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| **Minnesota State Colleges & Universities** |  | [Gold University of Minnesota M. Skip to main content.](http://www1.umn.edu/twincities/maps/StCen/#BodyContent)[University of Minnesota. Home page.](http://www.umn.edu/) |  | Home    **Minnesota’s Private Colleges** |
| **www.mnwe.org**    **MnWE** |

**Minnesota Writing and English   
Conference Program  
  
Fostering Access and Equity**

March 31-April 1, 2016

Metropolitan State University,

St. Paul, MN



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| MnWE would like to express its thanks to Metropolitan State University for its generous donation of conference space, the University of Minnesota Department of Writing Studies for regular donation of meeting space, and the Minnesota State Colleges and Universities (MnSCU) for use of its Lyris Listserv program for the MnWE Newsletter. |

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**MnWE Committee**

This first list contains MnWE Committee members who attend meetings regularly. Anyone may join the Committee who is willing to serve as a volunteer in a significant capacity. Often (but not always) this service includes attending most of the MnWE Committee meetings. If you're interested, let us know, or join us for our meeting at the end of the conference!  
       
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**Contact Representatives**

This second list contains representatives of MnWE at their schools, who pass MnWE communications on to their departments and other interested members. If you would like to serve as a representative of MnWE for your department and no one else is doing so, please let us know!

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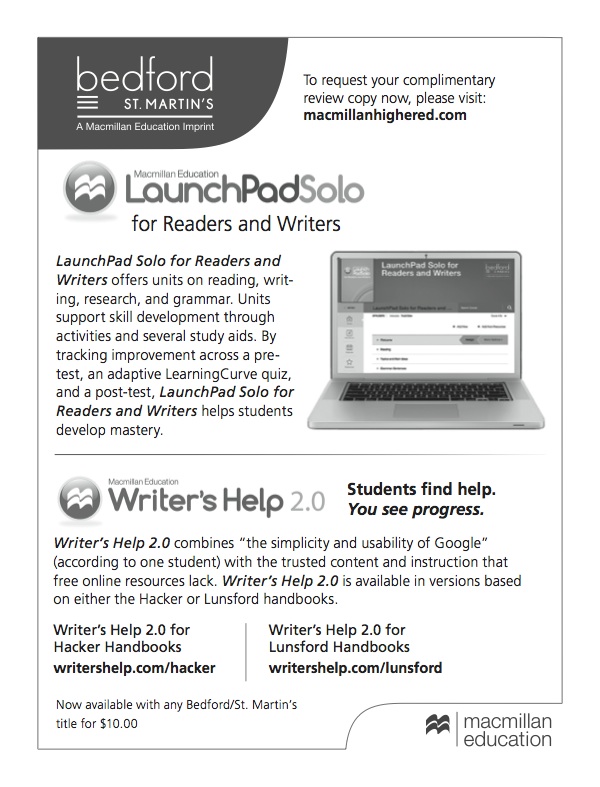
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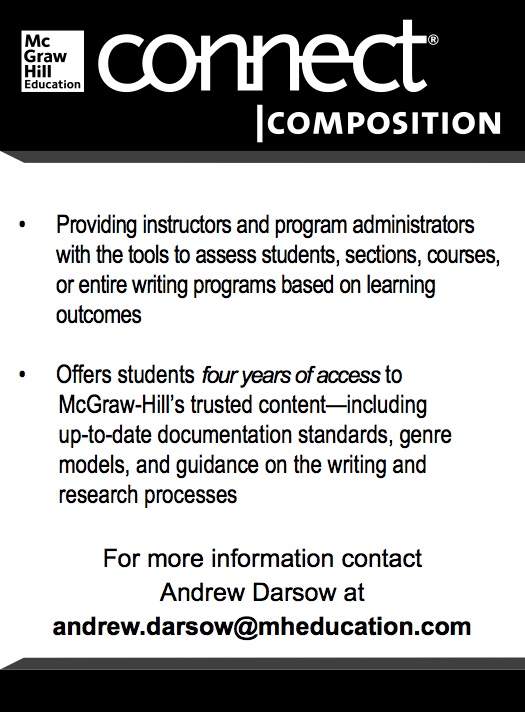
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Are you on the MnWE e-mail listserv? We send emails about events in our MnWE community about once a month. If you have not recently received MnWE Conference and Minnesota English and Writing information, send your e-mail address to Richard Jewell and ask to be added to the listserv (richard@jewell.net). For more information about MnWE, please visit us online at [**www.MnWE.org**](http://www.MnWE.org)

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**SESSION GUIDELINES FOR PRESENTERS AND CHAIRS** *(2-15)*

**Presenters: A Suggested Checklist Guide for the MnWE Conference**

Session Presenter Guidelines: The role of thesession **Presenter** is central to the success of the participant experience; these

guidelines help to enhance the session quality for all conference attendees. Thank you.

**Presenter preparation before the Conference**

**\_\_\_\_\_** Discuss, with your fellow Presenters, the session format, speaking time, placement of question-and-answer portions, and

connections among your topics; if possible, consult with your Session Chair as well.

\_\_\_\_\_ Advise Conf. organizers in advance if you have any unusual technology requests; all sessions occur in “smart” classrooms.

\_\_\_\_\_ Inform Conf. organizers by email or telephone if you are unable to attend the conference.

**Presenter actions upon arrival at the Conference**

\_\_\_\_\_ Obtain nametag at the Registration Table while determining, in advance of your session, the means to access Tech Support.

**Presenter actions at the breakout Session**

\_\_\_\_\_ Arrive at the room 10 or 15 minutes before the session begins, to become familiar with space and equipment.

\_\_\_\_\_ Verify the format of the session, including order, placement of question-and-answer portions, or any special circumstances.

\_\_\_\_\_ Become comfortable with fellow Presenters and Session Chair, and clarify your respective roles within the session format.

\_\_\_\_\_ Limit presentations responsibly within your specified allotted time.

\_\_\_\_\_ Accept and be aware of the session Chair’s obligation to indicate when the next Presenter’s time has arrived.

**Chairs: A Suggested Checklist Guide for the MnWE Conference**

Session Chair Guidelines: The role of the **Session Chair** is instrumental to the success of each session**;** please use the available

breakout time to guide participants toward the anticipated purposeful goals of the session. Thank you.

**Preparation before the Conference**

\_\_\_\_\_ Become familiar with presentations by viewing abstracts prior to the session.

\_\_\_\_\_ Inform the Registration Desk should a panel Presenter cancel, or should other changes occur.

\_\_\_\_\_ Contact Presenters prior to the session; possibly request a short bio for introductory purposes.

\_\_\_\_\_ Consider requesting Presenters’ text and speaking notes beforehand, to better enhance the proceedings.

\_\_\_\_\_ Prepare a few questions that might stimulate audience participation and interaction.

**Actions at the Conference Session**

\_\_\_\_\_ Arrive at the room 10 or 15 minutes before the session begins, to become familiar with space and equipment.

\_\_\_\_\_ Meet with Presenters shortly before the session to verify session format and confirm personal introductions.

\_\_\_\_\_ Insure that all Presenters clearly and comfortably agree to format, speaking order and respective roles.

\_\_\_\_\_ Determine the time for follow-up discussions, which most commonly take place after all presentations are finished.

\_\_\_\_\_ Notify Presenters regarding planned time limits; please resolve to observe and enforce these limits.

**Actions during the Session**

\_\_\_\_\_ Open with introductions; limit your Chair time; promote due Presenter time, audience contributions, questions, and answers.

\_\_\_\_\_ Manage and enforce time limits professionally, diligently, and firmly with graceful reminders to Presenters.

\_\_\_\_\_ Facilitate dialogue that promotes respectful and productive interaction; engender varying viewpoints and perspectives among healthy conflict to discover fruitful common ground.

\_\_\_\_\_ Intervene judiciously to move the session forward, by linking ideas proposed by Presenters and other contributors.

\_\_\_\_\_ Enable a moderated question-and-answer session; summarize key ideas and proposed follow-up actions.

\_\_\_\_\_ Thank Presenters and participants, graciously and copiously, when concluding the session.

**Schedule at a Glance**

**Thursday, March 31:**

8:00 am-2:30 pm: Registration

9:00 am-2:30 pm: Publishers’ Displays

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8:30-9:30: Plenary Panel: Fostering Access and Equity

9:45-11:00: Concurrent Sessions A

11:15 - 12:45: Lunch and Thursday Keynote

12:45 - 1:15: Discussion afterward with Keynoter

1:00 - 2:15: Concurrent Sessions B

2:30 - 3:45: Concurrent Sessions C

2:30 - 4:30: Workshops D (2 hrs.)

4:00 - 6:00: MnWE Happy Hour at Tongue in Cheek (more information in program)

**Friday, April 1:**

8:00 am-2:30 pm: Registration

9:00 am-2:30 pm: Publishers’ Displays

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8:30-9:30: Plenary Panel: Students in the Information Age: Access, Research, and Persistence

