



# 2018 CCCC ANNUAL CONVENTION

MARCH 14-17, 2018 · KANSAS CITY, MISSOURI

## W.01 Reconsidering Graduate Education and Teacher Training in Basic Writing Contexts

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**Sponsored by:** The Council on Basic Writing

**Level:** All

**Hashtags:** Basic Writing (#BW), Pedagogy (#Pedagogy), Writing Program Administration (#WPA)

**Abstract:** This workshop will focus on issues and strategies for graduate education and faculty development in Basic Writing.

### **Full Description:**

Based on member feedback from the 2017 CCCC Convention, the 2018 Council on Basic Writing workshop will focus on issues related to graduate education and teacher training for Basic Writing. As Gleason's (2006) study reveals, there are relatively few graduate courses devoted exclusively to Basic Writing offered across the nation, and this has continued to be a regularly raised topic on the CBW list-serv. To address this concern, this year's workshop will focus on developing concrete strategies that can be applied to graduate courses on BW and/or faculty development workshops offered in local contexts.

"Graduate Education for BW Instructors: A Course Model"

The keynote speaker, who has been teaching a graduate course in teaching BW for over twenty-five years, will describe her latest iteration of the course, an online course with four weekend workshops. This delivery system, designed for distance learners and busy adult learners, targets both graduate students in an MA program and current BW instructors who may have previously lacked access to such a course. A key feature of the class is professional mentoring through participation in the Council on Basic Writing (CBW) discussion list, authoring of Composition Frequently Asked Questions (CompFAQs) wiki material on BW, which serves as a kind of intermediary "publication," and encouragement to present at conferences and submit manuscripts.

Immediately after the keynote, participants will work together to consider similarities and differences between an audience of graduate students and of current instructors, the areas in which they share needs, and where they may also have distinctly different concerns. Finally, workshop participants will reflect on how instruction or faculty development can best be delivered to preservice teachers and to current instructors, both of whom are emerging professionals.

"Respect for Students = Advocacy: Revisiting a Social Justice Policy for BW"

Building from the keynote discussion, the next presenter will offer examples of teacher-based advocacy for students in BW, grounded in principles of horizontal organization and leaderless movement. Workshop participants will then be [presented with an opportunity to engage in teacher-based advocacy through revisiting CBW's 2008 Social Justice Initiative for Basic Writing (published in BWe, CBW's online



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open access journal; a link will be distributed to workshop participants in advance). This initiative was created in the months before the Great Recession of 2008, and the social movements that followed for economic and climate justice, Black lives, indigenous, immigrant, and refugee rights, and the alt-right, movements that intersect with the lives and concerns of many students. This workshop suggests that respect for students can mean not only listening to students' concerns, but also advocating for those concerns inside and outside the classroom.

### "Faculty Development and ALP"

In the following session, presenters will share their model for faculty development for an Accelerated Learning version of BW. The ALP is model a recent attempt to reinvent BW to meet institutional, cultural, and governmental demands about developmental education. New programs often require innovative approaches to faculty training and development in order to meet changing demands, and this training is often complicated by the diverse levels of experience within BW faculty. Three ALP instructors at different stages in their careers will briefly share what ALP training looks like at their large urban community college, how each individual person learned to "do" ALP as an instructor, and how it has shaped and reshaped their teaching and views on Basic Writing. The second half of the session will ask participants to develop and share ideas for an instructor training model that brings together newer, experienced, and contingent faculty voices to "do" ALP (or a similar model) together.

### "Sponsoring Revision in the Basic Writing Class"

Shifting from program-level faculty development to more concrete examples that can be directly applied to the BW classroom, the penultimate session will allow participants to act as a real audience for a sample faculty development workshop focused on teaching revision. While students in BW may themselves be used to experiencing revision as a punitive exercise meant to accommodate a teacher's comments, the presenters argue that it might be well worth the time to similarly train our new faculty out of considering revision as a teleological event. To do this, experienced faculty/writers would do well to abandon "process" and "product" in favor of words like "evolution" where essays (or any kind of writing for that matter) must account for and adapt to the intellectual pressures driving a writer's inquiry. To illustrate this point, participants will be given a short draft of student writing that attempts to use one source and a copy of a brief second text to be incorporated in the student's revision. Participants will then practice writing feedback that is neither summative nor evaluative. Instead, the workshop will discuss feedback strategies that help open up spaces for encouraging students in BW to reimagine their existing draft as neither right or wrong, good or bad, but instead to reexperience their draft as historical, that is, as a document that changes over time.

### "Reimagining Graduate Preparation for Teaching Basic Writing in the Two-Year College"



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Closing the loop from where our workshop day started, we return to the preparation of graduate students for the Basic Writing classroom. The final pair of presenters will share their research on the history and current status of graduate preparation for community college English faculty and discuss the possible futures for community college/university partnerships envisioned by the 2016 TYCA Guidelines for the Graduate Preparation of Two-Year College English Faculty. They will devote the bulk of the session to exploring possibilities for collaboration between CBW and TYCA more deeply through developing curricula and encouraging practicum opportunities for graduate students aspiring to teach basic writing in community college settings.

"Toward a Position Statement on BW Studies"

To conclude the day, workshop participants will provide feedback on an in-process draft of a CBW position statement on teacher preparation for BW. During the 2017 CBW workshop, participants worked through an intentional brainstorming processes to develop a draft of four principles of basic writing studies. Building on that draft, the facilitators of this final session will lead workshop members through further discussion, debate, revisions, and ratification of those principles. Ideally, the 2018 workshop will end the day by formalizing an official position statement on the teaching and study of basic writing that might be disseminated outside the organization.



# 2018 CCCC ANNUAL CONVENTION

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## W.02 Writing Teachers Writing: Transforming through Creative Nonfiction

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**Sponsored by:** The CCCC Standing Group on Creative Nonfiction

**Level:** All

**Hashtags:** Creative Writing (#CreativeWriting), Pedagogy (#Pedagogy), Public, Civic, and Community Writing (#Community)

**Abstract:** Participants will explore creative nonfiction through writing to prompts and discussing teaching strategies and issues.

**Full Description:**

Creative nonfiction is both record and agent of transformation. This workshop invites participants to engage in languaging and laboring, experiencing a day of creative nonfiction as writers, discussants, and teachers of this multifaceted genre. Participants will respond to various invitations to write, and leaders will guide discussions of ways to adapt the day's prompts and processes to the participants' own writing and teaching.

Four segments will be devoted to writing in response to nine different prompts, two to presentations on creative nonfiction strategy and pedagogy. The workshop concludes with the sharing of writing and reflection on the value of creative nonfiction writing for ourselves and our students.

Schedule:

9:00 a.m. Introductions

9:15–9:30 a.m. Three prompts

9:30–10:30 a.m. Writing time & sharing

10:30–10:45 a.m. Break

10:45–11:15 a.m. Presenter 1

11:15–11:25 a.m. Two prompts

11:25 a.m.–12:00 p.m. Writing time & sharing

12:00–1:15 p.m. Lunch (discussion of writing encouraged)

1:15–1:45 p.m. Presenter 2

1:45–1:55 p.m. Two prompts

1:55–2:30 p.m. Writing time & sharing



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2:30–2:45 p.m. Break

2:45–2:55 p.m. Two prompts

2:55–3:30 p.m. Writing time & sharing

3:30–4:15 p.m. Group workshop/revision

4:15–5:00 p.m. Sharing of writing

SPEAKER 1 (prompt): Thresholds

Write a scene that marks either a significant beginning or ending in your life. It may be a conception, the beginning or end of a relationship, a first or last breath, the stirrings of an idea, the signing of an official document. Now reflect: if you wrote about a beginning, was that beginning also an ending? Did it involve loss? If you wrote an ending, did that ending also make way for something new?

