MW.01 Online Writing Instruction for Multilingual Writers: Strategies for Access

Sponsored by: The CCCC Standing Group on Online Writing Instruction

Level: All

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

Abstract: Participants will develop local strategies to provide multilingual writers linguistic, cultural, and socioeconomic access in OWI.

Full Description:

Multilingual writers' presence in the writing classroom has had a vexed history in which, as Matsuda (2006) argues, their presence disrupts the perception that linguistic homogeneity is the only acceptable norm; this accepted state of most writing courses has left few writing instructors adequately prepared to work with this population of students. Scholars of multilingual writers and writing, meanwhile, have addressed the multiple ways (linguistic, cultural, sometimes socioeconomic) in which writing instructors need to facilitate international and immigrant students' access to literacy instruction. With online instruction becoming a more pervasive method of mediating education, literacy instructors have the additional challenges of facilitating this access through technologies that have not necessarily been designed to mediate this work. Furthermore, as these technologies are opening up access to education—as well as different ways to be educated—for multilingual students on our campuses, in remote locations, and around the world, writing programs and writing instructors need to be conscientious that they do not replicate hegemonic practices in these online spaces. The CCCC Position Statement of Principles and Example Effective Practices for Online Writing Instruction (OWI Principles) provides guidance for addressing these issues of access and creating online instructional spaces conducive for addressing the specific needs of multilingual writers.

This workshop will draw upon the OWI Principles as a foundation for designing policy, preparation, and pedagogy for working with multilingual writers in online literacy courses. Beth Hewett will begin the workshop by contextualizing the challenges created at the intersection of multilingual writers and OWI with her own experiences as an online literacy instructor and tutor and then use the principles of access to frame solutions to these challenges. Her talk will be followed by a series of breakout roundtables based upon the four sections of the OWI Principles: Instructional, Faculty, Institutional, and Research & Exploration.

OWI Principle-Themed Roundtables:

Instructional Principles: Constructing Pedagogies for OWI and ML Writers: Heuristics and Tools

Leading Facilitator: Collin Bjork, Indiana University

MW.01 Online Writing Instruction for Multilingual Writers: Strategies for Access

This roundtable examines the affordances and constraints of specific online pedagogical strategies for instructors who teach multilingual writers. The table leaders will open by reviewing the "Instructional Principles" for OWI as listed in the CCCCs Position Statement (2013) and inviting the participants to engage in a brief discussion about the ways in which these principles address or obfuscate the particular needs of ML students in their context. Next, leaders will introduce participants to a digital compilation of online resources and tools for constructing their online pedagogies coupled with specific heuristics for using these tools in conjunction with ML writers. Participants also will be invited to contribute their own heuristics and tools to a crowdsourced pedagogical repository.

Institutional Principles: Fostering Success for Linguistically Diverse Students in Online Literacy Courses

Leading Facilitator: Joanne Baird Giordano, University of Wisconsin Colleges

This roundtable discussion will focus on evidenced-based practices and principles for improving student success and retention in online literacy courses. Drawing from the OWI Institutional Principles and the CRLA whitepaper, "Meeting the Needs of Linguistically Diverse Students at the College Level" (de Kleine and Lawton 2015), participants will discuss effective strategies for creating online learning environments that help linguistically and culturally diverse students achieve academic success by a) adapting to the varying expectations of online learning communities, b) engaging online within a community of diverse writers, c) receiving individualized support from instructors, and d) accessing co-curricular support services and resources.

Faculty Principles: Professional Development for WPAs and Faculty in Designing Online Courses for Multilingual Writers

Leading Facilitators: Tiffany Bourelle, University of New Mexico, and Lyra Hilliard, University of Maryland, College Park

This roundtable will focus on how instructors can design online courses and curricula to meet the needs of multilingual writers. Participants will begin by reviewing assignments and creating or revising their own for a diverse set of learners who may vary in learning and communication styles, as well as prior educational experiences. Participants will also review the design features of their online courses, discuss how the current design may hinder or help multilingual learners, and brainstorm ways to revise their courses accordingly. The discussion will also be useful for WPAs when implementing similar assignment and curriculum design workshops at their institutions.

Research & Exploration Principles: Interdisciplinary Research Design Considerations in Exploring Multilingual Writers and OWI

Leading Facilitator: Tanya Tercero, University of Arizona

MW.01 Online Writing Instruction for Multilingual Writers: Strategies for Access

The facilitator/s will provide an overview of the Foundational Principles of Online Writing Instruction (Hewett & DePew, 2015) chapters "OWI Research Considerations" (Ehmann & Hewett, 2015) and "Multilingual Writers and OWI" (Miller-Cochran, 2015), which address, in part, the need of examining how the online writing instruction and second language writing, respectively, perceive the exigencies when multilingual students take online writing courses. These chapters guide us to apply the research in these fields to understand both local and global contexts. Using Google Docs to contribute to a shared research design template, participants will have the opportunity to develop research questions and begin to design projects that might prove most useful to their own particular OWI contexts, as well as online design/instruction in general.

MW.02 Corpus-Linguistic Approaches to Teaching and Studying Writing

Sponsored by: The CCCC Standing Group on Linguistics, Language, and Writing (LLW)

Level: All

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

Abstract: Use hands-on activities to learn corpus-linguistic methods for writing studies: genre, FYC, writing center, and science & professional writing.

Full Description:

If I say "He's an eligible BLANK," you're likely to complete the sentence with *bachelor.* The fact that *eligible* and *bachelor* often appear together—in corpus-linguistic terms, they are collocated—tells us something about the meaning of *bachelor* that is not in its dictionary definition and related social values (e.g., gendered ones, in this example). This workshop uses hands-on activities to introduce theories and methods of corpus-linguistic analysis for various purposes, genres, and sub-fields within writing studies. Facilitators will guide attendees through examples of the use of corpus methods in FYC, writing center research, and professional and science writing.

LLW and its 60 members bring knowledge of how language works from a wide range of linguistic approaches to conversations about writing and writing pedagogy, maintaining a space for linguistic approaches within the communities of rhetoric, composition, and writing studies and seeking new ways to support linguistically informed writing research and pedagogies and writing-informed linguistic research. Consequently, this session will be of interest to those with or without knowledge of linguistics and those who are members of LLW and those who are not.

Speaker 1 will provide a brief introduction of the premises and theory of corpus linguistics, underscoring how "by looking at the collocational strength of lexical items in a corpus . . . we are given an objective sense of the themes and associations that are embedded in words due to their continual pairing with other words" (Baker & McEnery, 2003). Attendees will then play a "collocation game," where they test their subjective impressions against word collocations in a large corpus of English, and the speaker will then discuss lexical and grammatical trends in the results.

Speakers 2 and 3 will focus on freely available tools for the most common computer platforms: AntConc, UAM Corpus Tool, corpus.byu.edu, MICASE, MICUSP, and papyr.com. They will address pros and cons of each tool and demonstrate some of the more accessible features of these freely available software programs. Participants will practice some simple concordancing exercises. One exercise (very short) explores a simple keyword in context (KWIC) experiment. A second exercise takes a student's text and uses corpus.byu.edu to compare the student's academic vocabulary versus general vocabulary.

Speakers 4 and 5 will raise questions of corpus design for a written FYC corpus. The speakers will first introduce participants to free corpora—the Corpus of Contemporary Academic American English, the

MW.02 Corpus-Linguistic Approaches to Teaching and Studying Writing

Michigan Corpus of Upper-level Student Papers, and the Louvain Corpus of Native English Speakers—and show participants how the structure of a corpus opens certain lines of inquiry while limiting others. Participants will then work in groups to build a small corpus of 66 open access undergraduate FYC papers of various genres, published online in a university undergraduate FYW journal. The session will conclude by reflecting on the labor of corpus building and reflecting on the relationship between corpus design and potential research questions.

