Critical Transitions: Writing and the Question of Transfer Conference

June 24-26, 2013
Welcome to the Critical Transitions: Writing and the Question of Transfer Conference!

This conference emerges from an international, multi-institutional research seminar on writing and the question of transfer. The seminar’s 43 scholars and 3 co-leaders, Chris Anson of North Carolina State University, Randy Bass of Georgetown University, and Jessie L. Moore from Elon, have worked together over the past two years to conduct new inquiries into writing transfer across institutions and contexts. We are excited to showcase the seminar participants’ research throughout this conference and to learn from the other presenters joining us in this exploration of writing transfer.

The seminar and the conference are sponsored by the Center for Engaged Learning at Elon University, which brings together international scholars in higher education to develop and to synthesize rigorous research on central questions about undergraduate student learning and development.

Beyond the writing and transfer seminar, the Center’s current projects include:

- Hosting the International Society for the Scholarship of Teaching and Learning (ISSOTL) annual conference in Raleigh, NC, October 2-5, 2013, [www.issotl13.com](http://www.issotl13.com);
- Co-sponsoring with ISSOTL a series of free online seminars in September 2013 on the scholarship of teaching and learning (SoTL), student voices in SoTL, and studying and designing for transfer, [blogs.elon.edu/issotl13/](http://blogs.elon.edu/issotl13/);
- Leading a multi-institutional research seminar on mentoring undergraduate research;
- Facilitating a think-tank on student learning and development from encounters with difference on campus, in the local community, and abroad;
- Sponsoring a (brand new) blog on engaged learning that will feature writing from scholars from around the world, [www.elon.edu/cel](http://www.elon.edu/cel).

We invite you join the Center for Engaged Learning at Elon University in our work to transform engaged learning. Visit us online at [http://www.elon.edu/cel](http://www.elon.edu/cel) to learn more.

Peter Felten, Executive Director
Jessie L. Moore, Interim Associate Director
Critical Transitions: Writing and the Question of Transfer Schedule

Monday, June 24, 2013

6:15 – 7:15 PM  Reception | McKinnon Hall, Moseley Campus Center

7:15 PM -  Dinner on Your Own

Tuesday, June 25, 2013

7:00 – 8:15 AM  Breakfast | McKinnon Hall, Moseley Campus Center

8:30 – 9:30 AM  Opening Plenary: Etienne Wenger | Koury Business Center (KOBC) 101

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.
A.1 Linguistics and Transfer Studies | KOBC 211

- Christiane Donahue, Dartmouth College, Linguistics insights into writing knowledge and “transfer”

Linguistics research supports the view that the question is not “is there transfer” but “what is transferring-transforming—what is its nature and how does it happen?,” and thus offers insights into what kind of knowledge writing is. The presentation will explore this question and offer analysis of writing knowledge transformation in students’ texts.

- Zak Lancaster, Wake Forest University, Uses of Text Analysis in Writing Transfer Research: Investigating Patterns of Stance in Student Writing Across Disciplines

Writing transfer research has not foregrounded textual analysis of student writing. This paper illustrates the need for this method through a detailed analysis of stance-taking in students’ writing in two disciplinary contexts. The analysis reveals cross-disciplinary patterns of stance that appear to be valued below the instructors’ fully conscious awareness.

A.2 The Writing Transfer Project: A Multi-Institutional Study Investigating Writing about Writing, Reflection, and Transfer of Learning | KOBC 242

In our multi-institutional study, we demonstrate how the use of student self-reflections in program assessment (including an emphasis on rhetorical awareness, writing process knowledge, and habits of mind) can generate empirical evidence about both individual and contextual factors, including curricula and pedagogies. The four participating universities developed a shared methodology including reflective prompts, a survey, and an analysis of student writing that collectively examined the role of metacognition and reflective writing in 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
More than classroom-to-classroom transitions, classroom-to-workplace transitions involve dramatic changes between distinct institutions. Indeed, the curriculum of professional writing courses often directly addresses this critical transition—for instance, through internships, client-based work, and projects in professional genres. This panel explores the theoretical and practical implications of these experiences for transfer, especially examining different types of student reflection as a potential best practice.

