

8th CWCA/ACCR Conference
Transformative Inclusivity:
Social Justice and Writing Centres



Virtual Conference

May 17 – 21, 2021

12pm-4:30pm EST

President's Welcome

It is an enormous pleasure to welcome you to the 8th annual conference of the Canadian Writing Centres Association/Association des centres de rédaction canadiennes.

This is an exciting and scary moment. At a practical level, this is our first ever online conference and we have the largest number of conference registrants ever. At the political level, our association is in the process of committing to actively promoting racial justice, which means making change, promoting change, and supporting change. Exciting and scary. Yes.

The theme of the conference is Transformative Inclusivity. Together we will be exploring how to make writing centres—our spaces, our practices and our research—more accessible, inclusive, and democratic. We need these discussions, and we need them to feed into action and social change. One of the great alchemies of a conference is that as we, presenters and participants, pour our ideas, theories, reflections, research and experience into the funnel of dialogue and exchange, new possibilities and renewed commitments emerge.

Feedback on past CWCA/ACCR in-person conferences has often celebrated their friendliness and community. Here in our first online conference, we invite you to consciously continue that tradition. Attend the pre-conference social and meet some new people. Use the open chat room. In sessions, make a comment, ask a question, acknowledge an insight. Reach out and share what you are thinking. Listen. Learn. Grow.

And finally, care for yourself. Obviously, we are hoping you attend and suck the marrow out of every presentation. And we also recognize that we are all of us in many places at once: not only at the conference but at home and perhaps also at work. So please, take a break when you need to. Make yourself a delicious snack. Go for a walk and rest your eyes on sky rather than screen. Reflect and write on what you are hearing. It is in my mind that the better world we are working to create takes living beings as its measure, not machines, and does not require the ongoing sacrifice of life, pleasure and love to work.

We look forward to talking, listening, texting, chatting, learning from you and with you. Whether this is your first CWCA/ACCR conference or your 8th, welcome, and be well.

*Sarah King, CWCA/ACCR President (outgoing)
and
Clare Bermingham, CWCA/ACCR President (incoming)*

Welcome – Conference Hosts and co-chairs

A warm welcome to CWCA/ACCR's eighth annual independent conference. We have had to wait an additional year before getting together as a community, and it has been a year of extraordinary challenges and losses as well as of resistance and recovery. The shadow of Covid-19 has fallen on our institutions, colleagues, and the work we do. Even as it forces us to meet virtually, it has offered opportunities for a deeper understanding of social and economic inequalities, and of the role of academic institutions in perpetuating them. Honouring the activism of the Black Lives Matter, Land Back, and disability justice movements, and other projects seeking to build a more just society, our call for papers this year focused on equity in Writing Centres. The responses from presenters and participants suggests that many of us are engaging fiercely with the political and ethical questions raised by our work at the interface of language and power. In keeping with the long history of writing centres as spaces of dynamic praxis, we are asking difficult questions and experimenting with pedagogies that resist academic power structures. We are trying to be allies or accomplices to our Black, Indigenous, racialized, disabled, queer, and trans colleagues. And, during this conference, we are coming together to test our ideas, share our successes, and puzzle through how we can make Writing Centres inclusive, not in add-and-stir fashion, but in a way that is transformative.

While our conference will take place on a virtual platform, the two institutions co-hosting it are Huron University and King's University College. We are situated on the traditional lands of the Anishnaabe, the Haudenosaunee, the Lunaapewak, and the Attawandaron Peoples. Indigenous stewardship of these lands, which are connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum, inspires and provides an ethical framework for our academic hopes and goals.

We know you have all managed complicated and difficult personal situations this past year, and are continuing to overcome challenges even as you set aside time for this conference. We are honoured by your participation. Once again, bienvenue, boozhoo, namaste, welcome.

