

**BORDERS
WITHOUT
BOUNDARIES:
RESEARCH AND
PEDAGOGY
IN WRITING
AND DISCOURSE**

THE FIFTH ANNUAL
CONFERENCE OF THE
CANADIAN ASSOCIATION
FOR THE STUDY OF
DISCOURSE
AND WRITING
L'ASSOCIATION CANADIENNE
DE RÉDACTOLOGIE
(CASDW / ACR)

Brock University,
St. Catharines, Ontario
May 24 to 26, 2014

Final Long Program
(with abstracts)

For the program overview
(without abstracts), visit
<http://casdwacr.wordpress.com/2014/04/19/final-program-for-casdw-2014/>

**SATURDAY, MAY 24 South Block 216
OPENING KEYNOTE 9:15 – 10:30 am**

**Mapping the Roles of Writing in Student Persistence
and Degree Completion in Higher Education:
Insights from and New Directions for Writing Studies Research**

Dr. Doreen Starke-Meyerring, Associate Professor, Department of Integrated Studies in Education, McGill University, Montreal

With increasing efforts to widen participation in higher education in many countries, questions about student persistence and degree completion have regained prominence. Accordingly, much research over the last few decades has attempted to understand the complex factors involved in student persistence and degree completion. While that research has assembled a rich picture of factors, writing as the main site of student learning and assessment has largely been overlooked. Drawing on current research in Writing Studies as well as on a recent study of student experiences with writing in doctoral education, where attrition rates of 30-50% call for renewed attention to this question, this presentation maps the complex roles writing plays in student persistence and degree completion and invites participants to explore new directions for writing studies research in addressing these central questions on all levels in higher education.

10:30 - 11:00 AM Coffee break outside South Block 216

**11:00 – 12:30 Session A1. South Block 201
Issues, Controversies, and Lines in the Sand(s)**

**What's at Issue? A Preliminary Rhetorical Analysis
of Ontario's "Ring of Fire" Controversy**

Philippa Spoel, Professor, Dept of English, Laurentian University, Sudbury

Controversy concerning proposed mining development in Northern Ontario's "Ring of Fire" involves a complex constellation of political, legal, economic, environmental, and Aboriginal issues. This presentation traces aspects of the controversy's rhetorical situation (including key events and circumstances of the narrative thus far; the identities and interests of participants; and the main issues being debated) to elucidate points of contention where participants are addressing similar—hence potentially resolvable—questions as well as questions that may lack stasis from which the debate can move forward.

**A Rhetorical Analysis of the Climate-Change Blogosphere
and Climate Scientists' Blogs**

Graham Smart, Associate Professor, School of Linguistics & Language Studies, Carleton University, Ottawa

This paper investigates how collective argumentative positions (i.e., those encompassing multiple social actors) in the debate over global climate change coalesce into "discourse coalitions" (Hajer, 2000) within the genre system (Bazerman, 1994) of the climate-science blogosphere (Trench, 2012). Against this backdrop, the paper presents a rhetorical analysis of 12 climate scientists' blogs, viewing these blogs as public-sphere genre performances (Bawarshi & Reiff, 2010) advancing a particular argumentative position on climate change.

Sat., May 24, 2014

11:00 – 12:30
(continued)

Session A1. South Block 201 (continued)
Issues, Controversies, and Lines in the Sand(s)

The Rhetorics of “Speaking Back”: Language, Social Change, and Intercultural Interaction in the Aboriginal Public Speaking Event

Stephen Peters, PhD Candidate, McGill University, Montreal

Aboriginal public speaking events are increasingly popular in Canada and promising sites for re-working a long-troubled relationship. But just how to understand their transformative qualities? Starting with critical ethnographies of Aboriginal museum and art gallery exhibits, and drawing from rhetorical approaches to genre, this presentation explores how Aboriginal speaking events might be analyzed with respect to the rhetorical situation into which they enter and the conditions for the production of Aboriginal culture to which they respond.

Sat., May 24, 2014

11:00 – 12:30
(continued)

Session B1. Walker Complex 240
Skills, Knowledge, and Outcomes in Engineering Communication

Communication Skills in Undergraduate Engineering Courses

Anne Parker, Associate Professor, Design Group, University of Manitoba, Winnipeg

This paper focuses on “Communication Skills,” Attribute 7 of 12 attributes that CEAB requires all Engineering schools to include in their undergraduate curriculum. Any discussion of these attributes is challenging, but none more so than Attribute 7, which is not especially quantifiable. This paper—based on two initiatives, one at my institution and one undertaken as part of a national study (led by Roger Graves)—will provide some insight into how we can define and assess this attribute as part of our undergraduate curriculum.

