<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 10:30AM</td>
<td>Registration</td>
</tr>
<tr>
<td>9:00 – 10:00AM</td>
<td>Campus tour (optional)</td>
</tr>
<tr>
<td>10:30 – 11:15AM</td>
<td>Welcome</td>
</tr>
<tr>
<td>11:15AM – 12:15PM</td>
<td>Opening plenary: Dr. Deanna Reder</td>
</tr>
<tr>
<td>12:15 – 1:30PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 – 2:35PM</td>
<td>Session 1: Roundtables</td>
</tr>
<tr>
<td>2:45 – 3:45PM</td>
<td>Session 2: Research panels</td>
</tr>
<tr>
<td>3:45 – 4:15PM</td>
<td>Coffee, tea &amp; snacks</td>
</tr>
<tr>
<td>4:15 – 5:15PM</td>
<td>Session 3: Workshop</td>
</tr>
</tbody>
</table>

**THURSDAY**

**May 30**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:30AM</td>
<td>Registration</td>
</tr>
<tr>
<td>8:00 – 9:30AM</td>
<td>Coffee &amp; pastries</td>
</tr>
<tr>
<td>8:15 – 9:15AM</td>
<td>Creativity breakout</td>
</tr>
<tr>
<td>9:30 – 10:30AM</td>
<td>Plenary: Dr. Steven Marshall</td>
</tr>
<tr>
<td>10:45 – 11:45AM</td>
<td>Session 4: Workshops &amp; research panels</td>
</tr>
<tr>
<td>11:45AM – 1:00PM</td>
<td>Lunch &amp; CWCA</td>
</tr>
<tr>
<td>1:15 – 2:15PM</td>
<td>Session 5: Research panels</td>
</tr>
<tr>
<td>2:30 – 3:30PM</td>
<td>Session 6: Workshops &amp; research panels</td>
</tr>
<tr>
<td>3:45 – 4:45PM</td>
<td>Ideas exchange &amp; snacks</td>
</tr>
<tr>
<td>4:45 – 5:00PM</td>
<td>Closing remarks</td>
</tr>
</tbody>
</table>

**FRIDAY**

**May 31**

**CONNECT**

**NETWORK:** Emily Carr Guest  **PASSWORD:** ECUAD2017
Welcome to CWCA | ACCR’s seventh annual independent conference!

This year’s conference is hosted on the traditional and unceded territories of the Coast Salish Peoples, in particular the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), and səl̓ilw̓ətaʔɬ (Tsleil-Waututh) Nations. We hope that the conversations at this conference will contribute to the work of advocacy and reconciliation with our hosts.

The multiverse is a place that exists because the principles that define it exist. It is a place of knowns and unknowns and of unlimited possibility. The multiplicity in our Writing Centre work—in our spaces, our positions, the communities we serve, the technologies we work through and with, and, most importantly, in our possibilities—is perhaps the only constant across our various contexts. In the next two days, we hope to understand this Writing Centre Multiverse that we occupy, to make new discoveries and connections, to understand some of the principles that define us, and to theorize future possibilities. And the best part is that we are going to do all that together.

Emily Carr University of Art + Design is an exciting place to host these conversations. Situated in the second-most multilingual city in Canada and home to programs that encourage creative thinking, writing and making across media, Emily Carr is a place where the impossible can be made visible. So come in, explore, experiment and express. And let’s see what all of us gathered here in this space and place can make possible.

Heather Fitzgerald & Holly Salmon
Conference Co-Chairs, 2019
ACKNOWLEDGEMENTS

Sponsors

CWCA | ACCR sincerely thanks the following institutions for their financial support of this conference:

Emily Carr University not only generously donated their beautiful new space for our use during the conference, but they also supported us financially which enabled us to have Xwalacktun open our conference and provide thank you gifts for our volunteers.

Simon Fraser University and WriteAway contributed funds that enabled us to offer travel grants to two presenters.

And our conference co-host, Douglas College, contributed funds to a travel grant.

Proposal Reviewers

Katherine Ackley, Camosun College
Stephanie Bell, York University
Clare Bermingham, University of Waterloo
Kathy Block, University of Manitoba
Margie Clow Bohan, Dalhousie University
Emilie Brancato, OCAD University
Diane Dechief, McGill University
Bonnie Devet, College of Charleston
Tyler Evans-Tokaryk, University of Toronto Mississauga
Brian Hotson, Saint Mary’s University
Nancy Johnston, University of Toronto Scarborough
Liv Marken, University of Saskatchewan
Gilbert McInnis, University College of the North, Thompson Rivers MB
Nancy Johnson Squair, Douglas College
Jacqueline Turner, Emily Carr University of Art + Design
Lindsey Voisin, Nipissing University

Graphic Design

Sandy Ewart, program and conference materials
Stephanie Bell, conference logo
ACKNOWLEDGEMENTS

Conference Volunteers
Becky Bair, Volunteer Coordinator
Carly Diab
Dorsa Youssefi
Ellen van der Hoeven
Emma Quan
Faolan Hasted
June Tang
Maliv Khondaker
Nikki Kirigin
Rebecca Wang
Xiaoy Yu
Xinyi Zhao

CWCA Board Members (2018-19)
Heather Fitzgerald, President
Sarah King, Vice President
Brian Hotson, Past President
Nadine Fladd, Secretary
Jordana Garbati, Treasurer
Mandy Penney, Communications Chair
Holly Salmon, Conference Chair
Liv Marken, Past Conference Chair
Lindsay Voisin, Member-at-large
Nancy Johnson Squair, Member-at-large

Travel Grant Recipients
Jodie Salter, University of Guelph
Kyle Oddis, Northeastern University
Rachel Robinson, Michigan State University
Sheila Stewart, University of Toronto
Thomas Robles, University of Toronto
8:30 – 10:30AM  Registration
Room B2160 (Rennie Hall)

9:00 – 10:00AM  Campus tour (optional)
Meet at ECUAD Reception
(near main entrance)

10:30 – 11:15AM  Welcome & opening remarks
Room A1060 (Reliance Theatre)

Traditional Welcome by Xwalacktun, Squamish nation.

Xwalacktun was born and raised in Squamish and an internationally recognized artist. He carries with him the rich ancestries of his father's (Squamish Nation) and mother's (Kwakwak'wakw Nation) Coast Salish clans.

Welcome from Dr. Steven Lam, Acting VP Academic + Provost, Associate VP of Research and Dean of Graduate Studies, ECUAD.

Steven Lam is an artist, curator, and educator. He began his appointment at Emily Carr University of Art + Design in September 2018.

