

The Symposium on Teaching Writing at Illinois State University from 1990-97: Origins and Observations

September 9, 2013

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[Note. I began teaching at Illinois State in fall 1986, having been hired along with Gail Hawisher. In fall 1987, I began directing the university's Writing Across the Curriculum Program. In fall 1988, English department chair Charlie Harris appointed me Director of Writing. I held that role until 1997, when I was asked to become Director of Graduate Studies in English, and Jan Neuleib became WPA. In 2001, I became Director of the Center for Teaching and Learning at ISU, and in 2004 the Director of the University Honors Program. In 2006, I took a position as Founding Executive Director of Writing at the University of Denver.]

Following are a few archival materials from the early days of the annual Symposium on Teaching Writing at Illinois State. The first symposium was held in spring 1990, but I seem not to have the programs for 1990 and 1991.

I started the symposium as a showcase for writing teachers to share ideas and issues in the teaching of writing, and the Writing Committee served as program committee. In those days, we produced a modest Course Guide for English 101 and 145, which students bought for about \$2.00. We kept a .40 or .50 royalty, which we used to fund a speaker series (the first speaker series program is attached here) and which we used to buy refreshments for the event, which got shorthanded in the early days as "the Ewing symposium." We'd put out a call for proposals and arrange things into panels. As you can see from the programs, we initially hosted the event on Saturdays, then moved into Friday evenings, then began holding it on Fridays, permitting faculty to cancel their classes in order to participate. (I sent a note to their students.)

As you can see, we would generally have a theme. In 1991, we had a guest speaker, Linda Brodkey, who had just famously published about the course controversies at the University of Texas. Otherwise, though, we were homegrown. In fact, I fondly remember stopping at Denny's Doughnuts early on Saturday mornings to pick up several dozen, while someone like Jan Neuleib stopped at Jewel to get orange juice, and someone else (like Scott DeWitt or Deb Knutson) made coffee in the Ewing kitchen.

The year after I stepped down as writing director, the Ewing symposium (and you can see it didn't always happen at Ewing) had morphed into the Symposium in Teaching Writing and Literature. I often thought the transformation was unfortunate, since funding was coming from the writing classes, but then I no doubt had a small mind about it.

What Follows

A *Vidette* article about the 1992 Symposium; Programs from 1992, 1993, 1994, and 1996; the 1990 Writing Program Colloquium Series. If I discover the 1990, 1991, 1995 programs, I'll reproduce them. Note that when I left ISU, I sent two boxes of Writing Program materials to the University Archives in Milner Library, so someone interested further in writing at DU during that era might look them up.

3/30/92

Daily Vidette • 9

Writing symposium held to develop teaching styles

By Vittorio Carli
Daily Vidette Staff

A teaching of writing symposium was held on Saturday at the exotic-looking Ewing Castle. The event was sponsored by the ISU English department and was organized by Douglas Hesse.

Hesse organized the symposium in order to help teachers get concrete ideas to use in the classroom and to give them the chance to critique the pedagogical strategies they've been using in the classroom.

Eric Martin discussed how he used a pornography debate in order to decenter the classroom. He had various class members take on the perspectives of "authorities," such as the feminist, Susan Brownmiller and Dan Fielding, the misogynistic "Night Court" character. His paper had the provocative title, "Decentering, the Group Presentation, and Screw Magazine."

Janice Neuleib gave a refreshingly different presentation entitled "Split Religion: Student Motivation and Value-Based Writing." She asserted that writing sometimes helps to produce flow or emotional peak experiences.

Neuleib added that teachers sometimes discourage religious and emotional types of writing which often produce an intense flow. She discussed how important values such as ritual and mimesis are neglected in post-structural

academia.

Most of the other discussions were equally insightful. Terri Pullen examined the possibilities of visually stimulated writing, referring to some complicated brain research related to her topic.

Ann Rosenthal and Catherine Peaden also made significant points by applying theories of cognitive dissonance to cultural studies.

In addition, Julie Boswell spoke about the need to "romance" students into reading, lambasting many teachers for their biases against non-literary texts. John Rodell discussed the use of peer response in the classroom, and Jeanne Meyers extolled the virtues of using interrupted reading to improve student comprehension. There was also a presentation by Kelly Lowe and John Kacmarynski entitled "A Collaborative Paper on Collaborative Writing."

Maurice Scharton and Doug Hesse discussed the polarities of good and bad classroom teaching techniques. They argued that good instructors usually have a very clear, specific objectives in mind when they give assignments. Wayne Crawford reached a similar conclusion when he called for specific rather than general evaluation standards.