9:45-11:00: Concurrent Sessions E

11:15 - 12:45: Lunch and Friday Keynote

12:45 - 1:15: Discussion afterward with Keynoter

1:00 - 2:15: Concurrent Sessions F

2:30 - 3:45: Concurrent Sessions G

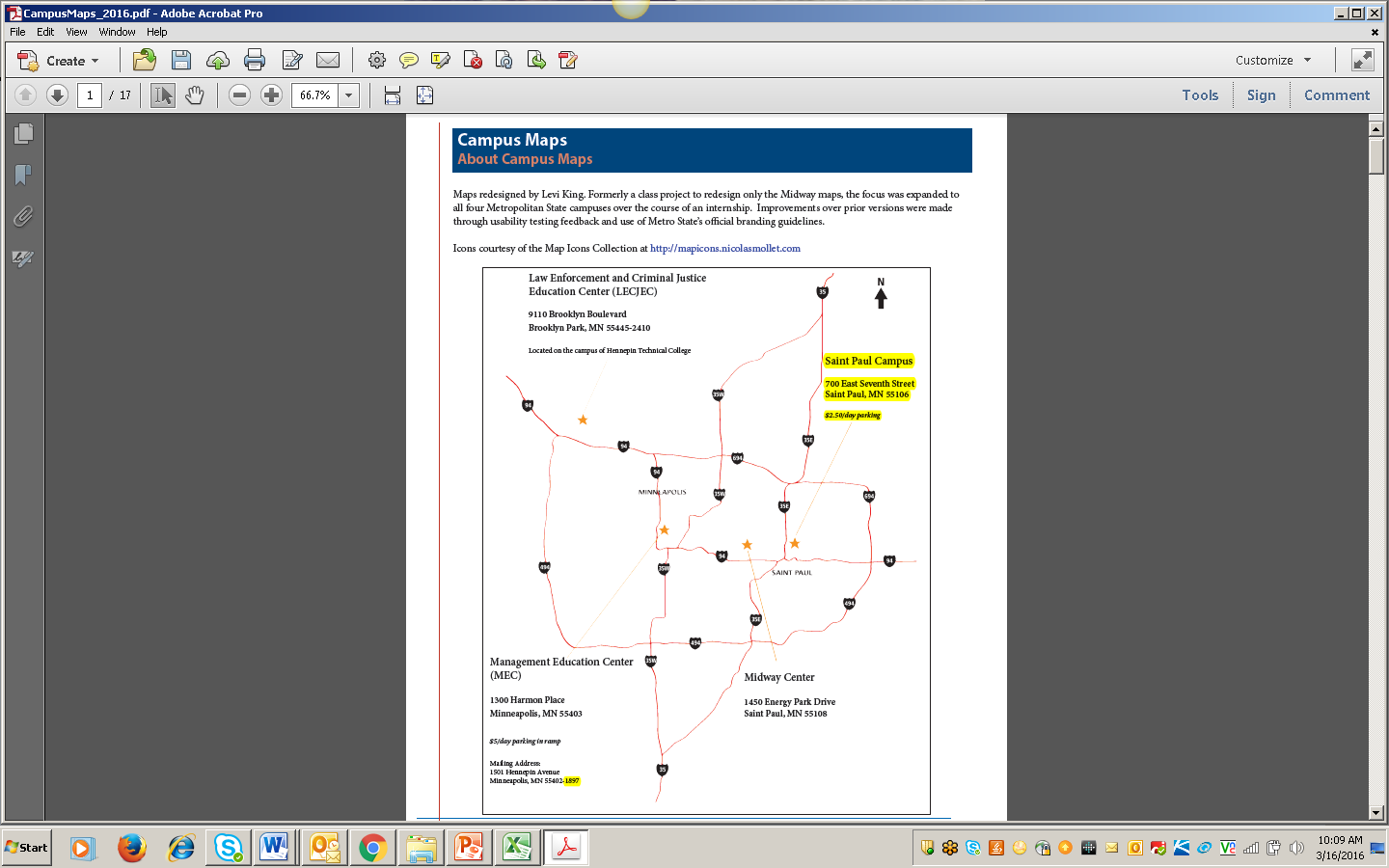
2:30 - 4:30: Workshops H (2 hrs.)

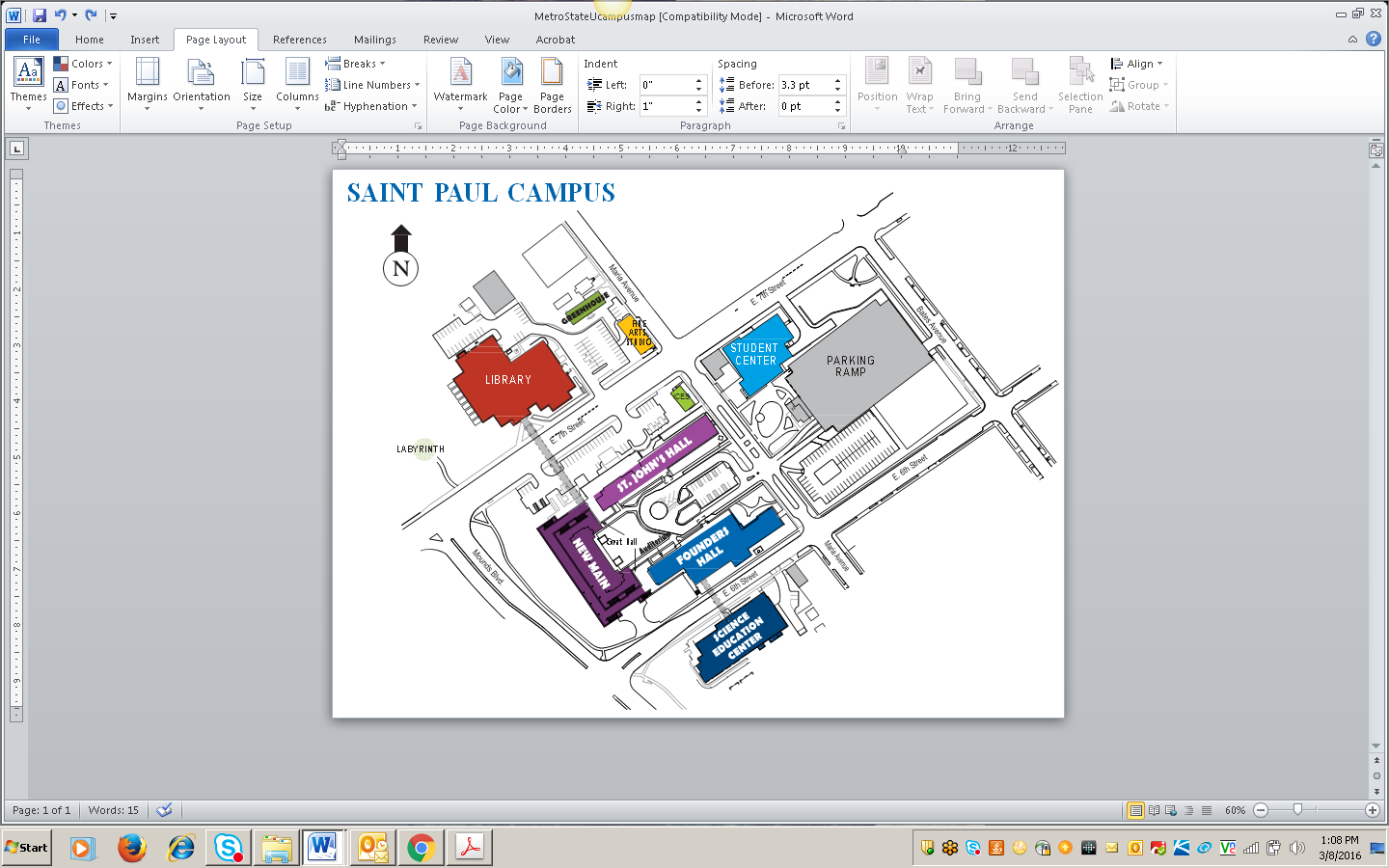
4:40 - 5:50: MnWE Committee Meeting.--new members/visitors welcome

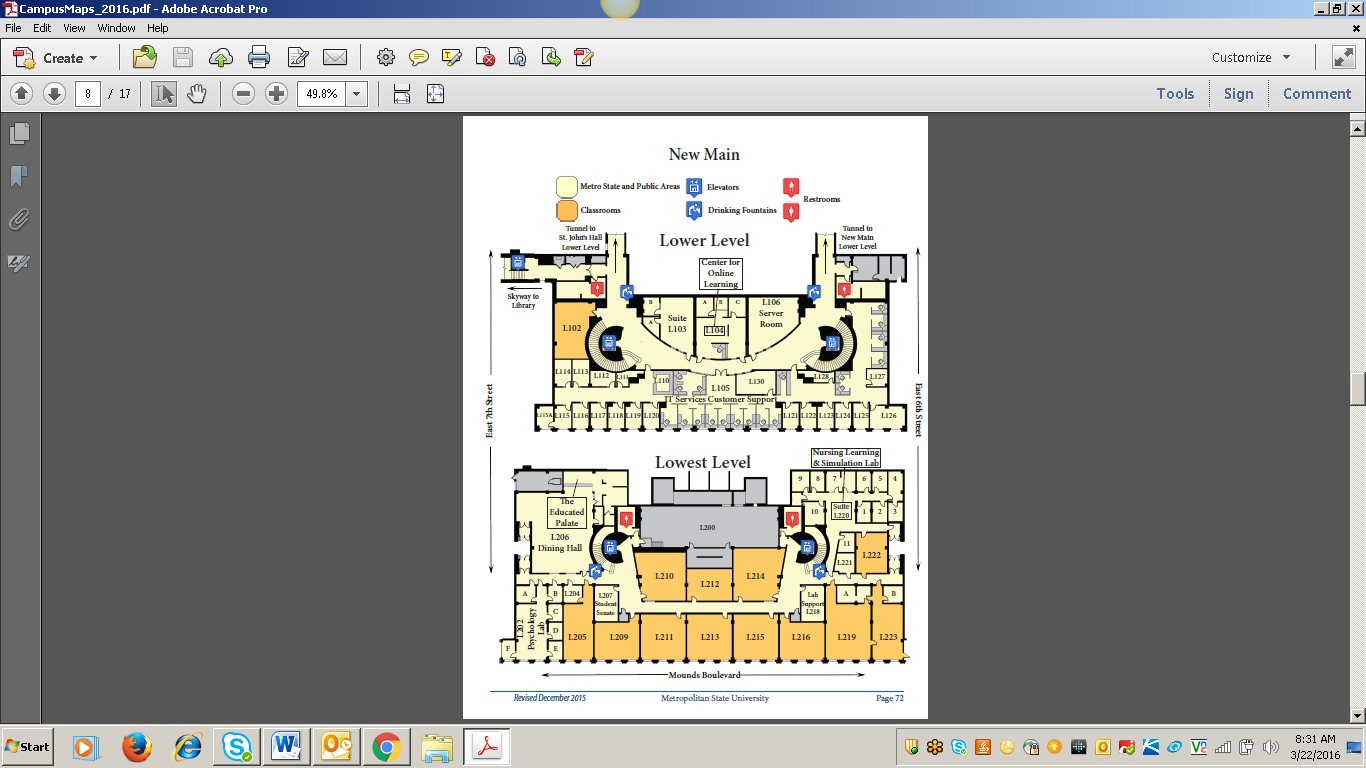
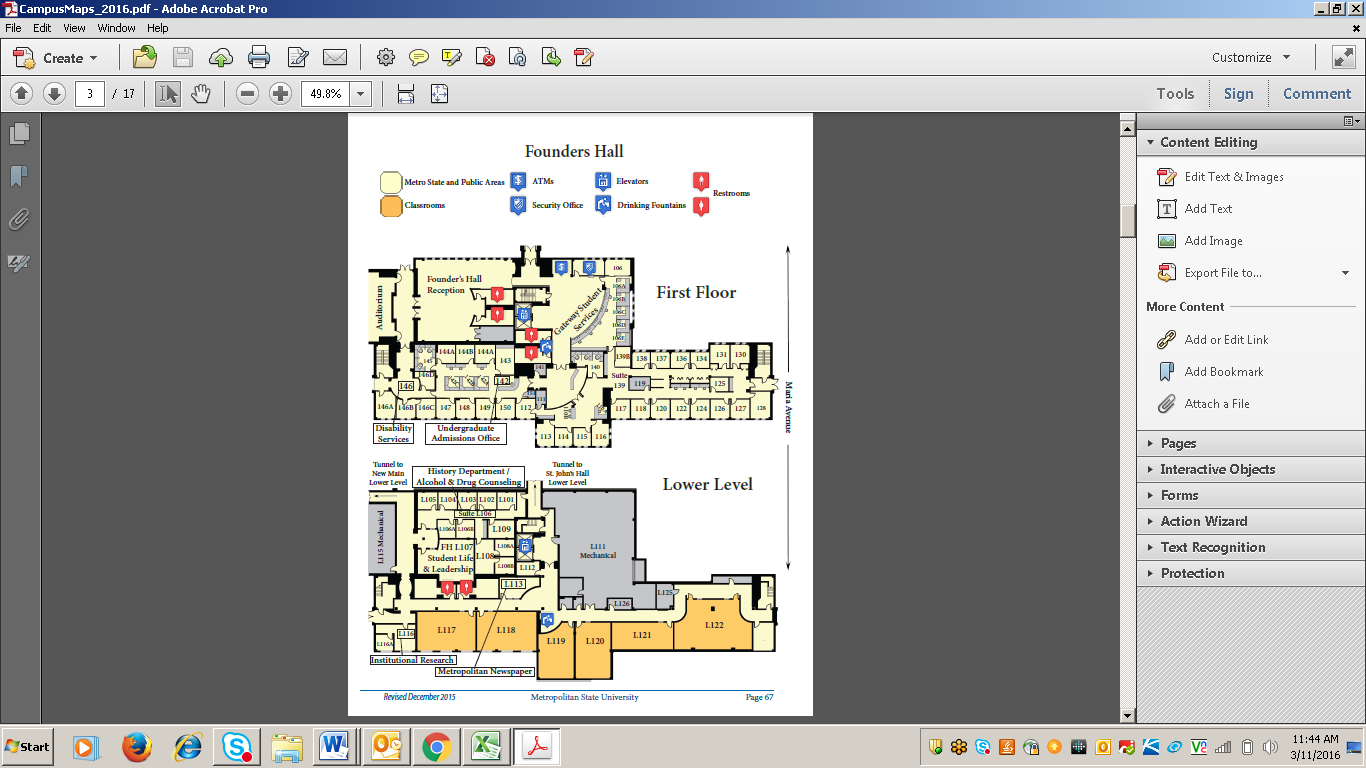
6:00 - 7:00: Dinner- sign-up at registration table, location: The Strip Club Meat & Fish (more information in

