



2018 CCCC ANNUAL CONVENTION

MARCH 14-17, 2018 · KANSAS CITY, MISSOURI

AW.01 Pedagogy and Playfulness: Exploring Games in the Composition Classroom

Sponsored by: The Council for Play and Game Studies

Level: All

Hashtags: Pedagogy (#Pedagogy), Technology (#Tech), Professional Technical Writing (#PTW)

Abstract: Participants will explore how theories of play- and game-based pedagogy can be integrated into the composition classroom.

Full Description:

Introduction and rationale:

Game-based learning continues to grow in popularity as instructors recognize the opportunities that games offer in the composition classroom, especially when designing a course that seeks to emphasize collaborative learning, writing as a process, and the importance of discovery and invention in composition. Since James Paul Gee's (2007) work on video games and literacy, writing instructors have integrated a wide range of game-based pedagogies, whether or not they considered themselves to be gamers outside of class. The purpose of this workshop is to explore the skills that game play can offer to students and to collaborate, designing customized activities to bring these ideas into the classroom.

Sociologist Roger Caillois (1958) separates play in terms of "simple and spontaneous" (paidia) and "rigid and rules-bound" (ludus), drawing on Johan Huizinga's (1938) exploration of play and its role across societies. Katie Salen and Eric Zimmerman (2003) use the concept of "meaningful play" to highlight activities that are purposeful in their intentions and outcomes, and link a design mindset to the actions of the player in a strong, pedagogical context. Mary Flanagan (2009) applies the term of "critical play" to ground the same approach of focused attention on the design of rules-based play and what actions players themselves can take to provide meaningful experiences that build on each other toward a scaffolded learning experience.

More recently, numerous studies point to the effectiveness of play and games across different classroom environments and contexts (Kangas, 2010; Eyman and Davis, 2016). However, many experiments in applying game-based learning to classrooms have resulted in the quick rise of gamification and the abuse of points and badges to drive engagement without a strong foundation of pedagogical practices or frameworks. As a result, many scholars have attempted to restore deeply engaging assignments and teaching strategies that utilize gameful thinking for meaningful experiences (Sheldon, 2011; Kapp, 2012; Chou, 2015).

This workshop seeks to apply these theoretical underpinnings through first demonstrating selected themes in games, guiding through model assignments, and then inviting participants to plan and consider ways of linking the interactivity of play and games to their own classrooms. This workshop



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builds on participants' knowledge of game-based learning strategies beyond the application of gamification and toward more engaging, student-centered assignments and course design. The goal is to arm participants with the means to use play- and game-based learning practices to improve their teaching and to create an environment that is centered on a student-led, carefully scaffolded learning process.

Outcomes:

After attending this workshop, participants will be able to:

- discuss how games help facilitate active learning;
- describe common game design themes and their possible applications in classrooms;
- connect game design principles to learning objectives;
- use elements of play to improve teaching strategies;
- experiment with game- and play-based learning and structuring for classroom assignments.

Schedule:

1. Introductions (30 minutes):

- Introduce facilitators (5 minutes)
- Review outcomes of workshop (5 minutes)
- Large-group game (Playing One Night: Ultimate Werewolf) (20 minutes)
- Brief intro to games: introduce main theories of game studies, the usefulness of playful thinking in composition/teaching in general (Caillois, Huizinga, Salen and Zimmerman, Sicart, Gee, etc.).

2. Themes (60 minutes; three 20-minute rotations):

- Failure: Play facilitates meaningful failures we quickly learn from, which is directly applicable to pedagogies of composition.
- Design: Prototyping as drafting, design thinking in creating assignments/projects
- Exploration: Games as space for discovery for both students and instructors

[Break: 5–10 minutes]

3. Assignments (40 minutes; two themes, 20 minutes per theme):

We have quite a few facilitators, so after our intro, break the group up with one facilitator at each table. Each facilitator can present participants with one assignment or strategy they have used in the past. That way, everyone gets to contribute in a significant way!

4. Playtest (30 minutes; two group rotations of 15 minutes):



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In groups, discuss the assignment ideas and application of the themes, providing feedback on how you might use the assignment. Suggest people share out using social media or contribute to a Google Drive (or other cloud storage) collection of materials.

5. Debrief (20 minutes):

Together, review the themes, materials generated, and strategies for using what was created in the classroom, for future courses, or as part of training.



AW.02 Languageing with Technology in Diverse Settings: Multilingual Writers and the Digital Age

Sponsored by: The CCCC Standing Group on Second Language Writing

Level: All

Hashtags: Pedagogy (#Pedagogy), Multilingual (#Multilingual), Technology (#Tech)

Abstract: This collaboration between SLW and OWI provides hands-on experience in using technologies in multilingual writing instruction and support.

Full Description:

The “factors of language, culture, international economics, and global perspectives” in teaching writing cannot be ignored, given the increasing internationalization of communication contexts (Rice & St. Amant, 2016). This, combined with the multilingual reality of our face-to-face, hybrid, and online writing classrooms (Jordan, 2012) and the assumption that the use of digital technology is desirable and expedient (Rodrigo & Romberger, 2017), suggests we should attend to the labors and uses of technology in working with diverse student writers. Our half-day workshop, a collaboration between the Second Language Writing (SLW) and Online Writing Instruction (OWI) standing groups, is intended to bring together writing teachers and tutors, administrators and coordinators, and graduate students at the intersection of linguistic diversity and technology-rich writing instruction and support.

During the workshop, we will consider together such questions as:

1. How can we build on best practices in OWI and SLW to design inclusive and effective approaches to teaching with technology in multilingual settings?
2. How might technologies transform laboring for and languageing between students and teachers, tutors, and administrators in multilingual environments?
3. How will increasing demand for hybrid and online classes impact multilingual students?

Our workshop will open with remarks from Susan Miller-Cochran, current Council of Writing Program Administrators president and leading scholar in instructional technology, L2 writing, labor practices in writing programs, and writing program administration. Miller-Cochran will address intersections of L2 writing and online writing instruction, focusing on strategies that teachers and WPAs can use to design more inclusive online learning spaces. Then, our roundtables will provide concrete strategies for working within and across culture and language differences in using technology in writing instruction and support. We will spend the final half-hour reflecting together to capture what we have collectively learned about supporting writing instruction in the multilingual, digital age.

Participants can also expect tangible takeaways from this workshop, including:



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1. Key principles for adapting writing assignments for hybrid learning environments
2. Sample lesson plans for adopting new technologies
3. Basic knowledge of some corpus-linguistics technologies, such as AntConc, COCA BYU, BAWE, MICUSP, etc.
4. Ideas for using technology to train writing center tutors to assist/support multilingual writers

Strategies for participants to increase their own technology literacy

Roundtables

1. Corpus-Linguistics Technology and Universal Design: Tailoring Teaching for Individuals

Corpus linguistics (CL) is a powerful approach which can be used by students, instructors, and researchers in examining second language writing practices. Presenters will demonstrate CL software and platforms and discuss CL's potential for improving students' self-efficacy and autonomy in revision, building pedagogical materials based on students' drafts, and classroom-based research. Participants will leave with basic knowledge of and handouts for adapting using concordance software (e. g., AntConc), platforms (e. g., COCA BYU, BAWE, MICUSP), and other visualization tools for pedagogical and research purposes.