All of the discussions were chaired by doctoral or MA students. For the most part, the chairs introduced the speakers with a minimal amount of fuss or pageantry.

Doug Hesse

Practical Pedagogies: A Symposium on the Teaching of Writing

Saturday, March 28, 1992

Ewing Castle (Emerson at Towanda)

Bloomington, Illinois

Sponsored by the ISU English Department Writing Committee

Program

8:30-9:00. Informal Continental Breakfast.

9:00-10:00. Session A.

1. Matters of Invention I. Upstairs.

Chair: Leslie Snowden

"Invention and Problem Finding"

Ron Fortune

"'Cognitive Dissonance' or 'Contrary Location?' Finding a Position for Writing"

Anne Rosenthal

"Thinking in Images: A Strategy for Generating Ideas"

Terri Pullen

2. Using Class Time. Downstairs.

Chair: Lori VanHouten

"Teaching 'Content' and Teaching 'Writing': A Good Cop/Bad Cop Dramatization"

Maurice Scharton and Doug Hesse

"Decentering, the Group Presentation, and *Screw Magazine*"

Eric Martin

10:00-10:15. Break. Refreshments and conversation.

10:15-11:15. Session B.

3. Making Writing Assignments. Upstairs.

Chair: Kevin Jones

"The Benefits of One-page Assignments"

Douglas Nietzsche

"A Collaborative Paper on Collaborative Writing"

Kelly Lowe and John Kacmarynski

Session B, continued.

4. Reading and Writing. Downstairs.

Chair: Pam Boltz

"Connecting Reading and Writing"

Jeanne Meyers

"First Aid for Reading Problems: Bakhtin is Not Enough"

Susan Meredith Burt

"Reading Strategies for Writing Classes"

Julie Boswell

11:15-11:30. Break. Refreshments and conversation.

11:30-12:30. Session C.

Responding to Student Writing. Upstairs.

Chair: Vittorio Carli

"Establishing Dialogues in Peer Editing"

John Rodell

"Spilt Religion: Student Motivation and Values-Based Writing"

Janice Neuleib

"A Comparison of University Writing Standards: What are Teachers Looking for in Student Composition?"

Wayne Crawford

Matters of Invention II. Downstairs.

Chair: Tim Twohill

"Work in Progress: Invention and Hypertext in the Composition Classroom"

S. Lloyd DeWitt

"Beginnings: From Personal Experience to Social Issues"

Catherine Peadar

"Visual Thinking and Writing"

Lee Ellen Brasseur

Douglass

PROGRAM

Symposium on Teaching Writing

The Writing Committee, Illinois State University
4:00-8:30 PM, • Friday, March 19, 1993
Ewing Castle • Towanda and Emerson • Bloomington

Two panels will meet concurrently at each scheduled time, one in the upstairs "fireplace" room ("Upstairs"), the other in the downstairs banquet room ("Downstairs"). Refreshments will be provided in the sun room during breaks. Supper will be provided free to all registered participants.

Session A. 4:00-4:45

1. The Writing Program as Program

Meets: Upstairs

Chair: Carol Haskins

"Re-seeing English 101 and the Writing Program:
A View Based upon the "Interests" and "Needs" of the Students"
Eric Martin

"Audience Analysis and Adaptation:
An Example of How to Relate Various College Writing Classes"
Laurie Hayes

"What's HPS? What's an HPS Student? And What Do I do If I Have One in My Class?"
Tim Twohill

"Dealing with Diverse Dialects in the Composition Classroom"
Christian Rosenstock

2. The Common Syllabus for English 101

Meets: Downstairs

Chair: Kevin Jones

"The English 101 Common Syllabus: The Group Think Analyzed"
Patricia Webb

"An Approach to Composition Instruction:
How Instructors Combine Psychological Profiles with Institutional Theory in the Classroom"
John Kacmarynski and Valerie Thompson

"Whose course is this anyway? An Approach to Translating the Common Syllabus"
LaVina Armstrong

Break, 4:45-5:00

Session B. 5:00-5:45

3. Conceiving and Reconceiving English 145

Meets: Upstairs

Chair: Craig Bleakley

"How do we know where we're going when we don't even know where we are:

(Re)conceiving English 145 "

Kelly Fisher Lowe

"Writing from a Position of Responsible Independence"

Doug Nietzke

"Towards Empowering Students: An Experiment in Reading/Writing"

