



**Canadian Association
for the Study of
Discourse and Writing**



The Power of Writing: Explorations of the Energy of Writing and Discourse

**The Eighth Annual Conference of the Canadian Association for the Study of Discourse and Writing
l'Association canadienne de rédactologie (CASDW / ACR)**

University of Calgary – Calgary, Alberta, Canada

May 28 – May 30, 2016

SUMMARY of KEY EVENTS

Saturday, May 28	9:00 am	Welcome
	9:15 am	Opening Keynote Address
	11:00 am	Sessions A, B, and C; end at 4:30 pm
Sunday, May 29	9:30 am	Sessions D, E, and F, G; end at 4:30 pm
	5:00 pm	President's Reception (for CASDW)
	7:30 pm	Cocktails and Annual Dinner – Hyatt Hotel – Thomson's Restaurant
Monday, May 30	9:00 am	Session G; end at 10:00 am
	10:30 am	Closing Plenary
	1:00 pm	Annual General Meeting of CASDW – all welcome

Abstracts for all 2016 presentations are on pages 7-8.

CASDW sessions are held in Science A or the Science Theatre.

Interactive room finder: <http://ucmapspro.ucalgary.ca/RoomFinder/>

CASDW 2016 - SATURDAY, MAY 28

9:00-10:30 am

Room: Science A-104

Welcome: Jo-Anne Andre, CASDW President

Opening Keynote: Dr. Douglas Brent
University of Calgary, Alberta

The Student as Researcher: How Do We Welcome Students into the Universe of Academic Discourse?

In this address I review what is now more than forty years of research into what students do when we ask them to produce that most curious beast, the “research paper” (aka library paper, term paper, source-based paper, etc.) Although the “research paper” as an assignment has been around a lot longer, we didn’t really start looking hard at what it entails until the eighties, under the cognitive-process research paradigm of the time. As we moved from cognitive process to discourse communities, situated learning, and rhetorical genre theory, the site of student research-based writing evolved from first-year composition through writing in the disciplines, first-year inquiry seminars, writing-about-writing courses, and other creations designed to make meaningful what many students – first year or senior students – often experience as deeply painful. Here I contemplate where we have come and what we need to know more about in order to help students sample the experience of academic scholarship.



Douglas Brent is a professor in the Department of Communication and Culture at the University of Calgary. His teaching and research centre on rhetoric and writing studies with a particular interest in pedagogy.

Doug is a past president of the Canadian Association for the Study of Discourse and Writing, past director of the University of Calgary's Writing Program and the Undergraduate Program in Communications Studies.

10:30-11:00

Coffee Break – outside Science Theatre 64

Sessions A

Room

Science Theatre 63

Science Theatre 64

11:00-12:30

A1. Genre analysis

Chair: *Sheila Hannon*

What is a research article?

Kate Power, University of British Columbia, & Anneke van Enk, University of British Columbia

Writing Research in Math: Associations Between Rhetorical Structure and Visuals

Shahin Moghaddasi Sarabi, University of Alberta, Heather Graves, PhD, University of Alberta

Introducing Concepts, Using Methods: Research Writing in Canadian Literature

Katja Thieme, PhD, University of British Columbia

A2. Classroom pedagogy

Chair:

The Evolution of Grammar as Political Act

Hal Hinderliter, Master's Candidate, University of Wisconsin – Milwaukee

Situating a Foundational Writing Course Disciplinarily, Theoretically, and Pedagogically

Joel Heng Hartse, Lecturer, Simon Fraser University

Using Writing Diagnostics and Rubrics as Teaching Tools for At-Risk Students

Tyler Evans-Tokaryk: Associate Professor, Teaching Stream, and Acting Director, Robert Gillespie Academic Skills Centre, University of Toronto Mississauga, & Michael Kaler: Lecturer and Writing Specialist, Robert Gillespie Academic Skills Centre, University of Toronto Mississauga

