



AGENDA **DRAFT COPY**

DATE	TIME	ACTIVITY	PRESENTATION 1	PRESENTATION 2
>>> TUESDAY				
May 26	2:00 – 3:30	Registration/ reception	<i>Registrants arrive & check-in, opening reception</i>	▶ Click on a presentation title to go to its description
	3:40 – 3:55	WELCOME	<i>Conference begins—Opening remarks</i>	
	4:00 – 5:00	Session 1	Aboriginal Worldview and Literacies Gary Dickey & Stefanie Ketley, Fanshawe College	General Education as Socio-Cultural Literacy Tony Gremaud, Fanshawe College
	5:15 – 7:30	Dinner/Keynote speakers	Bruce Headlam (New York Times) & Laurie Morris (Associated Press)	
	8:00 – 10:00	Palasad North	<i>Social event</i>	
>>> WEDNESDAY				
May 27	8:00 – 9:00	Breakfast	<i>Buffet breakfast</i>	
	9:00 – 10:00	Session 2	Engaging ESL with Cooperative Learning Structures Daragh Hayes, Fanshawe College	Capitalizing on Computer Literacy in the Composition Classroom Erin Harvey & Chandra Hodgson, Humber College
	10:00 – 11:00	Session 3	Describing Levels of Literacy Brett Reynolds, Humber College	Improving Retention in Literacy Upgrading Courses Roger Fisher, Fanshawe College
	11:00 – 11:15	Break		
	11:15 – 12:15	Session 4	Intersecting Literacies: technology, literacy, and academic success Peter Grevstad & Jonathon Filipovic, Sheridan College	Developmental Writing Programs—Increasing Literacy Corinne Marshall, Fanshawe College

DATE	TIME	ACTIVITY	PRESENTATION 1	PRESENTATION 2
>>> WEDNESDAY (continued)				
May 27	12:15 – 1:30	Lunch		
	1:30 – 2:30	Session 5	Something Wiki This Way Comes: An Adventure in Cooperative Writing and Learning Wendy Wilson, Fanshawe College	Rubrics and Feedback in a Diverse Writing Classroom Jessica King, George Brown College
	2:30 – 3:30	Session 6	Cultural Illiteracies Bernie Koenig, Fanshawe College	Double Happiness: Media Literacy and Responsive Writing using Art, Photography and Film Ingrid Hutchinson-Young, Fanshawe College
	3:30 – 4:00	Break		
	4:00 – 5:00	Judging CALL writing contest	<i>Conference attendees are invited to help judge student writing contest submissions</i>	
	5:30 – 7:30	Dinner/speaker	Ken Steele (Academica Group)	
>>> THURSDAY				
May 28	8:00 – 9:00	Breakfast/AGM	<i>Breakfast and CALL Annual General Meeting</i>	
	9:00 – 10:00	Session 7	Learning to ride a unicycle: Helping students develop writing skills for the college level Kathleen Moran, Conestoga College	Informational Interviews: Serving Multiple Literacies Christina Decarie, St. Lawrence
	10:00-10:15	Break		
	10:15 – 11:15	Session 8	Can Paraphrasing be Taught? Determining and Analyzing Paraphrasing Strategies of English L1 and English L2 learners at a Community College in Ontario Lara McInnis, Humber College	“Literacy” In Context: The Dumbest Generation? Jeff Miles, Fanshawe College
	12:15 – 1:15	Lunch/closing remarks		



PRESENTERS

Christina Decarie

[St. Lawrence College]

Christina Decarie teaches business communications at St Lawrence College in Kingston, Ontario, and focuses much of her students' work on interpersonal communications, with special emphasis on informational interviews. The benefits of informational interviews include increased confidence, initiative, creativity, writing and editing skills, and a deeper sense of purpose. Christina is wrapping up a Master of Education degree at Queen's University, studying informational interviews, possible selves, and young adult learners. Other work-related projects include editing an annual publication, *If I Knew Then...St Lawrence College Students Interview Business Professionals* and the forthcoming *Lessons Learned: Moments of Truth, Wisdom and Inspiration from Ontario College Teachers*.

