Consortium on Graduate Communication

2019 Summer Institute

June13-15

George Mason University, Arlington Campus

Meeting Diverse Needs Through Professional Connections

Consortium on Graduate Communication

GEORGE MASON UNIVERSITY

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Welcome to the 2019 CGC Summer Institute!

Welcome to Arlington! On behalf of the CGC Board of Directors and our dynamic team of local hosts at George Mason University, we invite you to spend the next couple days with us inside the beltway in Arlington, VA.

As with the 2018 Summer Institute in Michigan, this year's Institute will feature thought-provoking keynote addresses; concurrent Works-in-Progress sessions in which participants can discuss and collect feedback on their research, pedagogy, or program design; and concurrent Workshops and Roundtables that provide both valuable nuts-and-bolts approaches to graduate communication support and networking opportunities. On Friday, we will pilot the first ever Pecha Kucha presentations. (You just have to see them to believe them.) As with last year, videos of the Keynote addresses and materials from workshops will be made available on the MEMBERS-ONLY portion for the CGC website.

This year's Institute is being held in vibrant Arlington, VA, just five miles from major sites of interest in downtown Washington DC. In addition to participating in this year's Institute lineup, we invite you to enjoy the many fabulous restaurants, museums, monuments, and other tourist spots in the area immediately surrounding George Mason University's Arlington Campus.

This Year's Theme: Meeting Diverse Needs Through Professional Connections

Faculty and administrators whose daily work involves understanding and advocating for the complex needs of graduate students recognize the critical importance of successfully connecting and collaborating with a wide range of professional partners. National trends in graduate and postgraduate education highlight just a few factors that contribute to shaping complex needs: 59% of graduate students identify as female, 1.4 million identify as non-white, 1.3 million are part time, and more than 1.1 million of these students participate in distance education (Institute of Education Sciences, 2018). In addition, international students comprise approximately 20% of graduate enrollments in the U.S. (Hawes, 2018). Similar patterns of growth and diversification in the graduate population have been seen in other countries.

Following three successful summer institutes (Yale, Monterey, and Michigan), the 2019 CGC Summer Institute seeks to highlight the many ways that graduate communication

professionals build, grow, and sustain successful collaborations and the ways they build alliances and partnerships to help support graduate student success.

Advocating for a diverse body of graduate students and post-docs often requires graduate communication professionals to connect and collaborate with a wide range of professional partners. We can, for example, draw on multiple disciplinary frameworks for theorizing our work. We can consult the scholarship on graduate communication coming out of a variety of fields. In addition, we can work with other graduate communication specialists from many different institutions and institutional locations, such as graduate schools, intensive English programs, English departments, and writing centers. Another way of drawing on this expertise is through collaborating more directly with professionals across our own institutions and in the larger community. For example, graduate communication professionals may:

- Work directly with disciplinary faculty to not only gain insights into the milestones that graduate students in a given department must meet, but also share strategies to support these students in the disciplinary classroom and beyond
- Communicate with administrators to advocate for graduate communication support services
- Co-teach graduate-level courses with faculty or staff from different departments on campus
- Develop workshop series on topics related to graduate-student concerns in collaboration with professionals from the student health center, the career center, the office on academic integrity, etc.
- Invite guest speakers from industry to talk to graduate students about the specific communication needs for success outside of academia
- Conduct needs analyses and other research into graduate students' communication needs during and beyond their degrees

Some questions related to these collaborations include (but are not limited to):

- What disciplines offer theoretical resources for understanding and propelling our work with graduate students?
- What research and scholarship about graduate communication have emerged from the disciplines?
- Where are graduate communication professionals located in the university, and how are graduate communication professionals in different locations collaborating with one another?

- With whom do graduate communication professionals collaborate? Why? How?
- In what ways do graduate students benefit from such collaborations?
- In what ways do these collaborations benefit an increasingly diverse graduate student body (linguistically and culturally) and an increasingly diverse array of graduate programs (e.g., professional master's programs, online programs, etc.)
- How do graduate communication professionals—and their collaborators—benefit from working together?
- How do we advocate for services for graduate students to university administration?
- What are the impediments to collaborating for graduate communication professionals? How can such impediments be overcome?
- What are the components of successful collaborations?

To explore these questions or other issues pertaining to your graduate communication context, the Institute features **works-in-progress sessions**, **workshops**, **roundtable sessions**, and **keynotes.**

Works-in-progress (WiP) are short presentations on pedagogical strategies, programmatic initiatives, and scholarship followed by rich discussion. The purpose of these sessions is for the presenters to share ongoing work, receive feedback, explore open questions, and learn from other disciplinary and institutional perspectives. A table with a list of all concurrent sessions and their room numbers can be found on page 30. An alphabetical list of WiP presenters and abstracts can be found on page 35.

Workshops will share nuts-and-bolts approaches to written and oral communication support. These sessions are perfect professional development opportunities for those who are new to the field or exploring new graduate communication initiatives or approaches. **Roundtable** sessions are facilitated discussions around a common area of scholarly, pedagogical, or programmatic concern. These sessions are ideal for researchers and practitioners looking to network with others in the same area of interest or wanting to talk in depth about curricular approaches, professional concerns, or future projects. Workshops and roundtables will run concurrently on Thursday and Friday afternoon. Descriptions of the workshops and roundtables can be found later in this full program.

Keynotes by established and emerging graduate communication scholars will push forward the conversation in relation to the Institute theme. George Mason University's own Terry Myers Zawacki will open the Institute on Thursday morning. The other

keynote speakers are Neal Lerner from Northeastern University and Rachael Cayley from the University of Toronto.

Registration, food, and keynotes will be found in the Multipurpose room in Founders Hall (room 126). Workshops, Roundtables, and Works-in-Progress sessions can all be found on the third floor of Founders Hall.

Using this Program
We have provided each of you with a paper version of the short program. We have a few paper versions of this full program for accessibility purposes. However, we encourage you to use this program as an electronic PDF. We have bookmarked the major sections of the program and have linked the Table of Contents to the appropriate sections for easy navigation on computers and devices. You can also search the program by keyword to find specific people or presentations.

If you have any questions about the program, session locations, or things-to-do in Arlington or nearby Washington, DC, please ask any of the organizers, local hosts, or graduate student volunteers.

Thank you for coming to the 2019 Summer Institute!

Lindsey Ives (CGC Co-Chair)
Steve Simpson (CGC Co-Chair)

Nigel Caplan (Treasurer)
Talinn Phillips (Secretary)
Lisa Russell-Pinson (Board Member)
Shyam Sharma (Board Member)
James Tierney (Board Member)

Karyn Kessler (Local Host)
Susan Lawrence (Local Host)
Paul Rogers (Local Host)

Sponsors

We would like to thank the sponsors who have contributed to the 2019 CGC Summer Institute.

First, we are eternally grateful to Kelly Sippell and MICHIGAN ELT for sponsoring the Thursday evening reception and for supporting the work and teaching of graduate communication scholars and practitioners. Please make sure to visit Kelly at the MICHIGAN ELT booth in between sessions!

Second, a number of departments and units at George Mason University contributed to the Summer Institute:

- George Mason University College of Science
- The Office of the Associate Provost for Graduate Education, George Mason University
- The George Mason University Writing Center
- The Program in Writing & Rhetoric, George Mason University
- The Department of English, George Mason University
- INTO Mason

We also thank our GMU local hosts—Karyn Kessler, Susan Lawrence, and Paul Rogers—and all the graduate student volunteers helping with logistics. Please make sure to thank the Mason Team when you see them for helping make this year's Summer Institute happen.

Last, we'd like to thank Linda Macri and Shannon Madden, who helped select this year's Feak & Swales Scholarship awardees.

Feak and Swales Travel Scholarship Awardees

We'd like to congratulate the awardees of the inaugural Feak and Swales Summer Institute Travel Scholarship: Mahmoud Talat Altalouli and Idée Edalatishams. Mahmoud is a PhD Candidate in the Warner School of Education and Human Development at the University of Rochester. Idée is a PhD Student in Applied Linguistics and Technology at Iowa State University and a consultant in the Center for Communication Excellence. Please make sure to congratulate Mahmoud and Idée when you see them and ask about their projects! With this award, the CGC honors two founding figures in the field of graduate communication, Christine B. Feak and John M. Swales of the University of Michigan.

We will again be awarding travel scholarships for next year's Summer Institute. We will post submission information on the CGC website and will disseminate it on the CGC Listserv.

Mahmoud Talat Altalouli

Idée Edalatishams

Program at a Glance

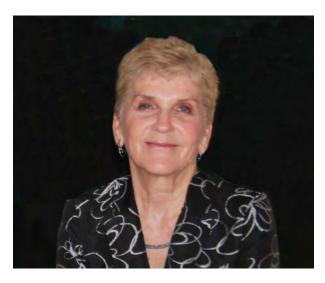|			
Thursday June 13	8:00-9:00	Breakfast & Registration	Multipurpose room (MPR), 126
	9:00-9:30	Welcome & Opening Remarks: Lindsey Ives, Lisa Russell-Pinson, and Laurence Bray, Associate Provost for Graduate Education	MPR, 126
	9:30-10:30	Keynote: Terry Myers Zawacki	MPR, 126
	10:40-12:10	Works-in-Progress Strand A	See session table
	12:15-1:15	Lunch	MPR, 126
	1:30-3:00	Works-in-Progress Strand B	See session table
	3:00-3:25	Coffee Break	MPR, 126
	3:30-5:00	Workshops & Roundtables	See workshop schedule
	5:30-7:00	Evening Reception	Holiday Inn Arlington ballroom
Friday June 14	8:30-9:00	Breakfast	MPR, 126
	9:00-10:15	Keynote: Neal Lerner	MPR, 126
	10:30-12:00	Works-in-Progress Strand C	See session table
	12:10-1:30	Lunch/CGC Business Meeting	MPR, 126
	1:40-3:10	Works-in-Progress Strand D	See session table
	3:10-3:25	Coffee Break	MPR, 126
	3:30-5:00	Workshops and Roundtables	See workshop schedule
	5:15-5:45	Pecha Kucha Presentations	MPR, 126
Saturday June 15	8:30-9:00	Breakfast	MPR, 126
	9:00-10:30	Works-in-Progress Strand E	See session table
	10:45-11:45	Keynote: Rachael Cayley	MPR, 126
	12:00-1:30	Lunch and Discussion	MPR, 126

Pecha Kucha Presentations

This year, we will pilot short Pecha Kucha presentations on Friday afternoon. Come join us as we wrap up the day with a few chuckles.

- "So, You Think You Know Graduate Students?" Nathan Lindberg and Melissa Myers (Cornell University)
- "Ten Bad Ideas About Grammar." Nigel Caplan (University of Delaware)
- "It Takes a Village: Co-mentoring Practices." Sara Saylor (Independent Scholar)

Keynote Speakers and Abstracts

'Transing' Practice(s): Research on Academic Writers and Writing Across Levels, Languages, and Disciplines

Terry Myers Zawacki
Professor Emerita, George Mason University

My presentation features the voices of graduate students, many English L2, and faculty across disciplines talking about expectations for "good" writing, largely hidden in the normalized discourses of disciplines and subdisciplines. My focus will be on dissertation writers, who, like the undergraduate students that were the focus of my earlier collaborative research, reported many of the same challenges related to the generic or vague terminology their advisors used to describe the writing they expected. Also similar to faculty in the undergraduate research, dissertation advisors, for the most part, assumed that the writing itself was something that should have been learned at some prior point in the students' educational background—"the myth of transience"–and also tended to see writing as separate from thinking—the "transparency of writing" (Russell). Using examples from my co-authored research on dissertation writers and writing, I will show how the writing often became visible to advisors in transdisciplinary communities of practice where students are crossing from one way of knowing, doing, and writing to another, and in translingual contexts where differences disrupted expectations of a "smooth read" (Turner). Whether transparent or visible, transdisciplinary or translingual, many of the faculty advisors felt that the "writing" itself should be handled by others who have the expertise and have been charged to do this work. I will be interested, then, in what rhetorical and writing expertise outsiders to a community of practice are able to bring to the table, whether in their tutoring practices or in courses developed for graduate writers. Drawing on recent publications on graduate writing support (Simpson et al.; Lawrence & Zawacki), I'll describe practices that seem most promising in helping advanced graduate students acquire—and transfer across texts and contexts—the specialized discourse, writing, and linguistic knowledge they need to
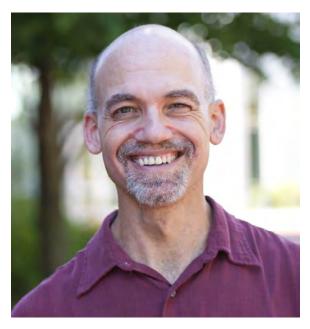
succeed in their programs. Given the key role explicitness plays in transfer, I'll focus in particular on those practices that involve making the tacit and implicit visible to both students and faculty.

Finally, all of these "trans" concerns lead me to consider what new lines of inquiry we might pursue related to transfer in the context of graduate writers and writing. For example, studies on undergraduate student writers posit that they progress through "stages" (Thaiss & Zawacki) or pass through "thresholds" (Wardle et al.) along the way to acquiring—if they do–disciplinary writing expertise, while it is largely assumed that advanced graduate writers have already acquired that expertise. For both undergraduate and graduate writers, however, we don't know what might be happening in the liminal, the "transient," spaces between and across academic levels as they integrate (or not) local writing knowledge with global (generic/linguistic) knowledge (Carter). I want to think aloud with CGC participants about questions we might ask about that integration/transfer process and the fields we might need to cross as we seek answers.

STEM Graduate Students and Writing Center Collaborations: Processes, Products, Concerns

Neal Lerner
Professor of English, Northeastern University

In addition to the commonplace of seeking feedback on their writing, graduate students in STEM come to our writing centers for multiple purposes: to find some solace in their at-times overwhelming academic lives, to seek intervention in potentially fraught relationships with their major advisors (and often primary gatekeeper of their writing progress), to get a non-technical point of view on their technically challenging writing tasks. While these purposes might seem well within the purview of writing centers, they are situated in the reality that many graduate students in STEM are international students, non-native or bilingual English speakers and writers, and students of color in majority white

institutions. They encounter a writing center that is both a source for inclusive pedagogies and a gatekeeper for dominant practices. I explore this conflicted role in a qualitative study of STEM graduate students' use of the writing center, exploring how the writing center operates as part of students' overall processes of writing, and how we might position our writing centers to best support graduate students' social, intellectual, and emotional needs.

#AcWri Blogs: Building Professional Communities

Rachael Cayley
Graduate Centre for Academic Communication, University of Toronto

Graduate students receive varying degrees of support in academic communication from their institutions; to supplement that support, some will consult academic writing blogs. These blogs, a subset of the larger world of academic blogs, cover a range of writing issues, everything from punctuation to proposal writing to productivity. For many students, such online support offers a valuable form of autonomous capacity building: away from the strictures and pressures of their departments, graduate writers can seek out the expertise that they need, deciding for themselves what advice to take. As these blogs become a more established part of the landscape of writing support, it makes sense to ask what role they might play in the professional lives of those who teach graduate writing. Engaging with the world of academic writing blogs, however, requires a consideration of the tension implicit in such blogs. On the one hand, blogs exist outside the peer review framework, offering their authors the chance for unmediated self-publishing. Looked at in that way, we can see reasons to be wary of their claims of expertise: anyone can say anything on a blogging platform. On the other hand, they offer access to the pedagogical practices and experiences of other graduate writing instructors. Looked at in this way, we can see reasons to welcome this chance to learn from other practitioners: blogging offers unique access to the lived experience of far-flung colleagues in a relatively new field. This tension—between the absence of traditional scholarly authority and presence of relevant pedagogical experience—is a crucial one to explore if we want to understand blogs as a source of professional

connection. In this talk, I will argue that writing blogs can be a valuable professional space because this tension allows for dynamic interactions: blogs are a unique opportunity to hear about the rich pedagogical experiences of our peers in a manner that allows us to decide, through a highly informal type of post-publication 'peer review', what we think is helpful. This argument will be rooted in my experience creating my own academic writing blog and in my involvement with the community of academic writing bloggers.