Shouhua Qi

"Feeling, Thinking, and Writing: Motivating Students in 145"

Mark Haas

4. Computers and English 145 and 101

Meets: Downstairs

Chair: Dennis Ruzicka

"'Voices' on the 145 Classroom Disk"

Margaret Nugent and Susan Baker

"The English 145 Classroom Disk as Bibliographical Source"

Mike Cadden

"The Merits of Formatting:

Getting Your Composition Students to Learn Microcomputer Wordprocessing"

David Samuel Silverman

Supper. 5:45-6:30

(Bec's Far East Texas Chicken and Rice *or* Curried Vegetables and Rice)

Session C. 6:30-7:15

5. Computers and Teaching Writing: Strategies, Problems, Innovations

Meets: Upstairs

Chair: Janine Sanford

"Public Networks and Freshman Composition: Putting a Postmodern Education into Practice"
Jonathan Budil

"The 60's Generation Teacher Meets the 90's Generation High-Tech Student"
Will Kraemer

"Critiquing Technology in the Computer-Assisted Composition Classroom"
Lee Brasseur

6. Style(s): Discourse, Learning, Teaching

Meets: Downstairs

Chair: Debbie Knutson

"Discourse Communities as Communities of Style"
Scott Weeden

"Computers and Cohesion"
Regina Foehr

"You Can't Say That in a Paper"
Jack Harrell

"Personality Type, Athletes, and Learning Styles"
Diana Bell and John Young

Break. 7:15-7:30

Session D. 7:30-8:15

7. "Forum," "Discourse Community," and Other Cryptic Program Keywords

Meets: Upstairs
Chair: Debbie Morton

"Out of Our Minds: Experiments in Collective Writing"
Out of Our Minds Collective

"Public Discourse as a Heuristic For Discussing the Content of Freshman Composition"
Lisa Prothers

"English 145, James Porter and Me:
Language and Composition II as the Exploration of Discourse Conventions"
Claire Lamonica

8. Public Discourse/Academic Discourse: What are they? Why Does it Matter?

Meets: Downstairs
Chair: Sandy Dorley

"America 2000: What Work Requires of Schools"
Ruth Fennick

"The Act of Observation and its Connections to Composing: A Conceptual Framework for 145"
Terri Pullen

"Public/Professional/Academic Discourse: Competing Aims?"
Anne Rosenthal

Symposium Organizer: Doug Hesse
Program Committee: Lee Brasseur, Anne Rosenthal, Doug Hesse
Special thanks to Shannon Vicic



Doug Hesse

PROGRAM

Symposium on Teaching Writing: The Public, the Academic, the Personal, the Professional

Fourth Annual Conference • Sponsored by The Writing Committee • Illinois State University
8:30 a.m. to 12:30 p.m. • April 23, 1994
Ewing Castle • Emerson at Towanda • Bloomington

Program Committee: Doug Hesse, Jan Neuleib, Heather Graves, Ruth Fennick, Scott Weeden

Croissants and Coffee. 8:30-9:00
The Sun Porch.

Session A. 9:00-10:00

Two panels will meet concurrently at each scheduled time, one in the upstairs "fireplace" room ("upstairs"), the other in the downstairs banquet room ("downstairs").

1. Technologies and the Teaching of Writing

Meets: Upstairs

Chair: Tim Juntilla

"The Cyborg Instructor: An Argument for Multimedia in the Electronic Classroom"
Tricia Webb

"Composition via Distance Education: Adaptations in Pedagogy and Paradigm"
John Desjarlais

"The Networked Classroom: Potential Problems in Computer-Based Discourse Communities"
William Suttie

or

2. Urban Legends and Probable Futures: A Roundtable Discussion of English 101

Meets: Downstairs

Chair: Melda Potts

Discussants: Jan Neuleib, Lee Brasseur, Julia Visor, Heather Graves, Roger Graves

Break, 10:00 - 10:15
Coffee on the Sun Porch.

Session B. 10:15-11:15

3. Teachers' Identities

Meets: Upstairs

Chair: Maureen Spizzirri

"Tropes of Identity"

Maurice Scharon

"Teaching and Apprehension"

Will Kramer

"English 101.10 and 101.60 Teachers: A Situation Report"

Dennis Ruzicka

or

4. Searching for a Textbook, Searching for a Grounds for English 145

Meets: Downstairs

Chair: Carol Senneff

Roundtable Discussion

Discussants: Becky Nugent, Dana Harrington, Eric Martin, Doug Hesse

Break, 11:15-11:30

Coffee on the Sun Porch.