Gary Dickey

[Fanshawe College]

Gary Dickey is a traditional Ojibwa and a member of the Chippewas of the Thames First Nation. He achieved his master's degree at the University of Arizona in Higher Education and Indian Studies. Gary developed and teaches the Aboriginal Studies courses at Fanshawe College. His courses include The Understanding of Aboriginal Spirituality, A Survey of Aboriginal Societies, Aboriginal Issues, and others. He has also submitted a proposal to teach a course in Aboriginal Worldviews. He has authored several articles on the Aboriginal plight in Canada such as "Making the Invisible Visible," in which the Aboriginal school experience is discussed.

Stefanie Ketley

[Fanshawe College]

Professor Ketley teaches literature and composition at Fanshawe College and has a Ph.D. from the University of Western Ontario in English Literature. At Fanshawe College, she teaches courses in King Arthur, Children's Literature, composition and communication. She has completed a couple of research reports about indigenous education and is interested in identifying ways for colleges and educators to create culturally inclusive learning experiences for indigenous students.

PRESENTATIONS

Informational Interviews: Serving Multiple Literacies

Informational interviews are simple to assign, yet challenging to do, and appropriate for any area of study and for any age group of adult learners. It is especially useful for younger adult learners as it helps them meet potential adult role models and gives them a structured means of interacting with older adults...as adults. Students often report that they are initially intimidated by the prospect of finding and interviewing a stranger but then say that the intimidation passes quickly and the activity turns into one of the most important, if not the most important, activity they do throughout the course.

Through discussion and small-group activities, participants will learn what informational interviews are and how they can be assigned in college courses, the skills that informational interviews can help develop and improve, and the relationship between above skills and various literacies.

Aboriginal Worldview and Literacies

This session is designed for those who want to be the best educators they can be. The audience will be made aware of some of the myths surrounding Aboriginals and literacy, and introduced to the concepts of bridges and windows as they apply to education, literacy, and culture. The works of Little Bear, V. F. Cordova, Wayne Warry and others will be touched upon. The impact of a worldview on the literacy skills of Aboriginal peoples will be discussed. The audience will also be familiarized with the barriers that are inadvertently or purposely placed before Aboriginal students as they attempt to succeed in higher education. This presentation is co-presented by Stefanie Ketley, who will outline ways faculty and colleges can lessen the cultural disconnect experienced by many Aboriginal students.

Jonathan Filipovic

[Sheridan College]

Jonathan Filipovic received his M.A. from Concordia and his B.A. from Trent, both in English Literature. He has taught at Sheridan College for the past four years and has previously taught in Mexico and England.

Peter Grevstad

[Sheridan College]

Peter Grevstad teaches Communications at Sheridan. He has a B.A. and an M.A. in English. He spent a significant portion of his career abroad, teaching English and EAP in the former Czechoslovakia, The Kingdom of Thailand, The People's Republic of China, Viet Nam, and Japan.

Intersecting Literacies: technology, literacy, and academic success

Increasingly, college-level classes are mediated spaces. Instead of the traditional lecture format, writing classes are interactive, collaborative, and electronic. Some Generation Y students are well-disposed for success in mediated/digital classrooms. Others continue to struggle as language issues, low technology skills and culturally-appropriate academic expression—particularly if some or part of their education has been completed outside of Canada, or many years ago—are all affective variables which mitigate student success in a 21st century writing course. This 45 minute presentation will examine the intersection of technology, academic and English literacies, and evaluate the impact of this intersection in college English course offerings. Anecdotal and research evidence will form the basis of this presentation, and a discussion will follow.