Workshops and Roundtable Sessions

Thursday, June 13 , 3:30-5:00

Workshop 1. Developing Faculty Resources for Meeting Graduate Writing Needs (Room 308)
Vicki R. Kennell, Purdue University
Michelle M. Campbell, Duke University

Workshop 2. Coming to Fruition: Pulling the Curtain Back on the Germination of a Successful, Rapidly Growing Graduate Communication Center (Room 310)
Sarah Huffman, Iowa State University
Elena Cotos, Iowa State University

Workshop 3. Facilitating Interdisciplinary Writing Groups (Room 311)
Erin Strickland, Montana State University

Workshop 4. Inclusion and Equity in Programming, Pedagogy, and Policies for Graduate Student Communicators (Room 317)
Shannon Madden, North Carolina State University
Neisha-Anne S. Green, American University
Shenita Denson, University of Maryland-Baltimore County

Roundtable 1. Working Toward Solutions Through Cross-campus Collaboration: A Roundtable Discussion on Graduate Communication Support (Room 318)
Laura Lukes, George Mason University
Paul Rogers, George Mason University

Roundtable 2. Graduate Engineering Communication Support (Room 313)
Kelly J. Cunningham, University of Virginia

Friday, June 14, 3:30-5:00

Workshop 5. Developing Disciplinary Faculty; Developing Global Graduate Students (Room 308)
Dawn Bikowski, Ohio University
Talinn Phillips, Ohio University

Workshop 6. Assessing Graduate Students' Rhetorical Abilities and Developing a Graduate-level Rhetoric and Communication Class (Room 310)
Suzanne Lane, Massachusetts Institute of Technology

Workshop 7. Personal Narratives: Framing and Support for International Graduate Students (Room 311)
Sara Gramley, Brown University

Roundtable 3. Professional Development for International Graduate Students: Beyond ITA Training (Room 313)
Cynthia Zocca DeRoma, Yale University
Brenda Prouser Imber, University of Michigan

Roundtable 4. Strategies for Teaching Reading and Listening to Graduate Students (Room 317)
Jane Freeman, University of Toronto

Workshop Abstracts

Workshop 1. Developing Faculty Resources for Meeting Graduate Writing Needs (Room 308)
Vicki R. Kennell, Purdue University
Michelle M. Campbell, Duke University

Presenter Information
Vicki Kennell has a Ph.D. in English. She worked as ESL Specialist in the Purdue Writing Lab before transitioning to Associate Director for Graduate Writing and Multilingual Writing. In those positions, she has been involved in the development and writing of two guides for faculty: one about working with multilingual writers, the other about working with graduate writers. In addition, she has administered multi-day intensive writing workshops for graduate writers working on dissertations, supervised graduate students working as staff on those and similar projects, led a writing group for social science graduate students for five years, and developed training for writing tutors around working with multilingual writers and graduate writers.

Michelle Campbell has a Ph.D. in English. In her current position at Duke University, she teaches graduate-level writing classes and tutors at the Graduate Communications Center within the Pratt School of Engineering. During her time at Purdue, she was a lead developer on the Purdue Writing Lab's Working with Graduate Student Writers Faculty Guide. She developed and led writing workshops for international and domestic graduate students, including multi-day intensive writing workshops for graduate students drafting and revising their dissertations. She also supported international graduate students' oral language skills in Purdue's Oral English Proficiency Program.

Session Description
This workshop's primary goals are 1) to further participants' understanding of how leveraging faculty development can contribute to graduate writing support and 2) to increase participants' capability for addressing faculty development in practical and context-specific terms. Students need a mentor to help them through the often-difficult process of scholarly writing, and faculty are uniquely situated to foster graduate student development and success due to their influential position in students' academic lives (Brooks-Gillies, Garcia, Kim, Manthey, & Smith, 2015). Helping faculty develop as writing mentors indirectly supports graduate students working under them and offers a broader impact to the field of graduate communication than a single

support unit may be able to provide. Faculty who know how to set up a writing culture in their lab group, for instance, are positioning their graduate students not only to succeed as scholarly writers but also to offer that support mechanism to their own future students. This view of the future presupposes that faculty see the need, understand how to address it, and possess skills necessary to succeed at their endeavors, but many faculty themselves lacked writing mentorship as graduate students. Using the case study of Purdue Writing Lab faculty work, this workshop will clarify the need, potential methods, and possibilities for leveraging faculty development in support of graduate writing.

Because both organizers worked closely on faculty support projects, they will present material jointly and co-lead the workshop. Organizers will provide context and bring materials they developed to guide participants through the process of formulating potential faculty development programs. Participants should bring a sharp intellect, a lively curiosity, and a willingness to engage in dialogue. Some understanding of graduate student and faculty needs at their current institution would be helpful, and they may want to preview the faculty guide created by the workshop leaders for their home institution, as it will be referred to throughout the workshop. (https://owl.purdue.edu/writinglab/faculty/faculty_guides.html).

The workshop will alternate among the following activities: 1) Brief explanations of the presenters' work (e.g., Working with Graduate Student Writers Faculty Guide) as a case study of leveraging faculty development in a particular context; 2) Individual activities that elicit and organize audience knowledge and perspective (e.g., large post-its for demystifying WAC/WID, undergrad/grad; guided questions for identifying existing local work and gaps that need addressing); and 3) Group activities that provide cross-institutional dialogue (e.g., develop potential faculty survey questions, brainstorm resources relative to local campus cultures). Workshop participants may benefit in different ways depending on their prior experience with leveraging faculty roles in graduate writing development. Participants who have not yet thought about the faculty aspect of the graduate/faculty/support-services triangle can expect to gain a basic understanding of the potential that exists in this work. Those with more experience can expect to acquire additional insight into methods and practices for leveraging faculty development and to explore the role of context in identifying opportunities and challenges for creating resources. All participants will benefit from cross-institutional dialogue about the types of faculty resources currently undertaken at various institutions.

Workshop 2. Coming to Fruition: Pulling the Curtain Back on the Germination of a Successful, Rapidly Growing Graduate Communication Center (Room 310)

Sarah Huffman, Iowa State University
Elena Cotos, Iowa State University

Presenter Information
Sarah Huffman is the Assistant Director of the Center for Communication Excellence in the Graduate College at Iowa State University (ISU) with a dual appointment as graduate faculty in ISU's English Department. Sarah teaches a research writing course for graduate students and also is responsible for the Graduate Peer Mentor training program. Her research interests include discourse analysis, English for Academic Purposes, and research writing.

Elena Cotos is the Director of the Center for Communication Excellence and an Assistant Professor in the English Department at Iowa State University. Her research investigates genre writing in the disciplines and automated writing evaluation to improve writing pedagogy.

These presenters have been at the ground level of planning for and building a now-flourishing graduate communication center that was not in existence just three years ago. They have been the key players in establishing the need for the center, proposing the idea to necessary stakeholders, securing funding for a pilot, establishing the center's vision, and ultimately, enacting the vision through training of writing consultants and promoting graduate student awareness of newly available resources in graduate academic communication development.

Session Information
This workshop provides experienced-based building blocks for those new to graduate writing/communication centers or those with experience in such centers as they seek to initiate or expand programming in meeting the changing academic communication needs of graduate students in higher education. Our goal is to make transparent the painstaking, but rewarding process of developing a graduate communication center – the Center for Communication Excellence (CCE) of the Graduate College at Iowa State University— an entity established to fill the gap in academic writing and speaking demands of graduate student and postdoctoral scholars at a large, Midwestern Research I (RI) institution.

The workshop will begin with a presentation on the germination of a unique graduate communication center model that has worked effectively and efficiently in the context of a RI university of science and technology. This initial presentation will be led by Sarah Huffman and will cover: 1) a summary of the evidence-based approach creators took in the CCE's establishment, building from a systematic needs analysis conducted with key stakeholders, to the proposal of a year-long pilot study, to the presentation of empirical evidence from the pilot that identified the necessity of the proposed programming, to the eventual acceptance of a budget for continuation of the center; 2) an overview of the multidisciplinary graduate communication center model that drew from theoretical models in interactionism (Long, 1996), social constructivism (Vygotsky, 1978), and collaborative learning (Bruffee, 1984) and blended pedagogical perspectives from writing center theory, genre theory, discourse analysis, and second language acquisition; and 3) a description of the intention to disseminate an axis of centralization amongst multiple campus units (disciplines, programs, and academic support units) to thereby ensure increased sustainability in the future despite potential threats to resource and funding cuts. Details on the implementation of these steps and critical considerations of key stakeholders will be discussed.

The second portion of the session will involve small group breakout sessions targeted at participants taking raw stock of what their respective centers currently offer and perceived institutional parameters, and brainstorming feasible steps forward to establish more diversified connections across the university and initiate data-driven methods to validate the center's meaningful work.

Whether workshop participants are new to the field or experienced practitioners seeking to extend their center's graduate communication support, this session will allow them to access one another's expertise at the administrative level, substantiate the significance of their existing programming, generate discussion on and assessment of the current institutional climate, and most importantly, produce actionable items as takeaways moving forward in program expansion. Those in attendance will come away with tangible techniques to immediately implement, including practicable timelines and goal setting for longitudinal growth. Drawing from the narrative of what we learned, how we failed, and where we succeeded, presenters will scaffold means by which graduate communication centers can enact sustainable methods for bolstering evolving worthwhile communication center programming in times of shifting institutional infrastructures, everchanging student learning venues, and diminishing resources.

Workshop 3. Facilitating Interdisciplinary Writing Groups (Room 311)
Erin Strickland, Montana State University

Presenter Information
Erin is the graduate program coordinator and multilingual writing specialist at the Montana State University Writing Center. She has been working at the Writing Center since 2016 and has been a graduate tutor, tutor trainer, and group facilitator. She has also been an instructor of first year composition and technical writing in the English department.

Session Description
This workshop will lead participants through the process of organizing and setting up graduate interdisciplinary writing groups. Erin will discuss how interdisciplinary writing groups work at her institution and how to initially reach out to graduate students and form the groups. Then she will discuss establishing ground rules, facilitating weekly group meetings, and working throughout the semester with multiple groups. After talking about the underlying pedagogy and benefits of the group,she'll switch to asking participants to participate in a writing group for the remainder of the workshop. Erin will provide sample student writing for participants and will lead the group in facilitating a session. . After this experience, we will debrief on how it felt to work with different kinds of writing, what comments your peers provided and go over any questions about the process. We will discuss common pitfalls and how to address them to keep groups running smoothly. We will also discuss how multilingual writers benefit from contributing to a writing group. After this session, participants will hopefully feel ready to organize and facilitate writing groups at their home institutions.

Workshop 4. Inclusion and Equity in Programming, Pedagogy, and Policies for Graduate Student Communicators (Room 317)
Shannon Madden, North Carolina State University
Neisha-Anne S. Green, American University
Shenita Denson, University of Maryland–Baltimore County)

Presenter Information
Shenita Denson (University of Maryland–Baltimore County) was born and raised in the American South, where she developed a passion for culture + identity, space, narratives, storytelling – and food for the soul. As part of her Ph.D. studies, she is researching barriers that prevent transformational communication to occur - within self and among others. Through themes of resilience + survival, sensemaking, and interpersonal interactions, she is interested in {auto}ethnographic, performative +

digital approaches to creating, reframing, and sometimes *unlearning* narratives. Before completing MA in organizational communication with a minor in public affairs from Bowie State University, Shenita had over 10 years of expertise running inclusive programming in PWIs, HBCUs, and community organizations. Upon earning her Ph.D., Shenita seeks to join the less than 2% of Black women holding full professorships at highly ranked institutions.

Neisha-Anne S. Green (American University), is the Director of Academic Student Services and the Writing Center at American University. What began as volunteer work has become passion and purpose for Neisha-Anne. As the 2017 keynote speaker for the International Writing Center Association conference and one of the 2018 keynote speakers for the International Writing Across the Curriculum conference she continues to examine and push against her lived experiences as a black Afro-Caribbean scholar. Embodying resistance, Neisha-Anne is a multidialectal orator and author proud of her roots in Barbados and Yonkers, NY. She is a social/academic justice accomplice always interrogating and exploring the use of everyone's language as a resource who is getting better at speaking up for herself and others.

Shannon Madden, Ph.D. (North Carolina State University) holds a Ph.D. in Composition, Rhetoric, and Literacy from the University of Oklahoma and is currently the Director of Graduate Writing at North Carolina State University. She is a co-recipient of the Emergent Research/er Award from the National Council of Teachers of English (with Sandra Tarabochia), and with the support of that grant has been studying the learning trajectories of doctoral student and faculty writers with a view toward identifying the structural forces that foster, constrain, and inhibit writers' development over the long term. She has co-edited two special collections about the lived experiences of graduate student writers from historically oppressed groups, with attention to how mentorship, community, and belonging function in the lived realities of graduate students as well as how graduate deans, faculty, and programs can do more to promote inclusion and justice in their institutions.

Session Information
Although support for graduate student communicators plays an important role in promoting access to the genres and discursive practices that command power in academic disciplines and institutions, graduate communication support services do not always address or attend to the needs and experiences of students from historically oppressed/underrepresented groups. As we seek to build partnerships among the many entities and individuals with investment in graduate student communicators—language centers, writing centers, graduate faculty, graduate school deans' offices, professional developers, and researchers—we have an opportunity to be intentional

about promoting inclusion, equity, and justice for graduate students from historically oppressed groups through these partnerships, projects, and programs. This work is more important than ever given our current political moment and the myriad forms of oppression faced by individuals from historically marginalized groups both within and outside the academy (Burrows, 2016; Dancy, Edwards, & Davis, 2018; Green, 2018; Kynard, 2015; Tang & Andriamanalina, 2016). This workshop offers practitioners and researchers an opportunity to come together to share strategies and interrogate their own habits, perceptions, and practices for fostering inclusion in their programming for graduate student communicators. Drawing from their range of institutional locations and positions, workshop co-facilitators offer approaches, perspectives, and challenges toward centering the needs and experiences of students from historically marginalized groups in their programming. For graduate communication specialists whose daily work involves, as the CFP mentions, "understanding and advocating for the complex needs of graduate students," it is essential to consider how we can go beyond being allies to marginalized students and toward becoming accomplices (Green, 2018).

In this workshop, participants will work together to identify gaps, challenges, and barriers to inclusive programming and diverse representation (in multiple forms) in their own local contexts. Through sharing strategies and working together in this collaborative session, participants will leave with concrete strategies and action items they can implement on their campuses and/or in their research. Co-facilitators will offer examples of diverse and inclusive programming and approaches they have implemented and which have proven effective, and will lead small group breakouts to guide participants in developing assessments, pedagogies, and other strategies together. Participants will leave with (1) a better understanding of what it means to create programming that is inclusive and diverse for graduate students; (2) heuristics for assessing the inclusivity of programming offered through their units or their own practices and services; and (3) a toolkit of practical strategies and activities to implement at their home institutions and communities.

Workshop 5. Developing Disciplinary Faculty; Developing Global Graduate Students (Room 308)
Dawn Bikowski, Ohio University
Talinn Phillips, Ohio University

Presenter Information
Dawn Bikowski directs the ELIP Academic & Global Communication Program, which provides academic and global communications assistance to students at Ohio

University and offers international programs in cooperation with several universities around the world.

