**MnWE 2013 Conference Abstracts**

*(Use “Find” function if searching this file on a computer.)*

**Akiyoshi, Jun Minnesota State University –Mankato**

Kang, Younghoon Minnesota State University – Mankato

Murakami, Ayami Minnesota State University – Mankato

**The Impact of Audiovisual Material on the ESL University Student’s Note-Taking and Writing Performance**

This study examines the influence of audiovisual and audio-only material on ESL college students in terms of the quality of their note-taking and subsequent writing performance. These ESL students, at the early stage of their college life, are required to learn how to efficiently take notes for their future academic success; however, much less is known about which learning tool is more beneficial for those students: the video-taped or the audio-recorded material. The findings obtained in this research have helped the ESL instructors at MSU, Mankato to determine which approach to employ for their note-taking instruction.

**Akiyoshi, Jun Minnesota State University –Mankato**

Huynh, Vy Minnesota State University – Mankato

Sweeney, Anne Minnesota State University – Mankato

Zehnder, John Minnesota State University – Mankato

**Requestive E-mail: Generic Move Structure and Politeness Coding Devices of ESL Students Taking Introduction to Composition and Composition**

The present research investigates the difference between English native speakers’ and non-native speakers’ use of generic moves and the politeness devices (e.g., linguistic hedges and subjunctive forms) they employ in composing requestive E-mails to their college composition instructors. The results of the study offer insights into the problems encountered by non-native speakers of English when composing requestive e-mails to their instructors. ESL composition instructors will find the results useful in teaching ESL learners how to compose requestive emails.

**Alexander, Michael** (see Moore) **Governor’s State University**

**Bailey Burns, Cullen** (see Gerriets & Hallsten) **Century College**

**Bakkum, Karl** (see Walters) **Minnesota State University – Moorhead**

**Barlow, Allegra** (see Walters) **Minnesota State University – Moorhead**

**Barthels, Erica Minnesota State University –Mankato**

Sullivan, Alesha Minnesota State University – Mankato

Zamarripa, Ellen Minnesota State University – Mankato

**Teaching Multicultural Literature in the College Classroom**

Many students enter a Native literature course with little prior knowledge of tribal diversity, archetypes, and myths, or have preconceived notions of what it means to be Native. This panel will explore pedagogical techniques to teach author Richard Van Camp’s novel *The Lesser Blessed* to undergraduate students, specifically dealing with historicisms, cultural context, and the novel’s subject matter. Panel members will present sample lessons that include engaging activities involving group work, discussion group, and additional short works by Van Camp. Through this pedagogical approach, students will learn to broaden their perspectives in regards to Native Americans, American history, and colonialism.

**Bartolotta, Joseph University of Minnesota - Twin Cities**

Oleksiak, Timothy University of Minnesota - Twin Cities

**Engaging Cultures in Professional Writing**

This workshop aims to bring together teachers who want to develop cross-cultural writing activities for professional writing courses. Participants should bring one writing activity or assignment they use in professional writing courses that engage students in cross-cultural writing practices. Culture in this workshop will be broadly defined, but we encourage special attention to writing that crosses geographic, class, race, sexuality, and gender borders. The goal will be to share these classroom writing activities and develop them in ways that account for traditionally underrepresented agents in business writing.

**Barton, Linnea University of Minnesota – Crookston**

Bell, Megan University of Minnesota – Crookston

Killough, Eryn University of Minnesota – Crookston

Miller, Karen University of Minnesota – Crookston

**Integrating an Influx of Nonnative Speakers into First-year Composition with Writing Center Assistance**

Since 2005, the number of international students at the University of Minnesota, Crookston has increased from 36 to 145. The majority of these students are not required to take EFL classes. Many students are not prepared for composition, and many instructors are not prepared to teach EFL. This panel will discuss how composition instructors have worked with writing center tutors to provide the assistance that EFL students require to succeed. While we do not have all the answers, we hope that this will be a forum to discuss the challenges faced by international students, composition instructors, and writing center tutors.

**Bastian, Heather The College of St. Scholastica**

**Teaching Convention and Innovation in the Composition Classroom**

The movements toward rhetorical and linguistic flexibility within the field of composition and rhetoric indicate a growing recognition that higher education must not only preserve convention but also prepare individuals to respond to cultural and technological changes that require innovation. This presenter details a composition pedagogy that teaches both convention and innovation by capitalizing on moments of disruption and open-ended writing tasks. Such an approach prepares students to identify and negotiate various academic cultures successfully while also enabling them to respond skillfully to other writing cultures with different expectations and needs.

**Beach, Richard University of Minnesota – Twin Cities**

Bianchi, Susan Jefferson High School

Erdmann, Elizabeth Jefferson High School

Johnson, David Jefferson High School

Lindgren, Kristen Jefferson High School

Van Geest, Jackie Jefferson High School

**Building a Writing Curriculum Around Students' Identity Construction**

This presentation describes development of a writing curriculum designed by four English teachers at Jefferson High School, Bloomington, and a university professor, to foster high school students’ awareness of how their identities are shaped by social and cultural forces through a series of writing assignments. Presenters will describe how they built these assignments—place-based writing about a specific subculture, narrative descriptions of autobiographical events, and essay analyses of characters’ identity construction with connections to students’ own identities to experiment with different genre techniques and strategies to portray their identities and foster students’ self-reflection about their identities.

**Beard, David University of Minnesota - Duluth**

Jewell, Richard Inver Hills Community College

Kubista, Amy Walden University

**Life after Graduation: Careers in Teaching, Writing, and Publishing after the MA in English**

This panel of academics and professionals will address careers and professional development after completing the MA in English. What next? Teaching? Editing? Publishing? Writing? The possibilities are limitless.

**Beard, David University of Minnesota - Duluth**

Kerschner, Brittany Century College

**Steampunk and other NeoVictorian Imagination**

Whether we mean classic television like *The Wild, Wild West*, contemporary graphic novels like *The League of Extraordinary Gentlemen*, or new novels like Cherie Priest's *Boneshaker* novels, Steampunk is hot among today's students. Learn more about the cultures of steampunk: the literary culture, the pop culture, the DIY aker culture, and the costume (cosplay) culture. Learn the ways these cultures open up student imagination, as well as open up curiosity about history. Minnesota flavor will be invoked through materials from *Steam Century*: Kaposia chapter.

**Bell, Megan** (see Barton) **University of Minnesota – Crookston**

**Bellinger, DeMisty University of Minnesota - Duluth**

**It Is Not Enough to Say It: Depicting Poverty in Creative Work**

In works such as Desai’s *The Inheritance of Loss*, and Levine’s poem “What Work Is,” poverty is revealed through setting and by seeing characters in need. These writers know it is not enough to tell readers their characters are poor; they present situations in which characters are obliged to exhibit poverty affecting their lives (for example, in Allison’s *Bastard Out of Carolina*, Anney feeds her kids crackers, catsup, salt, and black pepper when there is nothing else). This paper analyzes the craft of various scenes from different texts and offers ways to help students employ these techniques.

**Beurskens, Pete Minnesota State College - Southeast Technical**

**Imitating Syntax, Trying on Cultures**

I will share a simple but effective writing exercise which I have used with students over many years, one in which they imitate the syntax of an accomplished writer, thereby "trying on" a way of thinking and of expressing ideas. It is said one should walk a mile in another's shoes in order better to understand him or her; this exercise asks students to "walk" a few lines in another's syntax instead--to the same end. Time permitting, attendees will get a chance to try the exercise themselves.

**Bianchi, Susan** (see Beach) **Jefferson High School**

**Bigalk, Kris Normandale Community College**

Conroy, Alicia Normandale Community College

Cullen, Elaine Normandale Community College

Dowlatshahi, Layla Normandale Community College

George Meek, Anna Normandale Community College

Mauch, Matt Normandale Community College

Mein, Eric Normandale Community College

Reimringer, John Normandale Community College

Reini-Grandell, Lynette Normandale Community College

**The AFA in Creative Writing: Nurturing a Writing Community and Culture**

Normandale initiated the first AFA in Creative Writing in Minnesota in 2008. Graduates of the program have won national awards, published work in literary magazines, transferred into BFA programs, and are now entering MFA programs, due in a large part to their engagement with writing communities on campus and in the community.This session will be a panel discussion, in which various faculty outline practical strategies instructors can use at every level, such as in-person conferences, online activities, and program-level events to engage students and to encourage them to participate in writing communities to gain confidence as writers and students.

