

Thinking and Writing Beyond Two Cultures: STEM, WAC/WID, and the Changing Academy

Fifth Biennial International Conference

Friday, November 21st, and Saturday, November 22, 2014

Quinnipiac University, Mt. Carmel Campus, Hamden, CT



KATHLEEN BLAKE YANCEY
KEYNOTE SPEAKER
SATURDAY, NOV. 22, 9AM

**Kellogg W. Hunt Professor of English
& Distinguished Research Professor
Florida State University**

An elected leader of many scholarly organizations—including the National Council of Teachers of English; the Conference on College Composition and Communication; and the Council of Writing Program Administrators—Kathleen Blake Yancey is Editor of *College Composition and Communication* and Co-Director of the Inter/National Coalition for Electronic Portfolio Research. She has focused much of her research on writing across the curriculum and writing assessment, especially portfolios, authoring or co-authoring over 70 articles and book chapters and authoring, editing, or co-editing eleven scholarly books—among them *Portfolios in the Writing Classroom*, *Reflection in the Writing Classroom*, *Assessing Writing across the Curriculum*, and *Portfolios 2.0*. Her co-authored *Writing across Contexts: Composition, Transfer, and Sites of Writing*, a study of the role that content and reflection play in students' transfer of writing knowledge and practice from first-year composition into multiple sites of writing across the university, will be published in spring 2014. Her numerous awards include the Florida State University Award for Graduate Teaching, the WPA Best Book Award, and the Donald Murray Writing Prize.

The 2014 conference will focus on intersections of critical thinking and writing within the unfolding legacy of C.P. Snow's *The Two Cultures and the Scientific Revolution*.

The opening conversation, "Science Diplomacy: Critical Thinking and Writing Across the Academy and the World," will be led by Vaughan Turekian, Chief International Officer for the American Association for the Advancement of Science (AAAS) and Director of AAAS's Center for Science Diplomacy. Working in places where diplomats do not or cannot normally go—Cuba, North Korea, Burma, Syria—the Center for Science Diplomacy addresses problems in foreign policy by engaging partners in a process to develop a shared understanding of science issues and the language that defines them.

Keynote speaker Kathleen Blake Yancey will present "Concepts and Practices in Flux: Critical Thinking and Writing Across the Disciplinary Cultures of the Academy." Much like a big city with multiple neighborhoods—each with its own practices and rituals—college is a world with multiple cultures, which we think of as disciplines, each of which has its own language, its own problems, acceptable evidence, and genres. One important task for faculty, therefore, is to help students understand how a given culture is both similar to and different from other cultures within the academy. Doing so makes the implicit features of the discipline explicit and therefore available and helpful to our students. And because each student brings with him or her unique prior knowledge and experiences, it is critical that students are asked to map—for themselves—these similarities and differences and to articulate what they mean for thinking and writing in a given discipline. Drawing from experiences of both students and teachers in various disciplines, this talk will outline how such articulation and reflection can support student learning.

Kathleen Blake Yancey will be available on Saturday to consult with individuals and groups that wish to discuss the challenges faced by their departments and programs. To arrange a meeting, contact the conference coordinator: Paul.Pasquaretta@Quinnipiac.Edu. The cost of the conference is \$300 for Friday and Saturday, and \$150 for Saturday only, inclusive of meals.



**Vaughan Turekian, American
Assoc. for the Advancement of
Science, Friday, Nov. 21, 7pm**

Register online: <http://www.quinnipiac.edu/institutes-and-centers/writing-across-the-curriculum/conferences>

(program on following page)

Saturday, November 22, 10:30am-12noon, Concurrent Session 1

<p>1A: “Micro-Interdisciplinarity: Students and Educators as Disciplinary Hubs” <i>Tracy Hallstead (Quinnipiac University)</i></p> <p>“Generative Error and the Grammar of Disciplinarity” <i>Adam Katz (Quinnipiac University)</i></p> <p>“Measuring and Diagnosing the Rules of the Discipline: Student Readings of Eula Biss’ ‘Pain Scale’” <i>Melissa Kaplan (Quinnipiac University)</i></p>	<p>1B: “Linking the Disciplines in STEM Writing Instruction” <i>Leslie Ann Roldan Jane Kokernak Jessie Stickgold-Sarah (Massachusetts Institute of Technology)</i></p>	<p>1C: “A Is for Analysis: Engaging Critical Thinking in Science Through the Textual Practices of the Humanities” <i>Judith Swan Khristina Gonzalez (Princeton University)</i></p> <p><i>Priscilla Fonseca (Quinnipiac University)</i></p>	<p>1D: “What about High School? Critical Applications of Transfer Theory in First Year Writing” <i>Chris Edwards (University of Massachusetts, Amherst)</i></p> <p>“First Year Writing Course as a Cultural Bridge for Faculty” <i>Wendy Menefee-Libey (Harvey Mudd College)</i></p> <p>“Shrinking C.P. Snow’s Great Divide: Dynamic Teaching Partnerships at the University of Hartford” <i>Pat Morelli (University of Hartford)</i></p>	<p>1E: “Critical Thinking from Classroom to Clinic: Integrating Peer Response Workshops in Communication Disorders and Speech-Language Pathology” <i>Laura B. Willis Embry Burrus James Truman (Auburn University)</i></p>
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1pm -2:30pm, Concurrent Session 2