Teaching Engineering Students about Copyright

Tatiana Teslenko, Applied Science, University of British Columbia, Vancouver

A copyright module was introduced into a technical writing course at UBC in order to develop engineering students’ critical thinking and research skills. Using composition theory, critical pedagogy, and action research, this paper discusses the evolution of the module in response to changes in Canadian copyright legislation in 2011-2013. Engaging in a meaningful dialogue about copyright and related ethical issues has had a positive impact on students’ understanding of their future professional identity.

**Transferable Outcomes of Community-Engaged Writing:
Initial Findings from an Engineering Communications Case Study**

Stephanie White, PhD Candidate, Composition and Rhetoric,
University of Wisconsin–Madison

While community-engaged writing instruction promises encouraging results for students’ writing knowledge transfer, the community engagement scholarship often uses anecdotal evidence alone to buoy its claims. This study provides rigorous qualitative case studies to examine how and why students’ writing knowledge transfers when they participate in community-engaged writing. Initial findings from an Engineering Communications course in Toronto give evidence of students’ reported changes to their writing knowledge as a result of community engagement.

Sat., May 24, 2014

11:00 – 12:30
(continued)

Session C1. South Block 456

Crossing Boundaries in Writing Centre Work

Writing Initiatives Extending Beyond the Writing Centre

Boba Samuels, Manager, & Jordana Garbati, PhD Writing Consultant,
Writing Centre, Wilfrid Laurier University, Waterloo

The role of writing centres in improving students' academic writing has traditionally been focused on individual tutoring. In this paper, three projects conducted by the writing centre at Wilfrid Laurier University in collaboration with other university staff and faculty are described, and students' perceptions of these initiatives are assessed. The projects demonstrate the possibilities for writing centres to expand their impact beyond traditional one-on-one tutoring.

English as an International Language (EIL) and the Academic Writing Centre: Questions of Praxis in the Globalized University

Tyler Evans-Tokaryk, Senior Lecturer, Writing Specialist, Robert Gillespie
Academic Skills Centre University of Toronto, Mississauga

What does the growth of English as an International Language (EIL) mean for writing instructors in academic writing centres at English-speaking universities? How do changing definitions of "writing proficiency" and the increasing power of the English language impact writing centre praxis? This presentation will explore recent developments in EIL scholarship and consider how these impact writing centre pedagogies, practices, politics, and policies.

**"If I Were You": From Transmission to Mutual Learning
in Community Writing Centers**

Charmaine Cadeau, Assistant Professor of English, High Point University,
High Point, NC

Often, the change we account for and assess with literacy initiatives is community impact, but this research focuses on reciprocal change between university tutors and program participants. Drawing from a community publishing project, the findings show that service-learning novice writing instructors discursively redefine their pedagogical and civic roles. Jean-Luc Nancy's theorization of community as singular/plural frames this ethnographic research on the transformative education of university student tutors in a community writing center.

LUNCH (12:30 to 2:00)

Sat., May 24, 2014

2:00 – 3:30

Session A2. South Block 201

Public Discourses: Issues, Genres, and Positions

**Uptake, Genre, and Genre Systems: The Discursive Career of the
"Housing First" Solution to Homelessness (2013-2014)**

Diana Wegner, Douglas College (Emerita) and UBC, Vancouver

This paper applies rhetorical genre theory to the analysis of the current discourse on homelessness, specifically in the context of new Canadian federal funding legislation for homelessness (2013). The legislation, which has adopted the "housing first" (HF) model, has generated multiple uptakes of HF whereby it has become a slogan that seems to move across both generic and discursive boundaries, generating diverse interpretations or "uptakes" of HF in media and advocacy contexts. What are the constraints and affordances of these HF uptakes? To what extent does an explanatory account of uptake need genre theory?

Sat., May 24, 2014
2:00 – 3:30
(continued)

Session A2. South Block 201 (continued)
Public Discourses: Issues, Genres, and Positions

**Obesity, Responsibility, and Knowledge Translation:
A Multimodal, Genre-based Analysis of Canada's Food Guide**

Christen Rachul, PhD Candidate, Applied Linguistics and Discourse Studies,
Carleton University & Research Fellow, Health Law Institute,
University of Alberta

This study explores the rhetorical and multimodal construction of scientific evidence in the 2007 revision of the Canada's Food Guide (CFG) website and its role in promoting nutritional health of Canadians and in the prevention of obesity and related chronic diseases. Rhetorical Genre Theory and Multimodality provide a framework for analysis of the CFG website.

"We" the People or "We" the Paper: Discursive Constructions of the Reader in Editorials

Sheila Hannon, Sessional Lecturer, FIMS and Graduate Journalism, Western University, London, ON

This paper considers how an editorial constructs its readers. Editorials may align themselves with readers and/or societal power structures. Tracing the use of the editorial pronoun "we" in political endorsement editorials indicates what groups are included, or excluded, or if "we" is limited to the voice of the newspaper. This paper also considers the community of interest that the editorial anticipates will identify with the values espoused and how this audience correlates to the actual readership.