12:30-2:00

Lunch (on your own)

CASDW 2015 – SATURDAY, MAY 28

Sessions B

Room	Science Theatre 63	Science Theatre 64
2:00-3:00 pm	<p align="center">B1. Writing centres</p> <p>Chair: <i>Andrea Williams</i></p> <p>The Power of Deficit Discourses in Student Talk about Writing <i>Shurli Makmillen, Instructor, English, University of the Fraser Valley</i> <i>& Kim Norman, Assistant Professor, Communications, University of the Fraser Valley,</i> <i>& Maxina Spies, Student, Political Science, University of the Fraser Valley</i></p> <p>Social Justice & Writing Instruction in South Africa and Canada: A Case Study in Knowledge Transfer <i>Tyler Evans-Tokaryk: Associate Professor, Teaching Stream and Acting Director, Robert Gillespie Academic Skills Centre, University of Toronto Mississauga</i></p>	<p align="center">B2. Advocacy</p> <p>Chair:</p> <p>Surfacing the Invisible: A case for re-understanding labeled people’s writing as cultural praxis <i>Chelsea Temple Jones, PhD, School of Disability Studies, Ryerson University</i></p> <p>Genre, Uptake, and Collective Agency: The Strategic Implementation of Federal Homelessness Policy <i>Diana Wegner, PhD, Instructor, University of British Columbia</i></p>
3:00-3:30	<i>Coffee break – outside Science Theatre 64</i>	

Sessions C

Room	Science Theatre 63
3:30-4:30 pm	<p align="center">C1. Writing studies in Canada</p> <p>Chair: <i>Roger Graves</i></p> <p>Writing Studies in Canada: A People’s History <i>Dana Landry, Assistant Professor, Communications, University of the Fraser Valley</i></p> <p>This talk presents the results of a national survey of writing studies professionals in Canada conducted in Sept., 2015. The study, dissertation research, is an explicitly political account of writing studies—a version of the field told from within.</p>

DAY 2

CASDW 2015 – SUNDAY, MAY 29

Sessions D

Coffee outside Science Theatre 61

Room	Science Theatre 61	Science Theatre 64
9:30-11:00 am	<p>D1. Narratives and identity Chair: Amanda Goldrick-Jones</p> <p>Student perceptions of digital storytelling as a learning tool in a first-year composition classroom <i>Adrienne Raw, Doctoral Student, Graduate Student Instructor, University of Michigan</i></p> <p>Writing about Wounds: Healing and Writing Power <i>Anna Chilewska, WRS Instructor, University of Alberta</i></p> <p>Voice and Stance in Statements of Purpose by ESL Writers <i>Sibo Chen, School of Communication, Simon Fraser University</i></p>	<p>D2. WORKSHOP – 3 hrs</p> <p>Troubling Trends? Quality Assurance and Writing in Canadian Post-Secondary Education <i>Ros Woodhouse, Associate Professor, York University</i></p> <p>Over the last decade, Ontario has piloted policies to increase accountability for ‘student learning outcomes’ in Canadian degree programs, and there is growing political pressure for standardized testing to measure graduates’ written and communication skills. These policy recommendations have been made without consulting writing researchers and instructors, yet such policies would have significant impact on our future work. The workshop provides a forum for members of CASDW to discuss these policy discourses and their practical implications.</p>
11:00-11:30	<i>Coffee break</i>	

Sessions E

Room	Science Theatre 61	Science Theatre 63	Science Theatre 64
11:30-12:30 pm	<p>E1. Plagiarism</p> <p>Chair:</p> <p>(Re)Constructing the “One-Size-Fits-All” Definition of Plagiarism: A Rhetorical Perspective <i>Lindsay Cowley, MA Student, Carleton University</i></p> <p>Are we all plagiarists?: Practice theory, writing communities, and plagiarism <i>Barbara Schneider, PhD, Department of Communication, Media and Film, University of Calgary</i></p>	E2 Workshop - continued	
12:30-1:30	<i>Lunch (on your own)</i>		

