

# The Territoire/Places of Writing Studies in Higher Education: Canadian and International Perspectives

## Final Program

Canadian Association for the Study of Discourse and Writing (CASDW)

formerly Canadian Association of Teachers of Technical Writing (CATTW)

Carleton University

Ottawa, ON, Canada

May 24 – 26, 2009

[http://casdw-acr.mcgill.ca/en/current\\_conference.htm](http://casdw-acr.mcgill.ca/en/current_conference.htm)

[http://casdw-acr.mcgill.ca/fr/current\\_conference.htm](http://casdw-acr.mcgill.ca/fr/current_conference.htm)

La production écrite aux cycles supérieurs: pratiques d'enseignement et perspectives de recherches au Canada et dans le monde

## Programme Dernier

Association canadienne de rédaction

anciennement L'Association canadienne des professeurs de rédaction technique et scientifique (ACPRTS)

## Contents/Sommaire

Program Overview/Aperçu du programme

Program Day 1/Programme jour 1 (May 24/ 24 Mai)

Program Day 2/Programme jour 2 (May 25/ 25 Mai)

Program Day 3/Programme jour 3 (May 26/ 26 Mai)

Program and Organizing Committees/Organisateurs de la conference

About CASDW/ACR

## Acknowledgements/Partenaires et commanditaires

The conference organizers are particularly appreciative and grateful for the financial, logistical, and other support as well as collaborative commitment from our partner organizations:

Les organisateurs de la conférence tiennent à remercier particulièrement de leur soutien financier et logistique ainsi que de leur collaboration des organisations ci-dessous:

- Canadian Federation for the Humanities and Social Sciences (CFHSS)/ Fédération canadienne des sciences humaines et sociales (FCSHS)
- Canadian Federation for the Humanities and Social Sciences International Keynote Speaker Support Fund
- John Osborne, Dean of the Faculty of Arts and Social Sciences, Carleton University, Congress 2009 Convener
- Suzanne Blanchard, Associate Vice President (Enrolment Management) & University Registrar, Carleton University, for Sponsoring the Wine and Cheese Party
- Department of English and Film Studies, University of Alberta
- Roger Graves, Director of Writing Across the Curriculum and Interim Director of the Centre for Writers, University of Alberta

## Program Overview/ Aperçu du programme

Day 1, May 24

Jour 1, 24 Mai

8:30 – 9:00/  
8 h 30 – 9 h

**Opening Remarks** from John Osborne, Dean of the Faculty of Arts and Social Sciences, Carleton University, and Convener of the Congress 2009/Mot de bienvenue du John Osborne  
Welcome from the President, Doreen Starke-Meyerring/ Mot de bienvenue du présidente, Doreen Starke-Meyerring

9:00 – 10:00/  
9 h – 10 h

**Session 1: Keynote/Conférencière**

Judy Segal, University of British Columbia, “Making the medicating subject: Notes toward a rhetorical history of direct-to-consumer advertising for pharmaceuticals”

Break/Pause

10:00 – 10:30/  
10 h – 10 h 30

Parallel Sessions **2 A, B, C**/ Séances parallèles **2 A, B, C**

10:30 – 12:00/  
10 h 30 – 12 h

Lunch Break/Déjeuner

CASDW/ACR networking lunch

12:00 – 1:30/  
12 h – 1 h 30

Parallel Sessions **3 A, B, C**/ Séances parallèles **3 A, B, C**

1:30 – 3:00/  
1 h 30 – 3 h

Break/ Pause

3:00 – 3:30/  
3 h – 3 h 30

Parallel Sessions **4 A, B, C** / Séances parallèles **4 A, B, C**

3:30 – 5:00/  
3 h 30 – 5 h

Wine and Cheese Reception at Carleton Writing Centre

5:30/ 5 h 30

Day 2/ May 25

Jour 2/ 25 Mai

9:00 – 10:00/  
9 h – 10 h

**Session 5: Keynote/ Conférencier**

Chris Thaiss, University of California-Davis, “Linking WAC/WID Program Research and Research on Learning Disciplinary Discourses”

