Canadian Association for the Study of Discourse and Writing

**The 10th Annual Conference of the Canadian Association
for the Study of Discourse and Writing
l'Association canadienne de rédactologie (CASDW / ACR)**

The Diversity of Writing and Discourse

University of Saskatchewan – Regina, Saskatchewan, Canada

May 26 – May 28, 2018

SUMMARY of KEY EVENTS

Saturday, May 26	9:00 am	*Welcome reception: coffee and light breakfast*
	9:30 am	Presentations
	11-11:30	*Coffee break*
	11:30-1 pm	Presentations
	1-2:30 pm	*Lunch on your own*
	2:30-4:00	Afternoon Presentations
	6:00 pm	*CASDW Social at Nest Piano Bar*
Sunday, May 27	8:30-9 am	*Coffee and snacks*
	9:00 am	**Keynote: Paula Mathieu**
	10-10:30	*Coffee break*
	10:30 am	Presentations
	12:00 pm	*Lunch on your own*
	1:30-3 pm	Joint session with ACCUTE for grad students
	2:00-4 pm	Presentations
	5:00 pm	*President's Reception CK122*
Monday, May 28	8:30 am	*Coffee and light breakfast*
	9:00 am	**Closing Plenary: Joel Heng Hartse**
	10:00 am	Coffee break
	10:30 am-Noon	**Annual General Meeting of CASDW** – all welcome
		Ends

CASDW 2018 - Saturday, May 26	
9-9:30 am	CL (Classroom) 435 ***Welcome coffee and light breakfast***
9:30-11:00 am	CL 435 Chair: Boba Samuels **Re-conceptualizing Writing for Publication Pedagogy as Critical Plurilingual Practice** *James Corcoran and Karen Englander, York University* **Conversations about "Editing" Plurilingual Scholars' Thesis Writing** *James Corcoran, Megan McIntosh and Antoinette Gagné, University of Toronto* **Writing Centre Involvement with Undergraduate Publishing: An Environmental Scan** *Liv Marken, University of Saskatchewan*
11:00-11:30	***Coffee break in*** CL 435
11:30 am - 1 pm	CL 435 Chair: Shurli Makmillen **Discourse Coalitions and Discursive Boundary Work in British Columbia's Liquefied Natural Gas Development** *Sibo Chen, Simon Fraser University* **Genre System Dynamics and Dysfunctional Uptake: A Critical Discourse Analysis of the Murdered and Missing Indigenous Women National Inquiry** *Diana Wegner, University of British Columbia* **Writing science advice for government policymakers: A textography** *Matthew Falconer, Carleton University*
1:00 - 2:30 pm	*Lunch on your own*
2:30 - 4:00 pm	CL 435 Chair: Diana Wegner **Critical Language Awareness in First Year Writing at a Historically Black University** *Shurli Makmillen, Clafin University* **Autism and Academic Writing Genres: A Pilot Study** *Jacquie Ballantine, Carleton University* **From Mechanics to Medics: Using Case Studies and Problem-Based Learning in Skilled Trades Education.** *Jeremiah Bell, Carleton University* / CL 431 Chair: James Corcoran **How does writing evolve through dialogues? Reflections on the process of writing doctoral dissertation proposals** *Zinat Goodarzi, Mark Ingham, and Richard Barwell, University of Ottawa* **My Academic Writing Journey** *Chinwe Ogolo, Memorial University* **Diversity of Writing in Doctoral Biological Physics** *Sara Doody, McGill University*
6:00 pm	CASDW Social at *Nest Piano Bar* 4440 Albert St.