Opening remarks from Heather Fitzgerald, President of the Canadian Writing Centres Association / L'Association Canadienne des Centres de Rédaction.
The Legacy of the Indigenous Literary Archive

In my research, I explore the previously unpublished work of early Indigenous writers such as Edward Ahenakew, Vera Manuel, James Brady, Maria Campbell, and Alootook Ipellie to challenge the assumption of a binary division between the oral and the literary and to champion autobiography as Indigenous intellectual tradition and theoretical practice. Canadians have been deprived of impressive, provocative, challenging and visionary writing by Indigenous authors, some of whom were writing before Canada began. My work is to bring these authors back into scholarly conversations and public access.

Deanna Reder (Cree-Métis) is an Associate Professor in the Department of First Nations Studies and the Department of English at Simon Fraser University. She teaches courses in Indigenous popular fiction and Canadian Indigenous literatures, especially autobiography. She is Principal Investigator, in partnership with co-applicants Dr. Margery Fee and Cherokee scholar Dr. Daniel Heath Justice of the University of British Columbia, on a five-year Social Sciences and Humanities Research Council (SSHRC) funded project for 2015-2020 called “The People and the Text: Indigenous Writing in Northern North America up to 1992.” She is a founding member of the Indigenous Literary Studies Association (ILSA) and served on the ILSA council from 2015-2018. Currently she is co-chair, with Dr. Sam McKeegney from Queen’s University, of the Indigenous Voices Awards, designed to support emerging voices. She also is the Series Editor for the Indigenous Studies Series at Wilfrid Laurier University Press. In Fall 2018 she was inducted into the College of New Scholars, Artists & Scientists in the Royal Society of Canada.
12:15 – 1:30PM  |  Lunch  
| Room B2160 (Rennie Hall)

1:30 – 2:35PM  |  Session 1: ROUNDTABLES

**ROUNDTABLES A**  
Room B3155

Five steps to paraphrasing for the multilingual graduate writer  
*Antoanela Denchuk, University of Manitoba*  
1:30 – 2:00PM

Language learners are at particular risk of being accused of plagiarism, and this is often due to incorrect paraphrasing and quoting practices (Bradshaw and Paluja, 2011). Institutions tend to provide shallow citation resources through their academic integrity initiatives, and professors often lack the time and inclination to teach paraphrasing and source use to graduate students. Multilingual graduate writers with little exposure to using sources in their undergraduate writing often need more conceptual and procedural clarity to paraphrase correctly, which can only be provided in tutoring sessions. This session will introduce a scaffolded procedure for teaching paraphrasing to multilingual graduate students.

Providing dissertation feedback: Developing pedagogical practices  
*Sarah Gibbons, University of Guelph*  
*Tommy Mayberry, University of Guelph*  
2:05 – 2:35PM

This roundtable session will foster dialogue about how writing centre practitioners and educational developers can help faculty review and strengthen their approaches to providing feedback on graduate student theses and dissertations. We will discuss how we designed and delivered a new workshop for faculty that focused on effective approaches to mentoring and supporting graduate students. After recounting our process of developing the session and reviewing the research informing it, we will invite roundtable participants to share their own approaches to working with faculty supervisors and advisors on writing as a form of mentorship.
Destabilizing disciplinarity through the creative disciplines: Towards a disruptive writing pedagogy and practice

*Emilie Brancato, OCAD University*
*Stephanie Dayes, OCAD University*
*Susan Ferguson, OCAD University*

1:30 – 2:00PM

This session explores questions of disciplinarity, writing pedagogy and writing centre practice in the context of art and design education. Through guided discussion, participants will engage directly with student writing samples from the creative disciplines to explore the complexity of writing in art and design education and to consider the problematics of treating understandings of “good” writing and “good” writing pedagogy as truisms. Finally, we will share our reflections on the possibilities of de-disciplining normative understandings of academic writing pedagogy to allow for the recognition of diverse forms of writing, and writing practices, that reflect the multiplicity of our communities.

Supporting sustainable collaboration between writing centres and writing instructors

*Heidi Tiedemann Darroch, Camosun College*
*Gillian Saunders, University of Victoria*
*Roger Graves, University of Alberta*
*Sara Humphreys, University of Victoria*

2:05 – 2:35PM

This session will consider how writing centres and academic writing instructors can work together most effectively given differences in institutional location, status, and access to resources. The roundtable coordinators have experience as writing centre tutors, instructors, and administrators; they are located in colleges and universities which represent some of the complexity of the contemporary multiversity, where supporting student writing is both a priority and (given the resource-intensive nature of writing support) a challenge.
ROUNDTABLE C
Room C3265

Infusing writing across the university: How your collaborators can become advocators
Jordana Garbati, Wilfrid Laurier University
James Southworth, Wilfrid Laurier University
1:30 – 2:00PM

While traditional writing centres focused on individual tutoring, the horizon of the writing multiverse is limitless. At the centre of this multiverse is collaboration. When writing professionals collaborate with academic partners and share their expertise, writing is infused throughout departments and a network of writing advocates is developed. At our institution, we work with instructors to embed writing in innovative ways such as by bringing peer tutors into the classroom, running mock scholarship proposal adjudications, and facilitating public displays of student writing. In this roundtable discussion, we ask: How can writing professionals build networks to make writing indispensable within institutions?

ROUNDTABLES D
Room C3275

How do we align tutor training with anti-oppressive practices?
Tatiana Kloster, MacEwan University
1:30 – 2:00PM

I believe that writing centres as the catalysts of change in post-secondary institutions are to be on the forefront of dismantling privilege in education and resisting institutional racism. Greenfield and Rowan (2011) argue that it is necessary to examine a complex web of systemic oppression to be able to minimize and resist its impacts. In the Writing Centre at MacEwan University, the tutor education program involves a large self-awareness component that leads the tutors to examine their biogenic traits, sociogenic influences and idiogenic constructs (Little, 2017). We believe that understanding oneself—understanding influences of culture, gender, colonialism, power—translates into understanding one’s agency, which “is critical to their ability to help writers do the same” (Greenfield & Rowan, 2011, p. 127). Our training is a work in
progress, and in this roundtable discussion, I want to focus on possible ways of training tutors to recognize, address and resist the impacts of racism in their tutoring sessions.

**Writing as social practice: New College Writing Centre’s Caribbean, African, and Equity Studies Writing Group**

*Sheila Stewart, University of Toronto New College*

*Deborah Knott, University of Toronto New College*

2:05 – 2:35PM

This session examines the New College Writing Centre’s Caribbean, African, and Equity Studies Writing Group and asks how this writing group works with “literacy as a social practice” (Cervetti, Damico, & Pearson, 2006, p. 380). Students in Caribbean, African, and Equity Studies courses meet with a writing instructor, program faculty, and the college librarian every other Friday to do their work in a group setting. How does the sense of community and collegiality help to develop fruitful writing processes and practices? In what ways might students of colour be well served by such a group?