CASDW 2015 – SUNDAY, MAY 29

Sessions F

Room	Science Theatre 61	Science Theatre 63	Science Theatre 64
1:30-3:00 pm	<p align="center">F1. Writing for Work Chair: <i>Ros Woodhouse</i></p> <p>Technical Literacy: Empowering Technical Writers to Create, Manage, and Distribute Technical Knowledge Using Today's Software <i>Marjorie Rush Hovde, PhD. Associate Professor of Technical Communication. Indiana University-Purdue University</i></p> <p>Co-op Work Term Reports as Reflective Practice <i>Doug Brent, Professor, Department of Communication, Media and Film, University of Calgary</i></p> <p>Targeting Attribute 7 in Engineering Courses at the University of Manitoba <i>Anne Parker, Associate Professor., University of Manitoba, & Kathryn Marcynuk, University of Manitoba</i></p>	<p align="center">F2. Pedagogy and L2 Chair: <i>Jordana Garbati</i></p> <p>The Efficacy of Teachable Moments in L2 Writing Enstruction: Insights from the EAP <i>Subrata Bowmik, PhD, University of Calgary, & Marcia Kim, University of Calgary</i></p> <p>Empowering EAL Writers as Effective Peer Reviewers <i>Amanda Goldrick-Jones, PhD, Writing Services Coordinator, Simon Fraser University</i></p> <p>"I have to write in this course?!" How Students Perceive Blogs in a First-Year Computer Science Course <i>Andrea Williams, Assistant Professor, Teaching Stream, University of Toronto & Alicia M. Grubb, PhD Student, Department of Computer Science, University of Toronto</i></p>	<p align="center">F3. PANEL</p> <p>In "Critical Discourse Analysis (CDA) and Rhetoric and Composition," Huckin, Andrus, and Clary-Lemon suggest that CDA is a "powerful new methodology for rhetoric and composition" (110). They describe how linguistic action at the micro level is often neglected in the field. We agree, and also argue that other discourse-analytic approaches are useful.</p> <p>In this panel, we present four papers, all of which focus on <i>rethinking writing pedagogy and research through discourse-analytic approaches</i>. <i>Donna Kain, Professor, East Carolina University</i> <i>Jennifer Kontny, Professor, University of North Carolina at Wilmington</i> <i>Patricia Mayes, Professor, University of Wisconsin-Milwaukee</i> <i>Mike Haen, University of Wisconsin-Madison</i></p>

3:00-3:30 Coffee break (outside Science Theatre 63)

Sessions G

Room	Science Theatre 61	Science Theatre 63
3:30-4:30 pm	<p align="center">G1. Discourse of oil Chair:</p> <p>The Rhetoric and Discourse of Oil <i>Heather Graves, PhD, University of Alberta & Jon Gordon, University of Alberta</i></p> <p>How to Not Stop a Pipeline: The Rhetorical Failures of the Burnaby Mountain Protests <i>Sean Zwagerman, Associate Professor, Department of English, Simon Fraser University</i></p>	<p align="center">G2. Undergraduate learning Chair:</p> <p>Academic Writing in the Faculty of Arts: Genre Learning and Knowledge Transfer <i>Kate Power, Instructor, Arts Studies in Research and Writing, University of British Columbia, & Jaclyn Rea, Senior Instructor, Arts Studies in Research and Writing/UBC Vantage One, Arts, University of British Columbia</i></p> <p>The Writing Centre as Home for an Institution's Multidisciplinary, Interdisciplinary Undergraduate Research Journal <i>Liv Marken, Writing Centre Coordinator and Sessional Lecturer, Department of English, University of Saskatchewan</i></p>

CASDW 2015 – SUNDAY, MAY 29

PRESIDENT'S RECEPTION

**Sunday 5:00 – 7:00 pm – All CASDW members welcome
Reception Tent**

CASDW ANNUAL DINNER

Thomson's Restaurant – Hyatt Hotel

Sunday 7:30 pm cocktails; 8:00 pm dinner – 3 course meal

\$56.50 per person, including tax and gratuity. (All beverage will be payable by individuals at the restaurant.)