<p>2A: “Critical Thinking and Writing in the Middle Ages and Renaissance: How the Roots of the Liberal Arts Reframe the ‘Two Cultures Debate’” <i>Anne M. Dropick (Quinnipiac University)</i></p> <p>“Applying Goodman’s Concepts of Multiple Worlds, Categories and Symbol Systems to the Interdisciplinary Challenges of Writing Across the Curriculum” <i>Jennifer Mundale (University of Central Florida)</i></p> <p>“Surveillance Culture and Academic Community: First Amendment Strategies in the Age of Warrant Canaries” <i>Casey J. Rudkin (Western Connecticut State Univ.)</i></p>	<p>2B: “STEM Students and the Role of Meaningful Writing” <i>Ellen Geller (St. John’s University)</i></p> <p><i>Neal Lerner (Northeastern University)</i></p> <p><i>Michele Eodice (University of Oklahoma)</i></p>	<p>2C: “Writing Integration in a Health Science Program” <i>Marcia D. Nichols (University of Minnesota, Rochester)</i></p> <p>“Writing and Critical Thinking Across Two Cultures in a Health Sciences University: Notes on Curriculum Redesign to Strengthen Disciplinary Writing in Senior Biology Seminars” <i>Wendy K. Roberts Michael J. Cripps (University of New England)</i></p> <p>“Curriculum to Cultivate Medical Students’ Self-Awareness, Perspective-Taking, and Self-Care” <i>Anna-leila Williams (Quinnipiac University)</i></p>	<p>2D: “Teaching Rhetoric in Engineering Writing Through Applying Workplace Scenarios” <i>Mary Caulfield (Massachusetts Institute of Technology)</i></p> <p><i>Mark Hoffman (Quinnipiac University)</i></p> <p>“Bridging the Sciences and Humanities in Nursing Education” <i>Jeanne LeVasseur (Quinnipiac University)</i></p> <p><i>Kimberly Petrovic (Southern Connecticut State University)</i></p>	<p>2E: “Marginal Movements Unite: Using Established Alternative Pedagogies to Change the Culture of Academia” <i>Beverly Army Williams Catherine Savini Vanessa Diana Brian Conz (Westfield State University)</i></p>
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2:45-4:15pm, Concurrent Session 3

<p>3A: “Critical Thinking, Identity, and the Brain: Insights from Neuropsychology” <i>Irene Clark (University of California, Northridge)</i></p> <p>“Using Critical Thinking in Neuroscience to Teach How To Improve Thinking in Nanoscience and Philosophy” <i>Don Jones (University of Central Florida)</i></p> <p>“Techniques for Capturing Critical Thinking in the Construction and Communication of Advanced Mathematical Knowledge” <i>Peter Samuels (University of Birmingham, UK)</i></p>	<p>3B: “Critical Thinking and Writing Across the Curriculum: Case Study of a Composition-II Research Project” <i>Anish Dave (Georgia Southwestern State University)</i></p> <p>“Horizontal Knowledge Production: Collaborative Research in an Undergraduate Writing Class” <i>Deborah Breen Thomas Casserly (Boston University)</i></p> <p>“Study of Students’ Perceptions of Critical Thinking and Writing in Academia and Beyond: The Results and Further Discussion” <i>Tara Friedman Patricia Dyer (Widener University)</i></p>	<p>3C: “The Value of Sociology for the Millennial Workforce: A Case Study of a Capstone Internship Course” <i>Stacy Missari Lauren M. Sardi (Quinnipiac University)</i></p> <p>“The Humanities & the Social Sciences Meet the Sciences: Dr. Watson & the Birth of Sherlock Holmes; Sherlock Holmes & the Birth of Forensic Science” <i>Karen Veselits (Quinnipiac University)</i></p> <p>“Plato’s Wiki: The Possibility of Digital Dialectic” <i>Mark Noe (University of Texas, Pan American)</i></p>	<p>3D: “Turning Resistance into Receptiveness: Reflections from a Course for Faculty on Critical Thinking Pedagogy” <i>Steven J. Pearlman David Carillo (University of Saint Joseph)</i></p> <p>“Writing and Institutional Excellence Initiatives: ‘Autonomy with Accountability?’” <i>Suzanne Hudd. (Quinnipiac University)</i></p>
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