***John Stilla,*** *Chair, School of English and Liberal Studies at Seneca College, and* ***Christine Carter****, Professor of Reading at St Louis Community College, St Louis, Missouri, will show you how to harness the power of reading strategies to augment writing development.*

Session: Wednesday, 2:00pm - 3:30pm

**Integrating Reading and Writing in the College Composition Classroom: Harness the Interchange!**

Most educators agree that reading and writing skills are inextricable and not only complement one another but enhance student learning of these skills.  But how do you go beyond a cursory nod to reading in a composition classroom given constraints on time and the varying ability levels of learners?  This session will explore not only the link between these communication skills but will provide concrete methodologies to enhance student writing by infusing pedagogy in reading instruction into the composition curriculum.  Based on their upcoming college composition textbook from Nelson Canada,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Paula Crooks*** *is a Communications Professor at Conestoga College and a member of the Ontario Genealogical Society. She is an amateur genealogist who has been studying family history for almost 40 years, tracing her own family back more than 400 years. While her speciality is tracing Canadian, American, UK, and Irish roots, the discussion will also help those who want to study other ancestral backgrounds.*

Session: Wednesday, 2:00pm - 3:30pm

**Who do you think you are?
Find your identity by digging up your roots.**

What is it that makes you—you? Why do you love music? Why are your eyes brown? Why did you become an academic? And what does this have to do with a long-dead great-great grandparent? Whether it’s nature, or nurture, or your DNA, there is a wealth of human history that somehow led to the creation of you.

Genealogy is the history of ordinary people. While most of those people never had starring roles in great historical events, those events often touched and changed their lives in profound ways. Popular TV shows like *Who Do You Think You Are?* and *Finding Your Roots* have sparked many people’s interest in looking into their own backgrounds. Now, internet access to historical records and the availability of personal DNA testing have helped make that possible.

This presentation can be subtitled ‘Genealogy 101.’ We will discuss the basic steps needed to start tracing your family history, including tools and resources available online, the types of records that can be found in archives and libraries, and methods of distinguishing family legend from documented fact. We will also touch on DNA testing: what it is, how accurate it is, and the legal/moral implications of taking a DNA test.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Karl Jirgens****, former Head of the English Dept., at U Windsor, is the author of four books from Coach House, Mercury, and ECW Presses. He edited a book on painter Jack Bush another on poet Christopher Dewdney, and-guest edited a special issue of Open Letter magazine on collaborative writing. His scholarly and creative writing pieces are published internationally. His recent research focuses on digital media and performance. Jirgens founded/published/edited Rampike (1979-2016), an international periodical featuring writing, art, and theory. He currently serves as a Professor at U Windsor.*

Session: Wednesday, 2:00pm - 3:30pm

**Creative Writing Workshops in the 21st Century**

This talk offers a quick and practical survey of creative writing pedagogies with reference to earlier and more recent creative writing teaching approaches (e.g.; Iowa School of Writing, Harvard, San Francisco, Humber School of Writing, U Windsor, etc.). It then offers an over-view of successful creative writing pedagogies with a focus on process-oriented writing approaches. The talk then moves to several methods that have proven successful, including biographical and familial research, collaborative writing, inter-media, and more recent digital (electronic) models, as they culminate in publication of workshop creations and/or live presentations or performances by workshop members. This talk will offer A/V illustrations of a variety of approaches that cross genres (poetry, fiction, drama, non-fiction). Consideration will be given to successes with writing forms ranging from realist, to innovative. This talk will also address the porous borders of so-called “creative writing” by considering the trinity of literary expression: 1) in the conventional sense, 2) its expansion into the acoustic dimension and 3) its forays into the visual arts. Examples of fun, hands-on exercises will be provided in modes that can be used by different levels of a wide range of aspiring authors, and writing instructors. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Derrick Hempel,*** *is a contract professor at Humber, Sheridan, and George Brown colleges. He has a Master's in English (Rhetoric & Digital Media) from Northern Arizona University, a post-graduate certificate in TESL from Humber College, and a B.A. in English & Sociology from the University of Toronto. He has taught in the Ontario college system since 2009, and he has a deep interest in helping students develop their writing skills and succeed in the workplace. He lives in Toronto with his wife Andrea, dog Colby, cat Merry, and the occasional presence of two adult children.*