SPEAKER 2 (prompt): Times, They Are a-Changin': Tracking Transformation through Selfies

Locate the first-ever photo of yourself you posted to social media. Find a recent posted photo. Describe the selves you constructed in each. Reflect on what's happened to you in the intervening time; to people you know; to the world. How are things the same or different? What good/bad things have happened? Insignificant/important? Achievements/regrets? Any advice from the younger/older self to the other?

SPEAKER 3 (prompt): Media Imprints

The stories experienced in childhood, be they books or television, harbor a peculiar resonance—that first scary movie, Saturday morning cartoons, a book read late into the night. Is there a specific piece of media from your childhood that has recurrently popped up in your own mind's narrative? How has it influenced your writing? What emotions cling to this story and what parallels or symbolism can be linked to your own history?

SPEAKER 4 (presentation): Language for Justice: The Potentially Transformative Power of Creative Nonfiction

Creative nonfiction is often seen as an apolitical genre that encourages students to have a passive, introspective relationship to the world beyond their immediate experience. Speaker 4 will describe a course, "Autobiography and Activism," that uses CNF assignments to encourage students to engage the larger world. As they write personal stories and reflect on their responses to broader issues and public activists, students move beyond sometimes ill-informed ideas about social action to experience themselves as capable of influence and transformation. In this context Speaker 4 will explore the relationship between the "personal" and the "political" in CNF.

SPEAKER 5 (prompt): The Watershed Transformation



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A watershed experience is life-changing, transformative. The world was one way before the discovery, insight, chance meeting or event, another way thereafter. Write about this watershed event, relationship, decision, or understanding—whatever caused your life to take a new and meaningful direction, or to change utterly. The narrative arc might proceed from the watershed's causes to the crucial moment to its consequences, for better or worse. Or concentrate only on the moment, magical or otherwise, of major insight.

SPEAKER 6 (prompt): Home Languages

In "On Language," Kyoko Mori describes the challenges of returning to Japan that are, in many ways, linked to a language (and a country) from which she is now removed. Mori compares the politeness of Japanese culture, reflected in its language, to that of Midwesterners. "Just like Japanese people, Midwesterners don't like to say no," she writes. Using Mori's essay as a jumping-off point, write about one of your own "home" language communities and its hidden meanings, contradictions, revelations.

SPEAKER 7 (presentation): Voice Lessons: Creating Complex, Compelling Prose

Creating "voiced" prose is the CNF writer's aim. Speaker 7 will lead participants in exploring subjects using a variety of assumed voices. Adopting different emotional personas can help writers discover new undertones we might not have been aware of. Experimenting with different voices may suggest new rhetorical possibilities, such as incorporating dialogue. Speaker 7 will provide guidelines for participants to reflect on their writing as well as implications for teaching.

SPEAKER 8 (prompt): First Job

It's a typical day on your first job—however far back or near that might have been. Take us to that workplace, and help us understand things: the setting, the tasks, the people, the conversations, the circumstances, or so on. Give us a scene. But most vitally help us understand you in that place and time—either through your years-ago consciousness or through the you of today, looking back.

SPEAKER 9 (prompt): Love's Labors Found

Many fiction textbooks recount the pitfalls of writing effective love scenes: sentimentality, cutesy euphemisms, high-drama dialogue. The same challenges apply to nonfiction, but in the real world, couples don't always meet cute; dialogue is often sappy, not snappy. Try writing a real-life love scene, whether romantic or reflective of another love (parent-child, friendship). What makes a love scene a love scene? How will your readers recognize it as such?

SPEAKER 10 (prompt): Unsettled in the Everyday

We write because "something is unsettled," Lee Martin notes. Those unsettled somethings prompt us in everyday ways. Consider the everyday objects you encounter at home, in your office, on the sidewalk.



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Settle on one that resonates. What happens when the wooden spoon knocks against the bowl? When the wool coat scratches your wrist, when you tread over that patch of ground? Begin with physicality: your sensory, bodily interaction with the object. Move to the place that hasn't settled.

SPEAKER 11 (prompt): Graph of the Heart

Dance projects an “infinite number of feelings, emotions, and subtle moods” while telling a human story. In a modern dance performance, we can recognize our experiences in the movements that transform emotions into physical expression. Watching the video(s) provided, what stories do you see unfolding? What emotions do the movements communicate? What memories or past events are called up by the dance and why?



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## W.03 Feminist Workshop: Feminist Rhetorics of Resistance and Transformation

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**Sponsored by:** The Feminist Caucus Standing Group

**Level:** All

**Hashtags:** Pedagogy (#Pedagogy), Writing Program Administration (#WPA), Social Justice (#SocialJustice)

**Abstract:** This sponsored workshop explores intersectional feminism(s) and social justice in teaching, administrative work, and rhetorical practices.

### **Full Description:**

Sponsored by the CCCC Feminist Caucus Standing Group, the Feminist Workshop addresses a range of perspectives and methods for cultivating feminist pedagogical techniques, mentoring of students and colleagues, and providing opportunities for the examination of disciplinary theory as a springboard for conversations on professional narratives of success in rhetoric and composition and across the academy. In accordance with the CCCC 2018 theme of “Languaging, Laboring, and Transforming” and our continued commitment to intersectional feminisms, we are interested in the ways that intersectionality can be used to enhance our work in the field. Concerns for social justice and lived material circumstances are at the heart of these efforts.

This day-long workshop will focus on ways we can create spaces for a variety of voices within feminism and composition-rhetoric. The workshop features morning and afternoon panels, followed by breakout discussion groups and a rotation of interactive exercises to activate the transforming of our labor as teachers, scholars, WPAs, and feminists. The activities will encourage interaction between presenters and participants in order to provide opportunities to create plans of action for the future. The day ends with a debriefing section in which participants will review the workshop and construct plans for the future to submit to the CCCC Feminist Caucus Standing Group.

**Morning Panel:** Intersectional Modes and Methods

**Speaker 1:** “The Feminist (Un)Conscious of Writing Studies: An Analysis of a Decade of Research Trends in Four Major Writing Studies Journals”

This presentation shares the results of coding 536 journal articles from 2007 through 2016 in four composition journals concentrated on feminist research methodologies, seeking to discover whether feminist critiques of traditional research practices have (or have not) influenced the direction of research in the field. The researchers discuss the extent to which feminist methodologies have become just another research paradigm, suggesting that most recent research on writing does not foreground feminist values and approaches nor does it give sustained attention to problems and populations related to intersectionality.

**Speaker 2:** “Anti-Imperialist Methodologies for Intersectional Alliance-Building”





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This presentation draws on a history of 1970s intersectional feminist alliance-building focusing on the Third World Women's Alliance archives which demonstrate detailed theories and pedagogies for alliance-building in response to the embodied exigencies of state-sanctioned violence stemming from racism, sexism, and imperialism. This speaker argues that resurfacing such historical practices and pedagogies of anti-imperialist intersectional alliance-building offers grassroots methods and methodologies for intersectional interventions in the imperial university, and orienting to such historical alliances demands an orientation to contemporary intersectional, anti-imperialist calls for solidarity such as the Movement for Black Lives Policy Platform and 2017 International Women's Day platform.