Amanda Penney, Michelle Hartley, and Vidya Natarajan, Conference Co-Chairs, 2021

Agenda at a Glance

Thursday, May 13, 2021

1:00 pm – 4:00 pm Pre-conference drop-in sessions

Friday, May 14, 2021

9:00 am – 12:00 pm Pre-conference drop-in sessions - Guided Orientation to the Conference Platform

1:30 pm – 3:00 pm Pre-conference social (pre-registration required)

Monday, May 17, 2021

11:30 am – 1:45 pm Land Acknowledgement by Mandy Penney, Huron University College
Ceremonial Welcome by Liz Akiwenzie, Cultural Educator, Healer, and Knowledge Keeper

Opening Plenary: “Transformative Justice” by Neisha-Anne Green, American University

2:00 pm – 3:15 pm Concurrent Sessions

3:30 pm – 4:30 pm Special Roundtable: Antiracism in the Writing Centre: Collaboration and Activism in the Remote Work Environment” (Theory + Praxis Talk and Conversation)

Tuesday, May 18, 2021

12:00 pm – 1:15 pm Concurrent Sessions

1:30 pm – 2:45 pm Concurrent Sessions

3:00 pm – 4:30 pm Invited Workshop: Rehabilitating the Academy: Confronting Ableism in Pedagogy and Practice

Wednesday, May 19, 2021

12:00 pm – 1:15 pm CWCA Blog Session + Special Section Editors

1:30 pm – 2:45 pm Concurrent Sessions

3:00 pm – 4:15 pm Concurrent Sessions

Thursday, May 20, 2021

12:00 pm – 1:00 pm BIPOC Closed Session

1:15 pm – 2:30 pm Sandbox Sessions (3 Sessions Total)

2:45 pm – 4 :30 pm CWCA/ACCR’s 14th Annual General Meeting

Friday, May 21, 2021

12:00 pm – 1:00 pm Peer Tutor Roundtables

1:15 pm – 2:30 pm Concurrent Sessions

2:45 pm – 4:30 pm Closing Plenary: “Sensing Access” by M. Remi Yergeau, University of Michigan

Conference Agenda

Thursday, May 13, 2021

1:00 pm – 4:00 pm

Pre-Conference Drop-In Sessions – Guided Orientation to the Conference Platform

Purpose: Open to all presenters, moderators, interpreters, and attendees for questions and support in navigating the ConnexMe platform, joining relevant sessions, interaction options, etc.

Facilitators: Mandy Penney and Marcia Gardiner

Zoom Link: <https://westernuniversity.zoom.us/j/94547932413>

Friday, May 14, 2021

9:00 am – 12:00 pm

Pre-Conference Drop-In Sessions – Guided Orientation to the Conference Platform

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Facilitators: Mandy Penney and Marcia Gardiner

Zoom Link: <https://westernuniversity.zoom.us/j/94547932413>

1:30 pm – 3:00 pm

Pre-Conference Social

Catch up with new and old friends at this year’s pre-conference social!

Hosted by Stephanie Bell, York University, Digital Media Chair, CWCA

Register in advance at the link below

https://yorku.zoom.us/meeting/register/tJ0ocuGuqT8iGddWlv1IQj_8nrs0ogIXEzLP

After registering, you will receive a confirmation email containing information about joining the event.



Conference Agenda

Monday, May 17, 2021

11:30 am – 1:45 pm



Land Acknowledgement by Mandy Penney, Huron University College

Ceremonial Welcome - Liz Akiwenzie, Cultural Educator, Healer, and Knowledge Keeper

My name is Nististange we (understanding women) - Anishabek moswin
My Oneida name is Dayyayutdoladoe - Haudenosaunee I am turtle clan from my mothers Nation.

I have been working in the helping field for almost 40 years.
I have a Social worker background, I am a ceremonial person, Lodge conductor, cultural Educator for educators and caregivers, Cultural knowledge keeper for Native Communities, Healer and medicine person.

I have worked in the justice system CSC and probation; health systems; health centres, mental health services; educational systems colleges and universities; Addictions/drug services; Native communities in healing and wellness using Cultural knowledge from the ole ones, Cultural teachers, Ceremonial Teachers, knowledge keepers, and were Original language teachers.

I was born into a cultural genocide world of abuses, property, racism, sexual abuse by settlers, physical abuse by settlers, spiritual abuse by settlers, mental abuse by settlers. The Federal government law of the Indian Act of genocide which was to kill me, family, community and nations. To take our land base and the resources.

My empowerment of life from the abusive attack on me was healed from my Cultural ceremonies, teachers, our medicines, and Cultural educators.
My self love, self esteem, self confidence, my pride, my love of life comes from my Cultural land-based renewal of interconnectedness of creation. Of our Cultural educational knowledge from my older Relative of the Original people's natural way of life.