Session: Wednesday, 4:00pm - 5:00pm

**Code-Meshing and Student Identity in the Composition Classroom - My English is just as valid as yours...**

In this workshop presentation, we will review the related concepts of translingualism and code-meshing as they relate to the teaching of college writing classes. Many teachers are familiar with the concept of code-switching, which requires a change of language and/or dialectical identity according to the communicative context of a situation. Code-meshing suggests that there exists a broader range of English's which are othered or invalidated by the expectation of Standard English. Questions such as what constitutes Standard English, and how can different English's be accommodated within the classroom, will be explored together as we become aware of the coming challenges within the writing and composition teaching environment. The implications of this trend to practice code-meshing within the classroom will be shared, and we will develop a list of questions that each of us can take away to encourage thoughtful discourse within our respective colleges.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dave (D.D.) Miller,*** *is a member of the English Department at Humber College. He received undergraduate degrees in English and creative writing at Mount Allison University and the University of Victoria before completing his MFA at the University of Guelph. Along with publishing articles and stories in a number of journals and anthologies, he is also the author of a collection of short fiction, David Foster Wallace Ruined My Suicide and Other Stories (2014), and a book of sports social history, Eight-Wheeled Freedom (2016).*

Session: Wednesday, 4:00pm - 5:00pm

**The Politics of Pronouns**

**Teaching Diversity and Inclusion in the Classroom**

In 2009, Ontario released its *Equity and Inclusive Education Strategy* in which the province set out its goals to provide an inclusive, equitable education. While most English college classrooms have long been safe, progressive spaces adhering to this document’s ideals, a certain inflexibility in English, writing, and communications classrooms has persisted around the teaching of grammar and mechanics. In particular, the preserving of the he/she gender binary in formal writing and correspondence has long worked to reinforce restrictive notions about gender as well. This presentation discusses how the teaching of pronoun diversity in the classroom is a form of social responsibility while at same time helps to nurture a sense of social responsibility in the students. It describes some of the social context surrounding how the understanding of the gender spectrum has grown in recent years and looks at how some of the venerable style guides (Associated Press, for example) and other arbiters of language (OED) have reflected this change. It also briefly puts this shift in pronoun use into the larger history of pronoun evolution in the English language and talks about strategies for incorporating pronoun-diversity discussions into the college writing classroom.

***Danielle Allard,*** *is a professor of technical communication and public relations at Algonquin College, having taught in a variety of programs from public relations to computer science, engineering, architecture and trades. At the same time, Danielle has been running her own business and working as a consultant. She is most passionate about connecting people and instilling confidence in her students. Danielle has a Master’s degree in Communication from Carleton University and has over 6 years of experience in not-for-profit and government communication.*

Session: Wednesday, 5:00pm - 6:00pm

**Meditation through Music and Art**

We could spend a lot of time discussing self-café techniques for Faculty, but why not practice it? As a professional musician in Ottawa, I often use my art for community purposes. Music therapy is a growing profession and there are many health benefits associated not only with learning a musical instrument but simply listening to live music.

When combined with art therapy, music therapy can be exceptionally powerful in relieving stress, restoring cognitive function, and improving quality of life. While the rhythm of the music helps put the brain in a meditative state, the act of creating art keeps the hands busy. In Ottawa I host a monthly night where craft supplies are provided along with calm musical accompaniment. The CALL conference could be a great opportunity to Faculty to have an introduction to meditation through music and art.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Ronald Tiessen****, the author is a graduate of the University of Windsor (MA, ’76). He founded the Pelee Island Heritage Centre and acted as curator from 1987 until 2006, during which time he wrote six books on the island’s history. He has made Pelee his home for the past 39 years. During these decades an affection unfolded for island ways and the exceptional people found in his adopted community.*

Session: Thursday, 11:00am - 12:00pm

**The Pele Harbour for Odd Birds**

I propose to present a vantage on ‘identity’ through reading selections from my novel, The Pele Harbour For Odd Birds. The lens that is used is not only that of island separation, but of various microcosms within that world.

The narrator has embarked on a journey of discovery to find an Englishman of an earlier generation, and himself. Along the way, an assortment of characters is encountered, mostly non-conformists, as is a fingerprint of place. The place is one of belonging and community of a different sort. At the same time it is a place of removal from mainstream society.

The selected readings will provide a focus on the following themes: commonality of experience that defines a separate identity, the role of deprivation and the place of nature’s rhythms. The importance of recognizing differing understandings of ‘success’ and the role of language in determining identity are given emphasis. Four individual portraits are intended to shed light on the different paths people can choose to pursue.