Roger Fisher

[Fanshawe College]

Roger has 35 years of experience as an educator/administrator in elementary, secondary, college, and university settings, and will receive his Ph.D. in Education (UWO) in June, 2009. Roger has conducted over 20 presentations at provincial, national, and international conferences, workshops, and symposia. His recent publications include:

- > Factors Affecting Attrition at Canadian Colleges. (In press). Report commissioned by Canadian Council on Learning.
- > Research Capacity at Canadian Colleges. (2008). Report commissioned by Industry Canada.
- > Faculty Interest in Research at Canadian Colleges. (2008). Report commissioned by Canadian Council on Learning.
- > The Scholarship of College Teaching. (2006). *Journal of Teaching & Learning*, 4(1).

Improving Retention in Literacy Upgrading Courses

This presentation is designed to assist college teachers who are tasked with delivering remedial-type literacy upgrading courses. At the heart of these courses lies the challenge of increasing student engagement, motivation, and writing skills in a type of course that many students resent as not applicable to them. Further challenges for teachers include a wide range of diverse student skills, abilities, learning style preferences, and attitudes toward literacy. Also, these upgrading courses often include heavy teacher workloads in terms of high volumes of “marking.” Delivering such courses with the help of specific motivational tactics, “generic” writing skills, and marking rubrics can contribute to improvements in student retention and success, as well as in teacher satisfaction.

Tony Gremaud

[Fanshawe College]

Tony Gremaud was the General Education Coordinator at Fanshawe College for over three years. For the last sixteen years, he has taught at a variety of different institutions: ESL language institutes in Japan and British Columbia; high schools (both public and private) in British Columbia, Manitoba and Ontario; and colleges in Ontario and British Columbia. For the last six years, he has been teaching in the School of Languages and Liberal Studies at Fanshawe College.

General Education As Socio- Cultural Literacy

General Education is one of the MTCU's requirements for all diploma and advanced diploma programs in Ontario. Arguably, General Education may best be seen as socio-cultural literacy. However, if we assume that the Ontario college system is vocationally focused, how does General Education fit into this system? This session will focus on the issue of General Education as broad socio-cultural literacy within a vocationally-focused college system. The central questions to be explored are: What are the goals of General Education? How is General Education defined and implemented? How should or could General Education be defined and implemented? What is the future of General Education in a vocationally-focused education system?

Daragh Hayes
[Fanshawe College]

Daragh Hayes holds a Masters degree in Teaching English to Speakers of Other Languages (TESOL) from Columbia University Teachers College and a B.Ed. from OISE. He has taught ESOL and literacy in Canada, Japan, and Australia in settings that have included private language schools, junior and senior high schools, colleges, and universities. He has contributed to publications in Japan, America, the UK, and most recently co-authored a TOEIC textbook for the Japanese market. Daragh has presented at professional conferences in Canada, Japan, Australia, New Zealand, and Thailand on a variety of topics including Cooperative Learning and learner autonomy. Daragh now teaches ESL full-time at Fanshawe College.

Engaging ESL with Cooperative Learning Structures

Actively engaging students in classroom activities can be one of the greater challenges English as a Second Language teachers face. Additionally, traditional teacher-centered modes of instruction seldom provide ample opportunity for English Language Learners to practice and actively engage with target language in the classroom setting. The use of Cooperative Learning structures can help turn a classroom from a setting where only a handful of students participate to a learning environment where each student readily contributes towards greater learning gains. The first session of this two-part workshop will provide a brief overview of the basic principles at the heart of the Structural Approach to Cooperative Learning with an emphasis on its applicability to language classrooms. The second session will introduce several Cooperative Learning structures designed to increase student participation and accountability in the classroom. Rather than focusing on single-use activities, participants will be exposed to a tool kit of basic Cooperative Learning structures through which any number of classroom activities may be created.

Erin Harvey
[Humber College]

Erin Harvey is finishing her first year of teaching college writing skills and business writing skills to students at Humber College. Her main research interests are teaching writing one-to-one and how best practices and material realities intersect when teachers respond to students' writing. She is currently designing a study that will develop insight into how Humber students interpret and use teachers' feedback on their writing. The efficacy of online feedback, which Chandra will discuss in our presentation, will be part of this study.