I humbled by the light love of my older relative of their knowledge. I am a Helper to the people; in the language they say Sabaawaawis.
I live with the seven grandfather teachings, the seven stages of life, which guides my healing and wellness.

Conference Agenda

Opening Plenary: Transformative Justice - Neisha-Anne Green, American University

Neisha-Anne S Green is Director of Academic Student Support Services and The Writing Center, Faculty Fellow for the Frederick Douglass Distinguished Program, Faculty Affiliate for the Anti-Racist Policy and Research Center and instructor at American University in Washington, DC. She has given keynotes at International Writing Center Association, International Writing Across the Curriculum Conference and Baltimore Metro Writing Center Conference. She has given presentations at National Conference on Peer Tutoring in Writing, Mid-Atlantic Writing Center Association, North East Writing Center Association, Conference on College Composition and Communication, International Writing Center Association, to name a few.

Neisha-Anne is a multidialectal orator and author proud of her roots in Barbados and Yonkers, NY. She is an accomplice always interrogating and exploring the use of everyone's language as a resource who is getting better at speaking up for herself just as much as she does others. She continues to collaborate on workshops and publish on anti-racism and anti-racist pedagogy and is working on her book Songs From A Caged Bird.

Neisha-Anne will be one of the SI leaders at this summer's IWCA Summer Institute.



2:00 pm – 3:15 pm

Capacity Building: Culturally Responsive Pedagogy at the Writing Centre

Interactive Workshop

Location: [Concurrent Session Room 1](#)

Culturally Responsive Pedagogy (CRP) calls upon educators to develop socio-cultural awareness, to insist on equity and inclusion, and to dismantle barriers to the following dimensions of diversity and/or their intersection: ancestry, culture, ethnicity, gender, gender identity, language, physical ability, intellectual ability, race, religion, sex, sexual orientation, socio-economic status, and others. CRP asks that educators understand their own position in society as they get to know their students culturally, linguistically and academically. This workshop is a model for Writing Centre (WC) staff training to develop a culturally responsive mindset. We will guide participants through the process of unpacking the what, why and how of CRP through reflection and mapping to theory and related practical competencies.

Presented by:

Sheri Henderson, King's University College At Western University

Emily Pez, King's University College At Western University

Mod: Mandy Penney

Conference Agenda

The Writing Centre is Not An Island

Interactive Workshop

Location: [Concurrent Session Room 2](#)

This workshop takes inspiration from the 2002 documentary Alcatraz is Not an Island, and more broadly from Indigenous re-occupation of territory as a form of powerful activism. Transformative inclusivity asks us to critically consider who is doing the including and who is positioned as seeking inclusion in writing centres. The session facilitator will share experiences of seeking inclusion in student-facing departments outside the writing centre and engaging in relationship-building in those spaces. These experiences have raised questions about the work, responsibilities, vulnerability, and power dynamics that can infuse even a seemingly good concept such as transformative inclusion.

Presented by:

Julia Lane, Simon Fraser University

Mod: Heather Fitzgerald

Limiting student appointments: Help or hindrance to accessibility?

Roundtable Discussion

Location: [Concurrent Session Room 3](#)

Writing centres eagerly promote their flexibly scheduled support while, at the same time, limit weekly student appointments. Such limits are thought to maximize accessibility and discourage dependency. Students who value and need the writing support find creative ways to obtain appointments that exceed these limits. Does the practice of limiting student appointments actually impede accessibility for those who need writing centre support most? In this roundtable discussion, we plan to facilitate exploration of this issue and consider alternatives. What balance can writing centres strike between appointment limits and accessibility?

Presented by:

Nancy Ami, University of Victoria

Odivi Ghanbari, University of Victoria

Kaveh Tagharobi, University of Victoria

Emily Arvay, University of Victoria

Mod: Michelle Hartley

Conference Agenda

Linguistic Inclusivity in Writing Center Work: Transformative Practices

Roundtable Discussion

Location: [Concurrent Session Room 4](#)

This session contributes to the writing center's expanding work on promoting social justice for multilingual writers. The session explores how a writing center can adopt practices grounded in multilingualism and world Englishes, not as peripheries of non-traditional students but, as norms that don't need mitigation. I share my writing center's experience in adopting transformative practices that resist the marginalizing hegemonist and oppressive policies. As I reflect on my experience of success and challenges, I offer space for participants to explore how they negotiate their work which seeks to go beyond tolerance and accommodation to true inclusion.