While the readings reveal attributes of identity of island life they also portray aspects of the life of minorities in our midst. I propose that students arriving in Canada from very different backgrounds share some parallel experiences and commonality with the characters of the novel.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Paula Crooks****, MA, is a Communications professor at Conestoga College. She has taught in the Ontario college system at various times over the last few decades, with the last 17 years at Conestoga, and has served as a coordinator, curriculum lead, and mentor.*

Session: Thursday, 11:00am - 12:00pm

**International Students in the Main Stream (non-ESL) Classroom: Challenges and Best Practices (Discussion Group)**

The demographics of the Canadian college classroom are changing. As domestic birth rates decline, post-secondary education is being viewed as an exportable commodity. Funding cuts and demands for more efficiency have led colleges to look to international markets to fill their classrooms and their coffers. The result is that the Ontario college classroom is more diverse than ever before, and our students have widely diverse needs.

The recent influx of high numbers of international students into Ontario colleges has brought numerous joys and challenges to college faculty. Communications, English, and composition professors (non-ESL) are often on the front lines of support for students whose first language is not English and who may be unfamiliar with western academic culture. Addressing these challenges can be daunting; many faculty are looking for support. How do we design meaningful, appropriate lessons and assignments, create a welcoming environment, and support the needs of all students?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Andrew Nelson*** *has worked in various student advisory and teaching roles across George Brown College over the last 7 years, and is currently a Communications Professor in the Academic Upgrading program in the School of Work & College Preparation (CPLS); recently, he’s also begun teaching in Academic Upgrading at Sheridan College. He has a Masters of Education specializing in Higher Education from the Ontario Institute for Studies in Education (OISE). His research focused on the internationalization of higher education in post-colonial Tanzania focusing on power, globalization, and development in the country’s educational environment. He brings his focus on power dynamics to the classroom by using participatory dialogue-based teaching methods, socially current and challenging material, and encouraging collective decision-making to help students take charge of their learning. He hopes to pursue these topics and methods in further research, professional development, and most importantly in the classroom.*

***Heather Lash*** *is a faculty member at George Brown for 8 years, mainly with Academic Upgrading in the School of Work & College Preparation (CPLS). She has been involved in adult and transitional education for most of her adult life. She holds a Master of Environmental Studies, where the “environment” under study was the classroom. These studies of Narrative Ethics focused on the philosophical and political dimensions of receiving people’s stories of tough experiences they’ve had. She’s continued in that area ever since, researching and writing on the long-term impacts of violence and trauma on our capacities to learn, and on creating spaces that support both faculty and students to engage in teaching and learning at their most transformational.*

Session: Thursday, 11:00am - 12:00pm

***Amphibious Identities* addresses key questions about identity in the Communications classroom of 2018.**

Not exactly a follow-up to last year’s *Open Minds*, our presentation on teaching verbal argumentation, though not unrelated either, *Amphibious Identities* addresses key questions about identity in the Communications classroom of 2018.

Diverse bodies move through all spaces; in the context of Black Lives Matter, #metoo, and Canada’s current charged climate around Indigenous issues, the stakes are higher for marginalized bodies. Our classrooms could serve as a sort of petri dish that creates conditions to galvanize certain cultures, strengthening them for survival – and thriving – outside. Too many spaces fail to acknowledge – let alone nurture – particular strains. We’ll share how we do this, and invite participants to share their own practices.

Connecting the politics that attend diversity in education to how we teach writing, we contend that convincing, confident, muscular writing is fostered when we refrain from erasing individual identities – as these are intentionally integrated into *a new identity as a student*, a process that happens on a student’s own terms. Writing voices thus emerge that are authentic *and* able to use the ‘master’s tools’ in their savvy deployment of their newfound power – voices authored by students that can operate well on land and in water.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Randy Hamelin*** *is a college professor at St. Clair College in Chatham, teaching business, communications, English and psychology. Additionally, he holds a Masters degree in Counselling Psychology and is a practicing registered professional counsellor and psychotherapist. As an avid equestrian, he and his family have created an equestrian facility, where they not only train and compete in equestrian events, but also conduct corporate and writing retreats, serving organizations and individuals in business, health care and education.*