Chandra Hodgson
[Humber College]

Chandra has taught Composition and Literature, Essay Writing, and Business Writing at Humber College for the last 6 years. She doesn't consider herself to be an expert in online teaching tools, but has been experimenting with the online teaching environment for several years. Her current research interests are creating curriculum for Film and Television Production students.

Capitalizing on Computer Literacy in the Composition Classroom

This session will ask how we as writing instructors can make the best use of the possibilities offered by the online environment.

Specifically, rather than simply showing you how to move your current practices to another medium, this session will challenge us all as writing instructors to think about how Blackboard or other online classroom tools allow us to support writing skills in ways not possible in a traditional classroom environment.

We will discuss:

- Moving from 1-way to 2-way, or even 3-way communication
- Providing more feedback without adding to your marking load
- Reinforcing reading and writing skills by getting students to interact in discussions and peer editing

Whether you want to show off your mad computing skills or are looking for a place to vent computer induced frustration, come to discuss with your colleagues, Chandra Hodgson and Erin Harvey, your experiences with the opportunities and challenges the online environment offers writing teachers.

Ingrid Hutchinson-Young

[Fanshawe College]

Ingrid has been a faculty member at Fanshawe College since 1979—30 years! She was also an executive member of CALL during the 1990s at which time she assisted in conference planning and adjudication of CALL's early student writing contests. As a presenter, she has given numerous public workshops on a variety of esoteric subjects including visualization and meditation. Currently, she directs and manages the Letters and Arts Society at Fanshawe College that promotes literacy skills by inviting living local, regional, and national Canadian writers to speak at the College. Recent visiting guest authors include Governor General Award and Giller Prize winners like Vincent Lam, Stephanie Bolster, Gloria Sawai, M.G. Vassanji, and next season, Elizabeth Hay.

Double Happiness: Media Literacy and Responsive Writing using Art, Photography, and Film

College faculty who teach in a variety of disciplines (also ESL) that may or may not include media literacy will benefit from this short interactive workshop that demonstrates how to use a simple sketch, a photograph, and a film clip to elicit student writing (one paragraph) that can be uploaded to an online dropbox. The session will examine three types of media, offer a guided Q&A that can be used in the classroom, and allow participants to experience a media-literacy class from the student's perspective as well as from the professor's. Media in this presentation include a film clip from the Canadian Genie Award-winning film by director Mina Shum, *Double Happiness* (works well with students who have a mixed Chinese-Canadian heritage), Pieter Brueghel the Elder's sketch of *The Painter and the Connoisseur* (c. 1565), and Robert Doisneau's photograph *At the Café* (1958).

Jessica King

[George Brown College]

Jessica King is a teacher of both ESL and Post-Secondary English. She has also recently completed the Master's degree program in Applied Linguistics at York University. She is interested in writing development and the integration of newcomers to Canada into the post-secondary system.

Rubrics and Feedback in a Diverse Writing Classroom

This is a presentation of the results of a Major Research Paper investigating teacher perceptions of rubrics and feedback in George Brown College's foundation-level Communications course. The presenter will review the current research in student revision of writing, teacher feedback, and writing assessment that informed her interviews with eight teacher participants on their use of college-created rubrics in the summer of 2008. The presentation will focus on how best to communicate feedback to students and foster writing development with large numbers of students who have diverse learning needs. Special consideration is given to the needs of non-native speakers of English. At the end of the session, participants will have the framework with which to investigate their own feedback practices and use of rubrics.

Bernie Koenig

[Fanshawe College]

Bernie is a professor of music and philosophy at Fanshawe College. He is the author of *Natural Law, Science, and the Social Construction of Reality* (2004) and *Art Matters: Knowledge of Art/Art of Knowledge* (2009), and the producer/performer of the DVD *Rhythmically Speaking: A History of Jazz From a Drummer's Perspective* (2004).