Presented by:

Hidy Basta, Seattle University

Mod: Vidya Natarajan

3:30 pm – 4:30 pm

Special Roundtable: Antiracism in the Writing Centre: Collaboration and Activism in the Remote Work Environment (Theory + Praxis Talk and Conversation)

During a time when Zoom fatigue, email exhaustion, and disconnection characterize our every day, BC Writing Centres focused on building community and creating space to ask challenging questions about racism and antiracism in our work. Action became not only possible, but also reflected greater depth and breadth through collaboration (workshops, joint writing projects, regular meet-ups) and resulted in commitments that we may not have made individually but could with support from colleagues at different institutions.

In this Community Conversation, participants will be invited to explore how such an approach could be applied in and across their own contexts. We will introduce the BCWCA Statement of Commitment to Antiracism and describe how it was created from a collective desire to move from questions and discussion to action. Through discussion and interactive activities in this Community Conversation, we will create and inspire commitments that we may not have made individually, further connection, accountability, and opportunities for all of us as members of CWCA, and collaborate on our antiracist work in Writing Centres to make the systemic changes that are needed.

Presented by:

Julia Lane, Simon Fraser University

Jenna Goddard, Thompson River University

Amanda Brobbel, University of British Columbia

Holly Salmon, Douglas College

Mod: Clare Bermingham

Conference Agenda

Tuesday, May 18, 2021

12:00 pm – 1:15 pm

Writing tutoring and caring for self and student: personal work with a political agenda

Interactive Workshop

Location: [Concurrent Session Room 1](#)

This interactive workshop will invite participants to engage in practical terms with recent scholarship around wellness and care, in particular Slow Scholarship, which advocates a radical holistic model of inter-collegial and instructor-student interactions based on care and mutual support. This session aims to make a case for a) space and time in tutoring sessions for explicit acknowledgment of, and attention to, students as embodied persons; and b) caring for ourselves in tutoring sessions as an essential foundation for caring for students' whole person. A third goal is to raise awareness of the political implications of advocating for a pedagogy of care.

Presented by:

Sarah King, University of Toronto Scarborough

Mina Arakawa, University of Toronto Scarborough

Mod: Mandy Penney

Forming Writing Communities through a Writing Commons

Research Presentation

Location: [Concurrent Session Room 2](#)

We will discuss a writing community that formed at Western's Graduate Student Writing Commons. We will touch upon how this Writing Commons formed to meet a need for writing support at our faculty, how we built a community of writers, and how we transitioned from one iteration of the Writing Commons to another. The community that developed through the Writing Commons evolved can expand beyond a single context and inform writing centers more broadly as they adapt to the increasingly broad range of students and projects that consult writing centers every year.

Presented by:

Jill Dombroski, Western University

Chris Eaton, University of Toronto Mississauga

Mod: Urvi Maheshwari

Conference Agenda

Access to Reading and Book Recommendations in Writing Centres

Research Presentation

Location: [Concurrent Session Room 2](#)

This presentation outlines a rationale for offering book recommendations through Writing Centres. By "book recommendation," I mean the suggestion of any form of written text to an individual student in response to that student's interests in the context of a relationship founded on discussions about reading, writing, and learning. Personalized book recommendation, enabled by the one-on-one interaction that is characteristic of Writing Centres, opens access to academic literacy. Pursuing a reading recommendation practice is one way to make reading more accessible (by empowering students to select texts out of endless possibility) and more visible (in writing consultations).

Presented by:

Dale Tracy, Royal Military College of Canada

Mod: Urvi Maheshwari

ELL writing instruction as equity practice: a guide for the guilty

Roundtable Discussion

Location: [Concurrent Session Room 3](#)

The continuing debate over how ELL writing instruction erases students own language practices assumes new relevance with a focus on equity. It is important to ground these questions in the context of the neoliberal university and society at large, in which students pursue English language education by and large for work purposes. Eliminating bias in ELL writing means changing the conditions that drive students to academia, and this poses a challenge to the practices of writing instruction as they are currently constituted.

