SFSU ENGLISH DEPARTMENT CONFERENCE 2018

Friday, May 4, 2018
First Annual SFSU English Department Conference  
May 4, 2018

The English Department is excited to host its first annual conference that brings together faculty and graduate students in our TESOL, Composition, Linguistics, Literature, and Technical and Professional Writing concentrations. We hope that this will begin a tradition of collaboration and shared learning, as we explore the ways our disciplines overlap and inform our research and pedagogy.

Acknowledgments
The English Department would like to thank Allam El Qadah and Café Rosso for very generously providing us with food. We would also like to thank the Events Committee for organizing this conference and for laying the foundation of what will hopefully become an annual event.
First Annual SFSU English Department Conference  
May 4, 2018

9:30-9:50 Opening Remarks  
HUM 485
Sugie Goen-Salter, English Department Chair, will deliver opening remarks over breakfast and coffee.

<table>
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<tr>
<th>Time</th>
<th>HUM 485</th>
<th>HUM 481</th>
<th>HUM 400A</th>
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| 10:00-11:00| Poster Session: Composition MA Culminating Experience Students  
  - Leanne Weibe  
  - Jessie Bilse  
  - Angelo Paxinos  
The Power of “Not Yet”: Carol Dweck’s Growth Mindset in the Tutoring and Teaching of Composition  
Ilya Osovskiy  
The Sm[art] Paper: Scaffolding for Student Evaluations in a Reflective Essay  
James Warren Boyd  
Efficient, effective double-blind peer reviewing on iLearn: An online learning methodology that improves teaching and practice  
Lu Rehling  
Cognitive Linguistics and Grammar in TESOL: “Do you really know what I mean?”  
Kourosh Ghaderi  
Writing Poetry in the Community Service Learning Classroom: The Power of Words, Concision, Revision  
Amy Love  
What’s so Difficult? A Look at What Students Need to Know for L2 Reading  
Agnes Hong  
Reconcilable Differences: Pragmatics to Help Russian EFL Learners Bridge the Gap  
Kira Kondratkova |
| 11:15-12:15| Poster Session: Composition MA Culminating Experience Students  
  - Jillyann Ugerio  
  - David Beaulieu  
Congratulations Graduates! Now, Thank Your English Professors  
Jolie Goorjian  
Jennifer Arin  
Literacy, Democracy, and Fake News: Theory and Practice from a special issue of “Literacy and Composition Studies”  
Tara Lockhart  
Integrating the Literary Transnational in Composition Pedagogy  
Sean Negus  
Integrating Pragmatics Materials in Advanced Reading and Writing ESL Courses  
Jiadai Liu  
Reflections on jump-starting L2 learning: Does progress ever come to a halt?  
Yasko Tashiro |
James Warren Boyd will read his newly published short story, “Hippo Down,” over a catered lunch. Amanda Bent will also read her piece, “Why I Write.”

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<tr>
<th>1:30-2:30</th>
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<td>Anastasia Smirnova</td>
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<td>Jennifer Trainor</td>
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<td>College (&amp; Considerations Before Your Do)</td>
<td>Leila Easa</td>
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<td>deliver closing remarks over wine and hors d'oeuvres.</td>
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HUM 485
Poster Session: Composition MA Culminating Experience Students
Leanne Weibe
“Grading Contracts: A New Teacher’s Perspective”
Abstract: Research into conventional letter grading often illustrates its negative impact on the classroom. Contract grading is one possible way of counteracting some of those negative impacts. This presentation examines the use of grading contracts in the English writing classroom. The presenter will review some benefits of using contract grading, then evaluate the possible use of grading contracts in the writing classroom. It explores where and when grading contracts might be used and some possible drawbacks to using grading contracts.

Jessie Bilse
“Body and Soul: A Case for Student Identity in Academic Literacy”
Abstract: This presentation seeks to address the problem with retention and engagement among first-generation and multilingual students. Drawing on Alim and Paris (2017), the presenter examines ways in which educators can use the diverse experiences, backgrounds, and languages of California’s diverse student population as a way of supporting identity and facilitating engagement while building academic literacies.

Angelo Paxinos
“The Doubting Game: Building Writing Self-Efficacy in the Classroom”
Abstract: Self-efficacy has been defined as an individual’s belief in their ability to accomplish a task. Self-efficacy scholarship has sought to understand how the lack or presence of academic self-efficacy influences student performance. Most scholars agree that students who doubt their abilities tend to underperform when compared to peers with higher self-efficacy. The presenter will use recent scholarship to argue for the inclusion and promotion of self-efficacy building activities in the First-Year Composition, Community College, and Basic Writing classroom. The presenter will provide some methods and activities instructors can immediately begin implementing in their curriculum to improve student writing self-efficacy.

