



## CGC Summer Institute 2017

### ***Works-in-Progress: Supporting Graduate Communication Skills for Academic and Professional Contexts***

June 7-10

Middlebury Institute for International Studies (MIIS), Monterey, California

<b>Wednesday June 7</b>	<b>6:30-8:00pm</b>	<b>Opening reception</b>	<b>Hotel Casa Munras</b>
<b>Thursday June 8</b>	8:00-9:00am	Breakfast & Registration	Atrium
	9:00-9:30am	Official Opening	Auditorium
	9:30-10:30am	Keynote: Jane Freeman	Auditorium
	10:45am-12:10pm	A Strands / Writing Group	See page
	12:15-1:15pm	Lunch	Samson Dining Hall
	1:30-3:00pm	B Strands / Writing Group	See page
	3:00pm	Coffee Break	Atrium
	3:30-4:30pm	Panel: Master's Support	Auditorium
	4:30pm	<i>Optional walk to Cannery Row</i>	
<b>Friday June 9</b>	8:30am	Breakfast	Atrium
	9:00-10:15am	Keynote: Chris Casanave	Auditorium
	10:30-11:45am	Keynote: Chris Tardy	Auditorium
	12:00-1:30pm	Lunch / CGC Business Meeting	Samson Dining Hall
	1:45-3:00	C Strands / Writing Groups	See page
	3:00	Coffee Break	Atrium
	3:30-4:30	Panel: Oral Communication	Auditorium
<b>Saturday June 10</b>	8:30am	Breakfast	Atrium
	9:00-10:30am	D Strands / Writing Groups	See page
	10:45-11:45am	Keynote: Nigel Caplan	Auditorium
	12:00-1:30pm	Lunch and Discussions	Samson Dining Hall

*Support for the opening reception and keynote speakers' travel generously provided by*



# Greetings from the Chairs



We are pleased to welcome you to the Consortium on Graduate Communication (CGC) 2017 Summer Institute!

This summer's institute represents our third annual event since CGC's inception in spring 2014. In March 2015, members gathered for a half-day colloquium at the University of Toronto to begin building a community of professionals focused on graduate communication support. In June 2016, this event grew to a three-day summer institute held at Yale University focused on the theme of "Building English Language Teaching and Writing Studies in Supporting All Graduate Writers." At this year's institute, we focus on the theme, "Works in Progress: Supporting Graduate Communication Skills in Academic and Professional Contexts."

We chose this theme in recognition of the ongoing work of advocating for, piloting, and building graduate communication support initiatives taking place at many institutions, as well as the important role of CGC in supporting this work by providing venues for members to exchange ideas, brainstorm, share resources, and together tackle the tough questions related to graduate communication program design, pedagogy, and research. We have planned an institute that creates opportunities for learning from others, pushing our individual work forward, and deepening connections among CGC community members. The keynote addresses and panels explore graduate communication curriculum, faculty/graduate student relationships, academic writing, oral communication support, support for professional master's students, and principles emerging for our field. The works-in-progress strands provide an opportunity for participants to learn about work happening at other institutions and engage in sustained conversations through strands focused on curriculum, individual instruction, online teaching, oral communication, pre-matriculated students, program administration, student needs, research, wellness, and writing groups/workshops/boot camps. Interspersed are opportunities for CGC members to socialize during shared meals and excursions into the beautiful local area.

We would like to acknowledge the many generous volunteers who have made this institute possible:

- Local host: Lisa Leopold
- CGC Board members: Steve Simpson, Talinn Phillips, Jim Tierney, and Jane Freeman
- Sponsor: Michigan University Press, who funded the Wednesday reception and keynotes' travel
- The local organizing team: Angie Quesenberry, Renee Jourdenais
- Our keynote speakers: Jane Freeman, Chris Casanave, Chris Tardy, and Nigel Caplan
- Our panelists: Kathi Bailey, Belinda Brownstein, Pamela Dzun, John Hedgcock, Deborah Lee, Lisa Leopold, Melissa Myers and Jim Tierney, as well as moderators Steve Simpson and Talinn Phillips
- The 39 works-in-progress presenters

Finally, we invite you to the second annual CGC Business Meeting, where we will welcome the incoming members of the 2017-2018 CGC Board and share updates about the organization. Enjoy the institute!