Presented by:

Greg Sharzer, University of Toronto Scarborough

Tom Robles, University of Toronto Scarborough

Mod: Heather Fitzgerald

Conference Agenda

Helping Multilingual Students Succeed in College Academic Culture

Roundtable Discussion

Location: [Concurrent Session Room 4](#)

Multilingual students form an increasing population in post-secondary institutions. These students face unique issues concerning inclusion and accessibility in classrooms and in their academic work. To support these students, our Learning Centre focuses writing tutoring and tutor training to meet the diverse needs of multilingual students as they navigate the academic culture of the institution. This session will focus on how one writing centre has responded to the needs of these students and will suggest strategies that other writing centres could incorporate.

Presented by:

Nancy Johnson Squair, Douglas College

Megumi Taguchi, Douglas College

Sugeeta Gurjar, Douglas College

Antonio Su, Douglas College

Cecil Klassen, Douglas College (retired)

Mod: Stephanie White

1:30 pm - 2:45 pm

Writing Centres and Students with Disabilities: Perspectives on Strategies for Inclusion and Adapting Learning Environments

Roundtable Discussion

Location: [Concurrent Session Room 1](#)

This workshop aims to discuss how we support students with disabilities in our WCs. What have we developed or changed to support students with disabilities and diverse learning needs? This interactive work shares scholarly research and our perspectives on how we can enhance our learning and teaching environments, with a focus on what writing centres already do to support students with disabilities. In small discussion groups, participants will be invited to describe their approaches, institutional challenges, and opportunities for creative approaches to support student needs: programming alternatives to tutoring sessions; tutoring strategies; challenges / opportunities in partnerships; and training opportunities.

Presented by:

Nancy Johnston, University of Toronto Scarborough

Victoria Ventura, University of Toronto Scarborough

Mod: Clare Bermingham

Conference Agenda

Asynchronous learning as a gateway to reflective practice in the writing centre

Interactive Workshop

Location: [Concurrent Session Room 2](#)

This interactive workshop explores the value of asynchronous discussions for encouraging self-awareness and reflective practice. Participants will review and discuss several modules of the writing advisor training program used at McMaster University and have opportunities to share ideas and challenges from their own writing centres.

Presented by:

Mary McCaffery, McMaster University

Mod: Heather Fitzgerald

Indigenizing Writing Support: Transformation through Transitioning Space

Roundtable Discussion

Location: [Concurrent Session Room 3](#)

In this roundtable, we discuss balancing leadership and allyship to support and empower Indigenous student writers. As white settler writing centre professionals, we recognize that we must step back from our roles as unit decision-makers to learn from, engage with, and support our Indigenous colleagues and students. We will share what we have learned over the years and the adaptations we have made to our practice by moving writing centre work out of the writing centre. This session is an opportunity to engage in dialogue with colleagues about ways we can contribute to the social justice aims of decolonization and reconciliation.

Presented by:

Jenna Olender, Wilfrid Laurier University

Karley Doucette, Wilfrid Laurier University

Mod: Michelle Hartley

3:00 pm – 4:30 pm



Rehabilitating the Academy: Confronting Ableism in Pedagogy and Practice by Dr. Jeff Preston

Jeff Preston, Ph.D., is an assistant professor of Disability Studies at King's University College at Western University where he teaches classes on disability, popular culture and theory. A long-time advocate and motivational speaker, Jeff's work focuses on the intersection of disability, subjectivity, biopower and culture. Jeff's first book, *The Fantasy of Disability*, was published in 2016 by Routledge. Currently, Jeff is working on cyber archaeologies of disability-based memetic clusters as vectors of ableism and postmodernist sites of inquiry.

Mod: Aaron Keeler

Conference Agenda

Wednesday, May 19, 2021

12:00 pm – 1:15 pm

CWCA Blog Session + Special Section Editors Roundtable

Interactive Workshop

If you're interested in publishing opportunities through CWCA, then this is your opportunity to meet past and present editors of the CWCA Conference Special Section in Discourse and Writing/Rédactologie and the current editors of Canadian Writing Centre Review/revue Canadienne des centres de rédaction (CWCR/RCCR) Blog. Say hello, ask questions, discuss ideas, and hear more about the publication process in both publications.

Mod: Stephanie White

1:30 pm – 2:45 pm

Inclusivity at the Margins of an Academic Institution

Roundtable Discussion

Location: [Concurrent Session Room 1](#)

This roundtable seeks to identify and address inclusion issues that may arise at different writing centres, all the while facilitating better communication and collaboration among writing centre stakeholders. It responds to the following question in the call for proposals: "how can writing centres play a greater proactive role in ensuring access to learning that goes beyond mere consumption of existing programs for all students, but especially for students from disadvantaged backgrounds?"