**Blank, Shawn** (see also Hennes) **St. Cloud State University**

**The Essay is Dead. Long Live the Essay?**

Current college freshmen have a functionally limitless digital landscape to compose within, yet only approximately 1% of Internet users are content creators. Pair this with the fact that the most common mode for instructors to test compositional skills is the essay, an artificial construct that has little resemblance to the multi-modal, multi-author, non-linear texts composed for the Internet. Composition instructors have a crucial role in empowering students to develop an individual, authorial voice online, and they can do so by breaking the traditional essay apart and repurposing its component parts to new ends, not killing the essay but saving it.

**Breuch, Lee-Ann Kastman University of Minnesota-Twin Cities**

Horvath, Barbara University of Minnesota-Twin Cities

Thomas-Pollei, Kim University of Minnesota-Twin Cities

**The New Writing Studies: Assessing and Redefining our Undergraduate Program**

In this presentation we discuss the process of redefining our undergraduate program in Writing Studies at the University of Minnesota from 2007 to 2013. We will share the program assessment model we used to conduct an inventory of our curriculum, define program outcomes, pursue a degree program name change, and gather feedback from students, faculty, alumni. The results of these efforts have helped us place our program in the context of a growing Writing Studies discipline.

**Brovold, Gretchen Hennepin Technical College**

Gribas, Cynthia Hennepin Technical College

**A Developmental Redesign: The First Semester**

In our first semester of a redesigned accelerated developmental curriculum, we’re experiencing successes, surprises, a few challenges, but, most of all, a lot of fun with our students. Our session will provide a brief overview of the impetus for the redesign, but will focus mostly on the workshop instructors, other departmental instructors, administration, and most of all, what our students are experiencing in the new courses. We’ll discuss what’s working, what we’ll never do again, and what our remaining challenges are.

**Brown-Baez, Wendy** (see Darling) **Prison Writing Project**

**Chalfant, Louise** (see O’Donnell) **Guthrie Theatre**

**Clayson, Ashley University of Minnesota-Twin Cities**

Tofteland, Rachel University of Minnesota-Twin Cities

**Cultural Myths and Actualities of Writing Spaces**

This paper combines interview data and classroom experience to explore cultural myths and realities of writing: preconceptions of writing spaces and practices. In other words, students may enter writing classrooms with particular cultural ideas of where and how good writing gets done—particularly, sitting in isolation at a desk. When we interviewed writers about their actual practices, we found that their material, embodied spaces were not only important, but also different. This presentation uses those findings to discuss ways in which teachers can encourage their students to explore and use physical writing spaces that work best for them.

**Daniels, Julie** (see O’Donnell) **Century College**

**Darling, Pat Century College**

Brown-Baez, Wendy Prison Writing Project

Richards, Melanie Century College

**Teaching Writing on the Inside**

Ninety percent of incarcerated individuals will eventually leave prison. Education can give inmates the tools to lead an examined life, better ways to live in the world, to solve problems. Writing and reading engender empathy, creativity, critical thinking, and self-awareness. This panel of experienced teachers will share their insights about Teaching on the Inside, the benefits of creative and academic writing for this population, including samples of assignments and work by prison writers. Many of our strategies are useful for traditional college audiences.

**Degnan, Michael** (see Scheurer) **University of St. Thomas**

**Deiman-Thornton, Ann Minnesota School of Business**

**Loving Lit: Using High Engagement Strategies to Increase Student Appreciation & Improve Learning**

Do you spend weeks, or even months, preparing for a class that you end up teaching to a group of disengaged students who would rather be anywhere else but in your classroom? As English/literature professors, we possess a passion for the works we teach. Often times, our students are not as enthusiastic. This workshop will provide you with numerous strategies to increase student participation, improve retention of the course material, and encourage students to gain a stronger appreciation of works of literature from authors throughout the world.

**Dobrauc, Rachel Waukesha County Technical College**

**Using a Global Theme to Aid Developmental Writers with Student Engagement and Global Citizenship**

With the growing trend for colleges to internationalize, writing courses are an excellent starting point for adapting curriculum to meet this need. This session will highlight a pilot project of two developmental writing classes at one technical college in Wisconsin. Learning activities and assessments for these classes have been adapted to incorporate a global theme throughout the semester in an attempt to increase student engagement in writing (and learning as a whole) while also developing student (and instructor!) global citizenship.

**Dreher, Kira University of Minnesota - Twin Cities**

**Concept Mapping in First-Year Writing Courses for L2 Students**

This presentation will examine how concept mapping can be an effective low-stakes task for second-language students in first-year writing. Concept mapping offers a way to represent the core claims and concept relationships of a reading or a student’s own text without the cognitive burden of text-heavy assignments. It is a task that can be shared in a classroom context to discuss diverse reading interpretations, and it can be integrated into the writing process as an early planning task. As a planning task, concept maps are also a productive site for instructor feedback.

**Elder, Elizabeth** (see Waite) **Century College**

**Erdmann, Elizabeth** (see Beach)  **Jefferson High School**

**Elvecrog, Kim Inver Hills Community College**

Funke, Laura Inver Hills Community College

**Culture Club: Integrating Developmental Reading and Writing in a Learning Community**

Recently there has been a push to remodel developmental reading and writing programs for better matriculation of students into college composition. Schools are making curricular changes that emphasize preparedness for composition. With that goal, there has been a renewed interest in learning communities. Developmental writing, developmental reading, and college success strategies provide a natural grouping of courses in a learning community with numerous benefits. Presenters will discuss the themes, materials, and approaches used in their learning community. Attendees and presenters will work together to brainstorm possible learning community models and ways to integrate developmental reading and writing at their own institutions.

**Fagerland, Rhoda St. Cloud State University**

**Lessons to Lessen the Grammar Cringe Factor in Writing**

The same student who aces grammar class can produce writing that causes a grammarian to cringe -- or worse. How can teachers train students to apply the grammar structures they know to composition? The presenter offers several suggestions and welcomes additional ideas.

**Fenner, Lindsey University of Wisconsin - Eau Claire**

**The People’s Writing, the People’s Culture: Meridel Le Sueur’s Praxis of Writing for the Working Class**

This research explores the pedagogical work of Minnesota writer and teacher Meridel Le Sueur. Focusing on Worker Writers, a writing textbook authored by Le Sueur during her time as a teacher for the Works Progress Administration’s workers’ education program, the presenter will examine the ways in which language, community, and class interact with educational power structures. The presenter will reflect on how Le Sueur’s theories of class and writing can inform pedagogies that aim at challenging entrenched educational and societal norms of language, writing, and authority.

**Fisher, Kari** (see Thompson also) **Normandale Community College**

**The Eel Thief and Others: A Mixed Genre Reading**

A reading of creative non-fiction and poetry.

**Fitzgerald, J. Corey St. Cloud State University**

**Implications of Online Degrees on Higher-Learning Entities and in the Global Marketplace**

Globalization through technology-based resources has become commonplace. Tasks that were onceconsidered problematic or time consuming may now be considered manageable or expedient – but at what cost? As higher-education institutions facilitate more and more online degrees and courses within their respective curriculums, we must ask ourselves: Who benefits and who suffers the consequences of this technology, especially pertaining to high-demand employment opportunities? Are students educationally prepared by an online curriculum for a career in their respective fields of study? Will prospective employers consider degrees attained solely online equivalent to those degrees earned traditionally in the classroom?

