

CAROLINAS WRITING PROGRAM ADMINISTRATORS
MEETING IN THE MIDDLE
UNIVERSITY OF NORTH CAROLINA CHARLOTTE – CENTER CITY 1102/1104

14 February 2020 | Agenda

9:45-10:00-ish a.m. Coffee, Check-in, & Community

10:15 a.m. Welcome

Paula Patch, President; Collie Fulford, Past-President; Kevin Brock, President-elect

10:30 a.m. **Featured Speaker/Facilitator**

Dr. Jennifer Eidum, Elon University

"Language, Translingualism, Multilingualism: Reimagining the University for a Global Future"

12:00 p.m. **Lunch | Board Meeting**

1:00-1:15 p.m. Conversation/survey: CarWPA website design

Patrick Bahls, University of North Carolina Asheville

1:15-2:00 p.m. **Session 1**

Brian Graves and Jessica Pisano, University of North Carolina Asheville

“What We Say When We Talk about Writing: Seeking Common Ground across the Curriculum”

How best to encourage and support writing beyond our first-year classes? Inspired in part by Mark Blaauw-Hara’s (2014) research on his campus, our research explores how UNCA faculty talk about writing with their students, what genres they assign (Carter, 2007; Wardle, 2009), and what rhetorical features they expect (Thonney, 2011; Wolfe, Olson, & Wilder, 2014). Over the past several semesters, we’ve surveyed faculty about how they teach writing and followed up with both focus groups and a review of assignment prompts. We will share what we’ve learned so far and invite conversation about what to make of it—both for how we teach FYW and how we support WAC/WID efforts.

Erin Jensen, Belmont Abbey College

“Distrusting the Syllabus: Valuing Multilingual Student Practices Through Policy”

Implicitly and explicitly, writing courses often value English over all other languages. Course syllabi often focus on having students learn “academic English” and “academic writing skills” in

English. In my presentation, I will discuss examples of common phrases that are included on syllabi that are not supportive of translingual practices. I interviewed multilingual students about how the contents of the syllabus impact their use of multiple languages in their writing classes and will include their perspectives. I am interested in feedback from attendees about how we can change our syllabi to offer explicit support for multilingual policies.

2:15-3:00 p.m. **Session 2**

Consuelo C. Salas, University of North Carolina Charlotte

“Addressing ‘Language, Translingualism, and Multilingualism’ with Self-Identified Monolingual Speakers”

This presentation seeks to (1) discuss the quandary of discussing translingualism with students who self identify as monolingual and (2) create a space to have audience members contribute to how to teach these concepts with this demographic of student.

Pamela Simmons and Gladys Huggins, Winston-Salem State University

“Challenges of Motivating Generation Z Students in a First-Year Writing Course at a NC HBCU”

In this session, co-facilitators will address challenges of motivating Generation Z students in a first-year writing course. Facilitators will elicit feedback from attendees to discuss strategies to better understand how to accommodate the needs of GEN Z students.

3:15-3:45 **Synthesis & Planning Future Action**

3:45-4:15 **Reflection and Announcements**