Break/Pause

10:00 – 10:30/  
10 h – 10 h 30

Parallel Sessions **6 A, B, C**/ Séances parallèles **6 A, B, C**

10:30 – 12:00/  
10 h 30 – 12 h

12:00 – 1:30/  
12 h – 1 h 30  
Lunch/ Déjeuner

1:30 – 3:00  
1 h 30 – 3 h  
Parallel Sessions **7 A, B, C**/ Séances parallèles **7 A, B, C**

3:00 – 3:30/  
3 h – 3 h 30  
Break/Pause

3:30 – 5:00/  
3 h 30 – 5 h  
Parallel Sessions **8 A, B, C**/ Séances parallèles **8 A, B, C**

7:00/  
7 h  
Conference Dinner/ Dîner conférence

Day 3, May 26

Jour 3, 26 Mai

9:00 – 10:00/  
9 h – 10 h

**Session 9:** Keynote/ Conférencier

Kay O'Halloran, National University of Singapore, "A Multimodal Approach to Discourse Studies: A Paradigm with New Research Questions, Agendas and Directions for the Digital Age"

**Supported by CFHSS International Keynote Speaker Support Fund**

Break/ Pause

10:00 – 10:30 /  
10 h – 10 h 30  
10:30 – 12:00/  
10 h 30 – 12 h

Parallel Sessions **10 A, B, C**/ Séances parallèles **10 A, B, C**

12:00 – 1:30 /  
12 h – 1 h 30

Lunch / Déjeuner

1:30 – 3:00 /  
1 h 30 – 3 h

Parallel Sessions **11 A, B, C**/ Séances parallèles **11 A, B, C**

3:00 – 3:30/  
3 h – 3 h30

Break / Pause

3:30 – 5:00 /  
3 h 30 – 5 h

**Session 12:** Annual General Meeting of CASDW/

5:30/ 5 h 30

## Program Day 1 (May 24) / Programme jour 1 (24 mai)

### General Title

#### Session 1: Opening Session

8:30-9:00/8 h 30 – 9 h **Opening Remarks from John Osborne**, Dean of the Faculty of Arts and Social Sciences, Carleton University, and Convener of the Congress 2009

**Room: 416 Southam**

**Welcome from the CASDW President, Doreen Starke-Meyerring/Mot de bienvenue du présidente de l'ARC, Doreen Starke-Meyerring**

9:00 – 10:00/

9 h – 10 h

#### **Keynote/Conférencière**

**Judy Segal**, University of British Columbia, “Making the medicating subject: Notes toward a rhetorical history of direct-to-consumer advertising for pharmaceuticals”

**Room: 416 Southam**

10:00 – 10:30/ 10 h – 10 h 30 **Break/Pause**

#### Session 2: 10:30 – 12:00/ 10 h 30 – 12 h **Parallel Sessions/ Séances parallèles**

##### **2 A. Writing in the Disciplines: Medicine and Science**

**Room 304 Southam**

**Philippa Spoel**, Laurentian University, “Reflections on the ‘Usefulness’ of a Rhetorical Critique of Informed Choice Conversations in Ontario Midwifery.”

**David Secko**, Concordia University, “A Mix Between Education and Stand-Up Comedy”: Conversations on the Production of Science Journalism in Canada From Within Different Theoretical Frameworks.”

**Robyn Woodward-Kron**, University of Melbourne, “From Writing Support to Development Through Curriculum Renewal and Integration: A Case Study From a Medical and Health Sciences Faculty.”

##### **2 B. Assessing Student Communication in Science and Engineering through Teacher Research**

**Room 306 Southam**

**Neal Lerner**, Massachusetts Institute of Technology, “‘Teacher Research’ and Assessment Practices”

**Mya Poe**, Massachusetts Institute of Technology, “Authentic Assessment in the Teaching of Grant Writing at the Graduate Level.”

**Lisa Meyer**, Carleton University, and **Helen Triantafellou**, Carleton University, “Accountability in Client-based Projects in an Engineering Communication Course.”

##### **2 C. Ethos Under Construction: Credibility and Citation**

**Room 303 Southam**

**Catherine Schryer**, University of Waterloo, and **Stephanie Bell**, University of Waterloo, “Losing Track: A Study of Citation Practices.”

