

# Writing @ The Centre - May 30<sup>th</sup> and 31<sup>st</sup> / University of Victoria

## Thursday, May 30<sup>th</sup> (pre-conference events)

<p>Thursday, May 30<sup>th</sup> 1:00pm – 2:30pm <a href="#">Social Sciences and Math Building, Room A110</a> <i>Free Event</i></p>	<p><b>Preconference talk</b> <b><i>Face-to-face and online: Raising quality in blended learning, with Norman Vaughan, PhD, Mount Royal University, Calgary</i></b></p> <p>As author of an extensive list of publications on blended learning and faculty development, Dr. Norm Vaughan is a national and international authority on the integration of technologies in learning and teaching. He is co-author of the seminal text, "<i>Blended Learning in Higher Education</i>" (Jossey-Bass, 2008) and is currently on the editorial board of five leading academic journals on learning, teaching and technology. He is also co-founder of the Blended Online Design Network and a member of the Community of Inquiry Research Group.</p> <p>Dr. Vaughan recently wrote, 'In the words of Gladwell (2000), "We have gone over the "tipping point;" blended learning has become an educational epidemic.' In his presentation, Dr. Vaughan will explore why he feels 'blended learning has become the dominant paradigm in 21st-century higher education,' and will introduce case studies, teaching strategies and tools to demonstrate their application. He will also explain how the Community of Inquiry framework which he has researched (Garrison, Anderson &amp; Archer, 2001) can be utilized to create high quality and engaging learning experiences for students and faculty. Whether you are an advocate, a skeptic or just want to understand more about blended learning and what it means, please do take this opportunity to learn from one of the most thoughtful experts in the field.</p> <p>Garrison, D.R. &amp; Vaughan, N.D. (2008). <i>Blended learning in higher education: Framework, principles and guidelines</i>. San Francisco, CA: Jossey-Bass.</p> <p><i>This event is hosted by the Learning and Teaching Centre at the University of Victoria, which oversees the UVic Writing Centre.</i></p>
<p>7:00pm – 8:30pm <a href="#">Hickman Building, Room 105</a> <i>Free Event</i></p>	<p><b>Film screening</b> <b><i>Writing across borders, by Wayne Robertson</i></b></p> <p><a href="#">Writing Across Borders</a> is a 3-year documentary project funded by Oregon State University's Center for Writing and Learning and its Writing Intensive Curriculum Program. The documentary's purpose is to help faculty, writing assistants, and other professionals work more productively with international students in writing environments. The film's goal is to address some of the most significant challenges international students face when writing for American colleges and universities. In addressing these challenges, it asks the following questions:</p> <ul style="list-style-type: none"><li>• How does culture play out in writing, and how are our expectations shaped by cultural preferences?</li><li>• How do we assess international student writing when we have to grade it alongside the writing of native speakers, and how can we think about surface error in a fair and constructive manner?</li><li>• What kinds of teaching and testing practices disadvantage international students and which help them improve as writers?"</li></ul>