2. Negotiating "Broken" Englishes at the Center: Using Technology to Support Tutors

Discussion will focus on how multilingual writing specialists at a writing center in a linguistically diverse university used an online corpus tool to train writing consultants without previous training in multilingual writing to address grammar and vocabulary concerns with multilingual students. Roundtable participants will brainstorm other possible ways to incorporate technology to develop training for writing tutors at their writing centers.

3. Building a Hybrid Online/Face-to-Face Writing Course for Multilingual Writers

Increasing demand for hybrid classes from both students and administration means a rising number of teachers will be placed into hybrid teaching environments. This roundtable discusses a few key principles of adapting classes to a hybrid format and reviews an example syllabus for a hybrid course specifically for multilingual students. Participants will have the opportunity to think through the technological and pedagogical aspects of adapting one of their existing writing assignments to a hybrid model.

4. Using Technology in Writing Instruction: Expanding Means of Languageing and Laboring



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This roundtable engages the concept of teacher's labor and will discuss ideas for incorporating technology to enhance writing feedback and peer review for L2 writers. The workshop leaders will introduce technologies they have used in their first-year composition and EAP classrooms: Google Docs and Screencast-O-Matic. Participants will take away lesson plans for how to incorporate these technologies into their classrooms, and a handout with a list of questions to consider when adopting these technologies.

5. Getting Started with Technology

Significant research shows including technology in L2 writing classrooms is beneficial for both students and teachers. This roundtable will highlight the interrelatedness of teaching and learning and discuss how the process of increasing teachers' technological literacy can enrich their interactions with second language writers. Working together we will discuss and add to a handout of preliminary ideas as well as situate these ideas within our respective contexts. Participants will develop strategies for increasing their own technological literacy while simultaneously enhancing their work with second language writers.

6. Screencasts and Genre Analysis: Digital Tools to Support WAC/WID

This roundtable explores the ways screencasts can be used to share knowledge about genres. Beyond being a useful course assignment, video discourse analyses are a potentially rich resource for students writing in the disciplines at both graduate and undergraduate levels. Participants will leave with ideas about how this tool could support multilingual writers at their institutions in various contexts.

7. Revisiting Principles of Online Writing Instruction with Multilingual Writers in Mind

A representative of the Online Writing Instruction Standing Group will discuss our work with multilingual writers in online courses as an issue of access that frames the CCCC Position Statement on OWI. For multilingual writers, though, access is shaped by language, culture, and sometimes socioeconomic issues. Roundtable participants will be asked to think about the ways that their institution and their classes facilitate and shut down access for online multilingual writers and what they can do to create more access.



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AW.03 TYCA Presents Let's Get Political: Transforming Students through Political and Social Engagement in the Composition Classroom

Sponsored by: The Two-Year College English Association (TYCA)

Level: All

Hashtags: Pedagogy (#Pedagogy), Rhetoric (#Rhetoric), Public, Civic, and Community Writing (#Community)

Abstract: This session will help participants envision new ways to engage students over social and political issues in the classroom.

Full Description:

The May 2017 edition of TYCA To You, published in *TETYC*, featured thoughts from faculty around the country centering on how we engage students over political issues in the classroom. Ranging from a completely hands-off approach to a full engagement in service-learning projects that benefit the community, faculty responses illustrate a need for more discussion about how to handle these issues while fulfilling our primary responsibility to teach written communication. How can we best engage with students over timely matters that ultimately concern all of us?

This half-day workshop will focus on strategies for engaging students over social and political issues in the classroom. The workshop will feature presentations, discussion, and hands-on work to help faculty implement new ideas in their own face-to-face, hybrid, and online courses. Presenters recommend that attendees bring a laptop and copies of common course outcomes and/or syllabi for workshop segments.

Outcomes

- Attendees will share stories about their experiences with engaging students over social and political issues in the classroom.
- Attendees will brainstorm about practices that would benefit their own students, departments, and institutions.
- Attendees will create an action plan involving practical strategies for engaging students over social and political issues in the classroom.

Workshop Overview:

The workshop will be structured in three pedagogy-focused segments, each of which will include discussion, short presentations of material, and small-group workshopping. The afternoon will begin with the political nature of composition and transition to a focus on working with political and social issues in online environments. The final segment of the workshop will look at how one program encourages writing around issues of social justice through both a topical writing course and a student writing conference.



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Workshop segments include the following three elements:

- Explore: Workshop participants engage in discussion and problem solving as a large or small group.
- Share: A presenter/facilitator will share a model program for engaging students over social and political issues in the classroom.
- Takeaway: Participants will workshop strategies and assignments they might use to engage students over social and political issues in the classroom.

Schedule:

1:30–1:45 p.m. Opening remarks and introductions

1:45–2:45 p.m. An Introduction to politics in the classroom

- Explore: Participants will discuss current practices, concerns, and fears surrounding political and social discussions that pop up in the composition classroom.
- Share: Speaker 1 will look at how instructors who are reluctant to engage over politics in the classroom can move from hands-off observer to active participant without shirking disciplinary and pedagogical responsibilities. The speaker will present a series of scaffolded assignments that both help students to think critically about social and political issues and help them to envision realistic action.
- Takeaway: Using the model provided by Speaker 1, participants will work together to develop a topical unit for a first- or second-level composition class that meets course outcomes and facilitates well-rounded discussion of a social or political issue.

2:45–3:30 p.m. Politics and online learning

- Share: Participants will discuss the inherent challenges and benefits of engaging in political discussions in an online classroom environment.
- Explore: Speaker 2 will discuss the challenges and benefits of engaging in social and political discussions in an online environment where the perceived veil of anonymity often encourages students to be more open about hot-button topics. The speaker will share examples from her own online courses which encourage students to engage with different social or political issues.
- Takeaway: Using examples from current media publications, participants will work together to brainstorm and draft at least one assignment to help their students engage both individually and collaboratively on the issue.

3:30–3:45 p.m. Break



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3:45–4:30 p.m. Writing and social justice: From conferences to classrooms

- **Share:** Participants will discuss the benefits and challenges of hosting a student-centered academic conference on writing and social justice.
- **Explore:** Speaker 3 will discuss the history and evolution of a student conference on writing and social justice hosted at her home institution. This conference was created as a platform for students to be able to present their ideas on a variety of social justice issues (e. g., racism and language, gender inequality, etc.), and a keynote speaker who is involved in the specific social justice theme is invited to present their experiences in working on that issue. The speaker will also discuss how the conference gave rise to an academic course on writing and social justice, where students examine how writing can activate a reader's moral imagination and can function as an act of social justice.
- **Takeaway:** Participants will work together to brainstorm and draft ideas for a pilot conference on writing and social justice which could be implemented at their own institutions.

4:45–5:00 p.m. Reflect, revise, connect

Participants and presenters/facilitators will come together to review and discuss the different assignments and action plans drafted during the workshop.



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AW.04 Dual Enrollment's Impact on Composition Studies

Level: All

Hashtags: Pedagogy (#Pedagogy), Writing Program Administration (#WPA), Public, Civic, and Community Writing (#Community)

Abstract: The workshop addresses how dual enrollment (DE) impacts composition studies, classroom pedagogy, students, and writing programs.

Full Description:

Overview:

The workshop will focus on multiple facets of how dual enrollment (DE) impacts composition studies classroom pedagogy, students, writing programs, and the field as a whole. The goal of the workshop is to engage multiple stakeholders who want to increase their participation and knowledge of DE's impact on composition instruction.