**Pia Marks**, University of Waterloo, “Genre Theory and the Student Evaluation of Instruction.”

**Ashley Kelly**, University of Waterloo, “Pilot Research Study: The Construction of Credibility (Ethos) in Sexual Health Pamphlets.”

**Judy Hemming**, University of Waterloo, “Ethos Under Construction: Building Academic Ethos on Wikipedia.”

12:00 – 1:30/ 12 h – 1 h 30 **Lunch Break/ Déjeuner CASDW/ACR Networking Lunch** **Room: 608 Robertson Hall**

**Session 3: 1:30 – 3:00/ 1 h 30 – 3 h Parallel Sessions/ Séances parallèles**

**3 A. Building Community and Writing Communities**  
**Room 304 Southam**

**Melissa Helquist**, SLCCI, “Writing in Community Places: The Participatory Discourse of a Community Writing Centre.”

**Diana Wegner**, Douglas College, “Genre as Variable Fusions of Form and Situation: The Official Community Plan as Text, Motive, and Political Process.”

**Jaffer Sheyholislami**, Carleton University, “Blogging and the Construction of a Learning Community in University.”

**3 B. Perspectives on Teaching Communication in Engineering**  
**Room 306 Southam**

**Anne Parker**, University of Manitoba, “The Cornerstone, the Capstone, and the Scaffolding: Integrating Communication into Senior Engineering Design courses.”

**Peter Eliot Weiss**, University of Toronto, and **Joseph J.Z. Weiss**, University of Chicago, “A Two-Territory Perspective of the Relationship between Engineering Students and their Evaluators.”

**Martha D. Patton**, University of Missouri, “Productive Tension Between Centripetal and Centrifugal Writing Programs: What the U.S. and Canada Might Learn From One Another.”

**3 C. Roundtable: Under New Pressures? Practices, Policies, and Perceptions of Doctoral Writing at Canadian G13 Universities**  
**Room 303 Southam**

**Doreen Starke-Meyerring**, McGill University  
**Heather Graves**, University of Alberta  
**King Yan Sun**, McGill University,  
**Larissa Yousoubova**, McGill University  
**Anthony Paré**, McGill University  
**Roger Graves**, University of Alberta  
**Nazih El-Bezre**, McGill University

3:00 – 3:30/ 3 h – 3 h 30 **Break/ Pause**

**Session 4: 3:30 – 5:00/ 3 h 30 – 5 h Parallel Sessions/ Séances parallèles**

**4 A. Language Research in Justice**  
**Room 304 Southam**

**Tosh Tachino**, University of Winnipeg, Impact of Research on Justice: A citation analysis.”

**Shurli Makmillen**, Wilfrid Laurier University (Brantford), “Justice Across Cultures: A Pragmatic Analysis of Aboriginal Legal Testimony.”

**4 B. In Search of Territoire/Place for Genres of Disciplinary Teaching: The Case of Mathematics**  
**Room 306 Southam**

**Natasha Artemeva**, Carleton University.

**Janna Fox**, Carleton University.

**Anthony Paré**, McGill University.

**4 C. Writing Centre Practice and Assessment**  
**Room 303 Southam**

**Margie Clow Bohan**, Dalhousie University, “Ownership Has Its Privileges: How Physical Location Influences How Writing Centres Teach Writing.”

**Robyn Woodward-Kron**, University of

**Janet Giltrow**, University of British Columbia,  
and **Anneke van Enk**, University of British  
Columbia, "Corpus-based Study of the  
Sociality of Justice."

**Nazih El-Bezre**, McGill University

Melbourne, and Heather Jamieson, University  
of Wollongong, "Tensions in the Writing  
Support Consultation: Negotiating Meanings in  
Unfamiliar Disciplinary Territory."

**Barbara Christian**, University of Guelph,  
**Theresa Hyland**, Huron University College,  
and **Kim Garwood**, University of Guelph,  
"How can Writing Centres, given the  
constraints of the Liminality of their Services,  
Assess These Services in Any Meaningful  
Way?"

