

CWCA

canadian writing
centres association

.....
ACCR

l'association canadienne
des centres de rédaction

Politics and the Writing Centre: Inquiry, Knowledge, Dialogue, and Action

University of Saskatchewan, Saskatoon, Saskatchewan

May 24-25, 2018

CWCA 2018 Schedule at a Glance

Wednesday, May 23

6:00 – 9:00 Pre-conference dinner at Nosh Eatery, 820 Broadway Avenue

Thursday, May 24

8:30 – 4:30 Registration

Murray Library, 1st Floor

8:30 – 9:00 Coffee and light breakfast

Arts Building, Outside Room 146

9:00 – 10:45 Welcome and Keynote Presentation: Dr. Sheelah McLean

Arts Building, Room 146

10:45 – 11:00 Coffee Break

Gordon Oakes Red Bear Centre, Ground Floor

11:00 – 12:25 Roundtable Discussions

Gordon Oakes Red Bear Centre, Ground Floor

12:30 – 1:30 Lunch

Marquis Dining Hall

1:40 – 3:10 Research Presentations

Murray Library

TOPIC 1: Politics and The Writing Centre

Murray G3

TOPIC 2: The Changing Landscape

Murray 102

TOPIC 3: Crossing Boundaries/Reaching Out

Murray 145

3:10 – 3:30 Coffee Break

Murray Library, Ground Floor

3:30 – 4:45 Panel Discussion: The Future of Writing Centres

Murray Library, Ground Floor

5:00 – 7:00 Cocktail Party, Dinner & Poster Presentations
Louis', Basement of the Memorial Union Building

7:15 – 7:45 Presentation: Gregory Younging
Louis', Basement of the Memorial Union Building

Friday, May 25

8:30 – 11:00 Registration
Murray Library, 1st Floor

8:30 – 9:15 Coffee and light breakfast
Murray Library, Ground Floor

9:15 – 10:00 Panel Discussions
Murray Library

Making Space: Moving Beyond Making Do in Writing Centre Spaces	Murray G3
We Live in the Blur Where Tutoring Meets Editing	Murray 102
Beginning the Journey of Decolonizing an Academic Learning Centre	Murray 145

10:15 – 11:00 Workshops
Murray Library

The Importance of Executive Function Skills in Our Writing Centres	Murray G3
Reading in the Writing Centre	Murray 102
Incorporating Mindfulness Practice for Resilient Writing Centre Tutoring	Murray 145

11:15 – 12:30 Closing Plenary: Jack Saddleback
Arts Building, Room 143

12:30 – 1:30 Lunch & CWCA AGM
Murray Library, Ground Floor

2:30 Bus to Regina; 3:00 departure

Meet at Campus Observatory across the street from the Murray Building

Thursday May 24, 2018

Registration

08:30 - 04:30

Murray Library, 1st Floor

Coffee & Light Breakfast

08:30 - 09:00

Arts Building, outside of room 146

Welcome & Keynote Presentation

09:00 - 10:45

Arts Building, room 146

9:00 - 9:45

Welcome from CWCA President, Heather Fitzgerald, and
2018 Conference Chair, Liv Marken

Opening Prayer and Smudge, Elder Louise Halfe

Welcome from Dr. Melissa Just, Dean, University of Saskatchewan Library

9:45 - 10:45

Keynote Presentation by Dr. Sheelah McLean

Thursday May 24, 2018

**"WRITING AS WRITING. WRITING AS RIOTING.
WRITING AS RIGHTING. ON THE BEST DAYS ALL THREE."
—TEJU COLE**



Dr. Sheelah McLean completed her PhD in Anti-Racist education from the University of Saskatchewan. She has worked in adult education and taught both graduate and undergraduate courses in the College of Education for 15 years. Sheelah is also an organizer with the Idle No More network. As an educator, scholar and community organizer, Sheelah's work has focused on research and projects that address inequality, particularly focusing on the legacy of oppression experienced by Indigenous Peoples within a white settler society. Sheelah has received many honours for her work in social justice including the University of Saskatchewan's Alumni of Influence Award (2013), the Council of Canadians Activist of the Year Award (2014) and the Carol Gellar Human Rights Award (2015).

