

**Engaging Practices: A UMass Boston Conference on the Teaching of Composition**  
**McCormack Building, Ryan Lounge, 3<sup>rd</sup> Floor**  
**March 28, 2015**

**Conference Schedule**

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

**Session I. 9:00 – 10:15 am (75 min.)**

1. “How Can I Fix My Essay? What Gets Lost From Teacher’s Comments to Students’ Writing in the ESL Classroom?”  
Lorena Fuentes, Christopher Rabe, University of Massachusetts Boston  
Room: McCormack-3-407  
This presentation will examine how students are interpreting teachers’ texts—the comments instructors write in response to students’ writing—in the ESL college classroom.
  
2. “#Anonymous: Blind Peer Review in the Composition Classroom”  
Jessica Dick, Samantha Baffoni, Carole Center, Ashley Collins, Andrew Cooper, Jessica Melendy, University of Massachusetts Boston  
Room: McCormack-3-204  
This presentation will explore a cross-classroom peer review activity that took place over two semesters in an effort to make peer review more collaborative.
  
3. “Group Conferencing and the Millennial Generation”  
Crystal Bickford, Southern New Hampshire University  
“Engaging Students in Revision via Small Group Work”  
Natalia Scarpetti, University of Massachusetts Boston  
Room: McCormack-3-204A  
These presentations focus on the use of group work as an effective means of writing and revising.
  
4. “Acquiring Academic Discourse: Creating Space for Deeper Critical Thinking and Analysis”  
Teddy Chocos, Brittanie Greco, University of Massachusetts Boston  
“‘Brain Circulation’ and Writing in the Disciplines: Giving Students Opportunities for Multilingual Writing in a Business Writing Course”  
Jonathan Benda, Northeastern University  
Room: McCormack-2-404  
These presentations focus on the effect of allowing multilingual students to write in their native languages.

5. “Metacognition and First-year Writing Assignment Design”  
Chris Featherman, Jeremy P. Bushnell, Northeastern University  
“Demystifying Meaning-making in First-year Writing: The Influence of Ideology,  
Background Knowledge, and Motivation on Genre Selection and Use”  
Heather Falconer, Northeastern University

Room: McCormack-3-201

These presentations will discuss how metacognitive strategies drawing on prior background knowledge can contribute and influence a student's writing performances.

6. “Teaching and Learning from Faculty and Students in the Time of Ferguson”  
John Hess, Joseph Ramsey, Mitch Manning, Alyssa Mazzarella, University of Massachusetts Boston

Room: McCormack-3-617

This panel discusses how Ferguson’s impact may affect pedagogy in terms of what is taught in a composition classroom and how it is taught.

## **Session II. 10:25 – 11:15 am (50 minutes)**

7. “Student Ownership of Material: A Reason to Learn”  
Mariya Deykute, University of Massachusetts Boston

Room: McCormack-2-404

This interactive presentation will discuss and demonstrate how student engagement can be fostered through students’ ownership of the material and group teaching strategies.

8. “Technology in the Classroom: Transforming Students into Critical Writers and Cultural Curators”  
Chelsea Bray, Anna Strong, Boston College

Room: McCormack-3-201

This panel explores the often abstract and/or nebulous concept of integrating technology into the classroom and what this process looks like on an every-day level.

9. “Storying, Signifying, and Synthesizing: Establishing an Academic Critical Identity in an Urban Community College Honors Program”  
Rhonda Gray, Mark Kjellman, Roxbury Community College

Room: McCormack-3-204A

This presentation discusses a cultural studies approach to first-year composition in urban community colleges that will provide students with tools to interpret culture and establish their own critical identity in the academy.

10. “Writing Aloud: Using Oral Presentations in the Process of Writing”  
Elizabeth Stevens, Anna Dalby, Boston University  
Room: McCormack-3-407  
In this workshop, the panel will present some ways in which oral presentations have been used in the writing classroom, and the participants will be asked to share their own stories of “writing aloud.”
11. “Who has the Right to Community Service?: Prison Literacy Engagement in the Writing Classroom”  
Rachel Lewis, Charlie Lesh, Northeastern University  
Room: McCormack-3-204  
This presentation reflects upon the integration of prison literacy and graffiti as teaching supports in the composition classroom.

**Session III. 11:25 – 12:40 pm (75 minutes)**

12. “Using Peer Review in the First-Year Composition Course”  
Michelle Niestepski, Annie Ou, Patricia Roy, Lasell College  
Room: McCormack-3-204A  
This presentation will discuss three approaches to using peer review in first year composition courses: using a class period to discuss and model peer review before having students utilize an online system to complete their peer reviews, getting students to take each others’ comments seriously, and using peer review with non-native speakers.
13. “Teaching and Tutoring: Reflections on a Writing Fellows Initiative”  
Jen Gennaco, Joshua Powers, Meghan Danley, University of New England  
Room: McCormack-3-204  
This panel brings together writing faculty and two veteran peer tutors. These tutors reflect on their experiences working with students and faculty and highlight local challenges for first-year writers.
14. “Writing for Change—Student Activism and Community Engagement Through Writing”  
Elizabeth Parfitt, Emily Avery-Miller, Stephen Shane, Emerson College  
Room: McCormack-2-404  
This presentation will focus on designing composition courses that engage with diverse writing communities beyond the classroom. Through a series of case studies and open discussion, presenters will consider issues of writing pedagogy, collaboration, and facilitating a dynamic exchange between communities.

