

Wednesday, April 7

A Sessions: 5:00–6:00 p.m. ET

Language and Literacy

A-1 A Queer Caucus Roundtable on Dismantling Oppressive Systems **Live**

During this roundtable, speakers are invited to share theories, pedagogies, and activist strategies so attendees may do intersectional, inclusive, and community-engaged work. What work can rhetoric and composition teacher-scholar-activists do to dismantle oppressive systems? How can such work make use of meaningful difference as a resource for cross-cultural, rhetorical negotiation?

Standing Group or Caucus Chair: Timothy Oleksiak, University of Massachusetts Boston

Speakers: Susan Bernstein, City University of New York
Brenda Brueggemann, University of Connecticut
Matthew Nelson, College of the Sequoias
Shelagh Patterson, Montclair State University

College Writing Transitions

A-2 Equity and Social Justice in Basic Writing **Live**

This panel explores equity and social justice issues surrounding basic writing. Audiences are encouraged to consider how colleges can create meaningful experiences for those placed in basic writing courses, interrogate systems that marginalize, and demand data that captures the realities of intersectionality by listening to the voices of both teachers.

Chair: Erin Doran, Iowa State University, “Understanding the Experiences of Latinx Basic Writers”

Speakers: Sally Jody Millward, Santa Barbara City College, “Public Policies and Politics of Remediation in California Community Colleges”

Sarah Stetson, University of Massachusetts Amherst, “A Mixed-Methods Study of Basic Writing Teachers’ Engagement with Socially Just Assessment”

Access

A-3 Practicing Community and Comadrismo: Latina Scholars in Rhetoric and Composition Live

This roundtable is made up of Latina scholars working within higher education (graduate student, junior, and senior faculty) who have contributed to a forthcoming edited collection from Syracuse University Press titled *Latina Leadership: Language and Literacy Education across Communities*. They come together to discuss their experiences combating systems of oppression.

Speakers: Nancy Alvarez, Bronx Community College
Raquel Corona, Queensborough Community College/St. John’s University
Laura Gonzales, University of Florida
Kendall Leon, California State University, Chico
Ana Milena Ribero, Oregon State University
Respondent: Genevieve García de Mueller, Syracuse University

Language and Literacy

A-4 Teaching for Justice for Multilingual Writers Live

The presenters draw from research conducted in their communities and on their campuses as they identify specific action steps taken by instructors, writing programs, and writing centers that work for social justice for multilingual writers. We will encourage attendees to identify specific concerns from their own contexts and discuss.

Chair and Roundtable Leader: Kaia Simon, University of Wisconsin, Eau Claire, “Incorporating Translingual Pedagogies in FYW Classrooms”
Roundtable Leaders: Hidy Basta, Seattle University, “Addressing Multilingual Writers’ Sentence-Level Concerns: Resisting Monolingual Language Ideology in One-to-One Consultations”
Lindsey Ives, Embry-Riddle Aeronautical University, “Combatting Monolingualism through Rhetorical Listening: A Faculty Workshop”
Emma Catherine Perry, University of Georgia, “Reimagining Writing Center–Developed Resources”
Paula Rawlins, Iowa State University, “Reimagining Writing Center–Developed Resources”
Deirdre Vinyard, University of Washington Bothell, “My Language, My Story: The Complexity of Language Labeling in Institutional Surveys”
Alex Watkins, Embry-Riddle Aeronautical University, “Combatting Monolingualism through Rhetorical Listening: A Faculty Workshop”

Access

A-5 **“Racism Isn’t the Shark in the Ocean; It’s the Water”:
Stumbling through Antiracist Language Pedagogies and
Practices** **Prerecorded w/ Live Q&A**

We panelists are committed to working against white language supremacy and promoting inclusivity in our classroom and institutions, but this is messy work. Here we share stories that point to the unfinished, ongoing, and inherently flawed work of stumbling through antiracist teaching and service within fundamentally racist systems.

Chair: Rachael Shapiro, Rowan University, “Hard from the Beginning: Staying Afloat while Teaching about Language and Race”

Speakers: Shawna Shapiro, Middlebury College, “Navigating the Choppy Waters of Inclusivity in the Writing Classroom”

Missy Watson, City College of New York, CUNY, “Wading the Gray Areas of Antiracist Translingual Praxis”

Engaged Learning Experience Session

First-Year Writing

A-6 **Gathering in Common Spaces: Conversations in Teaching
Undergraduate Research** **Prerecorded w/ Live Q&A**

This session discusses an interdisciplinary cohort formed at the University of Delaware that interrogated the teaching of undergraduate research in various disciplines. We will investigate our commonplaces about teaching research, valuing academic labor, and constructing vibrant interdisciplinary collaboration to better serve our students and define our field(s) of study.

Chairs: Dustin Morris, Wingate University
Allison Tharp, Virginia Commonwealth University
Lauren Wallis, University of Delaware

Professional and Technical Writing

A-7 Practicing Reflection in STEM Communities **Prerecorded w/ Live Q&A**

This session describes the ways writing scholars can bring expertise in writing reflection to STEM communities so as to promote inclusive practices. Participants introduce their expertise in writing reflection into STEM communities, illustrating the expansive capacity of writing studies when engaged in transdisciplinary and transcultural reflection.