	CASDW 2018- Sunday, May 27	
8:30-9:00 am	**Coffee and light refreshments**	
9-10 am	*Room CL130* Opening Keynote*: Professor Paula Mathieu, Boston College* **"From Contemplation to Social Action: Writing as a Tool for Hopeful Living"** At a moment when the field of writing studies is heavily emphasizing issues of *how* to write—in teaching for transfer, threshold concepts for academic success, and writing about writing, for example—this talk will argue the need for teachers and scholars to make more central the question *why* we and our students should write. This talk will explore contemplative pedagogy and writing as social action to suggest the many ways that writing can truly serve ourselves and our students as a tool for living more humanely, ethically, and hopefully. While writing is a necessary tool for students' academic success, as teachers we must remain mindful of how to make the act of writing meaningful to students. For only when students are truly engaged, can they fully develop their potential as writers. By practicing ourselves—and helping our students practice—writing as an essential tool for living in our complex and fractious world, we can make issues of overall well being a goal that is equally valued in writing classes as academic success.	
10:00-10:30	*Room CL130* *Coffee break*	
10:30-12:00	Room CL130 Chair: Dana Landry **Online, public facing, disruptive, actionable: The future of student writing/writers** *Stephanie Bell, York University* **"I hate the word 'entitled:'" Reactionary discourse by Millennials on reddit** *Victoria Holec, University of Lethbridge* **Social Media Storytelling: Using Blogs and Twitter to Create a Community of Practice for Writing Scholarship** *Kim Mitchell, University of Manitoba*	Room CL125 Chair: Tyler Evans-Tokaryk **Teaching Integrity: Charting the impact of an EAP program on plurilingual undergraduates' academic writing** *James Corcoran and Bruce Russell, University of Toronto* **Plagiarism, Pedagogy, and Institutional Policy: A Writing Centre at the Centre of Policy Change** *Heather Fitzgerald, Emily Carr University of Art & Design* **"Why Can't I Find This in English?": Source-Attribution and Becoming an Academic Writer in EAP** *Gene Vasilopolous, University of Ottawa*
12:00	*Lunch on your own*	
1:30-3:00pm	**Joint session with ACCUTE (Association of Canadian College and University Teachers)**	

	for graduate students (*light refreshments served*) <mark>Luther College 207</mark>
	Concurrent afternoon presentations
2-4 pm	Room: CL130 / Room: CL125

2-4 pm	*Room: CL130* Chair: Victoria Holec **Writing and Crisis: The Debate around Student Writing** *Taylor Morphett, Simon Fraser University* **From Grade 1 to English 101: A Comparative Analysis of Reading Practices and Writing Instruction** *David Buchanan, Athabasca University* **Assessment and Placement in a Post-Composition First-Year Curriculum: What's Equitable?** *Julie Wilson, Warren Wilson College*	*Room: CL125* Chair: Heather Fitzgerald **From Literary to Writing Studies: Theorizing a Canadian Case Study** *Dana Landry, University of the Fraser Valley and Katje Thieme, University of British Columbia* **Professional writing programs in Ontario post-secondary education: A mixed methods study** *Laura Dunbar, Carleton University* **Assessing Innovative Writing Projects: Criteria, challenges, and opportunities** *Tyler Evans-Tokaryk and Michael Kaler, University of Toronto, Mississauga* **A WAC–writing centre shadowing initiative to address TA misperceptions of writing centres** *Alex Motut & Simon Lewson, University of Toronto*
<mark>**5:00**</mark>	<mark>*President's Reception in CK122*</mark>	

PRESIDENT'S RECEPTION

Sunday May 27, 2018 5:00 – 7:00 pm in CK122

All CASDW members welcome!

CASDW 2018 – MONDAY, May 28	
Room	*Room: CW (College West) 308*
8:30-9 am	*Coffee and light breakfast*
9:00-10:00 am	Closing Plenary*: Dr. Joel Heng Hartse, Simon Fraser University* **"'They Literally Can't Write a Sentence':** **Ideologies of Writing, Multilingual University Students, and Disciplinary Divisions of Labor"** Complaints about student writing are as old as university writing courses themselves, but the locus of these complaints can shift depending on temporal, geographical, and institutional factors. One is likely to hear complaints that domestic students "literally can't write a sentence" upon graduation from high school; that international students write an unholy hybrid that "isn't even English;" or that recent graduates lack the necessary "communication skills" to succeed in the Canadian workplace. Ideologies about what good writing is, who needs to be taught it, and how it should be taught often drive the institutional implementation of "writing," "language," or "communication" curriculum and support initiatives, but these ideologies differ across disciplinary contexts. Paul Matsuda, in his classic 1999 article "Composition studies and ESL writing: A disciplinary division of labor" described the ways in which "ESL" and "composition" as disciplines developed different orientations to teaching writing; this division of labor needs to be investigated more widely in on-the-ground contexts. This presentation thus uses the framework of "disciplinary divisions" broadly, looking at differences in approaches from "writing," "language," and "communication" specialists – as well as 'content' disciplines and the differing ways they approach writing/language/communication issues – in case studies of several universities. What emerges is a need to further research how ideologies, academic trends, and institutional power struggles influence the ways in writing writing/language/communication is conceived of, taught, and assessed in North American universities. I end by suggesting ways forward for scholars interested in studying this phenomenon and questions we should be asking about this contested arena.
10-10:30	*Coffee break*
10:30-noon	**Annual General Meeting of CASDW** All members, new and returning, are invited to participate.