Currently, multiple elements drive the growth of DE programs; among these are new models of high school accountability, early high school accelerated interventions to reduce college remediation rates, and the establishment of clear pathways to college completion. Recent statistics indicate that 82% of high schools nationwide now offer college credit programs, as do 53% of all degree-granting institutions. In addition, over 1.4 million high school students in the United States enroll in some type of college-credit-bearing course yearly. The dynamic nature of DE and its impact on first-year composition (FYC) demands that CCCC members actively engage in research, conversations, and action in order to stay abreast of how DE is changing the composition landscape.

This workshop includes multiple presentations that serve as the foundation for building an understanding through and activities that engage participants with the purpose of building community and understanding regarding the challenges and benefits of dual enrollment instruction in the composition classroom.

This half-day workshop will include:

- discussion and clarification of the different names, types, and delivery modes for DE;
- an overview of DE's current and projected impact on FYC;
- participant input regarding the impact of DE composition instruction on students, faculty, and administration (at both the secondary and postsecondary levels);
- current research in the field of DE composition studies;
- the sharing of best practices and resources for DE instruction, teacher training, and administrative tasks;
- models of effective DE partnerships;
- opportunities for networking with others who are shaping and delivering DE instruction;



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- discussion of the field's role and responsibility in shaping DE policies and legislation.

Tentative Schedule:

1. Introductions and Overview (1:00–1:30 p.m.)

Outcome: Participants will have a common understanding of DE, its various names, types, and models of delivery across the United States to establish a common starting point as to eliminate confusion and misunderstanding during the rest of the workshop.

- a. Co-chairs welcome attendees and provide an overview of the workshop, as well as its theme, "DE's Impact on Composition Instruction." (5 minutes)
- b. Co-chairs lead participants in introductions. (10 minutes)
- c. Co-chairs provide a brief historical overview of DE (including clarification of name, types, and modes of delivery of DE). They also frame the workshop as a means for exploring the field's role and responsibility in DE composition work. (15 minutes)

2. Discussion and Activity—DE's Impact on Students (2:00–2:45 p.m.)

Outcome: Participants will have an opportunity to learn about DE's impact on writing students as well as methods for conducting research in this often overlooked area of study.

- a. Co-Chairs introduce Speaker 1 and provide an overview of the activity. (3 minutes)
- b. Speaker 1 presents their research on DE's impact on writing students. (12 minutes)
- c. Speaker 1 introduces small-group discussions that are based on questions regarding DE's impact on writing students. (20 minutes)
- d. Speaker 1 facilitates discussion based on small-group work. (10 minutes)

3. Panel Presentation and Discussion—DE's Impact on Instructors (3:00–3:45 p.m.)

Outcome: Participants will have the opportunity to learn about and share challenges and best practices in DE instruction.

- a. Co-chairs introduce the panel of speakers and provide an overview of the of the presentation. (5 minutes) Speaker 2, Speaker 3, and Speaker 4 are all DE instructors but serve in that capacity in the various spaces of DE instruction.
- b. Each panelist shares remarks, and workshop participants have the opportunity to ask questions and to dialogue with the panel. (25 minutes)



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c. Panelists lead the participant in small-group breakout sessions to brainstorm solutions to problems raised within the panel discussion. (10 minutes)

d. The small groups report out solutions to the large group. (5 minutes)

4. Activity—Impact on Writing Programs (3:45-4:15)

Outcome: Participants will brainstorm the ways their writing programs are impacted by DE and share solutions for overcoming the challenges DE presents to their programs.

a. Co-chairs introduce Speaker 5 and Speaker 6. (2 minutes)

b. Speaker 5 and Speaker 6 introduce brainstorming activity. (3 minutes)

c. Participants brainstorm ways DE impacts transfer credit, placement, sequencing of courses, assessment of writing, and instructor preparation by writing their ideas on newsprint/butcher paper stations that are placed around the room. (15 minutes)

d. Speaker 5 and Speaker 6 lead discussion based on the activity. (10 minutes)

Resource Sharing (4:15–4:45 p.m.)

Outcome: Participants will acquire practical resources and ideas for solving the unique DE composition challenges they face.

a. Co-chairs will introduce Speaker 7, Speaker 8, Speaker 9, and Speaker 10. (2 minutes)

b. Speakers lead a discussion on best practices and share inhouse best practices for DE composition instruction. (15 minutes)

c. Co-chairs show participants where to find resources online and share a list of resources by state. (13 minutes)

Wrap-up and Close (4:45–5:00 p.m.)

Outcome: Participants will set goals to impact the field or state legislation, and/or participate in DE composition instruction research.

a. Co-chairs share the CCCC Statement on Dual Enrollment and Composition and return to the notion of the field's role and responsibility in DE composition instruction. (5 minutes)

b. Co-chairs share a bibliography of DE composition instruction research, encourage future research. (5 minutes)

c. Co-chairs lead attendees in goal-setting and thank them for their participation. (5 minutes)



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AW.05 Research-Based Support for Graduate and Faculty Writers

Level: Graduate

Hashtags: Pedagogy (#Pedagogy), Language (#Language), Social Justice (#SocialJustice)

Abstract: Participants will develop evidence-based strategies for supporting graduate student and faculty writers with a focus on equity and justice.

Full Description:

BACKGROUND LITERATURE & FOCUS ON UNDERREPRESENTED VOICES

This half-day workshop offers participants an opportunity to develop evidence-based strategies, pedagogies, and research plans geared toward supporting graduate student and faculty writers. Although a great deal of scholarship in composition and communication addresses the development and experiences of undergraduate writers, less is known about how advanced graduate students and early career faculty across the disciplines develop as writers, how they negotiate writing identities, and what is needed to support their professionalization as communicators for their disciplines. While some work has begun to fill this gap (see Badenhorst & Guerin, 2016; Brooks-Gillies, Garcia, Kim, Manthey, & Smith, 2015; Consortium on Graduate Communication, n.d.; Geller & Eodice, 2013; Simpson, Caplan, Cox, & Phillips, 2016), systemic support for graduate and faculty writers is still absent from the majority of universities in the United States. On many campuses, efforts to support these writers are isolated and invisible (Caplan & Cox, 2016), and support measures for graduate and faculty writers do not always have a strong basis in research and assessment (Simpson, 2016).

Furthermore, issues of access and equity, which have been the focus of a great deal of writing research at the undergraduate level, have particular relevance for graduate student and faculty writers. We know that graduate students of color, graduate students with disabilities, and first-generation college students are statistically more likely to suffer from attrition and to take longer to complete their culminating writing projects (Council of Graduate Schools, 2011, 2015). Significantly, the struggles reported by underprivileged students parallel the oppression documented by women, faculty of color, queer faculty, and faculty with disabilities on the tenure track (Grollman, 2016; Gutierrez y Muhs, Niemann, González, & Harris, 2012; Inoue, 2015; Kerschbaum, et al, 2013; Madden & Eodice, 2016; "National Center for Faculty Development and Diversity," n.d.; Stapleton, 2015). Uncovering the barriers to access that attend writing pedagogies/practices for underrepresented scholars may index the ways in which campus cultures are exclusionary as well as what more universities can do to ensure that their environments are equitable, just, and inclusive.

LABORING/LANGUAGING

In this workshop, participants will engage in activities and discussions geared toward developing research-based strategies for supporting graduate and faculty writers with a focus on equity and justice.