Sat., May 24, 2014
2:00 – 3:30
(continued)

Session B2. Walker Complex 240
**ROUNDTABLE. Writing Assignments & Curricular Change:
Implications from Seven Institutions**

Roger Graves, Director of Writing Across the Curriculum, University of Alberta; Andrea Williams, Lecturer, University of Toronto; Theresa Hyland, Director, Writing and Cross-cultural Services, Huron University College, London, ON; Judi Jewinski, Special Advisor to the Provost on English Language Competency, University of Waterloo; Anne Parker, Associate Professor, University of Manitoba; Boba Samuels, Manager, Writing Centre, Wilfrid Laurier University, Waterloo; Marion McKeown, Royal Military College, Kingston; Gloria Borrows & Graham Shaw, Writing Centre, University of the Fraser Valley; & David Slomp, University of Lethbridge

In this roundtable, we will discuss the implications for curricular change from our studies of writing assignments at our respective institutions. The discussion will focus on sharing how the research findings can be used to support initiatives to change the ways writing is taught, organized, and supported at post-secondary institutions. At each of our institutions, we have encountered various "tipping points" or points of inflection that mark opportunities for change. At the University of Alberta, the BA review in Arts offers an opportunity to rethink how students develop the "writing skills attribute." At the University of Waterloo, data about writing assignments is one piece of the puzzle in a new vision of writing instruction there. At the University of Manitoba, studies of writing assignments in Engineering contribute to rethinking of the curriculum. At the University of Toronto and Wilfrid Laurier University, studies of writing in the sciences contribute to curriculum review and change. At Huron University College, studies of assignments and instructor attitudes contribute to changes in how writing assignments are negotiated within departments.

Sat., May 24, 2014
2:00 – 3:30
(continued)

Session C2: South Block 456

Communicating Across Language Boundaries

Politeness Strategies in Personal Statements: A Comparative Discourse Analysis between Native and Non-native English Writers

Sibo Chen, School of Communication, Simon Fraser University, & Hossein Nassaji, Dept of Linguistics, University of Victoria

Personal Statements (PSs) have rarely been addressed from genre perspectives and many of this genre's discourse features are unknown for both writing instructors and students. The present paper reports an exploratory study on politeness strategies used in PSs by both native and non-native writers. The data analysis revealed that although both writer groups employed a number of politeness strategies in their PSs, the non-native English group tended to use a higher degree of "positive politeness strategies" compared to the native English group.

The Effectiveness of Formulaic Sequences in Augmenting L2 Writing Proficiency: A Quantitative Research Study

Lina AlHassan, Carleton University, Ottawa

Despite the extensive attention that has been paid to the effectiveness of formulaic sequences in upgrading L2 learners' academic writing skills, experimental testing of such a role is largely undeveloped in research. This quantitative research study is an attempt to investigate the effects of explicitly teaching formulaic sequences on 12 L2 learners' academic writing skills. The results indicated that the participants' writing skills improved due to utilizing more formulaic sequences in their writing.

Code Switching in Bilingual Writing

Olga Makinina, PhD student, Carleton University, Ottawa

This discussion focuses on different types, functions, and benefits of code-switching in bilingual writing, and outlines writing workshop instructional strategies and activities that help students use code-switching effectively for a range of life and career purposes. Although instructional activities have been primarily designed for emergent Russian-English bilinguals in a post-secondary context, they might also be applicable to bilinguals from other language backgrounds.

Coffee Break (3:30-4:00) outside South Block 201

Sat., May 24, 2014
4:00 – 5:15

Session A3. South Block 201

Entering Research Communities: Students' Perceptions and Experiences

Demonstrating Membership in a Disciplinary Community through Reading Scholarly Writing

Rick Gooding, Katharine Patterson, Jaclyn Rea, & Katja Thieme, Arts Studies in Research and Writing, UBC

This study investigates how awareness of scholarly style transfers from students' first exposure to scholarly writing in their first year to second and senior years. From a genre perspective, a reliable assessment is to ask students to respond to published scholarly writing using the think-aloud protocol. Students (3 from each year) in three disciplinary streams are being asked to read the same portion of a peer-reviewed article in Psychology, Economics or History.

Sat., May 24, 2014
4:00 – 5:15
(continued)

Session A3. South Block 201 (continued)

**Entering Research Communities:
Students' Perceptions and Experiences**

**Becoming a Researcher: Senior Students' Perceptions
of Entering a Research Community**

Doug Brent, Dept of Communication and Culture, University of Calgary

A qualitative study of senior students' personal narratives of how they view the academic research community and how they have learned (or failed to learn) to write from sources over their university careers. Based on interviews with a sample of fourth-year Arts students, some of whom were enrolled in a First Year Seminar in their first year and some of whom were not, I explore the extent to which those seminars have a persistent effect on and interact with other influences in shaping students' understanding of how to find and understand sources and how to integrate them into their own thinking on a subject.