Talinn Phillips directs the Graduate Writing and Research Center, which provides writing support for domestic and international graduate students. Together, they have led faculty development workshops on developing global citizens for more than 5 years, securing over $100,000 in institutional funding for their initiative. Routledge recently published a book based on these workshops, *Teaching with a Global Perspective: Practical Strategies from Course Design to Assessment*.

Session Description
The underlying assumption of this workshop is that if under-represented and international graduate students are going to be better integrated into North American graduate programs, then we all have work to do. Faculty must design more inclusive classrooms. International, multilingual, and other diverse groups of students must learn some of the ways of (predominantly white) academia. Domestic (especially monolingual) students must learn how to work effectively with people from other cultures. In short, we all must become stronger global citizens who are able to communicate across cultures while recognizing and ameliorating our cultural biases.

We suggest that graduate school can be an important incubator of global citizens because graduate courses may be more diverse than undergraduate experiences and often tackle complex issues and include substantial discussion or written analysis. Thus students are likely to have to address difficult topics with people from other cultures using multiple modes; for international students, such interaction is unavoidable. Additionally, graduate students are now more mature with more life experiences to bring to cross-cultural work. But while graduate courses present great opportunities, students are unlikely to be successful cross-culturally without substantial support. In this workshop, the presenters share a model for a faculty development program to develop all graduate students and faculty into better global citizens who have stronger cross-cultural communication skills and who work more effectively in the US academy. The model starts by helping faculty assess how globalized their campuses are and then introduces fundamentals of cross-cultural communication. We then offer strategies for designing more inclusive, global curricula, with special emphasis on communication. This model has been used successfully on our campus for over five years.

This workshop will begin (20 mins) by describing the faculty development model and how we gained traction on campus. We'll then introduce important concepts

underlying the work, including global learning, global citizenry, and internationalization. We'll discuss why everyone needs support to become better global citizens--even international students and people in disciplines that consider themselves diverse. Participants will receive self-assessments to consider their preparedness to teach with a global perspective. Next (50 mins), participants will work through cross-cultural communication activities. We'll begin with "Analyzing Our Own Identities", which participants could use with classes or other faculty. After participants share in small groups, we'll discuss how this activity can initiate discussion about cross-cultural communication breakdowns. Participants will then problem-solve several such breakdowns (e.g. students making racist comments in class, students who give unusually hostile peer feedback). We'll then discuss strategies to increase all students' participation. The workshop concludes (20 mins) for Q&A and reflective writing time to think through how participants might adapt the ideas for their own campuses.

Participants will leave with a chapter on cross-cultural communication, including self-assessments, important concepts, classroom strategies, activities for faculty development or classroom workshops, and discussion questions. We'll also provide several additional activities to help participants/their faculty to design inclusive writing assignments and to design courses with a global perspective.

Workshop 6. Assessing Graduate Students' Rhetorical Abilities and Developing a Graduate-level Rhetoric and Communication Class (Room 310)
Suzanne Lane, Massachusetts Institute of Technology

Presenter Information
Suzanne Lane directs MIT's Writing, Rhetoric, and Professional Communication Program, which assesses incoming graduate students' writing abilities, and provides instruction to graduate students in rhetoric and professional communication.

Session Description
It is the norm for universities to assess the writing and rhetorical abilities of entering first-year undergraduate students, and to place them into courses that help them transition from high school writing to college-level academic writing. It is far less common for universities to assess the same abilities for graduate students, and to aid them in the transition from undergraduate writing to graduate-level or professional communication. This workshop will explore the differences between the requirements of undergraduate writing and communication and that at the graduate level, and will offer examples of graduate-level writing assessments, as well as graduate-level writing instruction. MIT has been testing incoming students' rhetorical and writing abilities for

over twenty years, and has offered intensive instruction to graduate students over that time period as well. Over this span of years, we have created a system of assessment that allows for detailed analysis of rhetorical knowledge, which drives our targeted instruction. The workshop will cover both the assessment system and the targeted instruction, with data to support its efficacy. The goals will be for attendees to learn how to define the rhetorical needs of their own graduate students, to explore assessment options, and to design instruction that would meet those needs.

Workshop 7. Personal Narratives: Framing and Support for International Graduate Students (Room 311)
Sara Gramley, Brown University

Presenter Information
Sara Gramley is the Assistant Director of English Language Support at Brown University's Sheridan Center for Teaching and Learning. In this role, she offers linguistic and cultural support for international and multilingual students, especially at the graduate level, through programming and individual consultations. She also provides training on inclusive teaching practices for faculty and staff.

Session Description
When applying for continuing education, internships, or jobs in the US, applicants are often required to provide some form of personal narrative with their application. This can be a difficult and awkward task, even for those who grew up in the US, whose education system normalizes personal narration and encourages self-reflection. For international graduate students, who may have not experienced this type of writing or narrative experience in their schooling, it can be especially challenging and confusing. In this workshop, I will share programming that I developed at Brown for providing cultural framing and linguistic support for international students as they write personal narratives for academic and professional applications. Specifically, I will exemplify two workshops: one for Physics master's students applying to PhD programs and one for international graduate students on the job market. Given that my current role serves students, staff, and faculty, I will discuss this topic from multiple perspectives. From a student-facing perspective, I will show and have participants engage in portions of those workshops, explaining how I developed and delivered the content. From a faculty- and staff-facing perspective, I will discuss the ways in which I communicated with the physics department and the career center to provide more unified student support. The ultimate goal of this workshop will be to share programming and recommendations for supporting international and multilingual graduate students as they write personal narratives, such as statements of purpose, personal statements,

and cover letters. Participants will leave with ideas for delivering personal narrative workshops, collaborating with other campus units, and providing individual student support.

Roundtable Abstracts

Roundtable 1. Working Toward Solutions Through Cross-campus Collaboration: A Roundtable Discussion on Graduate Communication Support (Room 318)
Laura Lukes, George Mason University
Paul Rogers, George Mason University

Session Description
This 90 minute roundtable session invites conference attendees to directly take up and engage with the conference theme through a candid discussion of the strategies and activities that work in implementing solutions for graduate students, and the barriers that exist to succeeding in those endeavors.

As the host institution, the CGC Summer Institute provides faculty and administrators at Mason (including colleagues representing areas of teaching and faculty development, international education, the writing center, and others) a unique opportunity to gather together as solution focused leaders responsible for supporting graduate communication and to collectively explore in an outwardly facing way principles and practices related to collaboration which have helped us to move forward our support for graduate students. Of course, our experience in moving forward graduate communication at Mason, while situated in our own context, parallels the work of other leaders and institutions; so, our goal is for the roundtable to surface, through reflection and discussion, from the entire group the practices that enable us to make real progress in our work, as well as the hard-earned lessons that can help us collectively to increase our effectiveness moving forward. To these ends, we envision the session as a set of concentric circles beginning with reflection, moving towards a discussion of collaboration at Mason, and quickly moving to a whole group discussion.

The roundtable will be of interest to faculty and administrators interested in learning how to more effectively building deep and lasting collaborations across campus. (With contributions from Susan Lawrence and Karyn Kessler).

Roundtable 2. Graduate Engineering Communication Support (Room 313)
Kelly J. Cunningham, University of Virginia

Presenter Information
Kelly J. Cunningham is the director of the Graduate Writing Lab in the School of Engineering and Applied Science at the University of Virginia. She holds a PhD in

applied linguistics & technology and human-computer interaction and an MA in intercultural studies/TESOL. She has worked in graduate communication support since 2014 and with ESL students since 2007.

Session Description

This round table will provide a forum for those engaged primarily with supporting engineering graduate students to discuss the resources, interventions and structures they have found most successful. It will also allow for challenges and potential solutions to be shared.

Roundtable 3. Professional Development for International Graduate Students: Beyond ITA Training (Room 313)
Cynthia Zocca DeRoma, Yale University
Brenda Prouser Imber, University of Michigan

Presenter Information

Cynthia Z. DeRoma is a lector at the English Language Program at Yale University. Her combined academic (PhD in theoretical Linguistics) and practical (ESL, EAP, ESP, second-language writing, ITA support) background reflects her multitude of interests and gives her first-hand understanding of the varied needs of graduate students as they pursue their goals.

Brenda Imber, Phd, is a Lecturer IV and GSI Advising Coordinator at the University of Michigan's English Language Institute. Her areas of interest are cross-cultural oral communication for international graduate learners in academic and professional sectors. Her current research interests are primarily within ESP and ELF, specifically the use of technology in teaching pronunciation and the use of games in teaching labs.

Session Description

Some graduate communication programs involving multilingual students were originally created for or are still associated with testing and preparing International Teaching Assistants/Graduate Student Instructors (ITAs/GSIs) to work with American undergraduate students. As such, they might be housed in Teaching and Learning Centers or ESL programs, which can influence the expectations of multiple stakeholders who do not necessarily have the multilingual students' best interest as a priority. Practitioners in the field, however, have long recognized the multifaceted needs of our ITA/GSI students and disputed this gatekeeping, deficit approach so pervasive among many administrators. The purpose of this roundtable is explore the perspective that our students are not isolated ITA/GSIs, but rather future faculty or

members of other professions. By sharing information from programs across the US, participants will discuss what is currently being or could be added to our programs to include much needed professional development in all the communication skill areas. We welcome colleagues who identify their work as focused on international graduate students, whether in teaching roles or not, to share and problematize the many hats they wear in small-group and full-group formats. (With contributions from Christine Feak and James Tierney).

Roundtable 4. Strategies for Teaching Reading and Listening to Graduate Students (Room 317)
Jane Freeman, University of Toronto

Presenter Information
Jane Freeman is the founding Director of the Graduate Centre for Academic Communication (GCAC) at the University of Toronto.

Session Description
Most graduate communication training focuses on the productive language skills of writing and speaking. Far less emphasis is placed on the receptive skills of reading and listening. In this roundtable discussion, we will share strategies for teaching critical reading and listening to both L1 and L2 graduate students. Keeping in mind the tacit goals of critical literacy, "including the integration of ideas in a larger context and applying reading materials to a writer's own rhetorical purpose" (Horning and Kraemer, 2013), we will focus on strategies for teaching "macro" reading and listening skills (such as metacognitive genre recognition) rather than "micro" skills (such as word recognition). The first half of the roundtable will focus on listening and the second half on reading. Research on undergraduate students show an overlap in the cognitive processes involved in reading and listening and also in reading and writing (Jolliffe, 2007), and thus we will leave time at the end to consider what pedagogical strategies might transfer well among these skills.

This roundtable will run as a group discussion rather than a workshop. All participants will be invited to share best strategies/biggest challenges in teaching listening and reading to L1 and L2 graduate students. Questions will be posed to guide discussion (i.e. Are reading/listening courses or workshops offered in your center? For whom are they intended? What are the biggest challenges your graduate students face with listening/reading in graduate school? In what ways are materials aimed at entry-level students inadequate for the listening/reading needs of graduate students? etc.).

Suggestions for useful print/online resources will be invited at the end of the discussion, collated, and shared with all participants after the roundtable.

Works-in-Progress Session Grids

Room	308	310	313	318	311	320	
A Thurs 10:40-12:10	*Materials Development*	*Academic Literacies*	*Co-mentoring*	*Tutoring Approaches*	*Pedagogy*	*Whole Systems Approach*	
	Mary Jane Curry, Fangzhi He, & Weijia Li: An A to W of Academic Literacy: Developing a reference book for graduate students with a team of graduate students	Anna Moldawa-Shetty & Jim Tierney: Creating Opportunities for Meaningful Vocabulary Practice in EAP Courses	Anne Zanzucchi: Professionalization Seminars: Communicating an Academic Identity	Tyler Carter: Tutoring Approaches pair A Training Graduate Student Writing Tutors	Sally Hatfield: English for Academic Purposes for Incoming International Graduate Students	Michelle Cox: Could Graduate Communication Support Programs Become More Sustainable by Using a Whole Systems Approach?	
	Janine Carlock: An information literacy text for graduate students	Mahmoud Talat Altalouli: Supporting the Reading Practices of Graduate Students	Angelo Pitillo and Pamela Bogart: Co-Mentoring: Connecting International Teaching Assistants with Domestic Undergraduates for Language Practice, Intercultural Exchange and Professional Development	Tetyana Bychkovska: Beyond Modeling: Explicit Training Approaches for Supporting Engagement in Graduate Multilingual Feedback Groups	Mary Ebejer: Graduate Writing Intensive vs. Not-So-Intensive vs. 10-Week Class	Laura Brady: Expanding a Graduate Writing Studio: A Whole-Systems Approach?	

Room	308	310	313	318	311	320	
B Thurs 1:30-3:00	*Materials Development*	*Pedagogy*	*Research*	*Writing for Publication*	*Pedagogy*	*Research*	
	Rebecca Oreto: Developing the oral language and cross-cultural skills of international graduate students	Stephanie Gollobin: Rewind, Redesign, and Reset: Making Workshops Tick	Nathan Lindberg: Proposing a study to provide strategies for reticent international students and their teachers	Ting Zhang: Unpacking the theories underpinning research on preparing multilingual scholars for academic English publishing	Jin Pennell: Teaching Critique Writing to Students in Diverse Disciplines: Challenges in Understanding the Role of the EAP Instructor and Involving External Faculty	Daniel Calvey: Using intake data and post-course surveys effectively	
	Peggy Wagner & Grace Song:Beyond the academic presentation: Video abstracts	Michael Bowen: Video in Pedagogy and Course Design	Megan Siczek: Crowdsourcing Best Practices for Oral Academic Communication	Katherine Kirkpatrick: Encouraging and Increasing Graduate Students' Publication Attempts	Fernanda Capraro & Amy Cook: Meeting diverse student needs in a new writing course design	Kristina Quynn: To Camp or Retreat?: An In-House Survey to Consider The Question	

Room	308	310	313	318	311	320	317
C Fri 10:30-12:00	*Pedagogy*	*Research*	*STEM Communication*	*Multilingual Professionals*	*Pedagogy*	*Professional Relationships*	*Pedagogy*
	Stacy Sabraw, Brad Teague, Elizabeth Long, & Carolyn Quarterman: Changing a Graduate Writing Curriculum from EGAP to ESAP	Peter Grav: Graduate Students, Genre Knowledge and the Argumentative Research Article	Susan Lang: Designing and Implementing a Graduate Writing Course in STEM	Nabila Hijazi: The Neglected Side of the Equation: Attending to the Role of the Nonnative, Multilingual Writing Tutor	Christienne Woods: Teacher made summary templates for scaffolding heard content for paraphrase	Majed Alharthy: Collaboration and cross cultural communication among graduate students	Nadezda Pimenova: Increasing Your Vocabulary Size short course for international students
	Mark Keitges: A Proposed 3-Year Course Sequence for Academic and Professional Success: Alongside the ELL Graduate Student Journey	Adrienne Lynett: Stance markers in graduate students' fellowship and grant application essays	Erin Harrington: SciWrite@URI: Training Graduate Scientists to Help Graduate Writers Natalia Dolgova: Developing a graduate EAP course for students of Engineering and Computer Science	Cassandra Rosado & John Kotnorowski: Promoting Mutually Beneficial International Exchange: Advocacy for International Visiting Scholars as a Way to Network between Universities	Najma Janjua: A Tool for Intelligibility in Oral Communication	Laura Murray: Navigating the Faculty Advisor Relationship through Effective Communication	Molly Rentscher: Designing a pre-matriculation writing course for masters and doctoral students