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Our nine workshop facilitators occupy a range of institutional positions, including research faculty, administrators who run programming for graduate/faculty writers, WAC directors, writing center directors, and graduate students. Our workshop, likewise, offers a space in which stakeholders with a range of investments in graduate and faculty writing (e.g. individuals trying to get through writing challenges, people navigating tricky mentorship situations, graduate faculty members, practitioners who run programming for these groups, composition researchers, writing center directors) can come together to discuss the issues that impact graduate and faculty writers and to develop strategies for addressing those issues within their local contexts. Issues of equity and justice infuse all of these presentations; thus our workshop seeks to challenge the normative assumptions that often underpin programming and pedagogies designed for graduate and faculty writers.

INNOVATION & AUDIENCE TRANSFORMATION

This activity-driven workshop will include 6 short presentations of facilitators' research findings and two long breakout activity sessions followed by a whole-group synthesis activity.

Workshop structure:

[20 mins] Session A: Three 5-minute presentations. In Presentation 1, two speakers will discuss their findings from a research partnership that joins two studies, one of graduate and one of faculty writers, designed to investigate the developmental transitions that graduate/faculty writers experience in a lifespan trajectory. Presentation 2 will address critical mentorship as well as how decolonized mentorship approaches may address the needs of writers from underrepresented groups, some of whom may feel as if they are having to perform, learn new discourse(s), and navigate spaces that aren't always welcoming of their epistemologies. In Presentation 3, speakers will offer findings from their two studies; one of mindfulness practices on the writing negotiations and productivity of dissertation writers and one on doctoral students' and faculty members' practices of self-care.

[40 mins] Breakout A Tables: Audience participants will have the option of joining one of three breakout tables facilitated by Session A presenters. Breakout A tables offer activities focused on: (1) Designing research plans, instrumentation development, and developing assessments of graduate and faculty writers' needs; (2) Strategies for enacting critical/decolonized mentorship models and methods; or (3) Strategies for incorporating mindfulness and self-care strategies into support systems for graduate and faculty writers.

[10 min break]

[20 mins] Session B: Three 5-minute presentations: In Presentation 4, speaker will discuss strategies for enacting cross-campus partnerships in order to effectively leverage existing on-campus resources for supporting graduate and faculty writers. In Presentation 5, speaker will share findings from a study of doctoral writers working closely with a faculty mentor to produce a research article, as well as how



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those findings influenced the development of a graduate writing course delivered to first-semester students in an online MA program. In Presentation 6, speaker will provide formats and assessments for writing retreats designed for faculty, graduate students, and postdoctoral writers.

[40 mins] Breakout B Tables: Audience participants will have the option of joining one of three breakout tables facilitated by Session B presenters. Breakout B tables offer activities focused on: (1) Planning/establishing cross-campus collaborations to meet the needs of English-language learning graduate students; (2) Designing curriculum to support graduate students in carrying out collaborative research and writing projects; or (3) Strategies for enacting writing retreats/bootcamps for early career faculty focused on positive peer pressure and cultures of mutual support.

[10-min break]

[35 mins] Interactive synthesis activity. Participants will be guided by pairs of facilitators to identify key themes, questions, practices, and resources.

[5-min break]

[30 mins] Whole-group discussion. Facilitators will track discussion on a Google doc to be shared with participants at the workshop's close.

Participants will leave the workshop with the plans, pedagogies, and/or research materials generated throughout the day.



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AW.06 Fostering Undergraduate Research

Sponsored by: *Young Scholars in Writing* (YSW)

Level: All

Hashtags: Pedagogy (#Pedagogy), Rhetoric (#Rhetoric), Theory (#Theory)

Abstract: This workshop will highlight the work writing teachers do to help foster undergraduate scholarship.

Full Description:

For over a decade, *Young Scholars in Writing* has been working with undergraduate scholars and their professors. Almost every submission sent to *Young Scholars in Writing* has been the result of a classroom assignment. This workshop will highlight the work writing teachers do to help foster undergraduate scholarship. Members of the editorial board for YSW along with members of the CCCC Committee on Undergraduate Research will guide participants in designing assignments that lead students to the type of undergraduate scholarship found in the journal. Teachers who have successfully mentored students through the publication process will show examples of their assignment sheets and describe guidance that has led to creative, original, undergraduate research in writing studies.

While work worthy of publication in YSW may arise from in-class or extracurricular projects, this workshop focuses on classroom assignments that may result in publishable quality work. Assignments that evoke authentic research draw on essential tenets: effective mentoring, preliminary study and project planning, information gathering and analysis, and the feedback loop of peer review and revision, and dissemination of findings. This workshop on designing effective assignments, then, is an extension of the work of the CCCC Committee.

Schedule:

1:30 p.m. Introductions

1:45 p.m. What Is Undergraduate Research?

The 2017 CCCC Position Statement on Undergraduate Research (which the CCCC Committee on Undergraduate Research composed in part by drawing on more than a decade of student scholarship and research published in YSW) defines undergraduate research as “a widely recognized, high-impact education practice that offers student researchers and their mentors unique opportunities to engage in shared, discipline-based intellectual activity”

(<http://www.ncte.org/cccc/resources/positions/undergraduate-research>). Such research demands original inquiry on open questions, significant mentoring or apprenticeship, and dissemination of findings in some professional venue. This first section of the workshop will give examples of such research and help participants differentiate between research for students’ learning purposes only and



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research designed to progress the field's knowledge. Participants will bring existing assignments and resulting samples of student work, which the workshop group will review for a sense of how well they fit expectations for publishable undergrad research.

2:00 p.m. How to Write an Assignment Sheet (10-minute overview, 20-minute breakouts, 30-minute share-out)

Participants will next review some basics of assignment design before diving deeper into specific features of assignments that lend themselves to encouraging contributive, original inquiry from students. Particular challenges that participants will be set to design in response to include

- short timeframes created by quarter- and semester- calendars
- student misconceptions of research as transmission of known “information” to new audiences
- building student authority as knowers and speakers
- designing for adequate feedback loops and revision time

During this section of the workshop, participants will work in small groups with a facilitator to brainstorm approaches to one or more of these design challenges. The section will conclude with a share-out to the whole workshop group on each challenge.

3:00 p.m. Break

3:15 p.m. Situating Research (discussing how to help students focus research with a specific purpose relevant to the field, like post-process pedagogy, issues of language variety and social justice, feminist research perspectives, or LGBTQ voices; 10-minute overview, 30-minute activity)

One of the greatest challenges for newcomers to a field in producing knowledge is being able to sufficiently assimilate a sense of where the field currently stands on the issue they're researching to understand how to best situate their contribution. This need therefore becomes a significant factor in assignment design and teaching. In this section of the workshop, participants will consider a range of kinds of research demanding different degrees of background knowledge, and work on assignment designs that best accommodate the levels of background knowledge the course will assist students in attaining.

4:00 After the First Draft: Mentoring students as they revise and submit (10-minute overview with 20-minute activity)

Current and former editors of *Young Scholars in Writing* and the author of *Researching Writing: An Introduction to Research Method* form a roundtable to discuss with participants best practices for mentoring student work that is likely publishable beyond the class assignment. They will discuss helping students select publication (or presentation) venues, interpret submission guidelines, understand the values of a journal so as to shape their writing to best fit, and prepare a manuscript for submission.



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AW.06 Fostering Undergraduate Research

4:30 Parade of Assignment Concepts

Drawing from the preceding sections, participants will take a few minutes to compose their learning and thinking from the afternoon into a concept for an assignment that they can speak about with the workshop as a whole. Participants will be welcome to collaborate with one another on this stage. Not all participants will have time to present full-fledged concepts, but, based on enrollment in the workshop, we will modify our schedule to ensure that all participants have time to speak during this closing section.