program)

\*\*Undergraduate and graduate students—you have a chance to win a $20.00 gift card!!! To be entered in the drawing, insert your name in the box located on the main registration table. We will draw two names on Thursday afternoon and two names on Friday afternoon. Check back at the table to find out if you have won, or include your phone number so that we can contact you. Good luck and thanks for attending the conference!\*\*







**Thursday, March 31, 8:30 - 9:40 a.m.**

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| **TIME** | **WORKSHOP/EVENT** | **Introduction and Plenary** |  | **ROOM** |
| 8:30-  9:30 a.m. | Plenary Session | Welcome from Larry Sklaney, Conference Coordinator  **Opening Plenary:**  **Fostering Access and Equity**  **LeeAnne Godfrey**, Assistant Professor, TESL, Minnesota State University, Mankato  **Heidi Farrah**, English Faculty, North Hennepin Community College  **Ben Kiely**, English Faculty, North Hennepin Community College  **Rhiana Yazzie**, Artistic Director, New Native Theatre  Our MnWE Opening Plenary speakers approach the conference theme “Fostering Access and Equity” from three different perspectives.  LeeAnne Godfrey of Mankato State will look at these matters through an ESOL lens.  Heidi Farrah and Ben Kiely will discuss North Hennepin Community College’s accelerated Developmental Composition “Gateway” curriculum.  And New Native Theatre founder and director Rhiana Yazzie will consider theater as a way to foster access and equity. | | Great Hall |

**Thursday, March 31, 9:45 - 11:00 a.m.: Concurrent Sessions A**

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| **TIME** | **WORKSHOP/EVENT** | **TITLE – Concurrent Sessions A** | | **PRESENTER** | **ROOM** |
| 9:45- 11:00 a.m.  Choose your event from these **five options**. | 1. Session | “Vital Signs: Teaching Academic Writing for Nursing Students” | Danielle Hinrichs, *Metro State University*  Kris Frykman,  *Metro State University*  Jennifer Ouellette-Schramm,  *Metro State University* | | NM L205 |
| 2. Session | “Access and Equity from the Adult Student’s Perspectives” | | Charles Tedder,  *Metro State University*  Carol Lacey,  *Metro State University* | NM L210 |
| 3. Roundtable | “Diversity of Literature = Diversity through Literature” | | Julie Daniels, *Century College*  Emmanuel Doh,  *Century College*  Cheryl Gfrerer,  *Century College*  Yanmei Jiang,  *Century College*  Bri Kerschner,  *Century College*  Brian Lewis,  *Century College*  Kris Peleg,  *Century College* | NM L211 |
|  | 4. Panel: Diversity in Academic Success | “Racial Identity Development Theory for the Writing Classroom”  “What We Talk about When We Talk about Grammar: Moving beyond Misunderstandings to Practical Approaches for Effective Instruction”  “Teaching Old Dogs Old Tricks: Writing and Speaking for Academic Success” | | Lucia Pawlowski, *University of St. Thomas*  Anne Elstrom Park,  *Hamline University*  Laura McCartan,  *Metro State University*  Lori Schroeder, *Metro State University* | NM L213 |
|  | 5. Session | “Voices of Immigrant Storytellers” | | Tea Rozman Clark,  *Green Card Voices* | NM L215 |

**Thursday, March 31, 11:15 a.m. - 12:45 p.m.: Keynote I**

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| **TIME** | **WORKSHOP/EVENT** | **Lunch and Keynote I** |  | **ROOM** |
| 11:15 a.m.-  12:45 p.m. | Lunch | Lunch, for those who have requested this meal in advance.  Welcome from Devinder Malhotra, Interim President, Metropolitan State University  Presentation from **Andrew Darsow** from McGraw Hill | | Great Hall |
| 11:45 a.m.-12:45 p.m. | Keynote I | **Dilemmas in Teaching Literature**   * **Dr. Donald Ross**   **English and Writing Studies Departments,**  **University of Minnesota-Twin Cities**   * **Dr. Taiyon Coleman**   **English Department, Minneapolis Community and**  **Technical College**  We will use a workshop format to explores some of the possibilities for teaching literature to our students  How do we balance teaching a few texts in depth and surveying a canon (however defined)? Might we focus on what motivates characters, e.g., religion, economics, social justice, and sex? What attention should we pay to the gender, economic status, and race of authors and characters? Should students be encouraged to read for cultural critique, personal improvement, and ethics and values?  What motivates students to read (at all, carefully), to discuss what they have read in class, to write about it? Does that depend on students’ identifying with characters, plots, and settings? Given that reading skills and practices, cultural and literary backgrounds, and interests vary enormously, how might we adjust our teaching for the class or for individual students? | | Great Hall |

**Thursday, March 31, 1:00 - 2:15 p.m.: Concurrent Sessions B**

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| **TIME** | **WORKSHOP/EVENT** | **TITLE – Concurrent Sessions B** | **PRESENTER** | **ROOM** |
| 1:00 -2:15 p.m.  Choose your event from these **five options**. | 1. Panel: Portfolios, context, and Group Therapy | “Electronic Portfolios and the Problem of (Public) Access “  “Neurodivergence and Muted Group Theory in the Composition Classroom” | Anthony J. Michel,  *University of Minnesota-Duluth*  Sam Harvey,  *St. Cloud State University* | NM L214 |
| 2. Session | “Creativity Meets Technology: Metro State’s TechPow Program” | Anne Aronson,  *Metro State University*  Quan Zhou,  *Metro State University*  Brian Nerney, *Metro State University*  Alex Lane,  *Metro State University*  Fred Carpenter, *Metro State University*  Johanna Swallow, *M.S. student, Technical Communication*  Andrew Prater, *B.A. student, Technical Communication and Professional Writing* | NM L215 |
|  | 3.Session | “PSEO Experience--Bridging High School and College” | Yanmei Jiang, *Century College*  Richard Jewell, *Inver Hills Community College*  Ryan Kriva,  *former Century PSEO student and current student at U of M, Carlson School of Management*  Zhen Tu,  *Egan High School junior and current PSEO student at U of M*  Isaac Lalonde, *Home School junior and current PSEO student* at Century College  Katrina Sponheim, *Charter School senior; current PSEO student at Century College* | NM L205 |
|  | 4. Session | “Mindset and Motivation in the Writing Classroom: A Secret Weapon for Empowering your Students” | Lisa Lucas Hurst,  *Southwest Minnesota State University*  Pam Whitfield, *Rochester Community and Technical College* | NM L209 |
|  | 5. Session | “Strategies of Being a Writing Tutor from Personal Experience” | Heather Johnson, *Winona State University*  Clara Richter, *Winona State University*  Karolyn Britton,  *Century College*  Anne Stoltenow*,*  *Winona State University* | NM L210 |

**Thursday, March 31, 2:30 - 3:45 p.m.: Concurrent Sessions C**

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| **TIME** | **WORKSHOP/EVENT** | **TITLE –Concurrent Sessions C** | **PRESENTER** | **ROOM** |
| 2:30- 3:45 p.m.  Choose your event from these **four options**. | 1. Panel: Multilingual Strategies | “A Refresher in WCF (Written Corrective Feedback)”  “Facilitating Success for Multilingual Students” | Charles Lavin, *University of Wisconsin-River Falls*  Renata Fitzpatrick, *Carleton College* | NM L211 |
| 2. Panel: Technology and TED | “Emancipation and Multi-modal Engagement in the Composition Classroom”  “TED Talk-Inspired Speech Unit Boosts Engagement, Access, and Equity for Students by Using Authentic Audiences” | Jay Schroeder,  *St. Cloud State University*  Jaime Jarmin, *North Dakota State University* | NM L213 |
|  | 3. Session | “Working with Tutors Linked to Classes” | Yanmei Jiang,  *Century College*  Jackie Reichter,  *Century College*  Katrina Sponheim,  *Century College*  Seong Chan Kang,  *Century College*  Karolyn Britton,  *Century College*  Kirsten Farmer,  *Century College* | NM L214 |
|  | 4. Roundtable | “Pedagogies of Teaching and Tutoring: A Dialogue Between Writing Center Tutors and Writing Instructors” | Danielle Hinrichs,  *Metro State University*  Jules Thompson,  *Metro State University*  Suzanne Nielsen,  *Metro State University*  Emily Urness,  *Metro State University*  Laurie McCartan, *Metro State University* | NM L205 |