Speaker 6 will discuss the steps involved in creating a study (specialized) corpus of spoken-language data, including recording interactions, transcription, conversation to text files, data cleaning, and analysis in software (in this case, AntConc). The speaker will also discuss an ongoing project with other writing-center researchers to fund and build a shared repository of writing-center data. Attendees will participate in a brief activity (using their own data or using sample data provided) that involves making decisions about transcription and reviewing the differences in results.

Speaker 7 will introduce options for annotating a corpus, using as an example a publicly available corpus of texts written by legal writing students. Annotating a corpus allows the researcher to "bracket" portions of artifacts, like complex legal citations, to exclude them from analysis; or to code portions to allow comparison, for example, between different common sections of a genre, like the fact section of a legal brief and its argument. Because annotation is labor intensive, it often requires the work of multiple humans, which raises concerns about inter-rater reliability. Attendees will engage in an activity where they code and compare their codes on samples of texts from the corpus.

Speaker 8 will introduce genre analysis using corpus methods, focusing specifically on comparisons between the Open American National Corpus (OANC) technical/scientific corpora and a corpus of user comments pulled from the website Reddit—specifically the "subreddit" r/science. First, the speaker will use this comparison to offer a brief demonstration of the extent to which r/science uses the linguistic generic markers of scientific discourse. Then, participants will analyze and compare word lists, keyword lists, and collocations from the corpora in order to draw further inferences about their different generic shapes and functions.

Schedule:

9:00 a.m. Welcome, introductions, logistics (software, materials)

9:10 a.m. Theoretical grounds: What can corpus linguistics teach us about writing?

9:25 a.m. Activity (10 mins) & recap (5 mins): Collocation game

9:40 a.m. Corpus tools: Free concordancing software

9:55 a.m. Activity (10 mins) & recap (5 mins): Keywords in context

MW.02 Corpus-Linguistic Approaches to Teaching and Studying Writing

10:10 a.m. Building a corpus of students' written language

10:25 a.m. Activity (10 mins) & recap (5 mins): Building a corpus

10:40 a.m. Break

10:50 a.m. Building a corpus of students' spoken language

11:05 a.m. Activity (10 mins) & recap (5 mins): Decision making

11:20 a.m. Annotation and inter-rater reliability

11:35 a.m. Activity (10 mins) & recap (5 mins): Code and compare

11:50 a.m. Discovering genre through corpus analysis

12:05 p.m. Activity (10 mins) & recap (5 mins): Corpus analysis

12:20 p.m. Recap and conclusion

MW.03 Teaching STEM Writing and Writing about STEM

Sponsored by: The CCCC Standing Group on Writing and STEM

Level: All

Hashtags: Pedagogy (#Pedagogy), Language (#Language), Professional Technical Writing (#PTW)

Abstract: Participants will develop materials to teach STEM writing (or writing about STEM topics) at the first-year, undergraduate, or graduate level.

Full Description:

This workshop addresses needs that the Writing and STEM Standing Group perceived during discussions at CCCC 2016 and 2017: Instructors want to teach courses on STEM writing or STEM topics, but they are either unsure how to start, or they teach a course but need resources to teach it more effectively. This workshop attempts to meet these needs by providing models, strategies, and opportunities to workshop materials for teaching students to understand and work with STEM discourses.

After an introduction to a framework for charting science-and-writing pedagogy, speakers will describe experiences teaching STEM writing or writing about STEM subjects to different populations.The rest of the session will focus on workshopping registrants' ideas for courses, activities, and assignments.

Speaker 1 will describe a framework that identifies four types of programmatic terrain in which science and writing are taught together: 1) first-year experience, 2) post–first-year-experience undergraduate education, 3) graduate education, 4) postgraduate and professional training. Within each terrain, distinct niches are occupied by pedagogical species adapted (or not) to the needs, resources, and constraints of particular programs. These curricular niches include 1) writing about science discourses, 2) science in writing, 3) writing to learn science, 4) writing science. Any species of science-and-writing course can be categorized by these two sets of categories. For example, a first-year experience course could incorporate scientific discourse to fill different curricular niches, such as a first-year seminar on the rhetoric of science, a first-year composition course teaching students to read and write about scientific discourse, an introductory science course requiring writing about scientific research, or a first-year course in science or composition that requires students to design a study and write about the results. Although developed with science writing/scientific writing in mind, the framework can be applied to other STEM meta-disciplines, and we will describe how it can help instructors develop new courses or rethink existing ones.

After reviewing how to use the framework, presenters will discuss curricular species they have developed and describe the challenges of planning or delivering them.

Speaker 2 will describe a first-year engineering course, focusing on how she teaches engineering students to write technical descriptions by first teaching them how to write poems. Through this

MW.03 Teaching STEM Writing and Writing about STEM

approach, Speaker 2 helps her students understand how disciplinary cultures shape languaging practices, and they become more skilled in producing technical and nontechnical writing.

Speaker 3 will describe teaching research writing in a multidisciplinary course for upper-division students, both STEM and non-STEM. The course poses the following problem for each student to resolve: How do you write about a topic in an evidence-based manner for an audience outside your discourse community?

Speaker 4 will describe a writing course designed for juniors and seniors in the natural sciences and engineering that takes a rhetorical genre analysis approach to STEM writing. Students identify overlapping disciplinary audiences for their work, investigate texts for recurrent features and variants, and discuss their findings with disciplinary experts. They then present their findings, compare what they found with students in different disciplines, and apply their learning to writing in their disciplines. This approach helps students frame questions for their disciplinary advisors and helps them appreciate the epistemologies of their disciplines while teaching them to be aware of the multiple disciplinary audiences for their research.

Speaker 5 will describe a three-part training program that teaches graduate students to communicate their research to public audiences. Through a partnership with a local zoo that connects scientists with local communities, students 1) explore their audiences' information needs by conducting interviews, 2) apply writing strategies to communicate their research using narratives, metaphors, explanations and examples, and 3) apply visual strategies, such as minimalist designs that facilitate information exchange and aesthetic choices that appeal to readers' emotions. The program culminates with students developing blog posts that describe and visualize their research for the local community.

Speaker 6 will describe how an applied linguistics frame (e.g., Swales & Feak, 2012) can help demystify common genres in scientific writing for advanced undergraduates and graduate students. These students, particularly first-generation and multilingual students, often struggle with the discipline-specific words and phrases, which can prevent them from developing expert personas in science.To help students understand the rhetorical situations and rhetorical moves of academic science writing, Speaker 6 takes an applied-linguistics approach that asks students to discuss and analyze scientific discourse at the word, phrase, and sentence level in order to contrast disciplinary academic conventions at advanced levels.

In the remaining time, participants will discuss ideas for courses and assignments or get feedback on current materials in two sets of breakout sessions. Breakout groups may discuss the following topics, though we will adjust group foci to match participants' goals and interests:

- Teaching STEM writing to first-year students
- Designing assignments to explore genres

MW.03 Teaching STEM Writing and Writing about STEM

- Using writing as a tool for research
- Working with multilingual students in STEM writing contexts

Schedule:

9:00–10:15 a.m. Workshop introduction and case presentations

10:25–11:25 a.m. Break-out session A—Registrants workshop courses and assignments

11:30 a.m.–12:30 p.m. Break-out session B—Registrants workshop courses and assignments

MW.04 Your Transition Toolkit: Successfully Moving from Graduate Student to Early Career Professional

Sponsored by: The CCCC Committee on the Status of Graduate Students

Level: All

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

Abstract: This workshop assists graduate students, new faculty members, and others to successfully transition to new professional roles.

