

C Sessions: 1:45–3:00 p.m.

Poster Sessions

Wisconsin Center
Second floor, outside of Room 202

First-Year and Basic Composition

“Inclusive for All”: Commonplaces of Online Educational Resources in Unifying First-Year Writing

This presentation explores the commonplaces in OERs and proposes that course specific OERs improve inclusivity and reinforce learning.

Speaker: Andrew Testa, independent scholar, San Diego, CA

Information Technologies and Digital Cultures

Networked Vernaculars: Social Media Initiatives, Writing Lives, and the FYC Classroom

Network composition initiatives in FYC classrooms nurture skills of literacy, civic action, multimedia experimentation, digital exploration, and rhetorical invention. Composition and rhetoric classrooms are capable of not only cultivating empowered rhetorical practices using social media tools, but also of nurturing empowered composers in digital, networked spaces.

Speaker: Jacob Richter, Clemson University, SC

First-Year and Basic Composition

Beaver 2.0: Challenging and Solving WID/WAC Commonplaces with Genre and Online Writing Pedagogy

This poster explores the commonplaces challenged by Elaine Maimon’s early work in implementing WID/WAC in FYW courses at Beaver College, the concerns that caused this work to be abandoned, and proposed solutions for reviving and updating Maimon’s work through genre and online writing pedagogy—an effort dubbed Beaver 2.0.

Speaker: Erin Guy, Weber State University, South Ogden, UT

Professional and Technical Writing

(De)Composing the Body: An Exploratory Study of Deathcare Documentation Practices in Mississippi

This poster presents results from an exploratory pilot study investigating the documentation practices of the deathcare industry in Mississippi. Results are situated within larger conversations taking place within the fields of technical/professional communication and the rhetoric of health and medicine.

Speaker: Wilson Knight, Texas Tech University, Lubbock, TX

Approaches to Learning and Learners

“I Just Can’t Today”: Accounting for Student Emotional Labor in Contract Grading

This poster presentation considers methods for understanding and addressing student emotional labor within a contract grading system to create a more equitable and inclusive assessment procedure for all students.

Chair: Morgan Hanson, University of Southern Indiana, Evansville

Professional and Technical Writing

Challenging Commonplaces in Technical and Professional Writing through Universal Design

What are the commonplaces of composition pedagogy that impede universal access to writing? This poster presentation identifies accessibility barriers unique to technical and professional communication pedagogy and outlines best practices to integrate accessibility into the curriculum of these courses.

Speaker: Jessica Lee, Portland Community College, OR

Theory and Culture

C.01 Describing and Deconstructing Rhetoric of Health and Medicine’s Commonplaces

101 A (Wisconsin Center)

This roundtable will hope to offer insight into commonplaces that are implicit in RHM work in order to deconstruct any “borders” these might be creating and, in turn, provide guidance on how we might keep our borders fluid and open to new ideas, energies, and participation.

Chair: Cathryn Molloy, James Madison University, Harrisonburg, VA

Speakers: Avery Edenfield, Utah State University, “DIY HRT: Expanding RHM through Applied Queer Theory”

Erin Fitzgerald, Auburn University, “Navigating Ethical Boundaries in Research”

John Gallagher, University of Illinois at Urbana-Champaign, “Vaccination Topoi: Expanding Rhetorical Understanding of Vaccine Support”

Teresa Henning, Southwest Minnesota State University, “Am I Doing This Right? Using Rhetorical Commonplaces to Transform Self-Care Texts for Heart Failure Patients”

Heidi Lawrence, George Mason University, “Vaccination Topoi: Expanding Rhetorical Understanding of Vaccine Support”

Caitlin Ray, University of Louisville

Blake Scott, University of Central Florida, “Reorienting Topoi of Consumer Agency through Micro-Influencers of Prescription Drugs”
Katie Walkup, University of South Florida, “Topoi and Tagging: The RHM Bibliography as Commonplace”

Writing Programs and Majors

C.02 Supporting, Creating, Measuring: Naming and Reconsidering the Commonplaces of Writing Center Work

101 B (Wisconsin Center)

The work of recent IWCA grant award winners reflects on the commonplaces in our field, both within writing center sessions and within scholarship more broadly.

Chair: John Nordlof, Eastern University, Wayne, PA

Speakers: Marilee Brooks-Gillies, Indiana University-Purdue University-Indianapolis, “Listening across Experiences: A Cultural Rhetorics Approach to Understanding Power Dynamics within a University Writing Center”

Anna Cairney, Stony Brook University, NY, “The Writing Center Agency: An Editorial Paradigm in Support of Advanced Writers”

Joseph Cheatle, Michigan State University, “Creating a Document Repository: What Session Notes, Intake Forms, and Other Documents Can Tell Us about the Work of Writing Centers”

Andrea Efthymiou, Hofstra University, “Tutors as Undergraduate Researchers: Measuring the Impact of the Extended Work of Writing Center Tutors”

Genie Giaimo, The Ohio State University, “Creating a Document Repository: What Session Notes, Intake Forms, and Other Documents Can Tell Us about the Work of Writing Centers”

Bruce Kovanen, University of Illinois at Urbana-Champaign, “Interactive Organization of Embodied Action in Writing Center Tutorials”

Christine Modey, University of Michigan, “Creating a Document Repository: What Session Notes, Intake Forms, and Other Documents Can Tell Us about the Work of Writing Centers”

Approaches to Learning and Learners

C.03 Not Common: Queer Approaches and Experiences in the Writing Classroom

101 C (Wisconsin Center)

This panel calls into conversation ways of combating/resisting the violence of commonplaces in the classroom and academy. We question assumptions of commonplaces, such as heteronormativity, able-bodiedness, whiteness, and other markers of normativity, and challenge instructors to share their solutions for destabilizing the common.

Chair: Matthew Cox, East Carolina University, Greenville, NC, “Queer in the Corner(s): Violence, Commonplaces, and Resistance”

Speakers: Joshua Gardner, East Carolina University, Greenville, NC, “Queer in the Corner(s): Violence, Commonplaces, and Resistance”
Zachary Peterson, East Carolina University, Greenville, NC, “Queering the Space and Mind of an Able-Bodied Classroom: Reflections of an Instructor Who Stutters”

Trixie Smith, Michigan State University, “Queer in the Corner(s): Violence, Commonplaces, and Resistance”

Approaches to Learning and Learners

C.04 Commonplace Books and the Formation of Research Identities

101 D (Wisconsin Center)

This session examines commonplace books and research identities through the autoethnographies of two undergraduate researchers.

Chair: Thomas Sura, West Virginia University, Morgantown

Speakers: Hannah Jack, West Virginia University, Morgantown, “Commonplace Books”

Kaley Vestal, West Virginia University, Morgantown, “Commonplace Books”

Theory and Culture

C.05 Applying a Tourniquet to Hemorrhaging Shame: Rhetorics of Menstruation

102 A (Wisconsin Center)

This roundtable session focuses on the various levels of shame and misunderstanding women feel and experience because of menstruation;

we aim to open a frank and public dialogue about periods in order to push back against the societal pressures to obscure, ignore, or euphemize menstruation rhetorics.

Chair: Lee Nickoson, Bowling Green State University

Roundtable Leaders:

“Bleeding between Babies: Postpartum Menstruation, Birth Control, and Child Spacing”

Lori Arnold, Texas A&M University

“Unraveling My Shame: Why I Stopped Carrying My Purse to the Bathroom”

Brandie Bohney, Bowling Green State University, OH

“Can the Subaltern Mourn? Black Women’s ‘Last’ Period Narratives”

Nicole Jackson Wilson, Texas A&M University

“Sponges, Cups, and Pads, Oh My! A Journey of Self-Discovery through the Trial and Error of Menstrual Products”

Lena Ziegler, Bowling Green State University, OH

Writing Programs and Majors

C.06 Overcoming Institutional and Disciplinary Differences: Developing Campus-Wide Writing Programs

102 B (Wisconsin Center)

Three cases of program development: WAC/Basic Writing, WAC/Writing Center; writing programs on religious campuses.

Chair: Maureen Johnson, Northeastern State University, Tahlequah, OK

Speakers: Elizabeth Imafuji, Anderson University, IN, “When Religious Commonplaces Conflict with Writing Program Practices: A Self-Care Plan”

Michelle Stevier-Johanson, Dickinson State University, ND, “‘One Story [Cannot] become the Only Story’: Using Adichie, Bishop, and Basic Writing to Negotiate Commonplaces, Common Spaces, and Shared Responsibility in an Emergent WAC/WID Program”

Meghan Velez, Embry-Riddle Aeronautical University, Port Orange, FL, “‘We Do Things Differently Here’: Uncovering Institutional and Disciplinary Commonplaces as a New Writing Program Director”

Writing Programs and Majors

C.07 Commonplace as Conundrum: Two-Year College and Dual Credit Faculty Identities, with a Gay WPA “Ride-Along,” to Boot

102 C (Wisconsin Center)

We invite participants to reconsider contemporary myths and commonplaces about faculty identity and work. Our goal is not to decimate these commonplaces, but to spark conversation about why they maintain their currency. How might they be “converted” into more nuanced and complex conversations about our biases, identities, and pedagogical aspirations?

Chair and Speaker: Joseph Janangelo, Loyola University Chicago

Speakers: Jaclyn Keller, Shelbyville High School

Erin Lehman, Ivy Tech Community College-Columbus Campus, IN

Approaches to Learning and Learners

C.08 Who We Are Is Where We Are: Teaching First-Year Composition in the Unusual Space of the Large Lecture Hall

102 D (Wisconsin Center)

This Engaged Learning Experience invites participants to observe and converse about commonplaces between small classrooms and large lecture halls in first-year composition. Many commonplaces emerge from a tacit assumption that teaching and learning writing in small-class environments is ideal, but how can we maximize the rhetorical potential of lecture halls?

Facilitators: Elizabeth Gumm, University of California, San Diego

Emily R. Johnston, University of California, San Diego

Approaches to Learning and Learners

C.09 Whose Dragon Is It Anyway? Improvisation Comedy and Tabletop RPG Skills in the Transfer-Attentive Writing Classroom

102 E (Wisconsin Center)

This Engaged Learning Experience merges skills used in improvisation and d20-system tabletop roleplay to identify the significance of transfer skills to promote writing classroom education. Audience members can put improvisation and critical thinking skills to the test. Think you have what it takes to understand students’ writing needs? Consult our Dungeon Masters!

Facilitators: Nikki Dreste, Kean University, Union, NJ
Christina Mastroeni, Kean University, Union, NJ

Language and Literacy

C.10 Commonplaces and Uncommon Places

103 A (Wisconsin Center)

This panel examines commonplaces about language and writing in three places, where place encompasses ideologies, cultures, nationalities, and identities. In one case, those places are Lebanon and Washington; in another it's the interface of a US graduate program and international educational institutions; in the third it's a writing center.

Chair: Thomas Lavelle, Stockholm School of Economics, Stockholm

Speakers: Nancy Bou Ayash, University of Washington, "Transnational Perspectives on the Meso-Politics of Translingualism"

Victoria Ramirez Gentry, The University of Texas at San Antonio,

"Commonplace Borders: Multilingualism through the Experiences of Deaf and L2 Writers in the Writing Center"

Cristina Sánchez-Martín, Indiana University of Pennsylvania,

"Knotworking Commonplaces"

First-Year and Basic Composition

C.11 Learning from Students: Autoethnography, Reflection, and Identity

103 B (Wisconsin Center)

Presenters center their thinking on deep examination of identity and practice, using qualitative methods to learn more from student interviews and reflective writing about their learning needs.

Chair: Lisa Bailey, University of South Carolina, Columbia

Speakers: Amal Alharthi, Indiana University of Pennsylvania, "From Narrative to Research: Autoethnography in Multilingual Composition FYW Courses"

Sarah Piercy, Texas State University, San Marcos, "Generation Z Speaks: Conversations with First-Year Writing Students"

Megan Tyler, University of Utah, Salt Lake City, "Just Say They: Embracing Literacy Practices of Gender Nonbinary Students in First-Year Composition"

Ethan Youngerman, New York University, NY, "Integrative Learning in Interdisciplinary, Multimodal Compositions: A Grounded Theory Analysis"

Approaches to Learning and Learners

C.12 Mindfulness and Writing Studies

103 C (Wisconsin Center)

“Mindfulness” is becoming ever more present as a keyword in rhetoric and writing studies, and the moment has arrived to return with renewed interest to a question that has preoccupied scholars for a least a quarter-century: what follows (pedagogically, critically, theoretically) from understanding rhetoric and writing as ways of being?

Chair: Paul Lynch, Saint Louis University, MO

Speakers: Luke Brake, University of Memphis

Paula Mathieu, Boston College

Alexandria Peary, Salem State University, MA

Holland Prior, University of Tennessee, Knoxville

Scott Wagar, Miami University, Oxford, OH

Robert Yagelski, SUNY, Albany

First-Year and Basic Composition

C.13 Opportunities for Learning in Post-Truth Writing Classrooms

103 D (Wisconsin Center)

Presenters will explore how engaging with viral moments, controversial issues, and antenarrative discourse creates opportunities for generative conversations and empathy in the writing classroom.

