CALL CONFERENCE 2012 - SESSION DESCRIPTIONS
Wednesday, June 6

11:30 – 12:30

Biology, Technology and Literacy: Electronic Communication and the Human Brain   **A1508**
Howard Doughty, Professor, School of English and Liberal Studies, Seneca College-King
Nothing more adequately summarizes nor unsatisfactorily resolves current debate about language and literacy than discussions of information technology—elastically defined. This session will unearth the origins of the discussion, review its characteristic features, connect them to contemporary neuroscience and apply the lessons to our students in the information technology environment.

Socrates, we should recall, viscerally objected to the written word (fortunately, Plato transcribed his objections for us to read today). McLuhan urged that all television sets—now antique in his global village—be destroyed. Contemporary literacy Luddites express anxiety about e-mail, while Margaret Atwood impulsively tweets.

Drawing on historical accounts, critical interpretations and contemporary insights into the effects of technology on the brain, a 30-minute talk will evolve into a 30-minute sharing of thoughts and experience amongst all educators eager to probe the boundaries of current knowledge about what our machines are doing—for good or ill—to our minds.

Drilling for Diamonds -- Making Boring Relevant   **A1509**
Beth Agnew, Professor, Coordinator Technical Communication Program, Seneca College-York
Even if your subject is as inherently boring as technical communication or routine business writing, you can engage students by using a creative approach. Students respond to what is relevant to them, become interested in what meets their needs, and internalize lessons from powerful stories. Provide a motivating context, then wrap it in interesting content to attract students. This presentation focuses on helping students understand why learning boring material is in their best interests. Target audience is anyone challenged by teaching stuff students don't really care about, but need for success in their careers and life.

Literature as a Learning Tool in College English   **A1511**
Dr. Jennifer Hennekam, Professor, School of English & Liberal Studies, Seneca College-York
This is my 26th year as an English Professor at Seneca.   I don't know much with certainty, but I do know this: the best precedent my predecessors in my own School set for me was the use of literature as a learning tool in College English. The Essential Employability Skills and the Learning Outcomes that now appear on my College English Course Outline were not there in the mid-80s, but what this core course is asked to do remains the same. Using literature lets me help my students get more from what they read, think critically about big issues and write with greater skill.   And so my objectives in this session will be to demonstrate how a literature-based readings list allows me to cover all that such a critical "gate to all that follows" course must.

Sparking the Imagination through Music: Integrating Music into the English Curriculum   **A1512**
Dr. Kathleen Kells, Professor, English and Liberal Studies, Seneca College-King

The 60 minute session will focus on integrating music into English literature courses including a new course I am now developing while on professional development leave titled "Poetry of Relevance: Poetry and Song". The session will demonstrate how the parallels between familiar and/or easily accessible songs and poetry can help students to appreciate better structures, imagery and devices used in literature by appealing to their imaginations through music. The content includes songs and poetry by K'nan, Bob Dylan, Bessie Smith, William Shakespeare and Langston Hughes. Participants will be

encouraged to engage actively in experiencing and discussing the materials as if they were students in the classroom. The presentation would be of interest to English teachers in a college setting.

Daydreaming in the Classroom: Fostering imagination in today's students to prepare them for tomorrow's workplace
Amanda Darling, English instructor: School of Business and Community Services, School of Arts, Boreal College
"Imagination is more important than knowledge." – Albert Einstein   **A1526**

Imagination is a skill, not a talent, and, like communication, it can be taught. This workshop will be of particular interest to instructors of business writing and composition. Combining the constructivist learning theory, Edward de Bono's lateral thinking and creativity techniques, David Straker's approach to problem solving, and a sprinkling of humour, strategies for developing imagination in our students will be discussed. Sample assignments that promote the fusion of language and creativity will be provided. As a group, we will create various classroom exercises, both general and program-specific (based on the program associations of the workshop participants) integrating English and imagination.

The presentation draws on educational theories such as Bloom's Taxonomy of Learning Domains (1956), and Chickering and Gamson's Seven Principles of Good Practice in Undergraduate Education (1986), and includes an abbreviated lesson as well as sample lesson plans and assignments.