5:30/ 5 h 30 **Wine and Cheese Reception at Carleton University Academic Writing Centre** **2203 Dunton Tower**

## Program Day 2 (May 25) / Programme jour 2 (25 mai)

### Day title

#### Session 5

9:00 – 10:00/  
9 h – 10 h

Room 416  
Southam

Room 416 Southam

#### Keynote Conférencier

**Chris Thaiss**, University of California-Davis, “Linking WAC/WID Program Research and Research on Learning Disciplinary Discourses”

10:00 – 10:30/ 10 h – 10 h 30 **Break/Pause**

#### Session 6: 10:30 – 12:00/ 10 h 30 – 12 h Parallel Sessions/ Séances parallèles

##### 6 A. Global Perspectives on Professional and Technical Communication

Room 317 Southam

**Stephen Bremner**, City University of Hong Kong, “Business Communication Textbooks and the Hong Kong Context: A Comparison of ‘Standard’ Models and Local Genres.”

**Tyler Tokaryk**, University of Toronto Mississauga, “Canada Writes Abroad: Critical Discourse Analysis, Canadian Foreign Policy, Management Accountability Frameworks.”

**Godwin Agboka**, Illinois State University, “Constructing Culture as ‘Process’: Challenges in Localization Practices and International Technical Communication Pedagogy.”

**John Killoran**, Long Island University, “The Genre of the Technical Communication Business Web Site.”

##### 6 B. The Double Life: Theatre, Engineering, and their Intersections

Room 617 Southam

**Jessica Gardiner**, Woodsworth College and University of Toronto, “Oral Presentation and Actor Training.”

**Deborah Tihanyi**, University of Toronto, “Storyboarding: Translating the Dramaturgical Process to Engineering Communication.”

**Peter Eliot Weiss**, University of Toronto, “Collective Creation and Team Building.”

##### 6 C. Writing Studies on the Move

Room 316 Southam

**David Beard**, University of Minnesota Duluth, “Structures for Disciplinarity and Writing Studies in the United States: English, Composition, Communication, Library Studies.”

**Katie Bryant-Moetelle**, Carleton University, **Lori Rosove**, Carleton University, and **Jen Gilbert**, Carleton University, “Changing Locations: An Examination of the New Location of Carleton University’s Writing Centre.”

**Wendy Shilton**, University of Prince Edward Island, “Dis-location and Small-Island Resilience: Remapping the Territory of UPEI’s Culture of Writing.”



12:00 – 1:30/12 h – 1 h 30 **Lunch/ Déjeuner**

**Session 7: 1:30 – 3:00/ 1 h 30 – 3 h Parallel Sessions/ Séances parallèles**

**7A. Roundtable: Writing Nowhere and Everywhere: Inquiries into the Potential of Critical Interdisciplinarity**  
**Room 317 Southam**

**Amanda Goldrick-Jones**, University of British Columbia

**Christina Penner**, University of Manitoba

**Jackie Rea**, Brock University

**Diana Wegner**, Douglas College

**Natasha Artemeva**, Carleton University

Respondent: **Anthony Paré**, McGill University

**7 B. Teaching Writing in Arts**  
**Room 617 Southam**

**Katja Thieme**, University of British Columbia, “The Canadian Debate About Modernist Poetry as an Example of Metagenetic Discussion.”

**Nadeane Trowse**, University of the Fraser Valley, “The Territory of Legitimacy: Writing in the Zone of Peripheral Knowledge Making.”

**Karen Smith**, University of Manitoba, “Enhancing English Language Arts through Blended Learning: Becoming as Easy as Pie?”

**7 C. Teaching and Performing Professional Communication**  
**Room 316 Southam**

**Céline Beaudet**, Université de Sherbrooke, and **Isabelle Clerc**, Université Laval, Teaching Professional Writing in Quebec: What epistemological basis? What institutional support?/ “L’enseignement de la rédaction professionnelle au Québec: Quels fondements épistémologiques? Quelle reconnaissance institutionnelle?”

**Linda Di Desidero**, University of Maryland University College, “Agency and Territoire: A User-Centered Approach to Feedback in the Professional Writing Course.”

**Marie-Josée Goulet**, **Bernadette Kassi-Krécoum**, and **Christiane Melançon**, Université du Québec en Outaouais, “Rédaction professionnelle, rédactologie et positionnement dans le milieu universitaire et l’industrie de la langue: Le cas de l’Université du Québec en Outaouais.”