**2A. RESEARCH PANEL**

*International investigations*

*Room B3155*

*Panel Chair: Nancy Ami, University of Victoria*

**Academic literacies in a South African writing centre: Student perspectives on established practices**

*Tyler Evans-Tokaryk, University of Toronto Mississauga*

I share the results of a research project conducted in South Africa to determine whether a writing centre’s academic literacies practices and philosophy should be adapted to better serve its students. The results of this study demonstrate that the majority of students who visit the writing centre speak English as an additional language and believe they need more writing support with a focus on lower order concerns. This research suggests that the students who participated in this study need differentiated forms of writing support that go beyond the orthodoxies of the academic literacies approach embraced by the University’s writing centres.
Global collaborations: Writing centre partnerships across hemispheres

Trixie Smith, Michigan State University
Rachel Robinson, Michigan State University
Katie Bryant, Carleton University

This panel presentation will include a brief overview of our recent partnership with southern African universities to establish writing centres on their campuses, and encourage participants to discuss ways cross-cultural partnerships might be challenging and successful.

2B. RESEARCH PANEL
Technology, talking and listening

Room C3255
Panel Chair: Amanda Goldrick-Jones, Simon Fraser University

“Hi, no worries at all!”: Rhetorical listening as expression of emotional knowledge in online synchronous writing conferences

Neal Lerner, Northeastern University
Kyle Oddis, Northeastern University

Emotions play a strong role in tutoring writing for both students and consultants. To better understand this role, we analyzed writing conferences conducted in synchronous, online format, drawing on the concept of “rhetorical listening” (Ratcliffe 1999) in which tutors and students engage in a mutual learning process by “listening for the (un)conscious presences, absences, unknowns” (Ratcliffe 1999, p. 206). In this session, we will describe our study—its questions, methods, results, and analysis. Ultimately, we hope to build a model of “rhetorical listening” in online synchronous writing centre sessions, focusing on the key role of emotional knowledge.
Students’ uptake of metalanguage in the process of peer feedback

Katja Thieme, University of British Columbia
Laila Ferreira, University of British Columbia

We report on preliminary findings on a project which investigates the effectiveness of the UBC-developed ComPAIR platform for peer review among students. By coding the student and instructor texts, we assess the quality of students’ peer feedback against the metalanguage used in assignment setup (Ädel, 2017). Our project has direct implications for how instructors write their assignment descriptions and bears insights for how writing tutors can employ the language of assignment descriptions when they provide peer feedback and for how they can help guide students’ development of their own repertoire of editorial metalanguage in the processes of writing and revision.

2C. RESEARCH PANEL
Room C3265
Panel Chair: Clare Bermingham, University of Waterloo

Making academic skills transferrable: Writing centres and the Humanities crisis

Erin Stewart Eves, Trent University
Dana Capell, Trent University

Over the past ten years, as Humanities enrollments have declined, the roles and responsibilities of writing centres have both persisted and changed. This panel comprises two papers that explore how different members of one university have experienced what has been commonly referred to as the Humanities crisis and how, within the networks of the multiversity, the crisis has affected writing centres. Both papers examine the continuing relevance of writing centres in aiding students across the disciplines to identify and develop critical transferable skills, and they demonstrate the need for adaptation within writing centres to meet the shifting needs of students.

3:45 – 4:15PM Coffee, tea & snacks
Room C3253
3A. WORKSHOP
Room B3155

Tooling up the multi: Thinking in, with, and through digital writing tools
Stephanie Bell, York University
Brian Hotson, Saint Mary’s University

Scholarly writing tools are primarily digital; they enable (and determine) scholarly praxis. For writing centres, this digital turn necessitates an attention to emergent digital environments, socialities, discourses, genres. In this workshop, participants analyze digital writing assignments primarily to gain familiarity and (re)develop tutoring practices. Secondarily, participants will consider methods of supporting students who may feel anxious in the face of unconventional assignments, but who may also find opportunity and a degree of freedom within this break with the strictures of academic conventions. Are our centres’ liminal positions ideal spaces for supporting unconventional, creative, multiliterate, multimodal digital/tooled-up writing?

3B. WORKSHOP
Room C3255

Mapping our multiverse: Creative approaches to negotiating our work in the writing centre
Megan Robertson, Simon Fraser University
Aaron Beveland-Dalzell, Kwantlen Polytechnic University
Rawia Imani, Simon Fraser University

How can we map the writing centre multiverse? What paths can we take when shifting administrative policies and increasingly diverse student populations challenge established guides? Mapping our own experiences based on the various roles and identities we have, inside and outside the writing centre, can provide us with a place to start. In this interactive session, presenters will share their mixed-media maps that situate their personal experiences as part of the writing centre, institutional, and educational multiverse. Attendees will then reflect on their own roles and identities and begin the hands-on activity of mapping their own multiverse.
What can writing centres learn from linguistics?

*Alexandra Motut, University of Toronto*

In this workshop, participants will explore key concepts from linguistics around language and dialect variation, language change, style and register, and multilingualism, and develop strategies for applying these concepts in their work with students in writing centres, using concrete case studies and examples. While these linguistic concepts overlap in some ways with similar concepts from writing studies and related fields (e.g. genre, translingualism), we will focus on what the formal study of language through the field of linguistics can bring to writing centre work. Participants will leave the workshop with an interdisciplinary grasp of language and its relationship to writing.

Wet feet, dirty hands: Preparing multiliteracy tutors

*Meredith Barrett, Rhode Island School of Design*

As we’ve transitioned from a writing to multiliteracy centre, our peer tutor education has necessarily included more and more doing. Opportunities to try things out, see how it feels, experiment—to get our proverbial feet wet and hands dirty—build tutors’ confidence, especially in responding to new kinds of “texts.” This workshop will engage participants in activities I use to cross-train our staff, explore our values, and put staff into both the tutor and tutee roles. I will also share our full tutor education schedule along with references and resources, and invite reflection and discussion.
8:00 – 9:30AM  Registration  
*Room B2160 (Rennie Hall)*

8:00 – 9:30AM  Coffee & pastries  
*Room B2160 (Rennie Hall)*

8:15 – 9:15AM  Creativity breakout workshop  
*Room C3255*

*Nancy Johnston and Tom Robles, University of Toronto Scarborough*

Join us for this creativity workshop to use play and creative expression to start your day. Try individual and collaborative exercises that have been adapted from writing and creativity coaching. Our session will include opportunities to try exercises (such as preparing/altering a blank page, doodling, expressive writing prompts and others) and talk about how to adapt them to our creative lives and work.
Navigating the many literacies and lingualisms: Plurilingual students’ practices, writing instructors’ responses, and implications for higher education