Full Description:

Our field has a long history of commitment to mentoring our colleagues across the career span (Eble, Gaillet, & Lewis, 2008; Reid, 2008; Okawa, 2002). In recent years, the CCCC Committee on the Status of Graduate Students (CSOGS), along with the WPA-GO (Writing Program Administrators Graduate Organization), have facilitated various mentoring events and resources for graduate students through CCCC, including one-on-one mentoring, Web resources, and mentoring events at CCCC and WPA conventions each year. Based upon feedback to the committee, and experiences of committee members themselves, we have found that desire for greater graduate student mentoring exists, that graduate student mentoring in our profession tends to end with the job market as the culmination of a graduate student's career, and that often, mentoring does not resume until some time after the establishment of a new position (if at all). Often, we rely on textual resources for professional development (e.g., Kelsky's (2015) *The Professor Is In,* Hume's (2011) *Surviving Your Academic Job Hunt: Advice for Humanities PhDs*) but even these merely pay lip service to the "after," both after graduate school and after the job hunt. The disorientation and labor involved for new graduates and those changing roles in the profession is often a "hunt" of another kind. We would like to offer our community more support as people move across and between roles within the academy.

This half-day workshop is designed to help aid in the transition from graduate students and other developing roles to early career faculty. It will consist of hands-on sessions designed to assist participants to successfully manage different parts of adjusting and succeeding in new early career faculty positions. This workshop is designed to provide an inclusive experience for graduate students and early career faculty, offering intersectional approaches and diverse perspectives, experiences, and meaning-making activities. Facilitators include early career faculty and staff members from a wide range of institutions across the country, public and private, including community colleges, teaching institutions, and research institutions. Our workshop also features facilitators from a broad range of positions, including tenure-track, non-tenure-track, administrative, and alt-ac. In addition to attending panel sessions on life issues, goal-setting, and networking, participants will collaboratively develop action plans that will help them learn a variety of approaches, techniques, and networking and

MW.04 Your Transition Toolkit: Successfully Moving from Graduate Student to Early Career Professional

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relationship-building skills in order to enhance their successful transition. This workshop emphasizes the value of faculty experience as providing a new perspective on issues of time management, work-life balance, networking, and mentoring against the metanarratives that dominate the transition from student to faculty via disciplinary lore.

Tentative Schedule:

9:00–10:00 a.m.

What We Wish We'd Known: Finances, Relationships, and Intersectional Approaches to Career Transition

This hour will begin with several short narratives about life issues related to career transition from a variety of perspectives. Then, several facilitators will provide workshop participants with findings and recommendations based upon an ongoing CCCC Research Initiative Grant-funded study. This national, mixed-methods study comprehensively surveyed new faculty about what the transition from graduate study to the professoriate entails. Using this data, we will provide participants with a series of strategies that faculty in their first three years of employment expressed they wish they would have learned in grad school and/or wish they would have known as they entered their first faculty position.

An activity will include a checklist with various life issues (funds for relocation, summer jobs, logistics for partners and dependents, etc.) to encourage discussion and reflection about the changes involved with a relocation. Emphasis will be placed on the highly variable nature of experiences based on positionality at the completion of the PhD or the end of a job market run.

10:00–11:00 a.m.

Goal Setting: Understanding the Expectations of your New Institution and Preparing a Career Trajectory

In this session, a set of panelists will offer short narratives about preparation for the next planning phase of the academic career based upon local expectations—for the position, the institution, and often, the positionality of the new hire, particularly for new faculty of color. Facilitators will introduce an exercise for action planning designed to begin with the arc of the PhD program and/or early career and carry it over to the new arc of the early career academic position, with discussion of research, teaching, and service. After mapping these exercises, participants will discuss time management, work/life balance, and evaluative metrics for success along the way.

11:00–11:30 a.m.

Finding a Support Network through Horizontal and Vertical Mentoring: Mentors and Colleagues inside and outside of Your New Institution

MW.04 Your Transition Toolkit: Successfully Moving from Graduate Student to Early Career Professional

This short session will be a guided mapmaking exercise for participants to begin tracing their own mentoring networks both within and beyond their old and new institutions, with emphasis on both vertical and horizontal mentoring networks. We will also discuss and facilitate conversations with regards to networks outside of academia to pursue alt-ac positions.

11:30 a.m.–12:30 p.m.

Networking with a Variety of Recent Early Career Faculty and Alt-Ac PhDs

Those facilitators who have navigated this process will talk in small groups to answer questions, provide guidance, and offer to continue the conversation through the CCCC SOGS' website and social media spaces. Participants will have an opportunity to build their own networks and develop plans for future communication and support beyond the workshop.

MW.05 Strategies for Facilitating Intellectual Inquiry and Discourse in a Post-Truth World

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Sponsored by: Rhetoricians for Peace

Level: All

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

Abstract: This workshop explores how rhetoric and composition scholars and teachers can teach students to critically engage in a post-truth world.

Full Description:

In this half-day workshop, we explore the ways in which rhetoric and composition scholars and teachers should address the onslaught of post-truth news, memes, stories, pictures, and websites within and without the classroom. Prior to the 2016 United States presidential election, the country seemed largely unaware of the impact of fake news on the citizens who used it to inform their arguments and political choices. Then came the realization that fake news was deeply entrenched in American politics and life and had played a significant role in the outcome of the election: a 2016 Pew Research poll found that 64% of Americans say that fake news caused "a great deal of confusion" (Barthel, Mitchell, & Holcomb, 2016). Given this awareness, it seemed like the matter would naturally correct itself, but this did not come to pass. As teachers, we have now two choices: to avoid the problem entirely or to engage it head-on through activities and conversations focused on promoting critical inquiry, digital literacy, information literacy, rhetorical analysis, and research skills. This work is not without its difficulties, as Elisa Findlay and Stephanie Larson ask in an April 2017 Sweetland Digital Rhetoric Collaborative post: (1) "Do our teaching objectives change in the midst of a 'post-truth' era? If so, how?" and (2) "How have we been teaching information literacy in the composition classroom?" The importance of acknowledging, addressing, and responding to these questions cannot be overstated, nor can we ignore the sensitive nature of this enterprise. We must work to include all of our students in the intellectual practices and processes that we value rather than marginalize those with different views or stakes in the outcome. To that end, our workshop will be driven by the following questions that Findlay and Larson ask:

- What does the perceived rise of fake news mean for composition instructors?
- Do our teaching objectives change in the midst of a "post-truth" era? If so, how?
- How have we been teaching information literacy in the composition classroom?
- What works and what might need revising considering the prevalence of fake news?

Schedule:

9:00–9:10 a.m. Welcome to Workshop

9:15–9:45 a.m. Keynote: The Psychology of a Post-Truth World

MW.05 Strategies for Facilitating Intellectual Inquiry and Discourse in a Post-Truth World

Panel Description

To frame our understanding of the power of post-truth content, we begin our workshop with a social psychologist whose research focuses on attitudes toward negatively stereotyped groups (Wallace, Desforges, Thomas, Lord, & Sia, 2001). The keynote speaker will discuss the psychological underpinnings that allow for the fake news to flourish and have an impact on thinking and decision-making in a post-truth world. To help workshop participants understand the proliferation and popularity of fake news, this speaker will share research on psychological paradigms including social categorization, the cognitive miser, just world thinking, and cognitive dissonance, as well as concepts including the bystander effect and the impact of bias on audiences (Aronson, 2012). This presentation will inform the roundtable discussions by (1) introducing participants to the psychological mechanisms that make fake news popular and influential and (2) providing participants with a foundation for constructively negotiating controversy through assignments and class discussions.

