**The Consortium for Critical Reading, Writing, and Thinking**

**3rd Annual Conference**

Friday, October 23, 2015

New York, NY

**Dialogue and Collaboration Between and Across the Disciplines**

The centrality of dialogue in the acquisition of knowledge hardly needs emphasis. In higher education, dialogue allows for an open exchange of ideas among the various disciplines, such as literature, philosophy, business, fine arts, science, and technology. This year’s gathering of teacher-scholars will focus on the interdependence of the disciplines of the academy, with the understanding that no discipline is as an isolated entity. If dialogue is the means by which the perceived distances and differences of the academy are bridged, then the 2015 CCRWT conference aims to confirm the power of what the humanists called “*civile conversazione.*” In doing so, we create not only cross-disciplinary discourse but also real, practical partnerships that serve to benefit those individuals who need them most: our students.

Critical reading, writing, and thinking are the purview of all academic disciplines, yet too often we overlook the means by which these most fundamental constituents of education connect us as teachers and learners. How might we more faithfully embrace these connections in both our pedagogy and scholarship? How might the Criminal Justice professor invoke narrative and philosophy to effect real comprehension and retention of the key concepts of his field? How might the Math professor use structured writing assignments to help her students impose order on the thought processes required to solve complex mathematical problems? How might the professor of literature work with his STEM colleagues to better communicate the central ideas of his curriculum to the readers and writers of his classroom? Such questions are at the heart of what this year’s conference seeks to address.

The committee for the 3rd Annual CCRWT Conference invites proposals in the teaching and learning of critical reading, writing, and thinking as they relate to cross-disciplinary dialogue and collaboration. In composing your proposal, you should not only consider the specific challenges, successful practices, and methodologies inherent to your field(s); more than that, your proposal and potential presentation/workshop should address the ways in which interdisciplinary and cross-disciplinary engagement can enhance and influence our curricula and pedagogy.

Presentation topics may include (but are not limited to):

* Innovative and Progressive Pedagogy
* Unpacking the Literacies and Identities of Students Entering the Classroom
* Course/Curriculum Construction
* Grading and Assessment
* Issues Around Globalism Within Teaching and Learning
* Academic Integrity
* Fostering Improved Literacy and Critical Engagement in the Online Classroom
* Teaching to Multiple Literacies
* Understanding Student Demographics in Teaching and Learning
* Implementing Technology In and Out of the Classroom
* Experiences with/Critiques of WAC (Writing Across the Curriculum) Programs

**Format**

We welcome all presentation proposals but will give preference to those that foreground **interaction, collaboration, and critical dialogue with participants**. Consequently, a *limited* number of traditional formats, such as roundtable sessions, conference papers, and panel presentations will be included in the program.  If delivering a paper, you are encouraged to speak extemporaneously from notes—rather than read directly from a manuscript—to allow for maximum engagement with attendees.

**Concurrent sessions are to run 1 hour and 10 minutes each (with at least 15 minutes of a given session reserved for Q & A)**

**Submission Instructions**

Write an abstract (250-500 words) of the intent and scope of your presentation. Include a presentation title, your name, school, and email address atop your abstract. Provide a brief academic/scholarly bio below your abstract.  **Please note the intended format of your presentation, e.g. workshop, roundtable, panel, or individual paper**. An explanation of each format can be found below.  If submitting as a panel, please include the names and affiliations of all presenters, as well as the titles of their respective papers (if applicable).  Accepted individual paper submissions will be grouped according to topic or theme to form panels.

**Send your abstracts by June 30, 2015**, to the conference committee at [**ccrwt@berkeleycollege.edu**](mailto:ccrwt@berkeleycollege.edu)

**Interactive Workshop** (Preferred)

In a workshop, one or more facilitators lead a practical, hands-on presentation focused on a particular theme and learning outcome.  Attendees function as active participants.

**Roundtable**

In a roundtable, selected participants (usually experts in a given field) engage in a focused discussion on a specific theme with one or more facilitators guiding or moderating the dialogue.

**Pre-Arranged Panel**

A panel features multiple presenters addressing research on a specific topic or theme. Panels are typically comprised of three participants delivering individual papers; that said, those who have  submitted accepted panel abstracts may determine the structure of their session so long as they allow for at least 15 minutes of Q&A.

**Individual Paper**

Papers are articles or reports on current research delivered by individual presenters.

Accepted papers will be grouped by topic or theme to form panels of three presenters.  Paper presentations should run no longer than 15-18 minutes and allow sufficient time for Q&A.

**General Information**

Who: Faculty, Administrators, Graduate Students

Where: Berkeley College’s Manhattan Campus, 12 East 41st Street

When: Friday, October 23, 2015—9:30 AM to 4:35 PM

**Questions**

Please direct any and all queries to the conference committee at [**ccrwt@berkeleycollege.edu**](mailto:ccrwt@berkeleycollege.edu)