The 2014 North Carolina Symposium on Teaching Writing invites you to explore the use of assessment within and across writing programs. As educators and scholars, assessment frequently features in our jobs and classrooms for a variety of purposes. In our classrooms we utilize formative and summative assessment to both enhance student learning as well as reflect on our own teaching practices and principles. We also aim to engage students in effective assessment of their own and others’ work while modeling this behavior in our own teaching and scholarship. Outside of the classroom, our professional responsibilities concerning assessment include instructor reviews, student placement, and program assessment. The CCCC Position Statement on Writing Assessment serves as a reminder that writing and assessment are social activities, requiring communication between all members of the writing program community. It is in this social spirit that we invite you to consider the many ways assessment features in our lives as educators and scholars and how it affects our profession inside and outside the classroom.

Related topics include (but are not limited to):
- Assessment of student writing from different multimedia platforms
- Formative/summative assessment principles and practices
- Reflective teaching practices
- Reflection as assessment
- Assessment technology
- Portfolio assessment
- Program assessment
- Student placement
- Student admission

**Keynote:** The keynote speaker for this year’s symposium will be William Condon, Professor of English at Washington State University at Pullman. From 1996-2007 Professor Condon served as the Director of Campus Writing Programs at WSU, prior to which he was involved in writing program administration work at institutions such as the University of Oklahoma, Arkansas Tech University, and the University of Michigan. He has authored and coauthored several books and published many articles in the areas of writing assessment, writing across the curriculum, program evaluation, and computers and writing. Professor Condon was the Principal Investigator of a three-year Fund for the Improvement of Post-Secondary Education grant devoted to faculty development and statewide accountability assessment around teaching critical thinking. His current teaching interests include graduate seminars in writing assessment and in the theory and practice of teaching college composition as well as undergraduate courses in which he can apply his innovative uses of assessment and computer-enhanced pedagogy.

**Specific Guidelines for Submission:** Individual paper proposals should be 200-300 words in length. Panel submissions should not total more than 1000 words. Panels will be 75 minutes in length, including Q&A. All sessions will be held in rooms with Internet access and projection capabilities. Please indicate any other technology requirements. We encourage participation from all faculty ranks, and we particularly encourage contingent faculty, K-12 faculty, TYC faculty, and graduate student participation.

**The deadline for proposals for the 2014 Symposium is Friday, October 25, 2014.**

Submit proposals as a Microsoft Word compatible attachment (.doc or .docx) or PDF to: Megan Hall (mnhall2@ncsu.edu). PLEASE INCLUDE ALL IDENTIFYING INFORMATION – TITLE, NAME(S), AFFILIATION(S), AND EMAIL ADDRESS(ES) – IN THE EMAIL. THE ONLY IDENTIFYING INFORMATION IN THE PROPOSAL DOCUMENT ITSELF SHOULD BE THE TITLE.