This Keynote address will interrogate the ways in which universities reproduce and maintain whiteness through mechanisms such as the construct of academic disciplines, curriculum & resources, pedagogical praxis and the codes and conventions of writing in 'standard' English. How can Writing Centres become spaces that foster transformative change?

Thursday May 24, 2018

Coffee

10:45 - 11:00

Gordon Oakes Red Bear Centre, ground floor

Roundtable Discussions: Session 1

11:00 - 11:45

Gordon Oakes Red Bear Centre, ground floor

Translingualism in Tutoring with Deaf Writers

Manako Yabe, *University of Illinois at Chicago*

As a deaf writer, I will share my personal experiences on how I developed my own form of communication with my hearing tutor. This communication traversed different cultures, languages, and modes of communication. I seek to reconceptualize translingualism and to demonstrate how translingualism applies to tutoring within university writing centres. I argue that tutors should be aware of the myriad forms of translingualism, how they can develop a new communication with their deaf writers.

Writing Centre Barriers: A Critical Introspection into Writing Centres and Structural Violence

Julia Lane, *Simon Fraser University*

This roundtable discussion is part of an in-process research project focused on noticing, understanding, and contextualizing the barriers that students face when seeking and receiving support through academic writing centres. The roundtable discussion asks writing centre professionals to engage in critical introspection about the barriers that may unwittingly and unintentionally be reinforced through our support services. In this discussion I conceive of barriers as involving both conventionally understood accessibility issues and students' pre-conceptions about writing supports.

Wrangling the Will to Write: The Logistics and Landscape of Graduate Writing Communities

Jacob Hogan and Janelle Joseph, *University of Toronto*

Writing doesn't have to be a lonely experience. At the University of Toronto a writing renaissance has blossomed centered around the planning and creation of graduate writing communities. From our positions as writing group participants, facilitators, and programmers, we explore both the behind-the-scenes work and group writing experiences that have helped build more creative and motivated graduate writers.

Thursday May 24, 2018

EAL Writers and Peer Tutors: Pedagogies that Resist the Broken Writer Myth

Daniel Chang and Amanda Goldrick-Jones, *Simon Fraser University*

Writing centres offer a safe space for writers, including English-as-additional-language (EAL) students, to negotiate meaning and become more fluent with academic writing genres. Yet instructors and EAL students often see writing centres as a place to fix writing. What pedagogical approaches can help peer-tutors not only empower EAL students but resist the broken writer myth?

Tutor Professional Development: Writing Centre Reflective Practice, Teaching Dossier Documentation and Non-Credit Institutional Recognition

Nancy Ami, *University of Victoria*

This roundtable, which corresponds to tutor training, will focus on writing centre tutors and their professional development. I will describe a spring 2018 writing centre pilot collaboration with career services, which aligns graduate student tutor training and reflective practice with teaching dossier development and non-credit recognition.

Thursday May 24, 2018

Roundtable Discussions: Session 2

11:45 - 12:25

Gordon Oakes Red Bear Centre, Ground Floor

Individualized Programming and Writing Centres' Role in Providing Equal Opportunities for All Students

Kaveh Tagharobi, *University of Victoria*

This session is about offering individualized workshop content one-on-one to students who due to different reasons (having English as an additional language, learning and other disabilities, etc.) will not be able to access this information in group settings. Participants will discuss if such individualized programming would be an example of anti-oppression pedagogy, and whether writing centres are mandated and/or equipped to provide these types of support.

Drop-in as Guided Writing Workspace

Stephanie Bell and Joanna Holliday, *York University*

The guidance model we piloted in our revamped drop-in program invited students to work in our classroom with iterative guidance from a circulating instructor. Most students dropped-in ahead of assignment deadlines and were open to trial and error in consultation with the instructor. In contrast, previous drop-in participants faced looming deadlines with limited patience for meaningful discussion. This roundtable explores the revamped program as a potentially empowering, inclusive learning environment for student writers.