Session: Thursday, 4:30pm - 5:30pm

**From Writing Practice to Memoir in the Classroom**

Writing is an essential skill that all of our students need to learn and value. By following the simple rules of writing practice, students can learn how to use this tool to develop their writing and to achieve A+ quality academic manuscripts. In addition, writing memoir can help build connections in the classroom and to help develop cohesion in our diverse student population.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 ***Kelsey Queen Dobsi****, is a yoga-doing, craft-making, world-travelling English teacher that loves living life to the fullest. She is an ESL Professor at Niagara College where she also works as the ESL Student Advisor, helping international students adjust to the academic and personal challenges of living and studying in a foreign country. She has a Bachelor’s and Master’s degree from Brock University in Applied Linguistics and since graduating has taught at the post-secondary level in Canada and South Korea. She is also the creator of TheBlissList.ca, a lifestyle and wellness website dedicated to promoting personal development, self-care and holistic wellness.*

Session: Thursday, 1:00pm - 2:30pm

**“You can’t pour from an empty cup”: Developing Self-Care Strategies for Faculty**

Teachers are inherently a caring group of people. We take on extra time to meet with students outside of class, listen to their concerns and help create solutions to their problems. As faculty, we focus so much of our time and energy on improving the lives of our students that we often forget to take care of ourselves. The truth is that we can’t help others if we aren’t investing time in tending to ourselves. A regular self-care practice for faculty can reduce burnout, lead to a more positive learning environment and promote overall health and well-being in and out of the classroom. In this discussion-based workshop, we will talk about what self-care is and why it is important for faculty to implement a regular self-care practice. We will discuss the barriers that prevent us from practicing self-care, how to overcome these and consider strategies for creating a regular and realistic self-care plan.

**How to Make Buttons and Other Lessons Learned from the Ontario College Faculty Strike**

Community. Collaboration. Innovation. These are not words that you’ll find in any of the headlines reporting on the Ontario College Faculty Strike. They are, however, words used by faculty to describe the lessons learned during the five-week work stoppage. While it is easy to look at the strike with a negative lens, there are surprisingly positive lessons that can be learned from this experience. These lessons range from how to deal with cultural issues in the classroom to what we can learn about our individual and collective identities. In this presentation, you will hear about the take-away lessons from the strike and how we can apply these lessons to our daily lives and teaching practices.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Esther Griffin is a Liberal Arts Professor and Coordinator of the General Arts and Science at Georgian College in Barrie, Ontario. She is currently writing her novel thesis to complete her MFA Degree in Creative Writing at UBC. Esther is the new Canadian adapting author for Business Communication: Process and Product, Nelson Education. Please visit her website: www.esthergriffin.ca*

Session: Thursday, 1:00pm - 2:30pm

**Writing to Reconnect**

Spring is a perfect time for reflection, renewal, and a surge of creativity. Through gentle memoir and poetry writing prompts, participants reconnect with themselves in meaningful ways, both in the moment and though memory. Bring a writing journal/paper and your favourite pen and leave feeling inspired.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Kelly Henley is a Professor in the School of Community Studies at St. Clair College, certified yoga teacher, wellness educator and plant based food enthusiast. She has a passion for living well and hopes to inspire others on the path to wellness.*

Session: Thursday, 2:45pm - 3:45pm

**Hitting the Pause Button – Self-Care Practices**

Hitting the pause button on life allows us to slow down, reflect, de-stress and operate from a place that’s more intentional and less reactive. When we carve out time in the day to pause and reflect, we shift from auto pilot to being present in the here are now.

Checking in with ourselves regularly is a necessary step of self-care, and self-care is critical for authentic, happy, engaged academics. Self-care practices can reduce stress and the potential for burnout, but they can also help us move closer to who we are and what we want in and out of the classroom.

During this workshop, we’ll practice meditation and journaling techniques that are useful tools for slowing down and connecting to this moment. These tools and techniques also give us time and the opportunity to uncover ideas, thoughts, hopes, dreams that we might be ignoring or dismissing as we carry on in the hustle of our daily lives.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Bill Chafe,***

Session: Thursday, 2:45pm - 3:45pm

**Teaching Conflict Management**

Many of us recognize that our students would benefit from better understanding strategies to navigate their way through conflict, but it can be difficult to know how to bring conflict resolution into a communications classroom. Bill Chafe has agreed to share his own strategies for teaching conflict resolution. Join this conversation to hear about Bill's methods and experiences and to share your own approach to the topic.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Jack Wilson*** *of Algonquin College, is a 35-year veteran in the classroom.*

***Shawn Pentecost,*** *is a professor and coordinator of the General Arts and Science Program at the Pembroke Campus of Algonquin College. He has been a professor at the college since 2002. He was also member of the most recent Bargaining Team for college faculty.*