**Thursday, March 31, 2:30 – 4:30 p.m.: Workshops D**

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| **TIME** | **WORKSHOP/EVENT** | **TITLE –Concurrent Sessions D** | **PRESENTER** | **ROOM** |
| 2:30- 4:30 p.m.  Choose your event from these **five options**. | 1. Workshop | “Utilizing Multimodal Theme-Sets to Bridge L1 and L2 Student Literacies in the Multicultural Composition Classroom” | Daniel Ruefman, *University of Wisconsin-Stout* | NM L209 |
| 2. Workshop | “Developing a Writing Center Certification Programs: Hang-ups and Successes” | Carol Mohrbacher, *St. Cloud State University*  Sharon Cogdill,  *St. Cloud State University*  Kyle Mackedanz*,*  *St. Cloud State University* | NM L210 |
|  | 3. Workshop | “Digital Workflows for Instructors” | Trinh "Fred" Carpenter,  *Metro State University* | FH L117 |
|  | 4. Workshop | “Taking the College Classroom into the Community: Writing Students as Tour Guides on Coach Bus Tour of the Twin Cities--SUBTEXT ROAD TRIP!” | Chris Weyandt, *Century College* | FH L118 |
|  | 5. Roundtable | “College Standards in the High School Classroom: Exploring Issues and Solutions” | Lisa Lucas Hurst. *Southwest Minnesota State University*  Elizabethada Wright,  *University of Minnesota-Duluth*  Pakou Yang, *MnSCU*  Mary Trachsel,  *University of Iowa*  Martha Moore Davis,  *Norwalk High School* | FH L120 |

**Thursday, March 31, 4:00 - 6:00 p.m.: Happy Hour**

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| 4:00 p.m. – 6:00 p.m. | **Happy Hour at**  **Tongue in Cheek**  989 Payne Ave. St. Paul, MN 55130  651-888-6148  Everyone welcome. Self pay. | Ask for tables reserved for "Danielle from Metro." The restaurant is not within walking distance but is a 5-minute drive:  - Exit the Metropolitan State University parking lot and turn right on Maria Ave.  - Drive 1/2 a block.  - Turn left on 7th St.  - Continue past Mounds Blvd. and take the next right on Payne Ave.  - Tongue in Cheek will be 1.4 miles ahead on the left.  - Turn left on Jenks Ave to park behind the building. |

**Friday, April 1, 8:30 - 9:30 a.m.: Plenary**

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| **TIME** | **WORKSHOP/EVENT** | **Plenary** |  | **ROOM** |
| 8:30-  9:30 a.m. | Plenary Session | **Students in the Information Age: Access, Research, and Persistence**  **Elizabethada Wright,** Associate Professor of Writing Studies, University of Minnesota-Duluth  **Kim Pittman,** Reference and Information Literacy Librarian, University of Minnesota-Duluth  **Samantha DeVilbiss,** Program Coordinator, Office for Students in Transition, University of Minnesota-Duluth  **Tammy Durant,** Associate Professor and Chair of Literature and Language, Metropolitan State University  **Michelle Filkins,** Reference and Instruction Librarian, Metropolitan State University  Elizabethada Wright, Kim Pittman, and Samantha DeVilbiss will discuss a collaboration between four academics (a university librarian, a supportive services instructor, a writing program administrator, and an administrator from the Office of Students in Transition) working together on a project for the Association of College & Research Libraries’ program called Assessment in Action: Academic Libraries and Student Success. Their project looks at how well students persist in their research attempts throughout the research process. The goal is for students to become strong researchers who can use information to gain access to advancement; however, if students become frustrated and do not persist with their work, they will not gain this advantage.  Michelle Filkins and Tammy Durant will discuss Metropolitan State University’s academic integrity policy (which won the International Center for Academic Integrity’s 2015 *Campus of Integrity Award*) in the broader theoretical context of information framing. They will look at the incidental/accidental information training students are drilled in daily and the changing strategies teachers must deploy in the Information Age to ensure that students gain equal access to academic norms. | | Great Hall |

**Friday, April 1, 9:45 - 11:00 a.m.: Concurrent Sessions E**

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| **TIME** | **WORKSHOP/EVENT** | **TITLE –Concurrent Sessions E** | **PRESENTER** | **ROOM** |
| 9:45- 11:00 a.m.  Choose your event from these **six options**. | 1. Session | “The Inclusion of ESOL Students in a Mainstream Classroom, and an Instructor’s Approach Toward Plagiarism” | Mary Ellen Daniloff-Merrill, *Southwest Minnesota State University*  Beata Pueschner, *Anoka-Ramsey Community College* | NM L205 |
| 2.Session | “Poverty & Equity in the Changing Landscape of Education” | Anne Clark,  *Alexandria Technical and Community College*  Linda Lein, *Alexandria Technical and Community College* | NM L209 |
|  | 3. Session | “Pedagogy of Paired Courses in Developmental Education ” | Faith Ericson,  *St. Cloud Technical and Community College*  Vicky Kapitzke,  *St. Cloud Technical and Community College*  Pamela McBroom,  *St. Cloud Technical and Community College* | NM L210 |
|  | 4. Session | “The Gatekeepers of Opportunity: Expanding the Role of Instructors in English Education” | Sam Anderson, *Minnesota State University-Mankato*    Anna Basel,  *Minnesota State University-Mankato*  Dave Powers,  *Minnesota State University-Mankato* | NM L211 |
|  | 5. Session | “Dual Credit Composition and Possibilities of Critical Literacy” | Tom Reynolds,  *University of Minnesota*  Pat Bruch,  *University of Minnesota*  Matt Williams, *Inver Hills Community College* | NM L213 |
|  | 6. Session | “Building Expertise Together: Student-Centered Strategies in Literature Courses” | Larry Sklaney, *Century College*  Pam Whitfield, *Rochester Community College*  Julie Daniels, *Century College* | NM L214 |

**Friday, April 1, 11:15 a.m. – 12:45 p.m.: Keynote II**

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| --- | --- | --- | --- | --- |
| **TIME** | **WORKSHOP/EVENT** | **Lunch and Keynote II** | **PRESENTER** | **ROOM** |
| 11:15- 12:45 p.m. | Lunch | Lunch, for those who have requested this meal in advance.  Presentation from **Johnny Dellaluna** from Macmillan | | Great Hall |
| 11:45- 12:45 p.m. | Keynote II | A Life of Miracles along the Yangtze and Mississippi  **Dr. Wang Ping**  Multi-Award Winning Poet, Fiction Author, and Essayist  Thirty years ago, I left Shanghai and came to the USA with $26 in my pocket and a dream for a new life. I didn’t know exactly what I was seeking. Sure, I was going to get my PhD, but that wouldn’t be enough. I also knew it would be hard to earn, considering I had no friend or relative or money in America. All I knew was I’d outgrown my old home, and I needed to find a new one. So on the night when the Mets won the World Series, and Flushing went wild with celebration, I arrived at JFK and started my journey along the Hudson, and later the Mississippi.          This is a story of immigration and diaspora in modern globalization, a story of reaching for dreams and living a life as if everything was a miracle. There are 30 million people crossing borders every day; 15 million are children seeking a new life, a better life, at any cost. Their story is mine, and mine is part of their story--our story, because the same story has been told by our ancestors for thousands of years, and will continue to be told as long as civilization continues. | | Great Hall |

**Friday, April 1, 1:00 - 2:15 p.m.: Concurrent Sessions F**

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| **TIME** | **WORKSHOP/EVENT** | **TITLE –Concurrent Sessions F** | **PRESENTER** | **ROOM** |
| 1:00 – 2:15 p.m.  Choose your event from these **six options**. | 1. Session | “The Parallel Track: ELL Reading and Writing Courses for English Language Learners in a Community College Setting” | Jennifer Willcutt, *Anoka-Ramsey Community College*  Beata Pueschner, *Anoka-Ramsey Community College* | NM L215 |
| 2. Session | “The Perils, Pitfalls, and Pleasures of Co-teaching College Composition Courses” | Heidi Burns, *Minnesota State University-Mankato*  Carey McLaughlin, *Minnesota State University-Mankato*  Connie Miller, *South Central College* | NM L205 |
|  | 3. Session | “Recognizing Barriers, Taking Action: Racial Justice in the Writing Center” | Linda O’Malley,  *Metropolitan State University*  Gavina Igwuegbu, *Metropolitan State University*  Chomchai Wattanapong, *Metropolitan State University*  Gabrielle Rose Simons,  *St. Mary’s University of Minnesota* | NM L209 |
|  | 4. Session | “Publishing Student Work: How Univerity Literary Magazines Foster Access, Equity, Growth and Self-Confidence in Writing Studies” | Mary Ringstad, *Metro State University*  Christine Lashinski,  *Metro State University*  Stephanie Grill, *Metro State University* | NM L210 |
|  | 5. Session | “Promoting and Preserving Rural Literature” | Lisa Lucas Hurst, *Southwest Minnesota State University*  David Pichaske,  *Marshall High School*  Dan Smith *Marshall High School* | NM 211 |
|  | 6. Panel: Student Voices | “Student Voices: English Learners Who are Recent Immigrants”  “Writing Songs in the Key of Grammar”  “Bridging Equity in Teacher Preparation: Write to Teach” | Mia O’Brien, *University of Minnesota-Duluth*  Alex Seydow, *University of Minnesota-Duluth*  Rhoda Fagerland, *St. Cloud State University*  Nadine Haley, *Metro State University* | NM L213 |

**Friday, April 1, 2:30 – 3:45 p.m.: Concurrent Sessions G**

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| **TIME** | **WORKSHOP/EVENT** | **TITLE – Concurrent Sessions G** | | **PRESENTER** | **ROOM** |
| 2:30 – 3:45 p.m. | 1. Session | “Using Literature to Teach Immigrants and to Teach About Immigrants” | Sandra Hisakuni, *Hastings Public Schools*  Susan Marshall,  *Minnesota Literacy Council*  Michal Moskow, *Metro State University* | | NM L214 |
| Choose your event from these **five options**. | 2. Session | “Creating Access in English Dev Ed Design: Accelerated English” | Scott Guenther, *Century College*  Dana LeMay,  *Century College* | | NM L215 |
|  | 3. Panel: Ethics and Reflections | “Publishing Students’ Professional Writing on Leadership for Social Justice”  “Keeping Gender and Intersectionality Issues Alive and Vibrant in the College Composition Classroom”  “Appropriating the Disconnected Dots: Reflections on a Possibility” | | Mike Klein,  *University of St. Thomas*  Patricia Gott, *University of Wisconsin-Stevens Point*  Mohammad Anisur Rahman, *St. Cloud University* | NM L205 |
|  | 4. Panel: Writing Creatively | “Incorporating Creative Writing Workshop Models into First-Year Writing”  “Incorporating Creative Writing-Inspired Projects in First-Year Writing”  “Poised to Write: Using ‘Pause’ Times as Access Points to Motivate Student Writing” | | Whitney Walters, *University of Minnesota-Duluth*  Rebecca Boyle,  *University of Minnesota-Duluth*  Angela Jones,  *University of Wisconsin-Platteville* | NM L209 |
|  | 5. Panel: Problem Solving in the Writing Classroom | “Passenger Side: Allowing Students to Drive Text Selection and Interaction in the Writing Classroom”  “Problem-Posing in the Composition Classroom”  “What Does it Mean to Teach Writing?” | | Andrew Jones,  *University of Dubuque*  J. Gregory Brister,  *Valley City State University*  Stephanie Lemmer,  *St. Cloud State University* | NM L210 |
|  | 6. Panel: Transparency and Disruption | “This Class is Rated R: Transparent Pedagogy, Trigger Warnings, and Literary Inclusion”  “Teaching John Clare’s Poetics of Disruption” | | Emily Wicktor *North Dakota State University*  Timothy Ziegenhagen, *Northland College* | FH L117 |