15. “Thinking Matters: Directing Students to Promising Lines of Inquiry”  
Barbara Jo Krieger, State University of New York, Potsdam  
Paul Saint-Amand, Northern Essex Community College  
“Being Wrong: Student Agency and Inquiry”  
Ellen Noonan, Matt Noonan, Northeastern University  
Room: McCormack-3-201  
These presentations focus on the importance of inquiry in the classroom, underlining the extent to which inquiry promotes a more student-directed approach that can encourage knowledge-making.
16. “Peer Editing: A Trilogy of Practices”  
Rob Whitman, Ashley Paul, Jennifer Cohn, Bunker Hill Community College  
Room: McCormack-3-407  
This hands-on workshop will actively engage teachers with three different approaches to peer editing. Participants will role-play students and discuss the strengths and weaknesses of the various approaches.
17. “(In Favor of) Reinventing the Wheel: New Approaches to Faculty Collaboration Across the L1/L2 Composition Border”  
Christina Michaud, Melanie Smith, Boston University  
Room: McCormack-3-617  
This presentation focuses on the reality of first-year writing programs—having a large L2 population but few instructors with training and/or experience working with L2 students.

**LUNCH: 12:45 - 1:40 pm Ryan Lounge, McCormack-3<sup>rd</sup> Floor**

**Session IV. 1:45 - 2:35 pm (50 minutes)**

18. “New Media and the Role of Video Games in Composition Classrooms”  
James Gapinski, Bunker Hill Community College  
Room: McCormack-3-201  
This presentation focuses on the idea that many students would sooner play a game than read a book, and looks at case studies on game-based learning, a recent TED Talk on gaming, and short illustrative clips from popular video games.

19. “*Can I use “I”?: Examining the Relationship Between Self-Expression and Critical Thinking*”

Jillian Tessier, Alyzza Mazzarella, University of Massachusetts Boston

Room: McCormack-3-204A

This presentation discusses the use of the word "I" within academic writing. It will explore the use of "I" as an entry point that allows for personal student analysis as opposed to a reliance on the sources.

20. “The Composition of Multiple Contexts”

Anna Eyre, Bunker Hill Community College

Room: McCormack-2-404

This presentation discusses the need for composition courses to include assignments and writing practices that require students to actively seek out implied standards in different contexts and create strategies to meet them.

21. “Unknown Strength: How English Language Learners Access Meaning”

Jacob Burke, University of Massachusetts Boston and MCPHS

Room: McCormack-3-617

This presentation will focus on how English language learners use their native languages as vehicles for understanding their English language text

22. “Writing in the World, Writing for the World: Cultivating a Sense of Place Through Composition Activities and Assignments”

Emma Schneider, Tufts University

Room: McCormack-3-407

This presentation discusses strategies for fostering a sense of place in composition students as a way of helping students to see their writing as part of the world.

**Session V. 2:45 - 4:00 pm (75 minutes)**

23. “Something Old, Something New: Situating Traditional Writing Pedagogy in the Digital World”

Tanya Rodrigue, Anne Mooney, Danah Hashem, Megan Grandmont, Salem State University

Room: McCormack-2-404

This panel situates traditional pedagogical concepts, approaches, and curricula in the digital age, encouraging writing instructors to consider the value of using digital texts to teach critical reading

practices, genre awareness, audience awareness, and writing as a dialogical, meaning-making act.

24. “Service Learning and the Opportunities and Constraints of Communities”  
Neal Lerner, Tom Akbari, Bret Keeling, Cecelia Musselman, Northeastern University  
Room: McCormack-3-617  
Panelists will discuss the engagements and constraints associated with writing courses that have service-learning components in particular communities.
  
25. “The Value of Theme-Based Foundational Writing Courses: Motivating Students, Promoting Critical Reading and Thinking, Improving Instructor and Peer Response”  
Karen Boiko, Cynthia Taft, Andrea Walsh, Massachusetts Institute of Technology  
Room: McCormack-3-407  
This panel will focus on the multiple benefits of designing and teaching theme-based foundational writing courses.
  
26. “The Ballot Question Essay: Composing Towards Civic Engagement”  
Susan Field, Itai Halevi, University of Massachusetts Boston  
Room: McCormack-3-204A  
The panelists suggest that the act of composing and writing offers a space where students can come to an understanding of their political and civic beliefs and challenge pre-conceived notions they may hold about political action.
  
27. “Teaching Writing when You’ve Been Trained to Do *Anything But* Teach Writing”  
Shawn Fisher, Nina Ha, Nicole Payen-Sharif, Bunker Hill Community College  
Room: McCormack-3-201  
This presentation focuses on writing instructors who teach first-year composition courses but have little to no training within the field of Composition and Rhetoric Studies.