Session: Thursday, 2:45pm - 3:45pm

**Academic Freedom post-Kaplan Award: Implications for Language and Literacy Faculty**

As a result of the 2017 Kaplan Award, new language has been added to the Collective Agreement on academic freedom. But what are the implications for faculty within the classroom and without? And how can faculty use the new language to be advocates for the quality education we seek for our students?. A Q and A is to follow.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Maria Glass*** *is a full-time EAP professor with George Brown College in Toronto, ON. She holds a TESL certificate, a Ph.D. in Linguistics (Pragmatics) and a Master's in Applied Linguistics. Her research interests include Pragmatics, Interpersonal and Intercultural Communication, and Second Language Acquisition.​*

Session: Friday, 10:00am - 11:00am

**The Identity Issue in Advanced English for Academic Purposes (EAP) Classes**

This presentation will discuss identity issues instructors often encounter in an advanced EAP class.  It will be argued that, other than the obvious difficulties generated by differences in cultural and linguistic backgrounds, the factors that affect learning the most are related to age, especially in EAP courses that use only authentic academic materials. Some strategies designed to minimize the impact of these issues will be shared with the audience.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Shannon Blake*** *is a professor of English for the School of English and Liberal Studies at Seneca College. She has been with Seneca for five years, and has also taught at Humber and George Brown. Last year, Shannon completed a research project about the effects of community arts on street-involved adults. Shannon also writes short fiction and was recently published in The New Quarterly.*

Session: Friday, 10:00am - 11:00am

**“Purpose and Audience: Navigating the Intersection of Rhetoric, Transfer and Theory of Mind”**

The classic questions that professors ask students to consider about texts are, “What is the purpose of the text? Who is the audience for the text?” We do this to help students understand the rhetorical nature of the text: why and how it is constructed. These questions require theory of mind. We are asking our students to accurately deduce what the author is thinking and what she expects that the audience will think. However, because many of our students come from cross-cultural contexts and/or experience learning exceptionalities, these seemingly simple questions can be enormously difficult to answer.

As a researcher for Seneca College’s first-year composition course, I would like to discuss my findings about the multiple purposes in teaching rhetoric, the possibilities and limitations of transferring skills across genres, and why we must recognize – and develop – theory of mind. Further, I intend to frame my findings in the two-year Ontario college context and discuss strategies for how to shape our teaching given current structural constraints and possibilities.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Karen Kilbride****: Karen is a St. Clair College English professor and tutor, and author of the semi-autobiographical novel*Dead Weight. *Her background is in animation and she illustrates books when she's not whipping up costumes for local theatre productions. Self-publishing is one of her passions (almost as much as coffee!), and she looks forward to sharing ideas that can help turn your manuscript into a published book.*

***Heather Greene****: Heather is an English Professor at St. Clair College and has also taught academic writing at the University of Windsor. As a freelance editor she handles self-published books, as well as*Never Sleep With Anyone From Windsor *and* Cleavage*published by Black Moss Press. She can also do a mean edit of academic and research papers, and is acting editor for Local 138 where she is a union steward.*

Session: Friday, 10:00am - 11:00am

**Got a Book up Your Sleeve? A Beginner's Guide to Publishing**

Are you writing a manuscript and want an overview of your publishing options? Are you confused or overwhelmed by the publishing scene? Self-publishing has grown exponentially in recent years, increasing the options available for aspiring (or seasoned) authors. Will traditional or self-publishing serve you best? Paper or digital? What are the legal consequences of each route? Who will edit your manuscript, and why? Karen and Heather will discuss all of these topics and more.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Jordan Berard and William Hennessy*** *are Technical Communications professors in the Faculty of Technology and Trades at Algonquin College.  Both specialize in teaching to trades students.*

Session: Friday, 11:00am - 12:00pm

**Jenga and Jargon:  Navigating Identity and Resistance in the Trades Communications Classroom**

Teaching Communications in the Trades classroom can be challenging, as professors often encounter resistance to the topic.  Many students are of the opinion that a Communications course is not necessary for the trades, as they associate the only work they will be doing as a technician as hands-on, technical labour (installing, building, repairing, etc.).  This perspective of a job in the trades is often tied to a student’s learner identity, which can be reinforced through their previous education, society, or their chosen industry.  Recent studies have identified the value and importance of soft skills in many industries, including the trades, yet Communications courses still carry a stigma in college trades programs.  This presentation will examine issues of learner identity and student resistance in the Trades Communication classroom.  Bourdieu’s concept of the “Habitus” and Perry’s Scheme of intellectual and ethical development will guide an examination of practical applications of inclusive teaching strategies in two different Trades Communications courses at Algonquin College.

