PRAXIS 2018 SCHEDULE

PRAXIS CONFERENCE 2018

TRANSLATION PRACTICES: NEGOTIATING DIFFERENCE
FRIDAY, FEBRUARY 9TH, 2018, 9:15 AM–2:45 PM
UNIVERSITY OF WASHINGTON, SEATTLE CAMPUS
CASCADE ROOMS, HAGGETT HALL

Schedule Overview:

- 9:00-9:15  Registration
- 9:15-9:40  Welcome
- 9:50-10:50 Session A (Concurrent I)
- 11:00-12:00 Session B (Concurrent II)
- 12:00-1:30 Lunch & Keynote
- 1:40-2:10  Session C (Posters & Roundtables)
- 2:10-2:45  Reflection & Closing Words

9:00–9:15  REGISTRATION: CASCADE

9:15–9:40  WELCOME: CASCADE

Welcome Speech by Holly Shelton, conference chair, and Nancy Bob, Southern Lushootseed instructor

9:50–10:50  SESSION A (CONCURRENT I)

A1 CASE STUDIES OF OCEANIC PRAXIS: CONNECTING FAMILY, COMMUNITY, AND EDUCATION (NORTH CASCADE)

Natalie Bruecher, wałabʔaltwx Intellectual House Student Assistant; Office of Minority Affairs and Diversity Student Ambassador
Randizia Crisostomo, Cultural Studies Graduate Student; Burke Museum Community Outreach Coordinator
Alina Aleaga, College of Education Graduate Student; GO-MAP Graduate Staff Assistant
Aleila Alefaio, Medical Anthropology & Global Health Student; Graduate Enrollment Management Services Student Assistant
Holly Barker, Curator for Oceanic and Asian Culture, Burke Museum; UW Anthropology Department Senior Lecturer

Participants in the panel will share a range of case studies that apply knowledge from student-led research to address the challenges faced by Pacific Islanders in many of our local institutions, such as the prison system, healthcare centers, and schools. They look at the examples of ongoing work in engaging Oceanic notions of praxis, and what this looks like in terms of applying traditional values and ways of learning and sharing. Knowledge is not static within the walls of academia; praxis is embedded in the culture and values of Oceanic communities who have been practicing these concepts for generations.

A2 TRANSLATION PRACTICES, NEGOTIATING DIFFERENCE: WHAT INTERNATIONAL/MULTILINGUAL STUDENTS REPORT (SOUTH CASCADE)

Sandra Silberstein, English Professor; CAS Coordinator of I/M Student Academic Support
Mutallip Anwar, Highline College Faculty
Ryan Burt, CLUE Writing Center Director; Academic Support Programs Senior Program Manager
Mihaela Giurca, OWRC English Language Specialist; IELP TA Coordinator
Katie Malcolm, Center for Teaching & Learning Instructional Consultant
In fall 2017 the panelists surveyed UW's international students and permanent residents, and this presentation includes results from more than 1,000 respondents. The panel reports student goals, their own assessment of their skills and challenges and how they gain support, their experience of campus climate, etc. Their goal is to advance instructional support and best practices across campus and includes translation across different social, intellectual, and academic cultures.

**A3 PEDAGOGICAL TRANSLATIONS FOR WRITING INSTRUCTION (OLYMPIC)**

Peter Brooks, IAS & FYPP Professor, UW Bothell  
Alycia Gilbert, English Graduate Instructor  
Nanya Jhingran, English Graduate Instructor

This session takes academic concepts related to translation – multimodality, translingualism, and learning transfer – and grounds them in example assignments and classroom activities that expand students’ writing and classroom practices beyond traditional academic genres. One panelist re-envisions the academic research paper to frame academic research as a rhetorical tool to design effective multimodal public interventions. Another reshapes the way a seemingly sterile annotated bibliography can be written for multiple audiences and different purposes. The third takes student focus on assignment constraints and connects to game play concepts of design for meta-level discussions about why writing contexts and rules develop.