Speaker 3: "Talking Lesbian: Analog Radicals, Digital Labor"

Using an intersectional gaze backward, this multimodal presentation explores the tortured and often hidden conversations about race, class, and sexuality in the Furies, a 1971–73 lesbian separatist collective that produced *The Furies*, an underground newspaper with a national circulation. Drawing from a series of recent interviews with the Furies, I ask how—and whether—to reclaim these problematic forebears.

Speaker 4: "Recovering Latinx Identity: Using Documentary Filmmaking to Humanize the Dehumanized"

This speaker will screen scenes from her feature documentary *Desaparecido* that showcase her Venezuelan family's four generations of immigration to the United States and the contributions they've made to the country through their eight decades in America. She will use the scenes to discuss the ways in which we can use home videos, filmed interviews with our relatives, and family history research to counter the racist and inaccurate rhetoric used by the Trump administration to vilify particular populations, as he has done with Latinx.

Afternoon Panel: Forging Forward

Speaker 5: "At the Nexus of Disability and Feminist Studies: The Ethics of Non-Normativity"

This session offers suggestions for, and invites exploration of, working at the intersections of feminist and disability rhetoric as a way of resisting the institutional forces that seek to silence these perspectives. By disabling our administrative and teaching practices, we can mobilize non-normative ways of situating ourselves as scholars, teachers, and administrators. This disruption of patriarchal and ableist narratives also responds to queer theory's call to resist the totalizing impulses of heteronormativity by insisting on an ethic of non-normativity.

Speaker 6: "Pursuing Higher Education Leadership: An Afrafeminist Perspective"

In *Traces of a Stream*, Jacqueline Jones Royster argues that an Afrafeminist framework enables her to make overt connections between the everyday lived experiences of Black women and their work in rhetorical action and literacy in public spaces (274). An Afrafeminist approach requires that Royster



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employ careful analysis, acknowledgment of personal attachments, attention to ethical action, and commitment to social responsibility (279). Using an Afrofeminist lens as a framework, this speaker will share how applications of Afrofeminism shape the ways in which Black women navigate higher education leadership positions, drawing on her experiences transitioning from WPA in an English department to a university faculty development position, revealing successes and challenges associated with Black women working in administrative positions.

Speaker 7: "Resisting Patriarchal Structures: The Role of 'Aunties' in Indigenous Rhetorical Studies"

This presentation will look at how indigenous women scholars counter Western patriarchal structures by bringing the traditional role of "aunty" with them into their lives as feminists, teachers, scholars, and community members in organizations like CCCC. Specifically, this speaker will use the CCCC American Indian Caucus as a model of how "aunty" organizational structures can create inclusive, equitable spaces, transformational communities within the discipline.

Speaker 8: "Rhetorical Listening: Intersections of Gender and Whiteness"

Given the recent rise of "alt-right" discourse in the mainstream public sphere, this speaker will discuss how a practice of rhetorical listening can help us formulate multiple responses.



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## W.04 The Transformative Laboring and Language of International Exchanges about Higher Education Writing Research

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**Sponsored by:** The International Researchers Consortium

**Level:** All

**Hashtags:** Multilingual (#Multilingual), WAC/WID (#WACWID), Pedagogy (#Pedagogy)

**Abstract:** Twenty-nine researchers from 20 countries and diverse research/language traditions share drafts in advance; workshop enables dialogue, deep exchange.

### **Full Description:**

Writing scholars must increasingly engage globally with diverse traditions, methods, and theories, as well as complex cultural, political, and linguistic contexts, performing this labor within institutional and social-political constraints that frame curriculum, pedagogy, and scholarship. Much international writing research remains underrepresented because “equal exchange” global networking is difficult and publication is often affected by small but powerful “gatekeepers” and language barriers. This annual workshop has opened language borders and made space to explore, feel, and labor with each other across cultures, contexts, and power relations. The scholars involved are learning to language and listen in new ways, transforming writing studies through long-term, sustainable relationships that inform literacy practice and writing pedagogy worldwide.

When writing researchers from different geopolitical, theoretical, national, and institutional contexts come together to labor and to language, they need ample preparation to understand each other and to negotiate multiple orientations: from simple terminology to deep theoretical grounding. Translating practices and projects across national, cultural, and linguistic borders requires exchanging materials in advance of the workshop, and extending time together to work toward real understandings.

The proposed workshop design addresses these challenges and enables this special scholarly labor. The 29 workshop “facilitators” are in fact the core of the workshop participants; unlike any other CCCC workshop, our audience is constituted largely by these facilitators. Each facilitator reads a set of international and transnational project drafts provided well in advance. Each project is explicitly situated in writing theory and research traditions via information provided within the text drafts, which are in different disciplines and differently grounded, theoretically and methodologically. Everyone participates in six in-depth immersive synchronous discussions, encountering the situatedness of language and writing research all day. Each perspective is explored on an assumed equal footing. Scholars studying writing in different languages are welcomed, especially those typically underrepresented in the field. Scholarly work is experienced on a personal level and in dialogue with other global perspectives, fostering a deep kind of languaging encounter and encouraging avenues for dissemination and publication.



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## **W.04 The Transformative Laboring and Languageing of International Exchanges about Higher Education Writing Research**

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The projects represent writing studies from Canada, China, Colombia, Denmark, England, Estonia, Germany, India, Ireland, Lebanon, Mexico, New Zealand, Norway, Pakistan, Russia, Scotland, South Korea, Turkey, the UAE, and the United States. The 25 projects and 29 researchers from diverse national, cross-national, disciplinary, and multilingual contexts form the heart of our workshop exchanges. They cover meta-analysis and meta-studies of writing research, using ethnographic, archival, genre-based, corpus-based, or action research methods. Topics include transnational writing, transdisciplinary WAC, and writing center practice; the challenges of graduate writing; tensions between academia and emerging disciplines; reflective writing in personal development plans; and comparisons of the use of ethos in business or academic writing. Several studies promote collaborative team-projects, focusing on information literacy as conversation, developing spaces and strategies for students in design education, finding approaches for writing instruction for students with learning differences, or investigating research and publication expectations for faculty. Other projects explore language revitalization, the rise of English as an international research language, writing in multilingual contexts, the rhetorics of Jesuit mission work, and the perception of effective transnational rhetoric in social media.

Workshop goals:

The workshop includes 3 interactive activities, 2 to be completed before the CCCC Convention:

1. By January, workshop facilitators post the following on a wiki (see <http://compfaqs.org/CompFAQsInternational/InternationalWritingStudies>):

- a draft research text, description of the rhetorical situation of the work, and glossary of context/culture-specific terms to be used at the workshop
- a digest of key theorists and methods and rationale for their use
- a “public” abstract of the project for nonexpert audiences.

2. The texts are grouped into 6 clusters on the wiki. From January to March, workshop participants (facilitators and any additional registrants) choose a text from each cluster to read closely, freeing workshop time for real exchange. A video chat event between January and the CCCC Convention allows participants to get to know each other.