Chair: Kerry Bowers, The University of Mississippi

Speakers: Elisabeth Bell, University of Wyoming, Laramie, “The Generative (and Vital) Difficult Conversation in the Composition Classroom”

Kyle Mattson, University of Central Arkansas, Conway, “Immigration, Influencers, and Critical Engagement in the First-Year Writing Seminar: Finding ‘Antenarratives’ in the Figure-Ground of Immigration Discourses”

Erin McLaughlin, University of Notre Dame, South Bend, IN, “Vice, Virtue, and Viral Video: Teaching Situational Commonplaces in a Post-Truth Era”

*First-Year and Basic Composition***C.14 Redefining the Commonplaces of Information Literacy and Rhetoric for Deeper Learning and Student Engagement**

103 E (Wisconsin Center)

Information literacy and rhetoric have distinct yet reciprocal approaches to communication and knowledge construction. Reflecting on information literacy threshold concepts in the context of a first-year writing curriculum revision, participants will question the commonplace assumption that students should achieve capstone level rhetorical skills after engaging in FYW courses.

Facilitators: Nicole Bungert, University of Wisconsin-Milwaukee
Kristin Woodward, University of Wisconsin-Milwaukee

*Approaches to Learning and Learners***C.15 Composing across Contexts: Multimodality and Transfer**

201 A (Wisconsin Center)

Seven scholars will explore the intersections between multimodal composing and learning transfer, considering social media, genre, writing centers, Teaching for Transfer, creative nonfiction, civic engagement, and teaching for transfer across media. After brief introductions, session leaders and audience members will break into groups to discuss these topics in greater detail.

Chairs and Roundtable Leaders: Ryan Shepherd, Ohio University,
“Multimodality, Transfer, and Social Media”
Anna Knutson, Duquesne University, Pittsburgh, PA, “Multimodality,
Transfer, and Genre”

Roundtable Leaders:

“Multimodality, Transfer, and the Writing Center”

Kara Poe Alexander, Baylor University

“Multimodality, Transfer, and Teaching for Transfer”

Matthew Davis, University of Massachusetts, Boston

“Multimodality, Transfer, and Teaching Creative Nonfiction”

Michael-John DePalma, Baylor University

“Multimodality, Transfer, and Civic Engagement”

Lilian Mina, Auburn University at Montgomery

“Multimodality and Teaching for Transfer across Media”

Crystal VanKooten, Oakland University

Inventions, Innovations, and New Inclusions

C.16 Unsettling the “Course” as a Commonplace: Exploring the Affordances of Online Writing Education at the Graduate Level and/as an Avenue of Growth for Our Profession

201 B (Wisconsin Center)

This panel examines the commonplace of “course” at the intersections of graduate writing support and graduate education. Exploring its various established meanings, we foreground more spatial (than temporal) meanings of this metaphor, discussing potentials of student-centered design, affordances of online learning, and discipline-adapted instruction as avenues of growth for Composition.

Chair: Shyam Sharma, State University of New York at Stony Brook

Speakers: Nancy Barr, Michigan Technological University, “Challenging Commonplaces of Location and Language in an Online Engineering Course”

Cynthia Davidson, Stony Brook University, “MASLOW: A Disruptive Course Design”

Inventions, Innovations, and New Inclusions

C.17 Inclusive Course Design: Embedded Variation

201 C (Wisconsin Center)

Panelists offer pedagogical practices to foster access, inclusion, and accommodation.

Speakers: Chad Iwertz Duffy, Bowling Green State University, OH, “Inventing Access: Commonplaces of Disability Service Transcription”
Natalie Goodman, University of Florida, Gainesville, “Proliferation > Productivity: Neurodivergent Challenges to the Neoliberal University”
Emily Pucker, University of Alabama, Birmingham, “Corpus Linguistics Pedagogy for Native Speakers”

Inventions, Innovations, and New Inclusions

C.18 Story Support at the Institutional Level

201 D (Wisconsin Center)

This Engaged Learning Experience session invites participants to develop ideas for an institutional investment in storytelling and reflection across the curriculum/campus. The facilitators begin by providing two examples of campus-wide narrative-in-action initiatives. Participants work in

problem-solving groups to identify narrative needs on their campuses and design cross-disciplinary resources to fit those needs.

Facilitators: Jill Heney, Boise State University, ID
Tiffany Hitesman, Boise State University, ID
Kelly Myers, Boise State University, ID

Community, Civic & Public Contexts of Writing

C.19 Disrupting the Commonplace Hierarchy of Mentorship within and through Writing Center Work

202 A (Wisconsin Center)

Highlighting both research and the personal experiences of writing center student consultants and professional staff, this roundtable will discuss the ways mentorship can be reimaged in writing center contexts. With participants, this session will interrogate the ways mentorship can reinforce or challenge common hierarchies and power dynamics.

Roundtable Leader: Eduardo Mabilog, Nevada State College

Speakers: Jade Colon, St. John's University

Rachel Herzl-Betz, Nevada State College

Tina Iemma, St. John's University

Respondent: Romeo Garcia, University of Utah

First-Year and Basic Composition

C.20 Using Labor-Based Contract Grading to Promote Equity in FYC: Questioning the Commonplace of Grading for Quality

202 B (Wisconsin Center)

Tenure-track and adjunct community college faculty share the results of their collaborative implementation of labor-based grading into their FYC classes. They describe their approaches, the results of their qualitative research on student and teacher responses to labor-based grading, and invite attendees to brainstorm labor-based grading for their home institutions.

Chair: Jennifer Kelley, College of DuPage, IL

Speakers: Karin Evans, College of DuPage, IL

Jillian Grauman, College of DuPage, IL

Jennele Greene, College of DuPage, IL

Dorothy Hurlburt, College of DuPage, IL

Bonnie McLean, College of DuPage, IL

History

C.21 Uncovering How the Cage Was Built: Historicizing Our Textbook Commonplaces

202 C (Wisconsin Center)

Participants in this Engaged Learning Experience session co-investigate textbook archives to trace how monolingual standards and commonplaces were developed and enforced.

Chair: Samantha NeCamp, University of Cincinnati, Georgetown, KY

Facilitators: Lisa Arnold, North Dakota State University

Vanessa Kraemer Sohan, Florida International University

Writing Programs and Majors

C.22 Designing Unity: Challenging and Overcoming Commonplaces That Divide Writing Program Faculty

202 D (Wisconsin Center)

How can we, as program-minded faculty at open-access institutions, challenge perceived divisions among faculty groups to foster collaboration and inclusivity to improve the effectiveness of our writing programs for the benefit of all students? Participate in a “Design Charette” to develop a nuanced response that you can implement immediately.

Speakers: Annie Del Principe, Kingsborough Community College, CUNY

Justin Jory, Salt Lake Community College

Jeffrey Klausman, Whatcom Community College

Community, Civic & Public Contexts of Writing

C.23 Disrupting the Commonplaces That Animate Higher Education in Prison: Four Questions about Teachers, Students, and the (Im)Possibilities of Education behind Bars

202 E (Wisconsin Center)

The complicated context of higher education in prison calls into question some of the most closely held commonplaces about the value and function of writing. This session explores key questions about critical resistance and complicity, looking closely at the relationships between teacher identities, institutional structures, and student sovereignty.

Chair: Anna Plemons, Washington State University, Richland,

“Respectful, Reciprocal, and Relational Methodologies for the Prison Classroom”

Speakers: Timothy Barnett, Northeastern Illinois University, “Who Are We in This Work? Critically Examining Identity and Site in Prison Education”

Sally Benson, University of Arizona, “Seeking a Nexus of Possibility in the ‘Wicked Problem’ of Higher Education in Prison”

Jo Colagiacomi, Northeastern Illinois University, “Who Are We in This Work? Critically Examining Identity and Site in Prison Education”

Cory Holding, University of Pittsburgh, “Notes toward Justice-Oriented Prison Writing Support”

Community, Civic & Public Contexts of Writing

C.24 Designing and Assessing Service-Learning Courses with Social Justice Perspectives

203 A (Wisconsin Center)

Critical examinations of social-justice-oriented service-learning courses and assessment.

Chair: Christina Hall, Oakland University, Rochester MI

Speakers: Sarah Finn, Northeastern University, Boston, MA, “Considering Commonplaces: ‘Student Transformation’ and ‘Social Change’ in a Service-Learning Course”

Julia Garrett, Northeastern University, Boston, MA, “Reassessing Service Learning in Composition: Interdisciplinary Paradigms for Social Justice Curricula”

Cara Kozma, High Point University, NC, “Using Outcomes Assessment”

Community, Civic & Public Contexts of Writing

C.25 Toward a Feminist Commonplace: Literacies of Digital Activism, Menstruation, and Shame

203 B (Wisconsin Center)

This roundtable describes a new feminist commonplace in which research on literacies is used to help communities empower themselves. Feminist research projects will be shared, and discussion will center on the question: What would it take to establish a new feminist commonplace that prioritizes enriching communities outside the “ivory tower?”

Roundtable Leaders:

“Literacy of the Menstruating Body: A Feminist Analysis of How Literacy Sponsors and Language Shape Self-Perception”

Simone Droge, University of Nebraska–Lincoln,

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“Feminist Intervention on Tumblr: Redefining Feminist Literacy Practices in South Asian Communities”

Salma Kalim, Miami University, Oxford, OH

“A Bridge to #MeToo: Archiving Digital Feminist Activism, Sexual Abuse, and Literacy in the YouTube Community”

Keshia Mcclantoc, University of Nebraska–Lincoln

“Composing with and through Shame: Analysis of Feminist Activists’ Affective Literacies”

Megan Schoettler, Miami University, Oxford, OH

First-Year and Basic Composition

C.26 Mending Ruptured Spaces: Beychella as the Entry Point to a Collaboration between HBCUs (Historically Black Colleges and Universities) and HDCUs (Historically Discriminatory Colleges and Universities)

203 C (Wisconsin Center)

Using Beyonce’s historical Coachella performance, this presentation will explore our understanding of local, cultural, and institutional stakes for students, by creating cross-institutional connections between PWI and HBCU students, while also engaging audience members in a dialogue on how we might continue and build upon antiracist frameworks to develop inclusive classrooms.

Chair: Sharanna Brown, Auburn University, AL

Speakers: Joseph Cook, Alabama State University

Darbyshire Witek, University of Delaware

First-Year and Basic Composition

C.27 “Everything old is new again.” - Carole Bayer Sager and Peter Allen

203 D (Wisconsin Center)

The panel explores contemporary approaches to achieving the sixteenth-century Jesuit goal of *eloquentia perfecta* or “complete eloquence.” The speakers discuss classroom engagement of master narratives and first-generation voices; multimodal, self-exploration of identity; classical prelection; the Spiritual Exercises and imagining opposing views; and service-learning for change, not charity.

Chair: Maureen Fitzsimmons, Loyola Marymount University/UC Irvine, CA, “Complete Eloquence: Prelection and the Composition Student’s ‘Immanent Activity’”

Speakers: Janelle DolRayne, Loyola Marymount University, “*Eloquentia Perfecta* in Service-Learning Courses: Aiming for Change, Not Charity”

Teah Goldberg, Loyola Marymount University, “*Eloquentia Perfecta*: Challenging Master Narratives by Empowering First-Generation Voices in the Classroom”

Laura Poladian, Loyola Marymount University, “Learning to Listen: The Spiritual Exercises and Imagining Opposing Views”

Angelique Young, Loyola Marymount University, “*Eloquentia Perfecta* as a Tool for Student Engagement: Lighting a Commonplace Fire within Distinctive Communities in the Classroom”

First-Year and Basic Composition

C.28 The Classroom as a Common Place: Creating a Culture of Accessibility for First-Generation Students

203 E (Wisconsin Center)

This panel of three presentations explores accessibility strategies for first-generation students in first-year writing courses, university writing centers, and writing across the disciplines.

Chair and Speaker: Bofang Li, Brandeis University, Waltham, MA, “Supporting First-Generation Students through the Writing Center”

Speakers: Elissa Jacobs, Brandeis University, Waltham, MA, “Supporting First-Generation Students in Writing across the Disciplines”

Lisa Rourke, Brandeis University, Waltham, MA, “Supporting First-Generation Students in First-Year Writing Classes”

First-Year and Basic Composition

C.29 Transfer as Commonplace

Ballroom C (Wisconsin Center)

This panel will look at the commonplace of transfer and the problems that arise from an implicit expectation of transfer, then look at how Teaching for Transfer creates an explicit path for transfer through reiterative reflective practice.

Chair: Clayton Sims, Auburn University at Montgomery, AL

Speakers: Elizabeth Burrows, Auburn University at Montgomery, AL
Amy Locklear, Auburn University at Montgomery, AL

History

C.30 Access to Education and Commonplaces of Gender, Science, Religion, and Race in the US, 1873–1931

Ballroom D (Wisconsin Center)

This panel examines three historical cases that highlight commonplaces affecting access to US education as well as efforts to refute them.

Chair and Speaker: Suzanne Bordelon, San Diego State University, CA, “‘It All Began with Brown v. Board of Education’: Challenging School Desegregation Commonplaces”

Speakers: Lisa Shaver, Baylor University, Waco, TX, “‘Education is Wasted on Women’: Lucy Rider Meyer and the Chicago Training School”

Carolyn Skinner, The Ohio State University, Columbus, “‘Women’s Primary Function Is Having Babies’: The Nineteenth-Century US Debate over Coeducation”

Research

C.31 Exploring Eco-Cognitive Approaches to Digital Composition: A Report and Interactive Data Analysis Session

Executive Ballroom D (Hyatt)

Using an eco-cognitive method, this roundtable will explore the boundaries and limits of digital literacy as well as the potential of new and emerging approaches to digital and multimodal composing. The roundtable will conclude with a collaborative data coding exercise.

