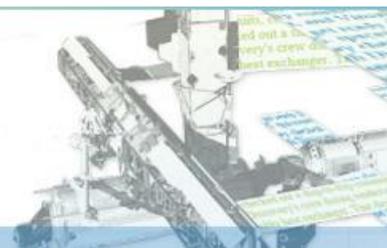


**Canadian Association
for the Study of
Discourse and Writing**



Writing Commons: Research and Pedagogy in Writing and Discourse

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

University of Ottawa, Ottawa, Ontario

May 30- June 1, 2015

For more information about CASDW, please visit <http://casdwacr.wordpress.com>

(April 24, final program)

SUMMARY of KEY EVENTS

Saturday, May 30	9:00 am	Welcome
	9:15 am	Opening Keynote Address
	11:00 am	Sessions A and B; end at 3:30 pm
Sunday, May 31	9:30 am	Sessions C, D, E, and F; end at 4:30 pm
	5:00 pm	President's Reception (for CASDW)
	7:30 pm	Cocktails and Annual Dinner – le Café National Arts Centre
Monday, June 1	9:30 am	Session G; end at 10:30 am
	11:00 am	Closing Plenary Address
	1:00 pm	Annual General Meeting of CASDW – all welcome

Abstracts for all 2015 sessions' presentations are on pages 8-10.

CASDW 2015 - SATURDAY, MAY 30

9:00-10:30 am

Room: Vanier 5070

Welcome: Jo-Anne Andre, CASDW President

Opening Keynote: Dr. John Willinsky

Stanford University, California, USA / Simon Fraser University, BC

The New Factor in Lifelong Discourse and Writing: No, It's Not Twitter!

This talk reviews the one intellectual resource whose status has dramatically changed over the last decade. Research and scholarship have broken out of the confines of the research library. Through open access initiatives, which have now reached the tipping point, this body of knowledge is being transformed into a public good and lifelong tool of great political, social, and intellectual force for the discourse and writing that our students will do after graduation. The current state and future state of open access will be covered, as well as the necessary educational steps and rich possibilities for increasing student engagement in discourse and writing related to these developments.



John Willinsky is Khosla Family Professor of Education at Stanford University and Professor (Limited Term) of Publishing Studies at Simon Fraser University, where he directs the Public Knowledge Project, which conducts research and develops scholarly publishing software intended to extend the reach and effectiveness of scholarly communication. His books include the Empire of Words: The Reign of the OED; Learning to Divide the World: Education at Empire's End; Technologies of Knowing; and The Access Principle: The Case for Open Access to Research and Scholarship.

10:30-11:00

Coffee Break – outside VNR 5070

Sessions A

Room	Vanier 1075	Vanier 2075	Vanier 3075
11:00-12:30	<p style="text-align: center;">A1. Pencil & Chalk <i>Chair: Kim Garwood, uGuelph</i></p> <p>Better Pencils: Creating a Meaningful Relationship between Student-Writers and Writing Technology <i>Anna Chilewska, PhD, University of Alberta</i></p> <p>Give Me One Reason Why This Is True”: A Multimodal Investigation of the Strategies Used by University Teachers of Mathematics to Elicit Responses from Students <i>Chloe Fogarty-Bourget, PhD Student, Carleton University</i></p>	<p style="text-align: center;">A2. Help Needed <i>Chair: Jo-Anne Andre, uCalgary</i></p> <p>Risk Communication and the Ebola Epidemic: Professional Communication to the Rescue <i>Godwin Y. Agboka, Assistant Professor of Professional and Technical Communication, University of Houston-Downtown</i></p> <p>Help Wanted? A Keyword Analysis of How Writing Centre Communications Constitute a Relational Framework <i>Clare Bermingham, Manager, Writing Centre, University of Waterloo</i></p>	<p style="text-align: center;">A3. Participation citoyenne/Citizen Participation (en français/English) <i>Chair: Jordana Garbati, WLU</i></p> <p>Rédaction professionnelle, accessibilité et participation citoyenne <i>Bernadette Kassi, Ph. D., professeure-chercheure, Université du Québec en Outaouais</i> <i>Julie Ruel, Ph. D., chercheure associée, Pavillon du Parc</i> <i>André C. Moreau, Ph. D., professeur-chercheur, Université du Québec en Outaouais</i></p> <p>Municipal websites: evaluating information accessibility <i>Annie Duplessis, Candidate à la maîtrise en études langagières, Université du Québec en Outaouais</i></p>

12:30-2:00

Lunch (on your own)