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AW.07 Transformative Leadership Development for Community Writing and the Engaged College/University

Level: All

Hashtags: History (#History), Language (#Language), Public, Civic, and Community Writing (#Community)

Abstract: Participants will work with mentors in hands-on sessions on community writing and leadership strategies using a project they are working on.

Full Description:

The proposed workshop builds on the success of two prior CCCC workshops on leadership development and community writing mentorship. This workshop will help to grow the mentorship network of community writing practitioners inaugurated at the CCCC workshop in 2017 by building on the leadership workshop held at CCCC in 2016. Community writing is concerned with writing about, with, for, and by local and global communities. These innovations are helping to catalyze reforms of higher education that connect with local, national, and international communities by using writing for education, public dialogue, and social change. These reforms present faculty with transformative leadership opportunities and call upon them to reassess how they understand the leadership capacities of their community partners.

To meet this need, the proposed workshop will bring together leading scholars in the community writing movement and faculty who have built outreach and leadership programs with participants who are working on related projects. Participants will engage in a series of interactive sessions with experienced faculty facilitators to work on a selected project or program to help them develop their leadership capacity and leverage the on- and off-campus impact. The workshop is based on the assumption that the leadership challenge we face now is in whether institutions of higher education are capable of the profound change necessary to fulfill the promise of civic engagement. How can we support and mentor graduate students and faculty to become leaders who are able to engage with converging institutional trends to move beyond grassroots, tactical interventions in a fundamentally neoliberal system?

To address this questions, the workshop treats leadership not simply as a set of skills for advancing one's career but as an integrative framework for developing the collaborative capacities of programs and partnerships. Leadership is an epistemic approach for enabling collaborative decision-making and strategic innovations that advance in a recursive manner. Leadership skills within this frame include the self-reflections needed to foster deep learning, environmental scans and network mapping, and project and change management strategies. An overview of these skills as they unfold in an integrative framework will help participants reflect upon how to transfer their expertise in rhetoric and composition to their roles as leaders in campus and community-based programs.



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The proposed workshop provides participants with an opportunity to reflect upon their own leadership development and to work through hands-on activities to advance a program or project they are developing. The three sessions listed below build incrementally to engage participants in reflection needed to foster deep learning about one's own leadership, to develop network maps needed to foster collaborations, and to facilitate project management strategies in light of institutional and community structures. Table discussions will be led by senior and junior faculty mentors who have developed programs and served in interdisciplinary leadership roles inside or outside of their institution. Our diverse group of mentor-facilitators draw on their research in rhetoric and experience with advancing community projects to help participants with project design, research, and questions related to job and tenure strategies, program building, and institutional leadership.

Session 1: Leading from the Inside Out helps participants to assess their leadership strengths and aspirations using relational thinking as a model for reflective leadership. Participants will contrast how they think about themselves with how they are perceived by others to reflect upon their relational skills.

Session 2: Building Coalitions to Advance Change explores network analysis to identify resources and collaborators to build coalitions. Participants work individually to map their networks, frame their priorities, and harness the power of change by aligning their projects and programs with institutional and social needs.

Session 3: Community Organizing to Build Leadership Capacity examines how to advance community partnerships and institutional change without presuming that leadership or community represents the same thing to all collaborators. Overviews an ethnographic perspective on community development to contribute to the institutional transformations identified with civic engagement. Participants will weigh this methodology with table facilitators and propose revisions to this model of community organizing.

Each session will open with a brief overview to frame the session's goals and provide the table leaders and participants with an interactive prompt. Table facilitators will use the prompts to lead table discussions and to workshop projects. Each participant will have the opportunity to share their leadership of a community writing project or goals and to receive feedback. While the facilitators offer mentorship, others at the table may function as both mentor and mentee, based on experience. At the end of each session, facilitator and participants reflect on the activities and discuss takeaways.

Participants may choose to switch tables or remain at the same table throughout. We invite participants at any level of experience with community-based writing: those with early ideas and emerging projects, or those with established long-term projects. Prior workshops have enabled graduate students and early career faculty to be mentored by senior faculty, and senior faculty to reflect upon the lessons in leadership that their careers have provided.



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AW.08 Universal Design–Driven Pedagogy for Online Professional Writing Courses

Level: 4-year

Hashtags: Pedagogy (#Pedagogy), Technology (#Tech), Professional Technical Writing (#PTW)

Abstract: This workshop invites participants to redesign online Professional Writing assignments using practices grounded in Universal Design.

Full Description:

As the intersections of disability studies and online professional writing courses continue to emerge, scholars in both fields examine the limitations of traditional online teaching methods. An analysis of recent CCCC sessions on disability studies and Universal Design (UD)—in addition to the growing scholarship on relationships between OWI and disability studies—indicates continued interest and need for further research.

This year’s workshop advances the conversation on UD, which is defined in the Disability Act 2005 as:

The design and composition of an environment so that it may be accessed, understood and used

- i. to the greatest possible extent
- ii. in the most independent and natural manner possible
- iii. in the widest possible range of situations

Specifically, we will focus on the online teaching environment, where writing instruction standards remain a critical area of investigation. This year’s workshop aligns itself with the CCCC Position Statement of Principles and Example Practices for Online Writing Instruction (OWI) adopted by the CCCC Committee in 2013—a clear call for further investigation of online teaching as the trend toward digital learning environments continues to grow. Through this workshop, participants will practice OWI Principle 1, which states that “Online writing instruction should be universally inclusive and accessible.” In the rationale for this principle, the Committee affirms that “the needs of learners with physical disabilities, learning disabilities, multilingual backgrounds, and learning challenges related to socioeconomic issues . . . must be addressed in an OWI environment to the maximum degree possible for the given institutional setting.” Such attention to both inclusivity and accessibility is synonymous with UD approaches to course design, which Jay Dolmage describes as the requirement to plan in advance for “all people, to the greatest extent possible, without the need for adaptation or specialized design.”

Building on the OWI Principles, in addition to other standards such as the Quality Matters Higher Education Rubric, a variety of online course design concerns are necessarily implicated in the UD attempt to provide inclusivity and accessibility. These concerns include basic pedagogical issues such as



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student-to-student engagement, instructor-to-student engagement, and assessment. Such social-constructivist approaches to online learning acknowledge the necessity to establish and maintain meaningful connections with students, and among students, regardless of being outside a traditional classroom.

How exactly to best facilitate these connections remains a topic of debate and exploration. Foundational Practices of Online Writing Instruction, which was written by many of the individuals involved in developing the CCCC OWI Principles, and which explores the principles in more detail and provides examples, is a good starting place. Yet, when we focus our attention to professional writing courses specifically, most resources fall short of providing and examining materials, activities, and assignments that build and maintain these critical connections with students. In online professional writing courses, where audience accommodation, professional ethics, and usability are key components of what we are teaching, we should be concerned with how we accommodate our students, how we acknowledge and instill an ethical framework, and how we ensure usability of our course spaces. Thus, as online writing instruction continues to evolve, and our understanding of the mental, emotional, and physical labor of our students continues to expand, online professional writing instructors are left to the basic tasks of clearly identifying what we are asking students to do, how we are asking them to do it, and what resources we are providing to ensure their success. A UD framework provides a useful lens for examining these goals.