**Saul Carliner**, Concordia University, “The Value of Technical and Professional Communication: What Managers Track, What Managers Report.”

3:00 – 3:30/ 3 h – 3 h 30 **Break/Pause**

**Session 8: 3:30 – 5:00/ 3 h 30 – 5 h Parallel Sessions/ Séances parallèles**

**8A. The Personal and the Professional Intersect in Academic Life**  
**Room 317 Southam**

**Kathryn Alexander**, University of Western Ontario, “Negotiating Territories of Writing Expertise: A FY Writing Studies Scholar in Situated Institutional and Disciplinary Spaces.”

**Miriam Horne**, Champlain College, “Finding My Place: A Rhetoric of Identity.”

**I. Moriah McCracken**, The University of Texas- Pan American, “Individual Terroir in the Valley: A Case Study Investigation into How a (Placed) University Affects the Research and Teaching of (Placeless) Academics.”

**8B. Interdisciplinarity: Personal and Disciplinary Perspectives**  
**Room 617 Southam**

**Ken Tallman**, University of Toronto, “How Do Cross-Disciplinary Shifts Affect One’s Research, Teaching, and Perspective on Writing Studies?”

**Dana Landry**, University of the Fraser Valley, “Writing Instruction in Interdisciplinary and Multi-disciplinary Spaces: A Critical Ethnography of Writing Studies in Canada.”

**Gerald Nelms**, Southern Illinois University, “Peripatetic Students/Territorial Disciplines: Learning, Transfer, and the Teaching of Writing.”

**8 C. Benchmarking Literacy Requirements for 2<sup>nd</sup> Year Engineering Students**  
**Room 316 Southam**

**Mike Schoen**, University of British Columbia, “Designing the Engineering Communications Competency Test.”

**Randy Kerr**, University of British Columbia, “Creating Test Questions and Instructions Rubrics.”

**Estella Qi**, University of British Columbia, “Integrating Communicative Proficiency and Academic Performance.”

Respondent: **Rob Irish**, University of Toronto,

6:30/ 6 h 30 **CASDW/ACR Banquet Dinner at Carleton University, Room 2017 Dunton Tower**

## Program Day 3 (May 26) / Programme jour 3 (26 mai)

### Day title

#### Session 9:

9:00 – 10:00/  
9 h – 10 h

Room 416 Southam

#### Congress Keynote Speaker/ Conférencière

**Kay O'Halloran**, National University of Singapore, "A Multimodal Approach to Discourse Studies: A Paradigm with New Research Questions, Agendas and Directions for the Digital Age," **Supported by CFHSS International Keynote Speaker Support Fund**

#### Room 416 Southam

10:00 – 10:30/ 10 h – 10 h 30 **Break/Pause**

#### Session 10: 10:30 – 12:00/ 10 h 30 – 12 h **Parallel Sessions/ Séances parallèles**

##### 10 A. Information Design and Presentation Room 416 Southam

**Jacynthe Roberge**, Laval Université, "Design d'information de la page d'accueil institutionnelle: présentation d'un nouvel outil d'analyse/Information Design on the Institutional Welcome Page: Presenting a new method of analysis."

**Amy Franklin**, University of Toronto, "Towards a 'Poor' Presentation: What can Jerzy Grotowski Teach Engineering Students in the Age of Power Point?"

**Eric Kavanagh**, Laval Université, "Bilan de 30 ans de recherche en design d'information (DI)/Appraising 30 Years of Research on Information Design."

**Saul Carliner**, Concordia University, "What's Unique About Frequently Asked Questions, Guided Tours, and Help: Results of an In-Depth, Multi-modal Study of Online Materials."

12:00 – 1:30/ 12 h – 1 h 30 **Lunch/ Déjeuner**

##### 10B. Blogging and Graduate Education Room 624 Southam

**Wendy Freeman**, Ryerson University, "Exploring the Potential of Weblogs for Promoting Professional Discourse Communities in Graduate Education."

**Brian Paltridge**, University of Sydney, **Sue Starfield**, University of New South Wales, and **Louise Ravelli**, University of New South Wales, "Doctoral Writing in the Creative and Performing Arts: The Practice-Based Thesis as an Evolving Genre."

