

Writing Across The Peninsula 2012 Conference Schedule

Reception

Thursday, October 18, 2012

Lake Superior State University's Arts Center

5:00 p.m. to 8:00 p.m.

Opening Reception sponsored by the Cultural Affairs Fund, with special thanks to Provost Maurice Walworth.

A "Buffet of Food and the Arts" in the foyer of the Arts Center

Snacks, drinks, conversation, and the arts. The evening offers opportunities for:

- Poetry (A reading in the Art Gallery. WAP attendees are invited to participate: bring your poems!)
- Dance (A chance to view a practice session by members of Lake State's dance troupe)
- Music (Possibly the Jazz Band, or maybe a String Quartet!)
- Visit to the "Black Box" Theater to view work from the class on "Performing Literature"

Conference Schedule

Friday, October 19, 2012

Lake Superior State University's Cisler Center

8:00 am to 9:00 am

Registration and Light Continental Breakfast. (Sponsored by LSSU English Dept.)

9:00 am to 9:30 am

Welcome!

Keynote Speaker: Dr. Kristin Arola (Sponsored by Bedford/St.Martin's)

9:30 am to 10:45 am

"Rethinking Multimodal Composition through Anishinaabe Teachings"

Over the past decade, many teachers of composition have integrated multimodal compositions into the classroom. These texts include everything from podcasts to websites to posters—texts that take advantage of a range of resources including words, moving or still images, design elements, and sounds. In this presentation, Dr. Arola argues that while there are many good reasons to embrace a multimodal pedagogy, we should consider multimodal production beyond sheer function. She suggests that by opening our classrooms up to a range of practices, we can, as bell hooks argues, “teach in a manner that respects and cares for the souls of our

students” so that we can “provide the necessary conditions where learning can most intimately begin.” In order to address how a multimodal pedagogy can respect and care for our students, Arola looks to Anishinaabe (Ojibwe) teachings. By placing Anishinaabe teachings alongside current multimodal composition practices, she suggests a reconsideration of the role multimodality can play in our students’ lives.

10:45 am to 11:00 am

Break (Sponsored by Michigan Technological University)

Concurrent Session One

11:00 am to 11:50 am

Panel 1 (Group Presentation)

Bridging Literacies: Visual Literacy in the College Composition Classroom

Olivia Olson

Graduate Student, Northern Michigan University, Marquette, MI

Virginia Schminke-Yaussy

Graduate Student, Northern Michigan University, Marquette, MI

Panel 2 (High School Focus): New Strategies for Teaching Critical Literacy

Literacy Regained through Ecoliteracy, Poetry, and Art

Evelyn V. Johnson

English Education Program Coordinator, Michigan Tech University, Houghton, MI

Bridging Common Core Standards and Classroom Instruction: Using a Term Paper Unit to Meet New Common Core Standards

Erkki Mackey

Graduate Student, Northern Michigan University, Marquette, MI

Panel 3 (Group Presentation)

Shared Stories at the Intersection of Basic Writing Classes and Writing Center Sessions

Christopher Benison

Undergraduate Consultant, CMU Writing Center

Professor MaryAnn Crawford
Director, CMU Writing Center

Reagan Schaefer
Graduate Consultant, CMU Writing Center

Lori Rogers
Associate Director, CMU Writing Center

All presenters are from Central Michigan University, Mt. Pleasant, MI.

Panel 4 (Roundtable Discussion): Using Peer Review in the Writing Classroom

Dr. Chad Barbour
Professor Mary McMyne
Professor Janice Repka
Professor Shirley Smart

All presenters are from Lake Superior State University, Sault Ste. Marie, MI

11:50 am to 12:00 noon

Break (Sponsored by Algoma University)

Concurrent Session Two

12:00 noon to 12:50 pm

Panel 1 (Group Presentation; High School Focus)

Canoe: A Multi-disciplinary Study of the Evolution of the Birch Bark Canoe along the St. Mary's River and Surrounding Great Lakes

Laura Aderman
Science, Whitefish Township Community School, Paradise, MI

Lindsay Brindley
EUPISD Social Studies and English Curriculum Consultant, Sault Ste. Marie, MI

Andrea Burks
English, Pickford High School, Pickford, MI

Chris Gordon
Anishinaabe Culture, Jkl Bahweting Anishnabe School, Sault Ste. Marie, MI

Andy Grossman
Math, Whitefish Township Community School, Paradise, MI

Terri Tavenner
Independent Scholar, Inter-Tribal Council of MI

Panel 2: Social/Historical Concerns: Content-Based Writing Classes

EduAnarchy: Bridging the Gap between Practice and Theory in the Humanities-Centered Classroom

Gary Kaunonen
Graduate Student, Michigan Technological University, Houghton, MI

Bridging Content: Using 'Genocide' as a Content-Based Approach for Composition Writing

Alex Gubbins
Graduate Student, Northern Michigan University, Marquette, MI

Panel 3 (Group Presentation)

Collaborative Efforts Across Academic Boundaries Improve Student and Faculty Communication Skills

Nancy Barr
Mechanical Engineering-Engineering Mechanics; MEEM Communications Advisor
Traditionally, engineering faculty have expected their students to be proficient in writing before taking Senior Capstone Design. A grassroots effort in one department, however, is revealing to faculty the important role they play in developing their students' communication skills. We will explain this initiative and solicit experiences from the audience to generate dialogue about writing instruction opportunities within STEM courses.

