



# Presentation Descriptions and Presenter Bios

Session 1: Thursday, May 29 | 10:45 a.m. – 12:15 p.m.

## **Towards a New Model for Writing Support Services**

*Presenters: Franc Jamieson & Sean Gilpin*

*Location: L3010*

The goal is for those involved in English tutoring services and faculty whose students may use such services to come together and discuss the evolving roles writing tutors will play in support of English and ESL courses, as well as courses across the curriculum. A second goal is for those in Ontario colleges working in English tutoring to form a sub-group within the newly formed Learning Centres Groups. This roundtable will be co-hosted by the two Humber College ITAL Writing Centre Coordinators.

*Franc Jamieson has been teaching COMM and ESL courses at Humber for the past 22 years and has been coordinating the Humber North Campus Writing Centre for 15 years. He also teaches a COMM course designed to train English tutors. With the aim of sharing best practices, Franc has played a key role over the past decade in enabling conversations among English tutoring services at Ontario colleges.*

*Sean Gilpin has been teaching COMM and Literacy courses at Humber for the past 10 years and has been coordinating the Humber Lakeshore Campus Writing Centre for nearing 5 years. Recently he has overseen the establishment of the Humber Orangeville Campus Writing Centre. He also teaches a COMM course designed to train English tutors. With the aim of sharing best practices, Sean has been actively engaged in enabling conversations among English tutoring services at Ontario colleges*

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## **Examining the impact of software mediated writing evaluation for ESL students with ETS Criterion**

*Presenter: Darius Karka*

*Location: L3013*

ETS Criterion writing evaluation software provides ESL learners in a composition course with immediate feedback on grammatical errors, formatting, and rhetorical competencies. The positive and negative effects of the software will be evaluated regarding student and teacher perceptions, as well as its effectiveness in contributing to writing development for students. The impact of its effectiveness as related to the management of student grading by teachers will also be discussed.

*Darius Karka has been a part-time ESL composition instructor at Humber College since 2008. He also has experience teaching ESL at Seneca College, York University, and Addis Ababa, Ethiopia. He currently holds an MA in Applied Linguistics from Concordia University in Montreal.*

### **Teaching Grammar Retroactively**

*Presenter: Shawna Shulman*

*Location: L3013*

Unfortunately, many of our students are coming to college without having learned explicit grammar rules. This can make editing challenging as the students cannot necessarily recognize when an error has occurred. This workshop will facilitate a discussion on error correction. We will identify the most salient error types and discuss their treatability. Then, we will see by using students' own errors, we can retroactively teach them the grammar points they require.

*Shawna Shulman has been teaching English for eight years and has an MA in Applied Linguistics. She has taught in colleges and universities across Canada as well as in Australia and Vietnam. While much of those years were spent in ESL, she is enjoying the challenge of bringing her EAP background to domestic students at Humber College as a Professor of English.*

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### **Comic Books in the Classroom: Multi-Literacy and Critical Thinking**

*Presenter: Brooke Winterstein*

*Location: L3016*

Teaching Communications with comics and graphic novels not only offers an innovative approach to critical reading and writing, but the medium also engages both visual and textual learning styles of adult learners. The comics medium is an interactive medium that lends itself to teaching summarizing/paraphrasing and critical thinking and writing skills precisely because it asks students to analyze content on multiple levels. My paper examines the use of non-fiction comics in the Communications classroom as a pedagogical tool that fosters discussions about persuasive techniques, communication through narrative and art, social norms, and politics as related to my students' fields and programs.

**\*This session will be videotaped and uploaded to the CALL website. By attending this session, you are giving your consent to be videotaped and to appear in the video on the CALL website.**

*Brooke Winterstein teaches Communications and Liberal Studies at George Brown College in Toronto. Her PhD in Communication and Culture at Ryerson University is about the representation of memory, trauma, and commemorative practices in contemporary war comics and graphic novels.*

## Teaching Teenage Paparazzo 2014

Presenter: Christina Hunter

Location: L3016

As a teaching tool, *Teenage Paparazzo* promotes discussion about media literacy and the application of practical writing skills. My Communications classes were given the opportunity to publicly respond to the documentary's examination of the early fame that the film's subject achieves, and to reflect on how technology has altered traditional modes of expression. The proposed presentation traces our collective aim to interpret patterns of communication that emerge when performers, audiences, new technology, and the media interact in highly unpredictable ways (even as dialogues of this sort grow increasingly relevant, and increasingly rare, within the pervasive synthesis of information and entertainment).