*Michelle Cox and Nigel Caplan, CGC Co-Chairs*

# Keynote Speakers

## Jane Freeman, “Anticipating Individuality and Fostering Autonomy: Core Principles in the Design of Graduate Communication Curricula” (Opening Keynote, Thursday 9:30am)

Graduate writers' challenges are highly individual and shaped by a range of factors, such as students' disciplines, methods of inquiry, language proficiencies, departmental requirements, and supervisors' preferences. Whatever set of needs graduate students start with, upon graduation they leave school for good and move into contexts that will require them to generate and improve their own writing. In this paper I propose that two principles -- anticipating individuality of needs and fostering autonomy -- work well in tandem not only to guide curricular design and classroom strategies in graduate communication programs but also to serve as possible guides for the work of the CGC as we learn with and from colleagues who are working on similar challenges in inherently different contexts.

**Dr. Jane Freeman** is the founding Director of the School of Graduate Studies' Graduate Centre for Academic Communication (GCAC, formerly the Office of English Language and Writing Support) at the University of Toronto. She established GCAC's modular curricula and designed several of the program's courses and workshops. Her areas of expertise are Oral/Written Communication, Classical Rhetoric, and Shakespeare. In 2017, she was awarded the Graduate Course Lecturer Award by the U of T's Institute of Medical Science. Recent publications include a book written in collaboration with Ursula Franklin entitled *Ursula Franklin Speaks: Thoughts and Afterthoughts, 1986 – 2012* (2014); a chapter on Robert Lepage co-authored with M. J. Kidnie in *Great Shakespeareans* (2013), and a chapter in *Supporting Graduate Student Writers: Research Curriculum, and Program Design* (2016). She is a Senior Fellow of Massey College, a member of the Stratford Festival's Senate, and a member of the Board of the Consortium on Graduate Communication.



*Photos from the 2016 Summer Institute*



**Christine Pearson Casanave, “Geneologies in Graduate Education: Teachers and Grandteachers; Students and Grandstudents” (Friday, 9am)**

In this talk I explore a geneological perspective on graduate education. I ponder some of the influences on my own scholarly identity, in the hope that participants will consider their own geneologies: Who were our most influential graduate level teachers? What teachers and texts influenced them? What texts changed our lives in large or small ways, and who pointed us in their direction? Who have we influenced, and how have we done this? Will our own students carry on our influences to their students? In all these cases, have the influences been mainly positive, neutral, or negative? Such questions have led me to this reflective and personal look at teachers, grand-teachers, and great-grand teachers; and at students, grand-students, and great-grandstudents. My point will be to wonder at the connections we have made with a few people and texts when we were in graduate school, and to think about them in conjunction with the work we continue to do with graduate students. Will we, or the texts we introduce students to, become part of their geneologies, to be passed on to future generations of students? Will our own legacies meet up to our expectations and standards?

**Christine Pearson Casanave** received her MA from the Monterey (now Middlebury) Institute of International Studies and her PhD from the Stanford School of Education. She worked in Japan for 14 years at both a Japanese university and in the TESOL graduate programs at two American branch campuses there. She is interested in qualitative inquiry, graduate level writing and writing for publication, and the professional development of second language teachers and language teacher educators. She writes and publishes in these areas, and is currently affiliated with Temple University's Japan branch, advising doctoral dissertation writers online, and as Visiting Scholar with the Middlebury Institute of International Studies at Monterey.



*Photos from the 2016 Summer Institute*



**Christine Tardy, “Let’s Throw Some Verbal Rocks at these Mediocrities: A Case for Play in Advanced Academic Writing” (Friday, 10am)**

Humans like to play. We play with toys, art, music, and language, beginning from our early months and continuing throughout our lives. Scholars who have studied language play have found it to be pervasive, particularly in everyday communication (Carter, 2004; Cook, 2000; Crystal, 1998). Research also suggests that language play may contribute to first and second language development (Tarone, 2004). But what could play possibly have to do with academic writing, an arguably serious (and, at times, painful) endeavor? In this talk, I make a case for the presence and value of play in the process and products of academic writing by drawing on examples of how academic writers play with language, genre, and discourse, as well as scholarly arguments for the functions of play in language and writing. This talk is not a “how to” for incorporating play into academic texts but rather it aims to inspire practitioners to consider how the lighter moments of language use and writing may be good for more than a few laughs.