Presented by:

Joel Benabu, University of Toronto Mississauga

Tyler Evans-Tokaryk, University of Toronto Mississauga

Mod: Heather Fitzgerald

Conference Agenda

Beyond the Rainbow Sticker: Embedding Queerness in Writing Centre Spaces

Research Presentation

Location: [Concurrent Session Room 2](#)

The openness to queer identities into writing centre spaces may feel, in many institutions, as a thing already accomplished. Harry Denny's article, "Queering the Writing Center," is nearly fifteen years old, after all. And our writing centre spaces – progressive, hip, and student-centered – are LGTBT+ friendly, aren't they? We have rainbow stickers on our doors, and we talk about LGBTQ+ equity in tutor training. Complicating this narrative, this presentation invites participants to discuss the ways that queerness troubles writing centre spaces, relationships, and practices in order to move the discussion about queer inclusion away from the privileged standpoint of welcoming outsiders in and towards an embedding of queerness as a means towards radical equity.

Presented by:

Clare Bermingham, University of Waterloo

Mod: Aaron Keeler

Lowering Barriers: Bringing Writing Centres to the Students

Research Presentation

Location: [Concurrent Session Room 2](#)

Writing Centres embrace the rhetoric of a neutral, value-free space, but do all students have equal access to Writing Centres? Barriers may prevent students from reaching out and obtaining the support that they need. We discuss a model that moves Writing Centre support to students by imbedding trained, peer mentors into the course-based Learning Management System as one answer to improving inclusivity in online education. The program raised awareness of writing-related issues and built partnerships between the Writing Centre, peer mentors, students, and faculty to help students reach their full potential.

Presented by:

Sue Beckwith, Trent University

Natalie Nelson, Trent University

Mod: Aaron Keeler

Conference Agenda

Cultural Competency and the Writing Experience

Research Presentation

Location: [Concurrent Session Room 2](#)

Cultural competency becomes progressively more relevant in supporting the writing process as we increase our understanding of how differing cultures manifest their connection to relevant cultural implications incorporating the beliefs, actions and values practiced by a group of individuals (Sandell & Tupy, 2015). Cultural awareness includes basic knowledge of these diverse drivers of content style, ultimately culminating in differing levels of cultural competence of an expert purveyor of feedback and guidance to writers at the post-secondary level. In the current climate, this understanding of culture includes a myriad of persuasions, including sexual orientation/gender identification and requires increased awareness by instructors.

Presented by:

Cindy Bongard, University of Toronto

Mod: Aaron Keeler

Learning Disabilities at the Writing Centre: Non-typical Support for Non-typical Learners

Research Presentation

Location: [Concurrent Session Room 3](#)

In this presentation, I will review some of the specific cognitive functions involved in university-level writing, and discuss a number of specific, research-aligned practices that writing centre instructors can use to better support non-typical learners.

Presented by:

Daveeda Goldberg, University of Toronto

Mod: Michelle Hartley

Conference Agenda

Meeting Students Where They Are (Online): Universal Design for Learning in the Academic Skills Centre

Research Presentation

Location: [Concurrent Session Room 3](#)

Writing centres continuously strive to develop inclusive learning communities in their departments and institutions. However, it can be challenging to develop metrics that capture our success in reaching students. To address this, Academic Skills staff at Trent University will survey students about their experiences in accessing and using online services and resources guided by Universal Design for Learning principles. We will link this data to past work on the social and academic profiles of 2014-17 service users. Numerical data grounded our understanding of who uses our services, but narrative data can deepen our ability to examine barriers that students encounter.

Presented by:

Erin Stewart Eves, Trent University

Marisha Lamond, Trent University

Mod: Michelle Hartley

3:00 pm – 4:15 pm

Analysis as a Tool for Thesis Statement-Based Essays

Interactive Workshop

Location: [Concurrent Session Room 1](#)

A presentation and interactive discussion of teaching the concept of analysis as a tool in writing compelling argumentative or thesis statement-based essays. Teaching such an approach can result in a more equitable dynamic between instructor and student, facilitating independence, collaboration, and meaning-making.