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*Christina Hunter (PhD, The University of Southern Mississippi) currently works as a professor in the Department of English at Humber College. In 2013, she coordinated the EMERGE Conference at the University of Guelph-Humber. Her work has appeared in scholarly journals, including The Tennessee Williams Annual Review and The South Atlantic Review, as well as on websites such as [www.teenagepaparazzo.com](http://www.teenagepaparazzo.com).*

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## Building writing skills through critical and analytical reading

Presenter: Viktoria Jovanovic-Krstic

Location: L1006

Reading and writing are integral aspects of the communication process. Reading, like writing, is procedural. Reading in the academic community has everything to do with asking central questions: questions which open the potential for analytical and critical discussion and examination of text. Teaching reading is more than having students read "to read"; it is about the process of communication and the realization that reading leads to better writing. This paper asks the central questions: how can we improve our students' reading skills? What can we do to encourage students to read analytically and critically? What are the clear benefits to teaching reading pedagogy in the College Communications classroom?

*Dr. Viktoria Jovanovic-Krstic is an instructor at Humber College and the Writing and Rhetoric Program at the University of Toronto. She teaches classes in English Communications, Business Communications, rhetoric, essay and report writing. Viktoria has published in the fields of writing and rhetoric: "So, Where's Your Thesis" (Nelson, 2012) and "So, How's Your Grammar" (Nelson, forthcoming), as well as discourse analysis and war rhetoric in related academic journals.*

## **The Why and the How: On Encouraging Students to Read Like Writers**

*Presenter: Laurie Graham*

*Location: L1006*

It goes without saying that reading comprehension is key in the writing classroom, and that a student's understanding of source texts can lead to more successful written assignments. Reading comprehension is only one way to interpret a text, however.

My "workshop-paper" will share some ways of reading, concentrating particularly on how students might be encouraged to read more actively and more like writers. Analyzing the choices a writer makes and the effect of those choices, with an eye on craft and not just content, both reinforces reading and writing skills simultaneously and illustrates the inseparable relationship between these two skills.

*Laurie Graham (BA English, University of Alberta; BFA Writing, University of Victoria; MFA Creative Writing, University of Guelph) is a contract professor in the School of Liberal Arts & Sciences at Humber College and has been teaching communications and writing courses, both in-class and online, since 2010. Graham is also a writer and book reviewer, an editor for Brick, A Literary Journal, and the author of a book of poetry called Rove (Hagos Press, 2013).*

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## **Integrating Adaptive Learning Technology and Outcomes-Based Assessment into the Classroom**

*Presenter: McGraw-Hill Ryerson*

*Location: L1007*

McGraw-Hill Ryerson will showcase the unique tools *Connect Composition Canada* offers to create consistency in your students' knowledge levels and ease the grading process. *LearnSmart Achieve* offers Canadianized instruction and practice for remedial grammar, writing, reading, and research skills. As each student progresses through the modules, *LearnSmart Achieve* continually adapts the learning resources and practice questions each student receives to help address their identified knowledge gaps. The *Outcomes Based Assessment* feature gives instructors the power to quickly grade online writing assignments and provide consistent feedback tied to course learning objectives. Instructors create rubrics based on their course outcomes to provide personalized, meaningful, and structured feedback to students with the click of a button. This session will also share best practices for using *Connect Composition* to deliver blended courses.

**Session 2: Thursday, May 29 | 2:00 p.m. – 3:30 p.m.**

## **Paraphrasing as a Self- and Peer-Scaffolding Tool in the EAP Classroom**

*Presenters: Audrey Spence-Thomas, Janet Moore & Lara McInnis*

*Location: L3010*

Most English/ESL teachers would agree that paraphrasing is an important strategy that can, and should, be taught. But can it be learned effectively, and can language learners apply this knowledge in new academic contexts? We will overview theory, research and teaching approaches related to paraphrasing as a reading-writing strategy in the second language (L2) classroom. Using Vygotsky's notion of private speech and Swain's concept of "languaging", we will explore ways in which paraphrasing is learned and practiced by L2 students through self- and peer-scaffolding techniques during the co-construction of summaries and other reading-writing tasks in an EAP class.