Room	308	310	313	318	311	320	
D Fri 1:40- 3:10	*Negotiating Campus Politics*	*Pedagogy*	*Research*	*Campus Partnerships*	*Wellness*	*Oral Communication*	
	Thomas McCloskey: "Don't you just help people with papers?" Casuistic Stretching and Writing Center Identity	Sukyun Weaver: Integrated Learning: English for Communication + Intercultural Practice (ECIP)	Dmitri Stanchevici: Performance, Interaction, and Satisfaction of Graduate EAP Students in a Face-to-Face and an Online Class: A Comparative Analysis	Karen Schwelle: Navigating Organizational Transition	Lisa Russell-Pinson: Addressing Challenges in the Dissertation Process: Voices of Doctoral Writers	Alison McGregor & Sarah Strigler: An Exploration of the Parallels between Graduate Written and Oral Communication Skill Development	
	Linnea Spitzer: From Grammarians to Communication Specialists: Rebranding IEPs as Centers for Academic Literacy	Melinda Harrison: Inaugurating Graduate Support Courses at an Increasingly-Diverse University	Erin Todey: Synchronous consultations to support diverse graduate student needs: A look at one writing center's approach	Gail Shuck & Melissa Keith: Mapping Graduate Student Support: A Partnership in Progress	Elena Kallestinova, Julia Istomina, & Patricia Trainor: Do Graduate Students Experience Imposter Stress Differently from Other Academic Groups?	Idée Edalatishams, Lily Compton, Timothy Kochem, Monica Richards, Liberato Santos & Kristin Terrill: Supporting Graduate Communication Beyond Writing: An English Speaking Consultation Program	

Room	308	310	313	311	320		
	Materials Development	*Pedagogy*	*Research*	*Engineering Communica-tion*	*Research*		
E Sat 9:00-10:30	Tatiana S. Pimenova: Grad Students' Scientific Research Work: Perspectives and Concerns	Carleen Velez: Reworking "High Intermediate Writing and Communication for International Graduate Students"	Linda Macri: Their Advice: What Do Writers in Other Disciplines Say About How to Write?	Katelyn Stenger: Engineers Writing for Public Audiences	Adam Haley: The Politics of Peerness and Profession in Graduate Writing Support		
	Heather Boldt: Let's TALK about research	Laila Hualpa: Possible Revisions for a Graduate Writing/Communication Course for International Graduate Students	Mandy R Olejnik: Analyzing (Mis)conceptions of Graduate-level Writing	Bridget Fletcher: Engineering Departmental Deep Dives: Developing Specialized Communications Competencies in Specific Engineering Fields	Marilyn Gray: Metacognitive Awareness of Writing as a Lens for Hiring and Training Graduate Writing Consultants		

Works-in-Progress Speakers and Abstracts (Alphabetical)

Collaboration and Cross Cultural Communication among Graduate Students
Majed Alharthy

Many graduate students in the United States of America are international. There are over one million international students enrolled in US universities in the year 2017 (Open Door, 2017). When discussing the topic of interaction and professional connection between those graduate students and their peers or professors and staff, the issue of cross-cultural communication appears to either be an issue that needs attention. Some cultures are High Context (HC) and others are Low Context (LC) when it comes to communication (Hall, 1976). Some cultures are conservative, while others are more liberal when it comes to interaction between different genders. In a diverse setting of many graduate programs, it is important to study how diverse students (internation, domestic, immigrants, etc.) come to mingle together in their communication and what the programs can do to facilitate their interactions and connections. Based on this, this presentation uses qualitative interview method to investigate how graduate students feel about interaction with peers and faculty who belong to different racial and cultural backgrounds. The study found the following: Language was an issue for STEM students. Miscommunication happens frequently. There is more that graduate programs can do to encourage communication among their students. The presentation is going to reflect upon these findings and offer suggestions into how to improve the quality of communication and climate of collaboration in graduate programs.

Supporting the Reading Practices of Graduate Students
Mahmoud Talat Altalouli

This work-in-progress reports scholarly research on the academic English reading experiences and practices of graduate students for whom English is an additional language (EAL) at a U.S. university. Academic English reading is among the literacies that many EAL students may need to change to meet new demands when they enter a new context of higher education. Academic reading in English involves more than studying in an additional language. Students must also learn the academic reading practices of a particular discipline. The study combined qualitative data collection methods including ethnographic observations, interviews, and collection of documents and think-aloud protocol, which are analyzed using a grounded theory approach. The study draws upon the two concepts of literacy as a social practice, grounded in New Literacy Studies (NLS) and Academic Literacies (AcLits), and intertextuality, grounded in the social theory of language (Bakhtin, 1981, 1986). NLS, AcLits, and intertextuality share an ontological argument: They are social theories that view reading as a meaning making practice mediated by text, shaped by a particular sociocultural context, and embedded in power relations. Findings from the research may prove useful to higher education institutions, instructors, and current graduate and potential graduate EAL students.

Let's TALK about Research
Heather Boldt

International graduate students and postdoctoral research fellows, the two main groups we serve in the English Language Support Program at Emory, have often expressed the value of Manchester Academic Phrasebank (http://www.phrasebank.manchester.ac.uk/) But where do they turn if they want to find phrases for *talking* about their research? Can they shift to a spoken register in conference or poster presentations or when talking about their work in other contexts, such as when talking to a non-specialist audience? With these ideas in mind and using a corpus I created, I've started building a *phrases for academic speaking* site that will provide students with examples of common phrases they can use to introduce research, summarize what is known, describe research gaps, hedge and boost, describe the value of work, etc. Using my corpus, I also have a growing set of examples related to communicating science to non-specialists. I have used this material in a variety of contexts, such as helping students create elevator speeches and coaching Three Minute Thesis competitors, but I have questions related to 1) the organization of this resource 2) differences in spontaneous vs. planned speech, and 3) whether to focus exclusively on international students. This works-in-progress session will provide more details on my corpus and explore the above questions.

Video in Pedagogy and Course Design
Michael Bowen

With the increasing popularity of the flipped classroom model for F2F instruction and the move toward creating more online courses for graduate students in our ESL Writing Program at the University of Illinois Urbana-Champaign, the creation and inclusion of video lectures is becoming a more fundamental part of curriculum development. For example, in ESL 512 Intro to Academic Writing, a graduate-level course for international students, we have created and regularly use 17 video interviews with scholars across the disciplines as a means of bringing relevance to the research writing process. While the course focuses on research writing and the refinement of general writing skills, ESL 512 also includes a contrastive analysis of primary research writing across disciplines, and a unit on project/grant proposal writing. My interest in video production has led to an ongoing inquiry regarding best practices for video-based pedagogy and course design. This presentation reviews the rationale for using video-based instruction, and outlines specific strategies for increasing the effectiveness of video presentations. Participants will consider creative ways to use video to enhance student engagement and active learning, whether in online courses or F2F instructional contexts. Input and feedback from participants is highly encouraged.

Expanding a Graduate Writing Studio: A Whole-Systems Approach?
Laura Brady

To persuade our graduate school to expand the limited support we currently offer students through our writing studio, I hope to draw not only upon the research and practical advice found in Supporting Graduate Student Writers (Simpson, Caplan, Cox, Phillips, 2016), but also upon Cox, Galin, and Melzer's whole-systems approach to WAC program development. In Sustainable WAC (2018), the authors encourage WAC directors to attend not only to their local environments but also to the larger, ethical issues of engagement and distributed empowerment. Michael Carter argued for a balance of general strategies applied to local situations and contexts back in 1990 ("The Idea of Expertise"). Barbara Walvoord similarly challenged WAC to attend to both the macro and micro levels in 1996 ("The Future of WAC"). In WAC for the New Millennium (2001), McLeod et al asked scholars to find "new WAC theories and research" as the "groundwork for future WAC programs." Sustainable WAC (2018) offers such a theory. The whole-systems approach potentially provides a road map to (1) understand more fully the needs of graduate writers; (2) build alliances across campus; and (3) set priorities for gradual changes and specific projects. The case approach woven throughout the book also suggests a way to tell administrators a compelling story of why we can and should do more to support graduate writers and their mentors. Here's the recurring question: How do we advocate for services for graduate students to university administration?

Beyond Modeling: Explicit Training Approaches for Supporting Engagement in Graduate Multilingual Feedback Groups
Tetyana Bychkovska

One goal of writing groups is to enhance graduate students' skills in providing and responding to feedback. To support this learning, group facilitators often rely on feedback modeling as an implicit training approach. Modeling has also been useful for the multilingual writing groups that I have been facilitating since Spring 2018. I noticed, however, that learning from modeling takes time: Members may not engage fully in feedback discussion until they have participated in three or four weeks of review. Since writing groups only meet up to 14 times per semester, accelerating the training process seemed necessary. Therefore, after facilitating multilingual writing groups for a year, I decided to determine if devoting one full meeting to explicit training on providing and receiving feedback will increase the amount and quality of comments during the early meetings of the semester. Mindful of the cost of appropriating a week that could have been devoted to paper discussion, I was hesitant to implement such changes. In my presentation, I will share the multi-modal training activities I used and resources I created, some of which were adapted from the literature on in-class peer feedback (e.g., Hu, 2005; Mendonca & Johnson, 1994), and explain the effects of this training (some of which were unexpected) on group members,Äô engagement. At the end of the talk, I will ask the attendees for their input regarding the types of training, implicit or explicit, that they provide to support graduate writers,Äô engagement in peer review.

Using Intake Data and Post-course Surveys Effectively
Daniel Calvey

Collecting intake information from students at the start of a graduate writing course and conducting surveys after the course are common ways of developing profiles about the students we teach and investigating how well a course is meeting their needs. But how can such data best be translated into better teaching and learning? Intake data and exit survey results from several large cohorts in 2 graduate writing courses at an English-medium Turkish university paint somewhat overlapping portraits of ESL students in STEM fields and those in the social sciences and humanities. Among other questions, 4 main areas are examined in developing these profiles: how graduate students entering a course perceive of themselves as writers of academic texts; what these students hope to accomplish in such courses; the extent to which learning outcomes in key course tasks have been achieved; and whether students feel the course has prepared them for future writing success. This works-in-progress session will highlight key points revealed in the collected information as well as share some of the challenges faced in utilizing the data effectively. For example, if significant minorities of ESL graduate students routinely report their grammar and vocabulary to be weak, to what extent and in what ways should graduate writing courses be customized to account for this? It is hoped that this works-in-progress talk will stimulate discussion on effective practices in using student-generated data to build cohort profiles, contribute to broader needs analyses, or make both in-term and post-term curricular adjustments.

Meeting Diverse Student Needs in a New Writing Course Design
Fernanda Capraro & Amy Cook

The BGSU ESOL Program is undergoing two major changes: 1) revision of the graduate curriculum and 2) updating our testing and requirement policy. These changes were driven by both lower international student enrollment and faculty, student, and program concerns about the previous policies. In this presentation, we would like to focus on the curricular revisions in one of our graduate academic writing courses. The focus of the previous course, ESOL 5010, was academic and professional field-specific writing. It was required for students based on a placement test. In the revised model, the new ENG 6040 course will no longer be required for most students, and it will be open to domestic as well as international students. As we consider the design of the course and types of writing assignments, we are carrying over an emphasis on field specific and genre-based writing. In our session, we would like to hear feedback about a few questions: We are planning to include assignments such as: a bio statement, an annotated bibliography, genre analysis, and a research proposal. What advice do you have about these genres, particularly in light of the dual student population? What other assignments should we consider? What are some effective strategies to engage both student populations to improve their writing skills? How can we build an interactive writing community where domestic and international students work collaboratively, with both groups contributing from their strengths?

An Information Literacy Text for Graduate Students
Janine Carlock

I am currently finalizing a draft for a text on information literacy. It is geared towards graduate students, but it is useful for students at any stage of higher education. I have organized it into lessons that can be used independently or in a sequence depending on the population, their needs and the context. The user can work through the lessons in order to move through the research process or can pick and choose to focus on development of certain aspects of information literacy. This flexibility applies to context as well: the lessons can be used for a several week course, an online course, or a series of workshops, or students can work on their own with it as an individual project. Moreover, it can work well with other books focused on research writing as a supplement, serving as a "research writing companion." The choice of lesson topics and activities was guided by the literature on teaching information literacy, including the American Library Association's Framework for Information Literacy in Higher Education. Activity types are various and include reflection and skills practice as well as individual tasks to work on a specific research project. I would love to get input on the needs of students being taught by Consortium for Graduate Communication members, who I feel are part of the target audience for such a book.

Training Graduate Student Writing Tutors
Tyler Carter

The Writing and Language Studio is a new service at a new university, Duke Kunshan University (a Sino-American "joint-venture" university between Duke U. and Wuhan U.). In addition to staffing the writing studio portion with faculty who also teach writing courses, we also have been training graduate tutors. In this works-in-progress presentation, I will further discuss our unique setting and student body, how we have begun to train our graduate tutors, and some of the issues that have come up. I hope that this discussion can lead to insights about how to best train graduate tutors, differences and similarities in how tutors might work with Undergraduates and other Graduate students, and potential similarities and differences in how L1 English tutors approach the task vs. L2 English tutors.

Could Graduate Communication Support Programs Become More Sustainable by Using a Whole Systems Approach?
Michelle Cox

In "Graduate Writing Instruction: A Cautionary Tale" (2016), Christine Jensen Sundstrom describes the demise of a graduate writing program that enjoyed eleven years of providing robust programming before it was dismantled during institutional restructuring. Jensen posits that graduate communication support programs, as programs that, "lie outside of the curriculum," face many of the same issues related to stability that have long "hounded other writing programs," pointing to Writing Across the Curriculum (WAC) programs (p. 202). Indeed,

though WAC programs have become common in US universities since the eighties (Russell, 2002), they have proven difficult to sustain, as surveys have revealed a fifty percent program failure rate (Thaiss & Porter, 2010). To address this problem, Jeffrey Galin, Dan Melzer and I created the whole systems approach (WSA) to WAC program development (2018). The WSA, which draws from complexity, systems, social network, resilience, and sustainable development theories, provides a theoretical framework, methodology, and set of strategies designed to guide WAC directors in launching and developing sustainable programs. The question I focus on in this WIP is the extent to which the WSA would be useful for promoting the sustainability of graduate communication support programs. Given their differences from WAC programs, how applicable is the whole systems approach to the development of graduate communication support programs? How might the whole systems framework, methodology, and strategies be adapted to guide graduate communication program administrators in building programs that will endure? I look forward to exploring these questions with CGC colleagues.

An A to W of Academic Literacy: Developing a Reference Book for Graduate Students with a Team of Graduate Students
Mary Jane Curry, Fangzhi He, and Weijia Li

Academic literacy is inextricably bound up in ways of thinking, knowing, and communicating in the disciplines, particularly at the graduate level. However, engaging in advanced academic literacy, including writing and reading, can be challenging not only for graduate students using English as an additional language (EAL) but also for domestic, native-English-speaking graduate students educated in United States institutions. International students tend not to do extensive writing in undergraduate programs in their home countries, whether in the local language or English; and domestic students are doing less and less writing as undergraduates. After more than a decade of teaching academic literacy courses to master's and doctoral students in education and STEM fields (Curry), as well as running a writing center, the need for a comprehensive reference guide for graduate students across the disciplines has become clear. Writing guides are typically aimed at undergraduates or, if they focus on graduate students, often discuss issues of using English as an additional language rather than broader aspects of academic literacy. I invited a group of doctoral students who have taught and tutored academic writing to co-author this book, which will comprise 80-100 keyword entries organized in alphabetical order, and be published by the University of Michigan Press. In this presentation, we will share the format of the entries (Description; Variations and Tensions; Reflection Questions; For Further Reading), the proposed list of entries and selected draft entries, and invite participant feedback on the overall concept and the realizations of our ideas thus far.

Developing a Graduate EAP Course for Students of Engineering and Computer Science
Natalia Dolgova

The session focuses on discussing basic elements that should be included into a graduate EAP course for students of Engineering and Computer Science, to be developed and piloted during the 2019-2020 academic year. The presenter will share background on the institutional context and factors that influence the selection of key topics, genres, materials and tasks for such a course. A preliminary version of the course syllabus will be offered for discussion; audience members will be invited to share their perspectives on related issues and to provide feedback on the preliminary syllabus/plan for this course.