Chair: Scott Sundvall, University of Memphis, TN

Roundtable Leaders: William Duffy, University of Memphis
Katherine Fredlund, University of Memphis
Elizabeth Lane, University of Memphis

Information Technologies and Digital Cultures

C.32 Critical Making in Composition Studies

Mitchell Room (Hilton)

Rhetoric and writing scholars are in a unique position to critique the commonplaces of making and maker culture, exploring the ways in which digital and physical objects—such as videogames and bots, interactive objects and maps—shape (and are shaped by) rhetorical understandings of the world.

Speakers: Jen England, Hamline University, “Cartography, Coding, and Composition”

Michael Faris, Texas Tech University, “Reparative Making: Re-Orienting Critical Making for Queer Worldmaking”

John Jones, The Ohio State University, Columbus, “What Counts as Writing? Making the Case for Prototyping in the Composition Classroom”

Information Technologies and Digital Cultures

C.33 Publics, Resistance, and Expertise in Digital Spaces

Walker Room (Hilton)

Zeroing in on a series of pedagogical case studies, panelists detail the politics of resistance and expertise across digital spaces.

Chair: Lida Colón, Syracuse University, NY

Speakers: James Purdy, Duquesne University, Pittsburgh, PA, “What Does It Mean to Be a Writing Expert? Wikipedia, Expertise, and the Missing Commonplace”

Adam Strantz, Miami University, Oxford, OH, “The Law You Won’t Be Told: Privacy, Data Collection, and User Resistance in Digital Spaces”

Institutions, Labor Issues, and Professional Life

C.34 Spotlight Session: Learning from Precarity: New Commonplaces for Knowledge-Making in a Time of Ruin

Wright Ballroom A (Hilton)

Drawing on primary research, panelists will show different facets of precarity in the work of composition education that trouble the staid commonplaces of a scalable and sustainable disciplinarity. Participants will be invited to imagine how we might create new identities and understandings of knowledge-making in the “ruins” of post-disciplinarity.

Chair and Speaker: Tony Scott, Syracuse University, NY

Speakers: Julie Cook, University of North Carolina, Charlotte

Tom Fox, National Writing Project

Ligia Mihut, Barry University

Institutions, Labor Issues, and Professional Life

C.35 Creating Community: Faculty Collaboration in Teaching-Track Contexts

Wright Ballroom B (Hilton)

This panel examines some strategies for implementing faculty collaboration to support success in various aspects of our roles as university professors. We will present four distinct sections on collaboration by four speakers so that attendees will hear about the use of faculty duos and watch two in action.

Chair: Stephanie Bower, University of Southern California

Speakers: Norah Ashe-McNalley, University of Southern California

Nathalie Joseph, University of Southern California

John Murray, University of Southern California

Institutions, Labor Issues, and Professional Life

C.36 Building Homeplaces When the Commonplace Is Not Enough

Wright Ballroom C (Hilton)

Accounts from three waymakers building homeplaces as a resistance to PWI commonplaces, using Black feminist thought and criticism.

Chair and Speaker: Sherri Craig, West Chester University of PA, “‘What’s Good, Sista Girl?!’ Waymaking and Friendships in the Writing Classroom”

Speakers: Talisha Haltiwanger, University of Notre Dame, “Pulling It All Together: Resisting Double-Consciousness, Creating Counterspaces as Homeplaces”

Zandra L. Jordan, Stanford University, “Shock and Awe: Womanist Embodiment as Waymaking in Writing and Speaking Center Administration”

Institutions, Labor Issues, and Professional Life

C.37 Affect and Labor: Moral Injury, Emotional Labor, and Self-Care in Composition

Crystal Ballroom (Hilton)

This session presents the problematic conditions of emotional labor expectations in the composition classroom, and the need for strategies of self-care as related to the institution.

Chair: Jeannie Im, New York University, NY

Speakers: Peter Brooks, University of Washington, Bothell, “Feeling the Feels: Emotional Identity, Labor, and Literacy in FYC”

Rebecca Gerdes-McClain, Columbus State University, GA, “Moral Injury and Writing Instruction in the Corporate University”

Jennifer Rojas, Colorado State University, Fort Collins, “Managing the Stress of Emotional Labor through Self-Care”

Institutions, Labor Issues, and Professional Life

C.38 The Neoliberal University as Common Place: Mapping Stakeholder Values Surrounding Social Mobility

Regency Ballroom (Hilton)

This Engaged Learning Experience is intended to slow down conversations surrounding student retention by facilitating an activity promoting inquiry into individual, institutional, and cultural ideas about the relationship between higher education and social mobility. This activity is in three parts: self-reflection, research, and discussion.

Chair: Cristine Busser, University of Central Arkansas, Conway

Facilitator: Jen Talbot, University of Central Arkansas, Conway, “Retention and Social Mobility”

Language and Literacy

C.39 Write What You Know: Three Provocations

Kilbourn Room (Hilton)

The commonplace “Write what you know” is variously lauded and derided—and for good, complex reasons grounded in what we might mean by knowing, what value we might assign certain knowers, and what purposes we imagine for writing.

Speakers: Douglas Hesse, University of Denver, CO, “Knowing Like a Writer: Experiences Lived and Created”

Nicole B. Wallack, Columbia University, “What Do I Know? Enacting Virtue Ethics in the Essay”

Kathleen Blake Yancey, Florida State University, “Writing What You Know for Political Change: The Case of the Parkland Survivors”

Language and Literacy

C.40 Combatting Bullshit: Hate, White Supremacy, and Language

Oak Room (Hilton)

White supremacists generate support for their causes by spreading bullshit via the internet. This panel first provides a definition and framework for detecting and responding to bullshit and fake news, then provides strategies for the classroom, and finally links the rhetoric of white supremacy and fake news to US policies.

Chair: Genevieve Garcia de Mueller, Syracuse University, NY

Speakers: Zan Goncalves, Franklin Pierce University
B Lopez, Syracuse University, NY

Language and Literacy

C.41 Making Interdisciplinary Innovation Commonplace in the Writing Center: Training Tutors to Facilitate Language and Literacy Choices with Multilingual Writers

Solomon Juneau Room (Hilton)

Drawing on interdisciplinary approaches to working with multilingual writers and multilingual pedagogy from rhetoric and composition, TESOL, and education, participants will develop priorities and strategies for rethinking and revising writing center tutor training.

Chairs and Speakers: Lisa Bell, Brigham Young University, Provo
Tanya Bychkovska, George Mason University
Susan Lawrence, George Mason University
Jennifer Mitchell, SUNY, Potsdam
Jenny Staben, College of Lake County

Professional and Technical Writing

C.42 Workplace Spaces and Places: A Common Voice, Language, and Practice

Executive Ballroom A (Hyatt)

The articulation of commonplaces for workplace writing is complicated, particularly as instructors manage the tensions of teaching a type of writing that is different from academic writing. This panel presentation, therefore, will define commonplaces for workplace writing through an examination of its history, focusing on writing in professional business contexts.

Chair: Marcy Orwig, University of Wisconsin-Eau Claire

Speakers: Kristen Getchell, Babson College

Paula Lentz, University of Wisconsin-Eau Claire

Research

C.43 Archival Commonplaces and Student Writers: The Student as Researcher and as Historical Subject
Executive Ballroom B (Hyatt)

This panel foregrounds the presence of students in archival commonplaces, including teaching students with archives and studying student writings contained in archives.

Speakers: Sarah E. Polo, Cottey College, “Archival Commonplaces and the Search for Student Writing”

Emily Smith, Penn State University, State College, “Creating a Common Place: Local Archives and the First-Year Writing Classroom”

Miles Young, Penn State University, State College, “Using Old News to Think about Fake News: Teaching Journalistic Literacy with Digital Newspaper Archives”

Research

C.44 Researching Rhetorical Commonplaces in Health
Executive Ballroom C (Hyatt)

From digital design to (re)defining relations of cells and tissues, panelists explore rhetorical commonplaces in health research.

Chair: Justin Dykes, University of Houston, TX

Speakers: Tori Thompson Peters, University of Wisconsin-Madison, “A Dose of Cells: The Rhetorical Molecularization of Human Cells and Tissues”

Suzanne Rumsey, Purdue Fort Wayne, IN, “Narratives of Rare Disease and Invisible Illness: Recruiting a Patient’s Body of Knowledge for Her Own Care”

Evelyn Harry Saru, University of Texas, El Paso, “‘Glocalization’ of Health Information: Considering Design Factors for Mobile Technologies in Malaysia”

Patti Wojahn, New Mexico State University, Las Cruces, “‘Glocalization’ of Health Information: Considering Design Factors for Mobile Technologies in Malaysia”

Research

C.45 Challenging Process: New Directions for Composing Process Research and Teaching

Executive Ballroom D (Hyatt)

Sharing data that challenges writing process commonplaces, we invite attendees to join us in imagining a renewed process research movement. Attendees will leave this Engaged Learning Experience having helped formulate a collective direction for process research and with a set of methods, assignments, and questions for their teaching with process.

Chair: Derek Van Ittersum, Kent State University, OH, “Writing Processes without Products”

Speakers: Kory Ching, University of California, Davis, “On Anxiety and Scented Candles: Managing Attention and Affect in Composing Processes”

Tim Lockridge, Miami University, Oxford, OH, “Writing Processes without Products”

Hannah J. Rule, University of South Carolina, “Seeing Situated Writing Processes”

Pamela Takayoshi, Kent State University, OH, “Capturing Composing Moments”

D Sessions: 3:15–4:30 p.m.

Approaches to Learning and Learners

D.01 Improving Outcomes: Promoting Fairness across Diverse Institutional Sites and with Diverse Student Populations through Disciplinary Writing and Local Assessment

101 A (Wisconsin Center)

Emerging research on diverse students at diverse institutional sites and the contributions to scholarship about writing, assessment and fairness.

Chair: Diane Kelly-Riley, University of Idaho

Speakers: Ruth Benander, University of Cincinnati-Blue Ash College
Brooke Carlson, Chaminade University, “Fairness as Pedagogy: Equitable Opportunity Structures and the Cultivation of Dynamic Action at a Native Hawaiian-Serving Institution”

Angela Rasmussen, Spokane Community College, “Promoting Fairness through Curricular Attention to Career and Technical Programs”

Brenda Refaei, University of Cincinnati-Blue Ash College

Andrea Reid, Spokane Community College, “Promoting Fairness through Curricular Attention to Career and Technical Programs”

Respondent: Mya Poe, Northeastern University

Research

D.02 Coding as Common Ground: Making Adaptive Transfer Visible

101 B (Wisconsin Center)

The nature of writing transfer poses challenges for researchers: how can researchers study something that has been transformed? This roundtable considers coding for adaptive transfer. Audience members take away coding frameworks that address difficulties in their own writing research and an infrastructure that will begin demystifying coding for writing research.

Chair: Bradley Dilger, Purdue University

Speakers: Neil Baird, Bowling Green State University

Stuart Blythe, Michigan State University

Jeffrey Michael Ringer, University of Tennessee, Knoxville

Joseph Anthony Wilson, University of Washington, Seattle

Respondents: Michael-John DePalma, Baylor University
Holland Prior, University of Tennessee Knoxville

Approaches to Learning and Learners

D.03 Commonplace Books Updated: Pedagogies for Cultivating an Inclusive Student Commons

101 C (Wisconsin Center)

Theorizing the writing classroom as site for modern forms of commons-building, the presenters in this panel offer three pedagogical possibilities for creating a student-led, inclusive classroom. During this panel, speakers present assignments from their own teaching while audience members have the opportunity to build a shared resource commons.

Chair: Ellen Cushman, Northeastern University

Speakers: Michelle Sprouse, University of Michigan

Megan Sweeney, University of Michigan

Kristin vanEyck, University of Michigan

Approaches to Learning and Learners

D.04 Composing Emotions: Engaging Artifacts to Construct Memories and Relationships

101 D (Wisconsin Center)

In this panel we illustrate how rhetorical patterns of memory shape daily experiences and emotions of students and teachers and how to engage purposefully with such memories and narratives. We focus on the generative and discursive power of artifacts, both physical and cultural, in constructing memories.

Speakers: Edward English, University of Louisville, KY, “What We Share: Commonplace Artifacts and Conversations to Dissolve Resistance and Indifference”

Katie Frankel, University of Louisville, KY, “Commemorating Our Pasts: The Rhetorical Effects of Personal Artifacts”

Bronwyn Williams, University of Louisville, KY, “The Past Writes Our Future: Curating and Performing Literate Identities through Artifacts”

Theory and Culture

D.05 Standing among Stories: Commonplaces and Crossroads

102 A (Wisconsin Center)

This active roundtable sees and stories relations between/within shared spaces by humans, nonhumans, materials, and ecosystems, where intersections live and make meaning within and outside the classroom.

Chair and Roundtable Leader: Chelsea Murdock, Clemson University, SC, “Commonwaters: Public Memory, Sustainability, and Embodied Presence”

Respondents: Yavanna Brownlee, University of Northern Colorado, “Story as Influence: Moving Students into a Relationship with Environmental Sustainability through Examining Indigenous Story and Practice”

Rebecca Frost, Keweenaw Bay Ojibwa Community College, “Stories, Space, and Purposeful Silence”

David Grant, University of Northern Iowa

Kenlea Pebbles, Michigan State University, “Symbolism and Story Intersect in the Straits of Mackinac”

Writing Programs and Majors

D.06 Writing Centers across Disciplinary and National Borders
102 B (Wisconsin Center)

Exploring writing centers in three locations: social work, engineering, and Latin America.