CASDW 2015 – SATURDAY, MAY 30

Sessions B

Room	Vanier 1075	Vanier 2075
2:00-3:30 pm	<p align="center">B1. Disciplinary Writing</p> <p><i>Chair: Roger Graves, uAlberta</i></p> <p>Using Ecomposition to Challenge Commonplaces about Writing in the Disciplines <i>Bonnie Devet, Professor of English, College of Charleston, SC</i></p> <p>A Common Space: First-Year Writing in an Art and Design Context <i>Deirdre Vinyard, Assistant Professor, Emily Carr University of Art and Design</i> <i>Heather Fitzgerald, Writing Centre Coordinator</i> <i>Emily Carr University of Art and Design</i></p> <p>To Write or Not to Write: A Writing-to-Learn Experiment in Anthropology Tutorials <i>Andrea L. Williams, PhD, University of Toronto</i> <i>Sue Beckwith, PhD Candidate, University of Toronto</i></p>	<p align="center">B2. PANEL</p> <p>Commons or Castle? Institutional Discourses about Writing and their Consequences for Inclusion in Higher Education This panel draws on three studies of institutional discourses about writing in higher education to explore how these discourses function to negotiate and legitimize various gatekeeping practices in higher education and to examine what consequences they have for student inclusion. McGill University</p> <p>1) Neither French nor English: Institutional Discourses about Writing and Allophone Students in English Colleges in Quebec <i>Maria Chiras, Department of Integrated Studies in Education</i></p> <p>2) Problematizing Accommodation in Doctoral Education: A View from Disability Studies and Writing Studies <i>Jennifer Gilbert, Department of Integrated Studies in Education</i></p> <p>3) Institutional Discourses About Writing and High-stakes Gatekeeping Exams: The Case of Comprehensive Exams in Doctoral Education <i>Doreen Starke-Meyerring, Department of Integrated Studies in Education</i></p>

DAY 2

CASDW 2015 – SUNDAY, MAY 31

Sessions C

Room	Vanier 1075	Vanier 2075	Vanier 3075
9:30-10:30 am	<p align="center">C1. Public Writing</p> <p><i>Chair: Brian Hotson, SMU</i></p> <p>The Public Made Personal: Findings From a Study of a Service-learning Writing Class <i>Stephanie White, Lecturer, English Language and Literature</i> <i>University of Waterloo</i></p> <p>Writing to Inform Science Policy: Mapping the Genre-based Activity System of the Council of Canadian Academies' Knowledge-making Practices. <i>Matthew Falconer, Academy for Innovation in Medical Education, University of Ottawa</i></p>	<p align="center">C2. Feedback</p> <p><i>Chair: Andrea Williams, uToronto</i></p> <p>How In-depth Writing Analysis Can Inform Practices of Social Work Students and Instructors <i>Judi Jewinski, Special Advisor on English Language Competency, University of Waterloo</i> <i>Alice Schmidt Hanbidge, Assistant Professor, School of Social Work, Renison University College, University of Waterloo</i></p> <p>Teaching Academic Writing through Process-Genre Approach: A Pedagogical Exploration of an EAP Program in China <i>Xuemei Li, PhD, Assistant Professor, Memorial University of Newfoundland</i> <i>Xiwen Xu, MA, Lecturer, Huzhong University of Science and Technology, Wuhan, China</i></p>	<p align="center">C3. PANEL</p> <p>Understanding Marshall McLuhan as a Figure Informing Rhetoric and Composition Instruction <i>Jaqueline McLeod Rogers, Chair and Professor, Department of Rhetoric, Writing and Communications, University of Winnipeg</i> <i>Tracy Whalen, Associate Professor, Department of Rhetoric, Writing and Communications, University of Winnipeg</i> <i>David Beard, Associate Professor, Department of Rhetoric, University of Minnesota- Duluth</i></p> <p>From a collection about McLuhan being launched at Congress 2015—<i>Finding McLuhan: the Mind, the Man, the Message</i> (University of Regina Press)—the three panelists will each provide individual presentations that locate Marshall McLuhan as a Canadian figure who can inform our approaches to teaching rhetoric and composition.</p>
10:30-11:00	<i>Coffee Break</i>		