Rhetoric scholars such as Jay Dolmage, Brenda Brueggemann, Cynthia Lewiecki-Wilson, Anne Meyer, and David H. Rose have all advocated for the principles of Universal Design. In his article, “Mapping Composition: Inviting Disability in the Front Door,” Jay Dolmage suggests that “Universal Design is not a tailoring of the environment to marginal groups; it is a form of hope, a manner of trying” (Dolmage). But for professional writing instructors, that particular kind of labor of hope can feel out of reach, especially when trying to move to an online teaching environment. Misconceptions about the skills required to try Universal Design often contribute to its abrupt dismissal. Jay Dolmage acknowledges legitimate concerns about the adoption of Universal Design, but insists that “UD does offer a way to move, theoretically, that has everything to do with the universal—not as a means of homogenization but as a way to complicate divisive notions of difference with new models of cooperation” (Dolmage). Drawing from his vision for a new model of cooperation, this workshop will help participants critically examine their online professional writing courses and identify accessible and simplified places to start implementing principles of UD.

Format: The workshop will begin with facilitators and participants introducing themselves and describing their background in online writing instruction, in addition to experience in accessibility and disability studies. The facilitators will then provide an overview of several of the most important pedagogical concerns in online writing classrooms and beyond, especially in professional writing



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courses, as informed by the OWI Principles and the Quality Matters Higher Education rubric. The rest of the session will be broken into three roundtables where participants will be given examples of activities and other materials related to the major pedagogical concerns discussed. Participants will workshop the examples, determine ways of improving according to UD principles, and then present to the group. The session will end with an open discussion about potential pedagogical and other concerns not covered during the three roundtable discussions.

1:30–2:00 Introductions

2:00-2:45 Major pedagogical concerns

2:45-3:15 Roundtable #1

3:15-3:30 Break

3:30-4:00 Roundtable #2

4:00-4:30 Roundtable #3

4:30-5:00 Discussion



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AW.9 So, You Want to Develop a Service-Learning Project? A Workshop for Interdisciplinary, Community-Based Learning Experiences

Level: All

Hashtags: Pedagogy (#Pedagogy), Public, Civic, and Community Writing (#Community), WAC/WID (#WACWID)

Abstract: Participants will brainstorm, negotiate best practices, and share resources for developing a service-learning project.

Full Description:

Our workshop considers an unorthodox approach to writing classrooms by focusing on interdisciplinary and service-learning opportunities directly connected to the students' future goals. Our students' lives and learning are intersectional, and, in order to best serve our students, our pedagogy should be as well. We will ask audience members to collaborate and reflect on how they can best meet the needs of their students through a more engaged classroom experience, with hands-on learning and real-world stakes. Through this experience, participants will brainstorm how their classrooms can embrace student-centered service-learning and be more prepared for the pitfalls and challenges of such learning projects from their own and from their students' perspectives. This workshop will encourage educators at all levels to recognize the importance of having a voice to speak to the world; the importance of understanding diversity within the community; the dynamic nature of the writing process; and the importance of recognizing our students' goals in the classroom.

Too often, our composition classrooms become spaces of labor completely divorced from our students' labors within their majors and their understanding of the necessary labor required to meet their career goals. In her 2010 CCCC Chair's address, Marilyn Valentino stated, "Teaching in the twenty-first century requires us . . . to be more strategic course designers, smarter interpreters and negotiators, and more attentive listeners. . . . And while at times we may feel we have little control over social and economic pressures on our institutions, we nevertheless do have the power to influence the contexts of learning within our own communities of learners." Just as Valentino encourages twenty-first-century teachers to recognize the contexts of learning, we argue that through creating real-world learning experiences, a general education classroom can, and should, create spaces of labor most useful to students' future careers and learning experiences.

Our workshop draws upon E. Shelley Reid's arguments in the article "Teaching Writing Teachers Writing: Difficulty, Exploration, and Critical Reflection" (2009) in that we seek to transform educators' ideas about the classroom, to focus on "experiences that allow students to experience productive, guided difficulty in writing—and thus to become true learners in the field. Working through these difficulties within a supportive environment will increase teachers' empathy with students; their felt sense that



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process -based, student-centered teaching is effective” (p. W198). This workshop will allow participants to work towards developing these student-centered experiences.

At NCTE’s Whole Language Umbrella Conference in 2016, the presentation “Writer’s Workshop as a Rhizomatic Space: Supporting Fluid Identities and Culturally Responsive Practices” inspired the facilitators of this workshop to develop their own service-learning project. Through developing a service-learning composition course aimed at education majors, we envisioned a course where students can see the importance of writing firsthand, not only for themselves, but for their future students. Through a service-learning project with a local area elementary schools, preservice education majors discovered how the labors of composing play a central role in their future students’ lives.

Workshop participants will identify a community issue that best serves the objectives of their classrooms. Then, they will brainstorm and negotiate best practices on how to best implement a service-learning project that ties the classroom’s activities to real-world stakes within the community. Particular attention will be given to how to engage students with diverse experiences and across disciplinary boundaries in order to demonstrate that it is necessary for our students to embrace challenge, conflict, diversity, and disciplinary interests outside of their majors in order to be more prepared for post-college goals.

Schedule:

Introduction (40 minutes): Facilitators will describe the service-learning experience we developed for FYC/Education major students and a local elementary school’s 3rd-grade students.

Brainstorm (15 minutes): Participants will brainstorm a possible service-learning project related to their own classrooms.

Collaboration (75 minutes): Using the brainstorming portion of the workshop as a starting point, participants will break into small groups to collaborate on specific areas of concern and create an actionable item (service-learning project idea, proposal, unit) to take to their schools and put into practice.

Possible focus questions for the Collaboration session:

- What kinds of student-centered learning experiences currently exist at your institution?
- How can you develop/adapt existing programs?
- What new experiences/programs are you interested in facilitating? Why?
- What kind of student-centered experiences are you interested in developing?
- What communities might be served by or align with your course objectives? How can you facilitate a dialogue between those communities and your classrooms?



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- How can these kinds of experiences be transformative for students? A college community? A local community?

Group sharing (40 minutes): Ask the small groups to discuss their actionable item with the larger group. Then, participants will contribute their ideas to a shared space (e. g., whiteboard) and will be given Google Drive access for shared resources and information.

Q&A/Discussion (30 minutes): Participants can now share out to the whole group their small-group collaboration work and ask any questions of the facilitators. This part will allow time for whole-group discussion of the questions, issues, and challenges raised in the collaboration process.

Concerns and Cautions (30 minutes): Facilitators discuss setbacks, issues, and problems that may arise and help brainstorm solutions and resources.

Through this workshop, participants will leave with reflections on how to best approach a student-focused, service-learning project, which will include an actionable item for development and access to shared resources. Participants will gain ideas and resources for how to best challenge students to embrace writing as a community-driven, labor-intensive skill.

References:

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Valentino, M. (2010). Rethinking the fourth C: Call to action. *College Composition and Communication*, 62(2), 364-378. Retrieved from <http://search.proquest.com.cyrano.ucmo.edu:2048/docview/811094290?pq-origsite=summon>



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AW.10 Handcrafted Rhetorics: DIY and the Public Power of Made Things

Level: All

Hashtags: Rhetoric (#Rhetoric), Technology (#Tech), Public, Civic, and Community Writing (#Community)

Abstract: Visit a KC makerspace—take a class with local makers—consider how makerspaces help us rethink activist and pedagogical practices.