*Audrey Spence-Thomas, Janet Moore and Lara McInnis are instructors in Humber College's English for Academic Purposes program. With many years of experience teaching ESL, EAP and TESL in the private and public sectors, they have developed a shared academic and professional interest in oral and written paraphrasing and other textual appropriation practices for intermediate and advanced level ESL students in reading and writing EAP courses.*

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### **Between Tyranny and Complicity: Thoughts on Responding to Oppressive Student Conduct**

*Presenter: Greg Shupak*

*Location: L3013*

Critical pedagogy scholars have long struggled to reconcile their desire for a democratic, participatory classroom with the necessity of creating a learning environment that is safe and inclusive. How should a post-secondary educator respond to students whose classroom behavior is sexist, racist, homophobic, classist or otherwise oppressive toward other students? How can we establish a pedagogy in which the role of the teacher is to neither be an authoritarian preacher nor someone who through their silence sanctions students' words or deeds that undermine their peers' human rights? These are the central questions that I will explore in my presentation.

*Greg Shupak is an activist who writes fiction, non-fiction, and academia. He teaches at Humber College and the University of Guelph-Humber.*

### **"Monitors Off and Cellphones Away": Creating Community in the College Classroom**

*Presenter: Meghan Juuti*

*Location: L3013*

With the prevalence of technology and personal devices in the 21<sup>st</sup> century classroom comes a myriad of challenges for the college instructor. Even with the proverbial song and dance we may perform, engaging students and making course content enjoyable is not always easy when we are upstaged by YouTube videos, Candy Crush games, and Facebook. Nurturing conversation and convincing students to be mindful of the present moment is difficult but not impossible. Participants in this workshop will emerge invigorated and armed with tactics to use in their own classrooms to facilitate community and engagement.

*Meghan Juuti is an English and Fitness professor at Cambrian College in Sudbury, ON. She is passionate about helping students believe in their own capacity to achieve greatness—both in English and in life. Using her high energy approach to teaching, Meghan believes in the power*

*of positivity and community to engage students and improve retention—even in courses that are rich in grammar! As a PhD candidate, she is a lover of learning and shares her passion of English and education with those she encounters. When she's not teaching, coaching, or marking, Meghan can be found with a warm cup of tea perusing the Web in search of her next big adventure.*

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### **Cheating for Results: Alternative Evaluation to meet Learning Objectives**

*Presenter: Keith Friedlander*

*Location: L3016*

As educators, it is important that we take the risk of cheating seriously. We set limits and restrictions upon how assignments must be written in order to ensure students are held responsible for their work and evaluated objectively. However, there are times when these limits can impede the students' participation and engagement. My presentation will examine how loosening restrictions on individual assignments, allowing students to share work, and evaluating based on completion can help achieve certain learning objectives. I will relate my experiences applying this approach to teaching writing mechanics, but also consider how it relates to larger assignments.

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*Keith Friedlander is a doctoral candidate at the University of Ottawa and teaches at Humber College, Seneca College, and Trent University. He has been teaching writing and composition courses for the past five years. His fields of research include 19<sup>th</sup>-century print culture and comic art.*

### **Outcomes, Not Hoops**

*Presenter: Rhett Andrew*

*Location: L3016*

Many students view language and communication classes as tiresome obstacles to their diplomas. Of course, professors understand the deep value of our material—the essential skills acquired, with a bit of character development. But maybe the L&C courseload does cause unnecessary stress that undermines the learning outcomes. How can we refocus L&C curricula and delivery to de-emphasize work and improve performance? How can we maximize class time and resources so that students learn without burnout? Join this roundtable discussion to follow these queries while touching on topics such as universal design, the inverted classroom model, empowering students with choice,...