CASDW 2015 – SUNDAY, MAY 31

Sessions D

Room	Vanier 1075	Vanier 2075	Vanier 3075
11:00-12:00	<p align="center">D1. Outsider Discourses <i>Chair: Jo-Anne Andre, uCalgary</i></p> <p>Discursive Realization of Suicide: A Corpus-based Genre Analysis of Genuine Suicide Notes <i>Natasha Artemeva, Clara John Gulli, Chloe Grace Fogarty-Bourget, Atekah Abaalkhail, Alessandro Marcon, Lyndsey Nicholson, Dr. Guillaume Gentil, Craig Bennell, Carleton University</i></p> <p>Uptake as the Strategic Adoption and Elaboration of the “Housing-first” Approach to Homelessness: Appeasement, Control, and Rhetorical Impurities <i>Diana Wegner, PhD, Sessional Faculty, Arts Studies, University of British Columbia</i></p>	<p align="center">D2. Identity <i>Chair: Liv Marken, uSaskatchewan</i></p> <p>Constructing a Scholarly Identity Through Accommodating and Resisting Conflicting Activity Systems <i>Nazih El-Bezre, PhD, McGill Writing Centre, McGill University</i></p> <p>Moving Beyond “Can I use I?”: Self-Reference in Indigenous Scholarship and Implications for Pedagogy <i>Shurli Makmillen, PhD, Arts Studies in Research and Writing, University of British Columbia; Writing Centre, University of the Fraser Valley</i> <i>Michelle Riedlinger, Department of Communication, University of the Fraser Valley</i></p>	<p align="center">D3. Change <i>Chair: Clare Bermingham, uWaterloo</i></p> <p>Doctoral Student Writing for Publication: Emerging Trends for Pedagogy and Curriculum <i>Katherine Kirkpatrick, Assistant Professor, Clarkson College</i></p> <p>Writing then and now: A longitudinal study of writing instruction and tutoring practices <i>Roger Graves, Director WAC, University of Alberta</i> <i>Theresa Hyland, Director of Writing and Cross-cultural Services</i> <i>Sarah Cloutier, PhD Student, Faculty of Education, Western University</i></p>
12:00-1:30	Lunch (on your own)		

Sessions E

Room	Vanier 1075	Vanier 2075	Vanier 3075
1:30-3:00 pm	<p align="center">E1. Perceptions <i>Chair: Judi Jewinski, uWaterloo</i></p> <p>Engineering Students’ Self-Reported Confidence and Proficiency Levels in Communication <i>Anne Parker & Kathryn Marcynuk, University of Manitoba.</i></p> <p>Corrective Feedback in EFL Writing Classes: A Case Study on the Perceptions and Preferences of EFL Students in Mainland China <i>Sibo Chen, School of Communication, Simon Fraser University</i> <i>Hossein Nassaji, Department of Linguistics, University of Victoria</i> <i>Qian Liu, Department of English, Beijing Normal University</i></p> <p>Aboriginal Intercultural Public Speaking Events, from a Rhetorical Genre Theory Perspective: What Can a Rhetorical Approach to Embodied Public Discourse Tell Us about Aboriginal/non-Aboriginal Relations in Canada Today? <i>Stephen Peters, Department of Integrated Studies in Education, McGill University, (Visiting Fulbright Research Student, University of Pennsylvania)</i></p>	<p align="center">E2. Texts <i>Chair: Brock MacDonald, UoT</i></p> <p>Canada’s Food Guide: A Virtual Artifact of Healthy Eating <i>Christen Rachul, PhD Candidate, Carleton University</i></p> <p>The Rhetoric of Self-Presentation: Analyzing a University’s Transformation in the Knowledge-Based Economy <i>Cecilia Bonner, University of Houston</i></p> <p>Writing and Visualising Medical Physics <i>Sara Doody, MA Student, School of Linguistics and Applied Language Studies, Carleton University</i></p>	<p align="center">E3. WORKSHOP</p> <p>Writing Boot Camps and the Question of Productivity</p> <p>In this workshop, we will invite participants to reflect on writing boot camps and to consider how to create successful boot camps of their own. Our objectives are threefold: 1) to raise awareness of how writing boot camps can address student needs; 2) to foster a deeper understanding of the complex discourses of productivity; and, 3) drawing on our experiences offering boot camps at the University of Toronto, to provide participants with concrete strategies for designing their own.</p> <p><i>Rachael Cayley, Senior Lecturer, School of Graduate Studies, University of Toronto</i></p> <p><i>Peter Grav, Senior Lecturer, School of Graduate Studies, University of Toronto</i></p>

CASDW 2015 – SUNDAY, MAY 31

Sessions F

Room	Vanier 1075	Vanier 2075
3:30-4:30 pm	<p align="center">F1. Boundaries</p> <p><i>Chair: Boba Samuels</i></p> <p>Environment, Risk, and Sustainability: Intersections and Divergences in Activist Discourses about Ontario’s Ring of Fire Mining Development</p> <p><i>Philippa Spoel, Professor, Department of English Laurentian University</i></p> <p>Common(s) Politics and Writing Program Administration</p> <p><i>Wendy Shilton, PhD. Associate Professor, Department of English; Coordinator, University Writing Minor. University of Prince Edward Island</i></p>	<p align="center">F2. PANEL</p> <p><i>Chair: Sarah Banting, Mount Royal University</i></p> <p>Writing Studies, Writing Centres, and "Student Success"</p> <p>As a few in the Canadian writing studies community are already noting, the housing of writing support outside of an academic area leaves it--and those Writing Studies scholars hired to oversee it--especially vulnerable. This roundtable aims to reflect on this current state of affairs and its history, and also to strategize for a future.</p> <p>Janet Giltrow (UBC), Diana Landry (UFV), Shurli Makmillen (UFV/UBC), Brock MacDonald (UofT), Doreen Starke-Meyerring (McGill), With a virtual contribution from Jennifer Clary-Lemon (UofWinnipeg)</p>