Chair: June Johnson Bube, Seattle University, WA

Speakers: Violeta Molina-Natera, Pontificia Universidad Javeriana, Cali, “Commonplaces in Writing Centers”

Adam Pellegrini, Columbia School of Social Work, New York, NY, “Social Work Writing Centers: Rhetoric, Disruption, and Action”

Ann Saterbak, Duke University, “From Correlation to Self-Efficacy: Engineering Design Reshaping Writing Center Assessment Commonplaces”

Eliana Schonberg, Duke University, Durham, NC, “From Correlation to Self-Efficacy: Engineering Design Reshaping Writing Center Assessment Commonplaces”

Writing Programs and Majors

D.07 International Research into Multilingual Writing: Challenging US-Centric Commonplaces through Cross-National Student and Faculty Perspectives
102 C (Wisconsin Center)

Through studies of multilingual student writing in teams across Irish, US American, and French contexts, and studies of multilingual faculty writing across Ukrainian, US American, and Norwegian contexts, this panel explores how these writers negotiate linguistic, rhetorical, disciplinary, and national expectations and constraints.

Speakers: Yvonne Cleary, University of Limerick

Angela Rounsaville, University of Central Florida, Orlando

Pavel Zemliansky, Oslo Metropolitan University

Approaches to Learning and Learners

D.08 Board Games, Stories, and the Composition Classroom
102 D (Wisconsin Center)

This Engaged Learning Experience session features a variety of board games (which participants will be able to play and discuss throughout the session) that can be used to teach writing in a variety of contexts. We'll focus on both game play and on successful debriefs, reflections, and applications for students.

Group Leaders: Brynn Fitzsimmons, University of Kansas
Miguel Flores, independent scholar
Addison Lucchi, MidAmerica Nazarene University

Approaches to Learning and Learners

**D.09 Embodied Pedagogy toward Embodied Writing:
Alternative Epistemologies and Bodies as Commonplace
Sites of Liberation**
102 E (Wisconsin Center)

The disembodied classroom can and must be disrupted through a full-bodied, holistic, and embodied pedagogy. This Engaged Learning Experience performs an embodied pedagogy to demonstrate its potential for valuing marginalized bodies and learner needs, assisting students with alternative ways of knowing, and guiding students in alternative approaches.

Speakers: Nicol Epple, Indiana University of Pennsylvania
Lauren Hatch-Pokhrel, Salisbury University
Jirayu Sinsiri, Indiana University of Pennsylvania

Language and Literacy

**D.10 Understanding and Responding to Standardized English
in Composition**
103 A (Wisconsin Center)

This panel focuses on the pressing, controversial place of standard written English in composition studies by addressing a history of prescriptive rules of English and its connections to social/moral (versus linguistic) ideals, a linguistically informed treatment of style, registers, dialects, discourses, and an application of said frameworks for descriptive understanding.

Chair: Laura Aull, Wake Forest University

Speakers: Craig Hancock, SUNY, Albany
Daniel Kies, College of DuPage
Cornelia Paraskevas, Western Oregon University

Approaches to Learning and Learners

D.11 Role-Playing Peer Review: Games and Gatekeepers

103 B (Wisconsin Center)

This Engaged Learning Experience explores gatekeeping and power structures in peer review through live action role-playing. Participants will enact the roles of students and teachers with specific behaviors, identities, and goals. We will challenge the idea that peer review is accessible to every student and discuss inclusive approaches to peer review.

Facilitators: Ahmed Al Awadhi, The University of Washington
Peter Berge, The University of Alabama
Sarah Dwyer, Texas A&M University-San Antonio
Sara Lovett, The University of Washington
Sheila McQuaid, Kent State University
Lauren Woolbright, Alma College

First-Year and Basic Composition

D.12 Teaching Social and Political Engagement through Social Media

103 C (Wisconsin Center)

This panel discusses using social media in the classroom to rhetorically analyze political engagement as well as teach students public writing skills.

Chair: Morgan Banville, East Carolina University
Speakers: Madelyn Fox-Defago, Southern Illinois University, Carbondale, “Rhetorical Commonplaces: Identifying Opportunities for Transfer in Students’ Social Media Usage”
Lee Gullickson, North Dakota State University, Fargo, “The Rhetoric of Memes in a Post-Truth Era”
Misty Thomas, University of New Mexico, Albuquerque, “Genre Analysis and Twitter as a Commonplace: Re-Inventing First-Year Composition for Public Consumption”
Shane Wood, University of Southern Mississippi, Hattiesburg, “Making Common Podcasts”

First-Year and Basic Composition

D.13 Using Empathy in the Classroom to Foster Social Justice Awareness and Action

103 D (Wisconsin Center)

This panel offers stories of using empathy in the classroom as a tool for increasing student’s social and political awareness and subsequent activism.

Chair: Kelly Brajevich, University of Wisconsin, Milwaukee

Speakers: Kathleen Crosby, University of North Carolina at Chapel Hill, “Empathy, the Corpus, and the Basic Writing Classroom: Effecting Change in Liminal Spaces”

Samantha Looker-Koenigs, University of Wisconsin, Oshkosh, “Empathy and Uncertainty as Habits of Mind for College Writing”

Timothy Maxwell, College of San Mateo, CA, “Toward a Pedagogy of Empathy: Including the Rohingya in the Commonplace”

First-Year and Basic Composition

D.14 Student Writer as Solicitor of Feedback: Shifting the Feedback Paradigm

103 E (Wisconsin Center)

This Engaged Learning Experience shifts the feedback paradigm, placing students at the center of the feedback process and provides audience members with the tools to implement this shift. We invite participants to listen to our research, learn some new pedagogical practices, and interrogate concerns they may have in implementing this pedagogy.

Speakers: Shannon Baker, California State University, San Marcos
Dawn Formo, California State University, San Marcos
Cynthia Headley, California State University, San Marcos
Lauren Springer, Mt. Jacinto Community College, CA

First-Year and Basic Composition

D.15 Elevating English 101: Revising the University of Maryland’s FYW Curriculum toward Social Justice and Civic Engagement

201 A (Wisconsin Center)

The speakers describe the redesign of the first-year writing course, which now overtly foregrounds civic engagement and social justice.

Chair: Jessica Enoch, University of Maryland

Speakers: Elizabeth Catchmark, University of Maryland

Joseph Good, University of Maryland

Katherine Joshi, University of Maryland

Marina Seamans, University of Maryland

Brandy C. Williams, University of Maryland

Respondent: Scott Wible, University of Maryland

Inventions, Innovations, and New Inclusions

D.16 Mapping the (Un)Common: An Interactive, Inclusive e-Map for Support of Diverse Writing Approaches

201 B (Wisconsin Center)

We report on the launch of an interactive e-map showing writing spaces at diverse institutions while prioritizing hidden WAC and writing initiatives, particularly to support new WPAs/WAC/WID practitioners in identifying writing practices at similar institutions. Attendees can explore the map based on individual interests and contribute to a future update.

Chair: Kendon Kurzer, University of California, Davis

Speakers: Greer Murphy, University of Rochester

Katherine Daily O'Meara, Emporia State University

Robyn Russo, Northern Virginia Community College/George Mason University

Inventions, Innovations, and New Inclusions

D.17 Writing amid Difficult Emotions, Trauma, and a Noisy World

201 C (Wisconsin Center)

Panelists make visible the intersections between difficult lived experiences and the writing process.

Chair: Michael Kennedy, University of South Carolina, Columbia

Speakers: Kristin LaFollette, University of Southern Indiana, "Hacking as Queering: Creating Safe and Accessible Spaces for Students with Post-Traumatic Stress Disorder"

Mark Smith, Valdosta State University, GA, "Writing while Introverted: Finding Identity and Voice in a Noisy World"

Shannon Walters, Temple University, "Refiguring Affective Commonplaces"

Inventions, Innovations, and New Inclusions

D.18 Making Room at the Dual Enrollment Table: Coalition Building as a Democratizing Practice

201 D (Wisconsin Center)

This Engaged Learning Experience models coalition building for dual-enrollment stakeholders to name barriers, empower self-determination, and legitimize expertise.

Chair and Speaker: Erin Costello Wecker, University of Montana, Missoula

Speakers: Ashley Benson, Washington State University
Mandi Klimpel, Frenchtown School District
Patty Wilde, Washington State University

Community, Civic & Public Contexts of Writing

D.19 Cultural Rhetorics in Six Flavors

202 A (Wisconsin Center)

It is a commonplace of misunderstanding that only certain kinds of cultural communities and practices can be understood with a cultural rhetorics orientation. We contend that cultural rhetorics can be practiced in a variety of ways, with a variety of communities, to tell a variety of stories.

Chair: Katlyn Firestone, Michigan State University

Speakers: Lauren Brentnell, University of Northern Colorado
Tania DeSostoa-McCue, Michigan State University
Elise Dixon, Michigan State University
Hannah Espinoza, Michigan State University
Bree Straayer-Gannon, Michigan State University

First-Year and Basic Composition

D.20 Thinking Spatially: Geography, Place, and Carto-Composition

202 B (Wisconsin Center)

Panelists will address space from multiple angles with a focus on helping students and teachers cultivate awareness of the relationship between space, values, access, and identity.

Chair: Suchismita Banerjee, Indian River State College, Fort Pierce, FL

Speakers: Andrew Appleton Pine, Michigan State University, East Lansing, “Carto-Compositions: Maps of the Self”

Danielle Clapham, Marquette University, Milwaukee, WI, “Resisting the Retrofit: Reimagining the First-Year Classroom as a Disability-Centered Space through Universal Design”

Hunter Deiglmeier, Marquette University, Milwaukee, WI, “Resisting the Retrofit: Reimagining the First-Year Classroom as a Disability-Centered Space through Universal Design”

Wilfredo Flores, Michigan State University, East Lansing, “Laughing in Flowers: Multimodal Making through Land-Based Design”

Lauren Garskie, Gannon University, Erie, PA, “Flexibility for Evolving Collaboration: How the Design of Space Promotes and Fosters Collaboration and a Flexible Habit of Mind”

Shelby LeClair, Michigan State University, East Lansing, “Carto-Compositions: Maps of the Self”

Information Technologies and Digital Cultures

D.21 The Pedagogy of Commonplaces: Invention and Anamnesis in User Data and Consent in Data Protection Policy

202 C (Wisconsin Center)

This talk advances rhetorical commonplaces as a marker of critical digital literacy. In it, I argue that the canons of invention and memory might serve as a method to deepen digital literacies and afford students access to new avenues of response over the use of personal data.

Speaker: Alan Chu, Kent State University, OH

Writing Programs and Majors

D.22 Compassionate Administration: Listening, Reflecting, and Responding to Disciplinary Faculty Commonplaces

202 D (Wisconsin Center)

This Engaged Learning Experience session introduces administrators to a process of listening, reflecting, and responding to moments of conflict with stakeholders. We engage with disciplinary faculty commonplaces about student writing to demonstrate this process. Participants will leave with strategies to identify opportunities for action on their own campuses.

Facilitators: Erica Cirillo-McCarthy, Middle Tennessee State University, Murfreesboro

Elizabeth Leahy, University of Tennessee, Knoxville

Community, Civic & Public Contexts of Writing

D.23 Exploring Commonplaces in Scientific and Environmental Discourse: Pedagogy and Public Communication in Contested Times

202 E (Wisconsin Center)

This panel engages audience members in rethinking disciplinary commonplaces as both citizens and teachers with a stake in our warming world's future. To do so, each speaker explores how contested science and environmental policies are framed and how everyday objects and digital practices are inseparable from ongoing global environmental crises.

Chair and Speaker: Juliette Lapeyrouse-Cherry, Minneapolis College, St. Paul, MN, “Reconsidering Commonplaces in Environmental Composition and Communication: Place, Sustainability, and the Digital Cloud”

Speakers: Nicole Ciulla, University of Minnesota, “Examining Commonplaces in Local Climate Action”

Ryan Eichberger, University of Minnesota, “Challenging Environmental Binarism and Hidden Violence in the Writing Classroom: Visualizing the Production and Afterlife of Everyday Objects”

Eduardo Nevarez, University of Minnesota, “Framing Science in Commonplaces”

Community, Civic & Public Contexts of Writing

D.24 Community Writing as Community Building

203 A (Wisconsin Center)

Panelists examine how letters, memoirs, and commonplace books are means for community building.

Chair: Allison Hauser, Illinois State University, Normal

Speakers: Lisa Konigsberg, West Chester University, PA, “‘Angelic Troublemakers’: Letter Writing in Composition and Rhetoric as Social Justice Acts”

Benjamin Luczak, Indiana University, Bloomington, “Universalizing the Particular: Memoir as Commonplace in Organizing Spaces”

Margaret Morris, Michigan State University, East Lansing, “Inventing a Commonplace Book”

Community, Civic & Public Contexts of Writing

D.25 #4C20 Human Library
203 B (Wisconsin Center)

The #4C20 Human Library, proposed as an Engaged Learning Experience, is an event where community members volunteer as “Books” to be “checked out” by “Readers” for one-on-one conversations. Each book topic will relate to the “eight pillars of prejudice”: sexuality, religion, lifestyle, health, occupation, ethnicity, social status, and political conviction.