Today, researchers and educators are faced with an array of literacies and lingualisms. I begin by unpacking our current terminological morass, before focusing on plurilingualism. Plurilingualism has been defined as the study of individuals’ repertoires and agency in several languages, emphasizing learners’ agency, constraints, and opportunities in social and educational contexts (Beacco & Byram, 2007; Coste, Moore, & Zarate, 1997, 2009; Marshall & Moore, 2013, 2018; Moore & Gajo, 2009). To illustrate plurilingual students’ different practices and instructors’ responses, I present data from two linked studies which show that both students and instructors tended to reproduce traditional binary views of language and literacy. I argue that the transnationalism, fluidity, and linguistic diversity of our institutions today present students and their instructors with particular challenges and dilemmas. In closing, I consider the implications for preparing and supporting students in writing centres and first-year academic literacy courses in Canadian universities.

Dr. Steven Marshall is an Associate Professor in the Faculty of Education at Simon Fraser University. He researches academic literacy in higher education, with a current focus on the experiences of plurilingual students studying across the disciplines. Steven has published his research findings in many academic journals and books, and is the author of Advance in Academic Writing and Grammar for Academic Purposes (B2 and C1 levels), published by Pearson ELT, Canada.
4A. Workshop

Room B3155

Out of the learning centre and into the classroom: Strategies for embedding writing support

Christina Page, Kwantlen Polytechnic University

Lea and Street (1998) highlight the need to integrate academic literacies into courses across all disciplines. How do we use our multidisciplinary expertise to bring opportunities for supported writing skills development to all students, in the context where it makes the most sense to them: their classroom! This workshop begins by highlighting collaborative partnerships with faculty across disciplines using more traditional in-class workshops as well as a new approach to scaffolded collaborative assignment development. Then, participants will incorporate these strategies to imagine potential partnerships in their own contexts.

4B. Research Panel

Room C3255

Social justice in a corner of the multiversity: Negotiating the complex intersectionality of writing centres

Srividya Natarajan, King’s University College
Patrick Morley, King’s University College
Jennifer Ingrey, King’s University College
Michelle Hartley, King’s University College

Maintaining its distinction within a multiversity (Western University) by developing social justice-oriented disciplines, our college has an ethos that supports the writing centre’s project of promoting equitable access to power, education, and employment. An unexpected development is that tutees sometimes struggle to process the demand for cultural literacy and social competence placed on them during encounters with tutors who have non-mainstream identities and affiliations in terms of gender identity, race, disability and so on. Addressing the pedagogic and ethical complexities of such intersectional encounters, our panel reaches for a new interpretation of the familiar dictum: “develop the writer, not the writing.”
**4C. WORKSHOP**

*Room C3265*

**Paddling through language: Empowering writing centre consultants with critical language awareness**

*Deirdre Vinyard, University of Washington Bothell*

This interactive workshop describes a series of facilitator training workshops designed to empower tutors with the vocabulary and grammatical knowledge to discuss language difference with their students. The first section of the workshop will be a description and justification for a six-week workshop series focusing on language awareness and grammatical understanding. In the second section of the workshop, participants will engage in sample activities designed to spark discussions of language that are less corrective in nature and more constructive. The session will end with a discussion of how this work can enlighten writing centre work around error, grammar and language.

**4D. RESEARCH PANEL**

**Multilingualism, multiversity, neurodiversity**

*Room C3275*

**Panel Chair: Sheila Stewart, University of Toronto**

**Neoliberalism and the multiversity: A case study**

*Yiwen Liu, Simon Fraser University*

*Taylor Morphett, Simon Fraser University*

*Yuan Wei, Simon Fraser University*

This paper is based on a case study of the English Language and Culture program (ELC) at SFU. The ELC is a for-profit program that targets international students. Through analyzing a student’s experience at ELC, we plan to explore how the question of multilingualism and multiversity intersect, particularly in relation to the intersection between neoliberal and racial logics within the Canadian university system. This paper will have three authors, a rhetorician, a cultural critic, and an ethnographer, and will bring each of these theoretical frameworks to bear on this case.
Managing the neurodiverse writing centre

*Lucie Moussu, University of Alberta*

To work in our writing centre, tutors first have to take a tutor-training course that covers the writing process, second language acquisition, tutoring models, academic integrity, diversity, etc. However, tutors are not necessarily well equipped to face learning and physical disabilities, emotional challenges, and mental illness issues that some students bring to their tutorials. This presentation will discuss a research project that recorded and analyzed tutorials in order to 1) improve tutor-training, 2) suggest best practices to support neurodiverse students in writing centres, and 3) find ways to respond to the psychological impact these complex tutorials might have on tutors.

11:45AM – 1:00PM  **Lunch pick-up**  
*B2160 (Rennie Hall)*  
- followed by -  

12:00 – 1:00PM  **CWCA | ACCR**  
**Annual General Meeting (AGM)**  
*A1060 (Reliance Theatre)*
5A. RESEARCH PANEL

Writing centres in courses

Room B3155
Panel Chair: Sarah Gibbons, University of Guelph

Dedicated drop-ins as a way of introducing students to the writing centre

Michael Kaler, University of Toronto Mississauga

“Dedicated drop-ins” (course- and assignment-specific drop-in sessions) are among the supports that the Robert Gillespie Academic Skills Centre (RGASC) offers to instructors at the University of Toronto Mississauga. For many students, these are their first visits to the RGASC; the drop-ins also raise awareness of the RGASC generally in the class, leading to increased use of our services from students in that class even outside of the drop-in times. In this presentation, I will discuss the dedicated drop-ins and their value, and I will present our quantitative research to date on their utility as an entry point to our services.