PRESIDENT’S RECEPTION

Sunday 5:00 – 7:00 pm – All CASDW members welcome

Reception Tent (next to 90U)

CASDW ANNUAL DINNER

Le Café National Arts Centre

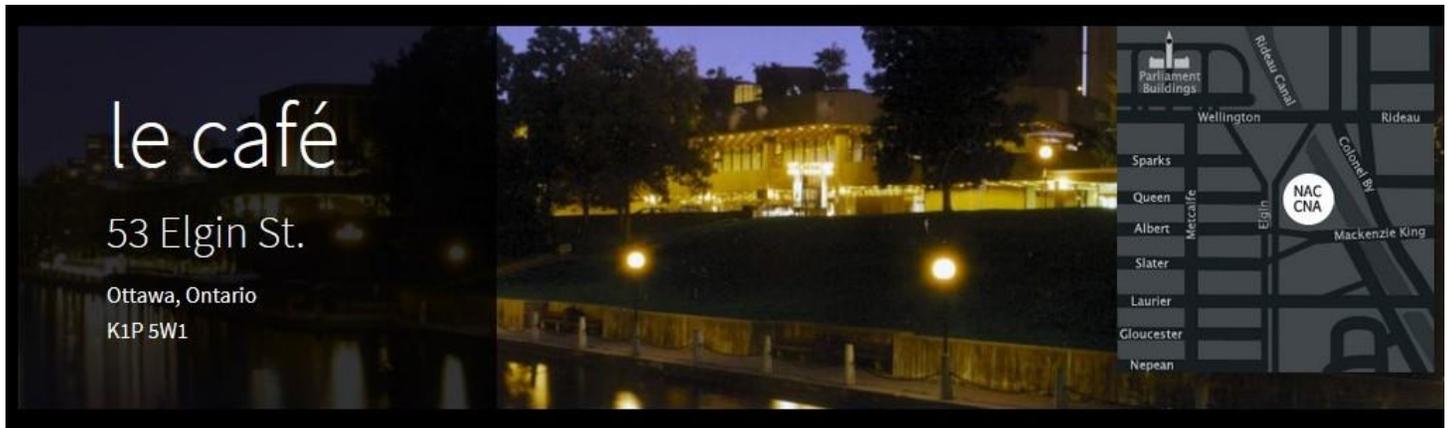
Sunday 7:30 pm cocktails; 8:00 pm dinner

\$50 per person for a 3-course meal, (taxes & gratuities included, NOT including alcohol)

Please RSVP to Boba Samuels and pay IN ADVANCE for dinner at the conference.

You must RSVP by Thursday, May 28 or the restaurant may be unable to accommodate you.

Contact Boba with questions/concerns: bobasamuels@gmail.com



CASDW 2015 – MONDAY, JUNE 1

Sessions G

Room	Vanier 1075	Vanier 2075
9:30-10:30 am	<p style="text-align: center;">G1. Disciplinary writing</p> <p><i>Chair: Sheila Hannon, uWaterloo</i></p> <p>Undergraduate Anthropology Writing: The Familiar vs. The Unfamilliar. <i>Boba Samuels, PhD</i></p> <p>Toward a Critical Business Communication Pedagogy <i>Bruce Dadey, Lecturer, University of Waterloo</i></p>	<p style="text-align: center;">G2. Online</p> <p><i>Chair: Heather Graves, UoA</i></p> <p>Main Trends in Digital Writing Courses in Quebec and Ontario Universities: Pedagogical Content, Predominant Technological Themes and Epistemological Approach to Technology <i>Marie-Josée Goulet, Associate professor, University of Quebec in Outaouais</i></p> <p><i>Laurence Pelletier, MA candidate, University of Quebec in Outaouais</i></p> <p>Lessons Learned From Four Online Writing Courses in Professional and Technical Writing <i>David W. Price, Concordia University</i></p>
10:30-11:00	<i>Coffee Break – outside VNR 5070</i>	
11:00-12:00	<p><i>Room: Vanier 5070</i></p> <p style="text-align: center;">Introduction: Jo-Anne Andre, CASDW President</p> <p style="text-align: center;">Closing Plenary: Dr. Roger Graves <i>University of Alberta, Edmonton, Alberta</i></p> <p style="text-align: center;">Writing Commons, Writing Capital, and Writing Labour: Roles for Writing in the Next University</p> <p>Increasingly the idea of the writing commons (public, shared, open educational resources) competes with ideas for private, commercial resources (revenue generation, patented, licensed) as universities struggle between the common good and finding funds. What does this tension mean for the people who teach writing (labour) at universities? In this talk I'll draw on work with projects such as the Writing Commons.org, our work to commercialize the Game of Writing, and efforts to create shared resources within institutions (such as online resources across the four writing centres at the University of Alberta). This work has implications for how the activity of teaching is structured and paid for--should writing centres be self-funding (revenue-generating)? How large should writing classes be (large enough to cover the costs of instruction)? While the answers to these questions may vary somewhat from one institution to the next, one principle seems certain: writing studies instructors must participate in governance and administration to advance the values and communicate what we know about how our work contributes to the core learning outcomes for all university students.</p> <div style="display: flex; align-items: flex-start;">  <div> <p><i>Roger Graves is Interim Director of the Center for Teaching and Learning and Director of Writing Across the Curriculum at the University of Alberta. He has co-authored or edited 7 books, including three technical writing and professional communication textbooks. Since 2008, he has given over 250 public presentations locally, nationally, and internationally. He is a member of the editorial boards for College English and the IEEE Proceedings on Technical Communication, and publisher of Inkshed Publications, the publications initiative of the Canadian Association for the Study of Language and Learning. Since 2000, he has worked as a writing consultant for organizations including Morningstar Investing in Chicago, IL, the City of Chicago's Mayor's Office of Workforce Development, the Court of Queen's Bench (AB), and the Alberta Climate Change Dialogue.</i></p> </div> </div>	

