

Engaging Practices: A UMass Boston Conference on the Teaching of Composition
McCormack Building, Ryan Lounge, 3rd Floor
April 26, 2014

Conference Schedule

8:15-8:50 Check-in, Morning Refreshments, and Welcome

Session I. 9:00 – 10:15 am

1. “Explicating the Terminology of Composition”:
“Building a Course Arc Through Terminology”
Katelyn Litterer, University of Massachusetts Amherst
“A Practical Unit for Revising the Student Lexicon of Composition”
Itai Halevi, Natalia Scarpetti, University of Massachusetts Boston
These presentations explore how terminology can help instructors to connect seemingly separate processes of writing, reading, and revision.
Room: McCormack-2-206
2. “Framing a Moment: An institutional Response to Changing Texts”
Neal Lerner, Jon Benda, Kara Mae Brown, Kat Gonso, Kristi Girdharry, Northeastern University
Panelists discuss the ways a first-year writing program’s identity, once tied to a single textbook, is changing as instructors choose their own texts and adopt individual approaches to reaching over-arching learning goals.
Room: McCormack-2-205
3. “Bodies in Space: (Re)Positioning the Teaching Body in the Composition Classroom”
Madison Bertenshaw, Courtney Gufstafson, University of Massachusetts Amherst
This presentation raises questions about what it means to be a body on display, about how we construct and perform our physical identities as teachers, and about how we are positioned and perceived by our students.
Room: McCormack-2-207
4. “Peer Response Abilities: Teaching More by Teaching Less”
Dan Messier, Janet Stevens, Brittany Wadbrook, University of Massachusetts Boston
Sometimes it's hard to turn over the teaching of writing to students, even though we know that the most effective lessons are often the lessons they teach themselves. In this panel presentation, we share activities we've designed to elicit student insights at various stages in the writing process.
Room: McCormack-2-213

Session II. 10:20 – 11:10 am

5. “Creating Paths for a Future”
Brenda D’Alotto, Bunker Hill Community College
Across the country, educators are being pressed to “accelerate” learning and bridge the gap between High School English and College Composition. As a

result, community colleges are taking a closer look at how students are being prepared for college writing as well as what “prepared” really means.

Room: McCormack-2-205

6. “Reading Across the Curriculum”

Carole Center, University of Massachusetts Boston

This presentation looks at some of the challenges involved in working with readings from other disciplines in the composition class and explores both the reading difficulties presented by these less familiar genres and the barriers students face when they try to actively engage with such texts.

Room: McCormack-2-207

7. “Extreme Makeover: Assignment Design and Rubric Edition”

Erin Harte, Massasoit Community College

This workshop looks at the fundamentals of effective assignment design and helps renovate or create rubrics that borrow appropriately from the language of instruction. By using metaphors and professor-specific vocabulary, we will build creative rubrics that help students more effectively meet our expectations for writing assignments and that help us respond more clearly to student writing.

Room: McCormack-2-208

8. “Picturing Writing: Images of the Written Word”

Matthew Davis, University of Massachusetts Boston

This presentation highlights materially-rich composing inside and outside of school by looking at images of writing in public spaces, in school spaces, and in students’ lives.

Room: McCormack-2-206

9. “Call It What It Is: Using Qualitative Research Methods in the Composition Classroom”

Melissa Juchniewicz, University of Massachusetts Lowell

Using Andre Dubus’ memoir *Townies* as a model, first year writing program students learned to use qualitative methods, such as keen observation, viewing from new perspectives, and interviewing knowledgeable others, in order to explore questions about their own lives and report findings in a series of essays, using rich and precise language.

Room: McCormack-2-213

Session III. 11:15 – 12:30 pm

10. “The Inner Struggle of Composition: Reading as an Act of Writing and Writing as an Act of Reading”

Maura Norton, Katheryn Reilly, Samantha Sarantakis, University of Massachusetts Boston

Panelists share a showcase of ideas about and exploration of the challenges of teaching English composition as graduate teaching assistant interns.

