North Carolina Symposium on Teaching Writing

Building Bridges: Extending the Work of Composition Beyond the Classroom

February 15-16 2013, NC State University

Schedule of Events

Friday, February 15, 2013

4:00-6:15 Registration, Tompkins 125

5:00-6:15 Session A – Concurrent Sessions

Building Community, Creating Visibility: UNCW’s English in Action Showcase [Panel Presentation], Tompkins G118
Session Chair: Rachel Spear, University of Southern Mississippi
- “Building Spaces: Designing a Showcase Program to Create Student and Departmental Support”
  o Michelle Manning, University of North Carolina at Wilmington
- “Building Departmental Networks: The English in Action Showcase as a Forum for Student Faculty Collaboration”
  o Sarah Hallenbeck, University of North Carolina at Wilmington
- “Coming Together: The English in Action Showcase as a Way to Link Composition, Service-Learning, and Global Citizenship”
  o Rachel Spear, University of Southern Mississippi

Artifacts, Places, and Spaces: The Use of Cultural Rhetoric in the Classroom [Panel Presentation], Tompkins G123
Session Chair: Meg McSwain, Appalachian State University
- Meg McSwain, Appalachian State University
- Marcy Llamas-Senese, Appalachian State University
- Travis Rountree, Appalachian State University

Video as a Bridge between Academic and Workplace Composition: Using Interviews to Transform Students into Conscious Stakeholders [Panel Presentation], Tompkins 126
Session Chair: Sarah Egan Warren, North Carolina State University
- Sarah Egan Warren, North Carolina State University
- Sarah Glova, North Carolina State University

Student, Teacher, Tutor, “Spy”: The Potential of Intrusive Advising for the Composition Classroom [Panel Presentation], Tompkins 129
Session Chair: Jana Koehler, North Carolina State University
- Jana Koehler, North Carolina State University
- Deniz Alemdar, North Carolina State University
- Jameson Hogan, North Carolina State University

6:30-7:30 Opening Reception, Caldwell Lounge
Join us for wine, hors d’oeuvres, music, and a welcome by CHASS Dean Jeff Braden.
Saturday, February 16, 2013

8:00-12:00 Registration, Tompkins 125

8:00-9:00 Continental Breakfast, Caldwell Lounge

9:00-10:15 Session B – Concurrent Sessions

Mapping Multiplicities: “College Readiness” as a Site for Cross-Institutional Collaboration and Learning [Panel Presentation], Tompkins 123
Session Chair: Meaghan Rand, University of North Carolina at Charlotte
  - Lucy Arnold, University of North Carolina at Charlotte
  - Megan Keaton, University of North Carolina at Charlotte
  - Meaghan Rand, University of North Carolina at Charlotte
  - Carrie Sippy, University of North Carolina at Charlotte

STEM and Student Writing, Tompkins G118
Session Chair: Gene Melton, North Carolina State University
  - “Building Bridges between University Science Programs and the Writing Classroom”
    - Sheryll Eason Wood, East Carolina University
  - “Engaging the Broader University Community in Responding to Student Writing in STEM”
    - Cary Moskovitz, Duke University
  - “Science Studies and Composition: Writing the Bridge Between STEM and Humanities Pedagogies”
    - Kate Maddalena, North Carolina State University

Vampires, Banned Books, and Advertisements - Oh My!: Significant Gimmicks in the Writing Classroom [Panel Presentation], Tompkins G123
Session Chair: Erika J. Galluppi, East Carolina University
  - “Writing Fangles: Using Vampires to Counter Common Composition Classroom Catastrophes”
    - Erika J. Galluppi, East Carolina University
  - “Seeking Why: Using Banned Books as a Method of Investigation and Discovery in the Composition Classroom”
    - Kristin Harkins, Nash Community College
  - “What's This Writer Selling?: Using Advertisements to Teach Critical Reading and Composition”
    - Summerlin Page, Central Carolina Community College