CASDW 2015 – MONDAY, JUNE 1

12:00-
1:00

Lunch (on your own)

1:00-
3:00
pm

Room: VNR 3076

Annual General Meeting of CASDW

All members, new and returning, are invited to participate.

FINAL NOTES

Congress info: <http://congress2015.ca/>

President's reception info: <http://congress2015.ca/program/events/presidents-reception-june-1>

Thank you to the University of Ottawa for hosting us this year!

Congress 2016 will be held in Calgary, Alberta.



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

CASDW 2015 Conference Abstracts

Agboka, G.Y. This presentation seeks to address questions about the locus of professional communication in mitigating the effects of global epidemics such as the Ebola outbreak, particularly in the context of risk communication strategies employed in areas with little economic and cultural capital. It will describe a multi-layered approach to communicating risks that takes into account technological, cultural, and social developments in communicating risks.

Artemeva, N., Gulli, C.J., Fogarty-Bourget, C.G., Abaalkhail, A., Marcon, A., Nicholson, L., Gentil, G., & Bennell, C. Notes left by individuals who have committed suicide (genuine suicide notes, SNs), treated as a discursive realization of the socially constructed typified situation of suicide, are analyzed within a newly developed theoretical and analytical framework based on the integration of the EAP and RGS genre approaches. This presentation demonstrates how such an analysis, combined with a lexico-grammatical corpus analysis, leads to new discoveries of the rhetorical nature of SNs and opens new horizons for the SN research.

Bermingham, C. This paper extends one Writing Centre's negotiation of language in communications materials into a larger discussion of how writing centre work is framed through the keyword, "help." Treating the word "help" as a keyword in the tradition of cultural studies, as a synthesis or node through which to analyse writing centre discourse, it explores the implications of the word's use in writing centre communications to mediate understanding of writing centre work.

Bonner, C. In light of the University of Houston's recent achievement as a Carnegie Tier-One university, the presenter analyzes how the university's transformation nationally is perceived in relation to its local realities. The presenter draws upon the work of Bourdieu, Foucault and Blommaert to argue that, while the Mission Statement offers a unified vision, recent articles in the student-run newspaper reveal tensions between local realities and external benchmarks at the national level.

Cayley, R., & Grav, P. In this workshop, we will invite participants to reflect on writing boot camps and to consider how to create successful boot camps of their own. Our objectives are threefold: one, to raise awareness of how writing boot camps can address student needs; two, to foster a deeper understanding of the complex discourses of productivity; and, three, drawing on our experiences offering boot camps at the University of Toronto, to provide participants with concrete strategies for designing their own.

Chen, S., Nassaji, H., & Liu, Q. This paper reports on an exploratory study in which EFL learners' perceptions and preferences of Written Corrective Feedback (WCF) were investigated through written questionnaires. The research results suggest that WCF presents a valuable pedagogical tool for EFL learners especially those with limited exposure to English outside the classroom setting. In addition, the paper also argues that more attention should be paid to individual and contextual variables in future theoretical and pedagogical research on WCF.

Chilewska, A. My presentation is a part of my on-going research into the relationship that students have with their writing technology. I will focus on how I, as an educator, create space in my classroom that encourages my students to consider the way computer technology aids, impacts, influences, and shapes their writing process as well as their written selves, so that I am able to help students establish a more meaningful alliance between themselves and their writing tools.