Thank you to all CASDW 2018 participants, presenters, chairs, and reviewers.

Safe travels home!

Conference Abstracts

Jacquie Ballantine, **Autism and Academic Writing Genres: A Pilot Study**

This mixed methods study investigates challenges, which undergraduate students with autism describe in acquiring academic writing genres. As increasing numbers of these students enter universities, effective academic supports are needed to facilitate their academic writing acquisition. This study uses socially-situated, rhetorical theoretical frameworks on acquiring academic writing genres and provides a fresh perspective on these challenges including the social context of academic writing and the voices of undergraduates with autism regarding their own experiences.

Jeremiah Bell, **The Medical Case Study: The Ideal Trigger Material for Problem-Based Learning in Healthcare Education**

Using the ESP approach to genre analysis, this presentation explores the genre of the medical case study (MCS) as it is used in problem-based learning (PBL) in healthcare education. Peer-reviewed MCSs are analyzed, and their applications in the context of an "ideal" PBL classroom are discussed. The analysis identifies the communicative purpose and features of the MCS genre, and thus, informs the development of an MCS exemplar to be used by healthcare educators.

Stephanie Bell, **Online, public facing, disruptive, actionable: The future of student writing/writers**

Many faculty are experimenting with new opportunities for undergraduate writing that is online, public facing, disruptive, affective, actionable, and tooled-up. Increasingly, students are learning through their production of wikis, podcasts, and virtual graffiti. In this talk, I draw on emerging understandings of the genres, characteristics, and authorship models of online writing to imagine the 21st century term paper and the 21st century student writer that it has the power to create.

David Buchanan, **From Grade 1 to English 101: A Comparative Analysis of Reading Practices and Writing Instruction**

This paper questions the teaching of reading and writing in the Canadian education system by comparing reading strategies and writing practices in elementary and university classrooms. In doing so, it considers questions of fundamental relevance to university instructors of discourse and writing.

Sibo Chen, **Discourse Coalitions and Discursive Boundary Work in British Columbia's Liquefied Natural Gas Development**

Drawing on the recently developed Dynamic Discourse Coalition (DDC) approach, this paper examines how different stakeholders debate BC LNG's economic prospective and environmental risks, and how these debates in turn lead to the polarization and disintegration of the pro-LNG and anti-LNG discourse coalitions. The paper argues that forming a broader debate about energy transition and renewable energy economy may open a discursive space that is more welcomed by the public.

James Corcoran and Bruce Russell, **Teaching Integrity: Charting the impact of an EAP program on plurilingual undergraduates' academic writing**

This presentation outlines findings from a mixed methods study aimed at ascertaining the impact of a year-long EAP program on students' awareness of academic integrity (AI). This session discusses the implications of these findings for various stakeholders at the University of Toronto and beyond, providing suggestions for AI pedagogy that take into consideration academic literacies trajectories of plurilingual students. This session may be of interest to those involved in supporting plurilingual undergraduate students' academic literacies.

James Cororan and Karen Englander, **Re-conceptualizing Writing for Publication Pedagogy as Critical Plurilingual Practice**

Drawing on both extant theory and empirical work, this presentation forwards a critical, plurilingual approach to teaching writing for publication. Presenters outline foundational elements of such an approach, how it differs from other extant pedagogies, and how it may be adapted to meet local realities across diverse geolinguistic contexts. This presentation will be of acute interest to those supporting (plurilingual) scholars' research writing.

Sara Doody, **Diversity of Writing in Doctoral Biological Physics**

The growing population of doctoral students and the rising number of overtly interdisciplinary programs in Canadian higher education raise important questions about writing undertaken in interdisciplinary contexts. This presentation explores interdisciplinary writing from a genre perspective and raises questions about how doctoral students in particular learn to navigate writing that must cross "traditional" disciplinary boundaries, and how these added demands affect the way genres in interdisciplinary contexts evolve and act.

Laura Dunbar, **Professional writing programs in Ontario post-secondary education: A mixed methods study**

This paper presents the results of a mixed methods study of professional writing (PW) programs in Ontario post-secondary education (PSE). To do so, the paper will present the two phases of data—quantitative and qualitative—and the subsequent analysis. Through the analysis, the paper aims to provide a comprehensive portrait of the characteristics of professional writing programs in Ontario colleges and universities.