Please note that this is an offsite workshop.

Full Description:

Over the last six years, scholars and practitioners in our field alike have turned to histories and theories of craft, making, multimodal rhetoric, and (post)process-oriented pedagogies to consider the ways that 21st-century composers create/make/labor under particular conditions and with/in particular environments (Farmer, 2013; Prins, 2012; Palmeri, 2012; Sheridan, Ridolfo, and Michel, 2012; Shipka, 2011; Brown and Rivers, 2013). While makerspaces have been around for a while, they have just begun to be explored in the literature of composition studies. In these open, community-based production facilities, members not only share machines, rooms, and materials, but also work under an ethos of distributed knowledge and cooperatively taught skills. Such DIY spaces are now commonplace in many US cities, including Kansas City. Having run locally attuned workshops at CCCC in 2015 (Tampa) and 2017 (Portland), for 2018, Handcrafted Rhetorics (handcraftedrhetorics.org) proposes to host attendees at one such location in KC: Hammerspace Community Workshop (hammerspacehobby.com).

As with previous iterations, this year's workshop asks organizers and participants to collaborate on extending the definition of writing to include critical making (Ratto & Boler 2014), in which the production and circulation of material things—circuits, coins, posters & more—challenge what counts as legitimate knowledge production in the 21st century. Within this framework, DIY movements cultivate direct, embodied community engagement through their emphasis on noncommercial, nonhierarchical material production based on “an aesthetic of necessity” (Lowndes 2016). Although our workshops have worked with local publics to understand their issues and platforms, what separates our 2018 workshop from previous years is that we propose to enter a space where communities labor—and often fail—together, all in the pursuit of community-based learning. In preparation for this workshop, we have spoken with the Hammerspace proprietor, Dave Dalton, who has helped us sketch the following preliminary schedule:

1:30 p.m. Meet at Hammerspace; tour the facilities with Dalton and see demos of print-, wood-, and metal-based machines as well as examples of the kinds of things makers compose.

2:15 p.m. Participants can take a short class at the makerspace. Given the timeframe and range of experience, Dalton has suggested the following (though there may be others added depending on the number of registrants):



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(1) Learn To Solder—This electronics class would show participants how to etch, wire, and tinker with a battery-powered circuit board that reacts to other circuits, such as a Drawdio (see <https://www.meetup.com/Hammerspace-Community-Workshop-and-Makerspace/events/229746729/>).

(2) Pewter-Cast Coins—This metals class that would ask participants to make their own coins or currency using sand or MDF materials (see <https://www.meetup.com/Hammerspace-Community-Workshop-and-Makerspace/events/231022490/>).

(3) Print Huge Images on Canvas—This would allow participants to choose an image and print it on a large stretched canvas (see <https://www.meetup.com/Hammerspace-Community-Workshop-and-Makerspace/events/238707875/>).

3:45 p.m. Break

4–5:00 p.m. Discussion: Makerspaces, publics, and the future of composition

Key questions for this roundtable:

- How can we—as teachers, students, citizens—use makerspaces to create compositions with public impact?
- How did your experiences today enhance—as well as challenge—your composition pedagogy? To what extent can/should we model makerspaces in our classrooms, and what are the advantages of doing so?
- How can we build ethical partnerships between our composition classes/programs and local makerspaces?
- How might we incorporate the tools we've gained at the makerspace today into our teaching of composition?

Our goals for this workshop include:

- promoting DIY as a powerful and relevant mode of production for local publics like Kansas City;
- developing a faithfully complicated understanding of the affordances and limits of the rhetorical work of DIY culture generally and makerspaces specifically; and
- documenting possibilities for convergence between the pedagogies of maker culture and composition.



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AW.11 Languageing for Love: Building a Community of Compassionate Composers

Sponsored by: The Language Policy Committee

Level: All

Hashtags: , Pedagogy (#Pedagogy), Language (#Language), Public, Civic, and Community Writing (#Community)

Abstract: The workshop enacts languageing and laboring to disrupt blindspots to transform ourselves and our classrooms.

Full Description:

Languageing for Love: Building a Community of Compassionate Composers

“Without an ethic of love shaping the direction of our political vision and our radical aspirations, we are often seduced, in one way or the other, into continued allegiance to systems of domination—imperialism, sexism, racism, classism. . . . Fundamentally, if we are only committed to an improvement in that politic of domination that we feel leads directly to our individual exploitation or oppression, we not only remain attached to the status quo but act in complicity with it, nurturing and maintaining those very systems of domination. Until we are all able to accept the interlocking, interdependent nature of systems of domination and recognize specific ways each system is maintained, we will continue to act in ways that undermine our individual quest for freedom and collective liberation struggle.”

(bell hooks, “Love as the Practice of Freedom”)

“What if the point wasn’t the article to be published but engaging in articling, or syllabusing, or lessoning, or reading, or writing—in short, what if the point was the languageing? And what if that languageing could be labored at in compassionate ways that brought us together while engaging with our differences, be they racial, ethnic, linguistic, bodily, ideological, or something else?” (Asao Inoue, “Languageing, Laboring and Transforming,” Call for Program Proposals)

“Can we view the ‘broken’ Englishes of multilingual students as transformative labor that challenges us to break our own assumptions about language and writing? How can our languageing and laboring transform the public’s view towards English?” (Eunjeong Lee, cited in Asao Inoue’s Call for Program Proposals)

Using the above frames, the 2018 Language Policy Committee will enact a workshop that focuses upon languageing to undermine our blind spots to individual and collective liberation of every participant by revolutionizing this very session. We will language through dialoguing, writing, and revising to compose ourselves and weave our words together into a community of compassionate instructors laboring to transform our classrooms into spaces of liberation.



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Workshop Part I: The first part of the workshop will initiate a series of dialogues of compassionate languageing. This segment consists of brief viewings of three targeted video clips that highlight complex issues of oppression and social inequality. At the end of each clip, participants will be asked to develop an individual written response to a set of focus questions: Identify an oppressive policy or act presented in the video clip. Do I agree with the policy/act? Do I comply with this policy/act? What is my blindspot? How can I liberate myself and another? At the end of the writing period, participants will read their response aloud to table group members. Each table will engage in languageing, dialoguing, and laboring for love with each writer/speaker, by offering collective revision suggestions on how to act and compose themselves and their writing for love.

Video Clip #1 (<https://youtu.be/cn76lv-2n7g>): “Dakota Means Friend” from *The Last Word with Lawrence O’Donnell*; 5 mins. Focus on Native Indigenous Peoples, their interpolation by Europeans and their continuous obliteration and our indoctrination into settler colonialism.

Writing/Dialogue/Feedback

Video Clip #2 (<https://youtu.be/oCTy2TRIJZc>): Multilingual Education (MLE) for Social Justice: From Coercive to Collaborative Relations of Power—Jim Cummins; 11 mins.

Writing/Dialogue

Video Clip #3 (<https://youtu.be/kwD3ZD0mN>): To America's Infant Mortality Crisis—Fault Lines—Al Jazeera; 12 mins. (edited to capture most salient points, namely the difference between the intersectional oppression issues and conservative political actions voting against support for poor mothers of color)

Writing/Dialogue/Feedback

Part II: The second part of the workshop provides the opportunity for all participants to write a collaborative piece that incorporates and extends the compassionate composing ideas begun in the first half of the workshop. Participants will include specific examples of laboring for love that emerged in their initial responses to questions. Significant themes will be gleaned, highlighting specific acts of love and social justice that can be incorporated into writing pedagogies. The focus of this collaborative writing is to share specific strategies for teaching transformative writing that we can all use in our classrooms and that will continuously challenge us to uncover and disrupt our blindspots. Through this activity we will build community and recovery of a deeper awareness of ourselves as interconnected.