Tutoring Indigenous Students: The Importance of Relationship-Building and Location

Liv Marken and Davis Rogers, *University of Saskatchewan*

In 2007, the University of Saskatchewan Writing Centre moved from a traditional, remedial service housed within the English Department to the campus' main Library Learning Commons. The Learning Commons brought many advantages to students throughout the writing process. After a year, though, not many Indigenous students were coming to this bustling space. We arranged for on-site tutoring at the Aboriginal Students' Centre (ASC). Since 2007, we've learned much about what is effective in our local context. For this roundtable, we will begin by sharing a synopsis of what we've learned over time before posing the following questions: 1) what is your institution, and your centre, doing (or not doing) to support Indigenous students? 2) What do we know in terms of research around Indigenous ways of knowing, writing (Younging), and relationship building? We will emphasize local contexts. 3) What do we want to learn and do after this conference?

Tutor Response to Anti-Oppressive Pedagogies: Understanding the Experience of an Administrator of Color

Hidy Basta, *Seattle University*

This discussion is a part of a larger project focused on creating a tutor training program centered around social justice, anti-oppressive pedagogies, and inclusive writing centre practices. In this roundtable, I share the revised course design for tutor training and the tutors' response to it. I invite the participants to engage in meaning-making efforts by focusing on three questions regarding: 1) tutor selection and skill and confidence building; 2) exploring the role of reflective practices in making social justice actionable; and 3) the power negotiation of administrators of color.

An Innovative WAC-Writing Centre Partnership to Address TA Misperceptions of Writing Centres

Alex Motut and Simon Lewsen, *University of Toronto*

We report on a learning initiative that is a joint collaboration between an undergraduate writing centre and a Writing Across the Curriculum (WAC) program operating in a large, multi-disciplinary faculty at an R1 institution. Observation of disciplinary writing TAs indicates that despite additional training in writing pedagogy, these TAs often perceive writing centre services as primarily remedial, for English language learning students, or for those students with the most detrimental writing barriers. We show through TA feedback how TA perceptions of writing centre services and expertise change as a result of participating in a writing instructor shadowing initiative.

Lunch

12:30 - 1:30

Marquis Dining Hall

Research Presentations

1:40 - 3:10

Murray G3

TOPIC 1: Politics and The Writing Centre

Panel Chair: Michael Kaler, *University of Toronto Mississauga*

The Politics of Language and Labeling: Multilingual Writers and Language Use

Deirdre Vinyard, *University of Washington, Bothell*

This presentation reports on results from a CCCC Research Initiative Grant-funded study examining the language repertoires of first-year students. The presenter examines the disjuncture between institutional language labeling and the ways that multilingual writers describe their own language practice. Using survey and focus group data, the presenter argues for the need for tutors to push for a deeper understanding of the translingual nature of their writers' language use.

Making Space for Linguistic Difference: Strategies from a Writing Centre/ELL/Academic Program Collaboration

Deborah Knott, Paola Bohorquez, and June Larkin, *University of Toronto*

Where standard English functions as the norm against which other forms of expression are measured, multilingual and multidialectal students are marginalized. What might teaching look like if we position linguistic difference as the normative way language works? We propose translingual strategies for course curriculum in the Equity Studies Program, New College. We explore implications for building justice-making partnerships among writing centres, language programs and other academic units and for supporting students to navigate linguistic difference.