**FitzPatrick, Theresa J. Concordia University - St. Paul**

**Creating a Versatile Writing Center Culture**

Concordia’s Writing Center serves a surprisingly diverse number of learning "cultures" for the relatively small size of its campus. Our Writing Center has adapted to meet the various needs of traditional, on-campus students, full- and part-time commuters, online graduate populations nationwide, students returning for degree completion in online and hybrid courses, veterans, post-secondary enrollment option students, and others. In this presentation, I will discuss the ways we have modified our Center’s "culture" to welcome and serve each one, outline ideas we have yet to implement, and highlight the challenges we face as our campus continues to diversify its learning options.

**Fitzpatrick, Renata Carleton College**

**Multilingual Writers in the Writing Center**

The benefits of one-to-one writing conferences for students in general have been well established, and writing center support promises to be an excellent resource for multilingual students. Yet students and faculty do not necessarily understand writing center work and how it can and cannot assist ESOL writers. What are the commonly shared perceptions and how accurate are they? How can faculty and writing center staff jointly facilitate multilingual students’ development of academic literacy?

**Fitzsimmons, Kristin University of Minnesota - Twin Cities**

Lee, Katherine University of Minnesota - Twin Cities

Lorig, Carrie University of Minnesota - Twin Cities

**Finding Your Voice: Introversion in the Classroom**

Many syllabi list verbal participation as a requirement, and yet in almost every classroom there are students who struggle to speak up. For instructors who are sometimes themselves introverts, how to approach teaching in a world with an extrovert ideal is often complex. This workshop will present testimonials, hands-on writing exercises and discussion to encourage varied, more active conversation and engagement from students. It will be led by three MFA candidates from the University of Minnesota who havetaught all genres of creative writing as well as composition and literature courses.

**Freitag, Nicholas** (see Shiell) **University of Wisconsin – Eau Claire**

**Fuller, Robin** (see Gyendina) **University of Minnesota - Duluth**

**Funke, Laura** (see Elvecrog & Hallsten) **Inver Hills Community College**

**Garland, Paula** (see O’Donnell) **Normandale Community College**

**George, Kristina** (see Leonard) **St. Cloud State University**

**Gerriets, Carl** (see Hallsten also) **Century College**

Bailey Burns, Cullen Century College

**Express English: Accelerated Developmental Education**

Express English is an accelerated program that allows students to complete their developmental English class and Composition I in the same semester with the same instructor. The model is based on a program developed at the Community College of Baltimore County, and this semester we have begun using it at Century College. This session will let the teachers and students involved in Express English come talk about their experiences, what they have learned, and how you can bring acceleration to your own campus.

**Giefer, Melissa Winona State University**

Trott, Margaret Winona State University

Unganer, Tulin Winona State University

**Creating a Culture of Sharing: Integrating Native and Nonnative Speakers in the Writing Classroom**

Mainstream writing classes are becoming more diverse as the amount of nonnative English speakers in these classes increases. Specific challenges that result include making instruction comprehensible to all students, facilitating group discussions, and deconstructing writing activities. When the challenges are overcome, the result is rewarding for the students and the instructor. Primarily, we are interested in sharing and hearing about the common issues that occur in mixed first-year composition classrooms and working to develop strategies to overcome these issues so that we may create a writing classroom that serves the diverse needs of the students.

**Green, Vera** (see Moore) **Governor’s State University**

**Gribas, Cynthia** (see Brovold) **Hennepin Technical College**

**Grimm, Stephanie** (see Scheurer) **University of St. Thomas**

**Groves, Katie University of Minnesota - Duluth**

**A Pure Meeting of the Minds: Women’s Participation in Real Simple’s Online No-Obligation Book Club**

This paper discusses the reading habits by modern, upper-middle-class women in a digital, book club environment. Real Simple's No-Obligation Book Club addresses both the multiplicity of women's roles and the need for social and intellectual connection in a commitment-free and flexible environment. Since book club membership varies by month, readers create a month-long interpretative community and the focus becomes the text, not personal relationships. Not only does this book club allow socialization on an intellectual level, women also reflect and confirm their own perceptions of their intellectual capacity, revealing much about the readers themselves.

**Gyendina, Mariya University of Minnesota - Duluth**

Fuller, Robin University of Minnesota - Duluth

Horton, Lisa University of Minnesota - Duluth

Perala-Dewey, Susan University of Minnesota - Duluth

Rendahl, Merry University of Minnesota - Duluth

Risdon, Ken University of Minnesota - Duluth

**Group Development of Online Modules for Advanced Writing Courses: Reflections on a Work in Progress**

The Department of Writing Studies at UMD is working on offering a variety of advanced writing courses in completely online instructional mode. The panel will discuss the module approach that was taken with this project and some of the challenges that were encountered. The presentation will include showing some of the artifacts that were created for various advanced writing courses and will be followed by the discussion of issues in the design and development of online classes.

**Halcrow, Katie Inver Hills Community College**

**Service-Learning in the Reading, Writing, and Literature Classrooms**

Service-Learning is one high-impact practice that can improve students' academic outcomes, civic responsibility, and lifeskills while actively engaging them in course material and their communities. This workshop focuses on how Service-Learning can be used in reading, writing, and literature classrooms to achieve these outcomes. Participants will gain familiarity with all forms of Service-Learning (direct, indirect, advocacy, and research) as well as concrete examples of SL projects and strategies to match course objectives with real community needs. Participants will also have the opportunity to ask questions, develop Service-Learning ideas, and receive feedback/best practice strategies.

**Hallsten, Kelli Lake Superior College**

Bailey Burns, Cullen Century College

Christopherson, Johan Normandale Community College

Gerriets, Carl Century College

Funke, Laura Inver Hills Community College

Williams, Matthew Inver Hills Community College

**Supersession: Is Developmental Education Working?**

Developmental education is being scrutinized at many levels of our educational system. As developmental writing instructors, we need to ask ourselves how successful developmental writing is in general and in our campus-specific programs as well as how we define success. We need to look at the internal and external pressures we're facing and how we are responding to these pressures. Ultimately, what innovative ideas are taking place across the state, and how can we incorporate those ideas into our own developmental writing classes?

Topic 1: “The History of Basic Writing: Re-Examining Our Developmental Writing Curricula: Issues to Consider”: led by Matthew Williams and Laura Funke.

Topic 2: “Re-Examining our Developmental Writing Curricula: Re-Examining Our Developmental Writing Curricula: Issues to Consider”: led by Johan Christopherson.

Topic 3: “Express English at Century College”: led by Cullen Baily Burns and Carl Gerriets.

**Hammer, Steven** (see Sassi) **North Dakota State University**

**Hanson, Joleen University of Wisconsin - Stout**

**Research Essay Requirement: 5 Scholarly Sources, 3 Popular Sources, and 1 Source in a Language Other Than English**

Despite the multilingualism of the U.S. population, many students enter college believing that reading or writing in a language other than English is both unnecessary and too difficult. However, technology can support students in negotiating language differences, and thus help to dispel the notion that native speaker proficiency is needed before a language can be used. This presentation will describe a classroom activity that helps students find and interpret non-English language sources of information for their research essays. I will share student feedback about the activity, and invite discussion about preparing students to function more effectively in a multilingual world.

**Harms, Keith University of Minnesota - Twin Cities**

**Opposing Cultures of Assessment: Why the Concepts of Reliability and Validity Matter**

Yancey (1998) and Huot (2002) remind us that even though we have largely dropped the language of quantitative measurement from assessment discourse, we nonetheless think about writing assessment in ways that reflect the concepts of reliability and validity. This speaker asserts that current concerns over high-stakes testing and machine scoring of writing is, in fact, a battle between two opposing assessment cultures: reliability and validity; further, the speaker will discuss the importance of reclaiming the terms if writing teachers and WPAs wish to maintain localized, situated control over assessment of student writing.

**Heffron, Brent Century College**

**The Doppleganger as a Lens on Culture**

The literary device of the double or "doppleganger" has a long and varied history in Western literature and opens up a host of psychological and social interpretation of the works that use it. One interpretive use of the doppleganger that has remained relatively unexplored is the insight it provides into the cultural context of the work. That is, the doppleganger often expresses either a cultural ideal or highlights the alienation of an individual from his or her culture. I will explore several examples of this strategy and solicit further examples from the audience.