Bridging the Gap in Teaching Grammar and Writing Pedagogy to Increase Student Success
through the Use of Technological Tools
Rose Caruso, Faculty, School of English & Liberal Studies, Seneca College-Markham   LAB A3519

Today's students are "digital natives," which means that today's students use technology in every aspect of their lives, and so they are comfortable with the technology. This session will introduce innovative ways for instructors to find ways to stimulate the interest of the students by using technological tools to bridge a serious gap in teaching grammar and writing pedagogy to our millennial students.

> 1) Word Press / Weebly web sites: creating web sites for presenting course work and presentations for both instructors and students
> 2) Blogs to promote reading and writing through interactive online communication
> 3) MyCanadianCompLab /Write Click interactive online grammar and writing software using grammar video tutorials, online grammar and writing exercises, diagnostic grammar assessments, writing resources and writing coaches that provide instruction on grammar, style and research topics.
>
> 4) i-Clickers to promote class participation and comprehension
>
> 5) Game Show Power Points and Reality TV Shows to promote learning and group work.

1:30 – 2:30

Seven Different Intelligences: Maximizing Your Potential To Teach Students To Theirs   **A1508**
Diane Berry, Faculty, School of English & Liberal Studies, Seneca College-FCET
Objectives: to introduce the seven different intelligences and relate how important it is for an instructor to adapt these learning techniques into their lessons.
Content: Information and Deconstruction of Intelligences/Examples of lessons that implement each type of learning.
Approach: Lecture/Workshop and Group Activities/Collaborative Learning
Target Audience: Instructors, Administrators, and Coordinators

Beyond Literacy: Literature's Doorway to Empowerment   **A1511**
Marilyn Boyle-Taylor, Professor, School of English & Liberal Studies, Seneca College-York
This paper is a defence of the inclusion of literature in the college curriculum, as a valid and integral part of our growth as human beings. Calling on support from the writings of historians and literary critics, such as Dominick LaCapra, Hayden White, and Harold Bloom, it presents literature as a natural and excellent channel to make sense of life around us. It also looks at studies, such as our keynote speaker, Keith Oatley, presents, which focus on the social skills that are developed by fiction. Finally, this defence ends with a reference to Russell Smith's article entitled, "In Defence of the Novel and the Test of Time", in which he proposes that we know/understand a civilization by its literature and art rather than by its journalism.

The Benefits of Daylight: Teaching Literature as an Integrated Life Experience   **A1511**
Phillip Dimitroff, Professor, Centre for Construction Management and Trades, George Brown College

Today's students have difficulty relating to anything in Literature divorced from their own sense of life circumstance— so, any effort to encourage the appreciation of various genres is to no effect—and not understood by the broad range of students under our tutelage. As Professors, we need to show how works of literature reflect a sense of historicity and actual experience. For, when students see this identification, they rediscover imaginative works and what they can convey about the living self and psyche in the modern world. Relating to literature is very much like relating to our own lives—for it is only within a living soul and mind that literary works come to life and invigorate themselves with both meaning and impact. It is this meaning and impact which can both change the destinies of our students and ensure the longevity of literary works and the imagination they embody.

Face the Music: Using Lyrics to Motivate Textual Analysis and Critical Reflective Practices
John Stilla, Professor, Seneca College and Humber College   **A1512**
Motivation is one of the largest obstacles preventing students from thinking, reading, and writing critically. Having come from academic backgrounds ourselves, we often expect students to be interested in the academic texts that have excited and challenged us. What we need to remember, though, is that the typical community college student has little if any interest in academic texts. The challenge for writing teachers at this level is to provide alternative texts that motivate students while promoting the reading and writing skills they need to be successful in college and beyond.

This session will investigate the potential of lyrics to motivate textual analysis and critical reflective practices. It will also show how lyrics can provide a gateway to an engaged analysis of other texts.
Both ESL and non-ESL contexts will be explored, and the session will conclude with an open discussion about texts and how we use them.