Presented by:

Thomas Robles, University of Toronto

Mod: Stephanie White

Conference Agenda

Embodied writing: Access, participation, and redesign

Interactive Workshop

Location: [Concurrent Session Room 2](#)

Drawing on *Sharing Breath: Embodied Learning and Decolonization* (Batacharya & Wong, 2018), this session focuses on the potential of writing centres to provide a space where embodied learning and decolonization promote accessibility and the transformation of writing instruction pedagogy through an on-going and collaborative process (Batacharya & Wong, 2018; Looker, 2016; Titchkosky, 2011). The workshop will consist of a presentation about embodied learning, decolonization, critical language learning, and disability studies followed by activities designed to consider student and instructor experiences of decolonial embodied pedagogies and how these experiences can inform understandings of accessibility and equity in writing centre work.

Presented by:

Sheila Stewart, University of Toronto

Sheila Batacharya, University of Toronto Mississauga

Mod: Clare Bermingham

Examining the dynamics of transformative inclusivity for supporting ELLs during the COVID-19 pandemic: Insights from a high-impact non-credit writing program

Roundtable Discussion

Location: [Concurrent Session Room 3](#)

Academic English challenges in higher education faced by English language learners and students from disadvantaged backgrounds are exacerbated during the COVID-19 pandemic. This roundtable presents findings from a high-impact non-credit writing support program based on transformative inclusivity. This unconventional approach engaged students in almost daily voluntary course reading and writing with personalized feedback that developed students, academic reading, writing, and critical thinking skills. Qualitative and quantitative data presented show the efficacy of mindful application of Culturally Responsive Teaching (CRT) to empower low-proficiency students in pursuing and sustaining transformative change in Academic Language competence.

Presented by:

Elaine Khoo, University of Toronto Scarborough

Xiangying Huo, University of Toronto Scarborough

Mod: Nadine Fladd

Conference Agenda

Thursday, May 20, 2021

12:00 pm – 1:00 pm

BIPOC Closed Session

Conference participants who identify as Black, Indigenous, or People of Colour are invited to a closed, no-censorship conversation about racial inclusivity in writing centres. Please bring your ideas on what we can do to build a strong antiracist culture in writing centres!

1:15 pm – 2:30 pm

Sandbox Sessions (3 Sessions Total)

Engaging Students Through MS Teams

Sandbox

In fall 2020, TWU Writing Centre engaged Writing Tutors and first-year students using MS Teams. Students were sent notifications via group and private messages and Cohort-specific channels. The result for Writing Centre attendance was that 65% of first-year students came for at least one session in the semester. As a Writing Centre staff, we engaged the platform to hold key documents, post key messages to the group, and form working groups. This Sandbox presentation will share specific marketing messages, strategies for using bots and tagging students, and lessons learned about the platform.

Presented by:

Emily Keery, Trinity Western University

Promoting accessible learning through self-directed online resources

Sandbox

Recent literature has highlighted the importance of Universal Design for Learning (UDL) principles in online instruction. In writing centres, we can promote online student success by aligning with UDL principles, such as offering opportunities for learning in multiple formats (e.g. text, video) and the flexibility of self-directed learning. We recently integrated self-directed asynchronous learning modules into the learning management system on campus. These modules contain videos, infographics, and activities, with strategies for managing research projects, and writing theses and publications, primarily designed for graduate students. We will discuss developing these modules, and insights on user decisions when accessing online content.

Presented by:

Jessica Lowry, University of British Columbia

Conference Agenda

Writing group in a box: Starting a decentralized student writing group program

Sandbox

In 2018, the Writing and Communication Centre at the University of Waterloo designed and successfully launched a volunteer-led, discipline-specific weekly writing group program (#WaterlooWrites), empowering graduate students across campus to benefit from social writing practices. We outline the main features and benefits of this innovative approach to social writing groups, and provide a wide range of sample materials in order to facilitate/encourage implementation of similar initiatives at other institutions.