Report Support Program: A two-year study of the effects of writing tutoring on GPA on first-year Biology students

Brian Hotson, Saint Mary’s University

The Report Support Program (RSP) was a two-year, embedded-tutoring program developed by our writing centre in conjunction with the Faculty of Science. Incorporated into a first-year Biology course, the program began with writing-instruction labs supporting formal lab report writing, as well as written feedback on drafts and final resubmissions, and mandatory consultations with discipline-specific writing tutors during the revision phase. We used surveys, attendance records, and grades to evaluate the program’s success. Writing tutoring was incentivized and well-attended, and we measured a significant improvement on final lab reports grades for students who made use of the program. Both science majors and non-majors reported that the program prepared them for future courses.
In recent years, many writing centres in the Canadian university context have been moved out of their faculty homes into their institutions’ centralized student support service centres (Giltrow, 2016; Graves, 2016). This proposed session will discuss findings from a review of literature in the fields of writing studies and student success that explored the following questions: 1) What relationships exist between students successfully learning how to write for their disciplines of study and their high rates of retention and lowered time to degree completion (e.g. rates of throughput)? 2) How can writing centre administrators illustrate the relationship between their work and student success concepts such as retention and throughput rates to increase the visibility and importance of the work they do in the university? For instance, what type of research efforts do writing centres need to employ to begin to draw attention to the important role(s) they play in increasing student retention and lowering throughput time for students?
5C. RESEARCH PANEL

Tutor training and multilingual writers

Room C3265
Panel Chair: Srividya Natarajan, King’s University College

The multilingual turn in a tutor training course: Using threshold concepts and portfolio systems

Hidy Basta, Seattle University

Critical writing centre scholarship highlights the role of writing centre work in sustaining, perpetuating, and/or subverting the monolingual/monocultural language dominance (e.g. Bawarshi & Pelkowski, 1999; Boquet, 2007; Denny, 2010; Greenfield and Rowen, 2011; Grimm, 2009, 2011; Villanueva, 2006). The complexity of linguistic choices and their implications for issues of voice, identity, privilege, marginalization, and even grades made tutor’s advice a contested issue. In this presentation, I build on a larger and an ongoing project of analyzing and revising a tutor training program designed in Fall 2017. This is the second iteration of the training course. I examine the efficacy of two recent strategies in the course: using a portfolio system for evaluation and using the Alder-Kassner and Wardle (2015) framework of threshold concepts in exploring the role of linguistic diversity in writing consultations.

English as an additional language support in writing centres: Identifying tutor professional development needs

Amanda Brobbel, UBC Okanagan
Scott Douglas, UBC Okanagan

Although existing literature points to the particular skills required to support EAL students effectively in writing centres, there is limited research on what training tutors require to gain these skills. To develop a better understanding of writing tutors’ professional development needs, the current study investigates what tutors already know and do not know through surveys and semi-structured interviews. While data collection will be on-going through March 2019, the results should provide new insights into the development of writing tutor training resources, which may improve writing support for EAL students.
6A. WORKSHOP

Room B3155

How to thrive in the multiversity: Developing a strategic plan for your writing centre

Clare Bermingham, University of Waterloo

A strategic plan is a critical tool for making decisions and framing discussions with institutional leaders. The right plan can also power your pedagogical, research, and equity goals by linking them to your institution’s overall vision. Regardless of how your centre “fits” in your institution—as a standalone unit or as part of a larger unit—the strategic planning process can be scaled to help you define your writing centre and its role in the “multiversity.” In this hands-on workshop, participants will begin to lay the groundwork for developing their own collaborative strategic plan. They will also engage with and discuss tools and strategies for communicating their plan and assessing its progress.

6B. RESEARCH PANEL

Creating and studying writing support space

Room C3255

Panel Chair: Sheryl Stevenson, University of Toronto Scarborough

Making visible the invisible: A methodology for studying the physical spaces of writing centres

Chris Dorn, South Puget Sound Community College

The physical materials and spaces of writing centres profoundly influence the work that we do. Yet in our daily routines, those physical dimensions tend to become part of the backdrop, often hidden from our awareness as tutor practitioners. In this presentation, I borrow from perceptual psychology and situated cognition to propose a theory of writing centre spaces that accounts for the mutual relationship between writing centres and the people who inhabit them. Offering examples from the writing centre at South Puget Sound Community College in Olympia, Washington, I share how practitioners can apply this theory in simple, concrete ways so as to better understand how they shape their environment – and how their environment shapes them.
Using multiliteracies to build a graduate student writing commons

Christopher Eaton, Western University

This paper explores how multiliteracies acted as an overarching philosophy to create a Writing Commons for graduate students at Western University’s Faculty of Education. The Faculty of Education lacked writing support for graduate students. Developing a Writing Commons helped to fill this gap. Using multiliteracies allowed the Writing Commons to accommodate the diverse pathways that graduate students take as they embark upon their research. Multiliteracies gave the Writing Commons the dexterity and malleability to accommodate students and to make the venture successful.

6C. WORKSHOP

Room C3265

Citation Analysis: Helping students navigate writing from sources

Nancy Ami, University of Victoria
Gillian Saunders, University of Victoria
Kaveh Tagharobi, University of Victoria
Madeline Walker, University of Victoria

Students visit writing centres for academic writing support, but they rarely ask about incorporating information from secondary sources. Instead, students approach librarians for help with writing from sources (Kleinfeld, 2016). The overlap of librarians’ and writing centres’ roles in helping students with source use may be attributed to the modern university’s evolution into what Clark Kerr calls a “multiversity.” In this workshop, we summarize data from The Citation Project, draw from Kleinfeld’s writing centre research and invite workshop attendees to try out a technique called “citation analysis.” We will discuss how citation analysis might be incorporated into writing centre practice.
Ideas Exchange presenters invite conversation about writing centre initiatives and research areas through table, poster and digital displays. Snacks and drinks will be available throughout.

**PRESENTATIONS**

**Revisiting the relationship between multiliteracies and multimodality: Educating tutors in intersectional awareness through gaming ethnography**  
*Jessica Clements, Whitworth University*

Writing centre handbooks often pigeonhole tutee identity into unrealistically narrow categories. I argue that tutoring praxis based on universal design could be enriched by embracing an intersectional framework. I piloted an assignment requiring tutors to build an avatar and participate in ethnographic analysis of identity choices and cultural activities within the thirdspace of a video game. This presentation addresses the affordances and challenges of proctoring this assignment, meant to bring explicit attention to the in/visible variables that comprise the complex identities and cultural performances of gamers, lessons tutors can transfer to daily engagement with diverse writers in the writing centre.

**Multimodal adventures in teaching: Communication, individualized learning, relationship-building, and nurturing a sense of belonging through video**  
*Jenna Goddard, Thompson Rivers University  
Alicia Ashcroft, Thompson Rivers University*

The results of the recent Canadian University Survey Consortium (CUSC) survey indicate that, compared to equivalent institutions, TRU students lack a feeling of connection to the campus; thus, growing and nurturing a sense of belonging within the increasingly diverse “Multiversity” is vital. How does one create or facilitate connection or belonging to places and spaces of learning? TRU’s Student Life and Writing Centre videos incorporate “multiliteracies” and “multimodalities” to not only create opportunities for alternative approaches to communication, individualized learning, and relationship-building with students, but also contribute to a sense of belonging through both the viewing and the making of the videos.
Is it time to re-think grammar-checking technology?