**Heise, Lisa Western Technical College**

**Relativity and Locus of Control: Making Students Aware of Their Own Development Through Reflection and Argument**

This discussion will focus on a few prominent student development theories and the practice of making students aware of their own progression through various stages as they reflect (and write) on their identities as students and professionals.

**Hempeck, Stashenko** (see Sassi) **North Dakota State University**

**Henderson, Kevin** (see Scheurer) **University of St. Thomas**

**Hennes, Jack St. Cloud State University**

Blank, Shawn St. Cloud State University

Tham, Jason St. Cloud State University

**Arts of the Combat Zone: Confronting Cybercultural Ideologies in FYC Classrooms**

Digital technologies promise new interactive models for teaching FYC that have the capacity to promote the literacy practices of 21st century Cyborgean citizens. But many of the currently used learner-centric digital instructional models fail to challenge students’ existing cultural values and beliefs. By strategically incorporating contact zones into digital classroom collaborations, students are trained to seek out and engage with opposing ideologies. And by using blended learning environments to bring attention to the ways in which technology shifts power relations, we seek to engage students in meaningful, critical conversations that have relevance beyond the walls of the writing classroom.

**Horton, Lisa** (see Gyendina) **University of Minnesota - Duluth**

**Horvath, Barbara** (see Breuch) **University of Minnesota-Twin Cities**

**Huynh, Vy** (see Akiyoshi) **Minnesota State University – Mankato**

**Isaksen, Susie University of Wisconsin - Superior**

**An On-Screen Drafting and Revising Environment**

Engaged in a continuous Scholarship of Teaching and Learning (SoTL) project, I am researchingstudent responses to using Microsoft Word’s header and footer functions to create an On-ScreenEssay Drafting and Revising Environment (OSEDRE), which displays a Scratch Outline at thetop, lists of Thesis Keywords and Synonyms at the bottom, and, in the center, space for draftingand revising a work-in-progress.After a semester of discovering faults in my data gathering and in my teaching of how to useessay keywords, in spring, 2012, 33 of College Writing II students provided survey responses;45% said OSEDREs improved their writing.

**Jewell, Richard** (see Beard also) **Inver Hills Community College**

Ross, Donald University of Minnesota-Twin Cities

**Teach the New U.S. Paradigm for Comp I**

The University of Minnesota-Twin Cities and Inver Hills Community College, along with many other research universities and colleges across the nation, are moving to “research-saturated” College Comp I. This is possible in part, now, because of expressive writing in K-12 and rich resources in electronic libraries in college. Join the two founders of the MnWE Conference as they discuss leaving behind the old paradigm of expressive forms, adopting research-saturated teaching, and learning the differences between the two.

**Johannesen, Dani University of Minnesota - Crookston**

**Classroom Culture and the 21st Century Learner**

My presentation focuses on the changing role of the classroom space in today's technology-saturated learning environment. I describe the ways in which students—specifically, students of introductory and advanced Composition—relate to, behave in, and utilize the traditional classroom space. I connect this discussion to pedagogical questions regarding the role of the instructor. In an age when many instructors view themselves as “managers” and “facilitators” of content (much of which exists or is posted online), the role of the physical classroom as learning space emerges as increasingly complex and even contested.

**Johnson, David** (see Beach) **Jefferson High School**

**Johnson, Lars Bethany Lutheran College**

**Multimedia-Writing Track: Curriculum Workshop**

A Multimedia-Writing Track curriculum will be presented and the risks and benefits of an inter-disciplinary and non-traditional creative writing program considered. Our curriculum challenges traditional definitions of “literature” and institutional boundaries: it draws on the expertise and resources of three departments—all of which approach textual production, creativity, and professionalism from different philosophical and practical vantage points. Our session is interactive. Participants engage and theorize texts from a variety of media, respond to or imagine institutional scenarios regarding the production and consumption of texts as understood by a program like ours, and offer ideas for pedagogical and creative “best practices.”

**Johnson, Peggy Saint Mary's University**

**From Counting to Composition: The Use of Discourse Analysis to Improve Student Writing**

As educators debate the influence of social media on student achievement, research is clear: a parallel exists between constant social media use and declining formal writing and thinking skills, resulting in a decline in student preparedness. One successful method to improve student academic writing is the application of a simplified version of discourse analysis that asks students to find patterns in their writing based on snapshots of information. This presentation shows how freshman composition students learned how to make significant revisions to their writing after learning basic discourse analysis techniques.

**Kang, Younghoon** (see Akiyoshi) **Minnesota State University – Mankato**

**Kays, Trent University of Minnesota - Twin Cities**

**Teaching with Social Media**

In this workshop, participants will discuss social media tools in context of classroom pedagogy. Participants will examine popular social media tools, consider how they can improve learner interaction and engagement, engage in critique, and design assignments with a focus on integrating social media tools into course content. This workshop is highly interactive. Peer participation will be expected and encouraged.

**Kays, Trent University of Minnesota-Twin Cities**

**Digital Pedagogy at the End of the World**

This presentation will address the recent boom in digital pedagogy and bring current digital pedagogical understandings into dialogue with both rhetorical and critical pedagogies. Discussions of the role digital pedagogy plays in 21st century writing classrooms, how digital pedagogy is influenced by capitalist notions of market, the influence of massive open online courses (MOOCs) on digital pedagogy norms, and why digital pedagogy is a necessary category for teaching methods no longer fitting into old school pedagogical models.

**Kerschner, Brittany** (see Beard) **Century College**

**Killough, Eryn** (see Barton) **University of Minnesota – Crookston**

**Kmiecik, Conan Winona State University**

Krause, Karla Winona State University

Trott, Margaret Winona State University

**Strategies and Materials from Different Proficiency Level Instructors for Working with Writers in an Intensive English Program**

In an Intensive English Program, there can be multiple levels of writing courses within a program in order to provide students with the necessary amount of time to develop their writing for matriculating into undergraduate studies. In the English Language Center at Winona State University, there are four levels of writing courses: beginner, low intermediate, high intermediate, and advanced. During our panel presentation, three instructors with experience teaching different levels of writing courses will present strategies and materials for working with ESL students. Following the presentation there will be opportunity for questions from the audience about specific ESL writing concerns.

**Kopperud, Joan** (see Watkin) **Concordia College**

**Krause, Karla** (see Kmiecik) **Winona State University**

**Kubista, Amy** (see Beard and Shiell) **Walden University**

**Langreck, Seth University of Minnesota - Duluth**

**Non-Traditional Music Spaces in Duluth**

During a student’s undergraduate career, establishing connections to others at the campus or the local community remains as a critical aspect for developing a sense of identity. When Wysocki asks, “What relationships can we and ought we to build with others through what we construct?” (2007), we ask ourselves about a medium of production and its impact on an audience. This discussion looks at the production of identities in non-traditional music spaces in Duluth and how understanding these identities will aid instructors, students, and community members when interpreting their roles and others’ roles in a consumer society.

**Larson, Jamee** (see Walters) **Minnesota State University – Moorhead**

**LeBlanc, Douglas St. Cloud State University**

**Syntactic Emphasis in First-Year Composition: Preliminary Results of a Study**

Stressed words make stressed concepts. When manipulated effectively, such emphasis creates unequivocal discourse, and that is a powerful thing. How can we teach the stylistic concept of emphasis to our first-year composition students? A lack of pedagogical materials certainly exists. Robert Connors (“Erasure of the Sentence”) is one of the voices calling for a renewal of interest in the teaching of style. I am conducting a study on papers from a first-year composition class. How are these students using emphasis? How can we help them use it more effectively?