3. At the workshop, all participants join six 45-minute clustered small-group discussions. Facilitators become learner-participants when not discussing their own draft. Across the day, everyone encounters current writing research, research questions, and emergent or well-established methods from several countries, laboring as leaders/learners to question assumptions, negotiate tensions and differences, model discursive practices that resist simple dichotomies, and construct useful responses and shared concerns collectively.



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### **W.04 The Transformative Laboring and Linguaging of International Exchanges about Higher Education Writing Research**

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Morning session: 15-minute introduction. 3 small-group discussion clusters, 45 minutes each. Sharing cluster discussions with full-group, 45 minutes. Lunch in groups.

Afternoon session: 15-minute stage-setting. 3 small-group discussion clusters, 45 minutes each. Final whole-group conversation/planning for future networking.

Chairs' Focus Questions:

To engage with conference themes, the workshop chairs keep track of threads and look for connections with these questions:

- What is the laboring and linguaging of writing research in different contexts? What new or revised research methods and networks do we need to cultivate serious international collaboration? Can we develop a richer understanding of transnationality?
- What questions of student, teacher, or researcher languages, of institutional or national languages, of disciplinary languages inform research being done? How do local settings shape the teaching and research of writing?
- How can international communities of writing scholars best labor together with the texts and contexts of higher education while working towards responsible mutual engagement?
- How can we help each other disseminate our research in ways that can transform the broader field of writing research?

The workshop promises a deep exchange across international contexts, engaging projects and people in sensitive, responsible, and productive ways. The dialogic nature of this exchange can reorient our research horizons, increase our research capacity, develop networks of scholars, and engage linguistic/discursive challenges that disrupt monolingual spaces to help us language and labor with tolerance and grace in the 21st century.



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## W.05 Contemplative Practice in Writing Pedagogy

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**Sponsored by:** The Contemplative Writing Pedagogy Special Interest Group

**Level:** All

**Hashtags:** Pedagogy (#Pedagogy), Assessment (#Assess), Writing Program Administration (#WPA)

**Abstract:** This workshop incorporates pedagogical and experiential approaches to contemplative practice for writing classrooms and programs.

### **Full Description:**

The incorporation of mindful practices in the writing classroom has become significantly more visible within the field over the past few years (Kirsch, Mathieu, Kroll, Wenger). As we promote literacy practices that teach students to slow down and engage with text, students have the opportunity to enact literacy practices with a greater sense of attention, counterbalancing the culture of sound bites, flashing advertisements, and textual flurries that frequent our interactions with reading and writing. Through engaging in contemplative practices in the writing classroom, students are invited to experience literacy events as embodied (Wenger), whether through activities that incorporate physical movement or through interacting with silences that may sometimes feel uncomfortable. These practices also address conversations around the cultivation of how students, and instructors, might understand the world more broadly, as teaching mindfulness is one way of engaging with texts that value thoughtfulness and critical inquiry over speed and generalizations.

This workshop fosters a space for teachers of composition to further their knowledge of contemplative pedagogies as well as participate in mindfulness practices over the course of the full-day event. We approach this conversation from a variety of entry points, including: stand-alone mindfulness activities that may be used to open class, re-group during class time, or bring students together at the end of class; the integration of mindfulness and contemplative practices to writing program administration work (Wenger); contemplative pedagogy in first-year and upper-level writing classes (Kroll, Perl); and the ways in which contemplative practice can contribute to healthy life-work balance for teachers and scholars (Siegel). Through this approach, we offer participants the chance to cultivate mindfulness and contemplation both within their classes and in their daily lives. The benefits of integrating contemplative practices into pedagogy and scholarship enhance attention and awareness, cultivate focus, allow for experiential learning and embodied multimodal practices, and forward a sense of learning readiness.

### **Description of Presentations:**

Presentation 1, "Approaches to Contemplative Pedagogies," provides an overview of the ways in which contemplative practices are used in higher education in general and college writing classrooms in particular (Barbazat and Bush; Kroll; Moore; Mortenson; Wenger; Zajonc). Participants will be introduced to both stand-alone contemplative practices designed to support learning readiness and



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overall well-being, and the research that supports such (Siegel), as well as practices integrated into writing processes, craft lessons, and assessment. Suggestions and resources will be offered to help instructors cultivate and sustain their own personal contemplative practice as the foundation for authentic contemplative teaching-learning.

Presentation 2, “Lectio Divina and Critical Reading Practices,” provides an experiential practice with contemplative reading. This presentation will lead participants through an exercise of lectio divina, with an emphasis on how slow reading can cultivate more critical interactions with text (Milligan). As participants are prompted to read aloud, they create a common space to move through the reading, pausing as a way to use both silence and voice as interactive tropes (Glenn, Ratcliffe). Finally, participants scaffold their responses as a method for approaching text that may be difficult to discuss in a classroom setting, opening the pathway from initial, often emotional responses, to ones based on reflection and pause.

Presentation 3, “Using Mindfulness to Rewrite Inner Rhetoric,” addresses inner rhetoric, or the stories we tell ourselves about ourselves and the world, which can be very powerful—and often very wrong. As Buddhist scholar John Makransky teaches, human thoughts hide most of reality: what we really are, what the world is, what our potential is. The goal of contemplative practices is to become increasingly aware of what we don’t see, what has been hiding in reality, which is typically the full worth and dignity of ourselves and others. Cultivating our capacity to become aware, beyond what we’ve been conscious of, helps us see ourselves and the world differently, and literally rewrite our inner stories. Becoming aware that others are more than our projections of them can support more empathy and responsiveness in students and teachers. Techniques for doing this kind of work will be practiced and explored.

Presentation 4, “Contemplation and Creativity in the Writing Classroom: Learning with Mind and Body,” moves participants toward embodied knowing through guided meditation, arts-based activities, and contemplative writing. Working with strategies inspired by the work of artist and writer Lynda Barry, we will map memories, draw, and reflect on the experience of tapping into imagery and the rich knowledge it holds. Exploring mindful and creative strategies that allow for present awareness, for disciplined attention, and for enhanced connection with texts, objects, and people, these activities facilitate a qualitatively different experience of being with a text, a person, or ourselves.

Presentation 5 approaches contemplative pedagogy with the larger scope of the vertical writing curriculum in mind. Attendees will be asked to explore how contemplative pedagogy can be successfully integrated within advanced writing seminars as well as capstone courses. As students take these courses, they often straddle competing identities and goals as they near the end of their collegiate studies and imagine roles within professional workplaces (Ryan and Wenger). In turn, these courses are often both rife with stress and performance anxiety and also ripe spaces for meaningful pedagogical design that supports transfer of learning. We will examine together case studies of upper-level classes



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### **W.05 Contemplative Practice in Writing Pedagogy**

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that engaged students in contemplative practices such as mediation and yoga to explore how contemplative writing pedagogy can help students adopt a growth mindset (Dweck) to their learning and develop meaningful life and communicative practices to support their lives inside and out of the college classroom. After collaboratively exploring possible curricular and course designs and examining sample student testimony, projects, and reflections, attendees will design curricular plans and/or course proposals. These plans and proposals will address the vertical curriculum of contemplative writing within the university and will be used to generate actionable strategies for the localized environments of attendees' campuses.