Chiras, M. This presentation examines discourses about writing and language education in ministerial and college policies related to first-year English CEGEP courses, where decisions about success and failure are made. Using critical race theory, critical discourse and rhetorical genre perspectives, I will explore how current language and writing assessment discourses reproduce inherent normalized assumptions about language and writing practices in the context of Quebec's multilingual education landscape that position *allophone* students as Other.

Chiras, M., Gilbert, J., & Starke-Meyerring, D. (Panel) This panel draws on three studies of institutional discourses about writing in higher education to explore how these discourses function to negotiate and legitimize various gatekeeping practices in higher education and to examine what consequences they have for student inclusion. The presentations focus on three larger questions: 1) How do discourses about writing position particular student populations as learners within institutions, such as so-called *Allophone* students in English colleges in Quebec or students with disabilities in doctoral programs? 2) How do discourses about writing shape high-stakes genres with powerful gatekeeping functions, such as the candidacy exams in doctoral education? 3) What are the implications of these discourses for student writers? Drawing on these studies, the panel invites participants to explore the complex relationships between the "writing commons" and institutional practices of gatekeeping and ways in which institutional discourses may be taken up by writing studies scholars/ teachers.

Dadey, B. Instructors of business communication in universities face a conundrum: on the one hand, mastery of business communication requires students to tacitly absorb the values and practices of the business environment; on the other, university-level study should offer a socially and politically critical perspective on communicative practices. An examination of the field of Critical Management Studies, which introduces critical approaches to management education, provides models of how this conundrum might be negotiated.

Devet, B. Writing in the Disciplines (WID), where faculty teach the writing of their professions, must overcome many inaccurate beliefs: a definition of WID itself; professors' false concepts about teaching writing; and students' misinterpreting WID as a colonizing process. Ecocomposition, the newest theory in composition, can dispel some of the misconceptions about WID. Ecocomposition, using ecology as its central metaphor, sees writers and their environments as dynamically intertwined, thus helping to solve some of WID's recurrent problems.

Doody, S. This study explores the nature of the lab book as a key knowledge-making genre in the discipline of medical physics. Drawing on rhetorical genre theory (Miller, 1994/1984), writing, activity, and genre research (WAGR) (Russell, 2009), and multimodal interactional analysis (Norris, 2012), the lab book's multimodal nature, as well as its role in the activity system of a medical physics lab, is discussed.

Duplessis, A. En 2010, une étude faisait état des sites web municipaux dont les pratiques sont les meilleures en matière de web municipal. Ces sites offrent-ils la qualité nécessaire à l'atteinte de leur objectif, à savoir informer les citoyens? Une analyse de ces sites web municipaux a été effectuée à l'aide d'une grille d'évaluation conçue à partir de critères faisant l'unanimité parmi les experts en rédaction web. Les résultats démontrent certaines lacunes quant à l'accessibilité à l'information.

El-Bezre, N. This paper focuses on the strategies that international doctoral students employ to construct a scholarly identity through negotiating with the hegemonic institutional discourses. While accommodating to these discourses seemed to be an easier strategy for many participants, resisting these discourses by using alternative forms of writing was the strategy employed by other participants. How can we account for such strategies? What motivates students to choose one strategy over the other to construct an academic identity?

Falconer, M. The proposed paper reports on an interpretive ethnographic study (Geertz, 1973) conducted in 2013 in the Council of Canadian Academies (the Council) and focuses the genre of a Council 'assessment'. Through a theoretical lens of genre-based activity theory (Bazerman & Russell, 2002; Russell, 1997), this empirical qualitative study explores the internal knowledge-making practices and the 'discourse genres' (Smart, 2006) that enable Council staff to produce an assessment.

Fogerty-Bourget, C. This research examines undergraduate mathematics teaching, a means of teaching in which writing and talking are interwoven, by conducting a multimodal analysis of classroom teaching by an experienced professor and a TA. Findings reveal that participants use the same genre of teaching despite subtle differences between teaching practices including, interestingly, a difference in body orientation when writing on the board. Conclusions present undergraduate mathematics teaching as a complex, multimodal, and wholly interactive genre of teaching.

Gilbert, J. Drawing on doctoral students' points of view as well as the legal discourse that shapes university programming and practice around disability, I document some of the ways accommodation needs to be problematized, with implications for doctoral education, particularly teaching and learning writing at the doctoral level. Rhetoric and disability studies scholar Dolmage (2008) has pointed to accommodation as a conceptually problematic approach within university education. Student experiences in doctoral programs indicate systemic problems with accommodation.

Goulet, M.J., & Pelletier, L. This presentation aims to describe the main trends in digital writing instruction in Quebec and Ontario universities, with regards to pedagogical content (theoretical or practical), predominant technological themes (digital writing in general, ICTs, social media, or web), and epistemological approaches to technology (critical or instrumental). Detailed statistics (general and comparative) will be presented. In conclusion, the implications of the study on the educational and theoretical levels will be discussed.