Sat., May 24, 2014
4:00 – 5:15
(continued)

Session B3. South Block 456

Across Boundaries: Focus on WAC and Academic Writing

Writing Across the Curriculum (WAC) at Ontario Colleges

Erminia Bossio, Professor, ESL & Communications, Faculty of Humanities & Social Sciences, Sheridan Institute of Technology & Advanced Learning, & MA candidate, Dept of Language & Literature, University of Waterloo

This paper presents research on the implementation of Writing Across the Curriculum (WAC) programs in Ontario Colleges. The paper briefly outlines the reasons behind the WAC movement and the learning philosophy on which it is based and then reports on the characteristics of WAC programs in the Ontario colleges where they have been implemented. A discussion of the feasibility of implementation and the factors which contribute to the successful implementation and longevity of such programs in Ontario colleges follows.

**Instruction of English Academic Writing In China's Higher Education:
An Analysis of Policy and Reality**

Xuemei Li, Assistant Professor, Faculty of Education, Memorial University of Newfoundland

This paper examines China's national policies and curriculum guidelines and institutional requirements for academic English writing, professional development opportunities for writing instructors, as well as common approaches and materials in China's university academic writing courses. The matches and mismatches between the policy and reality will be analyzed, with implications for classroom instruction and teacher education.

Saturday evening free

Sun., May 25, 2014
9:30 – 10:30

Session A4. South Block 215
Writing Exigencies and Practices

**Collaborations in Community Service Learning Contexts:
Using Project Teams to Enrich Undergraduate Writing Development**

K. Patterson, D. Wegner, & R. Gooding, Arts Studies in Research and Writing, University of British Columbia, Vancouver

Our study examines the development of student writers in a Community Service Learning version of an introductory research and writing course. Previous studies have examined the impact of service-learning team projects on student writing but there have been few attempts to trace the effects of the team model on writing development over time. We examine how teamwork and service-learning work together to foster and support student engagement and writing development as student teams negotiate the acquisition of scholarly genres and knowledge-making practices and the transfer of academic genre knowledge across community borders.

Explicit versus Implicit Exigencies in Scholarly Articles in Literary Studies: Reconciling Overt Claims with Observed Rhetorical Motives

Sarah Banting, Assistant Professor, English Dept, Mount Royal University, Calgary

This paper is concerned with differences between exigencies that implicitly appear to motivate writers of a genre and motivations the writers explicitly claim to be responding to. Examining in particular the genre of the scholarly article in the discipline of English literary studies, I ask, what do the writers of such articles claim about the exigencies they are responding to, and how do these explicit claims compare to the motivations observed by rhetorical analysts?

Sun., May 25, 2014
9:30 – 10:30
(continued)

Session B4. South Block 456
Transitions to Graduate Writing

Graduate Transitions to the Literature Review Overview

Carolyn Labun, Senior Instructor, School of Engineering, UBC, Okanagan Campus, Jordan Stouck, Instructor, Centre for Scholarly Communication, UBC, Okanagan Campus, & Laura Thorne, Learning Services Librarian, Okanagan Library, UBC, Okanagan Campus, BC

This presentation analyzes survey data related to graduate students' writing experiences, focusing on the gateway and often difficult task of the literature review. Conducted at a mid-size research institution by a team of librarians and communication specialists, the research has implications for curricular development, graduate supervision, library programming, and writing centre interventions that aim to increase graduate student support and improve completion rates.

**Graduate Writing Instruction and (Inter)Disciplinary Discourse:
Insights from Nanotechnology and Mathematical Biology**

Heather Graves, Interim Director of Writing Across the Curriculum, University of Alberta, Edmonton

In this presentation I show how discursive conventions in the interdisciplinary fields of nanotechnology and mathematical biology are negotiated from the established conventions in the fields they combine. I first identify some of the characteristics of these discourses that arise from their interdisciplinarity and second discuss the implications of these insights for teaching writing to graduate students generally and in interdisciplinary fields specifically.

Sun., May 25, 2014
11:00 – 12:00

10:30 – 11:00 Coffee outside South Block 215

Session A5. South Block 215

Digital Supports for Writing Instruction

Introducing MUCH: The Malmö University Chalmers Corpus of Academic Writing as a Process

Andreas Eriksson, Associate Professor, Chalmers University of Technology; Askö Kauppinen, Associate Professor, Anna Wärnsby, Associate Professor, & Maria Wiktorsson, Associate Professor, Malmö University, Sweden

This presentation introduces a corpus (MUCH), which will consist of multiple drafts of EFL student writing in various academic genres, including peer and teacher comments on these drafts. We describe the corpus set-up in detail and present results from the work on compiling the MUCH pilot.