Seizing Opportunities to Move from “Say” to “Do”: The Very Real Work of Enhancing Public Sphere Literacy [Panel Presentation], Tompkins G125
Session Chair: Alexis Pegram-Piper, University of Wisconsin Milwaukee
  - “Meet your Public: Establishing Real-World Context through Social Sphere Literacy Writing Activities”
    - Reed Stratton, University of Wisconsin Milwaukee
  - “Learning ‘Across the Divide’”
    - Danielle Hartke, University of Wisconsin Milwaukee
  - “Recognizing an Ecology of Place and Time: Using Eco-Composition to Enhance Public Sphere Literacy”
    - Alexis Pegram-Piper, University of Wisconsin Milwaukee
Beyond These Walls: Digital Media and Composition, Tompkins 126
Session Chair: Brent Simoneaux, North Carolina State University
- “A Virtual Engagement: Blogging and Audience”
  - Morgan Read-Davidson, Chapman University
- “Designing Two-Directional Writing Assignments”
  - C. Ryan Knight, Randolph Community College
- “Built Beyond the Walls: Bringing MOOC Strategies into the Composition Classroom”
  - Chris Friend, University of Central Florida

Holistic Pedagogies: Bodies, Histories, Lives, Selves, Tompkins 129
Session Chair: Megan Hall, North Carolina State University
- “‘I’m Going through a lot of Personal Stuff Right Now’: Reconciling Student Crises and the Composition Classroom”
  - Alexandra Olney, North Carolina State University
- “A Conversation about Eliminating the Binary between Feminist Pedagogical Approaches and Traditional Approaches to the Classroom”
  - Kateland Wolfe, University of Northern Colorado
- “The Future (and Illusions) of Self Disclosure Pedagogy: Bridging the Gap Between the Classroom and the Clinic”
  - Llana Carroll, New York University

Connecting Here to There: Transfers from Composition to the Disciplines, Tompkins 112
Session Chair: Casie Fedukovich, North Carolina State University
- “Teaching the Personal Statement: Building Bridges between the Composition Classroom and Students’ Major Programs of Study”
  - William Christopher Brown, University of Minnesota, Crookston
- “Creating the Conditions for Transfer: An Examination of Writing Cultures at UNC Charlotte”
  - Anthony Borrero, University of North Carolina at Charlotte
  - Beth Caruso, University of North Carolina at Charlotte
- “Interdepartmental Collaboration on Rubric Design: Teaching Business Faculty How to Fish”
  - Amy England, Lander University
  - Sean Barnette, Lander University

Connecting Points on the Map: ELL, ESL, and Gen 1.5, Tompkins 128
Session Chair: Susan Miller-Cochran, North Carolina State University
- “The Importance of Response to ELL Student Writing: IEP Instructors and Teaching Assistants”
  - Emily Walters, University of Dayton
- “Generation 1.5: Terminology, Placement, and Solutions in the Composition Classroom”
  - Kayla Forrest, North Carolina State University
Global Connections: Culture, Communication, Composition, Pedagogy, Tompkins 123
Session Chair: Susan Miller-Cochran, North Carolina State University
- “Perception and Understanding of Plagiarism Among Multinational Students: Issues and Pedagogical Intervention”
  - Huiling Ding, North Carolina State University
- “Finding the Right Formula: The Effects of Composition Practices on Communication with Non-English Speaking Companies Working in the Field of Breastfeeding”
  - Karen Schmidt, Purdue University Calumet
- “Designed in Germany, engineered in Denmark, built in Canada: Accommodating the Globalization of Technical and Scientific Communication in Professional Writing Classrooms”
  - Ashley R. Kelly, North Carolina State University

Changing the Lens: Bridging Attitudes and Understandings to Create Engagement, Learning, and Community in and out of the Classroom, Tompkins G118
Session Chair: Laura Waldrep, North Carolina State University
- “Timbers and Templates: Building Bridges for Incoming Freshman”
  - Judith Darling, North Carolina State University
- “Conversations on Writing: Learning Students’ Attitudes Towards First-Year Composition”
  - Whitney Larrimore Strickland, East Carolina University
- “Engaged Scholarship in the Two-Year School: Reshaping the Roles of Student Writers”
  - Jason W. Buel, Vance-Granville Community College

Where Multimodality Happens: A Multimodal, Polyvocal Performance in Three Acts [Panel Presentation], Tompkins 126
Session Chair: Brent Simoneaux, North Carolina State University
- Keon Pettiway, North Carolina State University
- Brent Simoneaux, North Carolina State University