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## W.06 Focusing on Students' Labor: Becoming an Evidence-Based Coach of Effective Peer Learning in Writing (First-Year and Beyond)

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**Level:** All

**Hashtags:** Pedagogy (#Pedagogy), Assessment (#Assess), Technology (#Tech)

**Abstract:** Learn to design peer review so that routine feedback transforms writing behaviors and drives high-quality revision.

### Full Description:

Learning requires environments that are rich in feedback and revision. In the introduction to *Peer Pressure, Peer Power*, Corbett, LaFrance, and Decker assert that although “the reward of collaborative peer review and response can be significant and even transformative, those rewards can be difficult to reap in practice” (6). That is, good peer learning outcomes are challenging to realize unless good practices are modeled and taught. But in order to teach effective peer-based feedback and revision, it is necessary to see students’ thinking.

Designed for both new and experienced teachers in any discipline, this hands-on workshop helps teachers develop proven strategies for cultivating peer learning as a core practice. The workshop moves instructors through six threshold concepts about peer learning using feedback and revision:

- scheduling feedback labor;
- making learning visible;
- designing for helpful feedback;
- coaching effort and quality;
- requiring reflection and revision; and
- becoming an evidence-based teacher.

To take best advantage of our time together, participants will bring to the workshop a first-draft description about their approach to teaching feedback and revision and will iteratively develop it throughout the day. Participants will leave the workshop having critically engaged the thresholds through revisions to their statements, which will result in a manifesto for peer learning. In addition, participants will leave the workshop with practices and action steps for facilitating peer learning in their classrooms.

Participants will need a laptop with wireless Internet capability in order to participate in the workshop activities.

Morning: Feedback and Revision (Student) Interactions

The first half of the workshop highlights ways of setting up feedback-rich activities.



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### **W.06 Focusing on Students' Labor: Becoming an Evidence-Based Coach of Effective Peer Learning in Writing (First-Year and Beyond)**

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9:00 a.m. To start, participants will provide feedback on each other's manifestos about teaching feedback and revision; the panel will help identify values, practices, and questions that inform the rest of our day.

#### 9:30 a.m. Threshold 1: Scheduling Feedback Labor

Participants will reflect on our opening feedback and revision iteration and discuss in small groups. Speaker 1 will guide the groups as they consider ways to think about how frequently to engage students in feedback and revision loops based on research-informed best practices, showing examples from several disciplines. Participants will synthesize their insights in a one-minute paper, which will be reviewed in small groups.

#### 10:30 a.m. Threshold 2: Making Learning Visible

This section opens with a group brainstorming activity about the kinds of data teacher-researchers may track in order to fully account for learning during feedback and revision. Speaker 2 will explain why making learning visible matters to instructors and peers. Speaker 3 will introduce the engagement analytics by examining the group's first review activity; the group will talk about the trends and what they mean. Participants will then make a personal list of data points/clues as a first step in developing a methodology for doing evidence-based teaching.

#### 11:30 a.m. Threshold 3: Designing for Helpful Feedback

Speaker 4 will explain how removing time and space boundaries for in-class review improved feedback. Then, Speaker 5 will lead small groups in deducing other principles of effective review design from examples, particularly by exploring how review prompts affect students' cognitive load and influence the feedback writers receive. Before the lunch break, participants will articulate three principles of designing reviews that they'll use to transform their teaching.

#### Afternoon: Feedback and Revision (Instructor) Interventions

The workshop's second half situates review activities in a broader feedback-rich environment.

1:30 p.m. After lunch, Speaker 1 will synthesize the morning's emphasis on designing feedback activities and outline the afternoon's focus on what instructors do during and between peer learning sessions (e.g., coaching, commenting, grading, designing more reviews).

Speaker 6 will share how an online peer learning platform put feedback and revision labor in the center of a hybrid writing class. The speaker will discuss how the class shifted through course design, interactions, engagement, reflection, and student satisfaction.



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2:00 p.m. Threshold 4: Coaching Effort and Quality

Participants will spend a few minutes freewriting about the instructor's role in peer learning. Then, Speaker 2 will identify ways of intervening well in peer learning. Participants will use those strategies to give each other feedback on their freewriting. As model of coaching effort and quality, Speaker 3 will provide a tour of analytics that can help instructors debrief with the class and individuals.

3:00 p.m. Threshold 5: Requiring Reflection and Revision

Speaker 4 will explore how revision plans facilitate reflection and promote transfer. Speaker 3 and 5 will demonstrate a revision plan. Then, participants will build a revision plan for their manifestos that unifies all the feedback they've received throughout the day; they'll also add notes that specify the actions they'll take to transform their teaching.

4:00 p.m. Threshold 6: Becoming an Evidence-Based Teacher Every Day

After summarizing the day's key ideas, Speaker 1 will challenge participants to make feedback and revision labor in peer learning central to their pedagogies.



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## W.07 Public Intellectualism in Action: A Community Writing Workshop

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**Level:** All

**Hashtags:** Rhetoric (#Rhetoric), Professional Technical Writing (#PTW), Public, Civic, and Community Writing (#Community)

**Abstract:** This full-day workshop will engage participants in a community writing project based on ideas generated from a 4C17 Think Tank Session.

### Full Description:

At the 2017 CCCC Convention, we (the organizers of this workshop) conducted a “Think Tank” session titled “Public Intellectualism in an Anti-Intellectual Public: Implications for First-Year Composition.” The session attracted 72 participants, and the level of energy and productive conversation exceeded our hopes; it generated multiple follow-up discussions, and we wished we’d had more time.

This workshop extends the exploration begun in the 2017 Think Tank; we conceive of this extension as the beginning of a community writing project that will ultimately (at some point in the future) result in publishable texts. During the 2017 session, we explored these questions: Where do first-year composition students (and first-year composition courses) fit into discussions of “the public intellectual”? How do we define the “habits” of intellectualism and how do we develop them in first-year writers? What can we do at the undergrad level to foster a genuine and generative intellectual orientation among students who are growing up in a somewhat anti-intellectual era?\*

\*At the time we proposed the 2017 session, we were interested in discussing 2016 election rhetoric in the context of anti-intellectualism; we did not anticipate that by the time of the conference we would actually have a President Trump---not surprisingly, this reality took the Think Tank in directions we did not anticipate but which we all agreed are now even more necessary to explore.

In addition to continuing that exploration, these are our goals for the CCCC 2018 Workshop:

1. To research and theorize pedagogical methods for imparting habits of intellectualism in first-year writers.
2. To explore how such habits can serve students not only within the academy but also as an inoculation and an antidote to coming of age in the era of fake news and alternative facts.
3. To explicitly engage the 2018 Convention’s focus by using our annual meeting “as a space for languaging, for laboring with and about language, for practicing transformation and revolution with and through language.”
4. Toward that end, we intend to use the workshop day as the initial writing laboratory in which we brainstorm, pre-write, organize, and draft the initial phases of a collection of writing projects that aim to theorize a pedagogy for teaching the habits of intellectualism.



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## W.07 Public Intellectualism in Action: A Community Writing Workshop

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5. Essentially, we aim to use this workshop as a “particular scene of languaging and laboring” in which we collectively create a writing community that lays the foundation for future writing projects. We envision a writing space that is messy and exploratory and intensely creative, and we have designed a structure to support it in ways that harness those qualities into a productive act of intellectualism.

More concretely, here are our plans for the full day:

9:00–10:00 a.m. Introduction to workshop and overview of content and goals, brief summary of CCCC 2017 Think Tank Session outcomes.