Please RSVP as soon as possible for dinner: <https://www.surveymonkey.com/r/J2TG66X>.

Payment to be made only by cash or cheque (made out to Jo-Anne Andre) during the conference or as you arrive at the banquet venue. I will provide a receipt.

(Dinner details to be confirmed/Minimum number of guests needed).

Contact Jo-Anne Andre with questions/concerns: andre@ucalgary.ca

DINNER MENU

STARTER

salad (chef's choice)

ENTREE (choice of)

Option 1: miso & almond butter baked salmon, lemon & soy blueberry sauce, sautéed greens, asparagus, citrus segments, or

Option 2: grilled Alberta chicken breast, with whipped potatoes, seasonal vegetables, chimichurri sauce; or

Option 3: panzerotti with mushrooms, shitake & porcini stuffed pasta, ricotta & grana padana.

DESSERT (choice of)

Option 1: Cheesecake

Option 2: Crème Brûlée

DAY 3

CASDW 2015 – MONDAY, May 30

Sessions H

Coffee outside Science Theatre 64

Room	Science Theatre 63	Science Theatre 64
9:00-10:00 am	<p>H1. Media and rhetoric Chair: Anne Parker</p> <p>The Power of the Pen - Can You Effectively Argue Both Sides of an Issue? <i>Sheila Hannon, PhD, Faculty of Information and Media Studies, Western University</i></p> <p>Criticism from Within and Without: The Locus of Power in Fan Fiction Discourse <i>Eden Lee Lackner, PhD, University of Calgary</i></p>	<p>H2. Knowledge translation Chair:</p> <p>Turning Evidence Into Policy Advice: A Pilot Study Investigating the Discursive Nature of the Council of Canadian Academies Knowledge Translation Practices <i>Matthew Falconer, PhD Student, School of Linguistics and Language Studies, Carleton University</i></p> <p>Turning Data into Food: A Rhetorical Perspective on Eating Well with Canada's Food Guide <i>Christen Rachul, PhD Candidate, Carleton University</i></p>
10:00-10:30	<i>Coffee Break</i>	
10:30-12:00	<p><i>Room: Sciences Theatre 64</i></p> <p>Introduction: Jo-Anne Andre, CASDW President</p> <p>Closing Plenary: Dissertation Award Winner</p> <p>Title (tba)</p>	

12:00-1:00	<p>CASDW Journal – meeting <i>Lunch (provided)</i></p> <p>If you are interested in working on our journal or have ideas about its structure and form, please attend this lunch meeting. Proposals for the future of the journal will be considered.</p>
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1:00-3:00 pm	<p><i>Room: Science Theatre 64</i></p> <p>Annual General Meeting of CASDW</p> <p>All members, new and returning, are invited to participate.</p>
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Thank you to all
 CASDW members,
 visitors, and guests.
 Safe travels home!

FINAL NOTES

Congress info: <http://congress2016.ca/>
 Thank you to the University of Calgary for hosting us this year!
 Congress 2017 will be held at Ryerson University in Toronto.

Conference Abstracts – CASDW 2016

Bhowmik, S., & Kim, M. L2 writing scholars have underlined the importance of using context in L2 writing instruction. This qualitative case study reports on the use of teachable moments in writing instruction in the EAP classroom. Practical implications of classroom teaching and learning are discussed.

Brent, D. This presentation reports the results of interviews with co-op students about their experience of writing work term reports as required at the end of each work term. It deals with the students' perceptions of the audience for the report, its purpose, and their own learning from the writing of the report, and compares the students' experience of several different types of report.

