Critical Transitions: Writing and the Question of Transfer
Schedule (April 19, 2013 Draft)

Monday, June 24, 2013

6:15 – 7:15 PM  Reception

7:15 PM -       Dinner on Your Own

Tuesday, June 25, 2013

7:00 – 8:15 AM  Breakfast

8:30 – 9:30 AM  Opening Plenary: Etienne Wenger

Etienne Wenger-Trayner is a globally recognized thought leader in the field of communities of practice, who was featured by Training Magazine in their “A new Breed of Visionaries” series. A pioneer of the “communities of practice” research, he is author and co-author of seminal articles and books on the topic, including Situated Learning, where the term was coined, Communities of Practice: Learning, Meaning, and Identity, where he lays out a theory of learning based on the concept of communities of practice, Cultivating Communities of Practice: a Guide to Managing Knowledge, addressed to practitioners in organizations, and Digital Habitats dealing with issues related to technology. His work as researcher, author, and consultant has influenced both thinking and practice in a wide variety of fields, including business, education, government, and social theory.

9:45 – 11:00 AM  Concurrent Sessions – A Sessions

A.1 Linguistics and Transfer Studies

- Christiane Donahue, Dartmouth College, Linguistics insights into writing knowledge and “transfer”
- Zak Lancaster, Wake Forest University, Uses of Text Analysis in Writing Transfer Research: Investigating Patterns of Stance in Student Writing Across Disciplines
A.2 The Writing Transfer Project: A Multi-Institutional Study Investigating Writing about Writing, Reflection, and Transfer of Learning

- Dana Driscoll, Oakland University
- Carol Hayes, George Washington University
- Ed Jones, Seton Hall University
- Gwen Gorzelsky, Wayne State University
- Jennifer Wells, Florida State University

A.3 Theories and evidence for the study of classroom-to-workplace transitions

- Rebecca Pope-Ruark, Elon University
- Stuart Blythe, Michigan State University
- Madeleine Sorapure, University of California, Santa Barbara

11:15 AM – 12:30 PM Concurrent Sessions – B Sessions

B.1 Personal Connections and Future Applications:
   Implications for Transfer from The Meaningful Writing Project

- Anne Ellen Geller, St. John’s University
- Neal Lerner, Northeastern University
- Michele Eodice, University of Oklahoma

B.2 Transfer across Domains

- Heather Lindenman, University of Maryland, Extending Transfer Across Domains: Personal, Extracurricular, and Professional
- Stephanie White, University of Wisconsin-Madison, “I stopped writing for myself”: Student perspectives on transfer of rhetorical knowledge from community-engaged writing courses
- Graham Smart and Jennifer Gilbert, Carleton University, Revisiting the Question of Writing Transfer: Tales from the Workplace

B.3 Reflection and Metacognition

- Dawn Opel, Arizona State University, Space for Reflection on Transfer: Metacognition and Recontextualization in First Year Composition Curricula at Arizona State University
- Janet Bean, University of Akron, Metacognition and Misguided Strategies: What We Learned about Student Reflection from a Large-Scale Assessment of First year Composition Portfolios

12:30 – 1:30 PM Lunch
1:30 – 2:45 PM  Concurrent Sessions – C Sessions

C.1 Exploring the (Im)Possibility of Transfer within/across Programs (Roundtable)

- Debarati Dutta, University of North Carolina - Charlotte
- Beth Caruso, University of North Carolina - Charlotte
- Anthony Borrero, University of North Carolina - Charlotte

C.2 Transfer and the Work of Identity:
   Considering the Role of Social Identity in Moments of Critical Transition

- Elizabeth Wardle, University of Central Florida
- Sergio Casillas, University of Washington
- Kevin Roozen, Auburn University

C.3 The Dynamic Transfer of Writing Competencies: An Examination of FYC and WID Environments

- Carl Whithaus, University of California, Davis
- Hogan Hayes, University of California, Davis

3:00 – 4:15 PM  Concurrent Sessions – D Sessions

D.1 Make Way for Transfer: Supporting the Transfer of Writing Skills by Examining Students’ Dispositions in the First-Year Writing Classroom (Roundtable)

- Leah Chambers, Clarion University of Pennsylvania
- Rich Lane, Clarion University of Pennsylvania
- Chris McCarrick, Clarion University of Pennsylvania

D.2 Locating Support for Writing Transfer across the Curriculum

- Tracy Ann Morse, East Carolina University
- Wendy Sharer, East Carolina University
- Nikki Caswell, East Carolina University

D.3 Second Language Writers and Critical Transitions

- Youmie J. Kim, Arizona State University, Conceptualizations of Academic Writing in ESL Textbooks
- Gita DasBender, Seton Hall University, Troublesome Knowledge in the L2 Writing Class: Multilingual Students Respond to the Challenge of Writing with Sources
- Matthew Hammill, Arizona State University, Intensive English Programs and First Year Writing: A Critical Transition
4:30 – 5:45 PM  Concurrent Sessions – E Sessions

E.1 Empowered Empathetic Encounters: Building International Collaborations in Support of a Multi-Institutional Research Agenda in Writing Transfer (Roundtable)