## Friday, May 31<sup>st</sup>

Friday, May 31 <sup>st</sup> 8:00am – 9:00am <a href="#">Hickman Building lobby</a>	<b>Conference participants check in</b>		
9:00am – 9:15am Hickman 105	<b>Welcome</b> Brian Hotson (Chair, CWCA/ACCR) and Laurie Waye (University of Victoria Writing Centre)		
9:15am – 10:15am Hickman 105 <i>Free Event</i>	<b>Keynote Address</b> <b><i>Let's talk about writing center research, Rebecca Day Babcock &amp; Terese Thonus</i></b>  Building on the central argument of their book, that empirical inquiry should mediate theory and practice, Drs. Babcock and Thonus discuss research with ten imaginary—though immediately recognizable—writing center professionals and tutors. Their goal is to make writing center research more accessible and less daunting to all. Book-signing is available after the plenary and throughout the day in the lobby of the Hickman Building.  Babcock, R.D. & Thonus, T. (2012). <i>Researching the Writing Centre: Towards an Evidence-Based Practice</i> . New York, NY: Peter Lang Publishing Inc.		
10:15am – 10:30am	<b>Refreshments</b> (Hickman 128) <b>and book signing</b> (lobby)		
	<b><i>Teaching and supporting writing</i></b> (Hickman 110)	<b><i>Technology</i></b> (Hickman 120)	<b><i>Academic integrity</i></b> (Hickman 116)
10:30am – 11:00am	<b><i>Supporting student writing: Cross-unit perspectives on writing competency, language, and information fluency</i></b> Samantha Shortt and Pearl Jacobson, Carleton University	<b><i>Equipping writing centres to assist with blog assignments</i></b> Jeremy Leipert, Trent University	<b><i>Write this way: University writing centres and the challenge of plagiarism</i></b> Dr. Robin Sutherland, University of Prince Edward Island
11:00am – 11:30am	<b><i>Locating the "I": Mobilizing authority in early undergraduate humanities writing</i></b> Matthew Gusul, Kelly McManus, and Catherine Nutting, University of Victoria	<b><i>Improving our understanding of email-based peer advising in the academic writing centre</i></b> Leah Burns and Vafa Neghabian, University of Toronto OISE	<b>60-minute workshop</b> <b><i>Academic integrity @ the centre</i></b> Stephanie Bell and Ros Woodhouse, York University
11:30am – 12:00pm	<b><i>Creating ( ) writing: A communal creative approach to teaching academic writing</i></b> Heather Fitzgerald and Jacqueline Turner, Emily Carr University of Art and Design	<b><i>The use of technology to offer writing practice to first year students</i></b> Shirley McDonald, University of British Columbia, Okanagan	

## Friday, May 31<sup>st</sup>, continued

12:00pm – 12:50pm	West Coast Lunch (Hickman 128) and book signing (lobby)		
<b>Writing centre best practices and next practices</b>			
12:50pm – 1:20pm	<p><b><i>The tutor as editor: Practical advice from the world of publishing</i></b> (Hickman 110) Linnet Humble, St. Thomas University</p>	<p><b><i>Evaluating the long-term impacts of dissertation boot camp on graduate students' progress</i></b> (Hickman 116) Dr. Jodie Salter and Kim Garwood, University of Guelph</p>	<p><b><i>Engagement, transition, access, and belonging: Writing help at the Aboriginal Students' Centre</i></b> (Hickman 120) Liv Marken, University of Saskatchewan</p>
1:20pm – 1:50pm	<p><b><i>Supporting students with learning disabilities: A collaborative revisionist strategy</i></b> (Hickman 110) Kelly McManus, Dr. Gina Harrison, and Lauren Goegan, University of Victoria</p>		<p><b><i>Discipline-specific group writing tutorials: How and why?</i></b> (Hickman 116) Dan Harvey and Roger Graves, University of Alberta</p>
1:50pm – 2:10pm	Refreshments		
2:10pm – 3:40pm	<p><b>Panel discussion I</b> (Hickman 110) 1:45pm – 2:30pm <b><i>Beyond 'one-size-fits-all': Rethinking practices for Aboriginal and L2 students in the writing centre</i></b> Liv Marken, University of Saskatchewan, Kathy Block, University of Manitoba, and Theresa Hyland, Huron University College</p>		<p><b>60-minute workshop</b> (Hickman 116) <b><i>Tutor-supported writing studies: Exploring a new model for optimizing ESL learning success</i></b> (Hickman 120) Christina Grant and Marysia Wojcik, University of Alberta</p>
	<p><b>Panel discussion II</b> (Hickman 110) 2:30pm – 3:15pm <b><i>Writing centres and the curriculum: Image and involvement</i></b> Tammy Byrne and Emma Russell, Cape Breton University, and Brian Hotson, Saint Mary's University</p>		
3:40pm – 4:00pm	Refreshments (Hickman 128)		
4:00pm – 5:00pm	CWCA Annual General Meeting (Hickman 105) Meeting (Hickman 105)		
6:00pm	Post-conference dinner at <a href="#">Vista 18</a> – preregistration required		