Communication Adjunct Model (CAM): An Innovative Approach to Language and Literacy   **A1526**
 Remediation for Adult Learners
Alexandra MacLennan, Chair of Communications, George Brown College
Nancy Miyagi, Academic Excellence, George Brown College
In fall of 2008, George Brown College piloted an innovative remedial approach in the Practical
Nursing program that targets reading, writing, speaking and listening skills while integrating
content from select core courses, termed the Communications Adjunct Model (CAM). The goal
of this research project was to assess the impact of CAM on adult learners with diverse remedial
English language needs in order to provide important lessons for post-secondary institutions. To
assess the program's effectiveness, the academic performance of students placed in CAM was
examined in relation to two comparison groups. The first comparison group consisted of students
in the same cohort as the CAM group (2008/2009) who were not placed in CAM. The second
comparison group included students from two academic years prior to the introduction of CAM
(2005/2006 and 2006/2007) who fell below the entrance score cut-offs for selection into the
adjunct program.

Nude Literature: Children's Literature in Post-Secondary Teaching   **A2522**
Lina La Rocca, Faculty, School of English & Liberal Studies, Seneca College-Markham
This presentation aims to uncover the importance of children's literature as a teaching tool for English post-secondary
teachers. The presentation will focus on creative methods of teaching literary devices using children's literature. The
research paper will include my own struggles in teaching literature in the classroom and how children's literature has
improved my students' understanding of the complexities of literature. While most people view children's literature as a
source of entertainment, this paper argues that children's literature is meaningful and valuable in post-secondary
teaching. While presenting a research paper, I will utilize a variety of visual displays including children's books. The
target audience is post-secondary English professors.

Blogging—Easy and Versatile   **LAB A3519**
Kevin Topalian, Professor, School of English & Liberal Studies, Seneca College-Newnham
I'm excited to have the opportunity to share my experience using blogs as a teaching/learning tool. This workshop will
be of help to anyone who might like to try using a blog either as a complement to an English/Gen Ed course or in a
mixed mode approach. It is as easy as taking out an email account. We'll make and edit blogs. I'll demonstrate, using
blogs from my courses. Participants will have created their own blogs and will understand how to apply several
techniques which make the course as fresh (but not as depressing) as today's news.

Wednesday, June 6

3:00 – 4:00

Through the Rabbit Hole: – Applied Creative Literacies in the College Classroom   **A1508**
Dr. Christine Boyko-Head, Faculty, Language Studies, Mohawk College

This workshop will define, demonstrate and practice Applied Creative Literacies for participants looking for more
creative ways to engage college students with the curriculum. Applied Creative Literacies is a synthesising of traditional
arts-based modalities with 21st Century skills and innovation. It is also an organic and authentic means of culturally
responsive teaching. Based on years of action research, Boyko-Head shares the successes and challenges in using ACL in
the post-secondary classroom where students are encouraged to be active participants in the meaning-making process.
Using sample work from face to face and online Language Study and General Education courses, the workshop

demonstrates how ACL can achieve student engagement, enhance student learning, improve student writing, and celebrate diverse learning styles in an organic and authentic manner. Finally, participants will partake in an ACL activity and brainstorm ways they can adopt ACL techniques to their classroom environment.

iPhone Apps in English Language Learning **A1509**
Patricia Glogowski, ESL Professor/TESOL Coordinator, Department of English, Humber College
This presentation will focus on one of the newest trends in language learning: Mobile-Assisted Language Learning. MALL focuses on using mobile learning devices (e.g., iPhones) to deliver language learning materials to students outside of the traditional classroom context. In this presentation, the presenter will discuss iPhone applications used as supplementary resources by ESL students to improve their language skills whenever they can/wherever they can. The presenter will also give a brief overview of learning theories that guide mobile learning outside the classroom.