10:00–10:30 a.m. Brainstorming/pre-writing group sessions; we will form groups around specific areas of interest related to teaching intellectual habits.

10:30–11:00 a.m. Groups will create concept maps and assign writing “jobs” for the planned tasks (researchers, consultants, writers, critics/devil’s advocates, copy editors/proofreaders, etc.)\*

\*We realize that not everyone in the workshop will be interested in extending the day’s activities all the way through the creation of publishable work (although we anticipate that many will); our intention is that the workshop will serve as a “kick off” session for more formalized writing related to the pedagogy of intellectualism in the first-year writing classroom.

11:00 a.m.–12:00 p.m. Research session--group and/or individual

12:00–1:00 p.m. Lunch

1:00–2:00 p.m. Groups reconvene and refine concept maps based upon research.

2:00–3:30 p.m. Writing and discussion

3:30–4:30 p.m. Entire community convenes to hear reports from each group about its progress over the course of the day. The community will offer feedback.

4:30–5:00 p.m. Groups meet to articulate and schedule a plan for going forward with the writing project.

By 5:00 p.m., workshop participants will have “languaged and labored” together to flesh out a collection of writing projects that address first-year writing pedagogies and curricula that focus on developing habits of intellectualism. In order to give structure to these plans, we will use Wendy Laura Belcher’s method articulated in *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Our intention is to use Belcher’s framework as a vehicle for carrying the process-oriented activities of the workshop forward into the next phases of research and writing that will eventually culminate in texts ready for publication.

Below is a tentative Works Cited list of resources we will provide to the writing community:



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# 2018 CCCC ANNUAL CONVENTION

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## W.08 Transforming Writing Pedagogy with a Focus on Reading

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**Level:** All

**Hashtags:** Pedagogy (#Pedagogy), Writing Program Administration (#WPA), Theory (#Theory)

**Abstract:** Writing teachers and WPAs will learn about students' critical reading ability and tested strategies for improving writing through reading.

### Full Description:

Recent publications (Keller, 2014, *Chasing Literacy*, and Carillo, 2015, *Securing a Place for Reading...*) plus various special issues of journals like *ATD*, *Reader*, and *Pedagogy* show a growing interest in and concern about students' reading abilities. Studies released in 2016 (Stanford; NSSE) and 2017 (AAC&U Value Study 2017) show clearly that students need help with critical reading and evaluation of sources for use in their own writing. These studies build on a substantial series of quantitative and qualitative research projects showing that students do not read as well as they could or should in order to succeed in college and careers (NAEP, ACT). This workshop is meant to create productive dialogue with writing teachers in two-year and four-year institutions as well as WPAs regarding college students' reading capabilities, and to provide specific, tested strategies for working on reading in writing classes and programs.

This full-day workshop will have four major parts. Each part will consist of some formal presentation as the basis for intensive exercises and discussion among the participants. The goal will be for participants to leave with a full understanding of the relevance of explicit work on reading to the teaching of writing, including these specific topics: 1) the nature of students' current reading ability based on quantitative and qualitative research; 2) the psycholinguistic character of reading as a cognitive activity; 3) lessons in rhetorical reading and information literacy and their role in writing instruction; and 4) mindful reading as a framework for classroom approaches. The session will include detailed references and a set of Monday morning strategies for use in the classroom that participants will have experienced during the workshop.

### Part 1: Students' Reading Situation—Presenter 1

**Presentation:** Review of major quantitative and qualitative studies that reveal students' present reading abilities. Studies include the ACT Reading section, the Citation Project, Project SAILS on Information Literacy, and some of the studies mentioned above.

**Activities:** Small groups will review samples from the ACT test and the AAC&U Value Rubrics for discussion and evaluation of the validity of these measures of student abilities.

### Part 2: The Psycholinguistics of Reading—Presenter 1



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**Presentation:** Reading is a complex cognitive activity, requiring an array of skills that go beyond simple comprehension of the words on a page or screen. The complex nature of reading will be discussed and demonstrated. This discussion will lead to an explicit definition of academic critical literacy.

**Activities:** Five exercises will be completed in which participants will experience the complexity of reading as an activity. The character of reading as a fast, meaning-focused activity that is only “incidentally visual” (from a famous article on the topic) will be demonstrated so participants will have direct experience with the features of reading.

A further exercise will entail making conscious the nature of academic critical literacy as readers will be asked to analyze, synthesize, and evaluate a short passage as they develop hypothetical plans for how they might use the passage in their own classrooms. Additional exercises for use in class will be provided.

LUNCH BREAK—90 minutes

### Part 3: Rhetorical Reading Inside Writing Courses and Programs—Presenter 2

**Presentation:** Participants will engage in collective consideration of what is meant by “college reading” (vs. reading in other settings/purposes). How can we best characterize what college professors expect students to “do” intellectually when they read? What are the various uses/goals/purposes of college reading across the curriculum, especially in the context of research? The presentation will provide an overview of the new information literacy framework from ACRL. Key guidelines for work with students arise from these and various other sources.

**Activities:** Discussion of guidelines for classroom work followed by use of passages. Participants will learn to apply 5 handouts: Guidelines for College Reading Pedagogy; Purpose-Driven Approaches to Source Reading; Teaching How to Read Electronic Database Results; Research Logs; and Low-Stakes Reflective Writing Assignments for Research Reading.

COFFEE BREAK

### Part 4: Making Reading Visible within a Mindful Framework—Presenter 3

**Presentation:** The presenter will introduce the concept of mindful reading to participants. Mindful reading is not another type of reading that might appear on a list alongside rhetorical reading, for example, but a framework that contains the range of reading strategies that students might be taught. The term “mindful” underscores the metacognitive basis of this frame wherein students become knowledgeable, deliberate, and reflective about how they read and what different reading approaches allow and enable. Mindful reading is related to “mindfulness,” a concept often associated with Buddhism and used frequently in the field of psychology. The term *mindful*, when modifying reading, describes a particular stance on the part of the reader, one that is open, flexible, and characterized by





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intentional awareness of and attention to the present moment and the demands that it makes on reading. This intense awareness, which is key to transfer, helps student-readers construct knowledge about 1) reading, 2) the reading strategies they are practicing and testing out on a range of texts, and 3) themselves as readers.

Activities: To practice strategies within the “mindful” framework, participants will try annotation of this specific kind on a passage. The annotation activity will be shared with the whole group. Then, a similar exercise will be done on a second passage using an unfamiliar topic from a different discipline so that participants become more aware of their strategies for dealing with difficulty and the benefits of creating a "difficulty inventory." Further discussion will address the importance of modeling annotation practices in the classroom. Handouts on annotation and other strategies for class use will be made available to support this work and prepare participants to teach these strategies to their students.

#### Summary and Conclusion

A final panel of all three presenters will lead a discussion of the day’s activities and answer questions.



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## W.09 Interrogating Composition in the 21st Century

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**Level:** All

**Hashtags:** Pedagogy (#Pedagogy), Rhetoric (#Rhetoric), Writing Program Administration (#WPA)

**Abstract:** Facilitators and participants interrogate key terms for composition in the 21st century.

**Full Description:**

This intersectional, intergenerational workshop addresses a range of perspectives on key terms for rhetoric and composition in the 21st century. Building upon similar calls (Adler-Kassner & Wardle, 2015) and responses to them, this workshop puts voices who are often excluded from typical disciplinary conversations into direct contact with more conventionally represented ones. Together facilitators and participants work together to confront terms that nag, vex, or otherwise remain with us whether we want them to or not. New ideas that result from these productive dialogues compels us to come together, share, and create.