Graduate Writing Intensive vs. Not-So-Intensive vs. 10-Week Class
Mary Ebejer

This work-in-progress presentation will provide an overview of a quantitative study of a graduate writing intervention for first- and second-year masters and doctoral students in the WMU College of Education and Human Development. The study will include three groups: a) Summer 2019: 2-week Writing Intensive (6 hours/day, 3 days/week); b) Fall 2019: 10-week Writing Class (3 hours/day, 1 time/week); Spring 2020: 5-week Not-So-Intensive (3 hours/day, 2 times/week). Participants will include students who have self-selected into one of the three treatment groups, as well as a match sample control group that will not participate in one of the three treatment conditions. We are interested in knowing if students who participate in any of the three writing treatment groups fare better than students in the control groups in terms of perceived writing competence, confidence, and identity as a "writer" and an "academic writer" (immediately following participation, as well as one, two and three years after participation). Long term outcomes will be measured by program persistence, time to degree completion, and degree completion. We are also interested in knowing whether or not students participating in any of the three formats fare better in one vs. another.

Supporting Graduate Communication Beyond Writing: An English Speaking Consultation Program
Idée Edalatishams, Lily Compton,Timothy Kochem, Monica Richards, Liberato Santos, Kristin Terrill

Success of graduate students in their academic and professional careers depends on their ability to communicate in a variety of forms. Much of the discussion on graduate communication, however, has been focused on the written mode, neglecting the importance of providing oral communication support outside the classroom. This presentation will focus on the English Speaking Consultation program initiated, designed, and implemented by a team of linguistics and education experts at the Center for Communication Excellence at Iowa State University. Students receive individual support in two different types of consultations. Type 1 consultations assists students with a specific English speaking task such as a presentation or

job talk. The student meets one-on-one with a consultant and discuss the communication task (including description, target audience, timeline, concerns, etc.), identify priorities, and engage in cycles of role-play and feedback. Type 2 consultations help students develop their English speaking skills more generally. In the first few weeks, the student and their consultant conduct a needs analysis through a self-assessment interview and an English language skills diagnostic to identify what areas of oral communication (listening, speaking, pragmatics, pronunciation, or lexicogrammar) need to be prioritized. They continue meeting and conducting cycles of targeted instruction and assessment through interactive discussions and formative tasks developed specifically for this program. This presentation will introduce the program components in more detail, along with the extensive self-paced online training developed for new consultants, and will end with a discussion of ideas for program evaluation.

Engineering Departmental Deep Dives: Developing Specialized Communications Competencies in Specific Engineering Fields
Bridget Fletcher

Through extensive research and relationship building, Communications Consultants at the Duke Engineering School are gaining command of discipline-specific oral and written communication needs for graduate-level students. By interfacing directly with faculty and administrative stakeholders, we are working toward the development of department-specific resource guides for students, which will include, technical vocabulary, writing genres, presentation of research for experts and generalist audiences, preferred citation styles, curricular awareness, expected career paths, and departmental quirks. Thus far, we have conducted preliminary interviews with key departmental stakeholders and begun to develop curricular awareness that will inform English course content. This method of providing customized support will allow us to help students at a deeper level, will allow faculty to trust in our services, and will ultimately bolster student success by positioning them to effectively communicate in the classroom, in poster presentations, on the job market, and beyond.

Rewind, Redesign, and Reset: Making Workshops Tick
Stephanie Gollobin

Recruiting and retaining matriculated university students in supplemental English language programs presents several challenges. Students are increasingly overscheduled, and as a result, are reluctant to commit to additional courses, have varying schedules unique to their departments, and tend to prioritize credit-bearing coursework. This presentation explores the use of workshops to abate such challenges using a case study of academic writing workshops held in a university setting. In doing so, the presenter will examine workshop design (Nation 2010; Steinert, 1992), and how to conduct effective workshops despite the challenges they present. The presentation will begin with an explanation of the case study context with emphasis on how the workshops addressed the recruitment and retention challenges found in semester-long courses for matriculated students. The presenter will explore the curriculum

design process including adapting selected course content to fit workshop curricula. Examining the design elements and resulting curricula can provide insight to program administrators and instructors implementing similar programs in diverse settings and further the discussion of the efficacy and limits of utilizing workshops as an instructional strategy. Conclusions are supported by data collected during workshop implementation and include participant demographics, student feedback, and teacher observations.

Graduate Students, Genre Knowledge and the Argumentative Research Article
Peter Grav

One of the greatest challenges facing graduate students is grappling with the wide range of writing genres that were generally not a part of their undergraduate experience, such as grant proposals and publishable research articles. Genre knowledge is considered by many to be a key competency and an important component of building disciplinary identity. Accordingly, understanding how students perceive genres and what pre-existing schemata may be in play can help shape our pedagogical approaches. My current research draws upon 5 years of questionnaires administered to graduate students in a course I designed that teaches humanities and social science non-experimental research article (RA) writing; these surveys probe pre-existent knowledge of the RA genre, writing practices and strategies for incorporating outside sources. My objectives are first, to discover the extent to which graduate students understand the notion of "genre" in general and the rhetorical aims of the RA in particular, and, second, how /whether that impacts their writing practices; I am also interested in what level of recognition students have of the various components of the argumentative RA (given the lack of more-easily recognizable phases, such as those that comprise the IMRD RA genre). Complementing these larger issues, I am examining questions regarding how aware students are of the role of outside sources, an essential element of the argumentative RA, and their writing practices when utilizing them. In this Works-in-Progress session, I'll present my findings to date and solicit feedback on its various components and how to best position this work.

Metacognitive Awareness of Writing as a Lens for Hiring and Training Graduate Writing Consultants
Marilyn Gray

Over the years, a number of people have contacted me to ask questions about the nuts and bolts of starting a graduate writing center. The most frequent question I have received is how to hire qualified graduate students from across the disciplines. My response to this question centers on a fairly lengthy hiring interview I do with prospective graduate student employees to probe their metacognitive awareness of various aspects of writing. My presentation will describe the interview and explain how the potential range of answers may reflect cognitive and metacognitive awareness. I will discuss how the questions and potential answers correspond to the cognitive and metacognitive dimensions of writing outlined by Gorzelsky et

al. (2016) in relation to writing development and transfer. Gorzelsky et al. build on five dimensions of metacognition from Scott and Levy (2013), "knowledge of cognition, planning, monitoring, regulation/control, and evaluation." (p. 224) The authors refine these categories for the writing context and develop a sixth category, which they term "constructive metacognition." I will discuss how metacognitive awareness of writing and its components provide a helpful lens not only for interviewing new staff, but also for training and preparing graduate students for their work as graduate writing consultants.

The Politics of Peerness and Profession in Graduate Writing Support
Adam Haley

Having inherited peer-to-peer support models from the world of undergraduate writing consultation, graduate-specific writing centers often operate according to similar peer consultation practices and assumptions, wherein consultants and writers relate and interact non-hierarchically, graduate students helping graduate students. Although peerness has much to recommend it and although the comfort and non-judgmental ease of peer-to-peer interaction often facilitates productive sessions with graduate writers, conversations about the incipient professionalization of graduate writing support have put pressure on the dominance of peer-to-peer consultation within graduate writing centers. On the one hand, from a labor and professional development perspective, much is lost in graduate writing center communities when writing consultants are assumed by default to be student peers, a necessarily transient population passing through writing center spaces and practices with one foot out the door, more substantially affiliated with their own disciplines. When graduate support units are built exclusively on this model, the development of a professional relationship to the work of graduate support may be foreclosed. On the other hand, given the importance of graduate students learning to self-identify and operate as peers within intellectual, institutional, and disciplinary communities, graduate writing centers must engage with peerness head-on, helping writers cultivate a sense of themselves as disciplinary peers. In this work-in-progress presentation, I will interrogate the tangled politics of peerness and profession in graduate support, asking what role peerness should play in the theory and practice of graduate support moving forward.

SciWrite@URI: Training Graduate Scientists to Help Graduate Writers
Erin Harrington

Graduate training in science writing tends to focus on discipline-specific products like proposals and journal articles and very little on writing for public and non-academic audiences. This traditional approach persists even though it is critical to engage the public in science. SciWrite@URI, an experimental graduate program at University of Rhode Island, tests a new cross-disciplinary model for training graduate science students at the outset of their graduate careers by incorporating rhetorical tenets into their training: habitual writing, multiple genres, and frequent review. The final component of this model is training SciWrite graduate student fellows as writing assistants at our newly created Graduate Writing Center (GWC). Throughout

their year-long training, these writing assistant trainees completed multiple drafts of writing assignments in a variety of genres and provided peer feedback on these assignments by conducting mock writing center sessions. After observing and assisting in at least five sessions at the GWC, the capstone of their training was developing individual tutoring philosophies. Since opening in 2017, the GWC has conducted more than 300 appointments and held over 20 events. GWC clients represent 74% of our graduate programs at URI. According to our satisfaction survey, GWC clients report 100% satisfaction and 100% likelihood of returning. These results suggest that our rhetorically-informed training was effective for preparing graduate scientists to be helpful writing assistants. Results also suggest our SciWrite trainees grew as writers over time. Supported by NSF (DGE-1545275 to I.L., N.K., N.R., C.G-D., and S.M.) and University of Rhode Island.

Inaugurating Graduate Support Courses at an Increasingly-Diverse University
Melinda Harrison

In order to support the university's graduate student writers, especially our second language writers, the Department of English and Philosophy at Auburn University at Montgomery will begin offering writing and communication support courses Fall 2019. These include a course in Graduate Communication Skills, a Writing Studio, and Advanced Research Writing for Graduate Students. The Graduate Communications Skills course will support primarily our international graduate student writers. The course will guide students toward academic literacy skills in reading and writing a variety of genres in their field, academic speaking skills, and multimodal composing. The Graduate Writing Studio will serve as a support course for graduate students at the university. Using writing tasks the students will be working on concurrently, the Studio will offer individualized support in assignment analysis, managing short- and long-term writing projects, peer response, and revision/editing. The Advanced Research Writing course is intended to help AUM graduate students in all fields develop their scholarly identity in research writing and presentation. Writers will practice scholarly writing tasks, such as composing research questions, identifying gaps in scholarship, summarizing and synthesizing source materials, positioning themselves as authors in their field, and utilizing the discipline-specific style guide for writing and citations. At the present time, we have a framework curriculum for each course. However, we are currently working on choosing formative assignments, summative projects, and textbooks. As these are the first graduate support courses of this type in our department, any advice would be appreciated.

English for Academic Purposes for Incoming International Graduate Students
Sally Hatfield

For the last several years, I have directed and/or taught in a pre-academic orientation program for incoming international Fulbright scholars who stay at Ohio University for several weeks before beginning their graduate education in universities around the country. A major component of this program has been a 6-session English for Academic Purposes (EAP) course in which students familiarize themselves with academic writing and research skills by

conducting a small-scale group research project. This course is supplemented by "project hours," during which the students can meet with their EAP instructors for extra guidance and assistance. Over the years that I have been in charge of the EAP curriculum, it has undergone several revisions to better meet student needs and desires. This work-in-progress talk will discuss the various iterations of the curriculum and the rationale behind them, as well as open up a discussion in regards to how the curriculum can be further expanded upon and developed, as we will have more hours allocated to EAP in this year's program.

The Neglected Side of the Equation: Attending to the Role of the Nonnative, Multilingual Writing Tutor
Nabila Hijazi

Working as an undergraduate tutor, and then as a graduate one, I attest to the multiple challenges and the wall of rejections I, with many other nonnative multilingual tutors, constantly face on the ground of our non-nativeness-- not just from native, but also from non-native students who come to the US, expecting to receive quality education and to have a "real American experience," and tutoring from native speakers, who are considered the voice of authority. Witnessing first-hand the weird looks and the shrugs students express-- even when they try to hide them-- when they meet me the first time has intrigued me to examine the scarce literature about the neglected side of the equation: the role of the nonnative, multilingual tutor in undergraduate and graduate writing center. I examine whether resistance toward nonnative tutors is a widespread attitude across different writing centers and if so to discover the main reasons behind such as attitude. Borrowing from feminist theory and following feminist researchers, I am going to draw upon personal experience to situate my case. This paper is a narrative of my "double minority" experience: a Muslim female, with a clear headscarf and accent, whose expertise is put on the test in every new tutoring session. I also capitalize on the work of scholars such as Victor Villanueva and Suresh Canagarajah, who often address the idea of the multilingual writer as an asset and raise awareness about the issues nonnative multilingual tutors face and discuss contributions they bring to writing centers.

Possible Revisions for a Graduate Writing/Communication Course for International Graduate Students
Laila Hualpa

This work-in-progress presentation focuses on one of our writing courses for international graduate students at UCLA: ESL 301, High Intermediate Writing and Communication for International Graduate Students. To provide some context, after being admitted to UCLA, international students have to take a placement exam if their TOEFL or IELTS scores are below a certain threshold. Depending on the results, some students may have to take two required writing courses. Others may only have to take ESL 301. To cover relevant writing issues for students in this class, I have been using Swales and Feak's *Academic Writing for Graduate*

Students. And in the last two years, I added Frodesen and Wald's *Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use*, to give the students intensive vocabulary and grammar practice. I also use articles and other materials from different sources to illustrate writing and language practices. The materials and assignments (e.g., bio-statement, CV/resume, LinkedIn page, annotated bibliography, data commentary write-up, etc.) worked well until our student population started to change in the last two to three years. We are seeing more master students than PhD student, so some of the projects may not be relevant anymore. Course contact hours have been reduced as well, making the selection of assignments more complicated. In this presentation, I share the current course design and invite the audience to provide feedback for possible revisions.

A Tool for Intelligibility in Oral Communication
Najma Janjua

This work-in-progress describes the development and testing of a pedagogical tool aimed at helping Japanese graduate and undergraduate students in medicine and allied disciplines improve their ability to pronounce commonly used English medical terms and expressions more intelligibly. The tool, named medical pronunciation practice guide-1 (MPPG1), uses a unique way of acquiring intelligibility by training the learners to compare the English way of pronunciation (EWP) of English words with their Japanese way of pronunciation (JWP). Results of a test trial of MPPG1 conducted on 87 Japanese students demonstrated a remarkable increase in EWP frequency in the learners at the end of a 15-week semester during which they did weekly practice using the guide. The presenter gives a theoretical background to MPPG1 development, describes its main features and procedure for use in the classroom, and leads a discussion on examining the existing and/or developing newer pedagogical tools to attain intelligibility in oral communication in graduates across disciplines and with first languages other than Japanese.

Do Graduate Students Experience Imposter Stress Differently from Other Academic Groups?
Elena Kallestinova, Julia Istomina, & Patricia Trainor

Imposter stress--the persistent fear of being exposed as a fraud--is real and can influence graduate student attrition, timely program completion, and general wellbeing. The term has caught traction in academic conversations and books targeted to women professionals navigating gender discrimination and work-life (im)balance. It has even undergone a definitional revamping from "syndrome" to "stress" so as to recognize real outside factors. However, published scholarship on the subject has yet to explore the nuances of graduate student imposter stress, even as academic scholarship recognizes that an alarmingly high percentage of graduate students are trying to cope with feelings of isolation (Barreira, Basilico, & V. Bolotnyy 2018; Ayres 2019).

This session will first discuss how imposter stress is experienced uniquely by graduate students across the disciplines at various stages of their program. Graduate writing centers work to demystify various aspects of the dissertation writing process through multiple platforms, including low-stakes general workshops and individual consultations. As a result, they are uniquely poised to unearth and humanize the realities of imposter stress (like how common it is) and to offer practical strategies for writing through/with it. We will talk about our experiences hearing from Yale students about their concerns through different program platforms, from individual consultations to group workshops on the topic. Then, we will elicit input from our colleagues, collaborators, and co-conspirators to help shape the parameters of defining imposter stress as it is experienced by graduate students.