Tyler Evans-Tokaryk and Michael Kaler, **Assessing Innovative Writing Projects: Criteria, challenges, and opportunities**

In this presentation, we will discuss the developments in the past year with regard to the Writing Development Initiative (WDI), a University of Toronto-Mississauga WAC-WID program that funds and supports innovative writing based projects across the disciplines. The WDI has recently begun directly overseeing the assessment of these projects, and we will discuss this new aspect of the WDI, focusing in particular on the process of generating criteria and instruments, and analyzing the data collected for a wide variety of unique projects.

Matthew Falconer, **Writing science advice for government policymakers: A textography**

This paper reports on an ongoing interpretive ethnographic study started in 2013 involving Canada's national academy of science, the Council of Canadian Academies (CCA). It presents a "textography" of the types of writing used by the CCA to provide science- and technology-related advice to Canadian federal government policymakers.

Antoinette Gagné, James Corcoran, and Megan McIntosh, **Conversations about "Editing" Plurilingual Scholars' Thesis Writing**

This presentation unpacks and explores the tensions inherent in providing effective, equitable thesis-writing support for plurilingual graduate students. Insights gained through trivocalic discussions between three OISE/University of Toronto faculty and writing centre experts are presented alongside questions for consideration by those responsible for supporting an increasingly diverse population of graduate student researchers. We conclude this presentation with suggestions for flexible, targeted writing support that challenges narrow epistemologies and stale ideologies regarding taboo editing practices.

Heather Fitzgerald, **Plagiarism, Pedagogy, and Institutional Policy: A Writing Centre at the Centre of Policy Change**

In this session, we will document our multi-year project to create a new Academic Integrity policy, and with it, a new pedagogical approach to plagiarism. Drawing on work by Rebecca Moore Howard, James Lang, Susan D. Blum, and Andrea Lunsford, we re-envisioned policy from a primarily pedagogical lens. Coupling this scholarship with extensive consultation among faculty and students created the basis for a policy that is as much a teaching document as a governing one.

Zinat Goodarzi, Mark Ingham, and Richard Barwell**, How does writing evolve through dialogues? Reflections on the process of writing doctoral dissertation proposals**

Proposals play a significant role in the doctoral journey. Inspired by Bakhtin's theory of dialogism, this self-study research investigates how doctoral candidates navigate the process of writing a research proposal for their dissertation. The results of the analysis of students' and supervisor's reflections of their mutual interactions in developing doctoral proposals highlight the doctoral writing journey as a dialogic process. Our findings represent spoken discourse as one of the important modes of meaning-making in proposal writing.

Victoria Holec, **"I hate the word 'entitled:'" Reactionary discourse by Millennials on reddit.**

Since the term "Millennials" was coined, a negative connotation has been ascribed to it. Specifically, Millennials today are considered entitled, lazy, and spoiled. This paper presents findings from a critical discourse analysis that investigates instances of Millennials reacting to these connotations of entitlement and laziness. Without being asked about these specific attributes, Millennials described counter-arguments to this prevailing narrative.

Mark Ingham, Zinat Goodarzi, and Richard Barwell**, How does writing evolve through dialogues? Reflections on the process of writing doctoral dissertation proposals**

Proposals play a significant role in the doctoral journey. Inspired by Bakhtin's theory of dialogism, this self-study research investigates how doctoral candidates navigate the process of writing a research proposal for their dissertation. The results of the analysis of students' and supervisor's reflections of their mutual interactions in developing doctoral proposals highlight the doctoral writing journey as a dialogic process. Our findings represent spoken discourse as one of the important modes of meaning-making in proposal writing.

Dana Landry and Katje Thieme, **From Literary to Writing Studies: Theorizing a Canadian Case Study**

Across Canada, the field of writing and discourse studies lacks an adequate number of graduate programs and a general visibility of the field as a discipline. As a result, as graduate students make choices about their dissertation work, they will rarely be able to consider writing and discourse studies as one of their chosen fields. This project is an interview-based study that investigates how and under what conditions particular researchers have moved from literary to writing studies: what are their motivations, what paths have they taken, how do they position themselves and their work in and between these fields? We report here on the first part of the project, an interview-based analysis of one of the co-authors' experiences moving from training in literary studies to working in writing studies. In analyzing this interview, we theorise these experiences through the concepts of absent presence, conversion narrative, and ghost stories.

Shurli Makmillen, **Critical Language Awareness in First Year Writing at a Historically Black University**

This project explores students' responses to course content that addresses the relationship between language and power in a first-year writing course at an HBCU. In particular, we were concerned with how students' negotiate their ideas about "proper English" in light of readings and conversations designed to increase what can be called, drawing from Fairclough, their critical language awareness. The research involves a corpus analysis of student responses to a version of literacy narrative assignment—a much celebrated genre for first year writing in the U.S. (c.f. Wardle & Downs). Our study suggests that students are conflicted when it comes to their position on language and power in ways that mirror the scholarship in the ongoing debate about Students' Rights to Their Own Language (SRTOL).