**Friday, April 1, 2:30 – 4:30 p.m.: Concurrent Sessions H**

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| **TIME** | **WORKSHOP/EVENT** | **TITLE – Concurrent Sessions H** | | **PRESENTER** | **ROOM** |
| 2:30 – 4:30 p.m. | 1. Workshop | “Rebooting Term Papers: Using Digital Composition to Enhance Student Writing and Foster Deeper Understandings of Course Content” | William Sewell, *Dakota State University*  Justin Blessinger, *Dakota State University* | | NM L211 |
| Choose your event from these **four options**. | 2. Workshop | “Observational Study of Accessibility in Writing Center Online Tutorials” | Mohammad Anisure Rahmam, *St. Cloud State University*  Benjamin Reigstad,  *St. Cloud State University*  Mara Martinson, *St. Cloud State University* | | NM L213 |
|  | 3. Roundtable C | “Working With What We Have in Concurrent Enrollment Writing Classroom: Best Practices in Pedagogy and Faculty Professional Development to Ensure Students’ College Readiness” | | Amy Berry, *Southwest Minnesota State University*  Christine Knutson, *Lanesboro High School* | NM L214 |
|  | 4. Roundtable D | “College Standards in the High School Classroom: Exploring Issues and Solutions” | | Lisa Lucas Hurst, *Southwest Minnesota State University*  Mary Trachsel,  *University of Iowa*  Martha Moore Davis,  *Norwalk High School*  Elizabethada Wright,  *University of Minnesota-Duluth*  Doyle Zellar, *Heron Lake-Okabena High School, AP and CE instructor*  Dan Smith, *Marshall High School, AP and CE instructor*  Joel Olson,  *St. Francis High School* | NM L215 |

**Friday, April 1, 3:50 – 8:00 p.m.: MnWE Meeting and Dinner**

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| 3:50 p.m. – 4:50 p.m. | **MnWE Committee Meeting**  New members welcome! | NM L205 |
| 5:15 – 6:30 p.m. | **Dinner at**  The Strip Club Meat & Fish 378 Maria Ave. St. Paul, MN 55106  651-793-6247  Everyone welcome.  Reservation is under Richard Jewell’s name.  Self-Pay. | The restaurant is within easy walking distance of the conference site. Walk straight out of the Great Hall towards Maria Ave. and turn right. The Strip Club is half a block away at the intersection of Maria and 6th St. |

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**MnWE 2016 Conference Abstracts**

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

**Anderson, Sam Minnesota State University, Mankato**

Basel, Anna Minnesota State University, Mankato

Powers, Dave Minnesota State University, Mankato

**The Gatekeepers of Opportunity: Expanding the Role of Instructors in English Education**

This panel will focus largely on the classroom and its role in reaching out to students who may not connect with traditional English instruction practices. Basel’s paper will propose that instructors attempt to use world Anglophone literature in their curriculum to foster relevant writing topics, academic and civic writing skills, and global awareness. Anderson's paper focuses on reaching students in full-time careers alongside their classwork. The solution he proposes involves greater use of online work and the creation and implementation of an alternative composition course. Powers’s paper explores the potential benefits unionization can offer to adjunct and non-tenured faculty that will allow these teachers to take the potential risks in their courses that would better enable them to reach these often missed students.

**Aronson, Anne Metropolitan State University**

Zhou, Quan Metropolitan State University

Nerney, Brian Metropolitan State University

Lane, Alex Metro State University

Carpenter, Fred Metro State University

Swallow, Johanna M.S. student, Technical Communication

Prater, Andrew B.A. student, Technical Communication and Professional Writing

**Creativity Meets Technology: Metro State’s TechPow Program**

Metro State has offered curriculum in technical communication and professional writing for over 20 years. The “TechPow” program offers a bachelor’s degree with two tracks, a master’s degree in technical communication, a graduate certificate in the design of user experience, and minors in technical communication, digital media, game studies, and the design of user experience. This roundtable discussion will provide information on our programs, how we connect the curriculum to trends in industry, and where we see the fields of technical communication and professional writing going in the future.

**Basel, Anna** (see Anderson) **Minnesota State University, Mankato**

**Berry, Amy Southwest Minnesota State University**

Knutson, Christine Lanesboro High School

**Working with What We Have in the Concurrent Enrollment Writing Classroom: Best Practices in Pedagogy and Faculty Professional Development to Ensure Students' College Readiness**

This roundtable discussion with brief introductory presentations will address literacy and writing instruction and faculty professional development in the rural high school and their relation to successful teaching and student college readiness in a four-credit concurrent enrollment freshman writing course in the Southwest Minnesota State University’s College Now program.

Rural students are considered to be at-risk. Literacy and writing curriculum and instruction and academic culture at Lanesboro High School in Lanesboro, MN and Lakeview High School in Cottonwood, MN are defining best practices in preparing students for success in college writing and readiness and the ways in-service workshops and mentoring enhance faculty pedagogy, philosophy, and praxis.

**Blessinger, Justin** (see Sewell) **Dakota State University**

**Boyle, Rebecca University of Minnesota-Duluth**

**Incorporating Creative Writing-Inspired Projects in First-Year Writing**

This presentation discusses a project that challenges second language learners to produce multiple translations of a text in their first language into English and then analyze the decisions they made as translators in an accompanying preface. During the drafting stage, students are challenged to differentiate between making literal transcriptions and bringing out a text’s “vital essence” through analysis. The project, which culminates in a class-wide anthology, aims to empower writers by working with a familiar text to inspire confidence in writing and foreground the diversity of voices and languages represented. The presentation will end with a brief discussion of strategies instructors can use to adapt this project for native speakers of English in first-year writing courses.

**Brister, J. Gregory Valley City State University**

**Problem-Posing In The Composition Classroom**

Freire’s ideas have had made profound and lasting changes in education, which include discussion-based courses and what is now called “student-centered learning,” but Freire’s arguments have and should continue to be extended into the teaching of English courses that emphasize civic involvement and service learning.  In my Composition courses, I encourage my students to engage with Freire’s ideas in personal responses about their own educational histories and in a formal essay that asks them to consider the film \_Dead Poets Society\_ from Freire’s perspective in order to encourage them to question their educational goals and their role in our democracy.

**Britton, Karolyn** (see Johnson & Jiang) **Century College**

**Bruch, Pat** (see Reynolds) **University of Minnesota, Twin Cities**

**Burns, Heidi A. Minnesota State University Mankato**

McLaughlin, Carey Minnesota State University Mankato

Miller, Connie South Central College

**The Perils, Pitfalls, and Pleasures of Co-teaching College Composition Courses**

This presentation ultimately sets out to address this question: Are two instructors better than one? The three presenters are all currently co-teaching sections of ENG 101. The presentation will focus on the perils, pitfalls, and pleasures of sharing their classrooms with another instructor. Specifically, the presenters will address the literature and rationale that supports the use of co-teaching in the composition classroom, the difficulties of blending different teaching styles, and the successes they’ve experienced in the classroom while co-teaching. They will also offer practical advice for working effectively with another instructor to best meet the learning objectives of the course and of the students.

**Carpenter, Trinh "Fred" Metropolitan State University**

**Digital Workflows for Instructors**

The advent of affordable and highly accessible technology (Internet, computer hardware and software), to both students and faculty, has created an expectation of more rapid workflows. This workshop will present mobile, digital tools that have been chosen with instructor needs in mind. Bring your mobile device and paper free workflows will be shown and taught no matter your discipline or hardware platform. Also, this workshop is a forum for the audience to share their insights and provide other tools suggestions that have helped integrate technology into the high interaction level of writing instructors.

**Clark, Anne Alexandria Technical & Community College**

Lein, Linda Alexandria Technical & Community College

**Poverty & Equity in the Changing Landscape of Education**

How does the writing instructor become an ally and advocate for the students who society might deem as not college-ready? What does this look like in a diverse classroom? What are some of the resources beyond the classroom? Do we have a choice? This panel will examine issues of equity and the call to narrow the gap. Ultimately, how can the perspective of equity reduce burnout for the instructor and increase success for the students?

**Clark, Tea Rozman Green Card Voices**

**Voices of Immigrant Storytellers**

Green Card Voices (GCV) utilizes digital storytelling to share personal narratives of America’s immigrants, establishing a better understanding between the immigrant and non-immigrant populations. In 2014, GCV partnered with immigrants and a US-born English teacher to create a teaching guide. It guides students and teachers through a historic, cultural and personal journey. The curriculum’s primary use is to facilitate an introduction to immigration and stimulate students’ reactions utilizing a rich collection of immigrant voices and experiences. The teaching guide progressively unfolds the humanity, diversity and contribution of new American citizens, and situates students’ own stories alongside these narratives.

**Cogdill, Sharon** (see Mohrbacher) **St. Cloud State University**

**Daniels, Julie** (see Sklaney)  **Century College**

Doh, Emmanuel Century College

Gfrerer, Cheryl Century College

Jiang, Yanmei Century College

Bri Kerschner  Century College

Lewis,  Brian Century College

Peleg, Kris Century College

**Diversity of Literature = Diversity through Literature**

This panel discussion showcases the nearly 30 literature courses offered at Century College, a Minnesota two-year community and technical college. Century faculty discuss courses they have designed and taught, ranging from American and British survey courses to African Literature, Environmental Literature, Middle Eastern Literature, GLBTQ Literature, and Asian American Literature. This diversity demonstrates to students the power of inclusion. Panel members who will share their processes and practices include Julie Daniels, Emmanuel Doh, Yanmei Jiang, Brittany Kerschner, Brian Lewis, and Kris Peleg. If you’d like ideas for expanding your college’s literature offerings, this session is for you.

**Daniloff-Merrill, Mary Ellen Southwest Minnesota State University**

Pueschner, Beata Anoka-Ramsey Community College

**The Inclusion of ESOL Students in a Mainstream Classroom and an Instructor's Approach Toward Plagiarism**

During this panel, we will discuss ESOL students and plagiarism. Specifically, we will explore how ESOL students may interpret plagiarism differently than native speaking students and what consequences they may face for not following academic integrity. We will also share ideas how to effectively handle plagiarism cases in our classrooms, and how to prepare ESOL students to avoid academic dishonesty. The second part of the panel will focus on practical tools that college instructors can utilize to include ELL students into the classroom. In particular, we will discuss the implementation of the pre-, during, and post-classroom strategies that assist this group of students in becoming active participants of the classroom community.