Our workshop is structured for anybody, regardless of rank/status/experience, who shares our sense that the ambiguities in our field's dominant/framing terms are more than simply problematic or interesting. We place particular emphasis on articulating research and advocacy trajectories based on key terms in the field and create space for reflection and synthesis among all participants.

Short panels presented by workshop facilitators center around three themes: the profession, being, and hegemony & power. These terms situate us as humans, as rhetoric and composition professionals, and activists working for change. Presenters bring case studies and examples to illustrate their vexations and creative responses to their vexations. Content of the presentations centers on the following:

- a key term (listed below)
- why the term resonates with them over time
- methods and methodologies for responding to their vexation
- a case for the key term's (dis)continued/renewed/inaugural use in rhetoric and composition.

Facilitators will lead three breakout sessions with different deliverables to focus our conversations and move participants toward developing action plans for future research, teaching, and advocacy:

Breakout 1: Participants are asked to articulate their vexations in ways similar to panelists.

Breakout 2: We return to small-group discussions to nuance, add, and focus our conversations into concrete research questions.

Breakout 3: We return to small groups a final time to articulate pathways for collaboration and mentorships within and across institutions.



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## W.09 Interrogating Composition in the 21st Century

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Following our third breakout, participants will then develop concrete action plans that allow them to organize their thoughts so that we may carry our labor forward into institutional, classroom, research, professional, and community settings.

We conclude the workshop with a short cool-down and check-in regarding the day's events.

Focus Questions for Collaboration and Conversation:

- What key terms should receive more attention in the fields of rhetoric and composition than they currently do? And conversely, how do current uses of terms deflect/refract attention from crucial issues?
- What are the genealogies of these terms, and how have these terms shaped the identity and boundaries of the field in productive and/or limiting ways?
- What are the sources or causes of vexation/nagging/haunting?
- What methods might we make use of to create new knowledge of these terms? How might we recover/reclaim/qualify terms whose uses have drifted in (un)helpful ways, or what alternative terms can we put in conversation with unproductive ones?
- In what venues might our work be housed?
- How do our current understandings of the audiences for our work contribute to our vexation?
- How or in what ways might key terms reach beyond Western exigencies?

Each presenter will focus their attention on one of the following key terms:

- Best Practices
- Graduate Pedagogy
- Interdisciplinary
- Social Justice
- Generosity
- Labor
- Citizenship & Race
- Assessment
- Noise
- Safety
- Non-Western
- Trans
- Embodiment—in the writing center, in the classroom, in our writing

Presenters represent the following professional statuses:

- Assistant, associate, and full professors
- PhD students and candidates,
- Associate deans
- Directors

**Schedule:**



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9:00–9:30 a.m. Introductions and Orientation to Workshop

9:30–10:30 a.m. Panel One: The Profession

Graduate Pedagogy, Interdisciplinarity, Best Practices, Assessment

10:30–11:30 a.m. Breakout 1: Small-Group Discussion

11:30 a.m.–12:00 p.m. Reflection/Recharge

12:30–1:30 p.m. Panel Two: Being

Noise, Safety, Generosity, Trans, Embodiment

1:30–2:30 p.m. Breakout 2: Generating Research Questions

2:30–3:30 p.m. Panel Three: Hegemony and Power

Citizenship & Race, Non-Western, Labor, Social Justice

3:30–4:00 p.m. Breakout 3: Building Networks and Collaboration

4:00–4:45 p.m. Action Plans for Research

4:45–5:00 p.m. Concluding Forum



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## W.10 All Our Relations: Teaching Social Justice Movements

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**Level:** All

**Hashtags:** Pedagogy (#Pedagogy), Social Justice (#SocialJustice), Public, Civic, and Community Writing (#Community)

**Abstract:** Cross-caucus pedagogy workshop on the labor of languaging social justice movements within our collective classrooms.

### **Full Description:**

Introduction:

As a homeland to the Hopewell, Mississippi, Kansa, Osage, Otos, and Missouri peoples and a diasporic home to the Kickapoo, Pottawatomie, and Wyandotte peoples following a series of forced removals, Kansas City has become both a gathering place and a contact zone for over 98 American Indian tribes. This space of survivance grounds the American Indian Caucus in sponsoring a trans-Indigenous and cross-caucus dialogue on social justice languaging and pedagogy. Kansas City, a landscape once considered unfit for white settlers, is well-suited as a collaborative space of solidarity and activist scholarship.

Rationale:

The study of social justice movements (Native Lives Matter, Standing Rock, and Water Protectors; Black Lives Matter; LGBTQ, Arab/Muslim, and Latinx justices; and solidarities) as they are languaged in classrooms is positioned on the grounds where rhetoric and composition meet Black, Latinx, Arab/Muslim, Indigenous, and Queer studies. As scholars concerned with questions about the relationships between power, history, knowledge-making, literacy, and language, we believe that all teachers in rhetoric and composition are uniquely positioned to develop strategies for languaging these social justice concepts in our collective classrooms. Thus, this workshop is meant to function as a pedagogical gathering and grounding in our relationships with these justice movements, with the activist bodies that perform them, with the land on which they are performed, and the solidarity they gather.

David Wallace, in “Alternative Rhetoric and Morality,” states, “Our own, still-vulnerable disciplinary position in the American academy robs us of the courage to recognize that oppression is a complicated business that implicates all of us to some degree, and, thus, we must all make it our business to address it, and those of us who theorize and teach rhetoric bear an additional responsibility to set forward a morally responsible means for using rhetoric to seek justice in American society” (W34–35). We understand that Wallace’s call of responsibility asks us to provide concrete models and create opportunities for teachers to come together to share their experiences in these institutional spaces while advocating for social justice. Along these lines, a social justice languaging approach to teaching



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rhetoric and composition creates an opportunity to cultivate and examine how all rhetorical practices are constellated under the triad of body, space, and culture—an important consideration when addressing the increasingly diverse student populations in our classrooms. The goal of this workshop is to cultivate relationships with different academic bodies, including administrators, instructors, and students, to answer the 2018 CCCC call asking us to create space for and make visible the languaging we do. We invite participants to join us in also answering Wallace's call of responsibility and in laboring alongside us as we constellate social justice movements and languaging in our own classrooms.

### Workshop Focus:

This workshop, sponsored by the American Indian Caucus in partnership with the Queer and Latinx Caucuses and the Arab/Muslim SIG, is designed to show the process of building and cultivating relationships across university and community contexts when working with social justice movements. To act on Wallace's call to action, we establish goals that will specifically focus on the responsibilities we have to advocate for social justice within the institutional spaces in which we work and teach.