- Rebecca Pope-Ruark, Elon University
- Stuart Blythe, Michigan State University
- Madeleine Sorapure, University of California, Santa Barbara
B.1 Personal Connections and Future Applications:
Implications for Transfer from The Meaningful Writing Project | KOBC 242

In a 2012 survey of seniors across three diverse institution (n = 712) and via follow-up interviews (n = 31), students reported on their most meaningful writing projects. Results reveal the value students find in writing is strongly connected to new challenges, to personal meaning or previous experience, and to perceptions of future usefulness. These findings explore the intersection of students’ meaningful writing projects and their perception of transfer of knowledge in and application out.

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

B.2 Transfer across Domains | KOBC 208

- Heather Lindenman, University of Maryland, Extending Transfer Across Domains: Personal, Extracurricular, and Professional

This presentation proposes that writing transfer research increase its attention to the ways students learn to write in personal, extracurricular, and professional contexts. It shares preliminary results, including findings from a survey, focus groups, interviews, and writing samples, from a study of writing across academic and non-academic contexts.

- Stephanie White, University of Wisconsin-Madison, “I stopped writing for myself”: Student perspectives on transfer of rhetorical knowledge from community-engaged writing courses

This presentation explores findings from a study of how students experience transfer of rhetorical knowledge from community-engaged composition instruction to further academic contexts. Using qualitative interviews, this study asks: How does students’ rhetorical knowledge change when they participate in community-engaged composition instruction? Findings provide further evidence of the effectiveness of this pedagogy.

- Graham Smart and Jennifer Gilbert, Carleton University, Revisiting the Question of Writing Transfer: Tales from the Workplace
Tuesday, June 25, 2013

11:15 AM – 12:30 PM  Concurrent Sessions – B Sessions, continued | Koury Business Center

B.3 Reflection and Metacognition | KOBC 211

• Dawn Opel, Arizona State University, Space for Reflection on Transfer: Metacognition and Recontextualization in First Year Composition Curricula at Arizona State University

Rebecca S. Nowacek’s theory of transfer emphasizes the principle of student “meta-awareness” (30). Writing Programs at Arizona State University—the largest in the country—foregrounds the Framework of Success in Postsecondary Writing and its “Habit of Mind” of metacognition. This paper reviews ASU instructors’ FYC syllabi and articulated spaces for development of students’ metacognitive awareness in transfer.

• 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

Using data from a large-scale writing portfolio assessment at an open admissions university, I argue that students often use ineffective strategies to approach the task of critical reflection, including summarizing essay content, describing emotional responses, narrating writing processes, and flattering the instructor. Steps for implementing program-level change will be discussed.

12:30 – 1:30 PM  Lunch | McKinnon Hall, Moseley Campus Center
Tuesday, June 25, 2013

1:30 – 2:45 PM  Concurrent Sessions – C Sessions | Koury Business Center

C.1 Exploring the (Im)Possibility of Transfer within/across Programs (Roundtable) | KOBC 237

Under what conditions can learners transfer knowledge and experience about writing from one site to another? Within this roundtable, the three participants will discuss the various writing cultures at UNC Charlotte to initiate dialogue about how institutional structures can engender as well as stymie writing transfer from one context to the next.

- 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 | KOBC 242

Given the important relationship that theorists posit between learning and the construction of self, this panel argues for writing transfer research to address the role that markers of social identity, including race, class, and gender, play in the transfer of writing-related knowledge. Ultimately, our presentations argue for understanding transfer in ways that acknowledge how profoundly issues of social identity are implicated in learning to accomplish new tasks and build new knowledge and abilities.

- 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 | KOBC 208

Factors in WID environments demand the dynamic transfer of writing competencies. Students in FYC develop an understanding of writing competencies which play a useful role when engaged in the situated problem solving (Kirsh, 2009) required in WID settings. Observations demonstrate the role of knowledge gleaned from FYC in WID settings.