Chair: Sherrin Frances, Saginaw Valley State University, MI

Facilitators: Emily Beard-Bohn, Saginaw Valley State University, MI
Jessica Shafer Goodfellow, San Jacinto College, Pasadena, TX
Patricia Poblete, Henderson State University, Arkadelphia, AR

Respondent: Sarah Arroyo, California State University, Long Beach

First-Year and Basic Composition

D.26 Does Teaching Metacognition Lead to Metaliteracy?
Research on a First-Year Academic Literacy Curriculum
203 C (Wisconsin Center)

Interactive session explores primary research on the relationship between metacognition and metaliteracy among diverse first-year students at a public research university.

Chair and Speaker: Philip Longo, University of California, Santa Cruz, “Metacognition and Metaliteracy: How Diverse Writers Develop in a First-Year Literacy Curriculum”

Speakers: Kimberly Adilia Helmer, University of California, Santa Cruz, “The Monolingual Commonplace: Searching for Equity for Multilingual Writers”

Sarah Michals, University of California, Santa Cruz, “Making the Implicit Explicit: Metacognition as an Access Point for Marginalized Students”

First-Year and Basic Composition

D.27 Complicating Retention Commonplaces: A Conversation on First-Year Composition's Roles in Student Persistence
203 D (Wisconsin Center)

This cross-institutional roundtable dialogue will reflect on retention issues to interrogate our commonplaces as student advocates and writing professionals. Each presenter will give a brief description of their program and the focus on/issues with retention, as well as observations/solutions that they are actively engaged with, contextualized in data and scholarship.

Chair: Lisa Mastrangelo, Centenary University, Hackettstown, NJ,
“First-Year Retention and the Writing Classroom: Assessing Concurrent Factors”

Roundtable Speakers:

“First-Year Retention and the Writing Classroom: Assessing Concurrent Factors”

Erin Andersen, Centenary University, Hackettstown, NJ

“Leveraging Data to Address Retention through First-Year Composition”

Michael Cripps, University of New England

“Retention and Collaboration”

Wynne Ferdinand, John Jay College of Criminal Justice, CUNY

“Retention Possibilities: The Stretch Course”

Kristine Johnson, Calvin University, Grand Rapids, MI

“First-Year Retention: Starting Thoughtful Conversations”

Whitney Myers, Texas Wesleyan University

“Reframing Retention as Belonging”

Mary Sellers, Penn State University

“Retention and Collaboration”

Maria Vint, John Jay College of Criminal Justice, CUNY

First-Year and Basic Composition

D.28 Not as Common as We Think: Decoding the Assignment Sheet
203 E (Wisconsin Center)

Shows students' unfamiliarity with assignment sheets and offers strategies for remixing assignment sheets and training TAs to write them.

Speakers: Jennifer Grouling, Ball State University, Muncie, IN, “Assigning the Assignment Sheet in TA Practicum”
Cara Miller, Anderson University, IN, “Why Students Don’t Use Assignment Sheets: A Multiple Case Study”
Liz Ranfeld, Anderson University, IN, “Replacing Traditional Assignment Sheets in the Composition Classroom”

First-Year and Basic Composition

D.29 (Re)Configuring First-Year Composition Courses as Common Places

Ballroom C (Wisconsin Center)

This panel will consider first-year composition as both a common place for teachers and students to critically and democratically navigate toward responsible communication, and, consequently, as a common place for the examination, analysis, and (if necessary) reformation of the commonplaces (topoi) that teachers and students walk into the classroom with.

Speaker: Ryan Leack, Cal Poly Pomona

History

D.30 Unsettling Commonplaces: Three Cases of Historical (Un)becoming

Ballroom D (Wisconsin Center)

Retelling is the substance of historical activity. Yet, we must be respectful to the sites, histories, and bodies whose stories we retell. We argue that instability opens space for us to draw on historical texts for their rhetorical productivity, while leaving space for resistance, refusal, and counter-narrative.

Speakers: Lois Agnew, Syracuse University, NY
Ana Cortes, Syracuse University, NY
T Passwater, Syracuse University, NY

D.31 Exhibitor Session: Between Drafts: Where the Magic Happens

MacArthur Room (Hilton)

Sponsored by Bedford/St. Martin’s/Macmillan Learning

How do you respond to student writing? What best practices might help to save you time AND improve the feedback process? In this interactive session, we’ll explore new writing tools built through a unique co-design process with students and instructors, with resources for **drafting**,

continued on next page

peer review, source check, reflection, and revision. You'll hear from instructors whose experience as class testers has helped to inform the development of these tools and enhance their teaching practice. Door prizes will be given, and additional opportunities for engagement are available at the Bedford/St. Martin's booth. See you there!

Speakers: Adam Whitehurst, Bedford St. Martin's/Macmillan Learning
Jennifer Duncan, Perimeter College at Georgia State University
Joel Wilson, Community College of Allegheny County/Keiser University

Information Technologies and Digital Cultures

**D.32 Programmed Literacies: Reconceptualizing
Commonplaces of Writing Platforms and Language**

Mitchell Room (Hilton)

This panel explores the intersections of writing and programming and offers practices for cultivating critical digital literacies.

Chair and Speaker: Elizabeth Ashley Rea, Penn State University, State College, "Gendered Ecologies of Coding Education"

Speakers: Jongkeyong Kim, Texas Christian University, Fort Worth, "Visualizing Composition Course: Inquiry, Genre, and Invention"
Sean McCullough, Texas Christian University, Fort Worth, "Positioning Programmers' How To's in/as Rhetorical Sites"
Elizabeth Parfitt, Penn State University, State College, "Writing through Code: Programming for Rhetorical Awareness"

Information Technologies and Digital Cultures

**D.33 Constructing Ethos Online: Social Media, Social
Cataloguing Sites, and Disciplinary Listservs**

Walker Room (Hilton)

This panel examines the dynamism and dissonance of constructing ethos online.

Chair: Denise Acevedo, Michigan State University, East Lansing

Speakers: Danielle Koepke, University of Wisconsin, Milwaukee, "Rhetorically Tuning into AOC's Use of Social Media"
Thomas Lawson, University of Pittsburgh, PA, "Database Distortion: Toward a Post-Digital Ethos in Networked Criticism"
S. Elizabeth McGhee, Middle Tennessee State University, Murfreesboro, "Mansplaining and Digital Ethos: An Analysis of the WPA Listserv"
Abigail Moody, Middle Tennessee State University, Murfreesboro, "Mansplaining and Digital Ethos: An Analysis of the WPA Listserv"

Institutions, Labor Issues, and Professional Life

D.34 Toiling Away (and Striking) in the Groves of Academe: Fighting the Commonplaces of Academic Labor in Composition in the Department, the University, and the Discipline

Wright Ballroom A (Hilton)

This panel offers three counternarratives to fight the commonplaces of academic labor and to develop strategies for resistance and survival in composition.

Chair and Speaker: James Zebroski, University of Houston, TX, “A Marxist Analysis of the Commonplaces of Composition Labor in a College English Department: How to Survive in Your Native Land”

Speakers: Kate Highfill, University of Houston, TX, “Commonplaces as Commonproblems: The Disciplinary Economy of Rhetoric & Composition”

Nancy Mack, Wright State University, Dayton, OH, “When the Budget Crisis du Jour Turns into a Strike: Strategies for Faculty Survival”

Institutions, Labor Issues, and Professional Life

D.35 Black Feminism as Commonplace: A Social Justice Orientation to Administration and Research

Wright Ballroom B (Hilton)

Drawing on the intellectual contributions of Black women, this panel explores Black feminist orientations to social justice in social media research, writing administration, and writing pedagogy.

Chair: Gwen Pough, Syracuse University, NY

Speakers: Constance Haywood, Michigan State University, East Lansing
Floyd Pouncil, Michigan State University, East Lansing
Nick Sanders, Michigan State University, East Lansing

Institutions, Labor Issues, and Professional Life

D.36 Should I Stay or Should I Go, Now? Rethinking Commonplaces of Writing Program Administration during the Adjunctification of Higher Ed

Wright Ballroom C (Hilton)

This panel describes three different experiences of WPAs working at the City University of New York, the nation's largest and most diverse university system. The panelists reflect upon their individual efforts to hire and train a continually rotating group of part-time faculty while also developing innovative curriculum with minimal resources.

Chair: Carrie Hall, New York City College of Technology, CUNY

Speakers: Jackie Blain, New York City College of Technology, CUNY

Lisa Blankenship, Baruch College, CUNY

Robert Lestón, New York City College of Technology, CUNY

Institutions, Labor Issues, and Professional Life

D.37 Issues in Teaching Conditions: From Instructor Training to Class Size

Crystal Ballroom (Hilton)

This panel explores the challenges faced by teachers in writing classrooms and how we can better train and strategize with new instructors.

Chair: Krystal Ingman, The University of Findlay, Waterville, OH

Speakers: Andrea Alden, Grand Canyon University, Phoenix, AZ, "Class Size as Commonplace: A Pedagogy of Necessity"

Cassandra Goff, University of Utah, Salt Lake City, "Creating Inclusivity in FYC Graduate Instructor Training"

Jessi Thomsen, Florida State University, Tallahassee, "Peer-Mentoring on (Un)Common Ground: Building Praxes and Reciprocity with English TAs"

Language and Literacy

D.38 Re-Orienting Graduate Programs toward Translingual Practices

Kilbourn Room (Hilton)

This panel discusses how to cultivate and support embodied and translingual orientations toward graduate education to advocate for linguistic justice. Looking at the commonplaces that have been bolstered by monolithic ideologies of languages, their narratives critically reflect on how translingual ideologies influence linguistic perspectives and practices.

Chair: Rachel Bloom-Pojar, University of Wisconsin, Milwaukee

Speakers: Gitte Frandsen, University of Wisconsin, Milwaukee, “A Critical Re-evaluation of Assessment”

Anis Rahman, University of Wisconsin, Milwaukee,

“Multidialectalism—A Rhetorical Inner-journey toward Language Practices”

Beatrice Szymkowiak, University of Wisconsin, Milwaukee, “Toward Translingualism: The Personal Experience of a Teacher, from PreK–5 to College”

Language and Literacy

D.39 Reading as a Commonplace: Frameworks for Support

Oak Room (Hilton)

Panelists will share pedagogical support for social reading and integrated reading and writing.

Chair: Scott Gage, Texas A&M University, San Antonio

Speakers: Clayton Benjamin, University of California, Davis,

“Metacognitive Reading: Using a Social PDF Annotator to Promote Reading as a Social Process”

Megan Trexler, Delaware County Community College, “Explorations into Language: Teaching Integrated Reading and Writing through Structured Word Inquiry”

Professional and Technical Writing

D.41 Researching Writing Commonplaces: Preparing Students for Writing beyond the Academy

Executive Ballroom A (Hyatt)

The speakers present their research on three interconnected realms of writing “commonplaces,” including alumni’s professional worlds, students’ nonacademic lives, and a writing major. Interrogating writing commonplaces in these realms allows us to question writing studies’ assumptions about writing, what writers actually value about writing, and the tensions between those differences.

Chair and Speaker: Jessie Moore, Elon University, NC

Speakers: Li Li, Elon University, NC

Paula Rosinski, Elon University, NC

Research

D.42 Spotlight Session: Reflective Writing and Programmatic Identity: A Cross-Institutional Study of First-Year Students' Reflections

Executive Ballroom B (Hyatt)

This panel shares findings from a cross-institutional study of FYW reflections, disrupting commonplaces by showing how reflection emerges from context.

Speakers: Lillian Campbell, Marquette University, Milwaukee, WI
Jennifer Eidum, Elon University, NC
Jaclyn Fiscus-Cannaday, Florida State University, Tallahassee

Research

D.43 Research Methods as Contradictory Commonplaces

Executive Ballroom C (Hyatt)

Refracted through a series of diverse projects and pursuits, panelists examine research methods as contradictory commonplaces.

Chair: Kamal Belmihoub, Baruch College, CUNY

Speakers: Jennifer Clary-Lemon, University of Waterloo, ON, “Research Methods as Commonplaces: Engaging Undergraduate Students beyond the Text”

Caroline Dadas, Montclair State University, NJ, “Honoring the Outliers: #MeToo and the Long Tail as Method”

Michael Householder, Case Western Reserve University, Cleveland, OH, “Writing Analytics Applied to Reflective Essays: What Students Write about When They Write about Writing”

Martha Schaffer, Case Western Reserve University, Cleveland, OH, “Writing Analytics Applied to Reflective Essays: What Students Write about When They Write about Writing”

Research

D.44 Supporting Faculty as Writers and Teachers: Why Not Both?

Executive Ballroom D (Hyatt)

In this interactive Engaged Learning Experience session, we explore how supporting faculty as writers can also help them to become more effective teachers. After highlighting our research results, we guide participants in discovering for themselves how understanding their own writing practices can spark insight into how they teach students how to write.

Speakers: Jennifer Ahern-Dodson, Duke University, Durham, NC
Monique Dufour, Virginia Tech, Blacksburg

E Sessions: 4:45–6:00 p.m.

Community, Civic & Public Contexts of Writing

E.01 **Ethical Teaching with/across Difference**

101 A (Wisconsin Center)

In this roundtable, seven scholar–teachers propose practical classroom strategies for teaching across difference, including political, racial, neurocognitive, and other differences that can be—but need not be—exploited to divide within and beyond the classroom.