Chen, S. As self-promotional essays written for graduate school applications, statements of purpose (SoPs) have rarely been addressed from genre perspectives. This paper presents an exploratory study in which self-expressions within 100 SoP samples were examined from the perspective of identities construction. The results revealed that identity construction presents a major challenge for ESL writers regardless of their English proficiency levels.

Chilewska, A. Healing and meditative writings are often used to help individuals with learning, self-actualization and addressing traumatic experiences. In academia, these types of narrative tasks can also be used to help students tackle their writing-related difficulties. This presentation will discuss the benefits of healing and meditative writing created specifically for an academic setting, and it will outline the way it empowers student writers.

Cowley, L. This research explores the discursive construction of the notion of plagiarism and its uptake(s) from the perspective of a tertiary institution, and Education and Life Sciences professors and students. The findings reveal that the institution's construction of plagiarism is taken up in expected and unexpected ways by professors and students.

Evans-Tokaryk, T. Using data collected at the University of Johannesburg (UJ) Writing Centre in 2014-2015, this presentation explores the connections and disconnections between South African and Canadian Writing Centres. After describing the UJ Writing Centre's approach to training and professional development for its writing instructors, I explain the strong social justice mandate that inspires its work. I conclude by identifying some South African practices Canadian Writing Centres may want to consider adopting.

Evans-Tokaryk, T., & Kaler, M. We report on a writing intervention delivered as part of a program for students on suspension/probation. The instruction is built around the following elements: a writing diagnostic; a rubric focusing on writing, reading, and critical thinking; an interactive lesson and set of activities based on the rubric; and a post-test. We provide data suggesting that the rubric and diagnostic are effective tools for teaching foundational academic skills to at-risk students.

Falconer, M. Informed by discourse studies (Gee, 1999), this paper responds to Myers' (2003) call to investigate the sites and social actors involved in translating scientific knowledge. Reporting on a small-scale, mixed methods empirical study (Teddlie & Tashakkori, 2009), it considers the Council of Canadian Academies' (the Council) discursive approach to accessing and using scientific knowledge – a key methodological practice used in writing expert panel reports – to inform the Canadian federal government on select science policy issues.

Goldrick-Jones, A. In writing courses with large English-as-an-additional-language (EAL) populations, how effective is peer review? This presentation summarizes a two-year study incorporating peer review in a predominantly EAL business-writing course. Reflecting recent research on EAL writers as peer reviewers, our results strongly suggest that a well-supported peer review process is worth the challenges. Peer review training not only enhances professionalism and improves writing quality for all students, but empowers EAL writers by increasing their confidence and fluency.

Gordon, J. & Graves, H. Is there a rhetoric of oil? This presentation will consider some of the ways in which rhetoric enables the discursive spectrality of oil and how it also disrupts or counters that view. It will draw on proposals received for the collection *The Rhetoric and Discourse of Oil* to consider how oil, which tends to be invisible in its ubiquity, can be constructed as an object of research (Fairclough 5).

Hannon, S. In its endorsement editorial during the 2015 federal election, the *Globe and Mail* supported the Conservative party but not its leader. This uncommon separation of leader from party generated significant controversy and comment. Did the editorial, as an opinion text, engender debate because it breached genre expectations, or because it was not effectively argued? Drawing on rhetorical and argumentation theory, I explore what went wrong – and how persuasive writing can successfully argue a bifurcated issue.

Hartse, J.H. This presentation discusses the first phase of a research project examining several aspects of a first-year writing course (ALC), including: a) the disciplinary, theoretical, and pedagogical orientation(s) of ALC and b) the history of changes to the ALC syllabus over a ten-year period. The presentation addresses the relationship of ALC to traditions of university writing pedagogy, namely first-year composition, basic writing, English for academic purposes, and academic literacies.