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*During Rhett's 15-year post-secondary teaching career, working at one university and three Ontario colleges, currently Sault College, he has reviewed, evaluated, and revised his approach to teaching again and again. Just when he thought he had the answer, he recognized a new*

student need and started all over yet again. Now Rhett realizes he has no answers, but questions, and maybe an idea or two that he has come across along the way.

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### **The Language of Accounting: Team-Teach Pilot**

*Presenters: Frank Leva & Mike McKeon*

*Location: L1006*

The Business School and School of Liberal Arts and Science collaborated Winter 2014 to identify opportunities to improve student performance in the Accounting foundation course.

Contributing factors to a 35% fail-rate are assumed to be a lack of comprehension of the course content because of the following:

- The language of accounting is unique.
- There is a high ESL student population in the Accounting Diploma Program.

The presentation will summarize the findings of the pilot effort including the students' performance. We will present observations of teaching practices such as language used in instruction, practice and assessment; recommendations will also be tabled for further discussion.

*Frank Leva is a Professor of English for Speakers of Other Languages in Humber College's Department of English. He holds a BA (Hon), TESL Post-Graduate Certificate, and BComm(Hon).*

*Mike McKeon is the Program Coordinator of the Accounting Program in Humber College's School of Business. He holds a CPA, CMA, and MSc.*

### **Bridging the Scientific Literacy Gap: An Approach in Academic Upgrading**

*Presenters: Farra Yasin & Pearlina Lung*

*Location: L1006*

Our workshop will outline the main (and changing) principles of scientific literacy as well as practical pedagogical approaches used in the Academic Upgrading program to improve scientific literacy of adult learners. We shall present strategies and examples of activities which cater to the students' socio-cultural experiences and strengths, while encouraging the development of essential literacy and learning skills. These approaches aim to reform the learners' perspective of science from the textbook and laboratory to an integral part of their lives while developing transferrable essential skills.

*Farra and Pearlina have been teaching in the Academic Upgrading program at Humber College for several years. Farra is an experienced English instructor, teaching literacy skills and education both abroad and in Canada at the elementary, secondary and post-secondary levels. Pearlina is an experienced science and mathematics professor from the college sector. Over the past few years, she has integrated English literacy and essential learning skills development into the science curriculum.*

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## **Teaching Workplace Writing in a Hybrid Classroom**

*Presenters: Dana Hansen & Paul Van Raay*

*Location: L1007*

We will discuss our approach to developing and delivering Humber's English department's first hybrid writing courses. COMM 300 and ESL 300 have both traditionally been taught exclusively in the classroom; we will reveal the successes and challenges of shifting elements of our courses to the online environment using Blackboard as our primary tool for communication and learning.

*Dana Hansen is a full-time faculty member in the English department at Humber College where she teaches literature, composition, and workplace writing. She is a writer and book critic with work appearing in such publications as Quill & Quire, the Literary Review of Canada, The Toronto Review of Books, and France's Books magazine. She is also the reviews editor for The Humber Literary Review.*

*Paul Van Raay teaches English at Humber College. He specializes in teaching ESL academic and workplace writing skills. He has a special interest in the use of technology to enhance teaching and learning. He has developed and taught an online ESL Workplace Writing Skills course and is currently developing and teaching the same course in a hybrid format.*

## **Cultivating Critical Communication: Three Tips from Sociolinguistics**

*Presenter: Derek Chong*

*Location: L1007*

I propose that sociolinguistics offers useful tips to teachers seeking to promote critical communication. Unlike other heuristic or procedural approaches, sociolinguistics frames the development of critical communication skills as a language acquisition problem, targeting structural, social, and cultural concerns. Focusing on these aspects of language practice, instructors can develop classroom applications which will enable students to engage in purposeful and strategic critical communication. Finally, a sociolinguistic approach to the development of critical communication skills works well with innovative instructional technologies such as student response systems or game-based applications in order to cultivate critical communicative competence in real-time and online environments.