Liv Marken, **Writing Centre Involvement with Undergraduate Publishing: An Environmental Scan**

A recent survey of 52 North American undergraduate research journals found that only 13% work with a writing center or a writing program, while 41% work with librarians (Ballantyne, Huard and Marken, 2017). The production of an undergraduate research journal can be a rich, intensive learning experience for student authors and editors alike. This presentation will outline lessons learned since the 2013 formation of the *University of Saskatchewan Undergraduate Research Journal*, where library and writing centre staff mentor teams of 25 or more undergraduate students each year in the production of their journal. The facilitator will translate and examine the results of a 2017 survey of 52 North American undergraduate research journals, emphasizing how key results relate specifically to writing centre and writing program involvement in undergraduate publishing.

Kim Mitchell, **Social Media Storytelling: Using Blogs and Twitter to Create a Community of Practice for Writing Scholarship**

As writing scholars, we recognize the lifelong journey to writing expertise. In the world of Academic Twitter, academics share research stories, classroom experiences, and their personal and pedagogical struggles with writing to build their knowledge and connect with like-minded others. How can writing scholars use social media to share stories to build a community of academic writers with the intent to inspire change in academic writing instruction, beliefs about writing, and inform future writing research?

Taylor Morphett, **Writing and Crisis: The Debate around Student Writing**

Arguments for the contemporary decline of student writing in the university appear often. In this paper, I will suggest articles that argue student writing is suddenly worse than ever engage in a conversation about the crisis in the humanities. I will observe this subtext in articles, comparing these to others about writing pedagogy to see the ways that questions around writing are, for some, not about writing but the efficacy and future of the humanities.

Alex Motut and Simon Lewson, **A WAC–writing centre shadowing initiative to address TA misperceptions of writing centres**

We report on a joint collaboration at an R1 Canadian university between a campus writing centre and a WAC program, begun as a writing-centre initiative and now operating in a large, multi-disciplinary faculty of the university. Our study focuses on Writing TAs from WAC departments, but our methods and results can be generalized to TAs in other roles. While data collection is ongoing, early observation indicates results in-line with this hypothesis, showing that TAs become more accurate, engaged promoters of writing centre resources to their students. We argue that course TAs, who serve as the primary (pedagogic) point of contact for students in large undergraduate courses, should be a focus of writing centre outreach, and that writing-instructor shadowing opportunities are an effective method for engaging and partnering with TAs

Chinwe Ogolo, **My Academic Writing Journey**

My paper is a presentation of my academic writing journey from 2014 till now. I am an international student from Nigeria who had no knowledge of academic writing when I went to England for my Master's degree. Coming to Canada to purse a doctoral degree, I realized that the writing expectations are quite different from what I assumed I had mastered in England. I tell my story from a moderate autoethnographic point of view.

Gene Vasilopolous, "Why can't I find this in English?": Source-Attribution and Becoming an Academic Writer in EAP.

This presentation draws upon the Deleuzian concept of *becoming* to explore how EAP students resolve challenges while composing a term research paper. Interview data reveals students' difficulties finding academic English texts to support their prior knowledge upon which key arguments of their research paper were based. The unique strategies deployed by participants to resolve this discrepancy are viewed here as *becoming* to convey the spontaneity and often contradictory nature in their decision making.

Diana Wegner, **Genre System Dynamics and Dysfunctional Uptake: A Critical Discourse Analysis of the Murdered and Missing Indigenous Women National Inquiry**

Rhetorical genre theory informs this critical discourse analysis of the National Inquiry into Missing and Murdered Women and Girls. The study explores the current context of the Inquiry with a focus on the Inquiry's Interim Report (November 2017). It is intended to contribute to current theorizing of the genre concepts of uptake, antecedent genre, and intermediary genre, and provide some insight into the Inquiry's apparent dysfunction.

Julie Wilson, **Assessment and Placement in a Post-Composition First-Year Curriculum: What's Equitable?**

A number of small liberal arts colleges in the U.S. have handed over first-year writing instruction to faculty across disciplines, replacing First-Year Composition with First-Year Writing Seminars. This shift has not yet been accompanied by systematic assessment and placement practices that take into account students' prior access to writing instruction. This paper uses an equity framework to analyze several models for assessing and placing incoming students within a First-Year Writing Seminar and Writing-Across-the-Curriculum context.