Anti-Oppression Work in Writing Centres: Case Studies and Future Directions

Mandy Penney, *Huron University College*, and **Jirina Poch**, *University of Waterloo*

At a time of significant political upheaval and uncertainty, it is crucial that writing centres think about how we can actively incorporate anti-oppression practices and education into our work. We argue that writing centres can do anti-oppression work that, instead of running alongside our core work, can actively meet our mandate to improve communication practices across a variety of environments and audiences. We will discuss three anti-oppression initiatives that the University of Waterloo's Writing and Communication Centre has either developed or been involved in, with a consideration of how such work reaffirms the importance of writing and communication support on campus, allows for innovative collaboration, and most importantly, stands with those most affected by violent rhetoric and policy.

Research Presentations

1:40 - 3:10

Murray 145

TOPIC 2: The Changing Landscape

Panel Chair: Nancy Johnson-Squair, Douglas College

Digital, Experimental, Participatory: Stepping Into the Radical Trajectory of Classroom Writing

Stephanie Bell, York University

Experimental digital writing projects “social media engagements, podcasts, virtual annotations of built environments” are becoming increasingly popular. Writing centres need to respond to this trend in two ways. Firstly, by supporting student writers whose familiar writing strategies, processes, and materials/tools may no longer be relevant. Secondly, by using this trend as an opportunity to advocate for progressive understandings of writing and its potential roles in higher education.

In Pursuit of Authentic Spaces: Addressing Inclusivity, Individualization and Positionality in the University Writing Centre and Classroom

Jenna Goddard, Thompson Rivers University

Practitioners in higher education are working with an increasingly diverse group of adult learners that include international, Aboriginal, and mature students; thus, balancing institutional requirements with the need to recognize a multiplicity of educational and cultural experiences particularly in connection to academic writing is progressively more challenging. This session introduces practical, research-informed modifications to practice that include incorporating Indigenous, non-Western, feminist and postfoundational perspectives.

First-Year International Students and Research Writing: Academic Language in IN/Relation

Katja Thieme, University of British Columbia

This presentation reports on a pedagogical innovation within the University of British Columbia's Vantage College Arts program, a first-year program with intensive language support, which showcases how working with students on disciplinary language patterns—in the way that the field of English for academic purposes advocates—provides a productive pathway toward Indigenizing language and writing support in writing centres as well as in writing studies or EAP courses. Vantage College's work in this area has led to new institutional partnerships, including a large-scale project with members of the program in Indigenous studies that aims to provide more widely available educational resources on Indigenous contexts and histories for international students.

Research Presentations

1:40 - 3:10

Murray 102

TOPIC 3: Crossing Boundaries/Reaching Out

Panel Chair: *Nancy Johnston, University of Toronto Scarborough*

Beyond Write Every Day: Evaluating the Effectiveness of Dissertation Boot Camp Delivery Models

Nadine Fladd, Clare Bermingham, and Nicole Westlund Stewart, University of Waterloo

This presentation offers ways of thinking about DBC differently. Traditional DBC models are grounded in composition theory that emphasizes establishing a daily writing practice. However, our experience shows that, like faculty, students are adapting their writing processes to constraints in their lives, and DBC programming should be more flexible in response. To this end, we will focus on practical recommendations Writing Centres can implement to make DBC programs more accessible and effective for students.

Developing Writing Supports in China

Brian Hotson, Saint Mary's University

Establishing campuses outside the country, Canadian universities are providing Canadian degrees to students in their home country. Saint Mary's University (SMU), in partnership with Beijing Normal University, Zhuhai (BNUZ), has established a BNUZ campus, instituting both 4+0 and 2+2 programs. Many academic struggles of these students are place-specific, but also similar to those of international students studying in Canada. In 2016, I was tasked with establishing academic writing resources at BNUZ, with a view to a broader transitioning program for international students at SMU.

An Exploration of the Role of Writing Centres in Higher Education in Prison Programs

Julie Wilson, Warren Wilson College

This applied qualitative study seeks to develop an equitable and sustainable model of writing and academic support for students in a higher education in prison program. Research questions are based in the needs of Warren Wilson Inside-Out, a college program my institution runs in a women's prison, and in current scholarship of writing centres and higher education in prison programs. Methods include surveys and interviews at Warren Wilson and with educators running similar programs nationally.