A Proposed 3-Year Course Sequence for Academic and Professional Success: Alongside the ELL Graduate Student Journey
Mark Keitges

The Graduate English Language Learners and International Teaching Assistants Program at Rutgers University is currently undergoing a major curriculum redevelopment. In the recent past, our program has offered a core curriculum of "concentrations" defined around language skills and tasks: academic communication and presentation, integrated skills (ITA instructional program), and academic reading, writing, and research. While there has been increased demand for our "special" courses geared to academic and professional success, such as discipline-specific English courses, professional preparedness seminars, and "studios" (graduate tutoring), our core curriculum has languished. We believe this is because the existing core curriculum does not sufficiently combine English language skills with academic and professional development, potentially causing reluctance for students (another remedial ESL class?) and confusion for graduate program directors wishing to refer their students, at various stages, to us for support. Envisioned as a 3-year developmental course sequence that offers timely and comprehensive support at each stage of the ELL graduate student journey, our proposed curriculum addresses this problem. New course titles, learning goals, and objectives explicitly reflect a strength-based focus on graduate student academic and professional success rather than (solely) English language development. Each course reinforces and builds upon what students have previously learned, as well as introduces and develops new skills and abilities. During this session, I will share drafts of curricular documents, including the proposed sequence with course titles, learning goals, and objectives. I hope to receive feedback from colleagues who have designed curricula combining EAP, academic success skills, and professional readiness.

Encouraging and Increasing Graduate Students' Publication Attempts
Katherine Kirkpatrick

Entering my third year of advising graduate nursing (MSN) and doctoral healthcare leadership (EdD) students through their applied research projects, I began to wonder why more of my

advisees were not attempting to publish their research—despite my encouragement they do so. Based on previous research and personal experience, I knew that, if nothing else, submitting a manuscript for publication is an important learning process in and of itself. Thus, I began querying these students related to their intent to publish their research findings by adding a question to their exit surveys. The response was alarming. Very few expressed any intent to publish, and some seemed somewhat hostile to the idea, describing it as something extraneous to their career and even discipline. As I began to unpack the sources of this aversion, several themes began to emerge that seemed possible causes, and we have begun to implement some incremental changes in the form of role modeling and awareness, but more can be done. In addition to sharing our findings thus far, I would like to explore the ways in which graduate programs encourage, advocate, and track their students' publication attempts in an effort to demonstrate publication's importance to professional and scholarly identity, as well as disciplinary viability. Methods may include assignments, curricular decisions, writing groups, environmental changes, and/or tracking methods that have increased graduate students' publication attempts, in addition to any caveats encountered or mistakes made along the way.

Designing and Implementing a Graduate Writing Course in STEM
Susan Lang

This presentation describes the collaboration between three senior faculty members from technical communication, chemistry, and microbiology as they designed and taught a graduate-level course in scientific writing. The course was based on one previously taught by the technical communication faculty member. The basic course structure was as follows. The class met face-to-face for one hour each week during the semester. All three faculty were present for most meetings and rotated lead responsibilities depending on the week's writing. Students completed a variety of readings each week, including chapters from Successful Scientific Writing: A Step-by-Step Guide for the Biological and Medical Sciences and Writing in the Sciences: Exploring Conventions of Scientific Discourse. Writing assignments were scaffolded, and included an initial writing inventory and evaluation of publishing resources in the initial weeks. Students then began a series of critiquing and then composing abstracts and introductions for research articles and conference proposals before finishing with aims statements and other components of grant proposals, writing to lay audiences, including tweeting, and lightning-style presentations of their research. Responsibility for evaluating student work was collaborative, with both the technical communication faculty member and one of the other faculty replying to each assignment. The work in progress here comprises matters of scalability. While the original faculty will revise the course for delivery in 2020, creating a course that can be taught by others at the undergraduate and graduate levels is paramount.

Proposing a Study to Provide Strategies for Reticent International Students and their Teachers
Nathan Lindberg

When I asked an Engineering teacher what improvements her graduate professional students could make, without hesitation she said, "I wish they'd speak more in class." It's a common complaint; just Google reticence or willingness to communicate (WTC). Much of the research on the subject is focused on exploring the many reasons why some international students do not want to speak up in class. However, I haven't found any that focus on what teachers and students can do to improve the situation. I'd like to return to the Engineering teacher and ask if she would consent to a case study of one of her classes. If so, I'd take the following steps: (1) survey students using an established WTC assessment, (2) interview the most reticent international students, suggest strategies for them to speak more, and ask them what their teacher could do to help, (3) interview the teacher, giving her strategies for helping reticent students, (4) ask students to keep a journal, (5) observe the class, and (6) at the end of the semester, interview the teacher and students to find out how strategies worked. I've never heard of a study like this. It's kind of an exploratory-intervention study. Does anyone know models for it? I'm not sure how it will go or what problems I might encounter. I would love input from my CGC compatriots.

Stance Markers in Graduate Students' Fellowship and Grant application Essays
Adrienne Lynett

As an occluded genre, fellowship and grant application essays pose a particular challenge for graduate student writers. Nonetheless, they are a crucial component of many students' socialization into their respective fields and into academic professionalization (not to mention the very practical objective of securing funding). To increase access to the genre, the UCLA Graduate Writing Center has compiled an archive of successful fellowship application documents (primarily personal statements and research proposals) written by current and former UCLA graduate students, to be made available to current UCLA graduate students. This project will also involve close analysis of the structural, rhetorical, and linguistic features in this corpus, including an analysis of linguistic markers of stance. Stance-taking in academic writing is a fraught but crucial aspect of asserting one's own epistemic authority. Existing research on stance in academic writing has largely focused on undergraduate and/or L2 writers, and very little (if any) on grant application materials. Unlike research papers, graduate students' research proposals must not only assert expertise but also justify further training, a tricky balance between confidence and humility. In the present study, we aim to better understand how this balance is achieved by analyzing the deployment of stance markers in these grant application materials. Ideally, this analysis will yield models of successful stance-taking practices, allowing the Writing Center to provide more targeted assistance to students applying for these competitive awards.

Their Advice: What Do Writers in Other Disciplines Say About How to Write?
Linda Macri

Many of us bring training from a discipline—such as rhetoric and composition, communications, or applied linguistics—to our work. That training often focuses on the discourse of others, on understanding how people write and speak in disciplines other than our own. We analyze, discuss, teach about, and discourse about . . .the discourse of others. But, as we know, many of our academic colleagues in those other disciplines don't really know what we do. One result of this not knowing is that they discourse about their own disciplinary writing and come up with their own writing advice. And while they often are not consulting our scholarship on their discourse, we aren't looking at what they are saying either. What do scholars in other fields say, argue, teach, preach about how to write? This work-in-progress reflects a review article that aims to identify and synthesize the wide range of writing advice from beyond "our" disciplines. I analyze the kinds of advice writers offer to others in their field, examine trends regarding who they reference as sources, and consider how advice from within the disciplines resembles "our" own composition pedagogy.

"Don't you just help people with papers?" Casuistic Stretching and Writing Center Identity
Thomas McCloskey

Writing Center directors can struggle to define their center's place in university communities. Center administrators often find themselves battling departments over limited space and financial resources, along with entrenched assumptions about campus responsibilities. This work in progress attempts to offer a theoretical framework for both thinking about and responding to these conflicts. Michael Lane Bruner's concept of limit work suggests that defining the boundaries of an identity might be more useful than attempting to define the term itself. Isolating these spaces of resistance can just as easily define, through negation and rejection, what a writing center is for a campus. Once defined, this writing center identity can be challenged by directors and tutors alike through what Kenneth Burke refers to as casuistic stretching, a process in which "one introduces new principles while theoretically remaining faithful to old principles." These theoretical models can offer guidance as writing centers struggle to define their identity and grow in campus communities.

An Exploration of the Parallels between Graduate Written and Oral Communication Skill Development
Alison McGregor & Sarah Strigler

Support for graduate oral and written communication skill development have traditionally been separated; how does this disconnection serve or dis-serve the efficiency of overall English communication training for international graduate students and post-docs? The purpose of this

work-in-progress presentation is to explore connections between oral and written communication skill development processes.

The rationale for investigating parallels between written and oral communication training processes stems from a skill-development theory of language learning. Fundamentally, both skills require student engagement in a process-oriented approach to move through stages of development. A central question, however, is whether any overlap in the writing and speaking skill development process exists, and if so, how could illuminating these parallels benefit language production.

This work-in-progress presentation will be of primary interest to writing and speaking instructors and tutors, ITA trainers, administrators of graduate oral and written communication courses, and researchers investigating instructional effectiveness or developing interventions. The benefits of the presentation include identification of fundamental process-oriented building blocks of written and oral communication training; reflection on parallels between writing and speaking processes; and recognition of advantages and disadvantages of using similar approaches to written and oral communication development for international graduate students.

Creating Opportunities for Meaningful Vocabulary Practice in EAP Courses
Anna Moldawa-Shetty and Jim Tierney

The teaching of vocabulary to advanced learners can pose several challenges for instructors in EAP courses. While corpus research has helped us identify and compile lists of items that are important to teach, the task of developing pedagogical materials based on that research still presents challenges. Students with widely differing language histories, a situation common in graduate settings, can add to the challenge, since they might not be motivated to engage in vocabulary practice that does not meet their individual interests or perceived needs. How do we create opportunities for meaningful and engaging vocabulary practice in EAP courses? How do we revisit and recycle vocabulary? And how do we develop a culture of continuing vocabulary study? These are the main questions we would like to explore in this session.

We will begin by discussing our approach and general strategies for vocabulary instruction in our curriculum. We will then present a few corpus-based activities and an online tool for vocabulary practice and review. Participants will also be invited to share their preferred activities and strategies during this interactive session.

Navigating the Faculty Advisor Relationship through Effective Communication
Laura Murray

Graduate faculty advisors have a profound influence on their students' scholarship, productivity, professional development, and sense of fulfillment. Indeed, while some graduate students struggle to communicate with faculty advisors or feel that these advisors don't

entirely understand or respond to their concerns, other students report collegial and productive advising relationships in which they feel satisfied, encouraged, and heard. In either case, however, it is important to help students reflect on advising relationships and optimize them. Given this reality, as well as the fact that many doctoral students work in close apprentice-mentor relationships with their advisors for six or more years, navigating the relationship through effective communication is essential. Students must learn to effectively communicate needs and expectations to their advisors; ask for assistance when "stuck" navigate conflict; and "manage up." In this short work-in-progress presentation, I will share some common student questions and concerns related to communicating with advisors; followed by a work-in-progress conceptual model to help students construct and manage thoughtful written and in-person interactions in their advising relationships. Then I will end with some background on Princeton University's new Graduate Student Academic Success Program, an initiative to promote grad student learning and thriving across disciplines.

Analyzing (Mis)conceptions of Graduate-level Writing
Mandy R Olejnik

In this presentation I will share the preliminary results of a multidisciplinary, qualitative study centering on both graduate students' and graduate faculty members' conceptions of graduate-level writing and graduate-level writing support, as well as applications of literacy sponsorship. I will share survey data and interview data that highlights a) what faculty expect from their graduate student writers, how faculty learned to teach writing at the graduate level, and where faculty feel graduate students struggle the most in their writing; and b) what writing graduate students encounter in their programs, how confident graduate students feel in their writing, where graduate students feel they struggle the most, and how explicit graduate-level writing instruction is. I will also share what further support both populations identify as being helpful or productive. Overall, while still preliminary, this research expands conversations of graduate writing support by working closely with both graduate faculty and graduate students to understand what, how, and why they respectively support and learn writing they ways that they do, and in which ways students, academic, graduate literacies are being supported. This research contributes to ongoing conversations about writing conceptions and writing transfer as well, focusing on graduate students as a specific and valuable population of learners.

Developing the Oral Language and Cross-cultural Skills of International Graduate Students
Rebecca Oreto

As the number of campus centers focusing on graduate language support increases, the lack of classroom materials for oral language and cross-cultural skills development can hinder the development of a robust program. To address this need, my collaborator and I are developing a book of classroom practices and materials focusing on cross-cultural and oral skills development for international graduate students. This book moves beyond skill sets relevant

only to International Teaching Assistants. Instead, it looks at the variety of graduate students, from one year professional master students to doctoral students, and develops materials and practices that can cross these boundaries and provide a strong language and cultural foundation for any nonnative English speaking graduate student. In this session, I will share our work in progress and chapter ideas. I also hope to gather information regarding best practices and program needs from instructors who are already providing support for international graduate students and/or are looking to start their own program. Some sample questions for this discussion are the following: What are the gaps instructors see in their students' language, and where is it most vitally impacting their success? What are the most frequent requests or complaints from advisors and faculty? What are the most common requests from the students themselves? What kind of materials would instructors find most helpful?

Teaching Critique Writing to Students in Diverse Disciplines: Challenges in Understanding the Role of the EAP Instructor and Involving External Faculty
Jin Pennell

The ability to critique in writing is valuable and often included in an EAP curriculum for graduate students. However, critique is a particularly challenging genre to teach in multi-disciplinary courses. The question becomes what the role of the EAP instructor should be in guiding students to learn critique writing for their own field. Choosing an appropriate article for students to critique and providing feedback on the critique content can be difficult for an EAP instructor due to lack of expertise in students' disciplines. To address these challenges in our EAP courses, we added a "discipline-specific mentor" component to the critique assignment, inspired by other CGC members. For our assignment, students chose an article to critique and found a mentor from their field to provide guidance on identifying points of critique. Student survey results indicated positive reactions to the mentor component; however, new challenges had arisen (e.g., difficulty in finding a mentor, pushback from mentors and departments regarding the number of students and time commitment). After presenting a brief summary of this experience and student survey results, we will invite participants to discuss the question of the EAP instructor's role in teaching critique writing as well as other practical concerns in implementing an assignment that requires cooperation of faculty in other disciplines.

"Increasing Your Vocabulary Size" Short Course for International Students
Nadezda Pimenova

This short 6-week noncredit course was developed to help international students to improve their academic English vocabulary knowledge. Though this course was open for all international students enrolled in a large university in the Midwest, graduate students were our target population. Since English language learners who took this class had different levels of English language proficiency, teaching them one list of academic words was not reasonable. To measure students' vocabulary size, I used the Vocabulary Levels Test created in 1983 by Paul Nation. The test was later improved and validated by others (Beglar & Hunt, 1999,

Schmitt, Schmitt, & Clapham, 2001). In this course students set personal goals for vocabulary development and created action plans to achieve their goals. By the end of the session, students were able to increase their vocabulary size by repeating and recycling new vocabulary; organizing new vocabulary in a meaningful way; making vocabulary learning personal; using strategic vocabulary in class; independently studying vocabulary in and out of class; keeping vocabulary notebooks; and using online dictionaries (McCarten, J., 2007).At the end of the course students taught new words they learned to their peers. In this work-in-progress presentation I will share what I learned as an instructor of Increasing Your Vocabulary Size course after piloting it in Fall 2018.

Grad Students' Scientific Research Work: Perspectives and Concerns
Tatiana S. Pimenova

The presenter will discuss the issue of teaching graduate students to do scientific research work with ease. To assist students to conduct research work, my co-authors and I have developed the e-learning resource that answers students' how-questions (How to start research work? How to form a reasonable hypothesis? How to carry out an experiment? etc.). This e-learning resource describes the structure and the main elements of scientific research work. It presents step-by-step instructions with clear examples for advisers and advisees. Graduate students in Pedagogy program in the large university in Tatarstan (Russian Federation) are required to present their research in English which is a big challenge for them. To facilitate this task for students, we have compiled the handbook which contains a glossary of about 200 English collocations translated into students' L1 (e.g. As follows from the above hypothesis ... / These data do not contradict the preliminary assumption that ... / All these findings suggest, etc.), and training and test exercises devised for students so that they could practice academic English. We consider these teaching materials to be a start-up to students' success in doing scientific research work. What is the next step? I would like to think aloud with CGC participants about the above mentioned questions.