Beyond the Classrooms: Faculty, Students, and Community Organizations Connecting via Writing [Panel Presentation], Tompkins 128
Session Chair: Cheryl Hoy, Bowling Green State University
- “Building Collaboration: Administrative History of a Multifaceted Process”
  - Cheryl Hoy, Bowling Green State University
- “Traversing Roles: More than just an Instructor of Writing”
  - Mariana Grohowski, Bowling Green State University
- “Fostering Community: Stronger Bridges and Deeper Classroom Dialogue”
  - LewEllyn Hallett, Bowling Green State University
- “Nurturing Connections: Food and Service Learning in First Year Writing Courses”
  - Amanda McGuire Rzicznek, Bowling Green State University
- “Partnering Purposefully: Advocacy in the First Year Writing Course”
  - Susan Ruth Carlton, Bowling Green State University
Building Bridges to and within the First-Year Composition Classroom [Panel Presentation], Tompkins G123
Session Chair: Bridget Gelms, Ball State University
• "Reaching Out: Preliminary Research on the Communication between Secondary and College Writing Teachers"
  ○ Ann Burke, Ball State University
• “Bridging Writing Identities: Promoting Positive Writing Identities in First-Year Composition Students”
  ○ Kat Greene, Ball State University
• “From Passive Readers to Thoughtful Responders: Peer Commenting Practices of First-Year Composition Bloggers”
  ○ Bridget Gelms, Ball State University

Engaged Scholarship and Integrated Learning: From Social Justice to WID, Tompkins 129
Session Chair: Kate Maddalena, North Carolina State University
• “The Weight of the Writing World: Balancing Composition on the Scales of Justice”
  ○ Tabitha Martin, University of Akron
• “Bridging Medicine, Writing, and Photography through a Community Partnership”
  ○ Denise Comer, Duke University
  ○ Jennifer Hong, Duke University

Beyond the Individual, Beyond the Classroom, Tompkins G125
Session Chair: Anne Auten, North Carolina State University
• “Collaborative Learning and the First-Year Writing Student: A Classroom Investigation on Attitudes Toward Group Work”
  ○ Amy Lee Pippi, North Carolina State University
• “Beyond the Individual: Teaching to a Team Based Environment in a College Composition Classroom”
  ○ Amy Dean, Stratford University

12:00-1:15 Lunch and Textbook Fair, Caldwell Lounge
Join us in Caldwell Lounge for a Mediterranean-style lunch and for our textbook fair. Representatives from our sponsors, Fountainhead Press, Bedford St. Martin’s, W.W. Norton, Cengage Learning, Pearson, and McGraw Hill, will be available to discuss resources and textbooks.

1:30-2:45 Session D – Concurrent Sessions

Reaching Out: Using Argument, Assessment, and Intra-Campus Collaboration to Make the Private Work of Composition Public [Panel Presentation], Tompkins 123
Session Chair: Jessica Nastal, University of Wisconsin, Milwaukee
• “How Analyzing Public Argument in the FYC classroom is Good for Students and the Public Sphere”
  ○ Nicholas Learned, University of Wisconsin, Milwaukee
• “Bridging the Gap Between Placement, Instruction, and Our Values”
  ○ Jessica Nastal, University of Wisconsin, Milwaukee
• “Resisting the Composition Silo: On System-Engaged Professionalism”
  ○ Michael Lewis, Savannah State University
Class Work is "Real" Work: Translingual Bridges in First-Year Composition [Panel Presentation], Tompkins G123
Session Chair: Debarati Dutta, University of North Carolina at Charlotte
- “Global Turns in First-Year Composition: Language Pedagogies in Cross-Cultural Writing Classrooms”
  - Debarati Dutta, University of North Carolina at Charlotte
- “The Classroom Dynamics of Home Dialects: Activities and Complicated Socio-Political Conversations”
  - Ashlyn Williams, University of North Carolina at Charlotte
- “Writing Rights: Using Students' Right to Their Own Language Position Statement to Explore Linguistic Diversity”
  - Jan Rieman, University of North Carolina at Charlotte

Many Modes, Many Approaches: Genre and Digital Innovations in FYC, Tompkins 126
Session Chair: Brent Simoneaux, North Carolina State University
- “Bridging Novice Writers and Expert Discourse through Autoethnography: Crafting Effective Assignments in the First-Year Writing Studies Classroom”
  - Pearl Shields, Auburn University
- “New Media for New Outcomes: Justifying Digital FYC Courses”
  - Katherine Robisch, University of Dayton
- “Multimodal Assignment Success Through Collaboration”
  - Bethany Bradshaw, North Carolina State University
  - Adam Rogers, North Carolina State University

Linking Disparate Locations: Productively Disrupting Student Expectations, Tompkins 112
Session Chair: Chris Tonelli, North Carolina State University
- “Not Creative Writing; Writing Creatively: From Poems to Proposals”
  - Linda P. Robinson, North Carolina State University
- “Decision-Making, Social Groups and Dialect Diversity: Cross-disciplinary Approaches to Incorporating Social Justice in the Classroom”
  - Ashley W. Burns, North Carolina State University
  - Megan Hall, North Carolina State University
  - William L. Hall, North Carolina State University