**Davis, Martha Moore** (see Hurst) **Norwalk (Iowa) High School**

**Doh, Emmanuel** (see Daniels) **Century College**

**Ericson, Faith St. Cloud Technical and Community College**

Kapitzke, Vicky St. Cloud Technical and Community College

McBroom, Pamela St. Cloud Technical and Community College

**Pedagogy of Paired Courses in Developmental Education**

Because community colleges have long operated as open-door educational institutions, entering students may be identified by assessment as not yet “college-ready.” Sequential development education courses may then be implemented to facilitate student success. However, that success may be inhibited if assessment instruments misplace students or if noncognitive factors interfere. There has been talk of structural reform to better facilitate education for these students, but little has been said about pedagogical practices that would accompany changes. This panel will discuss experiences teaching paired courses—one suggested method of reform—which pairs a developmental educational course with a general education course taught by another instructor.

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

**Writing Songs in the Key of Grammar**

Language teachers have long understood that music mimics the rhythms and phrase patterns of the culture in which it is written, and thus facilitates access for SLLs to the language and the culture embodied in it. Brain research verifies that music is both effective and enjoyable as a language-learning tool. Yet, despite the plethora of songs available, teachers often have difficulty finding suitable songs to reinforce specific language items. One solution is to create original songs. The presenter demonstrates that song creation is both fun and achievable, even for the moderately musically-inclined. Step by step, the presenter takes audience members from a notable idea to a suitable, sing-able song.

**Farmer, Kirsten** (see Jiang) **Century College**

**Fitzpatrick, Renata Carleton College**

**Facilitating Success for Multilingual Students**

Increasingly our institutions admit international/ visa students and residents with home languages other than English. Although multilingual students form a hybrid multicultural population about whom we should be wary of assuming anything at all, their perceptions and needs can differ from those of their English-as-a-first-language peers (Rafoth 2015). I would like to share some ideas about inclusive practices, especially in connection with responding to students’ writing, and generate discussion about other strategies members of the audience have found useful and relevant. I will provide a handout and bibliography.

**Frykman, Kris** (see Hinrichs) **Metropolitan State University**

**Gfrerer, Cheryl** (see Daniels) **Century College**

**Gott, Patricia University of Wisconsin-Stevens Point**

**Keeping Gender and Intersectionality Issues Alive and Vibrant in the College Composition Classroom**

I teach composition and literature courses at UW-Stevens Point. In 2015, our Women and Gender Studies minor, a program we worked very hard to build up, has been eliminated due to state budget cuts along with other humanities-based minors. What my colleagues and I have been trying to do is integrate topics related to gender and intersectionality more broadly speaking in our composition classes so that the program continues on, even if it’s no longer a program students can minor in. We believe it enhances our liberal arts mission. I have found that many students have indicated that they want to work with these topics; however some students still display resistance when assigned work that involves researching topics related to intersectionality or gender.

**Grill, Stephanie** (see Ringstad) **Metropolitan State University**

**Guenthner, Scott Century College**

LeMay, Dana Century College

**Creating Access in English Dev Ed Design**

The English department at Century College has been working hard to transform our developmental curriculum into an accelerated model, which has been proven to foster greater access to college level courses by shortening the developmental pipeline. This panel presentation will discuss our current accelerated English model, English Express, and how we believe this model better serves our developmental students. We will also discuss our current proposal for English 0900, a developmental course that better serves developmental students who are initially placed on the lower end of developmental writing continuum. Finally, we will discuss our proposal for a process by which students are placed and move through our developmental Reading and Writing sequences.

**Harvey, Sam Saint Cloud State University**

**Neurodivergence and Muted Group Theory in the Composition Classroom**

Muted Group Theory (MGT) says that language has power and is created and used by dominant groups to mute minority groups. The only way minority groups can be heard is by using the language created by the dominant groups. This theory sheds a unique light on the connection between disability (specifically Autism) and academia. In this presentation, I will specifically focus on how the dominant discourse within academia has a neurotypical bias.

**Hinrichs, Danielle Metropolitan State University**

Thompson, Jules Metropolitan State University

Nielsen, Suzanne Metropolitan State University

Urness, Emily Metropolitan State University

McCartan, Laurie Metropolitan State University

**Pedagogies of Teaching and Tutoring: A Dialogue Between Writing Center Tutors and Writing Instructors**

Students at Metropolitan State University, have incredibly diverse educational and cultural backgrounds. Students with such diverse skill levels benefit most when writing instruction can be individualized to respond to each student's unique strengths and needs, but this kind of individualized pedagogy is difficult to accomplish in a classroom environment. How can writing instructors collaborate with the writing center and learn from writing center tutors new ways of meeting the needs of individual students? This will be a relatively informal discussion between instructors and tutors that focuses on ways of tailoring tutoring and teaching practices to the individual needs of students.

**Hinrichs, Danielle Metropolitan State University**

Frykman, Kris Metropolitan State University

Ouellette-Schramm, Jennifer Metropolitan State University

**Vital Signs: Teaching Academic Writing for Nursing Students**

This panel will discuss recent growth in Writing 331: Writing in Your Major, a required upper-division writing course for all nursing students at Metropolitan State University. The panel will include the coordinator of composition and two faculty members who will discuss the unique interests and needs of nursing students in the writing classroom, with a specific focus on ways of teaching and reinforcing APA style guidelines, introducing students to academic writing in scholarly nursing journals, drawing on nursing interests and experience, and responding to and learning from multilingual learners.

**Hisakuni, Sandra** (see Moskow) **Hastings Public Schools**

Moskow, Michal Metro State University

Marshall, Susan Minnesota Literacy Council

**Using Literature to Teach Immigrants and to Teach About Immigrants**

The fear and bittersweet memories of adolescence are likely to send most of us into hiding or begging someone for the phone number of a good therapist. Amidst all of the normal angst of a typical American adolescent, throw in being an immigrant child.

My presentation will explain one method of helping adolescent ELLs to make the connections between linguistic/cultural identities and future goals. While students work to improve reading and academic writing skills, they also explore cultural identity and identifying and setting goals.

**Hurst, Lisa Lucas Southwest Minnesota State University**

Wright, Elizabethada University of Minnesota-Duluth

Trachsel, Mary University of Iowa

Davis, Martha Moore Norwalk (Iowa) High School

Zellar, Doyle Heron Lake-Okabena High School, AP and CE instructor

Smith, Dan Marshall High School, AP and CE instructor

**College Standards in the High School Classroom: Exploring Issues and Solutions (Friday)**

This roundtable prompts a discussion of these issues and the ways in which high school teachers and concurrent enrollment programs work to address these problems. We argue that much of the problem is systemic, and the best way to remedy the issues is not to rely on teacher diligence and extra work, but to address the problems within the system. With a panel of university and high school instructors, this panel offers specifics regarding systemic and individual problems and solutions.

**Hurst, Lisa Lucas Southwest Minnesota State University**

Wright, Elizabethada University of Minnesota-Duluth

Yang, Pakou MnSCU

**College Standards in the High School Classroom: Exploring Issues and Solutions (Thursday)**

This roundtable prompts a discussion of these issues and the ways in which high school teachers and concurrent enrollment programs work to address these problems. We argue that much of the problem is systemic, and the best way to remedy the issues is not to rely on teacher diligence and extra work, but to address the problems within the system. With a panel of university and high school instructors, this panel offers specifics regarding systemic and individual problems and solutions.

**Hurst, Lisa Lucas**  **Southwest Minnesota State University**

Pichaske, David Southwest Minnesota State University

Smith, Dan Marshall High School

**Promoting and Preserving Rural and Regional Literature**

Rural and regional literature can be a hard sell on college campuses, but high schools and small communities maintain the tradition of examining the rich history of rural and regional literature.  Panel members will describe some of the ways rural literature is being taught in Minnesota high schools, often through concurrent enrollment courses.  They will also explain two initiatives that promote regional literature: READ LOCAL, which seeks to create a series of community venues focused on local or regional authors, and Rural Lit RALLY (RLR), a web-based initiative dedicated to promoting and preserving the nation’s best rural literature.

**Hurst, Lisa Lucas Southwest Minnesota State University**

Whitfield, Pam Rochester Community & Technical College

**Mindset and Motivation in the Writing Classroom: A Secret Weapon for Empowering your Students**

Because of the individualized and very personal nature of the teaching of writing, students benefit from classroom environments that 1) address underlying learning mindsets, and 2) utilize strategies and habits that reinforce those mindsets. This presentation introduces the concept of a Hierarchy of Learner Needs and provides a basic overview of Growth Mindset, as well as specific examples of how a mindset approach has been successfully used in writing classes at Rochester Community and Technical College and Southwest Minnesota State University. Presenters will give a mindset quiz; detail readings and assignments; provide a list of texts, videos, and other resources; and explain how to utilize Growth Mindset materials and strategies in the classroom. Student success stories will also be provided.

**Jarmin, Jaime North Dakota State University**

**TED Talk-Inspired Speech Unit Boosts Engagement, Access, and Equity for Students by Using Authentic Audiences**

A secondary teacher will discuss a unit that involves incorporating authentic audiences into the classroom by using TED-talk formats to boost student engagement, access, and equity surrounding the theme of “passion.” Having this theme helps with student engagement because it allows students to explore their own interests. The speech format will also be modeled from the structure of TED talks by studying TED talk models, exposing students to access to varying and diverse ideas, as well as having students create technological visual aids that imitate the structure found within TED talks. Ultimately, students will deliver their speeches to an authentic audience in a large-group setting to emulate the TED talk structure: an auditorium, a theater, etc.

**Jewell, Richard** (see Jiang) **Inver Hills Community College**

**Jiang, Yanmei** (see Daniels) **Century College**

Jewell, Richard Inver Hills Community College

Kriva, Ryan former Century College PSEO student and current student at U of M, Carlson School of Management

Tu, Zhen Egan High School junior and current PSEO student at U of M

Lalonde, Isaac Home School junior and current PSEO student at Century College

Sponheim, Katrina Charter School senior; current PSEO student at Century College

**PSEO Experience--Bridging High School and College**

PSEO (Post-Secondary Education Option) students have to fulfill academic expectations both in college and in high school at the same time. Since full-time PSEO students take college-level courses, they spend about the same amount of time on college campus as regular college students do. Therefore, they are only connected to their high school in a technical sense. PSEO students come from a variety of academic backgrounds, from traditional high schools, charter schools, to home schooling.