Magazine Journalism: Practices and Applications **A1512**
Barbara Jobber, Faculty, School of English and Liberal Studies, Seneca College-King
This presentation will discuss the rhetoric of magazine writing and how it lends itself well to teaching English in the classroom. While the use of journalistic pieces in English courses is common practice at Seneca, not all journalism is created equally. In examining the process by which a news article, editorial and magazine article are written, their pedagogical benefits and limitations become clearer. This discussion will demonstrate how magazine journalism can be understood as a hybrid form of writing that combines rigorous research, personal opinion and literary techniques, rendering it both accessible and appropriate for college-level English courses, and across a variety of teaching styles.

Unlock and Key – A model for collaborative curriculum delivery **A1526**
Heather Lash, Communications Professor, Academic Upgrading, George Brown College
Jessica Paterson, Communications Professor, Academic Upgrading, George Brown College
This workshop will explore the benefits of collaborative curriculum delivery, focusing in particular on how simultaneously delivering Communications curriculum and addressing the impacts of violence on learning can benefit learners. The first half of the workshop will be a presentation on our collaborative teaching experience; the second half will consist of an experiential exercise consisting of two consecutive mini-lessons. The first of these lessons will address blocks to listening and the second will be on teaching, practicing and evaluating active listening. The target audience ranges from Communications professors to anyone interested in the effects of violence on learning and/or collaborative teaching.

Wednesday, June 6

3:00 – 4:30

Publishers Online Demonstrations (PODS)
Nelson	**A3515**
McGraw-Hill	**A3518**
Pearson	**A3519**

11:00 – 12:30

The Role of Language in the Humanities   **A1508**
Nirmal Dass, Faculty, School of English and Liberal Studies, Seneca College-King
What is the relationship of language to education? Are ideas possible without language? What role is given to language in the teaching of the humanities? These questions suggest that language is not simply a method of communication – but the bearer of all human qualities, such as, morals, culture, learning and wisdom. Language is not simply skill. It is the structure in which ideas alone are possible. This is highlighted by the recent study that suggests that things like "visual learning" and "hands-on learning" are misinformed and therefore false. However, belief in such ideas has become deeply ingrained in learning institutions – and this misinformed approach has led to the overall weakening of the role of language in the humanities. This presentation will examine these various issues in detail.

Reading and Writing: The Foundations of Language Development and Conceptualization   **A1508**
Marino Tuzi, Professor and Coordinator, School of English and Liberal Studies, Seneca College-King
The basic idea of this presentation is that the practice of reading and writing is crucial to the development of solid and effective communication skills and to the process of critical thinking. Reading and writing must take place together and they must be done constantly. In a literate society, where writing is the basis for conventional communication, the codification of language is preserved through texts, so that texts must be read to maintain the practice of literacy. Also, the use of language is the means through which people make sense of the world and give meaning to the world. Written texts are sources of knowledge and the means through which values are transmitted socially. These ideas about reading and writing will be connected to the practicalities of the development of writing and reading skills in the post-secondary educational setting.

Beyond Google: Creatively Engaging Students in Research Through Interactive Coaching   **A1509**
Mara Bordignon, Librarian, Seneca Libraries, York Campus
Bruce Hunter, Professor, School of English & Liberal Studies, York Campus
Bruce and Mara have collaborated over several years in developing a research workshop for students enrolled in the General Education electives course, 'Intercultural Communications'. Student groups choose a culture, sub-culture, or co-culture relevant to current day Canadian youth. Bruce guides topic selection while Mara guides researching quality information sources. An interactive workshop ensures students are engaged in the research process while actively employing analytical critical thinking skills. The benefit can be seen in a decrease of 'last-minute stress' and higher quality student work!

College-based Research: Producing Great Graduates   **A1509**
Tyler Krimmel, Professor, Coordinator, Researcher, Industry Liaison,
Centre for Construction and Engineering Technology, George Brown College
Relative newcomers to research, colleges partner with industry and governments to solve real world problems. "Applied" research brings students together where they quickly learn about the stringent demands of industry, communications skills including presentations, teamwork, funding and budgeting, creativity and critical thinking, the benefits of innovation in the workplace, and so much more. It is a near workplace experience that helps bridge the gap between being a student and an employee or entrepreneur. It is a powerful non-traditional pedagogical method of better preparing students for the workplace. Real examples will be discussed.