Session C. 11:30-12:30

5. Defining and Teaching English 145

Meets: Upstairs

Chair: Dan Phelps

"English 145 as a Postmodern Discipline: Writing in the Disciplines when there are no Disciplines"

Kelly Lowe

"Collaboration or Chaos: English 145 as a Social Act"

Diana Bell and Liz Kleinfeld-Vegas

or

6. Personal Processes and Experiences

Meets: Downstairs

Chair: Angela Staron

"Teaching Personal Essays in the Community College Composition Classroom"

Jack Harrell

"Passing the Torch: Getting Students Inside the Teacher's Motives"

Jamie Berthel

"The Prose and the Passion: Making Language Whole"

Ruth Fennick

REVISED PROGRAM

Symposium on Teaching Writing

"Taking Stock-- and Rotating or Removing It?"

Sixth Annual Conference • Sponsored by The Writing Committee • Illinois State University
8:30 a.m. to 12:30 p.m. • April 20, 1996
McLean County Historical Society • Old Court House • Downtown Bloomington

Program Committee: Doug Hesse, Bob Broad, and Gerald Savage
Arrangements: Eric Martin, Scott Weeden, Dana Harrington

Croissants and Coffee. 8:30-9:00
The Rotunda.

"About the McLean County Historical Society Museum"
Kim Shehorn-Martin. 8:45-9:00
The Courtroom

Session A. 9:00-10:00

Two panels will meet concurrently at each scheduled time, one in the Courtroom, the other in the Classroom.

1. Using Class Time, Part 1

Courtroom

Chair: Sharon Migotsky

"Here's the Story of a Lovely Teacher: The Use of Video in the Composition Classroom"
Debra S. Knutson and Kimberly S. Dozier

"Talking Power: Conversation in the Composition Classroom"
Stephanie Kratz and Vanessa Wayne

or

2. Using Class Time, Part 2

Classroom

Chair: Craig Bleakley

"Some Thoughts on Utilizing the Local Area Network in the Macintosh Classrooms"
Scott Weeden

"Reflecting on Classroom Communication: Using Electronic Discussions as Texts"
Ginger Mooney

Break, 10:00 - 10:15

Coffee in the Rotunda

Session B. 10:15-11:15

3. Teachers, Texts and Issues of Authority

Courtroom

Chair: Kathy Moore

"Plagiarism as the Unpardonable Sin? What to Do when Johnny doesn't Use Quotation Marks"
Scott Herstad

"Dooming Good Books and Wondering What Role (if any) Textbooks Should Play in English 101"
Members of the Textbook Selection Committee

or

4. Using Class Time, Part 3

Classroom

Chair: Elizabeth Cone

"Talking the Talk: Class Discussion and the 101 Class"
Kirsti Sandy

"The Use of Workshop Technique in the Composition Classroom"
Becky Bradway

Break, 11:15-11:30

Coffee in the Rotunda

Session C. 11:30-12:30

or

6. "Shared Responsibilities in a Teaching Community and How We Might Do Better"

Courtroom

Sponsored by the Writing Committee

Informal discussion and brainstorming.

Current as of 2/21/90. *Doug*

Writing Committee Colloquium Series



Monday, February 26, 4:00 p.m. **James Porter**, Purdue University
"A Theory of Audience"

STV 350A



Wednesday, March 7, 4:00 p.m. **Richard Martin**, Physics, and **Doug Hesse**, English
"Chaos Theory and Composition Studies"

STV 352



Tuesday, March 27, 4:00 p.m. **Jeff Walezck**, Psychology
"Relationships Between Automatic and Strategic Reading Processes"

STV 233B



Wednesday, April 4, 4:00 p.m. **John Schilb**, Associated Colleges
"Postructuralism, Composition, and Cultural Studies"

STV 352



Friday, April 13, 4:00 p.m.* **Cynthia Selfe**, Michigan Tech University
"Current Research in Computers and Writing"



Wednesday, April 18, 4:00 p.m. * **David Parent**, Foreign Languages
"Rhetoric and Cognition in Nietzsche's Philosophy"



Wednesday, April 25, 4:00 p.m.* **Catherine Peaden**, English
"Writing Histories of Rhetoric"



Wednesday, May 2, 4:00 p.m.* **Ron Fortune**, English
"Hypertext and Manuscript Cultures"

**Exact date, place, and time still to be confirmed.*