Roundtable Speakers:

“Ethics of Access in Online Team Writing”

Dev Bose, University of Arizona

“Ethics of Assessing Oral Presentations”

Lauren Cagle, University of Kentucky

“Strategies for Teaching Ethical Rhetoric”

John Duffy, University of Notre Dame

“Modeling Disagreement in the Composition Practicum”

Megan Eatman, Clemson University

“Toward an Ethic of Care through Inclusive Practices”

Jessica Edwards, University of Delaware

“Teaching to Difference”

Neil Simpkins, University of Washington, Bothell

“The Ethics of Empathy: Listening Pedagogy and Disability”

Amy Vidali, University of California, Santa Cruz

Research

E.02 **Data: Sharing and Analyzing Longitudinal Datasets about Student Writing Development**

101 B (Wisconsin Center)

In this Engaged Learning Experience, access data from the Developing Writers study and discuss approaches to analyzing this or your own data.

Group Leader: Naitnaphit Limlamai, University of Michigan, Ann Arbor

Facilitators: Jathan Day, University of Michigan, Ann Arbor

Anne Ruggles Gere, University of Michigan, Ann Arbor

Anna Knutson, Duquesne University, Pittsburgh, PA

Ruth Li, University of Michigan, Ann Arbor

Adrienne Raw, University of Michigan, Ann Arbor

Sarah Swofford, University of South Carolina, Beaufort

Approaches to Learning and Learners

**E.03 Understanding Meaningful Writing beyond College:
Emerging Findings from the Wayfinding Project**

101 C (Wisconsin Center)

We explore how the concept of wayfinding can broaden our understanding about how writing informs students' lives after they leave our institutions. The presenters share data from a collaborative, multicampus research project to examine the knowledge that writing students are developing not just in the classroom but outside of it.

Speakers: Jonathan Alexander, University of California, Irvine
Karen Lunsford, University of California, Santa Barbara
Robby Nadler, University of California, Santa Barbara
Carl Whithaus, University of California, Davis

Approaches to Learning and Learners

**E.04 Embracing the F-Word: Creating Learning Structures
That Facilitate Failure without Fear**

101 D (Wisconsin Center)

Many structures that define the experience of higher education—syllabi loaded with policies, rigid classroom spaces, learning management systems with self-grading quizzes—train students to fear failure and avoid risk. This panel will offer strategies for creating learning communities in which experimentation and failure are integral parts of the learning process.

Chair: Megan Knight, University of Iowa, “Risk-Taking and Failure in Learning Spaces”

Speakers: Kyle Barton, University of Iowa, “New Approaches to the Syllabus”

Brady Krien, University of Iowa, “How LMSs Shape Our Pedagogy”

Kate Nesbit, Central College, “Play as Pedagogical Tool”

Theory and Culture

**E.05 Spotlight Session: Colonial Logics and Decolonial
Commonplaces: Thinking through Our Practices and
Relational Accountability**

102 A (Wisconsin Center)

In this roundtable the discussion leaders will offer reflections on some of the assumed colonial logics of the university, providing decolonial options and new commonplaces for participants to use in order to challenge institutional assumptions that devalue Indigenous knowledges and presence.

Roundtable Leaders:

Joyce Rain Anderson, Bridgewater State University

“The Value in Connections: Insurgent Research and Centering Community”

Kathryn Pewenofkit Briner, Florida Atlantic University

“Invisibility and Colonial Logics: Narrative Reframing of Indigenous Presence on Campus”

Lisa King, University of Tennessee, Knoxville

Writing Programs and Majors

E.06 Reconsidering the Graduate Teaching Practicum

102 B (Wisconsin Center)

How can we better situate new graduate teachers in our departments and our field?

Speakers: Megan J. Bardolph, University of Indianapolis,
“(Re)Considering Contract Grading and Antiracist Assessment in a Teaching Practicum Course”

Cassandra Book, University of Louisville/Old Dominion University,
“Office Space and Liminal Space: TA Development beyond the Practicum”

Clare Russell, Wayne State University, Detroit, MI, “The Importance of Pedagogical Inquiry: Results from a Study of Writing Practicum Instructors”

Writing Programs and Majors

E.07 Workshop Spaces as Common Places: The Advanced Composition Classroom as a Collaborative Scene of Action

102 C (Wisconsin Center)

This panel will examine the commonplace of uncertainty and expectation that advanced writing students (and their teachers) occupy, demonstrating the capacity workshop spaces have as “scenes of action” for staging collaborative writing experiments. Panel attendees will have opportunities to experiment with active reading, structural innovation, audience awareness, and public writing.

Chair and Speaker: David Tomkins, University of Southern California, Los Angeles, “Remake/Remodel: Assembling Voice in Advanced Composition Workshops”

continued on next page

Speakers: Tamara Black, University of Southern California, “Agency in Structure: A Card Game for Rough Drafts”
Rochelle Gold, University of Southern California, “Choose Your Own Adventure: From Workshop to the Public Sphere”
P.T. McNiff, University of Southern California, “Sending Out an S.O.S.: Advanced Audience Awareness”

Approaches to Learning and Learners

**E.08 Interrogating What We Preach and What We Practice:
Guided Self-Study to Propel Inclusive Pedagogical
Practices**

102 D (Wisconsin Center)

Our multi-institutional study of inclusive pedagogies reveals gaps between writing instructors’ perceptions and the course materials written for students. This Engaged Learning Experience invites participants to apply the study’s diversity schema to our own literacy histories as writing teachers and writing programs, developing action plans at our own institutions.

Chair: Trish Serviss, University of California, Davis

Speakers: Meghan Sweeney, St. Mary’s College of California
Julia Voss, Santa Clara University

Approaches to Learning and Learners

**E.09 Inclusive Writing Conference Practices That
Accommodate the Needs of a Wider Spectrum of
Students**

102 E (Wisconsin Center)

Challenge the commonplace of exclusively in-person writing conferences. Participants will learn about practical resources for online writing conferencing.

Chair and Speaker: Lauri Barnes, The University of St. Augustine for Health Sciences

Speakers: Hideki Nakazono, The University of St. Augustine for Health Sciences

Joanna Beth Tweedy, Western Governors University, Murphysboro, IL

First-Year and Basic Composition

E.11 Responding to AB 705: Reimagining Curriculum in California Community Colleges

103 B (Wisconsin Center)

Presenters situate their discussions of acceleration and corequisite support within the recent state-level legislative reform effort to eliminate developmental education and basic writing courses.

Chair: Lisa Baird, Flagler College, St. Augustine

Speakers: Miguel Ramon, University of California Irvine, “A How-To: Acceleration in Introductory Composition Expressing the Metalanguage of the Academy”

Jennifer Burke Reifman, University of California, Davis, “A Case Study of a Corequisite Writing Course: Politics of Basic Writing, Uses of Technology, and Institutional Barriers”

First-Year and Basic Composition

E.12 Valuing Linguistic Diversity

103 C (Wisconsin Center)

Presenters offer pedagogical practices and curricular approaches for affirming linguistic diversity in the writing classroom.

Chair: Mahasweta Baxipatra, Indiana University, Bloomington

Speakers: Subhi Hindi, University of Houston, TX, “The Commonplace Writing Classroom: Code-Meshing FYC Students’ Rhetorics in College Writing”

Erin Presley, Eastern Kentucky University, Richmond, “Confronting the Exclusion of Appalachian Dialects in the Writing Classroom”

Crystal Zanders, University of Michigan, Ann Arbor, “The Power of Story: Using Digital Literacy Narratives to Promote Linguistic Diversity in First-Year Writing”

First-Year and Basic Composition

E.13 Teaching for Social Justice in an Age of Trump

103 D (Wisconsin Center)

Panelists take up the question of how to create ethical pedagogies of rhetoric in current troubled times.

Chair: Amy Brumfield, College of Eastern Idaho, Idaho Falls, ID

Speakers: Trent Kays, Hampden-Sydney College, VA, “The Politics of Pedagogy and the Veracity of Fact”

Kathrin Kottemann, Adams State University, Alamosa, CO, “Trump, Race, and Collaboration in First-Year Writing at an HSI”

Anne-Marie Womack, Tulane University, New Orleans, LA, “Evidence across the Curriculum: Teaching Interdisciplinary Commonplaces, Rhetorical Literacy, and Social Justice”

First-Year and Basic Composition

E.14 Designing Inclusive Multimodal Studio Spaces

103 E (Wisconsin Center)

In this interactive, studio-based Engaged Learning Experience session, we will model our FYW program’s multimodal studio pedagogy approach. We will report on findings from our year-long assessment, facilitate a studio session, and reflect on our work, its commonplaces, and how different aspects of this pedagogy might afford and/or preclude access and inclusivity.

Group Leader: Ruth Book, University of Connecticut

Facilitators: Réme Bohlin, University of Connecticut

Alex Gatten, University of Connecticut

Respondents: Lisa Blansett, University of Connecticut

Brenda Brueggemann, University of Connecticut

Writing Programs and Majors

E.15 Writing Studies MA Programs: Looking Back to Look to the Future

201 A (Wisconsin Center)

This roundtable explores how MA programs in writing have evolved over the past 10 years, comparing two surveys of program directors. The presenters and audience members will discuss key trends in recruiting, curriculum, assessment, job placement, and online education for MA programs, with a focus on supporting graduate student success.

Roundtable Leaders: Jen Almjeld, James Madison University

Karen Kuralt, University of Arkansas at Little Rock

Dagmar Scharold, University of Houston-Downtown

Inventions, Innovations, and New Inclusions

**E.16 Complex Commonplaces and Bodily Composition:
Martial Arts Approaches to Pedagogical Problems**

201 B (Wisconsin Center)

This panel features scholar–teachers of rhetoric and composition who turn to their own practices of martial arts to address, question, and challenge fundamental commonplaces in the teaching of writing: topoi, collaboration, and language difference. By turning to bodily-material models, the panel hopes to provide useful and interesting pedagogical strategies.

Chair and Speaker: Trevor Meyer, Northwest Missouri State University, Maryville

Speakers: Spencer Bennington, University of South Florida
Jessi Melendez, Michigan State University

Inventions, Innovations, and New Inclusions

**E.17 Creative and Innovative Student Design: Outcomes,
Artifacts, and Alternatives**

201 C (Wisconsin Center)

Panel engages innovative possibilities for student compositions in writing courses.

Chair: Santosh Khadka, California State University Northridge

Speakers: Nicholas Alexander Brown, Texas Christian University, Fort Worth, “Why Is There a Mannequin in the Office? Radical Multimodality and the Well-Designed Text”

Alli Hammond, University of Cincinnati, OH, “Genre as a Commonplace: Challenging Boundaries and Creating New Spaces”

William Kurlinkus, University of Oklahoma, Norman, “From Flesh-Eating Robots to Better-Paid Teachers: Challenging Cultural Commonplaces through Speculative Design”

Inventions, Innovations, and New Inclusions

E.18 A New Commonplace? An Examination of the Two-Year College Job Market and Graduate Preparation

201 D (Wisconsin Center)

This interactive Engaged Learning Experience session will invite graduate students and faculty in two-year colleges and university graduate programs to engage in collective reconsideration of the commonplaces about graduate education that contribute to this problem and think together about implications for our graduate programs and professional organizations.

Speakers: Darin Jensen, Des Moines Area Community College, IA
Christie Toth, University of Utah

Community, Civic & Public Contexts of Writing

E.19 The Impact of Federal and State Education Policies on the Work of Writing Studies: Challenges and Opportunities

202 A (Wisconsin Center)

This roundtable investigates how federal and state education policies impact the work we do as writing teachers, researchers, and administrators. Each speaker will offer a brief snapshot of their ongoing research in this area, followed by discussion questions and reflections.

Speakers: Luke Arnold, Centerville High School
Tyler Branson, University of Toledo, OH
Ashley Hall, Wright State University
Sharon McGee, East Tennessee State University
Scott Wible, University of Maryland, College Park

Respondent: Candace Epps-Robertson, University of North Carolina, Chapel Hill

Community, Civic & Public Contexts of Writing

E.20 Not So Common Topics: Re-Marking Commonplaces of Genre, Civility, Space, and Process

202 B (Wisconsin Center)

Ostensibly, commonplaces permit us to develop arguments from a shared understanding of terms. However, as the panel speakers demonstrate, the elasticity and abstract makeup of commonplaces allow rhetors to re-mark the bounds of these concepts, creating room where ideological, political, and social assumptions may be contested.

Chair: Christina Cedillo, University of Houston, Clear Lake
Speakers: Yvette Chairez, The University of Texas, San Antonio
Danny Rodriguez, Texas Christian University
Joanna Sanchez-Avila, The University of Arizona
Respondent: Daysha Pinto, University of North Carolina, Greensboro

Information Technologies and Digital Cultures

E.21 From Metaphor to Material: Disrupting Commonplace Assumptions about Voice

202 C (Wisconsin Center)

This panel aims to reinvigorate the concept of voice in writing and rhetorical studies—to question and reimagine commonplace assumptions about what counts as a voice and why that matters.

Chair and Speaker: Steph Ceraso, University of Virginia, Charlottesville, “Machine Voices, Authenticity, Identity: What Counts as a Voice?”

Speakers: Janine Butler, Rochester Institute of Technology, “How Students Access and Include Multiple Voices When Composing Videos”

Justin Eckstein, Pacific Lutheran University, “Comey Is Not My Homey: Vocal Tactics for Resistance”

Melissa Helquist, Salt Lake Community College, “Voice/Text Hybrids: The Current State of Voice Recognition Technologies”

Respondent: Byron Hawk, University of South Carolina

Community, Civic & Public Contexts of Writing

E.23 Complicit Commonplaces: How Assumptions about Bodies, Objects, and Spaces/Places Justify Non-Action

202 E (Wisconsin Center)

This panel argues that, by analyzing places and bodies, we see how commonplaces can reinscribe hegemonies and justify non-action from people in power.