**Lee, Katherine** (see Fitzsimmons) **University of Minnesota - Twin Cities**

**Leonard, Rachel St. Cloud State University**

Kristina George St. Cloud State University

**Where in the Lit: Student Portrayals in Writing Center Literature**

Writing center research analyzes pedagogy and practice, but a crucial element is lost: students for whom writing centers exist. Students receive cursory attention in the literature despite their contributions in tutorials. Using archival research as a reflective method, we examine how students are depicted and the implications for writing center culture.

**Li, Juan** (see Scheurer) **University of St. Thomas**

**Lindgren, Kristen** (see Beach)  **Jefferson High School**

**Livingstone, Liana** (see Starkweather) **St. Cloud State University**

**Lorig, Carrie** (see Fitzsimmons) **University of Minnesota - Twin Cities**

**MacBride, Michael** (see Starkweather also) **St. Cloud State University**

**Author Character Sheets: D&D Meets Lit Survey Classes**

Authors, mostly long dead, are almost akin to "characters" for students. Particularly in the survey class format, students encounter so many authors that by the end of the term the only ones fresh in their minds are the ones most recently studied. By blending the "character sheet" idea, lifted from Dungeons and Dragons, with a literature study guide, I have created a tool to (hopefully) help students keep their authors straight and to assess strengths and weaknesses of each author. This presentation will explain the approach and include feedback from anonymous student surveys.

**Madson, Michael University of Minnesota – Twin Cities**

**Culture as Composition Pedagogy: Digital Ethnographic Research in the Second Language Writing Classroom**

Digital ethnography involves technologically-mediated participant observations and interviews, which can illuminate culture in the second language (L2) writing classroom. At MnWE institutions, L2 writing students hail from a rich diversity of cultures, and with the power reconfigurations made possible through digital ethnography, culture can subsequently become a form of composition pedagogy. In this presentation, I overview the basics of digital ethnography, discuss some of its applications in L2 writing classrooms, and present an L2 writing student's work as an illustration.

**Maeshima, Elizabeth University of Wisconsin – Superior**

**Introduction to Information Literacy and Citations for ESL Students**

Many international students come from cultures which do not expect a writer to use citations to give credit to other sources for facts, ideas or quotations. I will present a three-lesson unit that introduces students to a basic level of information literacy and to the elements of citation, in preparation for doing research and writing bibliographies in their first-year writing courses.

**Markert, Russ North Hennepin Community College**

**Copia--Using Erasmus to Teach Verbal Facility**

Erasmus' 16th Century rhetoric text, "On Copia of Words and Ideas," provides a rich approach to building greater student verbal facility in their writing. This brief presentation and workshop will explain his approach, and participants will experience first-hand several exercises derived from his method.

**Martin, Colin** (see Scheurer) **University of St. Thomas**

**McAleer, Patrick** (see Williams) **Inver Hills Community College**

**Mikolchak, Maria St. Cloud State University**

**Teaching Cultures in English Composition Courses**

Teaching English and Foreign Languages eventually led me to integrate cultures and multicultural experience into my English composition courses. After years of experimenting, I developed a course that includes readings from American, British, German, French and Russian literature. Exposing students to multiple literatures adds additional cultural flavor to instruction in composition and has confirmed my belief that students in any course profit greatly from expanding their cultural horizons. My presentation will focus on the specifics of my teaching.

**Miller, Alan Minneapolis Community and Technical College**

**You Can Make a Difference**

You can make a difference, and inspire your students to do the same, by incorporating them into your creative endeavors, which in my case is a local access television program where students learn all aspects of television broadcasting and gain experience that can strengthen their resumes.

**Miller, Jennifer Normandale Community College**

Scherer-Luebke, Gretchen Normandale Community College

**Diverse Reflections: Writing with Multicultural Literature at Normandale Community College**

In this panel presentation, Jennifer Miller and Gretchen Scherer-Luebke will discuss how they use multicultural literature in their writing and English literature classes at Normandale Community College. They will share their strategies for teaching works such as Mohsin Hamid’s *The Reluctant Fundamentalist*, Gene Luen Yang’s *American Born Chinese*, and Sherman Alexie’s *Flight*, as well as describe writing assignments crafted to engage the key issues in these texts. Miller and Scherer-Luebke will also discuss why teaching multicultural literature is particularly valuable in in the community college setting and they will encourage the panel attendees to share their own strategies and experiences.

**Miller, Alyssa** (see Sassi) **North Dakota State University**

**Miller, Karen** (see Barton) **University of Minnesota – Crookston**

**Moore, Nicole**   **Governor’s State University**

Alexander, Michael Governor’s State University

Green, Vera Governor’s State University

**An Ordinary Day in a Not-so-Ordinary Writing Center**

This session will focus on some of the real issues we face consistently at our upper-division, highly diverse university. The challenges of building self-efficacy, coping with lowlevels of help-seeking behavior, and acknowledging cultural differences in race and gender are our daily work. This presentation will chronicle how we have begun to alter practices and change the culture in our writing center. This session will offer our audience an opportunity to identify, discuss, and analyze the problems that they may face at their own institutions, including problems with real implications for student retention.

**Murakami, Ayami** (see Akiyoshi) **Minnesota State University – Mankato**

**Murie, Robin University of Minnesota – Duluth**

**Building Academic Literacy and Retention for First-Generation College Students**

This session discusses a model for building academic literacy and retention for first-generation college students by linking writing and a social science course in a learning community. Students write on topics related to the social science class, summarizing key information, extending themes, making connections between the social science material and their own lived experiences. While this has been built as a transition program to better prepare multilingual (generation 1.5, immigrant, resident) students as they move into academic college-level work, the model works well for any student taking first-year writing. Participants will be encouraged to share their own practices.

**Nadir, Talia** (see Scheurer) **University of St. Thomas**

**Nelson, John Dakota State University**

**Creating a New Media English Program**

In this session, participants will learn about the nature of the unique course of study in English at Dakota State University in Madison, SD. Charged with infusing technology into all its programs, DSU retains an English major with a high-tech flavor. Even a course in Shakespeare investigates how representations of his work have evolved into new media forms. This session will examine the evolution of the growing program and how it has become attractive to students interested in learning how new media serves as a platform for literature and writing in all their forms. Student projects will be highlighted.

**Nesmith, Ande** (see Scheurer) **University of St. Thomas**

**Neves, Briana** (see Starkweather) **Georgia College and State University**

**O’Donnell, Patrick Normandale Community College**

Chalfant, Louise Guthrie Theatre

Daniels, Julie Century College

Garland, Paula Normandale Community College

**Enjoying Shakespeare in the Biggest Classroom in Minnesota: The Guthrie Theater**

Normandale Community College faculty, Patrick O'Donnell and Paula Garland, have been partnering with the Guthrie Theater's Education Director, Louise Chalfant, since 2008 to bring their Introduction to Shakespeare students directly in to Guthrie classrooms to immerse them in the current Shakespeare production. Students meet designers, composers, actors, dramaturgs; tour the facility's prop and design shops;and see the production. It is an astonishingly successful learning model, and you can learn how to easily apply it to your school. Julie Daniels has expanded it to Century College and will share her experiences.

**Oleksiak, Timothy** (see Bartolotta) **University of Minnesota - Twin Cities**

**Oyler, Beth** (see Shiell) **Walden University**

**Otto, Lon** (see Scheurer) **University of St. Thomas**

**Pawlowski, Lucia University of St. Thomas**

**All Politics Are Local: Teaching an "Academic Discourse" That is Responsive to Struggles at Our Institutions**

In David Bartholomae’s “Inventing the University,” academic discourse is posited as a cultural ritual produced through struggle--the struggle that ensues when the student confronts the task of entering the ephemeral culture of “academia.” This paper explores to what extent we can argue that “academic culture” is defined by the local culture of our individual institutions. If academic culture is a fiction produced in part through local struggles, then what’s to stop us, as writing professors, from teaching our students “academic discourse” in a way that names these local struggles to our writing students?