Co-Mentoring: Connecting International Teaching Assistants with Domestic Undergraduates for Language Practice, Intercultural Exchange and Professional Development
Angelo Pitillo and Pamela Bogart

Co-mentors are individuals in different roles who meet as equals for professional development and mutual exchange of guidance and support. This presentation will describe a small but high-impact co-mentoring program that pairs ITAs teaching or preparing to teach in STEM gateway courses with undergraduate peer tutors and study group leaders working with these same courses. The goal is to break down the traditional barriers in academic settings that often separate grads and undergrads, domestic and international students, native and non-native speakers of English. The ITAs receive informal language practice and gain insight into US undergraduate culture; the undergraduates gain content knowledge and learn about the

experience of emerging scholar/teachers. Both engage in intercultural experience which contributes to a more globalized campus climate. The program has earned glowing reviews from participants, who report that they have established mutually-supportive personal connections that have fostered a stronger sense of community and belonging. Yet, despite this success, the program has remained small and labor-intensive to maintain, for a couple of reasons. First, the STEM gateway course focus provides a limited pool of potential participants. Second, even though students, faculty, and advisors are often excited about this program once they learn about it, it can be difficult to describe, especially via a promotional email or flyer (or even a conference abstract). We are currently seeking ways to make the program more sustainable and expand it to a broader audience without sacrificing the strengths of the unique co-mentoring approach.

To Camp or Retreat?: An In-House Survey to Consider The Question
Kristina Quynn

CSU Writes is currently working on a survey of our peer institutions and an additional 100 colleges and universities to better understand the ways "Writing Boot Camp" and "Writing Retreat" are used to identifying intensive write-on-site events for graduate students writing their theses or dissertations. While "boot camp" and "retreat" are generally used interchangeably and always suggest a collective writing event of intensity, "camp" aligns programs to participant mastery of skills and information whereas retreats to time dedicated to writing practice. This works-in-progress will provide a history of each term and a snapshot of how writing center and graduate school professional development programs in 2018-19 have organized their intensive collective writing support events for graduate students.

Designing a Pre-Matriculation Writing Course for Master's and Doctoral Students
Molly Rentscher

I recently partnered with the Gladys L. Benerd School of Education at University of the Pacific to design a pre-matriculation writing course for education students entering M.A., M.Ed., and Ed.D. programs. In this course, students will explore foundational concepts and strategies of critical reading and academic writing and practice "gaining control over the range of genres specific to their disciplinary context" (Curry, 2016, p. 91). The course takes place over the summer and uses a hybrid online and face-to-face format so that students can experience the best of both online and in-person learning. This presentation will focus on course design, including some of the challenges associated with designing a hybrid course that effectively prepares linguistically diverse students for a variety of programs in one discipline. I will explore these challenges and share drafts of course materials. I look forward to receiving feedback, learning from others who have developed similar courses/materials, and engaging with colleagues who are passionate about pedagogy.

Promoting Mutually Beneficial International Exchange: Advocacy for International Visiting Scholars as a Way to Network between Universities
Cassandra Rosado & John Kotnarowski

"Internationalization" has become a priority in higher education because it facilitates a diversity in perspective and networking opportunities. In addition to the significant percentage of matriculated international graduate students, the population of international visiting scholars who come to U.S. institutions to teach and research has steadily grown (IIE, 2018). Through educational exchange, these individuals, many of whom are graduate students and professors in their home country, contribute to their individual fields while strengthening international ties between universities and countries and often participate in international collaboration after leaving (U.S. Department of State, 2005). However, the role they play on a campus is not always clearly defined, and consequently is not always well supported, especially with respect to language needs. While U.S. regulations require scholars to have "sufficient" English proficiency to participate in an exchange [22 CFR 62.10(a)(2)], evidence of proficiency can be submitted by the hosting advisors, who may not be equipped to evaluate an applicant's proficiency for participation in the U.S. academic environment. Furthermore, because these scholars are not matriculated students, they may not have access to the same campus resources, such as English courses and other academic support, yet the success of an exchange depends on effective communication and engagement. We invite participants who have visiting scholars at their university to discuss the impact of universities' pursuit of internationalization through these exchange programs as well as advocacy efforts that foster positive, mutually beneficial experiences for these scholars and the participating institutions.

Addressing Challenges in the Dissertation Process: Voices of Doctoral Writers
Lisa Russell-Pinson

When doctoral students reach the dissertation stage, they are typically assumed to have the requisite disciplinary knowledge and academic writing skills to finish their degrees. However, completing a dissertation requires more than strong research and discipline-specific writing abilities, since "[t]he dissertation journey is an emotional as well as an intellectual one" (Casanave, 2014: 11). Factors that can contribute to emotional difficulties when writing a dissertation include conflicts with dissertation supervisors, challenges with executive function, writing anxiety, unrealistic expectations, and a lack of support (Badenhorst, 2010; Blum, 2010; Casanave, 2014, 2016; Dinkins & Sorrell, 2014; Inman & Silverstein, 2003; Paltridge & Woodrow, 2012; Russell-Pinson & Harris, 2019; Sosin & Thomas, 2014). If unaddressed, such difficulties can often impede dissertation writing progress and, consequently, hinder doctoral degree completion (Maul et al., 2018; Pauley, 2004; Straforini, 2015). This work-in-progress briefly reports on a study of a dissertation support group and the writers who participated in it. The presentation also highlights specific strategies used during the intervention to help these writers cope with difficulties in the dissertation writing process. Since this work-in-progress is a

precursor to a research article, we would appreciate feedback on the suitability of this work for journals and other venues focusing on graduate-level writing and/or writing and emotion.

Changing a Graduate Writing Curriculum from EGAP to ESAP
Stacy Sabraw, Brad Teague, Elizabeth Long, and Carolyn Quarterman

Following a comprehensive needs analysis, including feedback from the departments/programs we serve, the English for International Students program at Duke University has moved its writing curriculum from an English for General Academic Purposes (EGAP) to more of an English for Specific Academic Purposes (ESAP) model (Flowerdew 2016) since Fall 2016. Our enrollment has allowed us to create separate courses for Humanities, Social Sciences, and STEM. Further, we have added an advanced academic writing course for PhD students. In this presentation, we provide an overview of our curriculum revision process, including the input we received from interviews, surveys, and review of departmental course syllabi and assignments. We also share the lessons we have learned in piloting these courses as well as ongoing challenges. We invite feedback from others who conduct ongoing needs analyses for their writing students and those who have encountered similar challenges to ours.

Navigating Organizational Transition
Karen Schwelle

Leaders of university units that serve the communication needs of graduate students must be poised to respond to proposed and actual organizational transitions due to changes in university leadership and other factors. This presentation will address lessons learned from a recent organizational transition in which a U.S. university's English language support services for graduate and professional international students were dispersed from one centralized student services unit into the various graduate/professional academic areas (e.g., the School of Law). This transition eliminated all English language support positions in the student services unit, then involved the creation of new positions and the reconstitution of English language support services in the academic areas. As the director of the original English language support unit in student services, the presenter will describe program management practices that smoothed the transition and practices that might have smoothed the transition had they been in place beforehand. The presenter will also reflect on how the program handled communication externally (with the student services unit and the academic areas) and internally (with four full-time and eight part-time staff members), noting which strategies eased or complicated a semester-long transition fraught with personal and professional uncertainty. Lastly, the presenter will facilitate a discussion centered on the question of how leaders of comparable units at their universities can prepare for and (when necessary) manage organizational transitions in a manner that serves the interests of their staff and their student populations while working within the constraints of institutional philosophies and priorities.

Mapping Graduate Student Support: A Partnership in Progress
Gail Shuck & Melissa Keith

After piloting a successful writing group for international graduate students and presenting results and recommendations to the Graduate College Dean, we seized an opportunity to launch initiatives that would expand and integrate current support for graduate student writers. These initiatives included bringing a guest speaker to provide workshops for graduate students and graduate faculty on the difficulty of source use, and an emerging partnership between the directors of four areas on campus: the Graduate Student Success Center, the Writing Center, English Language Support Programs, and the Office of the Dean of Students' Academic Integrity Program. Those directors are the authors of this proposal for a Works-in-Progress session, which will focus on our collaboratively developed "map" of graduate writing support on our campus. The map will highlight for students and their advisors where a graduate student can go for what kinds of communication support. The conversations necessary for developing this resource have been fundamental to our support for each other's work. They have also forced us to articulate--first to each other and then to students and advisors--the overlapping but also distinct ways that our respective programs can serve a wide variety of student needs. After describing our phased plan for developing the resource and then forming a more coordinated response team, the presenters will ask those in attendance how they have sustained cross-campus partnerships and what factors might predict a sustainable model for collaborating.

Crowdsourcing Best Practices for Oral Academic Communication
Megan Siczek

This work-in-progress session targets a neglected area of scholarship on academic discourse socialization: oral communication. It has already been established that writing is the most common curricular requirement across North American higher education, and many institutions have dedicated programs or courses for L2 international graduate students, signaling the value placed on written communication in institutional settings. Oral communication, on the other hand, remains relatively neglected despite being considered a key to students' classroom success and a skill that is highly valued in both academic and professional contexts. After providing brief background context, the presenter will engage participants in a collective discussion of the current state of affairs when it comes to oral academic communication, addressing the following questions: What are the needs, current approaches, challenges, and opportunities in our respective institutional contexts? To what extent are we applying what drives our approach to L2 writing to oral academic communication? How can genre-based pedagogy be deployed more actively in the teaching of oral academic communication? How can we promote understanding of what is currently happening in our field when it comes to teaching oral academic communication? It is extremely important for us to acknowledge that academic discourse socialization involves both written and oral communication, and we as L2 specialists need to advocate for its value in our curricula and in our collective scholarship.

From Grammarians to Communication Specialists: Rebranding IEPs as Centers for Academic Literacy
Linnea Spitzer

With declining international student enrollments and increased competition from institutions abroad, American IEPs have been faced with a stark challenge: evolve or become obsolete. Many of us working in IEPs occupy a rather marginalized position within the university; our programs are often seen as the place where international students go to "fix their grammar," until they are able to write error-free sentences in standard English. However, what is not often recognized is our ability to critically interpret norms of academic communication in ways that are rarely explicitly discussed in the university setting. This strength is a valuable resource for our universities, particularly in the realm of graduate and professional communication, where both international and domestic students often seek support that extends well beyond the need to write grammatically accurate sentences. Making our strengths in academic communication support more visible to our universities may be the key to survival for IEPs facing staff and budget cuts as our numbers continue to decline. In addition, a rebranding of the work we do may make us more attractive to matriculated graduate students, who could begin to see our classes more as professional development opportunities than as English language purgatory. This Work in Progress will showcase ways that my IEP has sought to build campus alliances and integrate our programming into university-wide graduate communication support. I will also seek feedback from attendees on strategies that have worked for other IEPs as they have moved to rebrand themselves as centers for professional and academic communication.

Performance, Interaction, and Satisfaction of Graduate EAP Students in a Face-to-Face and an Online Class: A Comparative Analysis
Dmitri Stanchevici

Increasing international student enrollment in US universities necessitates new ways of offering instruction. Offering online courses to international students helps offset a number of administrative and instructional challenges, including the need for students to fulfill institutional writing requirements prior to full matriculation in their program of study (Ene, 2014). At the same time, online courses offer pedagogical benefits, including promoting active learning (Tang, 2012) and thoughtful writing (Warnock, 2009). The challenges of online courses include a perceived lack of student-instructor and student-student interaction (Starr-Glass, 2013), which may be exacerbated by cultural differences in an L2 context (Liu, Liu, Lee, & Magjuka, 2010). Despite a growing interest in online courses for international students, there is still a lack of studies into such courses offered fully online. This presentation examines the extent to which a fully online version of a graduate-level English for Academic Purposes (EAP) course achieves comparable outcomes to the face-to-face version. It first describes the institutional context of these two classes. Second, the presentation compares how well the students in both classes met course goals by comparing the scores of their final papers. Next, the online

and face-to-face students' contributions to Discussion Board are compared to evaluate the quality of student-student interaction, examining how many classmates' posts each student responded to and how specific these responses were. Finally, course evaluations in the online and face-to-face courses are described to compare students' satisfaction. This presentations concludes with a set of challenges and recommendations for offering fully online EAP courses.

Engineers Writing for Public Audiences
Katelyn Stenger

Making time for important, non-urgent items challenges most individuals. The aspiration of writing for non-academic audiences quickly falls between the cracks for graduate students. Engineers Writing for Public Audiences was formed to support and encourage engineering graduate students through a framework of group goals, weekly meetings, written what-I-want-to-dos, written what-I-dids, estimated and reported time spent, and opportunities for group review. This presentation explores EWPA's framework and participants' journeys through the writing process and their satisfaction.

Online Synchronous Consultations to Support Diverse Graduate Student Needs: A Look at One Writing Center's Approach
Erin Todey

As graduate student writers struggle to cope with myriad personal and institutional variables impacting their academic success, formalized university programs geared towards supporting students' communication development must acclimate to student needs. To accommodate the restrained schedules of campus-based and distance graduate student writers and in efforts to provide more easily accessible support, Iowa State University's Center for Communication Excellence (CCE) has incorporated the use of a web-based video conferencing software (Zoom Pro), a means by which graduate students can participate in online writing consultations with one of the center's trained graduate peer writing tutors. In this presentation, we explore the affordances offered by Zoom Pro for online disciplinary, interdisciplinary, and English writing consultations in an effort to meet diverse student needs, challenge ableist policies, and engender accessibility-forward practices in connecting students to CCE services. Underpinning the investigation were theoretical principles situating the peer review process as a mutually scaffolded, co-construction of knowledge between the writer and the reader (Bruffee, 1993) and Vygotskian sociocultural traditions centered on the collaborative dialogue fostered in peer assistance (Swain, 2000). The data include surveys completed by both tutees and tutors and are complemented by interviews with the writing consultants. Findings suggest directions for best practices for the intentional incorporation of online synchronous consultations and ways to utilize the affordances of multimedia input to facilitate collaborative and dynamic environments for drafting and revision.

Reworking "High Intermediate Writing and Communication for International Graduate Students"
Carleen Velez

International graduate students from across campus place into ESL 301: High Intermediate Writing and Communication for International Graduate Students. Traditionally, the writing assignments have been: 1) bio statement, 2) CV/resume, 3) summary of an academic article, 4) critique of the same academic article, and 5) annotated bibliography with 5 entries. However, there has been an increasing number of students from a 1-year architecture program, whose curriculum is primarily design-based, mixing in with the more research-focused MA and PhD students. The architecture students tend to be linguistically weaker and not as academically prepared for the rigors of academic writing. In the past, we created a class specifically for the architecture students in order to accommodate their schedule. In this class, I modified some assignments to make them more practical (i.e., summary of a personal project, critique of an architectural piece, company profile). However, we found that while working in a self-contained group, these students did not work with the academic vigor expected at the graduate level. At that point, we made the decision to combine them with the traditional graduate students. Therefore, creating the most appropriate writing assignments to assign in a 10-week quarter with these very diverse groups is a puzzle that I have been struggling to solve. I would like to share my writing assignments, discuss writing assignments that other instructors have been using, and brainstorm some new assignments that might work with students from diverse fields.