- Carl Whithaus, University of California, Davis
- Hogan Hayes, University of California, Davis
Tuesday, June 25, 2013

3:00 – 4:15 PM  Concurrent Sessions – D Sessions | Koury Business Center

D.1 Make Way for Transfer: Supporting the Transfer of Writing Skills by Examining Students’ Dispositions in the First-Year Writing Classroom (Roundtable) | KOBC 211

Roundtable participants will discuss the value of examining students’ dispositions as they study in a FYW course and how faculty made curricular changes and focused course assignments and assessments to support the development of generative, positive dispositions amongst basic writing students. Their research seeks to answer questions raised by Driscoll and Wells in their 2012 Composition Forum article.

• 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 | KOBC 208

Drawing on research on learning transfer and the presenters’ experiences with recent curricular changes at a large, regional state university, this session explores Theories and Practices of Writing Transfer by exploring ways to foster writing transfer through coordinated efforts at multiple institutional sites and curricular locations, including composition courses, writing centers, and upper-division courses across the curriculum.

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

Concurrent Session D Descriptions continue on the next page.
D.3 Second Language Writers and Critical Transitions | KOBC 244

- Youmie J. Kim, Arizona State University, Conceptualizations of Academic Writing in ESL Textbooks

The presentation describes a qualitative textual analysis of how ESL textbooks used at pre-college Intensive English Programs (IEPs) present concepts such as genre, audience, process, and writing strategies. The presenter will argue that the reductive vision of academic writing in IEP textbooks may limit writing transfer.

- Gita DasBender, Seton Hall University, Troublesome Knowledge in the L2 Writing Class: Multilingual Students Respond to the Challenge of Writing with Sources

This presentation will examine the troublesome knowledge that multilingual students experience in a second language writing class as they engage with sources. It will focus on the reflections of students as they grapple with the unexpected challenges and new demands of--and their unfamiliarity with--writing as a purposeful act.

- Matthew Hammill, Arizona State University, Intensive English Programs and First Year Writing: A Critical Transition

This paper discusses the results of a study of Intensive English Program and First Year Composition teachers’ beliefs about academic writing. Drawing on interview data with teachers from IEP and FYC contexts, the presenter will explain how disciplinary values, teacher identity, and the globalization of higher education influence writing transfer.
Tuesday, June 25, 2013

**4:30 – 5:45 PM  Concurrent Sessions – E Sessions | Koury Business Center**

**E.1 Empowered Empathetic Encounters: Building International Collaborations in Support of a Multi-Institutional Research Agenda in Writing Transfer (Roundtable) | KOBC 242**

Speaking to the theme of the future of writing transfer, this roundtable explores models of collaboration that can sustain the kind of multi-institutional work increasingly called for by writing scholars of transfer.

- 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 | KOBC 211**

- Katie Yankura, Purdue University, “It's so frustrating!” Affect, genre, and transformation in the first-year composition classroom

This paper argues that students’ affective responses to genres influence how students understand and use their prior genre knowledge in new contexts. It further suggests that increased meta-cognitive reflection on students’ affective genre experiences in the first-year composition classroom can facilitate students’ ability to transform their genre knowledge across contexts more effectively.

- Kathryn Pieplow, University of Colorado – Boulder, The “9”: Transfer Through Genre Analysis in the Writing Classroom

Research demonstrates that teaching genre analysis or awareness improves transfer of learning beyond the FYW classroom. Genre analysis fits comfortably into a rhetoric-based FYW curriculum designed to meet nine principles identified from the literature for improving transfer of learning.

Concurrent Session E Descriptions continue on the next page.
E.3 A Picture is Worth a Thousand Words: Understanding Expectations and Mapping Preferences for Writing Classroom Design | KOBC 237

This presentation shares the results of a study where students were asked to design their ideal writing classroom and also respond to a survey about their expectations for the design of writing classrooms. Analysis of the data reveal connections participants make to prior learning environments. The self-imposed boundaries participants place upon their designs help us understand expectations and transfer of assumptions about general education writing instruction.