**A4 (RE-)FRAMING “READING” (RAINIER)**

Elizabeth Hochberg, Spanish & Portuguese Studies Teaching Associate  
Julia Chatterjee, Asian Language and Literature Graduate Student  
Tait Bergstrom, English Graduate Student

Choices of course texts and approaches to them can have consequences, intended or otherwise, on how students take up texts and make decisions based on their uptakes. Practical methods will be discussed for presenting multimodal texts to students in ways that leave them open to a wider range of readings as well as for engaging students in a collaborative exploration of how texts are chosen for a class. As a specific approach to texts, the panel also identifies and critiques conditioned responses to ancient “Classical” literature that are applied to non-Classical civilizations to create tension between “romantic nostalgia” and “benign orientalism.” Tapping into a specific pedagogical approach from Chile, cinematic sites of education are not in a final product to be distributed among mass audiences, but rather in the very process of recording worker-actors, and in carving out, with the help of the camera frame, spaces requiring critical engagement with new materials, concepts, or scenarios, which can help involve students and community members in the creation of new creative projects.

**A5 USING PARTICIPATORY VIDEO METHODS TO STUDY LITERACY: A REFLECTIVE DIALOGUE BETWEEN RESEARCHER AND PARTICIPANTS (GLACIER)**

Alison Cardinal, Ph.C.; University of Washington Tacoma Lecturer  
Minh Nguyen, Computer Science student  
Melissa Atienza, Business Management student  
Aliyah Jones, Criminal Justice student

This presentation will share insights from a two-year longitudinal study of first-year college writers that used participatory video to study students’ literacy and language practices. In this research project, students created videos using their cell phones, computers, and tablets to investigate their literate lives as they moved across their contexts of communication, including but not limited to work, home, classrooms, and in transit. Through a braided dialogue between participants, this part of the presentation will offer a narrative and analytical account of the experience of participating in this participatory video project. At the end, the participants will make suggestions for researchers who want develop their own localized use of participatory video methods.

**11:00–12:00 SESSION B (CONCURRENT II)**

**B1 TRANSITIONING INTO AMERICAN HIGHER ED: FOUR SNAPSHOTS OF NEGOTIATING DIFFERENCES IN ENGLISH 108 (NORTH CASCADE)**

John Webster, Director of Writing for the College of Arts & Sciences; Director of ENGL 108  
Mandy Macklin, English Graduate Instructor  
Justina Rompogren, English Graduate Instructor
English 108 was originally created to address a diversity of students who felt themselves underprepared for college level writing. Over its 15 years of existence that audience has changed—diverse in terms of writing experience, linguistic backgrounds, career goals, learning styles. This year we enrolled over 200 students—different from each other along several axes, and providing us the challenge of building classroom cultures that found strength and communality amidst these many differences. Following a brief introduction to the course, this panel will offer four snapshots of how the overall shared curriculum played out in four different classroom communities. Each presenter was an instructor in the course this fall.

**B2 MULTILINGUAL LANGUAGE NEGOTIATIONS (SOUTH CASCADE)**

Meagan Jackson, Environmental & Occupational Health Sciences Research Assistant  
Rachel Snyder, Department of Education  
Annie Lewis, CLUE Lead Writing Adviser  
Maddy Bennett, CLUE Writing Adviser  
Alyse Campbell, CLUE Writing Adviser  
Will Radcliffe, CLUE Writing Adviser

This panel presents issues of teaching, tutoring, and communicating with multilingual individuals and communities. Mainstream Teacher Education Programs may need a programmatic ideological shift away from monolingual norms, towards heteroglossic, flexible language use. Incorporating multilingual techniques can counter monolingual norms embedded in teacher preparation that limit teachers’ agency and professional decision-making capacity in the classroom. The CLUE writing center finds that clichés provide shortcuts to meaning that could be called the ‘water’ in which we swim, but there are dangers for students in passively letting the default ‘water’ flow through them onto the page. Students who come from linguistic backgrounds other than English should be encouraged to develop their own unique phrases—swimming in different ‘waters’ creates unique perspective. At the same time, public health communication is transitioning away from traditional forms of public communication toward new techniques that are more image-based, story-based, and easily distributed electronically. A joint project delivering information to Seattle residents about heat-related illnesses provides a good example of how barriers to health information can be addressed through multilingual and multimodal communication, but also emphasizes areas where interdisciplinary collaboration between health and communication experts is needed.