*Derek Chong is a professor of English at Humber College Institute of Technology and Advanced Learning. He has a Ph.D. in Language, Literacy, and Rhetoric with a specialization in sociolinguistics from the University of Illinois at Chicago and an M.A. in English Composition and Rhetoric from the University of Hawaii at Manoa. His research interests include hermeneutics, discourse analysis, and intercultural communication. Currently, he is developing game-based critical communication apps with the help of Humber DAIR funding.*

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## **MindTap – A fully online, personalized teaching and learning experience**

*Presenters: Troy Verriez, Laura Macleod & Amanda Henry (Nelson Education)*

*Location: L1012*



Join the team from Nelson Education Ltd. to learn more about MindTap – a fully online, personalized teaching and learning experience. More than an eBook and different from a Learning Management System, MindTap delivers courses built on authoritative content. By combining readings, multimedia, activities, and assessments into a singular Learning Path, MindTap guides students through their course with ease and engagement. Instructors personalize the Learning Path by customizing our resources and adding their own content via apps that integrate into the MindTap framework. MindTap can also be seamlessly integrated with most Learning Management Systems. Join us and dig into interactive, customizable content to discover new paths to learner engagement.

**Session 3: Thursday, May 29 | 3:45 p.m. – 5:15 p.m.**

### **From Reading to Writing: Guiding Students Effectively**

*Presenters: Rachel Barbour & Jessica Freitag*

*Location: L3010*

This workshop discusses the importance of clear guidelines and models in aiding students through the process of responding to a particular text. A focus is placed on encouraging students to actively incorporate a variety of learning resources through the different stages of working with a text. The resources serve to ground students at each stage, from reading comprehension to critical analysis to critical writing.

*Rachel Barbour and Jessica Freitag are instructors at Humber College who teach reading and writing skills courses to mostly first- and second-semester students. Both hold TESL Certificates and have over six years' experience teaching ESL and native English speakers. Rachel is also an MA student of Applied Linguistics at York University.*

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### **Finding Quiet Space with Pen and Paper – Tips and Tools for Journaling and Creative Writing**

*Presenter: Heather Wright*

*Location: L3013*

Working critically with other people's writing can drain a teacher's energy and creativity.

This hands-on workshop includes

- The purpose and benefits of daily writing ,
- Finding *your* way – tips and tools to make journaling work for you,
- Playing with words and creating stories.

Participants will have the opportunity to write during this workshop and to explore the benefits of journaling and playing with words and story ideas. They will not have to share what they have written with the rest of the group. This is (in the nicest way) a purely self-indulgent workshop designed to inspire reflection and to encourage a daily writing habit.

*Heather Wright is a busy freelancer, children's writer and part-time professor. Her freelance work includes writing for national and local publications, as well as for businesses, agencies, and educational publishers. Heather has been awarded two Writer's Reserve grants from the Ontario Arts Council. Check her freelance website at <http://wrightwriter.com> to see what she's doing when she's not in front of a class. Her website at <http://wrightingwords.wordpress.com> is full of great writing prompts and tips for writers of all ages.*

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### **"I'm Going to Be an Author?" – Writing Instruction using Project-Based Learning**

*Presenters: Heather Greene & Randy Hamelin*

*Location: L3016*

Integrating project-based learning (PBL) is an opportunity to empower students and enhance their learning through a student-centered approach to the classroom. Our presentation describes the successes and challenges two college English professors experienced when integrating a self-publishing project into their writing curriculum. Participants will learn how PBL encourages student ownership of learning, as well as crucial group work (interpersonal) skills. Including research skills into the project will also be discussed, as well as a list of tools and websites useful for self-publication. A brainstorming session will allow the opportunity to develop or expand ideas for integrating PBL into your own writing (or non-writing) courses.

*Heather Greene (M.A. English) and Randy Hamelin (M.A. Counselling Psychology) are professors of English at St. Clair College, in Windsor and Chatham respectively. Heather also teaches writing at the University of Windsor, and Randy runs his own horse farm and riding stable in between marking writing assignments.*

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### **Ideas Exchange: Swapping Stories and Pedagogy**

*Presenters: Anne Lyden, Kim Robinson, & Renée Griffiths*

*Location: L1006*

In 2011, Humber's English department hosted the inaugural Ideas Exchange which is designed to showcase some of the most innovative and exciting ideas currently taking place in Humber's English classrooms. It provides an important opportunity for dialogue and community-building amongst colleagues through presentations, roundtables, and informal discussion.