- Susan Miller-Cochran, North Carolina State University
- Dana Gierdowski, North Carolina State University
Tuesday, June 25, 2013

6:15 – 7:00 PM    Reception and Poster Session | McKinnon Hall, Moseley Campus Center

Poster Presenters

• Patrick Bahls, University of North Carolina – Asheville, The Stem of STEM Writing: Skills Transfer to College-Level Mathematical Composition
• Kevin Eric DePew, Old Dominion University, Making Composition Relevant to Academic Novices: Using Writing about Writing to Teach Transferable Writing Strategies
• Karen Forrette and Guy Krueger, University of Mississippi, Changing Conventions: Examining the Role of ePortfolios in Writing Transfer
• Regina Clemens Fox, Oklahoma City University, Boundary Crossing for Effective Learning Transfer: Engaging High School Seniors and First-Year College Students in Collaborative Community Outreach
• Adrienne Jankens, Wayne State University, Responsible Agency and PFL: Transfer in an Inquiry-Based FYC Classroom
• Joseph Paszek, Wayne State University, Exposure, Instruction, and Practice: Activating Prior Genre Knowledge in Intermediate Composition
• Paula Rosinski, Elon University, Facilitating Student Transfer of Rhetorical Knowledge When Writing Self-Sponsored & Academic Texts
• Lisa Tremain, University of California, Santa Barbara, Defining Dispositions: A Longitudinal Study on the Influence of Dispositions on Writing Knowledge Transfer from Secondary to Post-Secondary Contexts

7:00 – 8:30 PM    Dinner and Plenary – Elon Statement on Writing Transfer |
                    McKinnon Hall, Moseley Campus Center

Jessie L. Moore (Elon University) introduces the Elon Statement on Writing Transfer, which developed out of working principles identified by Elon Research Seminar participants during multi-year, multi-institutional research projects on Critical Transitions: Writing and the Question of Transfer. The 2011-2013 Elon Research Seminar was co-led by Jessie L. Moore, Chris Anson (North Carolina State University) and Randy Bass (Georgetown University). ERS Participants are listed at the end of the program.
Wednesday, June 26, 2013

7:00 – 8:00 AM   Breakfast | McKinnon Hall, Moseley Campus Center

8:15 – 9:30 AM   Concurrent Sessions – Session F | Koury Business Center

F.1 The Role of Students’ Attitudes Towards Second/Foreign Language Writing and the Question of Transfer | KOBC 242

The panel maintains that cross-context research into second/foreign language writing is essential for a clearer and broader picture to emerge on how writing transfer occurs in L2 writing. To this end, the panel features four specialists who will present their research on teaching and learning L2 writing in different linguistic, cultural, institutional, and pedagogical contexts. The panel invites the audience to look at students from different backgrounds with the shared interest of finding out how writing in a second/foreign language shapes writers’ identities. This panel will also address the need for designing more successful approaches to supporting students’ writing skills and to teaching advanced level writing in the second/foreign language classroom by examining students’ perception of writing and, more specifically, the link between L1 and L2 writing experiences.

- 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 | KOBC 208

Drawing from two studies at the same institution, panelists present data that reveal 1) expectations for student writers across stakeholders are seriously mis-aligned, and the tacit nature of these expectations keeps students confused, faculty oblivious, and learning random. 2) FYC and its “staff” are considered necessary, but largely irrelevant to the disciplinary work of the rest of this university; and, yet, the pliable genred discursive space of the FYC program represents a potentially powerful site for aligning expectations.

- Carmen Werder, Western Washington University
- Donna Qualley, Western Washington University
Wednesday, June 26, 2013

9:45 – 11:00 AM  Concurrent Sessions – Session G | Koury Business Center

G.1 Genre Knowledge and Transfer | KOBC 242

- Rebecca Nowacek, Marquette University, Genre knowledge and “transfer talk” in the writing center: Findings from a pilot study

This presentation reports on a pilot study of the role of genre knowledge in cultivating the “expert outsider” knowledge that enables experienced tutors to transfer their writing-related knowledge into unfamiliar domains. The presentation focuses on a taxonomy of “transfer talk” and concludes by considering implications for future research.

