

The Writing Program, UMass Amherst  
Second Annual “Spring into Teaching” Symposium  
for *Basic* and *College Writing* Faculty, Teaching Associates, and Staff

January 15, 2010

11:30 am – 12:00 pm: General Meeting (Bartlett 65)  
12:00 pm – 12:35 pm: Lunch (provided)  
12:40 pm – 1:25 pm: Session 1 (choose from panels A – E below)  
1:30 pm – 2:15 pm: Session 2 (choose from panels A – E below)

- A. **ARE BLOGS BOGUS? EXPLORING THE PERIL AND PROMISE OF TEACHING WITH BLOGS** Bartlett 105  
The 2009-2010 Technology Fellows (Christian Pulver & Megan Trexler, Co-Directors; Jack Christian, Sara Finn, Christina Jones, Morgan Lynn, Liane Malinowski, & Luke Phelan)  
Abstract: If blogs are now ubiquitous writing technologies for sharing and disseminating information, why are writing instructors still ambivalent about using them in their courses? It’s clear that blogs could reinvigorate the composition classroom, but what specifically do they offer that traditional writing pedagogy does not? How can we see blogs as more than writing tools and consider their function as mediators of cultural knowledge? Whether you have taught with blogs or are thinking about using them in the future, please join the Technology Fellows in exploring the peril and promise of this writing technology.
- B. **WEPOD: MUSIC IN THE CLASSROOM** Bartlett 109  
Adam Cogbill & Gabe Durham  
Abstract: In this session, we’ll take a look at different ways of using recorded music in the classroom to help students learn to both make and articulate critical observations, and to better understand drafting, audience, and the subjectivity of evaluation. We’ll listen to some music together (!), take notes, and compare impressions in a sample exercise, then have a generative discussion about the potential uses for music in each of the four units.
- C. **TEACHER PERSONA AND STUDENT/TEACHER BOUNDARIES** Bartlett 119  
Francesca Chabrier, Joseph Mason, & Jessica Ouellette  
Abstract: In this session we will discuss our diverse experiences interacting with our students in and outside the classroom. Some questions we will consider: how available should we be to our students’ questions outside of class and office hours? How does gender affect the teacher’s role when dealing with students? How does the age of TOs complicate our positions of authority in the class? Mainly we will be sharing experiences and asking TOs to share their concerns and experiences regarding their relationships with their students.
- D. **BEYOND AGREE OR DISAGREE: TEACHING “THE NORTH AMERICAN” BY RICHARD RODRIGUEZ** Bartlett 127  
The 2009-2010 Diversity Committee (Natasha Azank, Linh Dich, & Sarah D’Stair [Session 1]; Anne Bello, Sarah Stanley, A’Dora Phillips, & Morgan Lynn [Session 2])  
Abstract: Teaching “difficult” texts such as “The North American” (*Other Words*, pp. 227-235) offers the possibility of rich discussion and student engagement but also brings up issues of race and class that we may feel unprepared to teach. Join members of the Diversity Committee for a detailed discussion of “The North American” by Richard Rodriguez and discuss strategies for facilitating discussion around this and other interesting, challenging texts. (Having read “The North American” prior to this session would be helpful but is certainly NOT essential.)
- E. **MULTIMODAL COMPOSING IN THE COLLEGE WRITING CLASSROOM** Bartlett 131  
Kathleen Baldwin  
Abstract: Multimodal composing presents students with creative, new ways of tackling the rhetorical and metacognitive goals of Englwr112. From in-class activities like podcasts to unit assignments like ethnographic photo essays, explore ways to expand the definition of writing beyond strictly alphabetic text. See student models and share your own approaches to opening writing to the many ways our students compose and experience the world around them.