HUM 481
Ilya Osoyvskiy
Composition
“The Power of ‘Not Yet’: Carol Dweck’s Growth Mindset in the Tutoring and Teaching of Composition”
Abstract: The language we use in DSPS offices, tutoring centers and classrooms often affects students’ performance in the classroom. This is particularly true of returning students. In this presentation, teachers and tutors will discuss and practice reframing negative language into motivational language, grounding their discourse in Carol Dweck’s theory of Growth Mindset.
James Warren Boyd
Communication
Abstract: In this presentation, I explore how we go about scaffolding student evaluations with written and oral reflections. How might we use reflective writing and discussions to generate informed student appraisals and facilitate meaningful end-of-course reflections? I will present my brainstorming exercises in an interactive exercise, and present my "SM[art]" end-of-year reflection paper. This session will include a discussion and sharing of ideas about how others prepare their students for the all-important teacher evaluations, using my model assignments above as a springboard to that discussion.

HUM 400A
Lu Rehling
Technical and Professional Writing
“Efficient, effective, double-blind peer reviewing on iLearn: An online learning methodology that improves teaching practice”
Abstract: This workshop will present benefits of double-blind peer reviewing on iLearn and also demonstrate how to implement such a process efficiently and effectively. We will review an example methodology from an online Technical & Professional Writing GWAR course. Also, time and technology permitting, together we will practice creating and/or working with some iLearn activities that facilitate double-blind peer reviewing.

Kourosh Ghaderi
TESOL
“Cognitive Linguistics and Grammar in TESOL: ‘Do you really know what I mean?’”
Abstract: Does English use the “Eye of God”? Does the way we view the world affect subject “deletion” and show us why using timelines (Bull Framework) will not always work in teaching tense? Similarly, is it possible that the progressive might not simply “resist the passive” by decree? Cognitive linguistics provides reasons which make previously untreatable errors treatable and sheds light on what it means to speak or write in English. This presentation draws upon Japanese and English sources to illuminate possibilities for teaching.

HUM 405
Amy Love
Composition
“Writing Poetry in the Community Service Learning Classrooms: The Power of Words, Concision, Revision”
Abstract: Community service learning requires students to explore the systemic injustices which shape us as individuals and as a society. To help students in this analysis, we draw on formula poems, which also serve to model the writing process. With thoughtful recursive writing, students produce meaningful, pride-worthy works. Participants will have hands-on experience writing these poems, read some student work and leave with a sampler of forms to try.
HUM 587
Agnes Hong
TESOL
“What’s so Difficult? A Look at What Students Need to Know for L2 Reading”

Abstract: You’ll be hard pressed to find an ESL reading and writing teacher who has not heard their students complain that an assigned reading is “too hard”. After all, reading in a second language is a complex activity. To better understand what L2 learners are up against when they read in English, we need to first look at what reading involves. Schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text. The presenter employs the schema theory to establish a particular view on what reading is and uses the same as the framework to examine the role of background knowledge in ESL reading comprehension. This presentation provides preliminary findings of the foregoing investigation.

Kira Kondratkova
TESOL
“Reconcilable Differences: Pragmatics to Help Russian EFL Learners Bridge the Gap”

Abstract: This presentation reviews recent research on pragmatic norms for requests, focusing on the pragmatics of polite requests and cultural differences in politeness. It further explores how American and Russian cultures are different pragmatically in forming requests and looks at studies published in Russian language to have multiple perspectives on the issue of teaching pragmatics. It goes on to present analysis of Russian high school EFL textbooks, which examines whether the tasks sufficiently convey the variation of pragmatic structures. The presenter concludes with pedagogical implications for enhancing Russian learners’ knowledge of pragmatics through implementing additional activities into the lessons.