Our paper will trace the genesis of the Ideas Exchange through to its current embodiment. Further, we will explore some of the obstacles we have encountered, and address the questions that we are using to help us think through how to keep the event relevant and dynamic.

*Anne Lyden's teaching career has seen her switching between hemispheres, and teaching in a range of institutions, before she finally settled down at Humber College where she teaches a*

*literature course to first year nursing students and the English Department's Communication Courses.*

*Kim Robinson has a Ph.D. from the University of Toronto in literature and rhetoric. She's currently involved in a collaborative project examining an interdisciplinary approach to writing called "Writing the Community."*

*Renée Griffiths is a faculty member in the English Department at Humber College. She is a doctoral candidate in English at Miami University of Ohio, and her doctoral work focuses on rhetorical analysis and rhetorics of place.*

### **Cross School Collaboration: Creating a Skills Based Paralegal Writing Course**

*Presenters: Jasteena Dhillon & Michael Wells*

*Location: L1006*

This presentation will focus on a course design collaboration project between the Business School and the School of Liberal Arts and Sciences. The project's goal was to provide recommendations for the revision of COMM 314 (Business Writing for Paralegal and Law Clerk) to prepare and write legal documents of the kind that they will do in their professional lives. Based on eight months' worth of research, the presenters have come up with specific recommendations for how to rework COMM 314 and for creating procedures to ensure that the course continues to stay up-to-date and relevant for our students in the face of big changes to the practice of law in Ontario.

*Mike Wells teaches communications courses in the English department at Humber ITAL and at the University of Guelph Humber. His doctoral work was in Eighteenth-Century and Romantic fiction.*

*Jasteena Dhillon teaches law in the Paralegal and Law Clerk programs in the Business School at Humber ITAL and law at University of Windsor Law School. Her background is in domestic law and international laws working in Afghanistan, Iraq, Sudan, Sri Lanka and Bosnia.*

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### **Surveillance, Big Data Analytics and Electronic Education: The Legal Rights and Ethical Responsibilities of Teachers and Students in the Digital Age**

*Presenter: Howard A. Doughty*

*Location: L1007*

Partly in response to the needs and demands of the "millennial" generation, new teaching practices include technologically enhanced learning, online courses, social media, email communications and discussion boards.

This session will describe the issues arising when electronic media are brought into curriculum design, faculty evaluation of students, student assessment of teachers, teacher-student interaction and personal communications, blogs, Facebook posts and other seemingly private exchanges.

The ethical responsibilities and legal rights of administrators, teachers and students will be explained—especially regarding institutional discipline, corporate and government surveillance, daily teaching practices and academic freedom. Creativity will be encouraged; caution will be advised.

*Howard Doughty holds postgraduate degrees in political Science (Hawaii, York) and in History and Philosophy of Education (Toronto). He has taught at Seneca since 1969 and Hawaii Pacific University since 1982 (MA program in Diplomacy and Military Studies). A keynote speaker at international conferences on Surveillance and Terrorism (St. Mary's, Toronto), he is an editor of The College Quarterly and The Innovation Journal and author/editor of numerous books and peer-reviewed articles on Education and Democracy.*

**Session 4: Friday, May 30 | 9:00 a.m. – 10:30 a.m.**

### **Teaching Study Skills, Success Strategies, and Personal Responsibility in the Reading and Writing Classroom**

*Presenters: Lisa Salem-Wiseman & Michelle Jordan*

*Location: L3010*

Many students possess the intellectual capability to succeed in their reading and writing courses but fail to reach their academic potential due to a lack of study skills or self-management skills, and in particular due to an unwillingness to take personal responsibility for their experiences and outcomes at college.

In this presentation, we will share some easy and fun techniques that we have developed for helping underprepared students to develop the necessary “soft skills” (test-taking, note-taking, critical reading, critical thinking) to be successful at the postsecondary level.

