to examine epistemic ignorance in academic writing practice and pedagogy.

Academic writing is a way of representing knowledge in post-secondary settings and a method of evaluating student knowledge. It privileges certain methods of representation, including the language of representation, based on a dominant episteme. This paper proposes a cognitive (in)justices theoretical lens to examine epistemic ignorance in academic writing. It asks (how) are non-dominant intellectual traditions excluded from academic writing practice and pedagogy? and how do practices associated with academic writing legitimize certain knowledges over others?

Katja Thieme. Introducing Concepts, Using Methods: Research Writing in Canadian Literature.

Research articles in literature do not have method sections, nor do they list types of evidence or explain how exactly materials have been analyzed. Because of this implicitness, writing in literary studies is difficult to teach and often relies on students' abilities to infer their own writing strategies. This corpus-based study analyzes typical patterns of writing in current Canadian literary scholarship in order to translate them into more effective teaching of literary analysis.

Heidi Tiedemann Darroch, Sarah Banting, Katja Thieme. PANEL (90 min): Fostering Professional Communities through Faculty Development: Supporting Novice and Experienced Writing Instructors in the Context of Canadian Contingencies.

Writing program professional development provides pedagogical support, which is especially needed in multi-section first-year courses taught by both new and experienced instructors; however, it is also a source of potential tension, as instructor autonomy may conflict with a need for program consistency. The panel members will reflect on the call to build professional communities in light of their experiences at their home institutions where they have developed workshops and other supports to enhance writing pedagogy.

Eugenia Vasilopoulos. What Plagiarism "Does" Affective Connections in a Student Writer's Assemblage.

This paper explores how an international student as a second language writer composes a source-based essay in an EAP course. Deleuzian rhizoanalysis is applied to qualitative data, namely interviews, screen-capture video recordings, document/textual analysis, and researcher diary to map affective connections between technology and plagiarism in academic writing. Vignettes emerging from the data point to the complexity and contradictions produced when writing to avoid the label of plagiarism.