9:50–10:00 a.m. Brief orientation to the first roundtable

10:05–10:50 a.m. Roundtables: Developing Assignments in a Post-Truth World

Building on the takeaways from the keynote, participants will further develop their ideas from the morning session in thematic roundtables that facilitate conversation and strategies about how to address fake news, fake memes, alternative facts, and confirmation bias within course curriculum, curriculum design, faculty development, and university/community outreach. Drawing inspiration from Wineburg and McGrew (2016)—that students aren't nearly as internet savvy as we assume them to be; that instructors need to avoid making assumptions about students' online research and critical thinking skills—participants should leave the roundtable with ideas for an assignment in a course that helps them meet the needs of student writers in a global and digital culture. In particular, this roundtable will generate ideas and conversations about how to craft assignments, how to encourage critical thinking, how to encourage research, and how to foster analysis through the global spaces and digital methods that post-truth occurs and proliferates in. While developing these assignment ideas, participants will also consider and practice ways they might ask faculty at their local institutions to engage in similar activities. Ideally, this roundtable will provide participants with the tools they need to lead local faculty through professional development. After 20 minutes of roundtable discussion, participants will return to share ideas with all workshop participants.

10:50–11:00 a.m. Break

11:05–11:15 a.m. Brief orientation to the second roundtable

11:20 a.m.–12:05 p.m. Roundtables: Classroom Management in a Post-Truth World

MW.05 Strategies for Facilitating Intellectual Inquiry and Discourse in a Post-Truth World

Building on the takeaways from the keynote and first roundtable, participants will further develop their ideas to address classroom management strategies when teaching about fake news, fake memes, alternative facts, and confirmation bias. As WPA-L and Facebook conversations show, rhetoric and composition instructors (1) struggle with knowing how to talk/teach about post-, alternative, and fake truth in productive ways and (2) have experienced students fact checking and challenging them during lectures. Participants should leave the roundtable with strategies to talk and teach about post-truth content in a way that engages and encourages productive discussion, critical thinking, and research skills. While developing strategies, participants will also consider and practice ways they might ask faculty at their local institutions to engage in similar activities. Ideally, this roundtable will provide participants with the tools they need to lead local faculty through professional development. After 20 minutes of roundtable discussion, participants will return to share ideas with all workshop participants.

12:05–12:30 p.m. Reporting out

In closing, attendees will reflect upon the workshop and share what they will specifically apply, practice, or initiate when they return home to their institutions.

MW.06 The Work of Hip-Hop Pedagogy: A Hip-Hop Literacies Workshop

Level: All

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

Abstract: Hip hop presents a number of intriguing approaches and theories central to the labor of composition studies.

Full Description:

This year's conference theme presents a unique opportunity for those interested in hip hop as an intellectual area of study. As a discipline, rhetoric and composition is "committed to providing English educators with the tools, training, and support needed to build a more equitable system better able to serve the unique needs of all youth" (NCTE Statement Affirming #Black Lives Matter, NCTE/CCCC Black Caucus, 2015). To better accomplish this goal in the classroom, we propose a half-day workshop examining, discussing, and thinking through hip-hop histories, language, literacies, and pedagogies as resources for teaching writing and critical language awareness in a multimediated age.

Though hip hop has become a valuable resource for the classroom and a common topic at the Conference on College Composition and Communication Annual Convention, its development as an important teaching resource has yet to be thoroughly examined in relation to the experiences and training teachers receive, and the changing ways that language is used across various mediums. This is illustrated by the lack of publications in *College English* and *College Composition and Communication* journals on hip-hop pedagogy or language studies, as well as the lack of critical discussions about the ways hip hop can enhance the study of discourse.

Within hip-hop studies scholars have presented a number of intriguing new approaches to language, writing, gender, and identity that can be used to enhance the teaching of rhetoric and college composition (e.g., Peterson, 2016; Ibrahim, 2014; Love, 2012; Durham 2010; Stover, 2009). Indeed, these scholars have advocated for pedagogies that value linguistic diversity, gender equity, critical pedagogy, and literacies that humanize and sustain. The goal of this workshop is to advocate for more complex scholarship and teaching approaches from within that provide a fresh perspective on the way teachers of writing work with hip hop to address student literacies in an equitable fashion. To do this we propose the following:

Part I: Introduction

Description: We will begin with an introduction to the culture of hip hop, and the role of hip-hop studies for recent approaches to critical pedagogy. Using the frames of Identity, Language, and Practice to explain some of the recent hip-hop scholarship and innovations within hip-hop studies, these frames will be connected to the teaching of composition and language.

Part II: Perspective

MW.06 The Work of Hip-Hop Pedagogy: A Hip-Hop Literacies Workshop

This section will present historical and contemporary perspectives of hip-hop feminism and hip-hop music.

Session 1: Hip-Hop Nation Language and the Politics of Becoming

Description: Presenters will discuss the role of hip-hop language in understanding changing views on race and identity. Using Awad Ibrahim's *The Rhizome of Blackness: A Critical Ethnography of Hip-Hop Culture, Language, Identity, and the Politics of Becoming* (2014) to frame discussion of hip-hop language, presenters will provide an overview of Hip-Hop Nation Language (Alim, 2006), and its relationship to student dispositions. Presenters will also provide a list of concepts and terms central to understanding expressions and attitudes common in hip-hop culture. The session will conclude with round table discussions about ways that a heightened awareness of Hip-Hop Nation Language can be used to respond to student writing or topic choices.

Session 2: Hip-Hop Feminisms and the Composition Classroom

Description: Presenters will examine some of the prevalence of sexist language and attitudes in hip-hop culture and music, as well as the complex dynamics that shape the reception, attitudes, and expressive texts composed by female hip-hop artists and writers. For example, workshop participants will be provided a detailed review of recent scholarship—such as Aisha Durham, *Home with Hip Hop Feminism: Performances in Communication and Culture*, and Bettina Love, *Hip Hop's Li'l Sistas Speak: Negotiating Hip Hop Identities and Politics in the New South*—that examines the complex definitions of feminism within hip-hop culture. The goal of the session is to develop with participants ways of talking about hip-hop music and discourse without eschewing sexist attitudes or dismissing complex views about gender within hip hop.

Part III: Teaching

Description: This section of the workshop will focus on practical ways that participants can incorporate hip-hop music and hip-hop memoirs into their classrooms. Participants will be split into two groups and will participate in two rotating sessions.

Learning Station A:

Description: How to incorporate the hip-hop mixtape into the teaching of writing. Much has changed in the demographic population in classrooms in the last fifty or so years, though some teaching practices have not kept pace. Because we are a more diverse, multicultural, and multilingual nation, newer concepts are needed to keep pace with the evolving literacies of students. This learning station will examine the hip-hop mixtape as a model for exploring conceptual changes in how students consume texts, respond to new ideas, and compose for specific audiences.

Learning Station B:

MW.06 The Work of Hip-Hop Pedagogy: A Hip-Hop Literacies Workshop

This learning station will give participants an opportunity to examine an undergraduate writing course focused on critical hip-hop writers. The facilitators will briefly review research focused on the need for hip-hop pedagogies that address unjust racist tropes that are commonly attached to African American males in secondary education. Such stereotypes can negatively influence student identities that view hip hop or other musical writers as intellectuals and turn them away from fruitful conversations about other writers in the classroom.