*Amanda Goldrick-Jones, Simon Fraser University*

This poster defines Automated Writing Evaluation (AWE) and briefly highlights recent studies exploring AWE software as a tool for writing improvement. Focusing on Grammarly, the poster shows why one institution stopped using that tool, why one tutor would like to adopt Grammarly, and how accurately Grammarly evaluates prose, using the researcher's own work as examples. Those viewing the poster are invited to consider whether and how AWE might be integrated with writing centre practice and pedagogy.

The multiple possibilities of self-governing student writing groups

*Julia Lane, Simon Fraser University*
*Amanda Goldrick-Jones, Simon Fraser University*
*Kate Elliott, Simon Fraser University*

The SFU Student Learning Commons will share insights gleaned from our pilot Autonomous Writing Group (AWG) Initiative, inspired by Katrin Girgensohn and Felicitas Macgilchrist's 2018 CJSDW article “Autonomous Writing Groups and Radical Equality.” This exchange focuses on the AWG initiative as “multi,” with an emphasis on the multidisciplinarity and multiliteracy of the groups, the multi-spatiality of their work, and the multiplicity of intersecting emotional and educational goals that this initiative has helped us to begin addressing.

Supporting inclusive writing in the multiversity

*Julia Lane, Simon Fraser University*

Aiming for inclusivity in writing demands that we exercise care in our language-use, question our assumptions (even those which we may never before have considered), and revise our writing critically. Writing inclusively can also present us with wonderful opportunities for creativity, for increased understanding, and for demonstrating our solidarity. In this Ideas Exchange presentation, I will share inclusive writing resources developed through the SFU Student Learning Commons and discuss the process undertaken to create and consult on these resources.
Establishing a multi-site writing centre model: Phase ∞

*Amanda Marshall, Nova Scotia Community College*

With 13 campus locations and an established e-campus, the Nova Scotia Community College (NSCC) is always working on innovation in programming, research, and in its student services. When the College launched a Writing Centre Pilot Project in 2016, the need for innovation and an alternate way of imagining tutor training, documentation, and providing student support across diverse programming was necessary. Come to gain insight into the development of the current NSCC Writing Centre Model, its intended expansion, resources and training materials created, and the ever-evolving next steps.

Designing lessons with *Mastering Academic Writing*

*Boba Samuels, University of Toronto*

*Jordana Garbati, Wilfrid Laurier University*

Writing a book challenged us to integrate our writing centre experience with the field's expertise. We designed our book to be student friendly, yet appeal to teachers looking for resources to develop lessons about academic conventions, genres, use of sources, and critical response for their upper year and graduate classrooms. Each chapter of *Mastering Academic Writing* (published by Sage, 2019) begins with student interactions at the writing centre. We include authentic student texts and activities that can be adapted for classroom or individual students. Our poster presentation will show how sections of the book can inform lessons, assignments, and feedback.

Inclusive training practices in the writing centre

*Jodie Salter, University of Guelph*

*Sarah Gibbons, University of Guelph*

University of Guelph Writing Services has created new interactive training sessions for student staff to increase the accessibility and inclusivity of our services. Working with multiple campus partners, staff engage in activities to increase awareness of inclusive language, accessibility considerations, AODA practices, and diversity, and gain new skills to better support students and their voices during consultations. By including our student staff in fostering inclusive practices in our writing centre, we broaden their ability to consider diverse perspectives as inclusive teachers and learners. This session will share changes in our practices, insights from our student staff experiential learning, and our new resource materials that focus on inclusivity.
The writing centre and embedded tutoring within the multiversity

*Emily Keery, Trinity Western University*
*Jamie Hall, Trinity Western University*

During the Fall 2018 semester at Trinity Western University, the Writing Centre and the Department of English and Creative Writing engaged in an embedded coaching initiative with Writing 100. This project involved staff, faculty and student coaches from different departments. Consequently, there were competing demands as participants learned to navigate the multiversity of student support. The research required quantitative (student attendance, grades, and survey feedback) and qualitative (professor, administrator, and coach feedback) analysis. The research demonstrates that in order to have a successful model of embedded coaching that increases student motivation, it is essential to have faculty engagement and participant flexibility.

Building supportive writing communities at the multiversity

*Sheryl Stevenson, University of Toronto Scarborough*
*Sarah King, University of Toronto Scarborough*
*Nancy Johnston, University of Toronto Scarborough*

At this session we’ll share research, resources and responses to three group writing initiatives at the University of Toronto Scarborough that foster participants’ productivity, community, well-being, and positive identity as writers: Writing Rooms (for undergraduate students), “Just Write” days (for graduate students), and the Women’s Writing Circle (primarily for staff and faculty). These three programs have grown from close collaborations among a number of partners—the Centre for Teaching and Learning, Academic Advising, the Equity and Diversity office, and Campus Safety—demonstrating strengths of the campus as a multiverse of writers with support for writing from many units. We hope to stir productive discussion of group writing initiatives on many campuses.