**Jiang, Yanmei Century College**

Reichter, Jackie Century College

Sponheim, Katrina Century College

Kang, Seong Chan Century College

Britton, Karolyn Century College

Farmer, Kirsten Century College

**Working with Tutors Linked to Classes**

Tutors Linked to Classes program at Century College places student tutors in the classroom to support instructors and students throughout the teaching and learning process. This program has played an instrumental role in the success of many students, especially those who came to Century without adequate resources. The presenters will share their experiences working together as a team to support students from a diverse range of experiences, backgrounds, and academic abilities. Tutor linked to classes at Century College also provides tutors with the opportunity to participate in intercultural communication that they would not have experienced at a four year college or university, due to the fact that Century has a much more diverse student body than most four year institutions.

**Johnson, Heather Winona State University**

Richter, Clara Winona State University

Britton, Karolyn Century College

**Strategies of Being a Writing Tutor from Personal Experience**

Writing centers are found across a variety of college campuses. They are one of the most helpful resources for students and faculty. As current writing center tutors at two MnSCU schools, we have experience working with the students who use this resource to help them improve their writing skills. Because a student body is diverse, it is important to know how to work with different types of students who come into a writing center. This panel will focus on ways in which tutors can best accommodate students from a variety of backgrounds. Although tutors can utilize many strategies, we will discuss the several we have found to be the most helpful in our experience as writing center tutors.

**Jones, Andrew University of Dubuque**

**Passenger Side: Allowing Students to Drive Text Selection and Interaction in the Writing Classroom**

In courses that offer no credits towards a major or those labeled developmental, students often enter the classroom with a sense of being an academic outsider or not belonging. For writing courses, this characterization creates a barrier between instructor/student, student/material, and student/writing. The contents of many required textbooks only further this divide by offering selections from canonized writers that are deceased, famous, or very “safe.” Most students view these readings as distant, unapproachable, or sacred favorites of their instructors. I argue that the freedom to select their own texts and the ability to interact with “working” authors can benefit students by allowing them to feel that they own more equity in the texts, course, and the writing community in general.

**Jones, Angela University of Wisconsin-Platteville**

**Poised to Write: Using ‘Pause’ Times as Access Points to Motivate Student Writing**

More often than not, in-class approaches to brainstorming, freewriting, concept-mapping, and the like seem reactionary and/or are inspired by a prompt or by knee-jerk observations. However, this perspective sustains the “act, react, and respond” modes of discourse in a fast-paced environment that does not value introspection and deep thinking. The conditions that lead to sustained thought are generally not valued in our wired society, and many students may not give themselves uninterrupted time (in class or outside of class) in which to ruminate, to be confused, or to allow for transformative reading. By bringing thought to the surface of writing strategy, the act of writing and reading may be more accessible and authentic. I examine what the various effects are of enforced class time of doing nothing--does it help create the structure of time for thinking, reading, and writing?

**Kang, Seong Chan** (see Jiang) **Century College**

**Kapitzke, Vicky** (see Ericson) **St. Cloud Technical and Community College**

**Kerschner, Bri** (see Daniels) **Century College**

**Klein, Mike University of St. Thomas**

**Publishing Students' Professional Writing on Leadership for Social Justice**

Justice and Peace Studies students at the University of St. Thomas research and write a profile of leadership for social justice framed on story, theory, and action plan. This session presents a five-part, semester-long Writing in the Disciplines project that results in a self-published book. We'll explore responsibility in the representation of others' voices, and accountability in work for publication. Detailed instructions for the five-part assignment and an outline of the process for self-publishing books will be included. The session will conclude with a critical Q&A about the ethical implications of this work.

**Knutson, Christine** (see Berry) **Lanesboro High School**

**Kriva, Ryan** (see Jiang) **former Century College PSEO student and current student at U of**

**M, Carlson School of Management**

**Lalonde, Isaac** (see Jiang) **Home School junior and current PSEO student at Century College**

**Lashinski, Christine** (see Ringstad) **Metropolitan State University**

**Lavin, Charles University of Wisconsin-River Falls (UWRF)**

**A Refresher in WCF (Written Corrective Feedback)**

Producing linguistically accurate writing is a challenge for many English as a Second Language (ESL) students, but it is an essential skill for their academic careers and in many of the professional domains that they expect to enter upon graduation. This presentation explores this issue by briefly surveying the recent history of ESL writing instruction and highlighting how and why traditional writing methodologies, though appropriate for developing academic writing skills for first language (L1) writers, may not be optimal for improving L2 students’ linguistic accuracy. Then, I will introduce a pedagogical strategy designed specifically to mitigate the difficulties that L2 writers must overcome to achieve high levels of written accuracy, and I will propose the WCF techniques that I use to encourage ESL students to become autonomous learners and maximize their opportunities to improve the linguistic accuracy of their writing.

**Lein, Linda** (see Clark) **Alexandria Technical & Community College**

**LeMay, Dana** (see Guenther) **Century College**

**Lemmer, Stephanie St. Cloud State University**

**What Does it Mean to Teach Writing?**

Teaching first-year composition has traditionally meant teaching academic writing. Based in Aristotelian rhetoric, this method of writing instruction teaches that everything is an argument, foregrounding logic and self-erasure. I argue that Aristotelian rhetoric is haunted, contaminated by a history of slavery-owning, anti-democracy and taxonomies. I propose (and teach) a composition course that focuses instead on critical thinking, critical reflection and developing an audible student voice. Double-entry notebooks, daily “no risk” writings without parameters, text annotations and leading with inquiry (rather than solidifying answers) are meta-cognitive exercises that can guide students in a less intimidating and less threatening arena to practice composing their written voices.

**Lewis, Brian** (see Daniels) **Century College**

**Mackedanz*,* Kyle** (see Mohrbacher) **St. Cloud State University**

**Marshall, Susan Minnesota Literacy Council**

**Somali Stories: A Development of a Story-Based ESL Literacy Tool for Use With Older Adult Somali Women**

The focus of my Capstone was on incorporating what was learned through capstone research to develop a curriculum resource. The primary research question addressed in the study was how educators can incorporate stories from older adult Somali women into English language instruction to improve these students’ English language writing skills. The Capstone study had a curriculum development design. A curriculum resource, in the form of a story-based literacy tool designed to teach English language literacy skills to older Somali women, was developed. The literacy tool can be redesigned for use with other student populations. It provides a way for students to improve their English language writing skills and, ultimately, disseminate their stories.

**Marshall, Susan** (see Moskow & Hisakuni) **Minnesota Literacy Council**

**Martinson, Mara** (Rahman) **St. Cloud State University**

**McBroom, Pamela** (see Ericson) **St. Cloud Technical and Community College**

**McCartan, Laura** (see Hinrichs) **Metropolitan State University**

Schroeder, Lori Metropolitan State University

**Teaching Old Dogs Old Tricks: Writing and Speaking for Academic Success**

It became apparent after teaching the MLS capstone for several years, that students needed assistance with their speaking and writing skills, although they are often afraid to ask for instruction because they are at the graduate level. There is an assumption that the writing and speaking skills of a graduate student are "finished" -- they have all the basics down, and learning to write and speak in the graduate context can even be condescending. “Writing and Speaking for Academic Success” is a course designed to foster students’ success in their coursework and to assist students in preparing for the completion of their Capstone Project. Students need skills to effectively communicate research to an intended audience. The presentation will present the approach to the class, and some of the early successes and difficulties of teaching it.

**McLaughlin, Carey** (see Burns) **Minnesota State University Mankato**

**Miller, Connie** (see Burns) **South Central College**

**Mohrbacher, Carol St. Cloud State University**

Cogdill, Sharon St. Cloud State University

Mackedanz*,* Kyle St. Cloud State University

**Developing a Writing Center Certification Programs: Hang-ups and Successes**

This workshop focuses on the recent experiences of an experienced writing center director in developing on online writing center administration certificate program. The program has been approved at the administrative level and will be implemented in less than a year. During this session, I describe the journey to identifying potential clients, structuring the program, researching and meeting institutional requirements, gaining approval from stakeholders, and marketing the program. Then I will turn the topic over to the attendees for a discussions of feasibility and the possible challenges of implementing a certificate program on their campuses.

**Moskow, Michal** (see Hisakuni) **Metropolitan State University**

Hisakuni, Sandra Hasting Public School System

Marshall, Susan Minnesota Literacy Council

**Immigration Issues as Depicted by Detective Fiction Writers**

This presentation analyzes the depiction of undocumented immigrants in Sweden, the U.S. and Denmark by detective fiction writers. The three novels analyzed are Tea-Bag (published in English as The Shadow Girls) by the Swedish author Henning Mankell, Blacklist by the American author Sara Paretsky and Invisible Murder (published as Et stille umærkeligt drab in Danish) by the Danish team Lene Kaaberbøl and Agnete Friis. The novels all depict a reality in which people fleeing impoverished or risky areas remain at risk even in countries that promise a more secure life. This paper questions whether it is ethical for pop culture authors to depict such serious issues, making money in the process, as both Wallender and Paretsky have characters ask. I support the view that fiction can teach. Reading a novel draws one in and creates a sense of connection with the characters as the reader spends hours, if not days, with them. Writing for the masses thus becomes its own form of artistic activism.

**Nerney, Brian** (see Aronson) **Metropolitan State University**

**Nielsen, Suzanne** (see Hinrichs) **Metropolitan State University**

**O'Brien, Mia University of Minnesota-Duluth**

Seydow, Alex University of Minnesota-Duluth

**Student voices: English learners who are recent immigrants**

Our focus is on students who are low-income and/or first-generation and who are also English learners. We believe it is important to begin a discussion by hearing these students speak for themselves. We will ask some of our former students at the University of Minnesota-Duluth to relate their experiences with accessing and navigating college life, and, while maintaining the students' privacy, we will share their responses with our participants. We plan to analyze these students’ answers for common themes regarding internal and external issues of access. Based on the students' testimonies we receive, we will identify in which ways being an English learner specifically affects these factors.

Again, we will examine how being a non-native speaker contributes to this issue.

**Olson, Joel** (see Hurst) **St. Francis High School**

**O'Malley, Linda Metropolitan State University**

Igwuegbu, Gavina *Metropolitan State University*

Wattanapong, Chomchai *Metropolitan State University*

Simons, Gabrielle Rose *St. Mary’s University of Minnesota*

**Recognizing Barriers, Taking Action: Racial Justice in the Writing Center**

Implicit institutional racism has threaded its way into the halls of higher education, finding homes in administrative offices, classrooms, and writing centers. But what might institutional racism look like in writing centers, university spaces that exist entirely to serve students? Through a racial justice lens and the research of scholars, this panel of writing tutors and student writers will briefly explore some of the pedagogical and institutional barriers that may be found in writing centers. Participants will then convene into small groups to delve deeper into discussion about racial justice work: What pedagogies need an equity lens update? If tutors use more explicit language, what does that mean for direct vs. non-directive tutoring? How can writing centers become equity leaders within their institutions?