Graves, R., Hyland, T., & Cloutier, S. This presentation examines the changes that have taken place in writing across the curriculum over a 7 year period at a small liberal arts college and discusses the possible reasons for these changes and their implications for the larger Course Syllabus Project.

Jewinski, J., & Schmidt Hanbidge, A. Renison's School of Social Work seeks to integrate writing in the curriculum, emphasize formative feedback, and link students with resources. To provide direction, investigators are documenting the longitudinal development of students according to writing features first identified by Haswell (2000). Results are promising: they justify faculty commitment. In addition to presenting the electronic data-collection tools and sharing findings, the investigators will describe their strategies for helping Social Work faculty improve students' revising and editing skills.

Kassi, B., Ruel, J., & Moreau, A. Comment la rédaction professionnelle peut-elle contribuer à rendre l'information accessible à tous les citoyens, y compris les plus vulnérables du point de vue de la littératie, pour favoriser leur participation citoyenne? Cette communication présentera les trois grilles d'évaluation conçues à partir du *Guide de rédaction* (Ruel *et al.* 2011) et qui ont servi à la collecte des données et à l'analyse qualitative pour une recherche-action en rédaction inclusive dans quatre milieux desservant des populations vulnérables.

Kirkpatrick, K. Doctoral student writing for publication remains a hazy arena. Based on a descriptive review, I identify the arena's emerging trends: eschewing the expert-facilitator/novice-student relationship, creating explicit writing instruction within curricula, examining pedagogical best practices for facilitating writers, benefitting from predictors of student writing productivity, and assisting a growing body of online and ESL doctoral student writers—providing theoretical and practical take-aways for pedagogical and curricular decision-making as it relates to doctoral student writing for publication.

Landry, D., Giltrow, J., Makmillen, S., MacDonald, B., Starke-Meyerring, D., & Clary-Lemon, J. Unlike instruction in other disciplines, the teaching of writing has always been radically exposed to organizational forces of budget allocations and staff realignments – 'radically' insofar as it can be extirpated much more readily than can instruction in other disciplines. As a few in the Canadian writing studies community are already noting, the housing of writing support outside of an academic area leaves it—and those Writing Studies scholars hired to oversee it—especially vulnerable. So, given the recent decisions to disband writing centres, and/or de-professionalize Writing Centre work, this roundtable aims to reflect on this current state of affairs and its history, and also to strategize for a future. We will take this opportunity to also contemplate the state of the field of Writing Studies in Canada generally.

Li, X., & Xu, X. This paper explores a process-genre approach to teaching academic writing skills to doctoral students in an EAP program in China. Writings of two selected groups were assessed and the students were interviewed. The results indicate that reading and analyzing peer-reviewed journal articles and simulating the 'reject or accept' criteria for reviewing are highly effective. The approach stimulated the participants' interest in employing process writing skills and helped them understand the genre of disciplinary-specific academic writing.

Makmillen, S., & Riedlinger, M. This presentation explores stylistic features and rhetorical resources associated with self-reference that are used by Indigenous writers and scholars in their academic writing. While numerous studies have looked at the features of scholarly writing associated with self-reference (Hyland, 2002a; 2002b; 2010 Harwood, 2005), no studies to our knowledge have considered the use of self-reference in negotiating and asserting Indigenous identities in scholarly writing. Through corpus-supported linguistic analyses we first explore the ways in which negotiating Indigenous identities may contribute to genre shift in the academic article, and then consider implications for pedagogy.

McLeod Rogers, J., Whalen, T., & Beard, D. Drawing on chapters from a collection about McLuhan being launched at Congress 2015—*Finding McLuhan: the Mind, the Man, the Message* (University of Regina Press)—the three panelists will each provide individual presentations that locate Marshall McLuhan as a Canadian figure who can inform our approaches to teaching rhetoric and composition. The first speaker will assess the rhetorical nature of his work, particularly the forms of its delivery, as well as evaluate his contribution to modern rhetorical theory. The second speaker will present McLuhan's contributions to composition theory, concentrating on a book he co-wrote, *City as Classroom*, which proposes to engage students in phenomenological, place-based learning and writing. The third speaker will trace how faith may have influenced some of McLuhan's thinking, particularly his determination that we understand media and technology rather than being its mechanized puppets and will link writing from a place of faith to recent developments in composition. Together, our panel hopes to present a revised view of McLuhan, one that imagines him as an animating presence in current discussions about and practices of teaching rhetoric and writing.

Parker, A., & Marcynuk, K. Currently, there are few studies that investigate how undergraduate engineering students estimate their levels of confidence and proficiency in writing, speaking, teamwork, and developing personal and professional skills. This paper presents the results of surveys conducted at the beginning and the end of a semester. Interestingly, by the end of the class, students' feel more confident and proficient in all areas, but indicate they still do not achieve the levels expected of them upon graduation.