Room: McCormack-2-205

11. ““What if we don’t already know how to have a conversation?”: Teaching First Year Writing by Teaching Discussion Strategies First”

Tim Ruback, Dartmouth College, Shannon Hartman, The Interactivity Foundation

In this presentation panelists share a game developed to help students build their capacities as seminar participants and carry those abilities over to their writing. Presenters discuss how this game has been used to teach writing in a first-year composition course and will open to a conversation about how the game can be developed for further use in the writing classroom.

Room: McCormack-2-207

12. “Writing Like a Reader: Style, Mechanics, and Literary Thinking in the Regis College Writing Program”

Anthony D’Aries, Jason Clemence, Susan Gorman, Marilyn Matis, Regis College
Panelists present an overview of successful composition instruction methods practiced in Regis College’s First-Year Writing Program.

Room: McCormack-2-213

13. “Engaging ESOL Students: Teachers' Approaches and Visiting Scholars' Observations”
Carol Chandler, Teddy Chocos, Lorena Fuentes; Pingping Chen, Liping Guo (Grace), Yu Lai (Crystal), University of Massachusetts Boston

A panel of ESOL instructors discuss their approaches for engaging students. In addition, a group of visiting Chinese scholars, who are experienced English teachers in China, share their responses to ESOL classes they are observing.

Room: McCormack-2-206

LUNCH: 12:35 - 1:30 pm Ryan Lounge

Session IV. 1:35 - 2:25 pm

14. “Ethnographic Origins: Applying Anthropological Developments to Composition Classrooms”

Caitlin Wilson, Boston College

This presentation identifies three recent developments in anthropological ethnography—collaborative ethnography, multimedia ethnography, and multi-scalar ethnography—and suggest ways to apply such developments in the composition classroom.

Room: McCormack-2-206

15. “Assignment Sequencing for a Positioned Research Essay”

Michelle Niestepski, Owen Brian Kaufman, Lasell College

This presentation focuses on a sequence of assignments leading up to a research paper in a second semester First Year Composition course.

Room: McCormack-2-205

16. onelog-backup.csv “Plagiarism, Blues Singers, the Tragedy of the Commons, and Freshman English”

Wayne Rhodes, University of Massachusetts

This multimedia presentation looks at surprising connections between the music industry and Freshman English and suggests alternative ways to address plagiarism in the composition classroom.

Room: McCormack-2-207

17. “Integrating STEM into College Writing Courses”

Ed Cuoco, Bunker Hill Community College

What does it mean to make college writing courses STEM friendly? Are there synergies between humanities and technical/professional subjects that can extend and enhance our students' writing skills for 21st century jobs?

Room: McCormack-2-213

18. "What is 'College Writing' Anyway? Building and Assessing Expectations in the Composition Classroom"

Drew Dunphy, Massasoit Community College

This interactive workshop examines approaches to helping students understand and meet clear expectations for college-level work.

Room: McCormack-2-208

Session V. 2:30 - 3:45 pm

19. "Building a Coherent Literacy Experience: Integrating Developmental Reading and Writing Across Classrooms"

Leigh Bennett, Kenny Likis, Bunker Hill Community College

Two instructors offer a case study of a paired course they designed to build a more coherent literacy experience for their reading and writing students.

Room: McCormack-2-205

20. "Supporting WAC Through Composition: Writing Fellows, Reading Development, and Peer Review"

Timothy Berrigan, Michael Cripps, Eric Drown, Catherine Frank, University of New England

Panelists report on the pilot phase of a new undergraduate fellows initiative to support students' writing development in writing-emphasis courses at a university without a WAC program.

Room: McCormack-2-207

21. "Hazy Contexts: Imagining Self and Audience in the Composition Classroom"

Joshua Barszczewski, Benjamin Zender, Florianne Jimenez, University of Massachusetts Amherst

This panel investigates the role of imagination in constructing self and audience-in-context in the first year writing classroom.

Room: McCormack-2-206

22. "Digital Frames, Composed Pedagogies"

Marc Boots-Ebenfield, Roopika Risam, Tanya Rodrigue, Salem State University

This panel argues that the successful incorporation of digital and multimodal projects in the writing classroom demands thoughtful pedagogical frameworks and presents three distinct approaches informed by the concept of affordance, postcolonial digital humanities, and agile prototyping.

Room: McCormack-2-208