**Perala-Dewey, Susan** (see Gyendina) **University of Minnesota - Duluth**

**Perbix, Gretchen Minnesota State University – Mankato**

**Farmers, Facebook, and Social Presence**

The purpose of a research project I recently completed was to investigate the use of short-form social media (SFSM) in communications between farmers and their customers. I had a hunch that SFSM, like Facebook, was good for doing identity work. Now, beginning to analyze my data, I still believe I’ll learn something about identity work, but I know that I’ll also learn about social presence theory, a theory that is new to me. Since we do a great deal of online teaching at MSU, I’m looking forward to the connections I’ll find between the research project and my online teaching.

**Petersen, Debra** (see Scheurer) **University of St. Thomas**

**Pickar, Michael St. Cloud State University**

**Will the Real Socrates Please Speak Up?: A Rhetorical Investigation of Authorship and Authenticity from the Platonic Dialogues to Derridean Deconstruction**

In this presentation, I will analyze the textual evidence that suggests an alternative reading of Plato’s views on rhetoric and writing. The textual evidence used will include examples from Plato’s *Protagoras*, *Gorgias*, and *Phaedrus*, including examples from the *Seventh Letter* and the *Pharmakon*. Jacques Derrida’s *The Post Card* complicates the relationship between Socrates and Plato by interrogating Plato’s remarks on rhetoric, specifically in the *Phaedrus*. The central argument is that the meaning entailed in communication through Platonic dialogue is a remark on the limits of claiming authenticity and voice in rhetoric and composition.

**Pillatzki, Amanda St. Cloud State University**

**Using the "F-Word" in the Classroom: Feminism, Multigenre, and Freshman Composition**

I will present my multigenre research assignment for freshman composition students as a part of a feminist pedagogy. I developed this assignment using the concepts presented by Julie Jung in *Revisionary Rhetoric, Multigenre Texts, and Feminist Pedagogy*. In this assignment, students are encouraged to use a multitude of “genres” including poetry, narrative, reflection, editorial, pictures, Facebook statuses, etc. I would like to discuss the process of this assignment, its learning outcomes, and its ability to elicit enthusiasm and sophisticated composition from ordinarily apathetic freshman students.

**Pueschner, Gordon Century College**

**The Online Graphic Novel Project**

Critics of 21st century digital writing assignments have argued that online writing is not rigorous enough and wastes valuable time that could be spent on teaching the traditional essay. But digital writing assignments can be a gateway to get students thinking out of the box with new media. This presentation will focus on showing how to incorporate Voicethread.com, Wikispaces.com, and Comiclife.com into the college composition classroom.

**Qin, Yue University of Regina**

**Reading: The Missing Link in Writing**

China has the largest English learning population in the world. English is tested when students go to middle school, high school, college, and graduate school and has proven to be a stumbling block for candidates. As an experienced scorer for the National College Entrance Examination (NCEE) and the Test for English Majors (TEM-4 taken by sophomores and TEM-8 by seniors) and as a teacher of Critical Reading and Creative Writing for 13 years, I would like to address problems identified in Chinese students’ English writing with examples from the above-mentioned tests, analyze the root causes by sharing my classroom practice and observation , and offer advice in the hope that ESL teachers and college writing teachers in the States could have a better understanding of how Chinese students’ English writing style developed, and how teachers here could help them.

**Reini-Grandell, Lynette Normandale Community College**

**What Every English Professor Needs to Know about Reading**

English professors rarely think of themselves as reading teachers. In reality, students continue to develop their reading abilities as long as they are positively challenged to improve. However, with competition from other media, and an increased need for a college degree for employment, record numbers of students with poor reading skills are taking college classes. The problem will only increase with newly-mandated lowering of placement test thresholds. This session details how to recognize when students are having reading problems in our classes, what kinds of problems they might have, and what to do about it.

**Rendahl, Merry** (see Gyendina) **University of Minnesota - Duluth**

**Rial-Monohan, Vanessa** (see Starkweather) **Social Worker**

**Richards, Melanie** (see Darling) **Century College**

**Risdon, Kenneth** (see Gyendina also) **University of Minnesota – Duluth**

**IT has Come Full Circle; "They" are in Full Control Again**

When computing became available to humanities faculty in the 1960s, the university owned the computer and controlled it. You could only run approved software in approved languages. Nothing you did was private. In the early 1980s, complete freedom existed. You had a PC and were free to do anything you were capable of doing with it. We still have our personal computers in some form, but we are far from free. The university can literally watch everything you do. With the introduction of Active Directory they have complete control over the software you use and can see what you do.

**Rockwell, Avesa University of Minnesota – Duluth**

**Discourse Communities**

By dedicating the first few weeks of my first-year and advanced writing courses to defining and exploring the complexities of "discourse communities" and "communities of practice," students are given the opportunity to explore their own values and to establish a better understanding of the "rules of engagement" in academic writing. I will present some strategies I use to facilitate these discussions and how I use these discussions as a foundation for research topic exploration.

**Rose, Crystal University of Minnesota – Twin Cities**

**Using Social Media to Build Personal Learning Networks: A Novice ESL Teacher's Perspective**

Twitter?! RSS feeds?! WordPress?! Join a novice ESL instructor as we discuss various social media tools and the potential they have in building a personal learning network for teachers. We will attempt to demystify the role of social media as a facilitator of professional development for (novice) teachers and discuss the pros and cons of using specific online tools like Twitter, RSS feeds, and WordPress.

**Rosenfeld, Nina** (see Thompson) **Normandale Community College**

**Ross, Donald (**see Jewell) **University of Minnesota – Twin Cities**

**Ruefman, Daniel University of Wisconsin – Stout**

**Maximizing Online Writing Instruction with a Basic Understanding of Cognition**

The efficacy of online writing instruction has been a matter of contention for many years. While several scholars continue to argue that face-to-face instruction is inherently superior to online courses, there is evidence that available technologies are not being used to their full potential. This discussion will begin with the cognitive processes associated with the development of literacy skills. The speaker will demonstrate how a basic understanding of the biology of learning can then help writing instructors to identify and apply technologies that will complement their individual pedagogies and enhance online learning for students in digital classrooms.

**Sassi, Kelly North Dakota State University**

Hammer, Steven North Dakota State University

Hempeck, Stashenko North Dakota State University

Miller, Alyssa North Dakota State University

Schell, Tatjana North Dakota State University

Verzella, Massimo North Dakota State University

**Culturally Situated Practices in the Composition Classroom: Glitch Art, Middle Ages Letter Writing, American Indian Rhetorics, Non-Native English Instructors, Transatlantic Collaborations, and Current Events**

This session will be discussing the myriad ways culturally situated practices have been brought into the composition classroom, such as analyzing American Indian rhetorics, incorporating the art of letter writing which was first introduced during the late Middle Ages, discussing the challenges non-native English speaking instructors face when teaching American students, collaborating with Italian students to help American students recognize the ways in which their writing is culturally situated, and importing philosophies and practices of glitch art and its various avant-garde precursors. Finally the entire class direction remains centered around current public events.

**Sawyer, Patti** (see Starkweather) **Respiratory Therapist**

**Schaefer, Erin St. Cloud State University**

**Integrating Metacognition and Neuroplasticity: Pedagogical Techniques for Creativity and Learning**

Rhetoricians, compositionists, cognitive psychologists, neuroscientists, and researchers from many other disciplines have long tried to understand the source of creativity. Many of these theories, however, have been criticized as too deterministic, asserting that creativity is a relatively stable trait. I will show how neuroplasticity – our ability to consciously activate portions of and even physically rewire our brains – transforms “traits” into tools, ultimately empowering us to choose how to use our minds. I will show how these tools are accessible through metacognition (awareness of awareness) and pedagogical techniques that teach students how to consciously manipulate their brainwaves for creativity and learning.