Every Educator Can Comment on Readability: What Has Worked in the Efforts to Enact **A1511**
Language Across the Curriculum at Seneca
Dr. Jennifer Hennekam, Professor, School of English & Liberal Studies, Seneca College-York
Thank goodness all College students love to read and take pride in submitting flawless prose. … . Or, if you prefer, come and discuss progress to date of the Seneca Language Across the Curriculum Initiative. What can be done to start and maintain a Language Across the Curriculum Initiative in your college? I will review what I tried, what failed and where there has been some success. I will touch on Learning Outcomes, Rubrics, Faculty Fears and Marking Techniques.

Reading, Writing, and Reconstruing: The Introduction to __Course Reconceived **A1511**
Kristian Weihs, Faculty, School of English & Liberal Studies, Seneca College-King
In teaching introductory college courses, professors are charged with the task of balancing comprehensiveness, comprehension, and assessment. Faced with the concurrent and at times daunting need to meaningfully present diverse disciplinary interests and practices, the development of literacy skills may be seen as beyond the purview of an 'introduction to _____ course'. With reference to the *Introduction to psychology* course and utilizing examples drawn from practice, this presentation details a number of methods of integrating reading, writing, and critical thinking skills into the curriculum. It is argued that reconceiving the 'intro' course to include the scaffolding of literacy skills not only enhances student engagement but also sets the foundation for life-long learning.

Experiencing Revision **A1512**
Karen Golets-Pancer, Professor, Humber College
Following from my CALL 2010 presentation, this session offers a brief overview of how to teach revision techniques in college essay-writing courses (and which can easily be applied to business writing.) The audience will be given the opportunity to participate in a revision practice session to experience from a student's perspective how revision clarifies and improves the final product. I'll also present feedback from students collected as part of my sabbatical project and show some sample revision packages created by students in my essay-writing classes. Finally, I'll ask participants who have used revision techniques in their writing courses to share their experiences teaching revision.

Crafting Purposeful E-mail Messages **A1512**
Suzanne Moore, Professor, School of Liberal Arts & Sciences, Humber College
As instructors, we spend much of our time answering e-mail messages. Unfortunately, many of the messages we receive are not "purpose-driven," "audience-focused," and "concise" (Meyer, 2012, p. 38). In this short presentation geared to college students, we'll use a simple template to organize e-mail messages so that readers don't have to do the following:

1. Guess what the purpose is
2. Feel offended, frustrated or annoyed
3. Waste valuable time

Research design for a 6 college HEQCO language teaching project **A1526**
Gary Jennings, Chair OCLCC, Associate Dean , Mohawk College
Scott Bunyan, Professor, Language Studies, Mohawk College
In this presentation, we will explore the research design for a current 6 College HEQCO research project assessing methods for determining students who need language remediation, and assessing the impacts of remedial language courses. We'll share some of the challenges that we've faced, and the methods we used to overcome these challenges. We'll close by engaging the audience in a discussion of primary research in the college setting as a means for making informed policy decisions.

Back to the Future: Tablets in the Developmental English Class   **A1526**
Irene Kanurkas, Professor and Coordinator, School of English & Liberal Studies, Seneca College-York

Tablets are among the latest technologies to hit our classrooms. In fact, 2011 was named the year of the tablet. But for the English composition teacher, the tablet represents a step forward into the world of mobile computing while capturing an essential technology of the past that desktops and laptops have all but made obsolete: the ability to record ideas with a pen. In the mobile classroom, tablet PCs equipped with a stylus provide a new kind of workspace for students to engage fully in all stages of the writing process, allowing them to move seamlessly from the graphical elements of brainstorming to composing text using the keyboard. In 2010, Seneca received a HEQCO grant to explore the impact of the tablet PC on student engagement and writing skills in Developmental English classes. The session will demonstrate how the tablet, stylus and interactive software called Dyknow help create an engaging classroom environment with "old" technology in a new platform.

