

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

## **6th Annual Conference October 19, 2018**

Berkeley College, New York, NY

### **Critical Reading, Writing, and Thinking Across the Curriculum: Defining “Critical” in the 21<sup>st</sup> Century**

The objective of our 2018 conference is an investigation of the term “critical” within the context of reading, writing, thinking, and instruction. We will contemplate the meaning and framing of “critical” as we move from the 20<sup>th</sup> century into the 21<sup>st</sup>, an era marked by an eroding valuation of authority, truncated content, and propagation of misinformation. We hope to address what critical thinking means, what it replaces or is replaced by, how we use the term, and how it encodes and is already encoded in our minds, practices, and pedagogies.

The process of critical thinking promotes active suspicion of authority. How should higher education uphold and stimulate the democratic ideology of critical thinking, engage in intellectual freedom, and also yet function as a gatekeeper against misinformation and irrationality?

We invite proposals for papers, presentations, and roundtable discussions on pedagogical approaches involving critical thinking in reference to politics, culture, sociology, philosophy, etc., and, in particular, proposals from disciplines beyond traditional liberal arts faculty, such as business and professional studies, health studies, library sciences, technology design, academic support services, and administration.

General topics include, but are not limited to:

- Innovative and Progressive Pedagogy for Critical Reading, Writing, and Thinking Skills (including group, interdisciplinary and/or cross-disciplinary methodologies)
- Critical Pedagogies:
  - Investigation and Evaluation of Canonical Resources
  - Assessing and Reconfiguring Pedagogical Modes and Standards
  - Reconsidering Authority in Texts, Resources, and Technologies
  - Diversifying the Accepted Standards in Higher Education
  - Critical Thinking as Acquisition and Application
- Globalism and Diversity
- Information Literacy in and age of “Fake News” and Ten-Second Sound Bites
- Unpacking Student Literacies and Identities
  
- Critical Thinking Using Traditional and/or Technological Approaches
- Alternative Learning Sites and Situations
- Grading and Assessment
- Online and Blended Learning
- Academic Integrity
- Course/Curriculum Construction for the Digital Age
- Digital Pedagogies and Resources

## 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 **July 1, 2018**, 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 41<sup>st</sup> Street
- When: Friday, October 19<sup>th</sup>, 2018

## Questions

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