**Schell, Tatjana** (see Sassi) **North Dakota State University**

**Scherer-Luebke, Gretchen** (see Miller) **Normandale Community College**

**Scheurer, Erika University of St. Thomas**

Degnan, Michael University of St. Thomas

Li, Juan University of St. Thomas

Otto, Lon University of St. Thomas

**Supporting Student Writing Across the Curriculum I: Teaching Revision, Scaffolding Assignments, and Revising ESL Assignment Design**

Lon Otto (English) will present a specific strategy for teaching revision, the main idea of which is to revise in a series of separate passes, each having a narrowly-prescribed objective. Michael Degnan (Philosophy) will present a series of scaffolded assignments that together work to create a culture of philosophical reflection in his senior seminar, "Justice for the Other." Finally, Juan Li (English) will describe her work creating meaningful writing assignments for ESL students, allowing them to connect writing tasks to their multilingual and multicultural experiences.

**Scheurer, Erika University of St. Thomas**

Grimm, Stephanie University of St. Thomas

Henderson, Kevin University of St. Thomas

Martin, Colin University of St. Thomas

**Supporting Student Writing Across the Curriculum 2: Writing as a Means of Learning Course Content**

Stephanie Grimm (Accounting) will present a series of Writing to Learn assignments intended to lead students to master course content as well as develop writing skills. She will include not only the assignments, but implementation guidance, student writing samples and simple grading criteria to allow for efficient evaluation. Colin Martin (Biology) will discuss the use of writing to support student learning in an advanced Immunology class. The assignments are also relevant for supporting students who are non-science majors. Kevin Henderson (Management) will present his use of journals in business classes as a way to enable students to reflect on their learning.

**Scheurer, Erika University of St. Thomas**

Nadir, Talia University of St. Thomas

Nesmith, Ande University of St. Thomas

Petersen, Debra University of St. Thomas

Tight, Dan University of St. Thomas

**Supporting Student Writing Across the Curriculum 3: Partnering with Librarians and Using Technology to Enhance Student Learning**

Debra Petersen (Communications and Journalism) and Talia Nadir (Library staff) will describe how having a librarian take an active role in students' research and learning processes throughout the semester has been transformative as a means of supporting student work in high-stakes research projects. Dan Tight (Spanish) will present various ways he uses technology to enhance students' second-language writing in a writing intensive course. Ande Nesmith (Social Work) will discuss how she integrates online and face-to-face peer feedback in a hybrid online/in-person course.

**Scheurer, Erika University of St. Thomas**

**Creating a Culture of Writing at the University of Saint Thomas**

The ultimate goal of the Writing Across the Curriculum (WAC) initiative at the University of Saint Thomas is to create a “culture of writing.” Now that our program is four years old, I will reflect on my evolving understanding of what it means to create a “culture of writing” at a school with diverse academic programs. How much commonality does it take to create a culture and how deep does it need to be? What is the function of difference? How does what we are trying to achieve with WAC connect to the broader culture of the university? And finally, how will I, as director, know when we have achieved our goal?

**Sheahan, Airn** (see Starkweather) **Respiratory Therapist**

**Shiell, Anne Walden University**

Kubista, Amy Walden University

Oyler, Beth Walden University

Freitag, Nicholas University of Wisconsin – Eau Claire

**Writing Center Supersession: “What’s in a Name?” and “Social Media in the Writing Center”**

This special session offers writing center staff and supporters a forum to discuss issues, ideas, and practices related to writing center work.

Topic 1: What’s in a Name? Title Variety in Writing Instruction

How are the titles we give ourselves (tutor, consultant, instructor, etc.) perceived by administration, faculty, staff, and students? How do they reflect the way we explain our work?

Topic 2: Social Media in the Writing Center

Whether your center’s social media presence is established or emerging, join us to explore questions, concerns, insights, and strategies on using social media in the writing center.

**Shiell, Anne Walden University**

**Easy Technology Tools for Improving Writing Instruction and Student Engagement**

Jing, Poll Everywhere, MentorMob, Knovio, and more—this presentation will introduce some free and simple technology tools to use with writing instruction in physical classrooms and online spaces. I will share my practices with these tools, examining how they have helped me use a flipped classroom model, increase student engagement, and improve my feedback quality.

**Sinner, Megan University of South Dakota**

**Familial Interpellation: Ideology and Agency in *The Professor’s House* and *Yonnondio***

Many novels written by women in the aftermath of World War I question the ideological structure of the United States’ economic and sociological systems. Willa Cather’s *The Professor’s House* (1925) challenges the idea that money and family bring happiness, while Tillie Olsen’s *Yonnondio: From the Thirties* (1934) suggests that the abuses of the capitalist system are perpetuated in the family sphere. By examining the family, educational, and gender positions of Godfrey and Lillian St. Peter, and Anna and Jim Holbrook, through an Althusserian lens, I will argue that economic, sociological, and ideological location affect the characters’ ability to assert agency and fulfill their subjective desires.

**Smith Carlson, Natalie North Dakota State University**

**The Analytical Memoir: Locating the Origin of Perspectives on Race in America**

Students are often ignorant of their own biases about race and are more willing to believe we no longer have a problem with racial discrimination. The Analytical Memoir assignment is the culmination of a unit that exposes students to multiple facets of race in America and asks them to locate and analyze formative messages they have received in the past about race. The application of rhetorical principles to this analysis reveals to students the ways that the messages have helped shape their individual identities and influenced their understanding of systemic racial prejudice in our society.

**Socha, Kim Normandale Community College**

Whited, Debi Normandale Community College

**Digital Equity for the Technologically Underprepared**

Based on an essay published in the May 2012 issue of the *Peace Studies Journal*, the authors will propose that the digital divide in higher education is a social justice issue. They will explore how teachers can bridge the disparities in computer knowledge within writing courses that do not specifically cater to ELLs and other marginalized students who have not had regular access to computer technologies. Therein, they consider issues of race and privilege while offering practical solutions for educators of all disciplines to assist those who lack the basic computer competency that is expected of college students.

**Starkweather, Molly Kaplan University**

Neves, Briana Georgia College and State University

**Playing with Process: Gamification, Post-process Pedagogy, and the Future of Writing Centers**

The movement of gamification, or increasing the playful challenges and pleasure in higher education, fits into writing centers, as games are also designed for a personalized experience for players. “Playing with Process” is a game in the early stages of development for students to “gamify” a writing assignment and make up a unique writing process through a “Choose Your Own Adventure” game structure. Molly Wright Starkweather, a full time Writing Center tutor at Kaplan University, and a former composition student, Briana Neves, will present a “how to” in developing similar games for writing centers as well as for specific assignments.

**Starkweather, Molly Kaplan University**

Livingstone, Liana St. Cloud State University

MacBride, Michael St. Cloud State University

Neves, Briana Georgia College and State University

Rial-Monohan, Vanessa Social Worker

Sawyer, Patti Respiratory Therapist

Sheahan, Airn Respiratory Therapist

Veeder, Rex St. Cloud State University

**Cultural Crossovers: Medicine and the Humanities in Classrooms and Beyond**

Healthcare is a worthwhile subject to explore for our first-year writing students, considering the interdisciplinary nature of the subject as well as the universal nature of the subject. How should writing students approach researching and writing about a traditionally scientific subject in a traditional Liberal Arts course? Likewise, how can professionals in fields related to Narrative Medicine and the Medical Humanities incorporate writing as part of professional reflection and development? We will engage in a culture-circle style discussion with professionals from various sectors that will help us develop a harmonic polyphony of possibilities for enriching writing with innovative medical research.

**Staton, Ann V. Minnesota State University – Mankato**

**Blending Online and Face-to-face Environments in a Freshman Composition Course**

Blending synchronous online and face-to-face classroom environments in a freshman English composition course creates an interesting learning culture neither wholly online nor face-to-face. For the past two semesters the speaker has been a graduate instructor in such a blended environment. This presentation is based on the speaker’s experiences and observations and hopes to initiate a discussion to generate ideas on ways to integrate the two different online and classroom cultures to the benefit of students, instructors, and institutions.

