

Guidelines:

100 words max

Program Title:

Writers Across Disciplines:

Abstract:

The Writing Center's 2022-2023 speaker series "Writers In the Disciplines" brings together conversations about Tier II writing/writers, writing across the curriculum (WAC) and writing in the disciplines (WID), addressing both pragmatic and human responses to these two questions: What does it mean to be a writer in the academy? What support do teachers (or tutors) of writing need to center the writer. This series seeks to critically analyze how WAC/WID programming can better engage and support writers themselves. The series directly connects to several WRA courses in F22 and SP23.

Word Count:

92

Project Title:

Writers Across Disciplines: Considering Embodiment, Rigor, and Perspective in WAC/WID Pedagogies

Faculty Proposing:

Dr. Karen Moroski-Rigney—supported by Dr. Trixie Smith (WC) and Danielle N. DeVoss (WRAC)
Dr. Grace Pregent—supported by Dr. Trixie Smith (WC) and Danielle N. DeVoss (WRAC)
Dr. Carol Arnold—supported by Dr. Dustin De Felice

Amount Sought:

\$XXXX

Type of Event:

Speaker series

Abstract for Event:

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Names of Proposed Speakers:

- [Dr. Genevieve Garcia De Muller](#)
- [Dr. Asao Inue](#)
- Drs. [Katie Levin](#) & [Jasmine Tang](#)
- [Dr. Johanna Wolfe](#)
- [Dr. Mya Poe](#)

Statement of Purpose

The Writing Center at Michigan State University, internationally recognized for their work on linguistic diversity, anti-ableism, and writer-centered pedagogies, seeks funding for a 2022-2023 speaker series entitled “Writers In the Disciplines.” Bringing together conversations about Tier II writing and writers, writing across the curriculum (WAC) and writing in the disciplines (WID) work, this series will address both pragmatic and human responses to these two questions: What does it mean to be a writer in the academy? And what support do teachers (or tutors) of writing need to empower their students? At the core of writing pedagogy is the practice of centering the writer – the centering of process over simplified product. This series seeks to think through and critically analyze how WAC/WID programming can better engage and support writers themselves – not just their writing – through considering intersections of identities ranging from personal to professional. The series will directly connect to several WRA courses being taught on these themes in F22 and SP23, including WRA395 and WRA495 (taught in conjunction with the English Language Center in F22).

This series will feature WAC/WID scholars, colleagues who lead WAC/WID initiatives at our fellow Big 10 Institutions, and researchers who study the relationship between writing and anti-ableism, anti-racism, and anti-colonialism. By thinking both broadly – in terms of globalism, multilingualism, and intersectionality – and specifically – in terms of programming, structure, resources, and support – we hope to foster a robust conversation about the ways in which personhood deeply affects both writers and their writing. As people across the world grapple with their experience of the pandemic, their hopes for their future, and the ways they contextualize or describe their experience of their “places” – whether academic, internal, or literal – we see powerful connections between identity and story. We bring our whole selves to our work, and we bring our whole selves to the page. This series explores those connections as they play out in classrooms and in writers themselves.

What We Propose

To support the ongoing work of enhancing access within our training and our center’s pedagogy, we seek \$XXXX to support the speakers’ fees and tech support (translators, captioning, digital hosting) for the events. The speakers we hope to invite have published research directly related to the course content for WRA 495 and 395, including articles that will be used for professional development within the Writing Center. We will ask each speaker to give a community-wide afternoon lecture and they will be invited to be a part of the following staff meeting where the talk shared is both debriefed and applied to our ongoing work. Modeling this speaker series after our very successful Language Diversity (2019-2020), Writing Centers and Disability Justice (2020-2021), and Storytelling as Activism (2021-2022), Speaker Series, we hope that the Writers Across Disciplines Speaker Series will help move not only our writing center but

the broader writing community at Michigan State University forward toward an approach to writing pedagogy that centers both personhood and pedagogy.

Further, this speaker series will include speakers whose work on nonwhite writers, Indigenous writers, and multilingualism within writing and language diversity will challenge audiences to think broadly and with rigor about the ways in which writing, authority, identity, and self-representation are considered and facilitated across disciplines.

Intended Outcomes

We believe this conversation will benefit our Writing Center community here at MSU (including those who come to us for support), and that it will also benefit our collaborators and colleagues across the field of writing and composition studies. By building a coalition of student-centered writing pedagogies across multiple institutions and disciplines, we have an opportunity to learn from and with our peers at other universities as well as our colleagues here at MSU. We hope this series will foster a culture shift in the pedagogies used to teach writing across fields, expanding the horizon of what is possible for instructors, consultants, and writers alike. As MSU's Writing Center is a leader in the field of writing center studies, we hope these events will continue to model successful international and cross-field collaborations for other writing centers to follow, as well.

Campus Support

WRAC—Connected to WRA 495 and WRA/ENG 395 both F22 and S23 with
ELC—F22 WRA 495 is focusing on working with multilingual writers across the disciplines and is being taught by Dr. Carol Arnold out of the ELC.

The Writing Center—who will run the series and who is responsible for WRA/ENG 395 in collaboration with WRAC. The WC also sponsors various graduate student and faculty professional development that supports WAC/WID and Tier II pedagogies.