Hinderliter, H. Grammar correction has become highly charged with issues of classism, racism, and imperialism – yet students are still expected to participate in high-level discourse. The history behind our reticence to “teach grammar” can be seen in 40 key artifacts from 1959-2014 that launched the prescriptive, descriptive, pedagogical, and generative grammar pedagogies. This research shows how three generations of “grammar wars” have failed to provide a consensus approach, instead leading to greater polarization among educators.

Jones, C.T. Disabled people's writing is often restricted to therapeutic or rehabilitative realms of culture because it is considered “untranslatable” given long-held assumptions that people marked with intellectual disability labels are unable to write. This paper argues that capturing the invisibility of intellectually disabled people's rhetoric through freewriting is a useful praxis for those wishing to understand intellectual disability as an experience worth narrating, even in its “untranslatable” moments.

Kain, D., Kontny, J., Mayes, P., & Haen, M. In “Critical Discourse Analysis (CDA) and Rhetoric and Composition,” Huckin, Andrus, and Clary-Lemon suggest that CDA is a “powerful new methodology for rhetoric and composition” (110). They describe how linguistic action at the micro level is often neglected in the field. We agree, and also argue that other discourse-analytic approaches are useful. In this panel, we present four papers, all of which focus on rethinking writing pedagogy and research through discourse-analytic approaches.

Lackner, E. Through the act of sharing fan fiction, primarily female fans form an extensive subcultural community that disrupts the hierarchy between media product and passive consumer. Media portrayals of these fans, however, seek to negatively overwrite their creative discourse. By tracing the rhetoric around fan fiction, both within fan communities and without, we can examine how these conversations impact how we consider women's writing within the larger culture of popularized media.

Landry, D This study presents data from a national survey of writing studies professionals. I offer a definition of writing studies based on the quantitative data, which include demographics, institutional locations, and working conditions. The qualitative data describes collective identity by determining ways in which the term, "writing studies," is understood, identified with, and used and examining nuances of the scholarly organizations and people's motives for belonging to them. Individuals' experiences in their locations are also reported.

Makmillen, S., Norman, K. & Spies, M. This session reports on a study exploring whether repeated, one-on-one writing centre consultations fuel changes in students' discourse about their writing. Four years of student requests for appointments, when analysed both qualitatively and quantitatively, can throw light on the relationship between frequency of writing centre appointments and the power of deficit discourses.

Marken, L. As undergraduate research initiatives are better funded and emphasized by universities, can writing centres help in ways beyond tutoring, workshops, and resources? What can happen when an undergraduate research journal is administered by and/or supported by a writing centre? This presentation shows the results of a 3-year University of Saskatchewan pilot, where the writing centre has had operational oversight of the institution's new multidisciplinary, interdisciplinary undergraduate research journal. Assessment data, both qualitative and quantitative, will be presented and interpreted.

Parker, A., & Marcynuk, K. We have been investigating which courses in our Engineering school have targeted Attribute 7 (Communication Skills) in their course outlines. We analyzed the written assignments required by these courses according to 20 variables, including length and genre. While our findings are more suggestive than definitive, there are some discernible – and interesting – trends in the outlines we collected from the departments of Electrical and Computer Engineering, Civil Engineering and Mechanical Engineering.

Power, K., & Rea, J. To address gaps in our understanding of how best to evaluate genre-based approaches to teaching academic writing and research, this paper introduces a longitudinal, multi-faceted study measuring student learning outcomes in an academic writing course informed by Rhetorical Genre Studies. The study employs written reflection, focus group, think-aloud, and discourse analytic methods to examine what students learn in the course and what knowledges and practices they carry with them as they progress through their degrees.

Power, K., & van Enk, A. In collecting data for a recent study, we found that we needed to move beyond the largely undefined and tacit conception of research articles in genre research. While genres are, in Bakhtin's formulation, only "relatively stable" entities, we propose that an elastic yet operational definition of the "research article" is both necessary and possible. In this presentation, we offer a summary of our own attempt at definition and invite input from the audience.