**Sullivan, Alesha** (see Barthels) **Minnesota State University – Mankato**

**Sweeney, Anne** (see Akiyoshi) **Minnesota State University – Mankato**

**Synstelien, Wanda** (see Williams also) **Inver Hills Community College**

**Exhilarated, Intoxicated Minds: Students Teaching Students**

This workshop will give everyone the opportunity to consider, reflect, discuss and, most importantly for any curious mind, PLAY when facing the question of how best to engage the developmental and basic composition student in what is often perceived as a "boring" class that just needs to get done. Participants will receive examples, websites, and begin a product of their own to take back to the classroom.

**Tham, Jason** (see Hennes) **St. Cloud State University**

**Theobald Benda, Laura Institute of Production and Recording**

**A Mathematical Approach to Writing**

Most students enter algebra class expecting to learn formulas that will guide them to the correct answer to a problem. So why not approach writing the same way? By emphasizing a mathematical approach to writing, we can reach those students who claim to have always hated writing. For left-brained students, highlighting formulas can help them understand the goal of writing and how to get there. Sentences, essays, and paragraphs can all be analyzed according to formulas, and while that might pain some creative writers, for certain student writers – especially those in more technical fields – it could be a way in.

**Thomas-Pollei, Kim** (see Breuch) **University of Minnesota-Twin Cities**

**Thoennes, Kristin** (see Williams) **Inver Hills Community College**

**Thompson, Mary** (see Williams) **Inver Hills Community College**

**Thompson, Joan Normandale Community College**

Fisher, Kari Normandale Community College

Rosenfeld, Nina Normandale Community College

**Activities for the Global Classroom**

Increasingly, our composition classes combine native speakers with non-native speakers from diverse backgrounds. Classroom activities can strengthen diverse peers’ abilities to work together effectively. Nina Rosenfeld will demonstrate a survey activity on academic issues in students' home cultures. The survey embeds grammar, speaking, and writing practice for both native and non-native English speakers. Joan Thompson will demonstrate a handbook exercise activity that helps students understand editing issues in the context of an increasingly globalized workforce. Kari Fisher will demonstrate activities that help validate the expertise non-native speakers have and foster empathy and respect from native speakers of English.

**Tight, Dan** (see Scheurer) **University of St. Thomas**

**Tofteland, Rachel** (see Clayson) **University of Minnesota-Twin Cities**

**Trott, Margaret** (see Giefer&Kmiecik) **Winona State University**

**Unganer, Tulin** (see Giefer) **Winona State University**

**Van Geest, Jackie** (see Beach) **Jefferson High School**

**Veeder, Rex** (see Starkweather also) **St. Cloud State University**

**Creating Writing Assignments that include Narrative Medicine and Medical Humanities**

This workshop will be a working demonstration of a culture circle that applies to medical humanities and narrative medicine. Participants will begin by interpreting visual and written texts to create their own description of basic survivor experiences including the iconic ideas of destruction, rebirth, Frankenstein's monster, being worked on (technology,) and artist/scientist. The panel will then talk through the interpretations and create a list of key terms and images associated with the iconic ideas and lead the participants in creating assignments and prompts related to the lists and images that are products of the initial phase of the workshop.

**Verzella, Massimo** (see Sassi) **North Dakota State University**

**Waite, Kiley Century College**

Elder, Elizabeth Century College

**From ESOL to Freshman Comp: Expectations for Non-Native English Speakers**

Some educators might argue that after completing an ESOL program, non-native English speakers’ grammar and writing should be almost perfect. Is this an appropriate expectation? What should instructors rightly expect from this student population, and how can we as ESOL and English teachers best help these students succeed?

**Walters, Whitney Minnesota State University – Moorhead**

Bakkum, Karl Minnesota State University – Moorhead

Barlow, Allegra Minnesota State University – Moorhead

Larson, Jamee Minnesota State University – Moorhead

**Writing Workshop Pedagogies**

As Master of Fine Arts students and Teaching Assistants at Minnesota State University Moorhead, we have gone through multiple workshops in various writing genres and find we value establishing a group of people to trust and honestly address issues in a manuscript and encourage strong writing. As TAs we aspire to promote the same environment among our English 101 students because we feel the best writing results come from a collaborative and supportive atmosphere. Having experienced various successful and unsuccessful pedagogies in our own workshops, we will explore the importance of forming a constructive writing culture for students.

**Watkin, Amy Concordia College**

Kopperud, Joan Concordia College

**Connecting Intercultural Communities at Concordia College**

For several years, we have joined Joan’s Reading/Writing Methods course for English Education majors with Amy’s American English Language and Culture class for newly arrived international students. This partnership helps all of our students develop relationships with peers, experience teaching and mentoring, and develop skills in English. We have found a combination of books, activities, attitudes, and pedagogy that helps these students connect in remarkable ways. We would like to share our successes with colleagues, and ask for feedback and ideas so that we can continue to strengthen our partnership.

**Whited, Debi** (see Socha) **Normandale Community College**

**Williams, Matthew** (see Hallsten) **Inver Hills Community College**

McAleer, Patrick Inver Hills Community College

Synstelien, Wanda Inver Hills Community College

Thoennes, Kristin Inver Hills Community College

Thompson, Mary Inver Hills Community College

**Expanding Partnerships, Relocating College: Tensions and Hopes Within Concurrent Enrollment**

Recently, there has been a strong push for concurrent enrollment programs in MnSCU. Concurrent enrollment allows high school students to take college level courses through classes taught by high school teachers and overseen by college faculty. For the past year, Inver Hills Community College has been piloting a concurrent enrollment program involving English classes. In this workshop, several faculty members from IHCC will discuss and share issues arising from the push to implement these concurrent enrollment programs. Among these issues include the faculty/teacher relationship, course content and quality, recruitment of teachers and application procedures, and even logistical issues.

**Williams, Matthew Inver Hills Community College**

Reynolds, Tom University of Minnesota – Twin Cities

Bruch, Pat University of Minnesota – Twin Cities

**Innovation, Conservation, and New Technologies: Past, Present, and Future Purposes of English Composition**

Over the last four decades, first-year writing courses have occupied a central place in struggles over access to higher education. On one hand, the professionalization and specialization of Writing Studies has encouraged theories and practices for transforming the traditional functions of writing instruction. On the other hand, public pressures on universities for budget efficiencies, measurable outcomes, and back-to-basics fundamentalism produce many classroom settings dominated by old priorities of correctness, instrumental conventionality, and monolingualism. Our panel examines how technology transformations refigure and complicate this ongoing struggle over writing instruction in universities.

Topic 1: There is No There There: Composition and the Digitized Death of the Public University

Topic 2: English Composition In and Against History

Topic 3: Everyday Media and Possibilities for Critique in First-Year Writing

**Wu, Jun Anui University, Mainland China**

**English Writing of Non-English Majors at Tertiary Level in China**

This presentation consists of three parts. The first part will introduce what we usually do to teach non-English majors English writing and how our students perform in English writing. The second part is about the problems we have found in students’ writing, which will be analyzed from linguistic, discourse and cultural perspectives. The third part will present what we have tried to improve our teaching methods, which, we believe, will lead to students’ better performance in English writing. Relevant research about English writing at tertiary level in China will be incorporated in each part.

**Zamarripa, Ellen** (see Barthels) **Minnesota State University – Mankato**

**Zehnder, John** (see Akiyoshi) **Minnesota State University – Mankato**

**Zelman, Tom College of St. Scholastica**

**Management Writing and Classroom Companies**

The presentation will describe the practice of group work as I have employed it in a junior/senior-level management writing class. Students found 3- or 4-person companies, announce a mission, draft by-laws, and transact business with one another. At the same time that they are completing individual assignments, they also work as a professional writing group, translating the needs of a CSS supervisor or program director into clear prose and attractively formatted documents. The presentation itself will be brief and designed to elicit discussion.

**Zepper, Kevin Minnesota State University - Moorhead**

**Prose Poems as Teaching Resources**

My creative presentation consists of prose poems I’ve incorporated as instructional materials in all of my current writing classes: English 099 Foundations of English, English 101 Composition 1, and English 288 Introduction to Creative Writing. I utilize my poetry as prompts, references to figurative imagery, and components of writing assignments. I will provide a brief description of the assignment to preface each poem.