*Michelle Jordan (M.A., English) and Lisa Salem-Wiseman (Ph.D., English) are both professors in the Department of General Arts and Science, where they teach a student success course designed to help disengaged students enrolled in preparatory programs to develop the necessary “soft skills” to be successful at the postsecondary level.*

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### **I am not a cynical conspiracy theorist; I just teach critical reading**

*Presenter: Erik Mortensen*

*Location: L3013*

In this presentation I will discuss the format and structure for the critical reading course I teach and helped develop. It often engages students and helps to interest them in the value of this critical skill inside and outside the class room. I teach it from an interdisciplinary perspective, and often link critical reading in relation to the power structures of culture and society that try to influence and manipulate how and what we read.

*Erik Mortensen is a contract professor at Humber College in the General Arts and Science College/University transfer program, and a PhD candidate at York University in the Humanities*

department. He received his MA from Wilfrid Laurier University in English and Film Studies focusing on Gender and Genre, and his BA at University of Guelph in English & Theatre Studies and History. His dissertation research focuses on examining the vigilante as a mythic figure in American culture and texts, and its impacts in forming a more violent culture.

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### **Did you see what I wrote? Including the visual in composition classes**

*Presenter: Derrick Hempel*

*Location: L3013*

Is the essay as we know it doomed? The traditional composition has been taught as a text-based form. Visual forms of presentation and communication, however, compete with the written form as students are engaging in an increasingly image-oriented environment. This presentation will review the literature on the use of the visual as part of multi-modal literacy skills and examine ways in which teachers can offer writing and visual as essential composition elements.

*Derrick Hempel is a professor of ESL and communications at both Humber College Liberal Arts & Science and at George Brown's School for Business. He has his TESL Post-Graduate Certificate from Humber College and received his BA in Sociology and English from the University of Toronto. He is currently studying at Northern Arizona University for his M.A. in Rhetoric and the Teaching of Writing.*

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### **Assessment Tools for 21st Century Literacy**

*Presenter: Michael Avis*

*Location: L3016*

Digital technology is fast becoming a core component in post-secondary Communications courses. Students have constant access to digital tools and are bombarded with new illiteracies that did not exist even 5 years ago. It is essential that our assessment techniques evolve along with the shifting paradigms in literacy. This workshop will demonstrate some new assessment tools and techniques that serve to address the growing gap between traditional teaching practices and new realities.

*Michael Avis is an educator and an educational technology consultant. He has 15 years teaching experience as a Language and Literature instructor in Canada and Chile. He has most recently worked with the TDSB, George Brown College, and the University of Toronto to promote the use of digital tools in the classroom. He is passionate about pushing the boundaries of traditional literacy, and is constantly searching for new methodologies that reflect our changing times.*

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## **The misunderstood passive voice**

*Presenter: Brett Reynolds*

*Location: L1006*

When it comes to the passive voice, many well educated speakers of English, including writers, teachers, editors, and journalists, have been seriously bamboozled. This workshop will help you accurately identify the passive in all its glory (even those formed with the present participle!), to understand its role in good writing, and to see how foolish Orwell's essay "Politics and the English Language" really is. A basic level of grammatical knowledge is assumed (subject, object, preposition, clause, participle, etc.). It is guaranteed to teach even seasoned writing teachers something new!

*Brett Reynolds teaches EAP and TESL in the English-language centre at Humber College. He also edits TESL Ontario's Contact magazine.*

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## **The Classroom as Book Club**

*Presenter: Ben Labovitch*

*Location: L1007*

Turn your classroom into a book club. In the first week of your course, assign your students a work of fiction. Tell them to read the book simply to enjoy it. Ask them also to jot down the page number of their favourite or least favourite passage. Tell them that in Week Seven of the course, you'll be "brainstorming" the book with them. That is, you will be going around the room asking students for their favourite passages. Of course, you'll try to connect their moments to

the essay topics that you have prepared in advance, or maybe not. Perhaps in the flow of conversation a better essay topic will emerge.