The facilitators will show sections of rap artists' interviews, as well as play their music, and give participants time to discuss in small groups how the artists exhibit intellectual traits that could be used effectively to engage students in discussions about the labor of critical writing and critical writers.

MW.07 Contingent Faculty Empowerment and Innovation: Building Equity and Inclusion through Curriculum Redesign

Level: 4-year

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

Abstract: This workshop focuses on possibilities to honor innovation and create a culture of equity and inclusion for writing program faculty.

Full Description:

This workshop focuses on creating a culture of equity within a writing program. Whether a long-time writing program director or new to WPA, a contingent faculty member, chair or tenure-line, this workshop uses examples to help participants think about equity, diversity, and program values—and how these are enacted.

Stating program values and enacting them can be difficult when WPAs must hire contingent faculty for poor wages or working conditions. Equity and diversity can also be difficult to enact in departments with traditions of hierarchy (tenure-track/contingent faculty; research/teaching) where resources, such as travel for professional development, are scarce. Yet as Seth Kahn and others have shown in the recent *Contingency, Exploitation and Solidarity: Labor and Action in English Composition,* despite our histories and current institutional pressures, these can be achieved with reflection, creative solutions, and will. Workshop facilitators experienced this when wrenched out of English by provost and dean fiat and given the charge to create their own unit. Not using the workshop to tell hero stories, facilitators use their research into faculty agency and program design, and their experiences in their current and other programs, to strategize how to create a culture of inclusion.

This workshop starts by leading participants to examine their own values about academic work, their own conceptions about who holds knowledge about the curriculum, and how that knowledge is distributed. Participants will then chart their programs' positions and connections within their universities, before moving on to group discussions of desired curricular change. Having brainstormed possibilities and given models, participants will begin to design an inclusive plan to revise curriculum and/or community that builds in equity and inclusion.

This workshop serves not only WPAs and contingent faculty who want to revise their curriculum and community, but any writing faculty member or faculty administrator seeking to enact the fields' desires for inclusion. Participants will:

- Examine their deeply held beliefs about research and practice in the academy;
- Learn strategies to align curricular sequences as they are situated within their particular institutions;
- Brainstorm resources to support curricular work and visible as well as invisible faculty labor;

MW.07 Contingent Faculty Empowerment and Innovation: Building Equity and Inclusion through Curriculum Redesign

- Empower, not just involve, contingent faculty to create the curriculum;
- Design equitable practices across a writing program, fostering sustainability by weaving these practices into the curriculum.

The workshop will be facilitated by four non-tenure-track lecturers who claim this labor and have since presented on it on their own campus and at conferences. The tenure-line cofacilitator represents the roles these faculty can play in either hindering or collaborating on a new culture. Outcomes for participants will include:

- an examination of values and constraints which may prevent the enacting of equitable practices;
- development of tactics to level the hierarchy that prevents equity;
- the use of curriculum design to level the playing field.

Schedule:

9:00–9:15 a.m. Overview of agenda—Introductions of participants

9:15–9:45 a.m. Workshop facilitators will share an overview of the process and the various roles contingent faculty filled in the redesigning of their program's curriculum, raising "wicked problems" they faced and which participants will be asked to consider:

- Presenter 1 will provide a brief context out of which examples and wicked problems grew.
- Presenter 2 will provide an overview of the curriculum design and research of a new course pilot.
- Presenter 3 will discuss the creation of multiple faculty development approaches that shifted curriculum and culture.
- Presenter 4 will outline the role a blended learning team had in fostering faculty agency.
- Presenter 5 will outline how a longitudinal study of writing served as another vehicle for culture shift.

9:45–10:30 a.m. Participants will break into small groups and brainstorm their own needs/desires for changing the culture and/or curriculum of their own programs.

Participants will post questions or goals to an online document.

10:30–10:45 a.m. BREAK [During the break, facilitators will group questions/goals in order to better serve participants' issues in the groups which follow.]

10:45–11:45 a.m. Participants will choose from the list of topics they generated and facilitators organized and break into small-group discussions guided by a workshop leader. Participants will have the opportunity to rotate through these groups.

MW.07 Contingent Faculty Empowerment and Innovation: Building Equity and Inclusion through Curriculum Redesign

11:45 a.m.–12:30 p.m. Participants will share with the larger group at least one strategy to take back to their programs. They will be encouraged to share contact information with others to establish a support network in successfully meeting their goals, and potentially propose future workshops or presentations at CCCC 2019 based on their work started here.

MW.08 Engaging the Global: Transforming Transnational Literacy Work

Level: All

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

Abstract: The workshop will explore innovative approaches that incorporate global contexts and perspectives into WPA and classrooms.

Full Description:

In the 2018 CCCC call for proposals, Asao B. Inoue invites us to consider ways that laboring with and on language can transform people, places, institutions, languages, communities, and ultimately the world. Aligned with these calls, during the past three years the "Engaging the Global" workshop has aimed at transforming composition studies through the cultivation of professional relationships, conversations, and partnerships among teachers/scholars of writing in the United States and around the world. In the proposed fourth edition of this workshop, we continue toward these aims by inviting a growing transnational network of writing scholars, teachers, and administrators to examine how their work might disrupt and resituate the field of writing studies, as it shifts toward a broader conception of writing in relation to other languages, modes, and the context of globalization. In making these moves, the workshop targets the intersections of transnational writing program administration, global partnerships and collaborations, and localized pedagogical practices in various regions and areas of the world.

Collectively, the diverse range of facilitators—who are situated in various roles, disciplines, institutions, communities, and nations—will focus not only on the localized nature of writing programs and classes inside and outside the borders of the United States, but also on the complex relations between them. These transnational connectivities include the establishment of satellite programs abroad, collaborations and partnerships between institutions of higher education in different countries, and online teaching to diverse audiences located in more than one region or area of the world. Linked to these aims, the workshop will examine ways various academic institutions, writing programs, and writing teachers are developing translingual and transmodal approaches in challenges to monolingual (and monomodal) ideologies in a shifting educational landscape.

This workshop will engage participants in hands-on activities, assignments, and ideas led by a broad range of teacher-scholars from diverse regions of the world, including Egypt, Russia, Turkey, Switzerland, China, Hungary, India, and the United States. In total sixteen facilitators at six different tables will ask participants to explore key issues organized around the following areas:

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Communication and Technologies. This area will examine theoretical and practical issues linked to the integration of digital and global communication technologies in transnational writing program administration and writing classrooms. The facilitators will focus on:

- incorporating study of students' own social media practices (use of Emojis) in cross-cultural contexts using observations, interviews, field notes;
- gamification in the ESL writing classroom;
- integrating cloud-based technologies (e. g., collaborative writing on Google Docs);
- developing online curriculum and platforms (e. g., MOOCs) targeting transnational audiences who may be distributed across languages, cultures, regions, and countries.

Transnational Partnerships. This area will explore challenges and opportunities of transnational partnerships and collaborations. This includes addressing the development of writing programs and curricula for offshore and satellite programs; highlighted is the need to resist export models and to attend to local institutional and social conditions. Equally important are curricular designs involving transnational partnerships and issues related to differences in languages, cultures, and time zones. The facilitators will focus on:

- a partnership that aims at the development of a private university in Iraq funded by international investors, which will be modeled on a US university's accredited degree programs, including an English department focused on academic writing instruction;
- a technical and professional communication course involving two countries (Hungary and the United States) and three different institutions where students work together to create business plans, to build websites, and to test those websites for usability and accessibility.