**Karina Graf**, University of Waterloo, "Political Discourse: Genres, Projected World, and Social Action in Political Blogs."

##### 10 C. Undergraduate Teaching of Writing Room 306 Southam

**Katharine Patterson**, University of British Columbia, "Sharing the Territory: Enhancing Academic and Information Literacies Acquisition in Library Tutorials for First Year Students."

**Sally Hayward**, University of Lethbridge, "Creating Community: Genre Theory and its Application for Teaching First-Year Academic Writing Students."

**Sally Heath**, University of Waterloo, and **Sheila Hannon**, University of Waterloo, "Is 50 Per Cent Good Enough? What Students Value in Online Writing Courses."

**Session 11: 1:30 – 3:00/ 1 h 30 – 3 h Parallel Sessions/ Séances parallèles**

**11 A. Roundtable: Professionalizing a Discipline**  
**Room 416 Southam**

**Jennifer Clary-Lemon**, University of Winnipeg

**Margaret Procter**, University of Toronto

**Tracy Whalen**, University of Winnipeg

**Doug Brent**, University of Calgary

**Roger Graves**, University of Alberta

**11 B Perspectives on Teaching and Researching Writing**  
**Room 624 Southam**

**Joan Turner**, University of London, “The Contested Spaces of Proofreading.”

**Barbara Szafrajzen**, University P. Valery Montpellier III, “Rapport d’expérience d’enseignement d’un cours d’expression écrite et orale/A Report on Teaching a Course on Written and Oral Expression.”

**Julie Lindquist**, Michigan State University, and **Bump Halbritter**, Michigan State University, “Producing Access to Scenes of New Media Literacy: Building a Digital Video Methodology for Literacy Research.”

**11 C. Extradisciplinary Perspectives on the Study of Discourse**  
**Room 306 Southam**

**Marie-France Boissoneault**, University of Guelph, “Once Upon a Veterinarian: An Examination of Veterinarian Memoirs.”

**Graham Smart**, Carleton University, and **Aditi Bhatia**, City University of Hong Kong, “The Climate-Change Debate in Asia and North America: A Study in Discourse Coalitions and Discursive Illusions.”

**Kathleen Day**, Carleton University, “Can I Come In? An Examination of Evolution in Canada’s Immigration Process.”

**3:00 – 3:30/ 3 h – 3 h 30 Break/ Pause**

**Session 12:**

**3:30 – 5:00/ 3 h 30 – 5 h**  
**Room 416 Southam**

**Annual General Meeting** of the Canadian Association for the Study of Discourse and Writing/L’Association Canadienne de rédactologie (CASDW/ACR) **Room 416 Southam**

## Program and Organizing Committees/ Organismateurs de la conférence

### Conference and Program Chairs/ Presidentes de la conferences et du programme

**Heather Graves**  
University of Alberta

**Roger Graves**  
University of Alberta

### Local Arrangements Chair

**Natasha Artemeva**  
Carleton University

## Program Committee

**Céline Beaudet**  
Université de Sherbrooke

**Jennifer Clary-Lemon**  
University of Winnipeg

**Colleen Derkatch**  
University of British Columbia

**Amanda Goldrick-Jones**  
Past President, CATTW  
University of British Columbia

**Heather Graves**  
University of Alberta

**Roger Graves**  
University of Alberta

## Comité du programme

**Sheila Hannon**  
University of Waterloo

**Betsy Sargent**  
University of Alberta

**Philippa Spoel**  
Laurentian University

**Doreen Starke-Meyerring**  
President, CASDW  
McGill University

**Tyler Tokaryk**  
University of Toronto

**Nadeane Trowse**  
University of the Fraser Valley

## About CASDW/ ACR

The Canadian Association for the Study of Discourse and Writing is a bilingual scholarly association dedicated to advancing the study and teaching of discourse, writing, and communication in academic and nonacademic settings—higher education, business, government, and nonprofit organizations.

For this purpose, CASDW brings together researchers, teachers, and practitioners from diverse disciplines and professions—English, Education, Engineering, Business, the Humanities, the Social Sciences, the Natural Sciences, and others—who study and teach both written and oral communication, including visual and digitally mediated communication.