Perceptions of E-Books among CEGEP Students and Faculty

Saul Carliner, Associate Professor & Provost Fellow for e-Learning, Dept of Education, Concordia University; Salvador Garcia-Martinez, PhD Student, Dept. of Education, Concordia University; Patrick Devey, Chief Learning Officer, Knowledge One, Montreal; Maurice DiGiuseppe, Assistant Professor, University of Ontario, Institute of Technology, Faculty of Education, & Ann-Louise Davidson, Assistant Professor, Dept of Education, Concordia U.

In 2011, forecasters of educational technology predicted strong adoption of e-books within higher education in within one to two years (Johnson, Smith, Willis, Levine, & Haywood, 2011). As of 2013, although publishers still see e-books as a bright spot on an otherwise drab publishing horizon, instructors in higher education have not adopted e-textbooks as quickly as expected. This survey of CEGEP (college) students and faculty explores their perceptions of e-books in general, as well as in contrast to printed texts and could provide insights into the slower rate of adoption.

Sun., May 25, 2014
11:00 – 12:00
(continued)

Session B5. South Block 456

Crossing Professional Boundaries: TA Training

Crossing Boundaries Through TA Training and Mentoring: Engaging Disciplinary TAs in WAC / WID

W. Brock MacDonald, Director, Academic Writing Centre, Woodsworth College, University of Toronto, & Andrea L. Williams, Lecturer, Writing Instruction, Faculty of Arts and Science, University of Toronto

We will present preliminary findings from a study of disciplinary TAs working as writing fellows in a WAC/WID initiative at the University of Toronto. Our research questions: How do disciplinary TAs' perceptions of their professional identity evolve as they engage in WAC/WID work? How does training in writing instruction change their conceptions of writing and their teaching practices? What is the impact of the initiative on the cultures of teaching and writing in participating departments?

Approaches to TA Training and their Impact on Students & Teachers

Adrienne Raw, Candidate for Masters of English, Rhetoric and Communication Design, University of Waterloo, Waterloo

This research paper explores how university English departments prepare graduate students for the role of teaching assistant, compares current TA training with studies on teacher preparedness and effectiveness, and discusses the potential implications of TA training methodology and content on both students and teaching assistants.

Sun., May 25, 2014
11:00 – 12:00
(continued)

Session C5. Walker Complex 203
PANEL: Value-added Discourse across
Three Linked Courses: A Discussion

Timothy Dansdill, Associate Professor of English, Quinnipiac University, Hamden, CT, & Paul Pasquaretta, Research and Writing Institute Coordinator, Quinnipiac University, Hamden, CT

VALUE: Valid Assessment of Learning in Undergraduate Education now dominates US higher educational reform. This panel profiles best practices for engaging students across linked courses—namely, critical reading (annotation-driven discussion), writing-to-learn assignments that enable anthology/symposium projects, and students' e-portfolios demonstrating institutional learning outcomes and fitness for job market expectations. A premium will be placed on discussion of divergent and convergent US and Canadian experience of VALUE added practices across academic discourse communities.

LUNCH (12:00 - 1:00 or 1:30, depending on session choice)

Sun., May 25, 2014
1:30 – 3:00

Session A6. South Block 215 (1:30 – 3:00)
Genre Studies: Info Docs, Open Letters, & Prezi
Presentations

Managing Collaboration within a Hierarchy:

A Rhetorical Genre Analysis of the "Info Doc"

Lauren Murphy, MA Student, Carleton University, Ottawa

This study uses Rhetorical Genre Theory to investigate collaborative writing in the federal government of Canada, focusing on how its strict hierarchical culture affected how effectively and efficiently the "info" document was written. The study draws on past research on how collaboration functions to produce knowledge in workplace rhetoric, and elaborates on this concept by looking into what happens when the collaborative process is poorly managed. The study also seeks to contribute to a government-wide initiative, the "blueprint 2020," which highlights streamlining inefficient processes as one of its priorities.

A Genre Analysis of Open Letters:

From Inked Pages to Digital Transmissions

Alessandro Marcon, MA Student, Carleton University, Ottawa

By making use of the conceptualization of genre as posited by Rhetorical Genre Study scholars, this presentation sheds light on the social action(s) which open-letter writing performs. By comparing two historically famous open letters with two internet-based open letters, this small-scale study reinforces Miller's (1984) and Bakhtin's (1986) theories of genre yet illustrates how Knapp (2002), Ongstad (2002) and Bazerman's (2013) modifications of these theories elucidate the genre's social action in freer, less-constrained environments.

Presenting Prezi: An Exploration of the 'Genre' of Prezi Presentations

Sara Doody, MA Student, School of Linguistics and Language Studies, Carleton University, Ottawa

This small-scale study explores whether the nature of a specific subset of presentations created using the electronic presentation tool Prezi constitute a genre or multiple genres. Drawing on both Sydney School (Martin, 2009) and Rhetorical Genre (Miller, 1984) theories, multimodal components of the presentations are analysed to determine whether the microelements and broader social context are relatively stable across three selected presentations.