Building Community through Shared Goals: The Role of Faculty in Creating Meaningful Program Assessment [Panel Presentation], Tompkins G118
Session Chair: Paula Patch, Elon University
- Paula Patch, Elon University
- Greg Hlavaty, Elon University

Creatively Crossing Boundaries, Tompkins 128
Session Chair: Dana Gierdowski, North Carolina State University
- “In Between the Lines: Building Bridges within Music and Composition”
  - Christine Olding, University of Dayton
- “Invention Now and Then, Time and Again: Using Classical and Contemporary Rhetorical Theory to Build Bridges Between Disciplines”
  - Alexis Pegram-Piper, University of Wisconsin Milwaukee
- “Crafting Composition: First-Year Writing Students, Pottery, and the Writing Process”
  - Laura Giovanelli, North Carolina State University
Bridging in Writing Program Administration and Teaching, Tompkins G125
Session Chair: Casie Fedukovich, North Carolina State University
- “The I-95 Bridge: Connecting Private University Business Students and At-Risk Miami Teens”
  - Danielle K. Houck, University of Miami
- “Readers’ Expectations for Reflective Writing: An Institutional Critique of State U.’s Assessment Rubric”
  - Erin Workman, University of Maine
- “The Art (and Exhaustion) of the Double Gesture: Composition Administration on a Fractured Campus”
  - Kim Gunter, Appalachian State University

Four C’s: Composition, Community, Contingency, Culture, Tompkins 129
Session Chair: Keely Byars-Nichols, Mount Olive College
- “Like a Bridge over Troubled Writers: Exploring the Benefits of a Writing Teachers’ Writing Group”
  - Laura Waldrep, North Carolina State University
- “Building Bridges to a New Kind of Professional: The Contingent Faculty Writing Teacher as Independent Scholar and Culture Worker”
  - Sheryl Cornett, North Carolina State University
- “Rethinking Contingency: Refining Definitions of Non-Tenure Track Faculty”
  - Susan Miller-Cochran, North Carolina State University
  - Robin Snead, North Carolina State University

3:15 – 4:30 “Bridges, sometimes.” Keynote Address by Tim Peeples, Associate Provost for Faculty Affairs and Professor of Professional Writing and Rhetoric at Elon University, Caldwell G107

4:45-6:00 Session E – Concurrent Session

Genre Matters, Tompkins 123
Session Chair: Huiling Ding, North Carolina State University
- “Social Media in the Composition Classroom”
  - Megan Roberts, Methodist University
  - Shannon Ward, Methodist University
- “Genre as a Vernacular Construct: The Media Environment for Students’ Experience of Genre”
  - Carolyn R. Miller, North Carolina State University
- “Sociolexting in Texting: The Potential Use of Text-Messaging in the Composition Classroom”
  - Joel Schneier, North Carolina State University

Composition and Corporation: Bridges From Classrooms to Industry and Back Again, Tompkins 129
Session Chair: Ashley Kelly, North Carolina State University
- “Bridging the Collaboration Gap: Adapting Industry Practices for the Writing Classroom”
  - Rebecca Pope-Ruark, Elon University
- “Bridging the Divide: Classroom to Corporation”
  - Guy Douglas Solomon, East Carolina University
- “Minor Edits, Major Impact: Rationale for Composition Pedagogy in the Professional Writing Classroom”
  - Sarah Greenberg, North Carolina State University
Handholds: Strategies for Support for Teachers and Students, Tompkins 126
Session Chair: Bridget Kozlow, North Carolina State University
- “Time!: Using Technology to Co-teach Across Grade Levels and Lighten the Writing Instruction Load”
  - Gabrielle Freeman, East Carolina University
  - Julie Harris, JH Rose High School
- “Bridging the Gap for English Language Learners”
  - May F. Chung, North Carolina State University
- “Setting a Foundation for College Composition: The Cardozo High School Writing-Reading-Literature Program”
  - David Garrett Izzo, Shaw University

Initiating a Sustainable Writing Across the Curriculum (WAC) Program at a Mid-sized Private University [Panel Presentation], Tompkins 128
Session Chair: Zak Lancaster, Wake Forest University
- Zak Lancaster, Wake Forest University
- Erin Branch, Wake Forest University
- Ryan Shirey, Wake Forest University