Beyond the Academic Presentation: Video Abstracts
Peggy Wagner & Grace Song

As part of a larger curriculum development project, this materials work-in-progress discussion seeks to engage peers' ideas and feedback on a new 5-week presentations course for our graduate students who are intermediate-level speakers. This course was designed in response to the results of a survey in which students requested a "presentations" course. Since presentation skills had already been introduced and practiced in two previous courses, the question we asked ourselves was, "What the h*** can we do with a presentations class?" The challenge was to craft something novel and interesting, beyond what they had already learned. More importantly, we needed to adhere to the mission of the program, which is to develop students' language and communication skills through tasks relevant to graduate students and professionals. What we have come up with, in part, is a course that incorporates the newly emerging multi-modal format called the video abstract. This increasingly popular genre is found primarily in science scholarship. Its unique format demands that researchers carefully consider how to entice viewers to read their work. As such, we have found that this format serves as a perfect vehicle for students to develop and practice the key elements for all basic academic communication, audience, purpose, organization, flow of ideas, and beyond, including vocal variety, engaging the audience, storytelling, and persuasion. We look forward to

sharing what is working well and discussing challenges and questions that have arisen during this course pilot.

Integrated Learning: English for Communication + Intercultural Practice (ECIP)
Sukyun Weaver

Graduate programs at the Maryland Institute of Art (MICA) have welcomed international students who currently comprise about 35% of the graduate student population (most of whom are from the East Asia , with increasing trends from the Middle East and South America). While these students have greatly enriched MICA, there have also been some growing pains. As one example, students and faculty discover that their international students' language proficiency levels may not sufficiently fulfill the expectations of a demanding graduate curriculum. And, as another perhaps more important example, the MICA community has developed a heightened awareness of the growing need to cultivate meaningful exchange and integrative learning between international and non-international individuals alike. In this evolving landscape, English for Communication + Intercultural Practice is a timely proposal to equip graduate students with the necessary language and intercultural communication skills anticipated to navigate an increasingly diverse society and globalized world through integrating curricular and co-curricular learning. Open to all graduate students, this concentration has a flexible delivery model where students can select a particular "pathway" to focus on a certain aspect of language proficiency and/or intercultural competency development. In addition to required coursework, students must complete co-curricular learning to apply and practice intercultural skills. Students must complete a reflective portfolio that documents their intercultural work and progress. At its core, this graduate concentration in English for Communication + Intercultural Practice is language and intercultural communication development as an integrative learning practice for anticipated contexts (such as interdisciplinary, global, local, etc.).

Teacher-made Summary Templates for Scaffolding Heard Content for Paraphrase
Christienne Woods

Using language cues to support students' recognition and/or production can support the movement from teacher-aided inter-mental activity to more individualized intra-mental activity. This collaborative meta-cognitive dialogue is known as "scaffolding" (Wood et al., 1976). Teacher created summary/paraphrase templates is one way to scaffold student speech. In this demonstration the presenter will explain what a summary template is and how templates can aid students in the organization, utterance, and understanding of heard content into spoken content with the mediation of language functions such as statement, exemplification, agreement, support, disagreement, and other necessary functions. The presenter will explain the approach of using documentary or other video as a source of content for practicing for summarizing and paraphrasing skills.

Professionalization Seminars: Communicating an Academic Identity
Anne Zanzucchi

This work in-progress focuses on course design for a professionalization seminar, featuring a new design and collaborative pedagogical approach. Professionalization, here, is specific to communications and writing—particularly how humanities graduate students are formulating an academic identity and trajectory through several types of activities. While this is a case study on professionalization, this presentation will be framed in terms of shared questions and common priorities. Our interdisciplinary humanities graduate group recently piloted offering our required professionalization seminar as a 2 units course paired with 2 units of independent study. This model was intended to create a co-mentoring model, with the seminar as the common grounding in theory and the independent study as the practicum with an advisor. In effect, we would be building capacity through a curricular partnership across the humanities faculty members. New assignments included: a funding prospectus and ongoing reflective exercises. Highlighted will be a project revision assignment, designed to engage habits of mind and skills associated with graduate-level writing. A continued complexity is ongoing just in time learning factors and (mis)alignments between seminar and independent work. We are considering workshop models as a more flexible resource than seminars, as one possibility. Discussion questions include: How might professionalization activities directly (or indirectly) feature writing dispositions and skills? What are some sustainable practices that can engage faculty, especially those mentors who are outside of writing studies?

Unpacking the Theories Underpinning Research on Preparing Multilingual Scholars for Academic English Publishing
Ting Zhang

Publishing in English-medium journals is not only an important pursuit of many multilingual academics and graduate students but also increasingly an institutional requirement. For multilingual scholars, writing for publication in English can involve language issues and limited access to bibliographic sources and other resources (Lillis & Curry, 2010). Graduate students who are emerging scholars may have incomplete disciplinary knowledge bases in terms of publication genres. While scholars often learn the practices of writing for academic publication informally, through collaborating with mentors and colleagues or negotiating with journal gatekeepers, a growing number of pedagogical initiatives that support multilingual scholars to write for publishing have emerged over the past 15 years. Based in different theoretical approaches, these initiatives were structured differently and have witnessed different aspects of participant progress in writing for English publication. In this presentation, I will map out the key principles and affordances of three major theories that have informed research on publishing pedagogies (genre, community of practice, academic literacies) to date and invite participant feedback on the usefulness of these theories and discussion of other possible theories that could be used. Reference Curry, M. J., & Lillis, T. M. (2010). Academic research

networks: Accessing resources for English-medium publishing. English for Specific Purposes, 29(4), 281-295.

Getting around Arlington

Conference Location

The Summer Institute will be held on Mason's Arlington Campus in Founders Hall. GPS/Google Maps address: 3351 North Fairfax Drive, Arlington, VA 22201-4426

Conference Hotel

The conference hotel is the Holiday Inn Arlington at Ballston: 4610 Fairfax Drive, Arlington, VA 22203

Getting to the Conference from the Conference Hotel

Walking from the hotel to Founders Hall
Mason is a 1.1 mile walk (15 – 20 minutes) from the Holiday Inn. Exiting the hotel main entrance, turn right to walk east on Fairfax Drive. At some point cross to the north side of the street, and continue until you reach the plaza in front of Founders Hall (pictured below).

Above: Map of the walk from the conference hotel to Founders Hall. (Map data: ©2019 Google)

Hotel shuttle from the hotel to Founders Hall

The Holiday Inn operates an 11-person, first-come first-served local shuttle available to all hotel guests. While it cannot accommodate all Summer Institute attendees at peak times, it is an option for those who prefer not to walk. From the hotel, please let the bellman know if you would like to request the shuttle. The hotel can provide a number for the shuttle to be called to Mason's campus.

Uber, Lyft, taxi

Uber, Lyft, and taxi companies are all active in the Ballston neighborhood.

Cycling from the hotel to Founders Hall

Fairfax Drive is busy but provides bike lanes for cyclists between the hotel and Mason. Capital Bikeshare locations can be found at the Ballston Metro station (2.5 blocks from the hotel) and Mason Arlington.

Metro to Mason from around the region – Virginia Square/GMU Metro stop

From the Virginia Square metro stop, walk one and a half blocks east on Fairfax Drive (if you reach St. George's Church, you're going the wrong way). The university is on the north side of Fairfax Drive, well signed. Proceed until you reach the plaza in front of Founders Hall.

Parking at the Arlington campus

Visitor parking is located in the Founders Hall Garage. Monday-Friday rates are $3/hour, up to $15/maximum. Saturday has a flat rate of $8. The garage entrance is located on Founders Way North, an alley behind Founders Hall off Kirkwood Road. It's easiest to approach the garage by taking Washington Blvd to Kirkwood Drive. The route from Fairfax Drive is less straightforward.

Getting around the Region

Metro:
Into DC: From the Ballston or Virginia Square stations, take the Silver or Orange line into town
To National Airport: Take the Silver or Orange line to Rosslyn. Change to the Blue line towards National Airport or Springfield/Franconia. (The Blue line terminates at National Airport through the summer.) (Metro Map)

Cycling: The Custis Trail into DC runs by the hotel.

Restaurants in the Neighborhood

These restaurants show up on many "best of" lists. Asterisked options have also been recommended by Mason faculty, staff, or students:

Ballston

Grand Cru Wine Bar and Bistro* – Outdoor patio under the trees
Mussel Bar & Grill – Belgian-inspired, "casual yet edgy"
SER* – "authentic comfort foods from Spain in a casual, friendly environment"
Ballston also has ample chain restaurants including Cava, Uncle Julio, Zoe's Kitchen, Nando's Peri Peri, and others.

Clarendon (two Metro stops from Ballston)

Ambar – "Balkan fare in bright festive digs"
Buena Vida* – "Curated traditional dishes from the Vasquez Lugo family"
Don Tito* – 75 varieties of tequila. An Arlington mainstay
Green Pig Bistro* – "Nose to tail cooking in an open kitchen"
Pupatella – Neapolitan pizza, certified authentic
Ray's The Steaks – As billed
Screwtop Wine Bar* – Serious about wine, on a quiet side street
TTT* — "Authentic Mexican with a modern twist"

Downtown

DC abounds in good restaurants. For a start, check out the *Washington Post* food critic's <u>spring dining guide</u>.

2019 Summer Institute List of Participants

Abramovich	Marsha Gerechter	George Mason University
Alharthi	Majed Hatem	King Abdulaziz University
Altalouli	Mahmoud Talat	University of Rochester
Baillargeon	Katie	UC Santa Barbara
Batson	Kate C	The University of Georgia
Bikowski	Dawn	Ohio University
Boldt	Heather	Emory University
Bowen	Michael	University of Illinois Urbana-Champaign
Brady	Laura	West Virginia University
Brown	Maija	University of Minnesota
Bychkovska	Tetyana	George Mason University
Calvey	Daniel	Sabanci University
Campbell	Michelle	Duke University
Campbell	Doug	Western University, Canada
Caplan	Nigel	University of Delaware
Capraro	Fernanda	Bowling Green State University
Carlock	Janine	Duquesne University
Carter	Tyler	Duke Kunshan University
Cayley	Rachael	University of Toronto
Chavoshan	Ida	New York University
Climer	Ty	Purdue University
Connery	Leslie	University of DE
Cook	Amy	Bowling Green State University
Cox	Michelle	Cornell University
Cunningham	Kelly J	University of Virginia
Curry	Mary Jane	University of Rochester
de Ilurdoz	Ordoitz Galilea Sagaseta	University of Connecticut
DeRoma	Cynthia	Yale University
Doetsch-Kidder	Sharon	George Mason University
Dolgova	Natalia	George Washington University
Ebejer	Mary	Western Michigan University
Edalatishams	Idee	Iowa State University
Festa	Elizabeth	Rice University
Fletcher	Bridget	Duke University
Freeman	Jane	University of Toronto
Gollobin	Stephanie	Vanderbilt University
Goode	Terri	University of Delaware
Gramley	Sara	Brown University

Grav	Peter	University of Toronto
Gray	Marilyn	UCLA
Grill	Jennifer	Florida State University
Haley	Adam	Oregon State University
Harrington	Erin	University of Rhode Island
Harrison	Melinda	Auburn University at Montgomery
Hatfield	Sally	Ohio University
He	Fangzhi	University of Rochester
Hijazi	Nabila	University of Maryland College Park
Hualpa	Laila	UCLA
Huffman	Sarah R	Iowa State University
Imber	Brenda Prouser	University of Michigan
Istomina	Julia	Yale University
Ives	Lindsey	Embry-Riddle Aeronautical University
Janjua	Najma	Kagawa Prefectural University of Health Sciences
Kallestinova	Elena	Yale University
Kaloustian	Talar	Community College of Philadelphia
Keitges	Mark	Rutgers University
Keith	Melissa	Boise State University
Kennell	Vicki	Purdue University
Kessler	Karyn	George Mason University
Kirkpatrick	Katherine	Clarkson College
Kotnarowski	John	University of Illinois at Urbana-Champaign
Lane	Suzanne	MIT
Lang	Susan	The Ohio State University
Lawrence	Susan	George Mason University
Lax	Joanne	Purdue University
Lerner	Neal	Northeastern University
Li	Weijia	University of Rochester
Lindberg	Nathan	Cornell University
Long	Elizabeth	Duke University
Lynett	Adrienne	UCLA
Macri	Linda	University of Maryland
Madden	Shannon	North Carolina State University
Massie	Courtney	George Mason University
May	Isabell	University of Maryland, Baltimore
McCloskey	Thomas	University of Maryland
McGregor	Alison	Princeton University
Moldawa-Shetty	Anna	Yale University
Morasch	Maureen	Concordia University
Murray	Laura	Princeton University

Myers	Melissa	Cornell University
Olejnik	Mandy R	Miami University
Oreto	Rebecca	Carnegie Mellon University
Osman	Mariam	American University in Cairo
Pennell	Jin	University of Illinois
Phillips	Talinn	Ohio University
Pieczynski	Karie	Nazarbayev University
Pimenova	Tatiana S.	Kazan (Volga Region) Federal University
Pimenova	Nadezda	Purdue University
Pitillo	Angelo	University of Michigan
Quarterman	Carolyn	Duke University
Quynn	Kristina	Colorado State University
Rentscher	Molly	University of the Pacific
Rodriguez	Luz	Tufts University
Rogers	Paul	George Mason University
Rogers	Bruce	Jiaotong University
Rosado	Cassandra	University of Illinois at Urbana-Champaign
Russell-Pinson	Lisa	University of North Carolina-Charlotte
Sabraw	Stacy	Duke University
Salehzadeh	Julia	Duquesne University
Saylor	Sara	Independent Scholar
Schmidt	Paul	Western University
Schwelle	Karen	Washington University in St. Louis
Sharma	Shyam	Stony Brook University
Shuck	Gail	Boise State University
Siczek	Megan	George Washington University
Simpson	Steven w	New Mexico Tech
Sippell	Kelly	University of Michigan
Song	Grace	Emory University
Sparks	David	Purdue University
Sperber	Lisa	UC Davis
Spitzer	Linnea	Portland State University
Stanchevici	Dmitri	George Washington University
Stenger	Katelyn	University of Virginia
Strickland	Erin	Montana State University
Strigler	Sarah	The University of Texas at Austin
Teague	Brad	Duke University
Tierney	James	Yale University
Todey	Erin	Iowa State University
Trainor	Patricia	Yale University
Tummons	Liz	University of Missouri
Ultsch	Sharon	University of Vermont
Velez	Carleen	University of California, Los Angeles

Wagner	Peggy	Emory University
Weaver	Sukyun	MICA (Maryland Institute College of Art)
Williams	Adrienne	University of Virginia
Woods	Christienne	University Of Delaware
Zanzucchi	Anne	UC Merced
Zawacki	Terry Myers	George Mason University
Zhang	Ting	University of Rochester
Zlateva	Maria	Boston University

About the Consortium on Graduate Communication

The **Consortium on Graduate Communication** is an international association whose members provide professional development in written, oral, and multimodal communication to students before and during their (post-)graduate academic and professional programs. CGC members work with graduate students in their first and second/additional languages.

CGC's primary activities include face-to-face and online opportunities to discuss and share resources, pedagogy, research, curricula, and program models for graduate communication.

The Consortium was created in April, 2014, and its listserv and online membership survey quickly gathered over 500 members in at least 27 countries. On this website, you can find information about meetings, resources, and programs offering graduate communication support.

If you would like to host a CGC meeting at conference or other venue (perhaps outside North America!), please contact us. We are also interested in online communication, such as chats and webinars. As an entirely volunteer-run community, we welcome all expressions of interest.

For more information about membership dues and coming events, please visit our website at www.gradconsortium.org. To join our listserv, send an empty email to gradconsortium-subscribe@yahoogroups.com. A Yahoo! account is not required to send and receive email (only to access the message archives on the group website).