Student Success & the Word Grammar Checker   **A1526**
Anthony Iacovino, Faculty, School of English & Liberal Studies, Seneca College-King

This presentation consists of two parts. The first is a summary of a study that tests whether the use by students of the MS Word grammar checker during their essays and examinations can increase their success rate. The second part is a discussion of the points of interest in the study.

The study looks at three levels of basic English courses: EAP 500, EAC 149, and EAC 150. For each course, two groups are compared. One group uses the MS grammar checker for all essays and examinations and the other group does not. At the end of the term, the resulting grades are compared to see if the groups that have used the MS grammar checker have an increased rate of success.

This presentation is for those interested in a newer and technological approach to increase the success rate of students who are struggling with college level writing.

Thursday, June 7

1:30 – 2:30

"Teaching *Teenage Paparazzo*"   **A1508**
Christina Hunter, Professor, Department of English, Humber College

As a teaching tool, *Teenage Paparazzo* (2010) promotes discussion about media literacy and the application of practical writing skills. Three of my Communications classes were given the opportunity to respond to the documentary's examination of the measure of early fame that the film's subject, Austin Visschedyk, achieves, and to reflect on how technology has altered traditional modes of expression. Working with the film's director, Adrian Grenier, I compiled excerpts from these responses for use in a study package entitled "Educational Elements." The proposed presentation traces our collective aim to interpret—and anticipate—patterns of communication that emerge when performers, audiences, new technology, and the media interact in unsolicited and highly unpredictable ways. In light of the current fusion of information and entertainment, dialogues of this sort are increasingly relevant, and increasingly rare. *Teenage Paparazzo* is an engaging educational resource for instructors of a variety of subjects, including rhetoric, ethics, and cinema studies.

Beyond Policy and Appeals: Student Investment in Academic Integrity **A1509**
Rhett Andrew, Professor, Language and Communication Department, Sault College
College academic dishonesty policies aim to increase students' accountability for their course work, and to protect the integrity of our institutions. How can we as college professors, administrators, and support now go beyond these policies to promote a student culture of academic integrity? How can we, through teaching students to personally value academic integrity and all that it implies, enrich their college experience and performance? This roundtable discussion will explore these questions, using accessible policy language as a starting point, and possibly covering such topics as engaging students with curricula, delivery methods, and publicizing, and involving them in academic integrity committees and initiatives. Let's find ways to motivate our students to move from a perception of scholarship as an obstacle and from a fear of sanctions, towards an appreciation of sharing in the discourse of their academic and professional communities.

Canada's Folk Music Tradition as Gateway to Canadian Literature and Culture **A1511**
Burke Cullen, Professor, School of English & Liberal Studies, Seneca College-York
 For many college students, Canadian literature and culture are hard sells. But popular music is a different story. Whereas most students listen to music religiously, they are averse to reading poetry or stories and generally intimidated by "language". Hence, in an increasingly crowded and competitive college curriculum, the challenge to retain the priority of literacy let alone the value of our own literary heritage is enormous. So how can we ignite an interest in Canadian language and literature, and by extension, history and culture? A successful gateway can be found through Canada's rich folk music tradition, its singer-songwriter pantheon. This multimedia presentation features five Canadian folk musicians whose powerful lyrics naturally draw the listener/student to a closer analysis of language and context, of literary and musical art, and of Canada's identifying themes and issues. Cohen, Mitchell, Lightfoot, Young, and Cockburn serve up language you can hum to.

A Spoonful of Sugar: Ideas for teaching literature to non-humanities students in **A1511**
a technological/informational age
Marilyn Boyle-Taylor, Professor, School of English & Liberal Studies, Seneca College-York
Social networking and IT concerns are attractive to most students as they reflect the students' contemporary interests and can be used as a way into literature through using novels or poetry that encompass these interests. Two new courses we've developed do this: First, a Liberal Studies Option for degree students in Informational Technology and Software Development that looks at the IT lifestyle as shown in literature. It also examines the effects of media and/or social networking on the values, goals, and products of our informational age, through anthropological studies, and various critical writings. Second, a liberal studies literature elective projected as a hybrid course, which focuses on the use of social networking and other media as tools for poetry acquisition, evaluation and creation/production. The students blog as well as study poetry production in previous eras and chart its evolution up to today's output. Thus, the medicine (Lit) goes down.