Chair and Speaker: Courtney Cox, Illinois State University, Normal

Speakers: Shannon Harman, Illinois State University, Normal
Jennifer (Coletta) Tullos, Illinois State University, Normal

Community, Civic & Public Contexts of Writing

E.24 Common Mediations: What and How We Learn from Public Rhetoric

203 A (Wisconsin Center)

Critical views of John Oliver, troll farms, and border reporting.

Chair: Andreas Herzog, University of South Carolina, Columbia

Speakers: John Dunn, Eastern Michigan University, Ypsilanti, “The Immigration Controversy of June 2018: How Selected Newspaper Opinion Columnists Responded and What Teachers, Students, and Citizens Can Learn”

Jill Morris, Frostburg State University, “The Internet Research Agency in Our Spaces: How Trolls and Deliberate Interference Have Shaped Our Rhetoric”

Stephanie Weaver, University of Oklahoma, Norman, “‘We Try to Inject It with as Much Nuance as We Can’: A Genre Analysis of *Last Week Tonight with John Oliver*”

Community, Civic & Public Contexts of Writing

E.25 Being Culturally Competent: As Seen through the Lens of Intersectionality

203 B (Wisconsin Center)

An awareness of what makes up our commonplaces and the diversity within them will give us an insight to ourselves and others. Being culturally aware will give us the competence to build community partnerships that promote, reflect, and respect diversity.

Chair: Rebecca Shelton, Bluegrass Community and Technical College, Lexington, KY

Facilitator: Jon Thrower, Bluegrass Community and Technical College, Lexington, KY

First-Year and Basic Composition

E.26 Research Writing as a Commonplace in Feminist Classrooms: Four Invitational Approaches

203 C (Wisconsin Center)

We discuss research assignments that use a feminist invitational approach and offer activities, assignments, and assessment practices.

Chair: Kate Navickas, Cornell University

Speakers: Rachel Daugherty, Texas Christian University
Anna Hensley, University of Cincinnati
Blue Ash College
Carrie Ann Johnson, Iowa State University

First-Year and Basic Composition

E.27 A Poet, a Compositionist, and a Librarian Walk into a Class: An Evidence-Based Look at Critical Service-Learning

203 D (Wisconsin Center)

This session will review new mixed-methods research supporting service-learning in FYW and help instructors better understand the student writing process. Participants will also work with a librarian and a poet on evidence-based tools they can use to improve the information literacy, rhetorical understanding, and writing process of their students.

Chair and Speaker: Debra Dimond Young, University of Northern Iowa/
Iowa State University

Speakers: Anne-Marie Gruber, University of Northern Iowa
Rachel Morgan, University of Northern Iowa

First-Year and Basic Composition

E.28 Reorganizing the Commonplace: Lessons Learned from Merging Two Institutions, Writing Programs, Cultures, and Faculty

203 E (Wisconsin Center)

Faculty at two- and four-year campuses discuss their merging of first-year writing programs to support a variety of students.

Chair and Speaker: Katie Kalish, University of Wisconsin Platteville,
Baraboo Sauk County

Speakers: Liam Kane-Grade, University of Wisconsin Platteville, Baraboo
Sauk County

Dresser Marnie, University of Wisconsin Platteville, Richland

Research

E.29 Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2021

Ballroom D (Wisconsin Center)

Newcomers will develop ideas for sessions for CCCC 2021 with help from established scholar/teachers. The CCCC 2021 chair will be present.

Speaker: J. Michael Rifenburg, University of North Georgia

History

E.30 Schooling Bodies, Controlling Access: Schools as Sites of Resistance

MacArthur Room (Hilton)

This interactive panel investigates three schooling contexts in which students' unruly bodies have posed challenges to values embedded in school spaces, using these examples to prompt critical reflection on the origins and inheritances of such values as inclusivity, equal access, and self-expression.

Speakers: Heather Brook Adams, University of North Carolina, Greensboro

Risa Applegarth, University of North Carolina, Greensboro

Amanda Moulder, University of San Diego, CA

Information Technologies and Digital Cultures

E.31 Revisiting Commonplaces in Digital Rhetoric

Mitchell Room (Hilton)

This panel revisits four key commonplaces in digital rhetoric—the interface, multimodality, hypertext, and digital invention—to consider their longstanding importance for the field and how they may be further challenged and adapted for the research and teaching of digital rhetorics today.

Chairs and Speakers: Scot Barnett, Indiana University, Bloomington, “Embodying Interfaces through Haptic Technologies”

Lucy Johnson, University of Wisconsin, Eau Claire, “Between Composition and Rhetoric: The Multimodal Middle”

Speakers: Caddie Alford, Virginia Commonwealth University, “The Making of (Digital) Invention”

Sean Morey, University of Tennessee, “Going Hyper: Beyond Linking”

Information Technologies and Digital Cultures

E.32 Disability Commonplaces in Online Activism, Health Communities, and Apps

Walker Room (Hilton)

This panel shows how users shape digital environments to resist exclusion and create community.

Speakers: Marissa McKinley, Quinnipiac University, “Managing Polycystic Ovarian Syndrome Online: myPCOSteam as a Feminist, Digital Commonplace for Chronic Disease Management and Health Empowerment”

Hannah Stevens, North Dakota State University, “‘When You’re Expected to Disclose ALL Disabilities to Every1...’: Exploring Internet Activism in the Composition Classroom through the #AbledsAreWeird Campaign”

Nathaniel Voeller, Pennsylvania State University, “Constructing Depression: Psychological Profiling in the Planning and Positioning of Depression Apps”

Institutions, Labor Issues, and Professional Life

E.33 You Got the Tenure-Track Job: Here’s What to Worry about Now (Commonplaces and Equity in Rhet/Comp Careers)

Wright Ballroom A (Hilton)

Our panel explores issues surrounding commonplaces in the rhet/comp tenure-track (TT) process and how TT processes often exclude important rhet/comp work. Additionally, our panel examines the lack of equity in commonplaces for validating tenure documents: attending conferences and receiving awards.

Chair: Paul Muhlhauser, McDaniel College

Speakers: Daniel Schafer, McDaniel College
Jenna Pack Sheffield, University of New Haven

Institutions, Labor Issues, and Professional Life

E.34 A Discussion of Three Digital Writing Commonplaces in Six Writing Programs: Assignments, Cross-Campus Collaborations, and Badass WPAs

Wright Ballroom B (Hilton)

Findings from multisite research at community college, Jesuit, public regional, public research, and Hispanic-Serving FYW programs.

Speakers: Kerri Hauman, Transylvania University, Lexington, KY

Stacy Kastner, University of Pennsylvania

Alison Witte, Urbana University, OH

Institutions, Labor Issues, and Professional Life

E.35 Recreating the Commonplace of Community: Including Independent Scholars as Full Participants

Wright Ballroom C (Hilton)

This panel argues that CCCC should welcome and provide commonplace/community space for our fellow professionals as independent scholars. This will help the field retain and support talented scholars who might otherwise fall between academic cracks.

Chair and Speaker: Risa Gorelick, New Jersey Institute of Technology,

“It’s Becoming More Commonplace Than We Care to Admit:

Changing Academic Landscape and the Unintentional (Often Invisible) Independent Scholar”

Speakers: Mary Karcher, independent scholar, “Independent Scholars and the Road Less Travelled”

Krystia Nora, independent scholar, Shorewood, WI, “Navigating the

Inadvertent Independent Scholar Life: Encouraging Our National

Organizations to Embrace the Wisconsin Idea and Craft Commonplaces for Displaced Colleagues”

Institutions, Labor Issues, and Professional Life

E.36 The Dissertation as (Fraught) Commonplace: Drawing Out Tensions, Seeking Innovations

Crystal Ballroom (Hilton)

Roundtable speakers will model critically questioning the dissertation genre from their experiences of confronting, adhering to, and resisting it. Attendees will then critically question their own dissertation journeys in small- and whole-group discussion with the goal of making more intentional choices towards challenging this genre and enacting innovations.

Roundtable Leaders: Casey Keel, University of Kansas
Charlesia McKinney, University of Kansas
Alisa Russell, University of Kansas
Leighann Thone, University of Kansas

Language and Literacy

E.37 Challenging Commonplace Prescriptivism: Making AAVE and Global Englishes Central to Composition and Language Arts

Kilbourn Room (Hilton)

How can we make commonplace in composition and communication African American vernacular and othered global Englishes' linguistic, rhetorical, and aesthetic features and marginalization to protect "students' right to their own languages" and develop cultural competencies and social justice education of students from prescriptivist linguistic communities?

Chair and Speaker: Marylou Gramm, University of Pittsburgh, PA, "Uncommon-place? Exploring African American Language while White"

Speakers: Lyudmila Belomoina, Illinois State University, "Promoting Linguistic Awareness among K–12 Language Arts Teachers"

Sarah Hercula, Missouri University of Science and Technology, "Teaching 'Nonstandard Varieties' to 'Standard Speakers': The Long-Term Impact of the SISE Approach"

Jennifer McCormick, California State University, Los Angeles, "Racialized Conceptions of Language Use Made Commonplace"

Language and Literacy

E.38 Literacy Case Studies: Athletes, Refugees, and International Students

Oak Room (Hilton)

Panelists will present case studies that explore literacy practices of athletes, refugees, and Chinese international students.

Chair: Christopher Garcia-Santos, University of Guam

Speakers: Lynn Ishikawa, DePauw University, Greencastle, IN, "'That Voice of English in My Ear': Literacy Biographies of Three Chinese University Students"

Madhav Kafle, Rutgers University, "Academic Literacy Challenges of Two Nutritional Science Major Refugee Students"

Samantha Riley, University of New Hampshire, Durham, "The Athletic Field and the Field of Composition: Understanding the Student-Athlete Composing Process"

Professional and Technical Writing

E.40 Pedagogical Commonplaces as Sites for Crafting Rhetorical Agency

Executive Ballroom A (Hyatt)

This panel explores the relationships between rhetors, stakeholders, pedagogies, and design (as means and end), seeking to examine the spaces, places, and values held and encountered in common by all. In doing so, this panel explores how such commonplaces offer sites for rhetorical action, empathic engagement, and critical growth.

Chair: Bill Williamson, Saginaw Valley State University, MI

Speakers: Steve Benninghoff, Eastern Michigan University
Tracy Bridgeford, University of Nebraska, Omaha

Research

E.41 Reexamining Data Commonplaces in Writing Research: What Are We Doing in a World of Data Scraping, Demographic Change, and Discordant Methodologies?

Executive Ballroom B (Hyatt)

This panel provides three cases of contemporary empirical research in writing studies that reflect the complexity of data gathering and ethics in large-data writing research today.

Speakers: Cara Marta Messina, Northeastern University

Kyle Oddis, Northeastern University

Mya Poe, Northeastern University

Respondent: Dylan Dryer, University of Maine

Research

E.42 Theorizing Race, Oppression, and Inclusion in Institutions and Classrooms

Executive Ballroom C (Hyatt)

These studies analyze how race operates to orient and frame research, influence student engagement, and shape teachers' commonplaces.

Chair: Erica Friscaro-Pawlowski, Daemen College, Kenmore, NY

Speakers: Lida Colón, Syracuse University, NY, "Effects of Institutional Oppression on a Student's Engagement with Writing"

Haivan Hoang, University of Massachusetts, Amherst, "Teacher Commonplaces about Race and Inclusion in WID Courses"

Joseph Sharp, University of Louisville, KY, "Unpacking the Data behind 'Failing Schools' in Alabama"

Research

E.43 Imitation, Cognition, and Writing: Insights from Research in Neuroscience

Executive Ballroom D (Hyatt)

This sponsored panel for the Cognition and Writing Standing Group will focus on the use of imitation and modeling, its connection to what is known about the brain, and the inclusion of classroom activities that correspond to the experiential learning emphasis in the program.

Chair: Patricia Portanova, Northern Essex Community College, Haverhill, MA

Speakers: Irene Clark, California State University, Northridge
Gita DasBender, New York University
Muhammad Elhabibi, Saint Mary's University
Bonnie Vidrine-Isbell, Biola University

Thursday Special Interest Group Meetings

6:30–7:30 p.m.

Theory and Culture

TSIG.01 Appalachian Rhetorics and Literacies Standing Group

101 A (Wisconsin Center)

This meeting of the Appalachian Rhetorics and Literacies Standing Group will offer a two-part caucus that opens with a business discussion and concludes with opportunities for members to share their research and nurture collaborative relationships.

Chair: Sara Webb-Sunderhaus, Miami University, Oxford, OH

Inventions, Innovations, and New Inclusions

TSIG.02 Transnational Composition Standing Group Annual Meeting

101 B (Wisconsin Center)

This meeting brings together the members of the Transnational Standing Group to discuss strategy, review progress, and plan action for the coming year.

Chair: Thomas Lavelle, Stockholm School of Economics

Research

TSIG.03 Writing through the Lifespan Special Interest Group

101 C (Wisconsin Center)

Meeting to discuss updates on the “Writing through the Lifespan Collaboration,” consider innovations and insights in lifespan-oriented writing research, and begin collaborative lifespan research projects.