Thursday May 24, 2018

Break

3:10 - 3:30

Murray Library, Ground Floor

The State of Writing Centres in Canada

3:30 - 4:45

Murray Library, Ground Floor

A Special Panel Discussion

Panel Chair: *Tyler Evans-Tokaryk, University of Toronto Mississauga*

Panelists: **Kathy Block**, *University of Manitoba*
 Boba Samuels, *University of Toronto*
 Brian Hotson, *Saint Mary's University*

Join colleagues from Canada and further afield for a discussion about current topics of interest in the field of writing and writing centre studies.

Thursday May 24, 2018

Cocktails, Posters & Buffet Dinner

5:00 - 7:00

Louis', Basement of the Memorial Union Building

National Consortium of Writing Centres as a Response to Government Incentives

Elena Bazanova, *National University of Science and Technology, Russia*, and
Svetlana Suchkova, *Higher School of Economics, Moscow*

In 2012, Russia entered a club of countries implementing their excellence initiatives aimed at pushing their universities into global rankings. The government announced two major goals, one of which is to increase the number of publications indexed in the Web of Science. In response to the government incentives, the National Consortium of Writing Centres helps to inform decisions, suggest international best practices in academic writing training, and develop respective nationwide services.

Walking Alongside: Allies in Their Own Words

Joan Garbutt, *Brandon University*

This poster presents a number of pieces of found poetry constructed from interviews of ten confirmed allies. The poems are integral to an arts-based inquiry into the participants' responses to questions about their experiences as individual allies to Indigenous peoples and communities. Thematically, the poems can be broadly categorized as evocative of actions, emotions, and social situations recounted by the participants.

Developing an Academic Acculturation and Literacy Program for International Graduate Students

Heather McWhinney, *University of Saskatchewan*

In 2011, the University of Saskatchewan's College of Graduate and Postdoctoral Studies, in conjunction with the university's Language Centre, launched a three-week summer program for international graduate students called Canadian Academic Acculturation and Literacy. The program's goal was to help graduate students transition to the Canadian academic environment. I will present an outline of the program and share with the audience key considerations, including questions around academic culture and the literacy practices of graduate school.

Presentation by Author Gregory Younging

7:15 - 7:45

Louis', Basement of the Memorial Union Building

About Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples

Published February 2018, Brush Education

Elements of Indigenous Style offers Indigenous writers and editors—and everyone creating works about Indigenous Peoples—the first published guide to common questions and issues of style and process. Everyone working in words or other media needs to read this important new reference, and to keep it nearby while they're working.



Gregory Younging is a member of Opaskwayak Cree Nation in northern Manitoba. He has an MA from the Institute of Canadian Studies at Carleton University, an MPub from the Canadian Centre for Studies in Writing and Publishing at Simon Fraser University, and a PhD in educational studies from the University of British Columbia. He has worked for the Assembly of First Nations and the Royal Commission on Aboriginal Peoples. From 1990 to 2004, he was managing editor of Theytus Books, and currently is its publisher. He was a member of the Canada Council Aboriginal Peoples Committee on the Arts from June 1997 to June 2001, and the British Columbia Arts Council from July 1999 to July 2001. He was assistant director of research for the Truth and Reconciliation Commission of Canada. He was on the faculty of the Indigenous Editors Circle at Humber College, Toronto, until 2017, and currently teaches in Indigenous Studies at the University of British Columbia, Okanagan.

Friday May 25, 2018

Registration	08:30 - 11:00
---------------------	----------------------

Murray Library, 1st Floor

Coffee & Light Breakfast	08:30 - 09:15
-------------------------------------	----------------------

Murray Library, Ground Floor

Panel Presentations	09:15 - 10:00
----------------------------	----------------------

Murray G3

Making Space: Moving Beyond Making Do in Writing Centre Spaces

Erin Selleck-Chocolate, Faolan Cole, Heather Fitzgerald, Adiba Muzaffar, and Jourdan Tymkow, Emily Carr University of Art & Design

The spaces writing centres occupy are inherently if invisibly political. Space denotes value in institutions where space is scarce (Nicolas, 2004); the centrality or marginalization of our spaces often reflects the relative centrality or marginalization of our work (Sunstein, 1998); and privileging certain spaces has political, if unintended, effects on our users (McKinney, 2013). In this panel discussion, we investigate how making space—instead of making do—can open up new political possibilities for our work.