Writing Classrooms beyond North American Borders. This area will attend to classrooms outside North America and the locally situated nature of their institutional spaces and sites. The facilitators will focus on:

- a study at the American University in Cairo of intra-nationalism, or the sociocultural, economic, and educational backgrounds of students who flow into transnational, US-based universities without the background typical of most students;
- a telling case examining of the curriculum at a university in Switzerland where they face a challenge with the concept of local: students come from many parts of the world, but very few are "local" in the strict sense of the term.

Translingual/Transmodal Pedagogies. This area will examine how to integrate and enact translingual/transmodal approaches in writing program administration and classrooms. The panelists will bring rich examples adopting asset-based approaches that leverage linguistic and cultural differences. The facilitators will focus on:

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- the construction of children's multimodal story books for multilingual audiences;
- the incorporation of linguistic and semiotic landscaping in transnational contexts (e. g., graffiti, posters, architectural structures) into activities and assignments;
- creating neighborhood maps from students' home cultures as a means to explore connections between language and social space;
- translation assignments and activities involving the translation from students' home languages with sharing and reflections on rhetorical and interpretive decisions.

The workshop is organized in three stages: (1) a brief introductory session, (2) table rotations, and (3) full-group reflection. The table-rotation format includes two major rounds of concurrent sessions at six tables with two facilitators each. During the final reflection, participants will highlight their key takeaways relevant for their local contexts.

In the weeks leading up to the workshop, the participants will be able to preview the workshop by accessing the materials shared in a Web repository. The three co-chairs, as active users of social media platforms, will engage registered participants and other members of the profession in promotion and conversations about the workshop and its theme before, during, and after the workshop.

By bringing together writing teacher-scholars from different national and cultural contexts, the workshop will foreground pedagogical responses to varied and emerging technological landscapes, challenges of teaching cross-cultural communicative skills, and the need to foster a sense of global citizenship through writing programs and partnerships in an increasingly interconnected world.

MW.09 Designing Dissertation/Thesis Boot Camps for Graduate Students across the Disciplines

Level: Graduate

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

Abstract: This workshop will teach participants how to organize, develop, and execute an interdisciplinary thesis/dissertation boot camp.

Full Description:

This workshop will teach participants how to organize, develop, and execute an interdisciplinary thesis/dissertation boot camp, a hybrid of writing classrooms and support groups. We are focusing on theses/dissertations because of their placement as a degree capstone and the academic weight ascribed to them not only as a representation of a student's scholarship but also as a professional launching pad. From a languaging perspective, committees, defenses, and university archiving seemingly reinforce the perception that a student's thesis/dissertation derives value an as end product—the culmination of that document existing only to thoroughly vet and to avoid a "bad" product. For all the importance placed on the thesis/dissertation, little is done for students to assist in the writing process as a process, i.e., languaging.

We propose this workshop as a resource for participants who desire to provide more writing resources for graduate students but are unsure of how. Additionally, as most graduate students are currently writing their theses/dissertations for the first (and only) time, we see these writers as especially needing attention, for they are novice writers of the form. We anticipate our workshop primarily reaching those who specialize in graduate studies/services, whether they be teaching faculty or WPAs, though graduate students would be able to participate fully and later present their designs to those whom they feel could bring about boot camps at their universities. Finally, we see our workshop addressing new ground in that writing boot camps (of any kind) are relatively untouched in composition scholarship. To our knowledge, there exists no article currently published in *College Composition and Communication* (or other composition journals) regarding them.

Overburdened students with committee members more than capable of generating revision notes need a guided place and time to write rather than a collective dedicated to "fixing" writing a la the MFA workshop/writing support-group model. While we support writing workshops/groups and recognize how they overlap with boot camps, key differences amongst these models and boot camps offer students distinct experiences. For example, many workshops/groups models either operate, hierarchically, as a democratic space where all members are equal or where a leader exists but expertise is assumed for all participants. Boot camps do utilize "democratizing" writing elements, such as peer-review, but they limit participants from engaging each other. This is both due to participants

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representing various majors on campus, which curtails cross-discipline engagement to a degree, and possessing differing writing abilities. All-inclusive writing groups exist, but we've found that the majority of them on our campus aggregate students in similar study programs and writing abilities. Because boot camps offer individual attention in a group setting, students of all writing abilities and disciplines can benefit from participation.

This results from boot camps centering their instruction through a leader skilled in assessing writing across various disciplines and contexts, e. g., a writing center or writing across the curriculum director. Beyond providing students with a space and time to write, these leaders employ writing lessons designed to scaffold that day's writing time. For example, a lesson might teach how narrative (in the Jerome Bruner sense) can be utilized to revise writing for clarity, to create transitions, or to reverse outline sections and to map flow. Participants are then given heuristics for how to incorporate the day's lesson into their writing. Key to the boot camp is that participants do not share this work with others unless they choose to during select peer-review sessions or when meeting with the leader for one-on-one consultation. In this regard, boot camps employ the structure and expert-feedback components of a traditional classroom but adopt the elective and grade-less hallmarks of writing groups.

We will begin by presenting an overview of various boot camp models so that participants learn about their options. This includes discussing factors related to duration (week-long camps vs. weekly writing camps), time considerations (three-hour vs. eight-hour sessions), and time use (writing time, writing lessons, and writing activities such as peer review). All participants will receive a printed preference construction sheet to design, based on the options we present, what the ideal boot camp would look like for each participant's campus community. After scaffolding their models, we will explain to participants the merits of writing lessons in boot camps. These lessons are less about how to write specific aspects of a thesis/dissertation (e. g., how to write a literature review) and more about how to write in general (e. g., strategies for revision).

Using the preference sheets, we will divide participants into smaller groups (3–6 per group) that reflect likes, such as groups that prefer the week-long model. Once divided into these groups, groups will be tasked to generate, via group consensus, ten writing lessons (the number most boot camps would need) replete with writing exercises. After creating their lists, the whole workshop will share ideas. We will then present the ten lessons that we utilize in our boot camps, why they were selected, the order in which we teach them, and how students have responded to them. This presentation will include passing out copies of our handbook so that participants can follow along as we walk them through the lessons and how they were designed to engage students.

By completing their boot camp preference sheets and having a list of their lessons, participants will have a finished draft of how long they see their boot camps running and in what capacity they envision boot

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camp time spent. Utilizing this information, we will walk participants through the logistics and costs associated with their choices (e. g, reserving a room on campus, paying someone to lead the boot camp, developing a handbook). At the end, participants should have a rough estimate of what it will cost to hold their ideal boot camp (which concerns the final consideration of whether their boot camps need to assess a fee). We will conclude by discussing the best practices for advertising and securing enrollment (taking into consideration if their program is free for students and depends on a week- or semester-long commitment).

Schedule:

9:00–9:30 a.m. Boot camp overview with Q&A and preference sheet construction activity

9:30–9:45 a.m. Introduction to writing lessons in a boot camp

9:45–9:55 a.m. Split into small groups

9:55–10:25 a.m. Group lesson plan activity

10:25–10:40 a.m. Break

10:40–11:10 a.m. Sharing group ideas

11:10–11:40 a.m. Review of sample boot camp handbook

11:40 a.m.–12:10 p.m. Logistics overview and cost calculator activity

12:10–12:30 p.m. Overall Q&A

MW.10 Radical Archival Work: Expanding, Creating, and Linking Archives

Level: All

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

Abstract: This workshop offers strategies for scholars, teachers, and students to create, link, and work in physical and digital archival collections.