Chairs: Lauren Bowen, University of Massachusetts, Boston
Ryan Dippre, University of Maine, Orono
Talinn Phillips, Ohio University, Athens

Language and Literacy

**TSIG.05 The Second Language Writing Standing Group
Business Meeting**

102 A (Wisconsin Center)

A space for those interested in L2 writing to plan, network, and explore issues in research, pedagogy, and advocacy for multilingual students.

Chairs: Norah Fahim, Stanford University
Eunjeong Lee, Queens College, Flushing, NY
Missy Watson, City College of New York, CUNY

Research

TSIG.06 Medical Rhetoric Standing Group Business Meeting

102 B (Wisconsin Center)

This is the Medical Rhetoric Standing Group Business Meeting.

Chair: Lisa Meloncon, University of South Florida, Tampa

Inventions, Innovations, and New Inclusions

TSIG.07 Disability Studies Standing Group

102 C (Wisconsin Center)

The Disability Studies Standing Group invites all CCCC attendees interested in disability studies to talk about disability and research, teaching, and activism!

Chairs: Ruth Osorio, Old Dominion University, Norfolk, VA
Muffy Walter, Washburn University

Research

**TSIG.09 Writing with Current, Former, and Future Members of
the Military Business Meeting**

102 E (Wisconsin Center)

The annual business meeting of this standing group allows current members to conduct business and collaborate on new opportunities for research, pedagogy, and outreach. Those interested in intersections of military service with writing, research, and/or teaching are welcome to join.

Chairs: Corrine Hinton, Texas A&M University
Cathrine Hoekstra, Texas A&M University

Approaches to Learning and Learners

TSIG.11 Teaching at the Intersection of Cognition and Writing

103 B (Wisconsin Center)

The Cognition and Writing Standing Group will offer a roundtable discussion on cognition research and writing instruction.

Chairs: Patricia Portanova, Northern Essex Community College,
Haverhill, MA

J. Michael Rifenburg, University of North Georgia

Duane Roen, Arizona State University

Theory and Culture

TSIG.12 Martial Arts and Composition Rhetoric SIG

103 C (Wisconsin Center)

This SIG offers a forum for instructors to explore connections between the practice of a martial art and the work of teaching composition.

Chairs: Trevor Meyer, Northwest Missouri State University, Maryville
Greer Murphy, University of Rochester

Speakers: Spencer Bennington, University of South Florida

John Guelcher, Ventura College

Daniel Iberri-Shea, Colorado State University

Jessi Melendez, Michigan State University

Ernest Stromberg, California State University, Monterey Bay

Approaches to Learning and Learners

TSIG.13 Teaching Adult Writers in Diverse Contexts SIG

103 D (Wisconsin Center)

In our discussion, we as a community of teachers of adult learners will challenge our commonplace understanding of these unique students and their needs and test the enduring relevance of Knowles, Rose, and others in the 21st century while seeking new strategies.

Speakers: Stacy Dean, Saint Mary's University of Minnesota

Sonia Feder-Lewis, Saint Mary's University of Minnesota

Approaches to Learning and Learners

TSIG.14 English Education/Composition Studies SIG

103 E (Wisconsin Center)

The CCCC Special Interest Group “English Education/Composition Studies Connections” is an active and vital group that has met annually at the CCCC Annual Convention since 1999. The SIG is a forum for professionals in composition, English education, and related areas to meet, discuss issues, and build community.

Chairs: Merideth Garcia, University of Wisconsin
Nicole Green, University of Nebraska, Lincoln

Community, Civic & Public Contexts of Writing

TSIG.15 Teaching in Prison: Pedagogy, Research, and Literacies Collective

201 A (Wisconsin Center)

This SIG will provide opportunities for those current teachers/researchers to share models of and experiences with teaching and researching behind bars. It also creates space for dialogue on the challenges and ethical dilemmas of working in such rewarding but often stressful environments and to imagine future collaborations.

Chair: Kim Drake, Scripps College, “Teaching Writing in Prison”
Speaker: Tobi Jacobi, Colorado State University

Community, Civic & Public Contexts of Writing

TSIG.16 CCCC Latinx Caucus Business Meeting

201 B (Wisconsin Center)

This is the business meeting for the CCCC Latinx Caucus.

Chairs: Christina Cedillo, University of Houston, Clear Lake
Cruz Medina, Santa Clara University

Approaches to Learning and Learners

TSIG.17 Studio PLUS

201 C (Wisconsin Center)

The Studio PLUS SIG works to support Studio approaches and programs being used across various educational contexts.

Chairs: Rhonda Grego, Midlands Technical College, Columbia, SC
Mark Sutton, Midlands Technical College, Columbia, SC

Approaches to Learning and Learners

TSIG.18 Zen and the Art of English Teacher Maintenance

201 D (Wisconsin Center)

The Assembly for Expanded Perspectives on Learning SIG advocates holistic, embodied, and creative approaches to teaching, learning, and cultivating well-being.

Chair: Nate Mickelson, New York University, NY

Approaches to Learning and Learners

TSIG.19 Challenging Grammar's Commonplace: Approaches to Inclusive Grammar(s) in the Writing Classroom

202 A (Wisconsin Center)

This SIG will challenge the commonplace that traditional grammar has held in our writing classrooms, and offer instead progressive approaches that move us from a prescriptive rule-based notion of grammar to descriptive, inclusive grammars—expanding our vocabularies to describe how sentences work, and challenging our methodologies to foster language inclusivity.

Chair: Joseph Salvatore, The New School, New York, NY,
“Progressive Grammar SIG”

Speaker: Deborah Rossen-Knill, University of Rochester, “Progressive Grammar SIG”

Approaches to Learning and Learners

TSIG.20 Teaching for Transfer (TFT) SIG

202 B (Wisconsin Center)

After introducing TFT, we'll divide into small-group sessions addressing several issues, including (1) connections between TFT and High-Impact Practices (HIPs); (2) strategies for helping students understand the theory in their theories of writing; and (3) adaptations of TFT—e.g., for multilinguals, TFT-informed internships, and writing programs and faculty development.

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee

Professional and Technical Writing

TSIG.21 Legal Writing and Rhetoric Special Interest Group

202 C (Wisconsin Center)

Open to all conference attendees, participants share current and future teaching and research projects in legal writing and rhetoric and discuss plans to propose a Standing Group for CCCC 2021 and beyond.

Chair: Lindsay Head, Florida International University, Miami

Respondents: Antonio Elefano, University of Southern California
Lisa-Jane Klotz, University of California, Davis

First-Year and Basic Composition

TSIG.22 Dual Enrollment Special Interest Group

202 D (Wisconsin Center)

Dual enrollment is changing the landscape of composition studies. The 2020 DE Studies SIG will provide a forum for discussing and understanding those changes.

Chairs: Christine Denecker, University of Findlay, OH
Casie Moreland, Western Oregon University

First-Year and Basic Composition

**TSIG.23 Intersectional Approaches to First-Year Composition
Special Interest Group Meeting**

202 E (Wisconsin Center)

This SIG meeting will offer instructors and administrators of first-year composition specific strategies for engaging intersectionality in the FYC classroom. We will share curricular materials, develop collaborative research relationships, and workshop ways to increase awareness of the necessity of intersectionality in our individual institutions and our field at large.

Chairs: Mara Lee Grayson, California State University, Dominguez Hills
Iris Ruiz, University of California, Merced

Information Technologies and Digital Cultures

TSIG.24 Special Interest Group on the Writing and Rhetorics of Code

203 A (Wisconsin Center)

The SIG on the Writing and Rhetorics of Code will meet to discuss its important role in sustaining its commonplaces at CCCC. We will use this time to plan a governance structure and facilitate time to share and collaborate.

Chairs: Antonio Byrd, University of Missouri, Kansas City
Brandee Easter, York University
Chris Lindgren, Virginia Tech, Blacksburg

History

TSIG.25 National Archives of Composition and Rhetoric SIG

203 B (Wisconsin Center)

A meeting for scholars, researchers, and professionals interested in preserving the history of composition and rhetoric.

Chairs: Jenna Morton-Aiken, Massachusetts Maritime Academy, Buzzards Bay
Kate Tirabassi, Keene State College, NH

Creative Writing and Publishing

**TSIG.26 Weaving Memoir and History: Creative Nonfiction
Standing Group Meeting**

203 C (Wisconsin Center)

Mimi Schwartz, creative nonfiction author and professor emerita in writing at Richard Stockton University, will be our featured guest, leading us in a conversation about weaving history and memoir. We will also award the annual Donald Murray Prize in Creative Nonfiction, cosponsored by the CNF Standing Group and Cengage Learning.

Speaker: Jenny Spinner, Saint Joseph's University, Drexel Hill

History

**TSIG.27 Rhetoric's Histories: Traditions, Theories, Pedagogies,
and Practices**

203 D (Wisconsin Center)

This roundtable explores how feminist rhetoricians can productively respond to conversations about political discourse, social policies, women's rights, and women's lived experience in our time.

Chairs: Lydia McDermott, Whitman College

Bo Wang, California State University, Fresno

Speakers: Tamika L. Carey, University of Virginia

Cheryl Glenn, Penn State University

Cristina D. Ramirez, University of Arizona

Jacqueline Jones Royster, Georgia Institute of Technology

Eileen Schell, Syracuse University

Kathleen Welch, University of Oklahoma

Institutions, Labor Issues, and Professional Life

**TSIG.28 Non-Traditional Relationship Structures Special
Interest Group**

203 E (Wisconsin Center)

This SIG is designed to raise awareness of scholars and practitioners engaged in non-traditional relationship structures, such as singlehood, childfree coupling, consensual non-monogamy, and domestic partnerships.

Chairs: Diana Epelbaum, Marymount Manhattan College

Craig Wynne, Hampton University, VA

Institutions, Labor Issues, and Professional Life

TSIG.29 Minority-Serving Institutions Special Interest Group

MacArthur Room (Hilton)

This SIG promotes dialogue among faculty members at minority-serving institutions.

Chairs: Bethany Davila, University of New Mexico, Albuquerque
Jason Evans, Prairie State College, Chicago Heights, IL

Research

TSIG.30 Arab/Muslim SIG

Mitchell Room (Hilton)

This SIG invites scholars and teachers to engage in conversations about Arab and/or Muslim issues and identities.

Chairs: Tamara Issak, St. John's University, Queens, NY
Lana Oweidat, Goucher College, Baltimore, MD

Creative Writing and Publishing

TSIG.31 Creative Writing Standing Group Business Meeting: 2020

Walker Room (Hilton)

We explore ways in which the crafting of creative work can transform our research and practice as teachers, scholars, and writers.

Chairs: Maryam Alikhani, County College of Morris, Randolph, NJ
Jonathan Udelson, Shenandoah University, Winchester, VA

Information Technologies and Digital Cultures

TSIG.32 CCCC Standing Group on Online Writing Instruction: Considering Commonplaces Online

Wright Ballroom A (Hilton)

The annual meeting of the Online Writing Instruction Standing Group is open to everyone interested in online and hybrid writing pedagogy and research.

Chair: Lyra Hilliard, University of Maryland

Institutions, Labor Issues, and Professional Life

TSIG.33 Untenured and Alternative-Academic WPA Standing Group Business Meeting

Wright Ballroom B (Hilton)

The Untenured and Alternative-Academic WPA Group supports WPAs without tenure by collaborating, sharing information, and pooling resources.

Chair: Rebecca Gerdes-McClain, Columbus State University, GA

Inventions, Innovations, and New Inclusions

TSIG.35 Connecting Coalitions, Arts, and Pedagogies of Human Rights

Kilbourn Room (Hilton)

Annual two-part session hosted by Coalition of Feminist Scholars in the History of Rhetoric and Composition: panel and mentoring tables on filmic arts and human rights pedagogies.

Chairs: Tarez Samra Graban, Florida State University
Alexandra Hidalgo, Michigan State University, East Lansing

Language and Literacy

TSIG.36 The Role of Reading in Composition Studies

Oak Room (Hilton)

This special interest group serves as an opportunity to discuss reading—both its place within the field and its place within the classroom. We welcome anyone with an interest in the important role(s) that reading plays within the writing classroom, or who has ideas for reading-related research.

Chairs: Michael Bunn, University of Southern California, Los Angeles
Ellen Carillo, University of Connecticut
Debrah Huffman, Purdue Fort Wayne, IN

Professional and Technical Writing

TSIG.38 Workplace Writing Special Interest Group

Executive Ballroom A (Hyatt)

This special interest group, affiliated with the Association for Business Communication, invites all members interested in writing in the workplace.

Chairs: Geoffrey Clegg, MSU Texas
Kathy Rentz, University of Cincinnati, OH

Theory and Culture

TSIG.39 Kenneth Burke Society at CCCC

Executive Ballroom B (Hyatt)

In this special interest group meeting, we'll track Kenneth Burke's key terms and the commonplaces throughout his writing with the goal of revisiting and elaborating them for our times. We will also share updated information about the 2020 Triennial Conference at the University of Maryland.

Chairs and Speakers: David Blakesley, Clemson University/Parlor Press
Charlotte Lucke, Clemson University
Speaker: Victoria Houser, Clemson University

Language and Literacy

TSIG.40 Annual Business Meeting of Working-Class Culture and Pedagogy Standing Group

Executive Ballroom C (Hyatt)

This is the annual business meeting of the Working-Class Culture and Pedagogy Standing Group. We will share writing assignments that connect class and place, as well as elect a new co-chair.

Chairs: Jennifer Beech, University of Tennessee at Chattanooga
Justin Whitney, SUNY, Delhi