Murray 102

We Live in the Blur Where Tutoring Meets Editing

Madeline Walker, Nancy Ami, and Kaveh Tagharobi, University of Victoria

An unauthorized editing section was added to our University's Academic Integrity policy, stimulating discussion about how tutoring and editing blur. EAL students need tutors to explain dominant yet tacit academic writing practices, a dynamic process that sometimes borders on editing. In this panel, three writing centre tutors discuss their experiences working in this zone of proximal development where we are alert to not edit while providing the intensive, collaborative coaching that supports EAL students.

Murray 145

Beginning the Journey of Decolonizing an Academic Learning Centre

Monique Dumontet, Carla Loewen, and Marion Kiprop, University of Manitoba

This panel will discuss how an Academic Learning Centre might move on a path towards decolonization. From varied perspectives, they will address topics related to hiring and training, partnerships and collaborations, as well as the role and responsibility of tutors in the work of decolonization.

Workshops

10:15 - 11:00

Murray G3

The Importance of Executive Function Skills in Our Writing Centres: A New Approach?

Amanda Marshall, *Nova Scotia Community College*

Executive Function (EF) skills are responsible for goal-setting, processing and evaluating information, understanding cause and effect, making inferences, and for logic (Bradley-Ruder 2008). We often only consider the importance of EF when talking about learning and acquisition, but they are also inherent in every act of writing (Marshall 2017). This session will examine EF, the connection to writing, and opportunities for enhanced tutor training to facilitate the further development of EF skills in post-secondary writers.

Murray 102

Reading in the Writing Centre: Strategies for Teaching Critical Reading Skills across the Curriculum

Tyler Evans-Tokaryk and Michael Kaler, *University of Toronto at Mississauga*

In this interactive workshop, we present an overview of recent scholarship around critical reading instruction, briefly explain our work in this area, and lead participants through a series of exercises exploring and practicing strategies for teaching critical reading in a Writing Centre context.

Murray 145

Incorporating Mindfulness Practice for Resilient Writing Centre Tutoring

Zorianna Zurba, *University of Toronto*

This interactive workshop will practice mindfulness-based strategies to support writing instructors. After a general discussion of mindful practice, we will consider ways of integrating mindfulness techniques before, during, and after appointments.

Friday May 25, 2018

Closing Plenary

11:15 - 12:30

Arts Building 143

DIVERSE STUDENTS, DIVERSE APPROACHES



Jack Saddleback is a Cree Two-Spirit Transgender gay man from the Samson Cree Nation in Maskwacis, Alberta. As the former President for the University of Saskatchewan Students' Union (USSU), Jack was the third Aboriginal person and first Transgender person to hold the role. While in office, Jack was successful in working with various educational communities to lobby for Indigenous engagement, mental health, and a culture of consent in institutions across Canada. Jack also sat on the Mental Health Commission of Canada's youth council as the Saskatchewan representative, a role he held for six years; within this time, he, along with his fellow council members, have been able to lobby political figures, policy makers, and community members alike to bring youth mental health to the forefront. Including his mental health activism, Jack advocates for Indigenous engagement, gender and sexual diversity issues, two-spirit issues, sexual health and HIV & AIDS.

In this talk, Jack will share some insights in navigating and advocating for the intersectional identities of writing centre users and how to best support students.

Friday May 25, 2018

Lunch & AGM

12:30 - 1:30

Murray Library, 1st Floor

Bus to Regina

2:30 - 3:00

Meet at Campus Observatory across the street from the Murray Building