Sun., May 25, 2014
1:30 – 3:00
(continued)

Session B6. South Block 456 (1:30 – 3:00)
ROUNDTABLE. Writerly Form, Critical Skills:
Teaching Writing in a Polytechnic Setting

Trevor Arkell, Coordinator, Dept of English, Humber Lakeshore Campus;
Vera Beletzan, Associate Dean, Dept of English, Humber, Toronto;
Prasad Bidaye, Coordinator, Dept of English, Humber North Campus, Toronto;
& John Stilla, Coordinator, ESL, Dept of English, Humber Lakeshore Campus

Humber faculty describe a curricular shift in their first-semester writing course from an approach grounded in the rhetorical mode paradigm to one positioning writing as a selection of 'moves' and focusing on argument-response writing linked to critical reading and reasoning. The pedagogical implications, assessment, and impact on the parallel ESL stream are also discussed.

Sun., May 25, 2014
1:00 – 2:30

Session CAFS 1C: Taro Hall, 309 (1:00 – 2:30 pm)
Talking About Food:
Food Narratives, Discourses, & Representations

Many thanks to The Canadian Association of Food Studies for hosting this session and generously inviting CASDW members to attend at no charge.

The Family Behind the Farm:

Analyzing the Affective Geographies of Manitoba Pork Production

Kate Cairns, University of Toronto; Deborah McPhail, & Claudyne Chevrier

As increasing toxicity of Manitoba lakes garners public concern, the environmental impacts of pork producers have come under scrutiny. In this context, the Manitoba Pork Council launched the Family Behind the Farm Campaign, a series of advertisements and testimonials featuring pork producers and their families. In this presentation, we examine how this campaign operates discursively to distance the family farm from industrial pork production. Drawing upon Ahmed's theory of affect, we argue that the campaign mobilizes heteronormative and racialized affects of home, family intimacy, and "tradition." In the process, not only is the pork production process made innocent, but the "family farmer," and rural Manitoba itself, is reproduced as a white, heteronormative space – despite the many Aboriginal nations and migrant workers who reside on the land. The analysis demonstrates how integrating critical race theory, cultural geography, and affect studies can illuminate the connections between food production and colonization.

Budgets, Beans, and Blogs:

Social Media Representations of the Food Stamp Challenge

Jennifer Martin, Western University, London, ON

In an effort to raise awareness of hunger-related issues, increasing numbers of people are taking the "food stamp challenge." The challenge encourages participants to live for a week on the amount of money provided to food stamp recipients and to document their experiences. This paper evaluates social media representations of the challenge as depicted by participants. It first considers the benefits of taking the challenge with regards to increasing awareness of food insecurity. However, it also argues that the realities of living on food stamps are routinely misrepresented in challenge coverage. These problems are particularly apparent with regards to the underrepresentation of difficulties faced by recipients, extra resources available to participants, and the challenge's temporary nature. These limitations result in a problematic discourse whereby living on food stamps is positioned in terms of success and failure, a dichotomy in which neither side effectively represents food assistance to media audiences.

Sun., May 25, 2014
1:00 – 2:30
(continued)

Session CAFS 1C: Taro Hall, 309 (1:00 – 2:30 pm)
Talking About Food (continued)

**Obesity, Responsibility and Knowledge Translation:
A Multi-modal Analysis of Canada's Food Guide**

Christen Rachul, Carleton University, Ottawa, ON

This study uses Rhetorical Genre Theory and Multimodal Analysis to explore the discursive construction of scientific evidence in the Canada's Food Guide (CFG) website. The study focuses specifically on how the CFG addresses the needs of vulnerable populations. Socio-rhetorical approaches to written discourse used in the study view writing as a social action that enables and constrains the actions taken by both writers and readers. The study provides insight into how responsibility for addressing obesity is discursively constructed and thus contributes to the development of health policy and promotion initiatives to improve the health of Canadians, including initiatives targeting vulnerable populations.

**Engineering Risk: Analyzing Discursive Power
in Agricultural Biotechnology**

Wesley Tourangeau, University of Waterloo

Both nationally and globally, there is controversy over potential risks posed by agricultural biotechnology, and specifically by genetically modified foods and crops, including impacts to human and animal health, biodiversity and export markets. To educate the public about the importance of biotechnology, biotechnology companies like Monsanto and Bayer CropScience, and pro-biotechnology groups organize campaigns, which include product advertisements, educational booklets and research competitions. Analysis of a wide range of educational materials reveals important patterns regarding how perceptions of the risks and benefits of biotechnology are shaped. I argue these educational strategies contribute to a discursive framing of genetically modified food as harmless, beneficial and even necessary. This paper contributes to discussions on discursive power and corporations in the arena of agricultural biotechnology.