Although we will be speaking specifically of our experiences teaching to trades programs, the theory and activities that are presented in this workshop can be usefully applied to teaching in any program where there is a strong resistance to Communications courses.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Thom Bryce McQuinn*** *holds an MA from the University of Toronto and a PhD in English from York University. Currently Professor of English and Liberal Studies at Seneca College, Thom teaches classes in composition, writing, and the literature of addiction. His dissertation, Parched, explores the semiotics of queerness and alcoholism on the American stage between 1940 and 1970. His main research interests are modern and contemporary theatre, queer theory, cultural studies, camp, psychoanalysis, and addiction studies. His article “2 MacIvors: Gay/Queer Representation and Radical Intimacy” was published in Playwrights Canada Press’ collection Daniel MacIvor (May 2015). Past topics for his speaking engagements include the works of Tennessee Williams and Edward Albee, performance artist Nina Arsenault, and contemporary LGBTQ+ culture.*

***Denise Chilton*** *holds an MA in English from The University of British Columbia, where she was the recipient of a SSHRC Canada Graduate Scholarship Master’s award. Denise is currently a PhD candidate in English at York University. Her research interests include nineteenth-century American literature, children’s literature, and linguistic and stylistic approaches to literature. Denise also holds a BA in Journalism from Concordia University and has worked as a freelance journalist, technical writer, and translator (French to English) since 2001. As a Professor in the School of English and Liberal Studies, Denise teaches business and technical writing and college English courses. Her classroom focus is on empowering students to say exactly what they mean, conveying a precise and concise message to a clearly defined audience.*

***Jamie Giannou*** *has been teaching English at Seneca College since 2015. He holds a BA in English and European Studies and MA in Humanities at York University. His research interests are in Storytelling, Folk and Fairy Tales, Memory, and Life Writing. He received his B.Ed. degree from OISE and is a certified member of the Ontario College of Teachers. Jamie is a PhD candidate in Humanities at York University.*

Session: Friday, 11:00am - 12:00pm

**Exploring Self and Audience across Curricula**

This session will focus on practical classroom strategies for encouraging students to identify with both a sense of self and diverse audiences. Bringing expertise from three different communications perspectives---business and technical writing, creative nonfiction, and literary studies---our session takes an active learning approach to the creation of inclusive spaces across writing and communications curricula.

In business writing, it is often challenging for students to transition from representing their personal identity in writing to representing an organizational identity. Further, student writers must learn to seek common ground by identifying with their readers’ needs.

In creative non-fiction, students are encouraged to explore their own stories through analysis of artistic approaches to how lives are narrated, and how memories are re-presented through fictional elements. Students respond best, are most engaged, and produce the most interesting writing, when they are personallyinvested in course texts.

Finally, we examine how to foster a climate that is supportive of all identities in the literary studies classroom, making space for sexual orientation and gender identity and expression (SOGIE) and welcoming LGBTQ+ individuals.

We will model inclusive principles such as classroom contracts, audience analysis, self-reflection, role-playing exercises, and group problem-solving.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Professor Anthony Iacovino*** *currently teaches at Seneca College where he has been since 2004. He has taught courses in English and Technical Writing. He has published poetry along with business articles and edited books in the legal field. He is no stranger to the CALL Conference where he has presented three times. The presentations were:*

* + *Universality: The Principle with a Thousand Faces*
	+ *I Get High with a Little Help from Microsoft: Increasing the Student Success Rate in EAC 149*
	+ *Diverging towards the Center: Challenging Normative Ideas of Education*

Session: Friday, 11:00am - 12:00pm

**What Is an English Prof.?**

**Let us celebrate. Let us revel in the unmatched value of the written.**

In accordance wtih the theme of relaxation and identity, my presentation will reveal what literacy has meant for me personally and how it has helped me. I will present several passages from poetry to essays which have inspired and elevated my spirits. Most importantly, I will show why, more than ever, in our current drive for more technology, we need the counterbalance of the language arts (and the arts generally). It is vital to reconfirm the purpose of education and the relationship between technology and literacy.

Why do we want to be literate? I am healed by the hallelujahs of Leonard Cohen, I am inspired by the dream of Martin Luther King Jr., and I am strengthed by the audacity of Germain Grear. I am grateful for the books of science fiction and fantasy which allow me to imagine a better future for humanity.

Far from being a decorative extra which is less important than knowing how to write a memo, language literacy is a vital part of higher education.