**B3 STUDENT AGENCY & PUBLIC TRANSLATIONS OF WRITING (OLYMPIC)**

Matthew Howard, English Graduate Instructor  
Ariel Wetzel, Writing Studies Lecturer, UW Tacoma  
Leanne Laux-Bachand, Writing Studies Lecturer, UW Tacoma

Using service learning as a separate “text” allowed students to engage in kinesthetic learning that contributed to absolute immersion in writing and reflection, incorporating real-world stakes where actual people were impacted by mobility and accessibility issues in Seattle communities. Student voices from a 3-year study show that they can be deft translators of skills, habits, and attitudes, changing as they occupy different spaces, but there are limitations to their sense of power. These perceptions present an opportunity for college writing classrooms to re-examine our curricula, pedagogy, and community-building, making concepts such as adaptive transfer and consequential transitions explicit and inviting students to interrogate them with us from their lived experiences. Developed from a stretch writing course, a research assignment sequence designed to empower first-year students to think through solving complicated social issues by designing a utopian future on a topic they find unjust will be provided.

**B4 FOUND IN TRANSLATION: SOME SPECIFIC ASPECTS OF TRANSLATION PRAXIS (RAINIER)**

Michael Biggins, Slavic, Baltic and East European Studies; Slavic Languages and Literatures Professor  
Oksana Zubchenko, Department of Translation Studies and Contrastive Linguistics Instructor (Lviv University, Ukraine); Fulbright Foreign Language Teaching Assistant at UW, Seattle  
Jake Hansen, Slavic Languages and Literatures Student  
Veronica Muskheili, Slavic Languages and Literatures Teaching Assistant  
Shelley Fairweather-Vega, Professional Literary Translator

This panel will discuss specific translation issues including socio-cultural factors that impact selection of
literary texts for translation across contexts and systems, particularly for languages of limited diffusion; challenges of specialized field terminology across legal systems and their cultural milieu and translator-developed strategies in response; and communication strategies of translation collaborators on projects involving participants with different language backgrounds based on published studies, online exchanges in translation blogs and Facebook groups, as well as personal experience.

B5 PRACTICAL APPLICATIONS FOR RHETORICAL LISTENING IN FYW (GLACIER)

Zhenzhen He-Weatherford, Predoctoral Instructor
Patrick McGowan, Predoctoral Instructor
Sara Lovett, Predoctoral Instructor
Candice Rai, Director, EWP (respondent)

This panel presents three practical applications for rhetorical listening, which we define as a tool for negotiation that allows students to hear and be persuaded by others' views, for FYW. In teaching an advanced multimodal composition course, students explored composition's role in cultivating critical citizenship. Rhetorical listening from this class position the student citizens as “critical readers”-- pushing them to engage with various sources mindfully, and “ethical authors”-- challenging them to be cognizant about both their own stance and where their audience comes from. In a composition class designed for underserved student population, students read potentially controversial texts and practice rhetorical listening to investigate the invisibilized regulation of the sayable in academics. In another first-year composition class, students use immersive role-playing for the scenario of 2016 U.S. presidential election to mobilize rhetorical listening practices.

12:00-1:30 LUNCH & KEYNOTE

SPEAKER: NANCY BOU AYASH

(RE)WRITING TRANSLATION INTO VISIBILITY IN TEACHING WRITING

Drawing on key findings from a transnational ethnographic study of language politics in the teaching and learning of university-level writing, this talk explores the possibilities and tensions manifest in reconciling writing and translation as forms of agentive negotiation and meaning-making in response to the growing dominance of English in the production, reception, and evaluation of academic written texts. As a point of departure, this talk articulates approaches that unthink and rethink established conceptualizations and treatments of language use in writing and translation and subsequently classroom policies and practices in the higher education landscape driven by and further legitimating such conceptualizations and treatments.

1:40-2:10 SESSION C: POSTERS & ROUNDTABLES (CASCADE)

POSTERS:
In the poster session, presenters will discuss findings from research projects and provide pedagogical advice based on their findings.

