

The Writing Studio Presents: *Writing and Discipline*

Thursday, March 19, 2009 from 4:00-7:30 p.m.
Friday, March 20, 2009 from 11:00-6:30 p.m.

Thursday, March 19

4:00-5:00 p.m.

Teaching and Evaluating Non-Native Academic Writing

233 Commons Center

Writing in a non-native language poses obvious challenges for both writers and those who read their writing. And clearly there are many purposes for writing in academic contexts. The focuses of this two-fold presentation are 1) to shed light on specific types of problems commonly encountered in academic writing by internationals and 2) to offer workable approaches to problems that arise and resources for readers (professors, teachers, teaching assistants, writing consultants, editors, etc.)

Nancy Calonge, Language Teaching Specialist, English Language Center
Michael Jumonville, Language Teaching Specialist, English Language Center
Rob Watson, PhD Candidate, French Literature
Brad Teague, PhD Candidate, Department of Teaching and Learning

Panel Chair: Lee Martin, Assistant Director, English Language Center

Writing, with Feeling: Personal Reflection in Student Writing

235 Commons Center

This panel will offer instructors' perspectives on personal writing as a course component – in the form of journal entries and personal narrative papers, and as part of otherwise analytical papers.

Sarah Kersh, English Department
John Morrell, English Department
Jane Wanninger, English Department

Panel Chair: Nicole Seymour, English Department and Women's and Gender Studies Program

5:15-6:15 p.m.

The Pedagogy of Style

233 Commons Center

Panelists will discuss how different disciplines approach aspects of style – its relation to knowledge, theme, and content; its rhetorical or aesthetic value, etc. – and how we can draw from one another's disciplines to develop different approaches to discussing style. This roundtable discussion will center around two examples, an eighteenth-century print and an excerpt from a twentieth-century text. We look forward to a wide-ranging conversation.

Leonard Folgarait, Professor of History of Art
Mark Schoenfield, Associate Professor of English

Panel Chair: Katherine Fusco, Lecturer in English, Assistant Director of the Writing Studio

iSearch 2.0

235 Commons Center

We argue for reconceptualizing the research process and, specifically, the I-Search paper (Macrorie, 1988) so that students can take advantage of the possibilities for inquiry, publishing, and connectivity afforded by Web 2.0 technologies and culture. The presenters will provide a theoretical foundation for rethinking research and also demonstrate specific strategies for teaching composition.

Members of the Department of Teaching and Learning: Emily Bigelow, Nathan Phillips, Jasmine Ma, Blaine Smith, Bridget Dalton, Erin VandeWater, Walt Colt, and Tara Alvey

Panel Chair: Kevin Leander, Department of Teaching and Learning

6:20-7:30 p.m. Reception

Friday, March 20

11:00-12:00p.m.

Writing About Trauma

235 Commons Center

Panelists will address some of the issues specific to writing about or depicting traumatic subject matter in poetry and/or prose.

Beth Bachmann, English Department and Creative Writing

Vivien Fryd, Department of History of Art

Charlotte Pierce-Baker, English Department and Women's and Gender Studies Program

Panel Chair: Kate Daniels, English Department and Creative Writing

Consulting Across the Curriculum: Opportunities and Challenges

233 Commons Center

At the Writing Studio, we believe that there are fundamental principles of good writing that students can apply to their work across the curriculum. Nevertheless, each discipline has its own distinctive features and habits. At least once a week, we encounter students or professors requesting consultants who know "my" discipline. Panelists will present short papers on various learning opportunities and practice challenges presented by this seeming paradox in Writing Studio work. We also will consider how, given the increasing academic bent toward interdisciplinary study, Writing Studio work might begin to bridge certain gaps between discipline-specific writing practices.

Dustin Lynn, Departments of Human and Organizational Development and Sociology and Writing Studio

Christina Neckles, English Department and Writing Studio

Jennifer Holt, Writing Studio and Philosophy Department

Panel Chair: Gary Jaeger, Senior Lecturer in Philosophy, Assistant Director of the Writing Studio

12:30-1:30 p.m.
Brownbag Lunch

The Agony and the Ecstasy: Incorporating Writing Instruction into the Content-Based Classroom

233 Commons Center

This panel will explore the challenges and opportunities of incorporating meaningful writing instruction and will consider strategies for doing so successfully.

Sarah Childress, English Department
Elizabeth Covington, English Department
Amanda Hagood, English Department

Panel Chair: Roger Moore, English Department

1:45-2:45 p.m.

How I Write

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Students in Vanderbilt's Master of Fine Arts program in creative writing will share some thoughts and tips on writing in various genres.

Bryn Chancellor, English Department
Destiny Birdsong, English Department
Alex Moody, English Department

Panel Chair: Stephanie Pruitt, English Department

3:00-4:00 p.m.

Teaching Writing in the Second Language Classroom

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The panelists will discuss different approaches to teaching and assessing writing in the second language classroom.

Tracy Barrett, Department of French and Italian

Rachel Nisselson, Department of French and Italian

Panel Chair: Patricia Armstrong, Center for Teaching and Department of French and Italian

Critical Writing About Mass Media: Bridging the Great Divide

235 Commons Center

The panelists will discuss their distinct approaches to writing about film, television, and other media not counted among the “high” cultural forms that academics are expected to address (the novel, poetry, drama, painting, sculpture, etc.).

Nafissa Thompson-Spires, Doctoral Candidate, Department of English

Donika Ross, Department of English

Claire Sisco King, Assistant Professor, Department of Communication Studies and Film Studies

Panel Chair: Paul Young, Director of Film Studies and Associate Professor of English

4:15-5:15 p.m.

Robert Barsky, Professor of French and Italian and English

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Noam Chomsky, Zellig Harris and the Problem of Writing (and Reading)

After *Noam Chomsky: A Life of Dissent*, and *The Chomsky Approach: A Radical Works Beyond the Ivory Tower*, I’m now completing *Zellig Harris’s America*, the final (?) book in this series about 20th Century studies on language and (radical) politics through the perspective of two seminal figures, and a host of figures from their respective milieus, including Leonard Bloomfield, Louis Brandeis, Franz Boas, Murray Eden, Albert Einstein, Seymour Melman and Edward Sapir. The strange coincidences of life have also led me of late to join a Collegium at the Yale Haskins Laboratory, deliberating the future of reading in the university and, as often happens during a long writing process, there has come to be an interesting overlap between the two projects; the differences in the ways that Chomsky and Harris approached the study of languages have led me to reflect upon the “discipline” of reading for writing, or writing about reading, which begs questions about how what we do, as professors and students, affects to our cognitive systems. In this talk, I will discuss how contemporary work in neurosciences and cognitive sciences can be read through the interaction between Zellig Harris and Noam Chomsky, and I will reflect upon what we might learn about reading and writing from their respective projects.

5:30-6:30 p.m. Reception for Panelists and their Guests

Dean of the Commons Residence