*This semester, some students at Humber went through this process with Olive Senior's Arrival of the Snake-Woman and Other Stories. Come and see the results.*

*Ben Labovitch has an M.A. in English from Carleton and teaches in the English department at Humber. He has received a Distinguished Faculty Award, a College Innovator of the Year Award, and an Award of Appreciation for Outstanding Staff Involvement.*

**Session 5: Friday, May 30 | 10:45 a.m. – 12:15 p.m.**

## **Upping the Ante: Using the Case Method to increase critical thinking and student engagement in Business Communications**

*Presenter: Chandra Hodgson*

*Location: L3010*

Learn how to apply the Case Method to either case studies or scenarios in business communications classes to enhance student engagement, deepen their learning and ultimately improve their writing.

*Chandra Hodgson is a professor in the English Department at Humber College. She moonlights as a case writer and the faculty resource person for case teaching at Humber's Centre for Teaching and Learning.*

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### **Writerly Form, Critical Skills: Teaching Reading and Writing in a Polytechnic Setting**

*Presenters: Vera Beletzan, Trevor Arkell, Prasad Bidaye, & John Stilla*

*Location: L3013*

Humber faculty describe a curricular shift in their first-semester writing course from the prevailing form-focused approach found in many colleges across the country. Instead, writing is positioned as a selection of 'moves' that allow students to engage in argument-response writing linked to critical reading and reasoning. Writerly form and critical skills intersect dynamically to build a stronger foundation for student success. The curriculum review process, pedagogical implications, assessment practices, and impact on the parallel ESL stream are also discussed.

*Vera Beletzan is the Associate Dean of English at Humber College. Trevor Arkell is the coordinator for all English courses at Humber's Lakeshore campus. Prasad Bidaye is the coordinator for college and advanced-level English courses at Humber's North campus. John Stilla is the coordinator for ESL and remedial English courses at Humber's North campus.*

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### **LET IT GO: Creative and Collaborative Writing.**

*Presenter: Meg Howald*

*Location: L3016*

The workshop offers an imaginative presentation of writing strategies, involving art, music and writings to inspire both creative non-fiction and fiction works by participants. Before the end of the workshop participants will share and discuss their works.

*Meg's professional career has taken her to the hemlines of the Aegean, the Atlantic, the St. Lawrence, and the Great Lakes. She is a graduate of Guelph, Toronto and Concordia universities and teaches Creative Writing at Fanshawe College. American publisher, Solstice Publishing, represents Meg's novels which she describes as socio-psychological dramas, teased by fate and haunted by irony. Passionately committed to historically-driven stories, Meg's characters transcend the boundaries of time and stereotype. In 2013 Solstice Publishing, released: Are But Shadows, Expatriate Bones and The Drowning of Margaret Hannagh, which is on college, English curriculum.*

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## **Building Community and Conversation through Applied Creative Literacies in the Online Classroom**

*Presenter: Christine Boyko-Head*

*Location: L1006*

Conversations about online learning and digital platforms often focus on the disconnect technology brings to the human relationships within the learning environment. Since research (Freeman, Anderman, & Jensen, 2007) has long shown a sense of community to be a contributing factor to student success, critics worry that digitally-induced disengagement will have a negative impact on learning outcomes (Chyung, 2001). Building on her 2012 CALL workshop, Dr. Christine Boyko-Head will show how the application of Applied Creative Literacies in the online classroom can, indeed, engage college students in vital learning communities, thereby making them active participants in the meaning-making process. Synthesizing traditional arts-based modalities with 21<sup>st</sup> Century skills and innovation, ACL provides a culturally-responsive pedagogy adaptable to the digital classroom. Workshop participants will discover simple techniques and tools to enrich and sustain student engagement, enhance student-centred learning, increase and improve student writing, and celebrate diverse learning styles in an organic and authentic manner.

*Christine Boyko-Head practices her creative vision in the Language Studies Department at Mohawk College, Canada. Previously, she spent ten years teaching for the Creative Arts in Learning Division's Master of Education program at Lesley University, Cambridge, MA. From Alaska to Vegas to Israel, she explored the empowerment of Integrated Arts across the Curriculum. Her scholarly works appear in Slippery Pastimes: A Popular Culture Reader, Journal of Pedagogy, Pluralism, and Practice, Journal of Canadian Studies, Consciousness, Literature and the Arts, Baylor Journal of Theatre and Performance, to name a few. An artist-educator, she is a playwright, poet and producer who recently completed writing her first novel.*