Presented by:

Nadine Fladd, University of Waterloo

Masa Torbica, University of Waterloo

Moderators: Heather Fitzgerald, Stephanie White, Aaron Keeler

2:45 pm – 4:30 pm

CWCA/ACCR's 14th Annual General Meeting

Location: [Zoom](#)

Meeting ID: 973 2225 7182

Passcode: AGM2021

Agenda and Minutes

14th CWCA/ACCR Annual General Meeting Agenda ([link](#))

13th CWCA/ACCR Annual General Meeting minutes ([link](#))

Bylaw Amendments

CWCA/ACCR's bylaws state that any amendment to the bylaws require 30-day's notice to the membership ([link to CWCA/ACCR bylaws](#)). Two amendments have been put forward by the Board, as follows:

1. Amendment to Membership Chair position description ([link](#))
2. Student Member-at-Large position to the Board of Directors ([link](#))

Please review these amendments to the bylaws for voting at the AGM.

Position Statements

While there is no bylaw stating notice is required to the membership, two position statements have been created and submitted to the Board for acceptance and publication by CWCA/ACCR. These are provided here for consideration:

Position Statement on Writing Centres in Canada ([link](#) – in process)

[The CWCA/ACCR Statement of Commitment to Antiracism](#) (for information, see also [the parallel document describing the process and discussions](#))

These will be reviewed and voted on at the AGM as official statements of CWCA/ACCR.

Conference Agenda

Friday, May 21, 2021

12:00 pm – 1:00 pm

Peer Tutor Roundtables

In this session, tutors will have an opportunity to discuss conference themes related to inclusivity, accessibility, and justice. Tutors will be invited to share their observations and experiences related to these issues and to offer strategies and solutions based on their own contexts and positionalities.

Mods: Mandy Penney & Vidya Natarajan

1:15 – 2:30

Accessible training leads to accessible tutoring: Incorporating Universal Design for Learning (UDL)

Interactive Workshop

Location: [Concurrent Session Room 1](#)

Universal Design for Learning (UDL) principles can be incorporated into writing centre work, both as a means of connecting students with specific accessibility needs and in modeling the way peer tutors are trained. Participants will learn and share strategies for incorporating UDL and active and participatory learning strategies in writing tutor training that both consider inclusive teaching and facilitation practices to respond to a wide variety of learning needs, as well as reflect the pedagogical frameworks of the writing centre itself.

Presented by:

Holly Salmon, Douglas College

Mod: Mandy Penney

Peer Tutors Sharing Stories to Support Students' Mental Health

Interactive Workshop

Location: [Concurrent Session Room 2](#)

To empower peer tutors to provide students with access to support for their mental health concerns, we developed activities to help peer tutors clarify what that access can entail. In this workshop, a team of peer tutors and their supervisors will model activities we developed. Participants will gain ideas for training and PD they can do with their peer tutors while also reflecting on how their own tutoring practices support students with mental health concerns.

Presented by:

Graeme Northcote, University of Waterloo

Olivia Davitt, University of Waterloo

Stephanie White, University of Waterloo

Mod: Heather Fitzgerald

Conference Agenda

Where do you Belong? Critiquing our Place and Space to Increase Inclusivity and Sense of Belonging through Peer Mentorship

Roundtable Discussion

Location: [Concurrent Session Room 3](#)

If a sense of belonging is defined as “the extent to which students feel personally accepted, respected, included, and supported in the school social environment,” (Ma, 2003, p. 340), post-secondary peer mentorship programs “and specifically, Writing Centres” are perfectly poised to critique their own structures and policies to investigate how they facilitate acceptance, respect, and inclusion, in both mentors or tutors, and the students accessing the service. This roundtable discussion will introduce a current SoTL project that questions, to what extent does peer mentorship contribute to a sense of belonging, specifically for international students?

Presented by:

Jenna Goddard, Thompson Rivers University

Mod: *Clare Bermingham*

2:45 pm – 4:30 pm

Closing Plenary Sensing Access - M. Remi Yergeau



M. Remi Yergeau is Associate Professor of Digital Studies and English, and Associate Director of the Digital Studies Institute, at the University of Michigan. Their book, *Authoring Autism: On Rhetoric and Neurological Queerness*, was awarded the 2018 MLA First Book Prize, the 2019 CCCC Lavender Rhetorics Book Award for Excellence in Queer Scholarship, and the 2019 Rhetoric Society of America Book Award. They are currently at work on a second book project about disability, digital rhetoric, surveillance, and (a)sociality, tentatively titled *Crip Data*. Active in the neurodiversity movement, they have previously served on the boards of the Autistic Self Advocacy Network (ASAN) and the Autism National Committee (AutCom).

Mod: *Clare Bermingham*



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