4:45 – 5:00PM  Closing remarks

Closing remarks from *Sarah King, CWCA | ACCR President, 2019-2021*
<table>
<thead>
<tr>
<th>PRESENTERS</th>
<th>Institution</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Ami</td>
<td>University of Victoria</td>
<td><a href="mailto:cacmgr@uvic.ca">cacmgr@uvic.ca</a></td>
</tr>
<tr>
<td>Alicia Ashcroft</td>
<td>Thompson Rivers University</td>
<td><a href="mailto:aashcroft@tru.ca">aashcroft@tru.ca</a></td>
</tr>
<tr>
<td>Meredith Barrett</td>
<td>Rhode Island School of Design</td>
<td><a href="mailto:mbarrett01@risd.edu">mbarrett01@risd.edu</a></td>
</tr>
<tr>
<td>Hidy Basta</td>
<td>Seattle University</td>
<td><a href="mailto:bastah@seattleu.edu">bastah@seattleu.edu</a></td>
</tr>
<tr>
<td>Stephanie Bell</td>
<td>York University</td>
<td><a href="mailto:stepbell@yorku.ca">stepbell@yorku.ca</a></td>
</tr>
<tr>
<td>Lyn Benn</td>
<td>Kwantlen Polytechnic University</td>
<td><a href="mailto:lyn.benn@kpu.ca">lyn.benn@kpu.ca</a></td>
</tr>
<tr>
<td>Clare Bermingham</td>
<td>University of Waterloo</td>
<td><a href="mailto:cbermingham@uwwaterlo.ca">cbermingham@uwwaterlo.ca</a></td>
</tr>
<tr>
<td>Aaron Beveland-Dalzell</td>
<td>Kwantlen Polytechnic University</td>
<td></td>
</tr>
<tr>
<td>Emilie Brancato</td>
<td>OCAD University</td>
<td><a href="mailto:ebrancato@ocadu.ca">ebrancato@ocadu.ca</a></td>
</tr>
<tr>
<td>Amanda Brobbel</td>
<td>UBC Okanagan</td>
<td><a href="mailto:amanda.brobbel@ubc.ca">amanda.brobbel@ubc.ca</a></td>
</tr>
<tr>
<td>Katie Bryant</td>
<td>Carleton University</td>
<td><a href="mailto:katiebryant@cunet.carleton.ca">katiebryant@cunet.carleton.ca</a></td>
</tr>
<tr>
<td>Dana Capell</td>
<td>Trent University</td>
<td><a href="mailto:danacapell@trentu.ca">danacapell@trentu.ca</a></td>
</tr>
<tr>
<td>Jessica Clements</td>
<td>Whitworth University</td>
<td><a href="mailto:jclements@whitworth.edu">jclements@whitworth.edu</a></td>
</tr>
<tr>
<td>Stephanie Dayes</td>
<td>OCAD University</td>
<td><a href="mailto:sdayes@ocadu.ca">sdayes@ocadu.ca</a></td>
</tr>
<tr>
<td>Antoanela Denchuk</td>
<td>University of Manitoba</td>
<td><a href="mailto:antoanela.denchuk@umanitoba.ca">antoanela.denchuk@umanitoba.ca</a></td>
</tr>
<tr>
<td>Chris Dorn</td>
<td>South Puget Sound CC</td>
<td><a href="mailto:cdorn@spssc.edu">cdorn@spssc.edu</a></td>
</tr>
<tr>
<td>Scott Douglas</td>
<td>UBC Okanagan</td>
<td><a href="mailto:scott.douglas@ubc.ca">scott.douglas@ubc.ca</a></td>
</tr>
<tr>
<td>Christopher Eaton</td>
<td>Western University</td>
<td><a href="mailto:ceaton7@uwo.ca">ceaton7@uwo.ca</a></td>
</tr>
<tr>
<td>Kate Elliott</td>
<td>Simon Fraser University</td>
<td><a href="mailto:kate_elliott_2@sfu.ca">kate_elliott_2@sfu.ca</a></td>
</tr>
<tr>
<td>Tyler Evans-Tokaryk</td>
<td>University of Toronto Mississauga</td>
<td><a href="mailto:tyler.tokaryk@utoronto.ca">tyler.tokaryk@utoronto.ca</a></td>
</tr>
<tr>
<td>Susan Ferguson</td>
<td>OCAD University</td>
<td><a href="mailto:sferguson@ocadu.ca">sferguson@ocadu.ca</a></td>
</tr>
<tr>
<td>Laila Ferreira</td>
<td>UBC</td>
<td><a href="mailto:laila.ferreira@ubc.ca">laila.ferreira@ubc.ca</a></td>
</tr>
<tr>
<td>Codie Fortin Lalonde</td>
<td>Carleton University</td>
<td><a href="mailto:codiefortinlalonde@cmail.carleton.ca">codiefortinlalonde@cmail.carleton.ca</a></td>
</tr>
<tr>
<td>Jordana Garbati</td>
<td>Wilfrid Laurier University</td>
<td><a href="mailto:jgarbati@wlu.ca">jgarbati@wlu.ca</a></td>
</tr>
<tr>
<td>Sarah Gibbons</td>
<td>University of Guelph</td>
<td><a href="mailto:sgibbo03@uoguelph.ca">sgibbo03@uoguelph.ca</a></td>
</tr>
<tr>
<td>Jenna Goddard</td>
<td>Thompson Rivers University</td>
<td><a href="mailto:jegoddard@tru.ca">jegoddard@tru.ca</a></td>
</tr>
<tr>
<td>Amanda Goldrick-Jones</td>
<td>Simon Fraser University</td>
<td><a href="mailto:agoldric@sfu.ca">agoldric@sfu.ca</a></td>
</tr>
<tr>
<td>Roger Graves</td>
<td>University of Alberta</td>
<td><a href="mailto:roger.graves@ualberta.ca">roger.graves@ualberta.ca</a></td>
</tr>
<tr>
<td>Jamie Hall</td>
<td>Trinity Western University</td>
<td><a href="mailto:jamie.hall@twu.ca">jamie.hall@twu.ca</a></td>
</tr>
<tr>
<td>Michelle Hartley</td>
<td>King’s University College</td>
<td><a href="mailto:michelle.hartley@uwo.ca">michelle.hartley@uwo.ca</a></td>
</tr>
<tr>
<td>Brian Hotson</td>
<td>Saint Mary’s University</td>
<td><a href="mailto:brian.hotson@smu.ca">brian.hotson@smu.ca</a></td>
</tr>
<tr>
<td>Sara Humphreys</td>
<td>University of Victoria</td>
<td></td>
</tr>
<tr>
<td>Rawia Imani</td>
<td>Simon Fraser University</td>
<td></td>
</tr>
<tr>
<td>Jennifer Ingrey</td>
<td>King’s University College</td>
<td>济宁<a href="mailto:x2@uwo.ca">x2@uwo.ca</a></td>
</tr>
<tr>
<td>Nancy Johnston</td>
<td>University of Toronto Scarborough</td>
<td><a href="mailto:johnston@utsc.utoronto.ca">johnston@utsc.utoronto.ca</a></td>
</tr>
<tr>
<td>Michael Kaler</td>
<td>University of Toronto Mississauga</td>
<td><a href="mailto:michael.kaler@utoronto.ca">michael.kaler@utoronto.ca</a></td>
</tr>
<tr>
<td>Emily Keery</td>
<td>Trinity Western University</td>
<td><a href="mailto:emily.keery@twu.ca">emily.keery@twu.ca</a></td>
</tr>
<tr>
<td>Sarah King</td>