**Ouellette-Schramm, Jennifer** (see Hinrichs) **Metropolitan State University**

**Park, Anne Elstrom Hamline University**

**What We Talk about When We Talk about Grammar: Moving beyond Misunderstandings to Practical Approaches for Effective Instruction**

Though decades of research demonstrate that traditional grammar instruction has not been effective, we want to give our students the tools to present themselves as thoughtful, critical and polished writers. How then can we prepare students to write professionally or for other departments, where they may face punitive responses to surface errors? How can we respond to colleagues who advocate grammar drills? In this discussion, we’ll explore strategies for contextualizing grammar instruction and increasing students’ facility with style and sentence construction.

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

**Racial Identity Development Theory for the Writing Classroom**

.The need to teach about race in our classrooms is ever-apparent, and racial identity development theory is a useful framework for designing classes in which we discuss race. The concept of racial identity development theory traces the recursive stages of racial beliefs in both white students and students of color. It has influenced the fields of psychology and education for decades, and has recently begun to make its way into the field of English through the works of Helen Fox. However, there is little scholarship about how the use of writing in our classrooms can move students through the stages of racial identity development. This presentation offers scaffolded low-stakes to high-stakes writing assignments designed to facilitate student movement through these stages. I ultimately suggest that writing studies offers a powerful if overlooked tool for professors in all disciplines who teach race in their classrooms.

**Peleg, Kris** (see Daniels) **Century College**

**Pichaske, David** (see Hurst) **Southwest Minnesota State University**

**Powers, Dave** (see Anderson) **Minnesota State University, Mankato**

**Prater, Andrew** (see Aronson) **B.A. student, Technical Communication and Professional Writing**

**Pueschner, Beata (see Daniloff-Merrill & Willcutt) Anoka-Ramsey Community College**

**Rahman, Mohammad Anisur St. Cloud State University**

Reigstad, Benjamin St. Cloud State University

Martinson, Mara St. Cloud State University

**Observational Study of Accessibility in Writing Center Online Tutorials**

Our self-study research on writing center online tutoring directiveness and non-directiveness led us to the finding that online tutoring tends to be more directive, by limiting the authorship of clients’ work. In our qualitative study, we analyzed tutorial chat logs and our self-observational field notes to assess the tutoring processes we used in online tutorials: directive or non-directive. Our study confirmed our hypothesis that we were more directive during online tutorials. Online tutoring allows the writing consultants the opportunity to give more access to the clients. However, for this workshop we want to discuss whether this accessibility comes with the price of more directed tutorials, as that is what our study suggests.

**Rahman, Mohammad Anisur St. Cloud State University**

**Appropriating the Disconnected Dots: Reflections on a Possibility**

The paper talks about giving more access and equity to international students of English in the writing classes. It shares a writing instructor’s experience of working on the idea of appropriation of discordant ideas on students’ first drafts. The paper talks about a new way of saving the apparently unrelated ideas the first drafts might have and appropriating them in later drafts or even writing separate papers on those ideas. It also documents the instructor’s real life experience of dealing with an international student who, given the advice to save his apparently discarded thoughts on first draft, saved them and was able to clarify his thoughts, expanded on them and thus, produced a much-better revised draft later. In a nutshell, the paper celebrates the power of writing being a recursive process.

**Reichter, Jackie** (Jiang) **Century College**

**Reigstad, Benjamin** (Rahman) **St. Cloud State University**

**Reynolds, Tom University of Minnesota, Twin Cities**

Bruch, Pat University of Minnesota, Twin Cities

Williams, Matt Inver Hills Community College

**Dual Credit Composition and Possibilities of Critical Literacy**

This panel will offer theoretical and practical resources for thinking about the dual credit system of composition. Composition, in this scenario, is mandated to be one course (the basis for providing credit), but is also many courses defined by the multiple settings, students, teachers, and institutions that it crosses over. How can we, as Fox argues, not allow specious ideas of disembodied “standards” rule who gains access to academic discourse? Panelists will offer resources to think through, and invite discussion of, the complexities of designing assignments and teaching strategies within this network of relationships.

**Richter, Clara** (see Johnson) **Winona State University**

**Ringstad, Mary Metropolitan State University**

Lashinski, Christine Metropolitan State University

Grill, Stephanie Metropolitan State University

**Publishing Student Work: How University Literary Magazines Foster Access, Equity, Growth and Self-Confidence in Writing Studies**

Metropolitan State University's Communication, Writing and the Arts department publishes an arts and literature magazine, Haute Dish, three times a year. All university students are encouraged to submit their poetry, prose, art, photography, and digital storytelling. The magazine accepts pieces written in students' native languages as well. Writing students - any students! - gain self-confidence when their work is chosen and published; the collaboration encourages growth and provides support, affirmation and new opportunities. Our Co-Managing Editors and several of our student contributors would like to read their poetry and prose and discuss it with interested panel attendees in a round-table format. They would also like to share how being published in Haute Dish has made a difference in their writing studies.

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

**Utilizing Multimodal Theme-Sets to Bridge L1 and L2 Student Literacies in the Multicultural Composition Classroom**

International student enrollment continues to rise on college campuses across the United States. Though many of these international students benefit from intensive ESL writing experiences at some institutions, most international students will find themselves enrolled in a mainstream writing classroom at some point in their academic careers. Based upon my pilot study "Bridging the Gaps: Multimodal Theme-Sets in the Global Composition Classroom" (published in CATESOL Journal, 27.1), this workshop is intended to help instructors to develop and scaffold course materials intended to bridge the literacy gaps that exist between native English speaking students and L2 international students.

**Schroeder, Jay St. Cloud State University**

**Emancipation and Multi-modal Engagement in the Composition Classroom**

Instructors often struggle to provide students of diverse backgrounds with socially relevant and culturally engaging opportunities for learning, while at the same time achieving departmental goals and course objectives. By providing students an opportunity to create their own projects using popular culture themes rich with socially important undercurrents that still fit within the parameters of the composition class room, students feel invested in their own learning. The combinatory approach of pop-culture themes and multi-modal composition components used to construct socially aware projects informed by empowering teaching methods allows students to express themselves, achieve class outcomes and enter a discourse that helps them understand the rhetorical power of language and its ability to reflect and ultimately construct reality.

**Schroeder, Lori** (McCartan) **Metropolitan State University**

**Sewell, William Dakota State University**

Blessinger, Justin Dakota State University

**Rebooting Term Papers: Using Digital Composition to Enhance Student Writing and Foster Deeper Understandings of Course Content**

This workshop focuses on the application of multimodal activities in a range of university-level composition and literature courses. Drawing from student projects, we will highlight digital composition techniques which spawn student creativity and foster deeper learning of course content.

**Seydow, Alex** (see O’Brien) **University of Minnesota-Duluth**

**Sklaney, Larry Century College**

Whitfield, Pam Rochester Community & Technical College

Daniels, Julie Century College

**Building Expertise Together: Student-Centered Strategies in Literature Courses**

Our panel showcases strategies that make students partners in text selection and allow them to become content experts to help their classmates learn. Pam introduces two assignments that allow students to make content choices, create the learning moments, and engage each other: “armchair expert day” and audio analyses of poetry and fiction. Julie shares an activity called “Student-led Class Facilitations.” Literature students form groups and "facilitate" part of a class meeting. Facilitations, different from and more powerful than presentations, become one of the most memorable deep-learning experiences of the semester. Larry discusses three ways to give literature students a greater stake in course design and classroom learning: selecting texts from an anthology, finding texts, and creating original content through Study Guides and Presentations.

**Smith, Dan** (see Hurst) **Marshall High School**

**Sponheim, Katrina** (Jiang) **Century College**

**Swallow, Johanna** (see Aronson) **M.S. student, Technical Communication**

**Thompson, Jules** (see Hinrichs) **Metropolitan State University**

**Trachsel, Mary** (see Hurst) **University of Iowa**

**Tu, Zhen** (see Jiang) **Egan High School junior and current PSEO student at U of M**

**Urness, Emily** (see Hinrichs) **Metropolitan State University**

**Walters, Whitney University of Minnesota-Duluth**

**Incorporating Creative Writing Workshop Models into First-Year Writing**

Whitney Walters will discuss the ways in which first-year writing courses can incorporate the creative writing workshop into students’ writing process. Through experiencing multiple workshop structures during many stages within the writing process, students are able to consider when feedback benefits their writing, what form of response best serves their document, and how to gain distance from their documents in order to observe weak areas and articulate needed commentary from fellow workshop readers. The varied workshops aim to empower students with opportunities to experiment with their writing and enable them with options to accommodate their individual strengths and weaknesses. Through reflections post-workshop, students are additionally able to contemplate the role of collaboration in writing.

**Whitfield, Pam** (see Sklaney & Hurst) **Rochester Community & Technical College**

**Wicktor, Emily D. North Dakota State University**

**This Class is Rated R: Transparent Pedagogy, Trigger Warnings, and Literary Inclusion**

I have employed a “content statement” in my syllabi for more than two decades. However, just when I thought I had definitively honed the language of that statement, clarified the pedagogical inclusion of provocative literary material, and become adeptly skilled at facilitating critical discussion of such material, I encountered the strongest “triggered” student reaction course content in a literary theory course. The literary choices must, in part, actively engage race, class, violence, gender, and sexuality, in order to create the necessary critical opportunities for literary critique. It is essential to create and foster an atmosphere of productive, transparent pedagogy—students and instructors should be critically and analytically meta-aware of provocative course content. However, if trigger warnings prevent the inclusion of provocative literature—the very literature that often populates multicultural and non-canonical lists—then the necessary intellectual discomfort of education is removed.

**Williams, Matt** (see Reynolds) **Inver Hills Community College**

**Willcutt, Jennifer Anoka-Ramsey Community College**

Pueschner, Beata Anoka-Ramsey Community College

**The Parallel Track: ELL reading and writing courses for English Language Learners in a community college setting**

This informational session will present an approach Anoka-Ramsey Community College has taken to provide access to reading and writing classes for English Language Learners. We will discuss how the ELL Pathway (parallel track) is designed, how it relates to developmental reading and writing courses for native speakers, and how it benefits the ELL students.

**Wright, Elizabethada** (see Hurst) **University of Minnesota-Duluth**

**Yang, Pakou** (see Hurst) **MnSCU**

**Zellar, Doyle** (see Hurst) **Heron Lake-Okabena High School, AP and CE instructor**

**Ziegenhagen, Timothy Northland College**

**Teaching John Clare's Poetics of Disruption**

My talk will focus on the challenges of teaching nineteenth century laboring class poet John Clare. While Clare’s reputation as a poet has grown in recent years, his work can be fairly difficult for students to engage with. Students are often surprised at the freshness of Clare’s depictions of nature, though they are sometimes troubled by aspects of Clare’s work: the poems tend to blend into one other, or they seem to jumble groups of details together in an amorphous fashion. While students in an intro to lit course often crave the certainty of convention, the instructor must emphasize that apparent disorder is a critical aspect of Clare’s work.

**Zhou, Quan** (see Aronson) **Metropolitan State University**