Cultural Illiteracies

Although we live in the world, from a cultural standpoint most of us are illiterate. Most people are not aware of contemporary developments in the arts, and, when we are, we tend to reject them because we don't understand abstract art or music. Part one of my presentation will be to present some contemporary pieces and discuss their importance and to emphasize our cultural illiteracy. Part two has to do with evaluative language and the relationship between our rejection of art we do not understand. Since the 17th century western culture has separated fact from value. Thus "I don't like it" means "it is bad" and "I like it" means "it is good." This association of personal reaction with objective evaluation is one of the causes of our cultural illiteracy. We should be able to say "That is great art, but I don't like it." I present an argument to show how we do this. And finally, one aspect of both reading and art literacy comes in pattern recognition. I give a few examples of how pattern recognition in the arts can be used to teach reading literacy.

Corinne Marshall

[Fanshawe College]

Corinne Marshall has taught at Fanshawe College since 2004, sharing her time between ESL/EAP and postsecondary English and Communications courses. She also has a strong background as a corporate communications professional as well as significant experience teaching and administering employability skills programs.

Developmental Writing Programs—Increasing Literacy

This presentation addresses two of the fundamental questions relating to developmental writing in postsecondary institutions: why we should teach it and how we can optimize instruction to benefit students. Drawing on a body of research into issues such as student retention and best practices for writing instruction, this session will advocate for increasing student literacy and will explore the impact of developmental writing programs. It will also discuss some of the practical issues that need to be addressed in order to ensure that writing instruction is effective.

Lara McInnis

[Humber College]

Lara has been teaching English at Humber College since 2002. Her teaching experiences include academic English (EAP), English as a Second Language (ESL), and Communications (Writing). She is interested in how language learning theories can be applied to writing instruction (e.g., corrective feedback, meta-linguistic strategies, motivation), and how ESL learners and Canadian-born English language learners will benefit from these instructional approaches.

Can Paraphrasing be Taught? Determining and Analyzing Paraphrasing Strategies of English L1 and English L2 learners at a Community College in Ontario

Paraphrasing is a common strategy used by post-secondary students to avoid plagiarism in their academic essays. However, it presents a variety of cognitive and lexical challenges for native speakers of English (L1) and nonnative speakers of English (L2). To address the implications of teaching paraphrasing skills in the classroom, this study investigated the types of paraphrasing strategies used in a writing task completed by L1 and L2 college students. After a brief introduction of previous studies on paraphrasing and summarizing, the research questions and preliminary findings of this study will be presented. CALL participants will then be encouraged to share their views on paraphrasing instruction, the role of metalinguistic awareness in language learning, and how strategy-based instruction promotes learning for L1 and L2 learners in a college level writing course.

Jeff Miles

[Fanshawe College]

Jeff is presently a professor of English at Fanshawe College. He is completing his doctoral dissertation in English at the University of Western Ontario, and holds an M.A. in English from the University of Victoria. Prior to teaching at Fanshawe, he taught English and writing courses at the University of Western Ontario and Camosun College in Victoria, B.C.

“Literacy” In Context: The Dumbest Generation?

Mark Bauerlein’s provocative 2007 book *The Dumbest Generation* articulates many of the concerns faced by educators confronting a new, techno-centric generation of students. A scathing indictment of the negative effects of modern technology on students’ minds, Bauerlein’s book argues that today’s students—accustomed to quick-fix informational tidbits—are functionally illiterate, lacking the ability to focus on written texts for prolonged periods of time. As a result, we are raising a generation of ignorant, self-absorbed young people destined to destroy the very cultural and democratic foundations of our society.

Sabine Milz

[Fanshawe College]

Sabine has been a professor of English at Fanshawe College since January 2009. Before that, she taught at various universities in Canada and the U.S. Having recently taught a course in verbal and visual literacy at Fanshawe, she has become interested in what the change from a print-technology-anchored society into an electronic-technology-anchored society concretely means in the context of teaching—of both how and what we teach.