11:15-12:15

HUM 485
Poster Session: Composition MA Culminating Experience Students
Jillyann Ugerio
Composition

“Introduction to the Academy: Using a Sociocultural Theory of Writing Development to Understand Teaching First-Year Composition”

Abstract: This Capstone Project examines the needs of freshman students making the transition from high school English to first-year writing courses. Using a Sociocultural framework of writing development, the presenter discusses teaching implications found in research, including the argument for students to understand their role as “novices” entering a new context.
David Beaulieu  
Composition  
“Using Differentiated Learning Strategies in the Composition Classroom in the AB705 era”

Abstract: With developmental writing classes being phased out due to Assembly Bill 705 (AB705), multi-level classrooms will become more prevalent. This paper examines the benefits of using differentiated learning to navigate the changes that AB705 will bring. Using Vygotsky’s Sociocultural Theory, dynamic and formative assessment, strategic and flexible grouping, studies have shown that differentiated learning can be beneficial to students and teachers in a multi-level class. Part 1 is a brief overview of AB705 and the changes it will bring. Part 2 focuses on the theoretical framework of differentiated learning. Part 3 examines how differentiated learning can help with a multi-level composition course.

HUM 481  
Jolie Goorjian and Jennifer Arin  
Composition  
“Congratulations Graduates! Now, Thank Your English Professors”

Abstract: Common sense and a study conducted by SFSU conclude that students are more likely to complete their degrees when they feel connected to the campus. We’ll share discipline-specific assignments which strengthen that connection, by familiarizing students with campus resources, opportunities, and departments – all within the framework of English Composition courses. Attendees will come away with innovative ideas for lessons and assignments that engage students, and with renewed enthusiasm for teaching.

Tara Lockhart  
Composition  
“Literacy, Democracy, and Fake News: Theory and Practice from a special issue of ‘Literacy and Composition Studies’”

Abstract: This presentation will overview several articles published in the journal Literacy and Composition Studies, a journal which I helped found and where I serve as Senior Editor. I’ll overview some of the theoretical issues in understanding and combatting “fake news,” particularly in the college writing classroom, as well as highlight possible pedagogical interventions.

HUM 400A  
Sean Negus  
Composition  
“Integrating the Literary Transnational in Composition Pedagogy”

Abstract: Transnational literature provides the opportunity to practice composition through critical reading strategies while also integrating curricular content reflective of our immediate and expanded global contexts. We share contingency within various social,
political, environmental and economic systems of a globalized world. This can be integrated in composition curriculum to provide students with a method for developing as writers, readers and critical thinkers while preparing them to consider and participate in the complex systems that compose the world.

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<td>Jaidai Liu</td>
<td>“Integrating Pragmatics Materials in Advanced Reading and Writing ESL Courses”</td>
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<td>TESOL</td>
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<td>Abstract: This project first examines different aspects of pragmatic competence that ESL learners need to develop in order to succeed when completing literacy tasks as well as when learning in an ESL reading and writing classroom. Then, sample teaching materials targeting an advanced ESL reading and writing course will be demonstrated and categorized in a framework. The framework contains ten categories, and ideally, one material will be created for each category.</td>
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| Instructor | | “Reflections on jump-starting L2 learning: Does progress ever come to a halt?” |
|------------|-----------------|
| Yasko Tashiro | TESOL | Abstract: Coming Soon! |

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<td>Literature</td>
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<td>Abstract: In the course her Revelations, the fourteenth-century English anchoress Julian of Norwich retells the Genesis 3 narrative of Adam and Eve’s sinful disobedience as the story of a servant who, running out to do his lord’s will, falls into a dell and is injured in both body and mind. This paper examines Julian’s radical re-imagination of the story of the Fall and its implications for our understanding of medieval conceptions of intelligence and impairment.</td>
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<td>Abstract: Shelley's novel is a would-be romance, ordinarily a genre of cyclical miracles. Yet Frankenstein fails as a romance because its cycles spin their wheels. Here home-away-home journeys end in disaster, not redemption. In romance the lost is found, whereas Victor tries to lose his offspring, who keeps returning. The romance pattern of death and rebirth is grotesquely parodied in a creature composed of corpse parts. Victor often faints (falls &quot;lifeless&quot;) and then revives, but unreformed.</td>
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1:30-2:30
Beverly Voloshin
Literature
“Melville’s Clarel, the Sacred Palm of Mar Saba, and the Circulation of Images of Palestine”

Abstract: The episode of the Palm of Mar Saba has rightly been considered a crux of Melville’s Clarel. Growing from the side of the monastery of Mar Saba on the parched cliff of brook Kedron is a single palm said to be sacred and to have been planted by Saint Saba himself. The central image of the Palm in Melville’s poem would seem to be reflected in a beautiful watercolor of the Palm, executed by artist Peter Toft in 1882, and later in the possession of the Melville family. Several scholars have assumed that Melville’s poem was the inspiration for Toft’s painting. Though I also feel an affinity between the poem and the painting, I will demonstrate that the source of Toft’s painting is not Melville’s Clarel but a fresh visual image that had just entered the archive of images of Palestine when Peter Toft made his painting, and I will also show how Toft in making his watercolor modified his source. My discovery matters because it helps us see how Melville’s and Toft’s representations of the Palm diverged from conventional picturesque illustration of Palestine in the 19th century.