CASDW members work to advance the study and teaching of writing in the belief that writing is central to democratic participation in society as well as to knowledge work in workplace, research, government, and public settings.

L'Association canadienne de rédactologie (ACR) est une association bilingue de chercheurs qui se vouent à l'avancement de l'étude et de l'enseignement de la rédaction générale et spécialisée en contextes divers : techniques, administratifs, universitaires, gouvernementaux, communautaires, parmi d'autres. Leur champ de recherche interdisciplinaire, la rédactologie, a pour objet d'étude l'ensemble des savoirs et savoir-faire que présuppose l'acte d'écrire efficacement des textes utilitaires.

Cette branche des sciences de l'information et de la communication s'intéresse à l'ensemble des connaissances et des processus que présuppose l'acte d'écrire efficacement des écrits professionnels. Viser l'efficacité communicationnelle à l'écrit suppose la maîtrise de connaissances et de techniques de communication complexes. L'application principale des recherches en rédactologie est l'enseignement de la rédaction professionnelle, technique et universitaire.

L'ACR, chapitre francophone, regroupe principalement des chercheurs et des professeurs provenant des sciences du langage, des sciences de l'information et de la communication, de la psychologie cognitive, de l'ergonomie textuelle, du design d'information et des praticiens du monde de la communication professionnelle.

Les membres de l'ACR travaillent ensemble à faire avancer l'étude et l'enseignement de la rédaction avec comme prémisses que savoir écrire est essentiel pour participer vraiment à la vie démocratique en société de même que pour assumer un rôle complet dans l'économie du savoir, tous domaines professionnels confondus.

## Membership Benefits/Avantages de l'adhésion

<p>CASDW is your vehicle to develop networking contacts with other scholars in the field of discourse and writing studies, and:</p> <ul style="list-style-type: none"><li>• explore possibilities for interdisciplinary and collaborative research;</li><li>• present your research in a highly collegial atmosphere at our annual conference;</li><li>• receive an automatic subscription to the <i>Canadian Journal for Studies in Discourse and Writing</i>;</li><li>• propose your work for publication in the <i>Canadian Journal for Studies in Discourse and Writing</i>.</li></ul> <p>As a CASDW member, you can tap into a rich network of academic and organizational resources worldwide and—when available—gain access to government travel grants used toward holding CASDW annual conferences, and information on other government funding and grant possibilities.</p> <p>To become a CASDW member, please go to: <a href="https://media6.magma.ca/www.leverus.com/cattw/">https://media6.magma.ca/www.leverus.com/cattw/</a></p> <p>Alternatively, please contact the Treasurer-Membership:</p>	<p>L'ACR vous donne la chance de tisser un réseau de contacts avec d'autres universitaires du domaine de l'enseignement et de la recherche en communication professionnelle et vous offre aussi :</p> <ul style="list-style-type: none"><li>• l'occasion d'explorer des avenues de recherches interdisciplinaires et des possibilités de collaboration;</li><li>• la possibilité de présenter une communication à notre congrès annuel;</li><li>• l'abonnement gratuit à <i>Rédactologie</i>;</li><li>• l'occasion de soumettre des articles à <i>Rédactologie</i>.</li></ul> <p>Votre statut d'adhérent vous permet donc de mettre à profit un riche réseau de ressources universitaires et organisationnelles planétaire. Vous avez également accès, lorsque disponibles, à des subventions de voyage du gouvernement utilisées pour tenir les congrès de l'ACR, ainsi qu'à de l'information concernant les autres possibilités de financement et de subvention du gouvernement.</p> <p>Pour devenir membre de l'ACR, visitez notre site: <a href="https://media6.magma.ca/www.leverus.com/cattw/">https://media6.magma.ca/www.leverus.com/cattw/</a></p> <p>Ou communiquez avec le trésorier, adhésion:</p>
---	--

W. Brock MacDonald  
Woodsworth College, University of Toronto  
119 St. George St.,  
Toronto, Ontario M5S 1A9

Tel/ Tél.: (416) 978-0246  
Fax/ Télécopieur: (416) 978-6111  
E-mail/ Courriel: wb.macdonald @ utoronto.ca