“The Genomics Salon: Translating Across Disciplines” - Genome, public health and molecular engineering sciences group

“Second-Language Acquisition and Instruction Among Latter-day Saint Missionaries”- Shane Peterson

“Sites of Peer-to-Peer Learning and Maker Collaborations on Three Campuses: Translating across Geographies, Languages, Disciplinary Knowledges, and Cultural Differences”- Rebecca Faith Ring and Sushil K. Oswal

“Translating “Grammar” with Faculty: Reframing Conversations about Correctness as Conversations about Equity”- Misty Anne Winzenried

“Translating Change: Teaching Environmentalism In a Humanities Classroom”- Jessica Holmes

“Action-driven activism & aspects of legal discourse”- Enrico Doan and Edwin Lindo

"Responding to Intergenerational Incestual Abuse" - Charlie Shih

ROUNDTABLES:

RTI TRANSLATING PROFESSIONAL KNOWLEDGE AND LEARNING TO NEGOTIATE DIFFERENCES THROUGH THE REACHING NEW PUBLICS PROGRAM
Guillaume Tourniaire, Zhenzhen He-Weatherford, Annie Dwyer

This roundtable will discuss the partnership between the Simpson Center's Mellon Fellows and Seattle district community colleges, specifically on the topic of how professional knowledge from the two-year college context is “translated” for doctoral students in the program. The speakers will stage a conversation between two current Mellon Fellows and the assistant program director of this program initiative.

RT2 CRITICAL PEDAGOGY IN ONLINE SPACES: TRANSLATING THE ONLINE CLASSROOM
Helene Williams & Reed Garber-Pearson

How do course technologies, including Canvas, affect our teaching? How do we as teachers translate content that's made for a physical classroom into an online format? This roundtable will discuss around these questions and also invites conversation on the topics of how communication in an online classroom generate a sense of collaboration and community, and successes and failures we've had in online teaching either through an LMS or other means.

RT3 MEMOIR AND WEEKLY BOOK GROUPS IN ESL: SOLIDIFYING IDENTITY, BUILDING CONFIDENCE, CELEBRATING CULTURE
Marie Parrish & Mary Ann Dahle

This roundtable will discuss the potentialities of using memoir, a self-reflective literary writing form, and weekly book groups as pedagogical tools for emerging bilinguals in a secondary language while also engaging these students in culturally relevant and identity development praxis.

RT4 DIGITAL STORYTELLING IN THE UW LIBRARIES
Madeline Mundt, Elliott Stevens, Perry Yee

This roundtable will be led by the Research Commons librarians. Based on the graduate students' feedback who participated in four online digital storytelling workshops last year, the speakers will discuss a new model of digital storytelling workshop that combines Canvas, Slack, Zoom, and WeVideo.

RT5 WRITING ACROSS DIFFERENCE: TRANSLATING TO RACIAL EQUITY
Anis Bawarshi, Megan Callow, James Rush Daniel, Katie Malcolm, Carrie Matthews, Candice Rai, Katherine Xue, Mark Zachry

This roundtable will be led by a group of teacher-scholars from English, Human Centered Design & Engineering, and the Center for Teaching & Learning. The speakers will facilitate the conversation around the topic of cultivating teacherly and scholarly dispositions toward anti-racist writing practices and pedagogies.

RT6 COMMODIFICATION, ACCOUNTABILITY AND PEDAGOGY OF THE TRANSLATION APPS
Gust Burns, Kevin deVoss, Katie King

This roundtable will address the implications of the rise of using translation apps in higher education around the issues of commodifying language learning, gamified pedagogy, and holding machine translation accountable.

RT7 WRITING AS COLLABORATIVE SOCIAL ACTION: A CASE STUDY OF A CLASS-WIDE COLLABORATIVE SOCIAL CAMPAIGN
Jacki Fiscus, Sophie Watson, Nicole Horsley

In Fall 2017, a class of upper-level writing students taking English 382, a course that is part of the new multimodal writing series at the university, collaborated to create a class-wide social activism campaign on a feminist topic of their choice. The course instructor and two undergraduate students who participated in the class will discuss their experiences of collaborative, student-centered pedagogy that privileged working across difference through class-wide, co-authored, and social activist oriented multimodal writing.

RT8 TRANSLATING VISUAL CONCEPTS INTO ASL DEPICTING VERBS
Lance Forshay, Linguistics Department American Sign Language Instructor

This presentation focuses on a unique characteristic of signed language where spatial features are integrated into language structure to demonstrate the potential of communicating visual concepts. The ASL Depicting Verb system offers an insight into how representative and iconic handshapes express concepts accurately.
2:10–2:45  REFLECTION & CLOSING WORDS BY SPONSORS