<td>University of Toronto Scarborough</td>
<td><a href="mailto:skin@utsc.utoronto.ca">skin@utsc.utoronto.ca</a></td>
</tr>
<tr>
<td>Tatiana Kloster</td>
<td>University of Alberta</td>
<td><a href="mailto:boryshch@ualberta.ca">boryshch@ualberta.ca</a></td>
</tr>
<tr>
<td>Deborah Knott</td>
<td>University of Toronto</td>
<td><a href="mailto:d.knott@utoronto.ca">d.knott@utoronto.ca</a></td>
</tr>
<tr>
<td>Julia Lane</td>
<td>Simon Fraser University</td>
<td><a href="mailto:jhlane@sfu.ca">jhlane@sfu.ca</a></td>
</tr>
<tr>
<td>Lenore Latta</td>
<td>University of Guelph</td>
<td><a href="mailto:llatta@uoguelph.ca">llatta@uoguelph.ca</a></td>
</tr>
<tr>
<td>Neal Lerner</td>
<td>Northeastern University</td>
<td><a href="mailto:n.lerner@neu.edu">n.lerner@neu.edu</a></td>
</tr>
<tr>
<td>Presenter</td>
<td>Institution</td>
<td>Email</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Yiwen Liu</td>
<td>Simon Fraser University</td>
<td><a href="mailto:even207@gmail.com">even207@gmail.com</a></td>
</tr>
<tr>
<td>Amanda Marshall</td>
<td>Nova Scotia Community College</td>
<td><a href="mailto:amanda.marshall@nscc.ca">amanda.marshall@nscc.ca</a></td>
</tr>
<tr>
<td>Tommy Mayberry</td>
<td>University of Guelph</td>
<td><a href="mailto:tmaybe@uoguelph.ca">tmaybe@uoguelph.ca</a></td>
</tr>
<tr>
<td>Jacqui McIsaac</td>
<td>University of Guelph</td>
<td><a href="mailto:mcisaac@uoguelph.ca">mcisaac@uoguelph.ca</a></td>
</tr>
<tr>
<td>Patrick Morley</td>
<td>King's University College</td>
<td><a href="mailto:pmorley3@uwo.ca">pmorley3@uwo.ca</a></td>
</tr>
<tr>
<td>Taylor Morphett</td>
<td>Simon Fraser University</td>
<td><a href="mailto:tmorphet@sfu.ca">tmorphet@sfu.ca</a></td>
</tr>
<tr>
<td>Alexandra Motut</td>
<td>University of Toronto</td>
<td><a href="mailto:alex.motut@mail.utoronto.ca">alex.motut@mail.utoronto.ca</a></td>
</tr>
<tr>
<td>Lucie Moussu</td>
<td>University of Alberta</td>
<td><a href="mailto:moussu@ualberta.ca">moussu@ualberta.ca</a></td>
</tr>
<tr>
<td>Srividya Natarajan</td>
<td>King's University College</td>
<td><a href="mailto:snatara@uwo.ca">snatara@uwo.ca</a></td>
</tr>
<tr>
<td>Kyle Oddis</td>
<td>Northeastern University</td>
<td><a href="mailto:oddis.k@husky.neu.edu">oddis.k@husky.neu.edu</a></td>
</tr>
<tr>
<td>Christina Page</td>
<td>Kwantlen Polytechnic University</td>
<td><a href="mailto:christina.page@kpu.ca">christina.page@kpu.ca</a></td>
</tr>
<tr>
<td>Maya Pilin</td>
<td>UBC Okanagan</td>
<td><a href="mailto:maya.pilin@alumni.ubc.ca">maya.pilin@alumni.ubc.ca</a></td>
</tr>
<tr>
<td>Megan Robertson</td>
<td>Simon Fraser University</td>
<td><a href="mailto:megan.robertson1@kpu.ca">megan.robertson1@kpu.ca</a></td>
</tr>
<tr>
<td>Rachel Robinson</td>
<td>Michigan State University</td>
<td><a href="mailto:robi1078@msu.edu">robi1078@msu.edu</a></td>
</tr>
<tr>
<td>Thomas Robles</td>
<td>University of Toronto Scarborough</td>
<td><a href="mailto:thomas.robles@utoronto.ca">thomas.robles@utoronto.ca</a></td>
</tr>
<tr>
<td>Lori Rosove</td>
<td>Carleton University</td>
<td><a href="mailto:lrosove@gmail.com">lrosove@gmail.com</a></td>
</tr>
<tr>
<td>Jodie Salter</td>
<td>University of Guelph</td>
<td><a href="mailto:jsalter@uoguelph.ca">jsalter@uoguelph.ca</a></td>
</tr>
<tr>
<td>Boba Samuels</td>
<td>University of Toronto</td>
<td><a href="mailto:boba.samuels@utoronto.ca">boba.samuels@utoronto.ca</a></td>
</tr>
<tr>
<td>Gillian Saunders</td>
<td>University of Victoria</td>
<td><a href="mailto:eal1@uvic.ca">eal1@uvic.ca</a></td>
</tr>
<tr>
<td>Trixie Smith</td>
<td>Michigan State University</td>
<td><a href="mailto:smit1254@msu.edu">smit1254@msu.edu</a></td>
</tr>
<tr>
<td>James Southworth</td>
<td>Wilfrid Laurier University</td>
<td><a href="mailto:jsouthworth@wlu.ca">jsouthworth@wlu.ca</a></td>
</tr>
<tr>
<td>Sheryl Stevenson</td>
<td>University of Toronto Scarborough</td>
<td><a href="mailto:sheryl.stevenson@utoronto.ca">sheryl.stevenson@utoronto.ca</a></td>
</tr>
<tr>
<td>Sheila Stewart</td>
<td>University of Toronto</td>
<td><a href="mailto:sheila.stewart@utoronto.ca">sheila.stewart@utoronto.ca</a></td>
</tr>
<tr>
<td>Erin Stewart Eves</td>
<td>Trent University</td>
<td><a href="mailto:estewart@trentu.ca">estewart@trentu.ca</a></td>
</tr>
<tr>
<td>Kaveh Tagharobi</td>
<td>University of Victoria</td>
<td><a href="mailto:eal2@uvic.ca">eal2@uvic.ca</a></td>
</tr>
<tr>
<td>Katja Thieme</td>
<td>UBC</td>
<td><a href="mailto:kthieme@mail.ubc.ca">kthieme@mail.ubc.ca</a></td>
</tr>
<tr>
<td>Heidi Tiedemann</td>
<td>Camosun College</td>
<td><a href="mailto:darrochh@camosun.bc.ca">darrochh@camosun.bc.ca</a></td>
</tr>
<tr>
<td>Harroch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deirdre Vinyard</td>
<td>University of Washington Bothell</td>
<td><a href="mailto:dvinyard@uw.edu">dvinyard@uw.edu</a></td>
</tr>
<tr>
<td>Madeline Walker</td>
<td>University of Victoria</td>
<td><a href="mailto:cacpc@uvic.ca">cacpc@uvic.ca</a></td>
</tr>
<tr>
<td>Yuan Wei</td>
<td>Simon Fraser University</td>
<td><a href="mailto:weiyuanw@sfu.ca">weiyuanw@sfu.ca</a></td>
</tr>
</tbody>
</table>
NOTES
SAVE THE DATE!

CWCA 2020 CONFERENCE
MAY 28-29, 2020
LONDON, ONTARIO

Co-hosted by
Huron University and King’s University College