Peters, S. This presentation investigates the rhetorical work involved in an emerging format of discursive public intervention: Aboriginal, intercultural public talks. Drawing on 12 months of fieldwork in Montreal, QC, and working within the rhetorical genre theory tradition, I explore the rhetorical dimensions of these events, attending specifically to self/other relations. Doing so serves as a gateway into their socio-cultural organization and the power of the talk in constituting and potentially reconstituting Aboriginal/non-Aboriginal relations in Canada today.

Price, D.W. How are online writing courses in professional and technical writing implemented at universities? What patterns emerge from actual implementations and how can those patterns be used to plan and refine online writing education? Based on an theory analysis of four implementations in universities in Canada and the United States, this study suggests two mental models that shape and constrain course development, and describes ongoing systemic influences that trigger changes over time.

Rachul, C. This paper explores how scientific evidence and other sources of information are used and represented in *Canada's Food Guide* (CFG) and how the CFG in turn shapes interactions between registered dietitians (RDs) and Canadians who desire to make healthier food choices. The study relies on Rhetorical Genre Studies, in particular Medway's (1996) concept of "virtual artifacts" to examine if and how the CFG shapes healthy eating in Canada.

Samuels, B. In this presentation focussed on writing within one discipline, I discuss how the theme of "the familiar/the unfamiliar" appears in undergraduate anthropology writing. Using interview and textual data, I explore how upper year students grapple with unfamiliar disciplinary contexts and tasks while also working within school contexts that are very familiar. Both student and professor perceptions of writing expectations are considered. Implications for theory, instruction and for addressing the transition from school-based to discipline-based writing are considered.

Shilton, W. This talk examines the nostalgic, often duplicitous appeal of today's rhetoric of "the commons" in university writing contexts. It sketches the history of the concept of the "commons" before the land and resource enclosures of the 17th- and 18th-century, and then discusses current uses of the term that mask the instrumentalizing forces of privatization and structural adjustment related to global economics within the academy. Finally, it relocates the "commons" within the dynamic nexus of place-space-identity in the rhetoric of ecocomposition, arguing that an eco-writing concept of "the commons" resists means/ends dualism, fostering a freedom in language development more akin to biological diversity within healthy habitats.

Spoel, P. This presentation investigates the values and discourses of environment, risk, and sustainability communicated by three activist organizations-- Ontario Wildlands League, Mining Watch Canada, and Matawa First Nations--involved in current controversy over proposed mining development in Northern Ontario's Ring of Fire region. Drawing on Burke's theory of identification and division and of terministic screens, I explore the rhetorical intersections and divergences of these organizations' environmental concerns and visions, discursively enacted through their public communication materials.

Starke-Meyerring, D. The last two decades have seen unprecedented increase in doctoral program enrollment across the world, accompanied by growing government pressure on doctoral degree completion. The most significant early stumbling block for many doctoral scholars in advancing toward degree completion is the traditional comprehensive exam. Drawing on institutional discourse studies and interviews with doctoral scholars, this presentation examines how institutional discourses work to shape this high-stakes gatekeeping genre in doctoral education and the consequences they have for doctoral writers.

Vinyard, D., & Fitzgerald, H. This presentation describes the efforts of the university writing centre, the first year writing program, and art history faculty to create a two-semester integrated (linked) writing and visual culture course for first-year students in an art and design university. The presenters will give an overview of the class (an art history lecture class paired with a first-year writing class) and will provide reading lists and sample essay assignments.

Wegner, D. Using rhetorical genre theory and the focal concept of uptake, this study analyzes the strategic uptake of the "housing-first" approach as the primary criterion for homelessness funding as adopted by the federal government in 2013-14. Initial findings attest to the productivity of the concept of uptake in illuminating the government's deployment of a strategy that offers "rhetorical compensation" as a basis for limiting funding eligibility. Methodology is ethnographic, drawing data from advocate meetings and interviews and key documents in the homelessness genre system.

White, S. This study demonstrates that students' understanding of the role of personal experience and personal voice deepened and became more complex as a result of their public engagement through a service-learning writing class. Grounded theory coding of students' responses to interview questions reveals that, for these students, their public writing taught them that they can—and should—have a personal stake in their academic writing.

Williams, A. & Beckwith, S. This study examined the efficacy of a "writing-to-learn" intervention in tutorials in a large first-year course where half the tutorials did a short writing-to-learn activity while the other half did a discussion-based activity. Student grades were examined for correlations between the two teaching strategies and student performance. Student and TA survey data were also analyzed to explore how participants viewed the writing-to-learn activity. We found that the writing-to-learn activity was particularly beneficial for lower-performing students.