Kevin Cassell
Graduate Student, Humanities

Dr. James DeClerk
Faculty, Mechanical Engineering-Engineering Mechanics (MEEM)

All presenters from Michigan Technological University, Houghton, MI.

Panel 4 (Roundtable Discussion)

Plagiarism

Professor Amber Kinonen
Bay de Noc Community College, Escanaba, MI

Dr. Karla Kitalong
Michigan Technological University, Houghton, MI

Professor Laura Soldner
Northern Michigan University, Marquette, MI

Lunch

1:00 pm to 1:50 pm (Sponsored by Bedford/St. Martin's. Thank you!)

Plenary Speaker: Professor Julie Landsman

2:00 pm to 3:00 pm

"The Imperative of Stories: Our Own, Our Students', and Where They Converge"

All over the country, teachers, principals, professors and politicians are trying to address what is called the "Achievement Gap." In reality, this is an "Opportunity Gap" and is grounded in the inequities of education funding, segregated schools and scripted, mechanized instruction for the poorest students. Those who believe that each child's story, community and culture are central to learning are fighting hard to stay in their jobs. Landsman draws on her twenty-five years of teaching in urban schools and colleges to describe classrooms that hold students and their families in high regard, enhance creativity in writing and learning, and provide a space where open and honest dialogues about race and privilege can happen. Even more, such places allow for the wild and joyous mixture of word and song, dance and poem. Landsman believes that it is in the combination of music and science, essay and history, mathematics and short story, all centered in listening and writing, that makes our best schools places of high achievement. Her work in race, cultural competence, and inclusive education are at the center of her work.

Concurrent Session Three

3:00 pm to 3:50 pm

Panel 1: Cultures of Science and the Writing Classroom

Public Science Meets Multimodal Composition Instruction

Dr. Karla Kitalong

Michigan Technological University, Houghton, MI

The mediated nature of science images is easily overlooked in Western culture because of the value placed on scientific objectivity. Kitalong introduces composition students to a vocabulary and methodology from the field of technical communication that facilitates planning, designing, producing, and reflecting upon scientific visuals. The vocabulary and methodology, she argues, are transferable to other writing assignments in the composition class and beyond.

Creative Writing & the Effects of Divergent Thinking in Universities of the Applied Sciences

Ashley Brooke Boulton

Graduate Student, Northern Michigan University, Marquette, MI

Panel 2: Integrating Creative Perceptions with Writing: Yoga and Song

Bridging Body and Mind: Yoga and Embodied Cognition in the Composition Classroom

Dr. Heidi Stevenson

Northern Michigan University, Marquette, MI

Songwriting in the Classroom: Incorporating Music into Poetry and Prose

Caitlin Kirchenwitz

Graduate Student, Northern Michigan University, Marquette, MI

Panel 3: Addressing Diverse Student Populations

Bridges between ESL Students and North American Faculty

Dr. Julian Hermida

Algoma University, Sault Ste. Marie, Ontario

Bridging the Able-Bodied Divide: Considering Disability-Centered Pedagogy in Writing Curricula

Rebecca Miner

Graduate Student, Michigan Technological University, Houghton, MI

Bordering on Reciprocity: Connecting Domestic and International Students through Instructional Brochures

Felicia Chong

Graduate Student, Michigan Technological University, Houghton, MI

Panel 4 (Group Presentation)

Crossing one Bridge at a Time: Voices from a Tribal Community College

As a tribal college, Bay Mills Community College is dedicated to the mission of maintaining the Anishnaabe language and the diverse cultural traditions of its speakers. Teaching writing in this setting presents community college instructors with unique challenges, but it also equips them with unique resources. This team of presenters from BMCC will share their research and teaching experience on how a small community college addresses college writing in a technology-driven and career-oriented environment, under increasing pressure for accountability, and in a culture of historical ambivalence about academic literacy.

Presentations will not be tightly thematically connected, but will, instead, offer a window into the ways in which BMCC faculty and staff balance external educational mandates with student needs and traditional teachings.

Bridget Cadreau, Education

Maria Cantarero, Assessment Coordinator and Native-American Literature

John Krentz, Health and Fitness

Ildiko Melis, Communication

Kathleen Mosher, Communication

Brody Waybrant, Communication

All presenters are from Bay Mills Community College, Brimley, MI.

Closing Session

4:00 pm to 4:20 pm

Thank You's and Conference Evaluations