Sun., May 25, 2014
1:30 – 3:00

Session C6. Walker Complex 2013 WORKSHOP.
Writing for Publication: A Workshop on Academic Writing

Roger Graves, Director of Writing Across the Curriculum, University of Alberta; Heather Graves, Interim Director of Writing Across the Curriculum, University of Alberta; Graham Smart, Associate Professor, Carleton University; Andrea Williams, Lecturer, University of Toronto; Theresa Hyland, Director, Writing and Cross-cultural Services, Huron University College, London, ON; Brian Hotson, Director, Writing Centre, Saint Mary's University, Halifax, NS; & Saul Carliner, Editor-in-Chief, *IEEE Transactions on Professional Communication*, Concordia University

This workshop will help potential authors work through the process of preparing a proposal to publish their work through Inkshed Publications. We'll examine the call for proposals, discuss the focus of the two publication streams, and workshop ideas for publication. In the second half of the workshop, we'll focus on publishing academic articles. We'll discuss how reviewers read submissions, problems that result in rejections, and ways to write introductions that situate the research as important. Saul Carliner will provide an editor's perspective on the process, and workshop organizers will bring their perspectives as article reviewers. Our goal is to encourage participants to see themselves as authors and to help them adopt strategies that will help them reach that goal.

Coffee break outside South Block 215 (3:00 to 3:30)

Sun., May 25, 2014
3:30 – 4:30

Session A7. South Block 215
Genres & Professional Boundaries

Calls to Collaborate in the Health Professions: Competing Tropes of Diversity and Substitution in Canadian Health Policy

Sarah Whyte, PhD candidate, University of Waterloo, Waterloo

This presentation examines one discursive tension that plays out across (and often within) calls for health professionals to work collaboratively in Canada. On one hand, health professionals must bring diverse perspectives to bear on complex problems; on the other, they must provide interchangeable services to meet the healthcare needs of Canadians. Using Kenneth Burke's concepts of identification and division, I illustrate how professional boundaries are at once asserted and elided through competing appeals to diversity and substitution.

More than just Ambulance Drivers:

A Genre Struggle for Professional Recognition

Saira Fitzgerald, PhD candidate, School of Linguistics and Language Studies, Carleton University, Ottawa

This paper examines the complex application process for self-regulation in Ontario's system of self-regulated health professions through the lens of rhetorical genre theory, in terms of how this process acts to construct professional status and thus professional identity. The study aims to make visible the struggle that occurs in the genre system that constitutes this application process, as different texts interact and one discourse works to dominate another.

Sun., May 25, 2014
3:30 – 4:30

Session B7. South Block 456
Where Art and Design Meet Discourse

Writing as a Key Locus in the Canadian Art World:

Visual Artists as Professional Writers

Janna Klostermann, School of Linguistics and Language Studies, Carleton University, Ottawa

While visual artists are best known for their physical works of art, this paper examines writing as a high-stakes endeavour central to their work. Drawing from interviews with five key informants, field-notes from on-site visits, and an analysis of textual artifacts, this presentation positions writing as a key locus in the Canadian art world while illuminating how visual artists develop genre knowledge, authenticate their artistic identities, and navigate their rhetorical communities.

The Rhetoric of Website Design Professionals' Online Portfolios

Tania S. Smith, Dept of Communication and Culture, University of Calgary

How do professional website copywriters and designers construct and perform their professional ethos, past projects, and skills in today's online marketplace? This study analyzes a selection of public online professional portfolios posted on sites such as Carbonmade (<http://carbonmade.com/portfolios/web-design>). It draws on rhetoric, genre theory, and cultural studies to examine how this genre is evolving, and how technological, ideological and cultural factors shape how people present themselves.

Reception 5:00–7:00 pm

Banquet 6:30 pm

President's Reception (see registration package for tickets and location)

CASDW Banquet Keefer Mansion, 14 St. David's St. W, Thorold (St. Catharines)

Mon., May 26, 2014
9:00 – 9:30 am

Session A8. South Block 215 Closing Plenary
What is this Thing? A People's History
of Writing Studies in Canada

Dana Landry, Faculty, Writing Centre, UFV, and Student, Interdisciplinary Studies Graduate Program, UBC

This research aims to discern what and who contemporary Canadian writing studies is. It attempts a comprehensive, national mapping of where writing studies scholars are located institutionally, a more empirically based sense of the shared perspectives and nuanced variations within writing studies, and the politics of writing studies as experienced by its members. I report on a questionnaire sent to subscribers to the list-servs of CASDW, CASLL, CSSR, and CWCA.