Conclusion: The workshop will conclude with a wrap-up session and participants will add our collective writing in a Google document, which we will continue to work through after the conference. We will publish on the LPC Facebook page and continue working to polish and publish as part of our developing



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book manuscript, which will include teaching resources/literature/examples of languaging for love in our classrooms and communities.

Schedule

1:30–1:40 p.m. Intros, overview, break into small groups; LPC members in each group

1:45 p.m. Clip #1

1:45–2:15 p.m. Writing/dialogue/feedback

2:15–2:26 p.m. Clip #2

2:26–2:56 p.m. Writing/dialogue/feedback

3:00–3:15 p.m. Break

3:15–3:27 p.m. Clip #3

3:27–3:57 p.m. Writing/dialogue/feedback

4:00–4:45 p.m. Collective composing in Google doc

4:45–5:00 p.m. Wrap-up



AW.12 Discourse, Sociolinguistics, and Code-Meshing

Level: 4-year

Hashtags: Pedagogy (#Pedagogy), Language (#Language), Multilingual (#Multilingual)

Abstract: Celebrating the value and harnessing the power of language diversity in writing classes: real-world strategies and solutions.

Full Description:

This workshop offers three mutually complementary tools—sociolinguistics, discourse analysis, and code-meshing—to address language diversity in college composition courses. Each of these tools will be introduced by a short, focused presentation, followed by an array of hands-on activities with built-in discussion and reflection times. Through presentations and activities, participants will experience language as a means to reflect on and effectively convey one’s meaning and personal identity within academic discourse communities. Participants will come away with renewed appreciation for the value of language in all its forms and with strategies for inviting language diversity into the classroom.

PART I: A Sociolinguistic Focus in a Developmental Writing Course (45 mins = 20 mins/P + 25 mins/ACT)

Speakers 1 and 2 will report on using language as the central focus in a developmental writing course for Educational Opportunity Program students at the University at Albany. The course functions as an enrichment course taken prior to the first-year writing course. Topics include speech communities, dialects, bilingualism, Black English, language and culture, and the nature of language. We take approaches that enable instructors to see and understand how language is actually used—not just what is supposed to be used. Our students, most of them from nonmainstream language communities, benefit greatly from the exploration and celebration of language in all its forms, including a flexible and dynamic standard English experienced through hands-on student use of the Corpus of Contemporary American English. We will offer advice for anyone hoping to replicate the course or aspects of the course within their campus communities. In smaller groups, participants will share similar practices in their classes and discuss ways in which this curriculum might fit their own contexts.

PART II: Discourse Analysis for Writing Pedagogy and Research (75 mins = 25 mins/P + 50 mins/ACT)

Speaker 3 will discuss dialects and dialect transfer. Like second language students who transfer features from their first language into their second one, first-year composition students may also transfer features from their home or regional dialect into their college writing (Scott 1993; Adger, Wolfram, & Christian, 2007). For this section of the workshop, a brief background on dialect transfer will be presented. Then, using data from my students’ writing, workshop participants will learn how to identify dialect features, discuss strategies for addressing dialect transfer, and design some dialect-based in-class activities.



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AW.12 Discourse, Sociolinguistics, and Code-Meshing

Speaker 4 will focus on using discourse analysis for composition studies research. Specifically, she'll show how to create and code transcripts of spoken interactions, specifically writing conferences. She will illustrate how to do both critical discourse analysis, i.e., power dynamics (Fairclough, 1989), and conversation analysis (Gilewicz & Thonus, 2003) using writing conference transcripts. Attendees will practice segmenting and coding passages with her data or attendees' own data.

PART III: Join the Convo: Code-Meshing in the First-Year Writing Classroom (60 mins = 15 mins/P + 45 mins/ACT)

Speakers 5, 6, 7, and 8 will focus on how to incorporate code-meshing (e.g., Horner, Lu, & Matsuda, 2010; Smitherman and Villanueva, 2003; Young, Barrett, Young-Rivera, & Lovejoy, 2014) into FY writing pedagogy. Through hands-on activities, participants will consider real-world examples—ranging from literary texts to multimodal and performing texts to research articles—and examine the rhetorical effects of the mixing of global languages, local varieties, registers, and genre conventions in these examples. In addition, drawing on work in interpersonal metadiscourse (e.g., Hyland & Tse, 2004) and parentheticals (Palacas, 1989), Speaker 5 will identify several patterns of language use that are rich sites for code-meshing. This activity will allow participants to move from seeing systematic uses of code-meshing in texts to using these same systematic approaches in their own writing. Thus, participants will experience an activity that they can bring into their classrooms. In this way, code-meshing is explored as a composing skill: one not only practiced widely by the professionals, but learnable and available to all writers—minority, international, and “standard” English-speaking writers. Assignment prompts and sample student works will be shared as well as a webpage serving as a hub of information and resources for teaching code-meshing.

Schedule (1:30–5:00 p.m.)

- 1:30 p.m. Introduction (5 mins)
- 1:35 p.m. PART 1: A Sociolinguistic Focus in a Developmental Writing Course (20 mins)
- 1:55 p.m. Activity: "How do you explore language diversity in your writing classrooms?" (20 mins)
- 2:15 p.m. Reflection (5 mins)
- 2:20 p.m. Break #1 (5 mins)
- 2:25 p.m. PART 2: Discourse Analysis for Writing Pedagogy and Research (25 mins)
- 2:50 p.m. Activity A: "Ungrammatical or dialect transfer?" (20 mins)
- 3:10 p.m. Reflection (5 mins)
- 3:15 p.m. Activity B: "Coding conversation" (20 mins)
- 3:35 p.m. Reflection (5 mins)
- 3:40 p.m. Break #2 (10 mins)
- 3:50 p.m. PART 3: Join the Convo: Code-Meshing in the First-Year Writing Classroom (15 mins)



AW.12 Discourse, Sociolinguistics, and Code-Meshing

4:05 p.m. Activity A: “A generative code-meshing exercise” (20 mins)

4:25 p.m. Reflection (5 mins)

4:30 p.m. Activities B around code-meshing; concurrent (15 mins)

1. Designing an in-class activity
2. Designing a formal assignment
3. Creating a structured in-class discussion

4:45 p.m. Reflection (5 mins)

4:50 p.m. Conclusion

References

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AW.13 Planning for Social Justice Work in Home Institutions

Sponsored by: The Social Justice and Activism at Cs (SJAC) Task Force

Level: All

Full Description:

This workshop will build upon workshop #1 (MW.14) with a focus on planning for social justice work in the participants' home institutions at the curricular, programmatic, institutional, civic, research, and/or classroom level. (It is not a requirement that participants in this workshop have also attended MW.14, however.) The specific goal of this session will be to share ideas, brainstorm approaches for implementing social justice work in local contexts, and help participants plan specific strategies that they can enact on their home campuses once they leave the conference. In this session, participants will meet in small working groups (4–5 people) to discuss their individual contexts and plans for social justice work at their home institutions. These breakout groups will meet for an hour, and participants will then move to a new table with a new group of people, to share and further develop their plans.