The goals of this workshop are: 1) to provide participants with avenues through which to engage social justice pedagogies while negotiating institutional expectations; 2) to provide different methods of relating pedagogical practices to social justice movements; and 3) to provide instructors with ways of language to address, discuss, and navigate systems of oppression. We will accomplish these goals in three ways: 1) by providing intellectual contexts to anchor activities; 2) by providing hands-on opportunities to develop strategies for incorporating social justice texts, activities, and practices into various composing contexts; and 3) by modelling the pedagogical strategies and practices that are the focus of this workshop. This learning-based workshop focuses on the needs of our participants by fostering collaboration with experienced teachers of social justice to develop learning outcomes and plan assignments tailored to participants' local context and/or social justice leanings and desire for participation. In addition, we'll supply a wide array of starter resources for instructors, such as syllabi, assignments, and curricular designs.

### Activities/Sequences:

This full-day workshop begins with the history of the peoples on whose lands we are located and the social justice movements that have taken place on the land that is Kansas City. This context is necessary to understand the work of identity rhetorics as engaged with the histories, cultures, and political realities shaping the spaces where social justice finds root and grows from. Following this context-setting, presentation groups from participating caucuses/SIGs will briefly situate participants in a pertinent social justice movement to provide basis for conversation and activities in the breakout sessions. Presenters will discuss university specific contexts for identity-based social justice, situate specific conversations based on their foci within social justice, and provide strategies to incorporate social justice languaging within local curricular, institutional, and community contexts to demonstrate



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the variety of relationships where social justice pedagogies and related activisms can be incorporated. This workshop incorporates presentations followed by breakout sessions to engage and cultivate conversation. Participants will be encouraged to post questions during the presentations to help open up options for discussion in the breakout sessions and the wrap-up. The workshop will resolve with a constellating/wrap-up section in which facilitators and presenters will engage participants in discussing the relationships and solidarity that exists between moments of activism and social justice.

Participants will leave the workshop with a better understanding of how to approach/work with various academic situations in relation to social justice movements and with example activities to utilize in their classrooms.

### **Schedule:**

9:00 a.m. Introduction: Social justice and the peoples of Kansas City

9:40 a.m. Arab/Muslim SIG presentation and breakout session

10:40 a.m. Break

10:55 a.m. Queer Caucus presentation and breakout session

11:55 a.m. Queer making mini-session part 1

12:30 p.m. Lunch

1:30 p.m. Queer making mini-session part 2

2:00 p.m. American Indian Caucus presentation and breakout session

3:00 p.m. Break

3:15 p.m. Latinx Caucus presentation and breakout session

4:15 p.m. Constellating social justice/wrap-up



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## **W.11 Isolated Languages and Out-of-Sync Labors: A Transformative Exchange between Military and Civilian Higher Education Faculty at the Army Command and General Staff College in Ft. Leavenworth, Kansas**

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**Level:** All

**Hashtags:** Pedagogy (#Pedagogy), Professional Technical Writing (#PTW), Writing Program Administration (#WPA)

**Abstract:** Workshop to foster faculty engagement with professional military education system to enhance military affiliated student learning outcomes.

**Please note that this is an offsite workshop.**

### **Full Description:**

The US military and higher education have a long history of deeply influencing each other. The end of World War II and the first GI Bill drove innovation and change across higher education, and led to a significant transformation of composition praxis and pedagogy. The social unrest of the 1960s and '70s caused a schism between the two institutions. One byproduct of this schism was the isolating of Professional Military Education (PME) from higher education. (The term PME describes the entirety of the military education and training system that includes vocational training, undergraduate, graduate, and postgraduate instruction.) This division hobbled collaborative research and limited exchanges between the two academic communities, but most important, it constrained opportunities to prepare students for transitioning into or out of the military. Just as the aftermath of World War II and the GI Bill triggered an influx of students into higher education, however, the 9/11 attacks, conflicts in Iraq and Afghanistan, and post-9/11 GI Bill have renewed an interest in working with student veterans and students on active duty. Faculty in higher education and PME have begun to reexamine their areas of mutual interest and initiate the building of institutional relationships reflective of the vital role both higher education and PME play in shaping students and national culture.

This workshop aims to facilitate and hasten the transformative development of more systematic relationships between civilian specialists in writing studies and PME faculty by promoting an immersive exchange. The leadership of the Command and General Staff College (CGSC) has agreed to host the workshop and believes that the immersion of workshop participants in an academic military environment will present opportunities to find deeper, mutual connections, and allow participants of 4C18 to gain a more complete understanding of the goals and practices of the PME system. The need for this understanding is particularly urgent, given that most specialists in writing studies have little knowledge of, and even less access to, the PME system and its stakeholders despite a rise in students aspiring to join the military or veterans matriculating into civilian higher education. This workshop will serve as the initial scaffolding for greater future interaction and collaborative research by civilian specialists in writing studies and PME faculty.





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## **W.11 Isolated Languages and Out-of-Sync Labors: A Transformative Exchange between Military and Civilian Higher Education Faculty at the Army Command and General Staff College in Ft. Leavenworth, Kansas**

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The location of 4C18 provides a rare and wholly unique opportunity to foster such engagement and outreach, given the proximity of Kansas City to the CGSC campus at Ft. Leavenworth. The CGSC works with both officers and enlisted students, which makes it ideal for engaging in a series of workshop presentations and exchanges. In addition, the Army both staffs and supports the CGSC. The Army is the largest service in the US Department of Defense, which means that Army ROTC cadets and Army veterans are the most likely students that higher education faculty will encounter in the classroom. In addition, the CGSC invites students from across the services as well as from foreign militaries to take part in their academic programs. Accordingly, the composition of faculty and staff at the CGSC provides a broad and representative view of the larger PME system. As a result, workshop participants will have the opportunity to immerse themselves in the language and labor of the academic military community.

By laboring and languaging alongside PME faculty and staff, workshop participants of 4C18 will begin spanning the schism between civilian and military academic institutions. Workshop participants will gain a deeper appreciation of the practices and philosophies that shape professional military education. Participants will also acquire a better understanding of the transitions students must make between higher education, PME, and vice versa. Specifically, workshop participants will gain valuable insight into the nature of professional military writing that can inform writing program administration, writing program design, and classroom practices. In turn, workshop participants from 4C18 will bring an understanding of writing pedagogy that can productively influence the practices of PME faculty. By engaging in an immersive exchange of their unique languages and labors, PME faculty and 4C18 participants can begin to bridge cultural and research gaps to ensure transformation of the current relationship and a broader and more fulfilling engagement that meets the needs of PME students as well as active duty/veteran students in higher education.

### **Schedule:**

Sessions and presentations to be facilitated by designated workshop facilitators, PME faculty, and members of the CCCCs Standing Group for Writing with Current, Former, and Future Members of the Military

08:00–09:00 Travel from conference center to Ft. Leavenworth/Command and General Staff College

09:00–10:00 Introduction and overview of CGSC (full group)

10:00–11:00 Writing assignment design approaches (small groups)

11:00–12:00 Preparing feedback and assessing student writing (small groups)

12:00–1:00 Cultural interaction (lunch mingle to include CGSC faculty, students, and administrators)



## 2018 CCCC ANNUAL CONVENTION

MARCH 14-17, 2018 · KANSAS CITY, MISSOURI

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1:00–2:00 Presentation on the professional military education system and CGSC’s role within that system (full group)

2:00–3:00 Classroom observation and/or focused discussion on military professional writing (small teams embedded in various schools throughout CGSC)

3:00–4:00 Research proposal exchange/troubleshooting (small groups)

4:00–5:00 Final synthesis (full group)

5:00–6:00 Travel from Ft. Leavenworth to conference center