

Carolinas Writing Program Administrators Meeting in the Middle

Friday, February 8, 2019

10:00 AM – 4:30 PM

UNC Charlotte Center City Building
Rooms 1102 and 1104 (11th Floor)
320 E. 9th Street, Charlotte, NC 28202

Theme: Reflection and Celebration! Looking Back, Moving Forward

Welcome to our (lucky) thirteenth annual Meeting in the Middle and to the 15th year of CarolinasWPA!

Wild, wacky weather in the Carolinas means that this meeting marks a full year since Carolinas Writing Program Administrators members and friends have had an opportunity to gather. We have much to catch up on—and much to celebrate!

Our theme for this year’s meeting is reflection—specifically, metacognition in the writing classroom. Metacognition—monitoring, evaluating, and adjusting one's own approaches to learning---is essential for a writer's development. Wendy Sharer and Kerri Flinchbaugh from East Carolina University will lead us in a workshop that focuses on two related areas: 1) strategies for helping students develop metacognitive awareness of their writing processes, and 2) promoting metacognitive pedagogy through WAC–based professional development. Time will be provided for participants to begin planning activities and assignments for their courses and/or to sketch out structures for metacognition-focused faculty workshops.

The lunch break will give you time to check in with colleagues about the “AP3 issue” in North Carolina, meet with others on tenure- or non-tenure track appointments about shared concerns, and any other special interests that span institution and state boundaries.

Other folks will be sharing their work during afternoon concurrent sessions.

And everyone is invited to celebrate our 15th anniversary and the transition to a slightly new executive team: Collie Fulford will be transitioning to past-president, Paula Patch to president, and Kevin Brock to president-elect.

Today’s Program

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| 9:45-10:00-ish a.m. | Coffee, Check-in, & Community |
| 10:15 a.m. | Welcome: “Shift Happens,” Paula Patch, President; Collie Fulford, (barely) Past-President; Kevin Brock, President-elect |
| 10:30 a.m. | Featured Workshop: "Metacognition in the Writing Classroom and Beyond," Dr. Wendy Sharer, and Dr. Kerri Flinchbaugh, East Carolina University |

12:00 p.m.

Lunch | Board Meeting | Showcase 1

Jessi Ulmer, Midlands Tech – “OWI for UDI”: Very few differently abled adults even attempt the college experience and even fewer successfully navigate the world of postsecondary education. I propose that we, as writing instructors, can use online writing instruction purposefully to provide universal environments in which all students, including those who are differently abled can be successful. By incorporating the first OWI principle with the three guidelines for Universal Design for Instruction, we can ensure that these students have the same opportunity to obtain a postsecondary education as their otherwise-abled counterparts.

1:00-1:45 p.m.

Session 1 – Choose A or B Sessions. A Sessions meet in 1102, B Sessions in 1104

- A1 Rod Spellman and Parag Budhecha, Guilford College - “Curriculum of Reflection”: Guilford College is undergoing a massive curricular change which will implement a new student-driven, mandatory minor focused on community engagement and real-world problem solving. This minor is girded by touchstone courses focused on reflection and a capstone course where students present their work publicly. Our Writing Program wants a significant role in these courses--possibly in teaching them, acting as guides to those teaching them, or providing faculty/student workshops on more effective reflection. While we have taught reflection as part of classroom assignments or end-of-course portfolios, we have less experience with teaching reflection as part of an ongoing minor that integrates courses outside our discipline and potentially solves problems with which we are not connected. We would like advice about how to conceive of reflection as part of large-scale, ongoing problem-solving and how to involve our Writing Program in laying the groundwork in first-year writing courses or in teaching higher-level reflective courses.
- A2 Jan Rieman, Rebecca Agosta, Angela Mitchell, Joan Mullin, Meaghan Rand, UNC Charlotte - “Minding the Gap: Reflections on WPA Decision Making”: Reflection and metacognition, crucial for classroom learning, is equally important for faculty and programmatic success. WPAs present a narrative of solidarity to their institutions and outside constituents. This picture is important for institutional advocacy and internal morale and vision. However, a continuing difficulty of being a WPA is the gap that often exists, visible or not, between program administrators and faculty instructors, a gap that is often not reflected on openly, much less discussed. While some curricular or policy changes are obviously shared, others are in gray areas: When should WPAs make decisions on their own and when do they need to seek more input from the full faculty? And how does a program with multiple WPAs--executive, writing center, FYW, undergraduate curriculum director -- coordinate their particular work with each other and share with full faculty?
- B1 Henry Marx, UNC-Pembroke - “Critical Thinking and the Problem of Fake News”: Fake news has become a major problem since the 2016 election. Many fake news sites have sprung up, some of which appear at first to be quite genuine. In a world where sources become increasingly questionable, how do we find truly reliable sources? How can we teach our students to become more discriminating consumers of information? How do we address this when some of our students may believe things that are clearly false? How can we adequately debunk fake news and other misconceptions? How do we address the problem of satire?
- B2 Jessica Pisano, Brian Graves, Leslee Johnson, Kristin Shepard, UNC-Asheville: “Meaningful Measure: The Paradox of Assessment”: For the past few years, we have been working to develop a programmatic assessment of our first-year writing course that will provide administrators and faculty with meaningful data about what our students are learning. Our most recent iteration of this assessment asks that all

LANG 120 instructors craft a final reflection prompt, consistent with the language and emphases of their particular section(s), that does the following: Asks their students to write a letter, either to the instructor or to future students in the course, that reflects on how their writing has changed and what they've learned about writing, with some form of supporting evidence, such as examples from their work or experience in the course. While we appreciate the metacognitive opportunity for authentic reflection this assignment offers students as well as the autonomy it gives our faculty, we are concerned about the how to draw meaningful and valid information about what our students are learning and how better to facilitate their learning from this assessment.

2:00-2:45 p.m. Session 2 – Choose A or B from above

3:00-3:30 p.m. Showcase 2: "Reflective Practices in the Classroom"

Jean Schwab, Writing and Media Lab Coordinator, Stephanie Knouse, Faculty Development Center Fellow, and Margaret Oakes, Director of Writing Programs, Furman University: Furman University has initiated strategies campus-wide to promote student reflection on their academic work, intellectual growth, and preparedness for the workplace. In conjunction with this effort, the Faculty Development Center has a faculty fellow whose job it is to provide resources and training for faculty to inject reflective practices into their classrooms and assignments. Some of these initiatives include faculty training workshops, resources for assignment preparation, and the creation of a series of microlectures to show other faculty how some are reworking their classes to include reflection, will discuss ways that these practices can be incorporated into writing instruction.

3:30-4:15 p.m. Reflection on the day and Carolinas WPA

4:15-4:30 p.m. Announcements

4:30 p.m. Adjourn

Optional Wait out the rush hour happy hour at 7th Street Public Market, across the park from the meeting venue