- Mary Goldschmidt, The University of Scranton, What Do Students Learn as They Learn a Disciplinary Genre? Dialogue, Doing Genre, and Deep Participation in the Social Action of Writing

Findings from a grounded theory analysis of nine in-depth, text-based interviews with psychology and computer science majors. Genre learning involves the active processes of seeing oneself in dialogue with the discourse community; of understanding genre as a way to contribute to the field; and of emulating the genre’s socio-rhetorical actions.

- Daniel Kenzie, Purdue University, Transfer and Genre Talk in the Writing Center

This presentation reports on a study of talk about writers’ prior knowledge (genre knowledge in particular) in writing center tutorials. Observation of 19 tutorials and interviews with three tutors present genre as a salient device for helping students draw associations between contexts and addressing barriers such as authority and resistance.

Concurrent Session G Descriptions continue on the next page.
Wednesday, June 26, 2013

9:45 – 11:00 AM  Concurrent Sessions – Session G, continued | Koury Business Center

G.2 Two-Year Colleges and Transfer | KOBC 208

- Michael Kapper, Terra Community College, Transfer of Writing Knowledge from Developmental Writing to First-Year Composition: A Study of Change in Developmental Curriculum

This quantitative study uses student performance in first-year composition courses to measure effectiveness of changes to Developmental English Curriculum. The question of “preparedness” (often a code-word for “transfer”) for first-year writing courses is examined by comparing the performance in first-year composition between cohorts of successful completers of developmental writing courses before and after a curriculum change.

- Richard Matzen, Woodbury University, Stakeholders and Writing Quality: FYC Courses Transferring from California Community Colleges to a Private California University

This multi-institutional case-study involves Woodbury University and its “Feeder” Community Colleges, questioning the transferability of FYC courses in terms of learning outcomes and critical skills. It also describes developing a positive “culture of writing” at Woodbury by not accepting second-semester FYC courses from two-year institutions.

- Kurt Neumann, Harper College, Assessment Tools and Writing Transfer

This presentation will investigate the impact of rubrics, curricular writing assessment, and general education outcomes assessment on understanding transfer success in first-year composition (FYC). The presentation also will consider the extent to which these assessment tools should be emphasized in composition departments that want to position themselves as value-added programs in their colleges and universities.
Wednesday, June 26, 2013

11:15 AM – 12:30 PM  Concurrent Sessions – Session H | Koury Business Center

H.1 Genre Theory and Writing Transfer: Making a Case for the Multi-Tiered, Vertical Writing Program Structure (Round Table) | KOBC 237

This roundtable presentation advances the discussion of the challenges faced by freshman who attempt to transfer their newly acquired composition skills across upper level discipline-specific genres. A multi-tiered vertical writing program structure is proposed as an effective bridge between freshman composition courses and the skills required for writing in the majors, workplaces and/or graduate schools.

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

H.2 Transitioning from High School to College: A Global Perspective | KOBC 208

Speaking to the theme of writing transfer at critical transitions, this panel will present findings from a multi-institutional, multi-national study using pre- and post-semester survey data, literacy narratives, and institutional data such as grades and scores on national exams that profile student experiences and beliefs and they transition from high school to college writing. In doing so we interrogate two core theoretical problems: college preparedness as a situated rather than universal construct and the pursuit of a generalizable theory of writing development and transfer.

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

Concurrent Session H Descriptions continue on the next page.
Wednesday, June 26, 2013

11:15 AM – 12:30 PM  Concurrent Sessions – Session H, continued | Koury Business Center

H.3 Student Drafting Behaviors, Transformative Learning Theory, and Critical Literacy | KOBC 242

- Diane Boyd, Furman University, Measuring Student Drafting Behaviors in and Beyond the First Year Seminar

This paper describes writing transfer research targeting the shift from first year seminars to upper-division courses. Qualitative interviews of first year students suggest modest gains in student drafting behaviors with the use of the reverse outline. Follow-up interviews will determine if and how these drafting behaviors transfer to upper-division courses.