Full Description:

In the twelve years since the first National Archives of Composition and Rhetoric (NACR) workshop was held at the Conference on College Composition and Communication Convention in New York, interest in archival research continues to grow, as evidenced by the increasing number of participants at subsequent NACR workshops, the growing number of sessions at 4Cs on archival work, the rising trend to include students in both archival research and creation, and the continued scholarship in the area of archival research.

This year's workshop extends conversations begun in the 2017 workshop, focusing on the need for scholars in the field to contribute to archives not only by conducting their own research but also by dedicating research and class time to reconsider definitions of what an archive is and what it can include. As we look to trends in archive studies, we find in-depth discussions of "radical archives," or, as Collections Manager for the Study of Political Graphics Joy R. Novak defines it, "quite broadly, as any practice, record, documentation, or collection that challenges archival traditions or standards" (*Archive Journal* 5). In this same issue, Mark A. Matlenzo, Director of Technology for the Digital Public Library of America, argues that, "An archive may be 'radical' in the way it was formed or collected, through the intentional acts of one or more individuals concerned with ensuring access to the memory of specific lived experiences." As composition scholars and students expand their work into archival research and creation, they can (and have) become radical archivists by changing perceptions of archives and by advocating for changes to the archive: offering alternative language for finding aids, processing, transcribing, or digitizing archival collections, establishing new collections that address gaps or issues of access to archival materials, and cultivating connections between existing archives to help one another locate and share resources that might be of use in current research, specifically crowdsourcing opportunities. This need for connections extends to our classrooms, as we consider the ways archival research is being used in undergraduate and graduate courses. As faculty grapple with helping students use archival work as a form of inquiry, this workshop will offer participants opportunities to discuss best practices in teaching students to work in and beyond archives.

The theme for this year's conference is especially important to the purposes of this workshop, and in light of recent discussions in the field about archival research and creation. In the 2016 chair's address "Making, Disrupting, Innovating," Joyce Carter remarked, "Because of these social, economic, and cultural times, it's not sufficient to simply be good internally, to teach well, to make our conference better, and to celebrate each other's hard work and scholarship [. . .]. What is required of us is that we

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disrupt, or reinvent, our comfortable notions about what we do and explore radical new ideas about what we should do, what we can do" (*CCC* 68:2). Archival research continually provides scholars with opportunities to disrupt and reinvent, and to consider new definitions of what an archive is and can do for our field, our students, and our wider communities. As Lisa Darms notes in her Introduction to *Archives Journal*'s "Archives Remixed: Critical Perspectives and Pathways Radical Archives," "The covert function of an archive is to make things more complex, to complicate, to serve as a counterbalance to the reductive and endlessly repeated sound bites that constitute much of what we are told is 'history'" and that while "the basic job of the archive is to preserve," a radical archive embraces the idea that history is fluid, that what is in the archive is mediated through the donor's choices about what should be in a collection, the archivist's cataloguing of a collection, and the questions researchers bring to a collection. A radical archivist seeks to address archival gaps and broadens the field's historical scope (see Bruce McComisky's 2016 edited collection of localized histories, *Microhistories of Composition*, or studies focusing on extracurricular genres such as Amy Lueck's March 2017 *College English* article on early 20th-century American high school girls' yearbooks).

In this workshop, two NACR board members will ask participants to reimagine existing archives in light of new discoveries and to use language to link existing archives to broaden the field's perceptions about the types of histories, rhetorics, and archival materials that could be studied. During their featured session, they will ask participants to employ hashtag technology to help make connections between NACR materials, and to identify other archives that this database could include. In a time when archives and institutions of higher education are experiencing budget cuts, restructuring, and administrative changes, Speaker Three will ask participants to consider becoming radical archivists, through sharing insights with archivists about how we are using collections, adding new language to current finding aids, and acquiring new donations and processing materials. Speaker Three will ask participants to consider their own institutional contexts and how archival exploration and creation could help them, as Gannett, Slomba, Tirabassi, Zenger and Brereton argue, to "get the big picture" about writing programs "within broader institutional contexts" and help build a case for current and future initiatives (119).

Format: The workshop will begin with facilitators and participants introducing themselves and describing their background in archival work. We will then hear from Speaker One and Speaker Two who will demonstrate the NACR's newly launched relational database and ask participants to use hashtag technology to add to this database. Speaker Three will lead an interactive session in which participants will discuss rationales for becoming radical archivists and consider how information gained from current or new archives can be used to make a case for writing program initiatives. Participants will then have the opportunity to participate in two roundtables focused on themes relevant to their interests: 1. Primary Concerns and Issues in Archival Research Projects, 2. Creating Digital Archival Collections, 3. Teaching Archival Research, and 4. Publishing Archival Research. The workshop will conclude with a discussion about extending our conversations beyond the workshop.

MW.10 Radical Archival Work: Expanding, Creating, and Linking Archives

Schedule:

9:00–9:25 a.m. Introductions

9:25–10:35 a.m. Interactive presentations

10:35–10:55 a.m. Break

10:55–11:35 a.m. Roundtable #1

11:35 a.m.–12:20 p.m. Roundtable #2

12:20–12:30 p.m. Action plans for extending conversations beyond the workshop

MW.12 Planning for Sustainable and Transformative WAC Programs

Level: All

Hashtags: Assessment (#Assess), Writing Program Administration (#WPA), WAC/WID (#WACWID)

Abstract: Workshop participants will develop plans for launching sustainable WAC/WID programs designed to transform their campus writing culture.

Full Description:

In their article on a 2008 survey of WAC programs in the United States, Thaiss and Porter claim that the WAC movement is "alive and well," a statement partly based on the continual launching of new programs. In their survey results, more than a third of the institutions that answered "yes" to having a WAC program either have a program that is "just starting" or has existed for 1–5 years (542). In addition, 152 institutions reported having plans to start a WAC program (541). As co-chairs of the International Network of WAC Programs and WAC consultants, we have witnessed this trend continuing.

These programs are often launched with the hope of transforming the campus writing culture for both students and faculty. The Statement on WAC Principles and Practices (endorsed by CCCC in 2014), states that WAC is "transformative" for students by "promot[ing] engaged student learning, critical thinking, and greater facility with writing communication across rhetorical situations" and for faculty by "promot[ing] thoughtful pedagogy and curriculum design as well as community among faculty that transcends disciplinary boundaries" (1). Such transformation of a campus writing culture takes time, and thus is closely linked to a program's endurance. Too often, WAC programs either curtail this goal or fail before this kind of impact is possible. Thaiss and Porter point out that that over half the programs that were identified in Susan McLeod's 1987 survey of WAC programs no longer existed by 2008 (p. 563). Given this high failure rate, how does one plan for a WAC program that is both transformative and endures?

Those launching WAC programs have often turned to the handful of books targeted at guiding program development. These books include Susan McLeod's *Strengthening Programs for Writing Across the Curriculum* (2002); McLeod and Margot Soven's *Writing Across the Curriculum: A Guide to Developing Programs* (1992); and McLeod et al.'s *WAC for the New Millennium* (2001). More recently, guidelines for creating a WAC program can be found in the International Network of WAC Programs' Statement of WAC Principles and Practices (2014). All of these resources are useful for WAC directors, but almost none address program sustainability, and none do so in a systematic manner. Literature on building WAC programs also stops short of offering a coherent theory and methodology for building and sustaining WAC programs.