HUM 481
Kristin Agius, John Holland, Joan Wong-Kure
Composition
“Teaching with Habits of the Creative Mind”
Abstract: In our session, we will share lessons which illustrate how we use the textbook, Habits of the Creative Mind. With Habits of the Creative Mind, we are able to strengthen our students’ academic skills while promoting the eight habits of mind needed to succeed in a variety of fields and disciplines. This versatile text is designed to function either as the centerpiece of a course or as a support to an existing curriculum.

HUM 405
Roundtable Discussions
“GTA Experiences and Course Design”

“English 710 Course Design and Feedback”

HUM 587
Roundtable Discussions
David Cooper “Extensive Reading in L2: Investigating Student Attitudes and Practices”
Vera Rapscak “ESP Curriculum for Women’s Weaving Collective in Oaxaca, Mexico”
Pitchapha Saekow, Michaela Blagg, and Minjae Jeong “Curriculum Development for Thai Students Studying Academic English Abroad”
**HUM 485**  
**Suzy Bausch**  
Composition  
“Harvard Business Cases: A Tool for Bridging the Cultural Gap between Systems of Higher Education”  
**Abstract:** This presentation will discuss Harvard business cases as a powerful tool for bridging the gap between what international students from the Asia Pacific region are often accustomed to and what they will be expected to do as post-secondary students in the U.S. The talk will include descriptions of case-related assignments and activities that introduce students to essential skills such as active reading, advanced critical thinking, a tolerance for ambiguity, and an analytical approach to decision-making.

**Wilson J. Miller**  
Linguistics/Composition  
“Protest in the Linguistic Landscape: Bakhtin and Discourse in SF’s Mission District”  
**Abstract:** In the post-election period of 2016, a linguistic landscape analytic framework was used to analyze a pop-up protest space in the Mission District of San Francisco. This analysis identifies uses of oppositional discourse, primarily focused on anti-Trump themes. Also, Bakhtinian language theory, limited to dialogism, polyphony, and heteroglossia, highlights strategic uses of linguistic reappropriation in order to craft subversive language used to protest the electoral win of then President-elect Donald Trump.

**Anastasia Smirnova**  
Linguistics  
“The Structure of Search Queries”  
**Abstract:** When taken outside of context, athletic fellowship sfsu or graduation how to apply look like a collection of words that violate the basic principles of the English language. Yet people use expressions like these on a regular basis when communicating with search engines. This new form of communication, which I call query language, has received little attention from linguists or psychologists. In this project I propose that a systematic investigation of queries not only has a number of theoretical implications for linguistics but also sheds light on cognitive heuristics for creating novel and effective forms of communication.

**HUM 481**  
**Jennifer Trainor**  
Composition  
“EO 1100: Writing the First Year”  
**Abstract:** I will provide a brief update on the campus' response to EO 1100, and an overview of corresponding curricular changes in the writing program.
Martha Rusk and Ron Richardson
Composition
“Digital Projects and Academic Identity”

Abstract: In this presentation, we will show you 214 students’ digital projects and discuss the elements of the redesigned 214 curriculum that we believe enhance not only rhetorical learning, but also identity building as students move toward professionals and disciplinary expertise. Elements we will discuss include prioritizing student choice of topics, using Portfolium to showcase digital projects, and helping students build online identities.

HUM 400A
Leila Easa
Literature
“Workshop on How to Apply to Teach at Community College (& Considerations Before You Do)”

Abstract: Considering applying to teach at a community college? Come practice! We’ll start with a brief presentation of issues to keep in mind, including how to determine whether “CCs” are the right fit and what to expect during the application process. Next you’ll get a chance to practice answering a sample interview question with a partner (and, if time, teach a “sample lesson”). We’ll discuss the challenges of this genre of interviewing and wrap up with Q&A.

HUM 587
MA TESOL Ceremony and Prize Drawing

4:00-5:00

HUM 485
Closing Reception
Jennifer Trainor, Writing Program Director, will deliver closing remarks over wine and hors d'oeuvres.

Thanks for coming!