This workshop, through a combination of presentation and group discussion, will explore many of the issues raised by Bauerlein in his book. Overall, however, this workshop will focus on the definition of literacy as it has changed and continues to change over time. What definition of ‘literacy’ grounds Bauerlein’s argument? Is it a fixed definition, based on outmoded literary and cultural principles? Or does the concept of literacy require a radical revision with the advent of each new communicative technology?

Kathleen Moran

[Conestoga College]

Kathleen is a Communications professor at Conestoga College. She has been teaching composition in Ontario for over 10 years. Before that, she taught in Japan for 8 years at Okazaki Gakuen College and Nihon Fukushi University. She has an M.A. in Applied Linguistics from Macquarie University in Australia and a B.A. in Psychology and Teaching English as a Second Language from Brock University in St. Catharines. Kathleen has presented at CALL conferences in the past and is an active presenter for TESL Ontario. She has also published in *Contact*, the journal for TESL Ontario. Kathleen's current areas of research include teaching effective composition across the curriculum, the role critical thinking plays in composition, and teaching grammar effectively. She is currently co-authoring a textbook for Oxford University Press and about to begin on a text for Pearson.

Learning to ride a unicycle: Helping students develop writing skills for the college level

Students often come to college with beliefs about their writing abilities. Many of them, once in a composition classroom, are not satisfied with the grade they receive, but they are not familiar with the academic expectations at this level. They are just beginning to learn the critical thinking process, they are enrolled in many program-related courses, which take up a great deal of time, they work part-time, they often do not understand that good writing is a process, and they often do not believe there is value in time spent on composition class assignments. This session is designed to show faculty ways to engage the learner so that the student learns to write successfully in composition classes and in program-related courses. Using practical examples, the focus of the presentation will be about how to engage the students, how to walk them through the composition process (specifically research essays), and how to help them learn to ride the unicycle, which is college-level composition.

Brett Reynolds

[Humber College]

Brett has taught English for Academic Purposes at Humber since 2003 and is also teaching Pedagogical Grammar in Humber's post-graduate TESL certificate. Before that he taught English and various other things in Japan for 10 years. He's somewhat scattered in his interests but is particularly interested in vocabulary and descriptive linguistic approaches to syntax. He writes the *English, Jack* blog at <http://english-jack.blogspot.com>.

Describing Levels of Literacy

Canadian governments are increasingly pushing the use of the Canadian Language Benchmarks (CLBs) as a broad language framework for purposes as varied as placing immigrants in LINC programs to benchmarking college accounting programs. This session will begin with a discussion of a number of language scales including the Canadian Language Benchmarks and the Common European Framework of Reference for Language. Following that, we will undertake various activities with the reading and writing descriptors from those frameworks including leveling the descriptors and applying them against samples of language with the purpose of becoming familiar with them and assessing their usefulness and applicability to college contexts

Wendy Wilson

[Fanshawe College]

As a long-time lover of all things technical and the coordinator of the School's Learning Management System, Wendy is always looking for the next big thing to try out on her students. Although she has recently toyed with Twitter and played around with Facebook and blogs, she is in the process of discovering the joy of working with an online cooperative writing tool. Wendy teaches communications to Architecture and Multimedia students and New Media Writing to General Arts students. She is the author or co-author of eight textbooks and is developing a Wiki textbook.

Something Wiki This Way Comes: An Adventure in Cooperative Writing and Learning

Who reads assignments, and who is the reader for whom students write? No matter how much we tell communications students that they should write for a specific type and level of reader, the person they are really have in mind is the dreaded English Teacher persona they have spent 12 or more years building in their minds.

This semester Wendy Wilson has had her sixth semester Architecture students working on a Wiki in WetPaint. The point of the Wiki, and therefore the potential reader, is to be a source of information for a first semester class on Sustainability in the Built Environment. Wendy will explain what works, what doesn't, and what a teacher can expect when he or she attempts to have a class build a Wiki. Conference participants with laptops will be able to join the Wiki and add to it while to presentation is in process.