MW.12 Planning for Sustainable and Transformative WAC Programs

In response to this persistent need in WAC, we have developed what we call a whole-systems approach to WAC program administration, drawing from complexity, systems, social network, resilience, and sustainable development theories. Together, these theories have led us to identify principles, strategies, tactics, and a whole-systems methodology for developing sustainable programs within the rich, dynamic contexts of university systems, as well as tools for creating and assessing change introduced to a system.

Because this half-day Wednesday morning workshop is pitched to WAC program directors who are in the early stages of program development, we will focus on the first three stages of the whole-systems methodology to lay the groundwork for a transformative and sustainable WAC program: understanding (determining the campus mood, mapping the institutional system), planning (creating a mission statement, finding points of connectivity and leverage, creating sustainability indicators), and development (creating projects that fulfill the program mission, going slow, assessing project sustainability).

Schedule:

Prior to the workshop, the facilitators will survey participants on their institutional contexts, challenges, and goals in attending the workshop.

 9:00–10:00 a.m.

The workshop will open with each participant sharing a challenge to building a sustainable WAC program at their institution. The facilitators will then outline the whole systems approach.

10:00–10:40 a.m.

Understanding involves coming to a nuanced perception of the campus context, including the campus mood and governing ideologies of student writing as well as the networks and systems that comprise the institution. The workshop facilitators will share the case of a WAC program just getting off the ground and then use this case to demonstrate strategies for exploring campus context, such as SWOT analysis, mapping strategies, and inquiries into campus ideologies of writing. The workshop facilitators will then lead the participants through an institutional network mapping activity in which they will create a visual representation of the writing-related activities on their campuses and the agents that impact or are impacted by these activities. This map will serve as the foundation for later workshop activities.

10:40–10:50 a.m. Break

10:50–11:30 a.m.

Planning in a whole-systems approach means moving slowly to create lasting change. It includes taking the time to gather support on campus, consider how to position a WAC program in the campus network

MW.12 Planning for Sustainable and Transformative WAC Programs

for greater leverage, consider the potential effect of WAC programs on marginalized groups such as contingent faculty and multilingual student writers, develop a mission statement, and develop program sustainability indicators that will be used to manage program development. The workshop facilitators will introduce these strategies and guide participants in using the campus map generated earlier in the workshop to identify stakeholders on their campus, identify campus hubs, and brainstorm ways to link to these hubs. Participants will then brainstorm program goals that may later contribute to a program mission statement.

11:30 a.m.–12:20 p.m.

Developing entails two critical concepts: project and scale. Within a WAC context, projects refer to specific initiatives and scale refers to the level(s) at which the project has impacts (from the micro-level, such as individual faculty, to the macro-level, such as departments). To think through the complexity of program development, participants will meet in small groups guided by the workshop facilitators to discuss potential program projects (WI, fellows programs, faculty workshops, etc.) that would meet the program's goals and mission, as well as the scales at which they expect to work. Participants will also start to brainstorm sustainability indicators that can be used to manage project growth, maximizing its potential for making real and enduring change.

12:20–12:30 p.m. Wrap-up and workshop evaluation

Participants will leave this workshop with a better understanding of the overall process for planning a WAC program that introduces meaningful and durable change to the campus writing culture. Further, participants will leave with key strategies, concrete plans, and a network of WAC colleagues to continue discussions after the workshop ends. To this end, they will be invited to join a list that was started for participants of our 2017 CCCC workshop to continue their conversations beyond the conference.

MW.13 Activist or Educator? Rethinking the Transformative Potential of Education in Prison

Level: All

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

Abstract: This workshop will explore the contradictions and possibilities of education in prison.

Full Description:

What is the value of education in prison? Why do we do it? What good does it do? As more literacy educators make commitments to various education initiatives in prison, a central question remains: What roles should we play as teachers, researchers, and activists?

This workshop is designed to interrogate the choices we make in how we set up programs, interact with incarcerated students, and labor for social justice. We contend that it's crucial for educators to recognize that our work does not begin and end in the prison classroom. While not diminishing the personal connections that can develop via prison education, this workshop encourages participants to step back and consider multiple ways we might support incarcerated writers and students both inside and outside of prison.

The workshop will begin with an opening keynote from Arlin Buyert, a member of Arts in Prison, a program in Kansas City, KS, that provides opportunities for incarcerated people to recognize the value of their lives and express themselves creatively. A published poet, Buyert teaches poetry classes at a minimum-security facility. His presentation, entitled "Writing from Your Heart," will include pedagogical strategies as well as the sharing of writing by incarcerated students.

As a way to reconsider the genre of prison writing and explore possibilities for expanding it, workshop participants will be invited to bring examples of prison writing that moved them, or review examples that will be provided, to investigate what counts as prison writing, what stories stay with us, and whose stories are being left out. We will also offer two mini-presentations to further discussion on possible ways to understand higher education in prison and our role in it:

1. Patrick W. Berry, assistant professor at Syracuse University, will present from his just-published book on strategies for refiguring our understanding of literacy and higher education in prison: *Doing Time, Writing Lives: Refiguring Literacy and Higher Education in Prison*

2. Barbara Roswell, assistant professor at Goucher College, will offer the following presentation: "Writing Workshops as Levers for Change in Higher Education in Prison."

Next, we will set up roundtables that focus on specific aspects of higher education in prison, with a specific emphasis on the choices we make as educators, researchers, and activists. Facilitators will bring resources to foster discussion on topics including publishing incarcerated students' work, how to enter

MW.13 Activist or Educator? Rethinking the Transformative Potential of Education in Prison

public policy discussions about issues related to college in prison, teacher training, and writing as public intellectuals and activists. Participants will move from table to table for information and resources.

We'll close with a sharing session in which participants will be invited to consider their own experiences working as prison literacy educators and researchers. As part of this, Tobi Jacobi, professor of English and director of the Center for Community Literacy at Colorado State University, will describe her experiences as an activist and educator. Her presentation is titled "Activating Cells: The Urgency of Literacy in the 21st-Century Prison."

The workshop will provide ample opportunity for participants to network and address issues related to their own programs or agendas.

Schedule:

9:00–9:15 a.m. Welcome and introductions

9:15–9:45 a.m. Opening keynote speaker: Arlin Buyert, Arts in Prison

9:45–10:15 a.m. Interactive session: What counts as prison writing?

10:15–10:30 a.m. Break

10:30–11:10 a.m. Mini-presentations (Berry and Roswell) and discussion

11:10–11:45 a.m. Roundtable discussions

11:45 a.m.–12:10 p.m. Closing keynote and reflections (Jacobi)

12:10–12:30 p.m. Group Synthesis/Action Plans

MW.14 Exploring Issues in Social Justice and Activism

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

Level: All

Full Description:

This workshop will be set up in a round-robin format with four different "stations" focusing on different issues related to social justice work in institutional and civic settings. Workshop participants will cycle through each of these four stations in 40–45 minute intervals, ensuring that every attendee has the chance to learn from each mini-workshop. A small group of facilitators at each station will be responsible for leading attendees through their workshop (presentations, activities, discussions, etc.) for each of the four time slots available. Assuming each session takes about 45 minutes, that will leave 30 minutes for getting the overall workshop session started and reconvening at the end for an open discussion. The goal of this workshop will be to help participants explore social justice and activism issues from the following perspectives:

- Group #1: Social Justice and Activism in the Context of Program Administration and Service
- Group #2: Incorporating Pedagogies of Social Justice in the Classroom
- Group #3: The Possibilities and Limitations of Scholarly Work on Social Justice
- Group #4: Safety, Security, and Public Awareness

MW.15 Contemplative Practice in Writing Pedagogy

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 or 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 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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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.