Creative Rhetoric: Language Flambé **A1512**
Meg Howald, Professor, School of Language and Liberal Studies, Fanshawe College
This is a hands-on, sensory-driven workshop for teachers wanting a more creative approach to their language and writing courses. Participants will engage in a journey of diverse, writing exercises from initial concepts to final drafts – stirred, shaken and shared. Maximum Participants: 32

Creative Writing in the College English Classroom   **A1526**
Abra Whidden, Faculty, Liberal Arts and Sciences, Humber / Part-time, George Brown College
This presentation explores creative writing class activities that can also benefit college communications students.

College students often struggle with generating ideas and feel insecure about their writing skills. Since characterizing is the highest level of the affective domain, changing students' beliefs about their abilities is difficult. Composition teachers can take inspiration from creative writing teachers, who often focus on the writing process with free-writing exercises, ekphrastic poetry, reflective essays, and short story assignments. Such activities encourage students to be less inhibited in early drafts, to feel creative ownership over their writing, and to practice the rhetorical triangle. Students can apply these skills to essays and business writing.

Visualization to enhance reading to learn: From text to image to text   **A1526**
Cecilia Aponte de Hanna, Faculty, School of English and Liberal Studies, Seneca College-Markham
Objective: To show an example of how text can be changed to other forms of meaning: a written story to a picture story (with or without music) to an oral presentation or a written summary as a way to help ESL students develop higher level reading processes: what the text says, what the text is about, how the text relates to the world, how text can be understood, what inferences can be made, how to reconstruct meaning.

Mode of presentation: Presentation and simulation. After the presentation, participant will take part in a simulated lesson where in groups they will read a short story and come up with ideas on how to represent it visually. At the end, participants will have a chance to ask questions and reflect on the activity.

Target audiences: Teachers who are interested in ways to learn different approaches to reading to learn using visualization and other modes of representation.

Literature   **A2522**
Vera Samarkina, ESL Instructor IEP, George Brown College
The goal of this workshop is to equip participants with a number of scenarios for using poetry in the classroom as a tool to ignite the imagination and create a nurturing learning environment. The focus will be on literature written by immigrant authors, and the effect using this literature may have on the immigrant population of the classroom. After reading and discussing a poem by Nancy Mattson, the workshop participants will work on ways of incorporating this text into their teaching practice. A variety of assignments with related outcomes that meet the levels of different audiences will be brainstormed and evaluated. The workshop may be of direct interest to ESL and College English instructors, as well as instructors in other subject areas, who may consider using poetry as part of a pre-teaching activity in their classes, or who are interested in immigrant issues.

HELP! These Students Can't Read or Write!   **LAB A3519**
Sherri Parkins, Learning Strategist, Counselling, Health and Access Services, Seneca College
Janet Rivera, Assistive Technologist, Counselling, Health and Access Services, Seneca College

More and more post-secondary professors are commenting on the poor literacy levels of incoming students! They present with very diverse skill sets. CALL challenges us with, "Igniting the Imagination: Creative Approaches to Language &Literacy", as a focus.   TextHELP's Read&Write Gold is a program that can be part of the creative approach to literacy. It's a program on steroids! TextHELP reads out loud, supports students with homophones, defines words, helps learners find the right words, generates vocabulary lists, turns text into Mp3 files, and organizes material for studying and even more! This interactive computer session will introduce how TextHELP can assist **_all_** students in **_your_** classes. 30 Day Demo CD's will be provided.

3:00 – 4:30

Taking Language and Literacy Seriously: A Multi-level Approach **A1508**
Howard A. Doughty, Professor, School of English & Liberal Studies, Seneca College-King
We talk—sometimes passionately—about language and literacy. We eagerly assist under-prepared students to gain communicative competence, while inspiring the already capable to enjoy the words of others and to improve their own skills. Nevertheless, we rarely take language and literacy seriously.