- Cecilia Dube, University of Johannesburg
- Sandy Kane, University of Johannesburg
- Alison Farrell, National University of Ireland, Maynooth
- Steven Salchak, George Washington University

E.2 Genre and Transfer

- Katie Yankura, Purdue University, “It's so frustrating!” Affect, genre, and transformation in the first-year composition classroom
- Kathryn Pieplow, University of Colorado – Boulder, The “9”: Transfer Through Genre Analysis in the Writing Classroom

E.3 A Picture is Worth a Thousand Words: Mapping Students’ and Teachers’ Expectations of Writing Classroom Design

- Susan Miller-Cochran, North Carolina State University
- Dana Gierdowski, North Carolina State University

6:15 – 7:00 PM  Reception and Poster Session

Poster Presenters

- Patrick Bahls, University of North Carolina – Asheville
- Kevin Eric DePew, Old Dominion University
- Karen Forgette and Guy Krueger, University of Mississippi
- Regina Clemens Fox, Oklahoma City University
- Adrienne Jankens, Wayne State University
- Joseph Paszek, Wayne State University
- Paula Rosinski, Elon University
- Lisa Tremain, University of California, Santa Barbara

7:00 – 8:30 PM  Dinner and Plenary – Elon Research Seminar Statement on Writing Transfer
Wednesday, June 26, 2013

7:00 – 8:00 AM  Breakfast

8:15 – 9:30 AM  Concurrent Sessions – Session F

F.1 The Role of Students’ Attitudes Towards Second/Foreign Language Writing and the Question of Transfer

- Scott Chiu, Michigan State University
- Stacey Cozart, Aarhus Universitet
- Gitte Wichmann-Hansen, Aarhus Universitet
- Ketevan Kupatadze, Elon University

F.2 Meta Matters about Expectations in Writing, Teaching, and Learning

- Carmen Werder, Western Washington University
- Donna Qualley, Western Washington University

9:45 – 11:00 AM Concurrent Sessions – Session G

G.1 Genre Knowledge and Transfer

- Rebecca Nowacek, Marquette University, Genre knowledge and “transfer talk” in the writing center: Findings from a pilot study
- Mary Goldschmidt, The College of New Jersey, What Do Students Learn as They Learn a Disciplinary Genre? Dialogue, Socio-Rhetorical Doing, and Disciplinary Enculturation.
- Daniel Kenzie, Purdue University, Transfer and Genre Talk in the Writing Center

G.2 Two-Year Colleges and Transfer

- Michael Kapper, Terra Community College, Transfer of Writing Knowledge from Developmental Writing to First-Year Composition: A Study of Change in Developmental Curriculum
- Richard Matzen, Woodbury University, Stakeholders and Writing Quality: FYC Courses Transferring from California Community Colleges to a Private California University
- Kurt Neumann, Harper College, Assessment Tools and Writing Transfer
11:15 AM – 12:30 PM  Concurrent Sessions – Session H

H.1 Genre Theory and Writing Transfer: Making a Case for the Multi-Tiered, Vertical Writing Program Structure (Round Table)

• Alexis Poe-Davis, Mount Olive College
• Keely Byars-Nichols, Mount Olive College
• Deborah Welsh, Mount Olive College

H.2 Student Drafting Behaviors and Transformative Learning Theory

• Diane Boyd, Furman University, Increasing Student Drafting Behaviors in and Beyond the First Year Seminar
• Ashley Holmes, Georgia State University, Writing Transfer and Risk: Insights from Transformative Learning Theory

H.3 Transitioning from High School to College: A Global Perspective

• Cecilia Dube, University of Johannesburg
• Sandy Kane, University of Johannesburg
• Alison Farrell, National University of Ireland, Maynooth
• Steven Salchak, George Washington University

12:30 – 1:30 PM  Lunch

1:30 – 2:45 PM  Concurrent Sessions – Session I

I.1 Writing and Learning in General Education (Roundtable)

• Linda Adler-Kassner, University of California, Santa Barbara
• Irene Clark, California State University, Northridge
• Liane Robertson, William Paterson University
• Kara Taczak, University of Denver
• Kathleen Blake Yancey, Florida State University

I.2 Transfer and Critical Literacy

• Anne Schnarr, University of California, Riverside, The Fragmented Purpose of College Composition Instruction: Transferable Skills, Critical Literacy, or Both?
• Christopher Dickman, Saint Louis University, It Depends on What Your Definition of ‘Transfer’ Is: The Consequences and Choices of Defining Transfer
I.3 Writing Transfer and the State Comprehensive University

- Emily Isaacs, Montclair State University
- Tara Lockhart, San Francisco State University
- Bradley Dilger, Western Illinois University
- Neil Baird, Western Illinois University

3:00 – 4:00 PM  Closing Plenary: Graham Smart

Graham Smart is an Associate Professor in Linguistics and Language Studies at Carleton University, Ottawa, Canada. He has published research on writing in both professional and academic settings, including *Writing the Economy: Activity, Genre and Technology in the World of Banking*, an ethnographic study of the discourse practices and collaborative knowledge-making of economists at Canada’s central bank. His current research focuses on the discourses and argumentation produced by various social actors in the debate over global climate change.