Rachul, C. This paper explores how scientific data are taken up by *Eating Well with Canada's Food Guide* (CFG) through a chain of transformations facilitated by intermediary genres (Tachino, 2012). Analysis of the interviews with key informants who participated in the latest revision of the CFG demonstrates how scientific, intermediary genres provide powerful constraints over the communication of food recommendations in the CFG.

Raw, A. Digital storytelling is increasingly used in the classroom and widely praised as an educational tool. This study explores student perspectives on digital storytelling in the context of a first-year composition classroom. It aims to investigate student response to this learning tool for the purpose of improving teacher practice and understanding student motivation and engagement with their learning.

Rush Hovde, M. Technical writers in workplaces employ specific software applications today to create, manage, and deliver technical communication. Technical literacy empowers them to complete this work, but technical literacy is a multi-layered concept, going beyond the functional or "how-to" understandings of technology. The results of an empirical study of technical communicators provide a basis for a fine-grained understanding of the features of this technical literacy and its effects on technical communication processes and products.

Sarabi, S., & Graves, H. We conducted textography of 30 math research articles (RAs) to examine associations between the rhetorical structure, i.e. move structure, of the articles and the visuals included. Our data suggest associations between two obligatory rhetorical moves, i.e. presumptions and proofs, and visuals. A further analysis suggest visuals fulfil a variety of roles depending on the rhetorical move they are associated with. Accordingly, we argue visuals play three functions in research mathematics: ontological, epistemological and argumentative functions.

Schneider, B. Practice theory offers a way to explore why students have so much difficulty understanding how to avoid plagiarism. Practice theory shows how the information offered to students about what constitutes plagiarism focuses on the mechanics of plagiarism (use quotations marks, cite sources), leaving the disciplinary writing practices that produce some writing activities as plagiarism invisible to students. Boundary examples illustrate inadequacy of university calendar "rules" for conveying to students what constitutes plagiarism.

Thieme, K. Research articles in literature do not have method sections, nor do they list types of evidence or explain how exactly materials have been analyzed. Because of this implicitness, writing in literary studies is difficult to teach and often relies on students' abilities to infer their own writing strategies. This corpus-based study analyzes typical patterns of writing in current Canadian literary scholarship in order to translate them into more effective teaching of literary analysis.

Wegner, D. This study probes the theoretical relationship between the collective (as opposed to individualistic) phenomenon of audience and agency and the dynamics of the genre-based concept of "uptake." The study focuses on the rhetorical strategies of advocates for the homeless and vulnerable, exploring how participants in such "enduring struggles" act as "persons-as-agents" who shape themselves through collective social action. The research site is a women's shelter, with data drawn from key informants and documents in the homelessness genre system.

Williams, A., & Grubb, A.M. Writing is an essential skill for computer scientists who write program documentation, proposals, and reports as well as engage in online written communication. This study examines how students perceive course blogs (short, informal online responses) in the context of a large and linguistically diverse introductory computer science course. We use student survey data to examine issues such as whether student perceptions of writing change over the term and potential differences between how native and English language learners perceive the blogs.

Woodhouse, R. Over the last decade, Ontario has piloted policies to increase accountability for 'student learning outcomes' in Canadian degree programs, and there is growing political pressure for standardized testing to measure graduates' written and communication skills. These policy recommendations have been made without consulting writing researchers and instructors, yet such policies would have significant impact on our future work. The workshop provides a forum for members of CASDW to discuss these policy discourses and their practical implications.

Zwagerman, S. This paper is a rhetorical and speech-act analysis of the discourse deployed by the Burnaby Mountain pipeline protestors, showing the failure of that discourse to stick to the matter at hand (stopping the pipeline), to recognize the actual scene of citizen's power in this issue (the Canadian democratic process), or to align itself with the concerns of non-activists who oppose the pipeline. Through this critique, this paper identifies effective and ineffective strategies for future acts of protest.