I am not being (intentionally) insulting; it's not (entirely) our fault. The problem, however, is that we focus on education at the micro-level—teaching techniques, strategies for engaging students, fads and foibles in instructional technology, etc. We occasionally address the meso-level—college or system-wide policies. But, we seldom acknowledge the macro-level—the overarching social power structures that ultimately determine the parameters of the first two.

A 45-minute lecture and a 45-minute discussion will frame micro and meso-level treatments in terms of contemporary political economy and demonstrate why—no matter how sincere, empathetic and clever and committed we are—taking our mission seriously demands engagement with the outside world.

Collaborative Approaches to Writing Centres in Changing Times: Addressing Issues of Concern **A1509**

Harvey Starkman, Professor, English & Liberal Studies, Seneca College
Franc Jamieson, Writing Centre Coordinator, Humber College
Kasia Dziwak, Manager…Learning Centre Services, George Brown College
Cara Naiman, Manager, Centre for Academic English, Centennial College
Danielle Millar, Manager, Learning Centres, Sheridan College

Our target audience is those involved in Writing Centres in whatever capacity. Our goal is to raise topics of concern – some operational and others philosophical, project how Centres can and will change, and suggest and share creative responses to the push and pull factors that we all experience in our institutions. As representatives from 4 GTA College Writing Centres, we have identified a number of shared concerns covered in specific topics. We will create an Open Forum where participants can work on topics that concern them most, move from area to area if they choose, and come together to share information at a full group plenary session.

Understanding Diversity in the Classroom and Beyond: Igniting the Imagination through Difference **A1512**
Anna Ainsworth, Faculty, School of English & Liberal Studies, Seneca College-York
The idea of diversity has plural ill-defined meanings. Both we and our students are diverse, yet how do we theorize and understand this multiplicity? This workshop will begin a discussion of what is diversity, how do we, as educators, envision diversity, and what role diversity has on the way we deliver material and the content that we teach. The workshop will conclude with some preliminary ideas of how to ignite our students' imaginations through diversity. While the focus of this discussion is on the classroom, its implications extend to our communities, our neighbourhoods and our cities in our day to day lived experiences, and thus anyone with an interest in diversity is invited to attend.

The Common Thread that Binds Us: On Students' Recognition of the Collective Legacy of the Commonwealth
Abdollah Zahiri, Faculty, School of English & Liberal Studies, Seneca College-King **A1512**

This paper aims to demonstrate how after taking HIS102: From Colonies to Free States, students from former colonies and commonwealth nations came to an understanding of the commonalities they all shared. These commonalities embraced a wide tapestry of their lives that included common street names in 54 countries housing almost two billion people. This understanding also covered the aspects/conditions of the aboriginals in Australia, Canada, New Zealand. This commonality imparted a sense of déjà vu , the commonwealth connection. Throughout the six years this course was offered , it provided a wonderful opportunity to raise this cultural consciousness. This paper would further investigate this collective identity that somehow unites people who come from different climates, diverse cuisines, and different religions. Sharing and raising these cultural aspects truly complemented the academic objectives of HIS102.

Teaching Literature through Role Playing **A1526**
Ava Homa, Liberal Arts Department, George Brown College

Objective: To Suggest an Innovative and Productive Method in Teaching Literature
In the last thirty minutes of the 3-hour class, *The Art of the Short Story*, my students are asked to start role playing. After dissecting *The Tell-Tale Heart* by E. Allen Poe, for example, students played judge, lawyer, persecutor, and convict to discuss the case. This activity not only engages and excites the students. It also ensures close reading and thorough understanding of the story; it encourages creativity and provokes thoughts and questions that will help the students to connect the stories to our daily life and modern society. I will show pictures/footage of the activity, will share my observation and will ask the audience, other College Teachers, to offer feedback and mention other productive activities they have came up with in their teaching.

Publishers Online Demonstrations (PODS)
Nelson **A3515**
McGraw-Hill **A3518**
Pearson **A3519**