- Ashley Holmes, Georgia State University, Writing Transfer and Risk: Insights from Transformative Learning Theory

In this presentation, I explore the idea of “risk taking” as it relates to writing transfer. After offering an overview of transformative learning theory, I analyze interview data from an instructor who narrates a student’s transformation as a result of service-learning pedagogies in her business writing course.

- Anne Schnarr, University of California, Riverside, The Fragmented Purpose of College Composition Instruction: Transferable Skills, Critical Literacy, or Both?

This paper asks: does overinvestment in transferability come at the cost of broad-based critical literacy? There are ways in which a focus on transfer creates contradiction and conflict within Composition Studies, for the field’s traditional commitment to general education and critical pedagogy is threatened by research that challenges the way we currently teach First Year Composition.

12:30 – 1:30 PM  Lunch | McKinnon Hall, Moseley Campus Center
Wednesday, June 26, 2013

1:30 – 2:45 PM  Concurrent Sessions – Session I | Koury Business Center

I.1 Writing and Learning in General Education (Roundtable) | KOBC 208

This session explores student and faculty conceptualizations of writing and learning within and beyond general education (GE) to engage questions about these assumptions, student and faculty knowledge, and conceptualizations of GE.

- 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 Writing Transfer and the State Comprehensive University | KOBC 242

This panel answers Jessie Moore’s 2012 call to expand transfer research to new sites. We focus on the critical transitions students attending state comprehensive universities encounter: sophomore composition to WID; writing in the major; transitions to work. We share two studies which demonstrate how the field’s emergent, complex views of transfer match our SCU students’ diverse experiences, and we present two new directions for transfer research: writers’ autobiographical/discoursal identities, and writers’ relationships to ease.

- Emily Isaacs, Montclair State University
- Tara Lockhart, San Francisco State University
- Bradley Dilger, Western Illinois University
- Neil Baird, Western Illinois University
Wednesday, June 26, 2013

3:00 – 4:00 PM  Closing Plenary: Graham Smart | Koury Business Center 101

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.

Special Thanks to our Conference Proposal Review Team

Dana Driscoll, Oakland University
Mary Goldschmidt, The University of Scranton
Hogan Hayes, University of California - Davis
Tim Peeples, Elon University
Rebecca Pope-Ruark, Elon University
Paula Rosinski, Elon University
Kara Taczak, University of Denver

2011-2013 Elon Research Seminar Participants

Linda Adler-Kassner, University of California, Santa Barbara
Nora Bacon, University of Nebraska at Omaha
Linda Bergmann, Purdue University
Stuart Blythe, Michigan State University
Diane Boyd, Furman University
Scott Chiu, Michigan State University
Irene Clark, California State University, Northridge
Regina Clemens, Oklahoma City University
Stacey Cozart, Aarhus University, Denmark
2011-2013 Elon Research Seminar Participants, continued

Gita DasBender, Seton Hall University
Aidan Davison, University of Tasmania, Australia
Christiane Donahue, Dartmouth College
Dana Driscoll, Oakland University
Cecilia Dube, University of Johannesburg, South Africa
Alison Farrell, National University of Ireland, Maynooth
Dana Gierdowski, North Carolina State University
Mary Goldschmidt, The College of New Jersey
Gwen Gorzelsky, Wayne State University
Carolyn Hayes, George Washington University
Hogan Hayes, University of California, Davis
Van Hillard, Davidson College
Tine Wirenfeldt Jensen, Aarhus University, Denmark
Edmund Jones, Seton Hall University
Sandra Kane, University of Johannesburg, South Africa
Kenneth Kolb, Furman University
Sarah Koltz, University of California, Davis
Ketevan Kupatadze, Elon University
Susan Miller-Cochran, North Carolina State University
Rebecca Pope-Ruark, Elon University
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Kara Taczak, University of Denver
Elizabeth Wardle, University of Central Florida
Kristin Warr, University of Tasmania, Australia
Jennifer Wells, Florida State University
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To learn more about the Elon Research Seminar on Critical Transitions: Writing and the Question of Transfer, please visit http://www.elon.edu/writingtransfer.