Coffee (9:30 – 10:00) outside South Block 215

Mon., May 26, 2014
10:00 – 11:00 am

Session A9. South Block 215 Common Knowledge in
the Academy & Sense-making in the Commons

Looking for the Marble Knee of the Missing Left Leg of the Christ from Michelangelo's *Deposition*: How the Internet Complicates the Concept of Common Knowledge for University Students

Theresa Moritz, Senior Lecturer, Woodsworth College, University of Toronto

Recent articles argue the Internet makes it necessary to revisit the concept of common knowledge. This presentation confirms that errors in identifying common knowledge can be attributed to student reliance on the Internet. It also suggests that, since the root of the errors lies in how students collect information, the pedagogy of common knowledge should focus on the research process rather than on the results of that process as they appear in student essays.

Visualizing Edmonton's Innovative Future Together:
Binary Signifying Practices in a Caption Writing Exercise

Katie Herzog, Yun-Csang Ghimn, & Laura Graham with Michael Granzow & Rob Shields, University of Alberta

To investigate how Edmontonians view their community and its relationships with nanotechnological innovation, researchers hosted Futurescape City Tours followed by a deliberation session. Based on a participatory visual writing engagement methodology for citizens with varying backgrounds, 25 members used sticky notes to comment about photographic images taken while on tour. Participants exhibited these subtitled pictures along X (chronological) and Y (+/-) grids. Semiotic analysis indicates they were optimistic about Edmonton's future problem-solving capabilities.

Mon., May 26, 2014
10:00 – 11:00 am

Session B9. Taro 403 Handling the Writing of Others:
Peer Review and Community Comments

"I'm Not a Grammar Expert":

Reducing Peer-Review Anxiety in a Business Writing Class

Amanda Goldrick-Jones, Writing Services Coordinator, Simon Fraser University

Though business writing courses often incorporate collaborative or team-based writing, strategies for effective peer review are rarely highlighted. This presentation overviews some obstacles to peer review, particularly with respect to EAL writers, then describes how a pilot project of building peer review strategies into a business writing curriculum can positively influence student attitudes and outcomes.

Mon., May 26, 2014
10:00 – 11:00 am
(continued)

**Session B9. Taro 403 Handling the Writing of Others:
Peer Review and Community Comments (continued)**

From Community Rubrics to Community Comments

Damian Finnegan, Asko Kauppinen, Maria Wiktorsson, & Anna Wärensby,
Malmö University, Sweden

We propose that community comments are a way of overcoming the perceived rigidity of rubrics by offering an array of targeted and agreed upon feedback to specific assignments. Thus, the rubrics remain the same, but each written assignment warrants a different set of comments specifically designed for that assignment. These community comments can much more easily be customised to reflect particular learning outcomes and written assignment aims than community rubrics, which are rubrics that have been created and agreed upon within the community of researchers, instructors and students (Moxley, 2012).

Mon., May 26, 2014
10:00 – 11:30 am

Session C9. Taro 405

**PANEL. Practicing Humanism Today:
Teaching Rhetoric at the “School of Brussels”**

Note: This panel will be presented in English or in a bilingual format.

Victor Ferry, Université Libre de Bruxelles – Aspirant du F.R.S.-FNRS (GRAL – Groupe de recherche en Rhétorique et en Argumentation Linguistique) ; Loïc Nicolas, Université Libre de Bruxelles – Chargé de recherches du F.R.S.-FNRS (GRAL); & Benoît Sans, Université Libre de Bruxelles – Collaborateur scientifique postdoctoral – F.R.S.-FNRS (GRAL), Brussels, Belgium

In this panel, we will discuss the origins, foundations and critical components of the humanist rhetoric advocated by the "School of Brussels." We present two research projects. The first focuses on the theory and pedagogical approach of the influential rhetorical theorist Chaim Perelman (1912-1984), and the second focuses on the practice of rhetoric in schools. This panel is intended to demonstrate the relationship between rhetoric as a tool to examine the world and rhetoric as a tool to learn about and practice citizenship.

Ce panel entend détailler la genèse, les fondements et les apports cruciaux (pour la démocratie) de la rhétorique humaniste défendue par l'« École de Bruxelles ». Pour ce faire, nous présenterons deux projets de recherche qui, tout à la fois, se nourrissent et poursuivent l'héritage de cette École-là. Le premier concerne la pensée et la démarche pédagogique de son auteur phare : Chaïm Perelman (1912-1984). Le second s'intéresse à l'exercice de la rhétorique en milieu scolaire. Il s'agit de montrer l'articulation entre rhétorique – cet outil visant à ouvrir le monde – et apprentissage de la citoyenneté.

LUNCH (11:30 to 1:00)

1:00 – 2:30 AGM

CASDW Annual General Meeting in Taro 403

1:00 – 2:30 pm

All members (old and new) are invited to attend

**For information on conference registration, travel, other conferences,
and things to do on campus, please see the final page of the conference
program overview.**