**Christine Tardy** is Professor of English Applied Linguistics at the University of Arizona, where she teaches courses in TESOL and applied linguistics, and she directs the second language writing courses in the university writing program. Her work appears in numerous journals and edited collections, and most recently she has published *Beyond Convention* (University of Michigan Press) and, with Brian Paltridge and Sue Starfield, *Ethnographic Perspectives on Academic Writing* (Oxford University Press). After six years co-editing *Journal of Second Language Writing*, she is now happily busy preparing her own manuscripts for hopeful publication.



**Nigel Caplan, “The Graduate Communication Manifesto: A Work-in-Progress” (Saturday, 11am)**

Since we created CGC out of an informal discussion group in 2014, CGC has been a work-in-progress within a field – graduate communication – that is itself a work-in-progress. As I step down as co-chair of CGC, I reflect on our progress so far with a draft set of principles for graduate communication support and my thoughts on how to enact this manifesto in our various institutions. Far from a finished product, this work-in-progress is an invitation for discussion today and as CGC and the field continue to develop.

**Nigel Caplan** is an associate professor at the University of Delaware English Language Institute, where he teaches pre-matriculation courses for international graduate students, coordinates the pilot Graduate Communication Support Initiative, and teaches graduate courses in the MA TESL program. Nigel founded and has co-chaired CGC with Michelle Cox and is one of the editors of *Supporting Graduate Writers* (Michigan). He is also the author of several textbooks including *Grammar Choices for Graduate and Professional Writers* (Michigan). Nigel completed his PhD in Education this year from the University of Delaware and also holds degrees from the University of Pennsylvania and Cambridge University.



## Panel Discussions

### **Support for Professional Graduate Students**

Thursday, 3:30-4:30pm

*Moderator: Steve Simpson, New Mexico Tech*

Panelists:

John Hedgcock, Middlebury Institute of International Studies at Monterey

Deborah Lee, Vanderbilt University

Lisa Leopold, Middlebury Institute of International Studies at Monterey

Jim Tierney, Yale University

### **Oral Communication Support**

Friday, 3:30-4:30pm

*Moderator: Talinn Phillips, Ohio University*

Panelists:

Kathi Bailey, Middlebury Institute of International Studies at Monterey

Belinda Braunstein, University of California—Merced

Pamela Dzunu, Washington University of St. Louis

Melissa Myers, Cornell University

## Writing Group

The writing group -- Jin Pennell, Lindsey Ives, and Talinn Phillips – can meet throughout the three days of the institute in McCone 209 during the strand times.

## Works-in-Progress Strands

*Each presentation will last up to 15 minutes, followed by approximately 25 minutes of discussion.*

*As a courtesy to presenters, please stay in the same room for both papers and discussions.*

### A Strands (Thursday 10:45-12:10)

Morse A101 <i>Program Admin Strand</i>	Morse B105 <i>Curriculum Strand</i>	Morse B206 <i>Individual Instruction</i>	McCone Boardroom <i>Wellness Strand</i>	McCone M238 <i>Research Strand</i>
Geraldine McNenny, “The Graduate Project on Writing and Educational Research: A Coordinated Approach to Supporting Doctoral Students”	Kathy Brenner, “Biomedical and Health Science Writing: New Postdoc Manuscript Writing Course and Expanded Graduate Health Sciences Writing Course”	Cheryl Pavlik, “Exploring Individualized Instruction in a Legal English Certificate Program”	Julie Reiser, “Adopting Mindfulness Techniques in Graduate Communication Courses for Engineers”	Rachael Cayley, “Investigating the Genre of Paper-Style Doctoral Theses”
Jessica Bolker & Jovana Milosavljevic-Ardeljan, “Centralizing Graduate Communication Support: Integration and Expansion”	Daniel Calvey, “Course Design of ‘Scientific & Technical Communication’ and ‘Academic Writing for Graduate Students’ in a Turkish University”	Cassandra Rosado, “Piloting an Independent Study Course on Research Writing”	Lisa Russell-Pinson, “Anguish and Anxiety, Stress and Strain: Providing Emotional Support in the Dissertation Process”	Hillary Jenks, “Integrating Digital Research Methods in Thesis and Dissertation Writing Support in the Humanities”

For session descriptions, please visit <http://tinyurl.com/monterey2017> or use this QR code:



## B Strands (Thursday 1:30-3:00)

Morse A101 <i>Program Admin Strand</i>	Morse B105 <i>Curriculum Strand</i>	<i>Morse B206</i> <i>Writing Groups/ Workshops</i>	McCone Boardroom <i>Pre-Matriculation</i>	McCone M238 <i>Research Communication</i>
Cameron Bushnell, “Training and Mentoring Graduate Students as Writers and Teachers of Writing”	Greer Murphy & Brittany Mersion, “From Exigency to Opportunity: Interdisciplinary Approaches to EAP Program Assessment”	Kyung-Hee Bae, “Assessing a STEM Writing Groups Program”	Angelo Pitillo, “Online Pre-Arrival Course and MOOC for Newly Admitted International Graduate Students”	Rebecca Oreto, “Insights into Communicating Research based on Walter Ong's Orality and Literacy”
Seth A. Streichler, “Instructors as Generalists”	Marcus Weakley, “Assignment Design: Fostering Critical Thinking Skills in International Graduate Writers”	Joanne Lax, “Communications Workshops for Engineering Graduate Students”	Megan Siczek, “Innovating a Graduate-level EAP Program”	Stephanie Link, “Empowering Knowledge Dissemination by Advancing Scientific Research Writing”



**After the panel discussion, MIIS hosts will share ideas for evening activities and lead an optional walk to Cannery Row!**

Don't forget to visit the University of Michigan Press' book exhibit to thank Kelly Sippell for her ongoing and generous support of the Consortium on Graduate Communication since its inception (and to peruse the books!).



### C Strands (Friday 1:45-3:00)

Morse A101 <i>Program Administration Strand</i>	Morse B105 <i>Curriculum Strand</i>	Morse B206 <i>Writing Group Strand</i>	McCone Boardroom <i>Pre-Matriculation Strand</i>
Gail Shuck & Daniel Wilber, “Let's Start at the Very Beginning: Faculty Responses to Student Needs”	Sara Saylor, "Supporting Graduate Writers at UT Austin”	Leslie Dupont, “Transitions in a Graduate Writing Institute”	Nathan Lindberg, “Developing a Summer Intensive English Program for Masters in Engineering Students”
Isabell May, “New Writing Center and Science Communication Program at the University of Maryland, Baltimore”	Lenore Latta, “Strategies for Improving Students’ Language Acquisition in EAL Programs”	Trixie Smith, “Writing Center Partnerships Across Campus: Successes and Failures”	Troy Mikanovich, “Assignments in Graduate Research: Demonstrating Proficiency Without Context”

### D Strands (Saturday 9:00-10:30)

Morse A101 <i>Student needs strand</i>	Morse B105 <i>Online teaching strand</i>	Morse B206 <i>Writing groups / bootcamp</i>	McCone Boardroom <i>Oral communication strand</i>
Doug Campbell, “How an affiliation with a Student Development Centre (that has student wellness as its mission) affects a graduate communication support program”	Nancy Barr, “Course Design: Integrating Online Students Into an On-campus Course”	Nicholas Cenegy, “Findings from a Writing Groups Program: Write Watchers”	Lisa Leopold, “Pedagogical Activities for Building Panelist Credibility”
Elena Kallestinova, “Research on written communication needs of graduate and professional students with Learning Disabilities”	Betsy Gilliland, “Research on Discussion Board Postings in a 'Teaching Second Language Writing' Course”	Jodie Salter, “Dissertation Boot Camp - Decreasing Graduate Student Times-to-Completion”	Najma Janjua, “Oral Communication in Healthcare: Minimizing L1 Interference”

**Please join us for the closing lunch and an opportunity to discuss the institute and future collaborations!**

## Directory of Participants in the 2017 CGC Summer Institute

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[www.gradconsortium.org](http://www.gradconsortium.org)

Member directory, resources, bibliographies, and more!

### CGC Board (2016-2017)

Co-Chairs: Nigel Caplan & Michelle Cox

Members-at-large: Jane Freeman, Talinn Phillips,  
Steve Simpson, Jim Tierney

### CGC Board (2017-2018)

Co-Chairs: Steve Simpson & Lindsey Ives

Past Chair: Michelle Cox

Secretary: Talinn Phillips

Treasurer: Nigel Caplan

Members-at-large: Jane Freeman, James Tierney, & Shyam Sharma

Join us in Summer 2018 in Ann Arbor!