Chair and Speaker: Andrew Fiss, Michigan Technological University, “Convergence Evaluation for Convergence Research: Reflection, Transdisciplinarity, and Team Science”

Speakers: Kristin Arola, Michigan State University, “Traditional Ecological Knowledge and Western Science: Reflecting through Respect, Reciprocity, and Relationality”

Maria Bergstrom, Michigan Technological University, “Reflective Writing Practices in a General Education Curriculum”

Jason Collins, The Ohio State University, “Traditional Ecological Knowledge and Western Science: Translations and Mutually Beneficial Engagement”

Laura Fiss, Michigan Technological University, “The Reflection Spine of an Honors Program”

Engaged Learning Experience Session

First-Year Writing

A-8 What Transfers? Different Pedagogies, Different Results, in Writing About Writing and Beyond **Prerecorded w/ Live Q&A**

This Engaged Learning Experience panel on writing transfer both in and outside of WAW courses will offer participants a chance to chart what transfers from their courses. Leaders will review transfer theory and scholarship and offer a knowledge typology for participants to use to chart transfer.

Chair and Speaker: John Whicker, independent scholar

Facilitator and Speaker: Samuel Stinson, Minot State University

Labor

A-9 **Institutional Ethnography: Uncovering 21st-Century Exigencies in Writing Program Administration and Research** **Prerecorded w/ Live Q&A**

Representing diverse institution types, panelists will describe the ways they have reexamined their WPA-related practices, processes, and beliefs via the framework of Institutional Ethnography, an emergent methodology that uncovers how people co-constitute writing program work.

Chair and Respondent: Michelle LaFrance, George Mason University

Speakers: Anicca Cox, Michigan State University

Cristyn Elder, University of New Mexico

Greer Murphy, University of Rochester

Katherine O'Meara, Saint Norbert College

Jennifer Stewart, University of Tennessee at Chattanooga

B Sessions: 6:30–7:30 p.m. ET

Engaged Learning Experience Session

College Writing Transitions

B-1 ALP in the Time of COVID: Perspectives on Accelerated Learning Programs in the Makeshift Online Environment **Live**

A discussion of the moves made in spring 2020 and fall 2020 to online instruction to accommodate learners in an ALP at one college, and the professional development support for faculty teaching in the program during that time.

Chair and Speaker: Sonja Andrus, University of Cincinnati–Blue Ash College, “‘No, Really, Let’s Meet to Chat’: Developing Faculty for ALP Online during Lockdown”

Speakers: Ian Golding, University of Cincinnati–Blue Ash College, “ALP Shuffle: Moving Online in Lockdown”

Robert Murdock, University of Cincinnati–Blue Ash College, “I’ve Been Here Before, but Not Exactly: Planning and Running a Fully Online ALP”

Brenda Refaei, University of Cincinnati–Blue Ash College, “‘No, Really, Let’s Meet to Chat’: Developing Faculty for ALP Online during Lockdown”

Theory and Research Methodologies

B-2 Exploring Eco-Cognitive Approaches to Digital Composition: A Report and Interactive Data Analysis Session **Live**

This roundtable presents findings from a study that returns to cognitive research methods in order to study the digital composing processes of professionals.

Chair: William Duffy, University of Memphis

Speakers: Katherine Fredlund, University of Memphis
Elizabeth Lane, University of Memphis
Scott Sundvall, University of Memphis

Labor

B-3 **Preparing Doctoral Students for (Un)Common Jobs off the Tenure Track** **Live**

Presenters will share brief statements on the need for changes in doctoral education and strategies for implementing those changes. Each presenter will then serve as a table leader prepared to facilitate discussions and share relevant resources.

Chair: Jim Ridolfo, University of Kentucky

Speakers: Jennifer Bay, Purdue University

Lyneé Lewis Gaillet, Georgia State University

Brad Lucas, Texas Christian University

Cristina Ramirez, University of Arizona

First-Year Writing

B-4 **The Avengers and the End of Composition? (The Sequel)** **Live**

The presenters will give a play performance in superhero costumes of a comic book-style adventure that discusses using Comic Book Pedagogy to teach writing to address the pandemic, BLM, #MeToo, and social justice.

Chair: Nicol Michelle Epple, Indiana University of Pennsylvania

Speakers: Carleigh Brower, Manhattanville College, “Comic Book Pedagogy: The Scarlet Witch”

Darius Cureton, Nova Southeastern University, “Comic Book Pedagogy: The Black Panther”

Sandra Eckard, East Stroudsburg University, “Comic Book Pedagogy: Agent Peggy Carter”

Michelle Graber, Mitchell Technical College, “Comic Book Pedagogy: Valkyrie”

Isabelle Karleskint, Indiana University of Pennsylvania, “Comic Book Pedagogy: The Black Widow”

Gian Pagnucci, Indiana University of Pennsylvania, “Comic Book Pedagogy: Captain America”

Gloria Park, Indiana University of Pennsylvania, “Comic Book Pedagogy: The Watcher”

Maria Vint, University of Connecticut, “Comic Book Pedagogy: Spider-Gwen”

Labor

**B-5 #TeachersAreIrreplaceable: Valuing Teaching Demands
Valuing Teachers Prerecorded w/ Live Q&A**

When Writing Studies professionals are valued as TEACHERS, our discipline can move forward as a change agent for faculty working conditions.

Chair and Speaker: Seth Kahn, West Chester University of Pennsylvania, “Please Don’t Complain about Teaching First-Year Writing Where Your Dean Can Hear It”

Speakers: Kate Birdsall, Michigan State University, “‘What are they up to?’: Understanding the Future of Academic Work”
Paulette Stevenson, Mesa Community College, “What Red for Ed Activists Taught Me about Teaching”

Theory and Research Methodologies

**B-6 Imitation, Cognition, and Writing: Insights from Research
in Neuroscience Prerecorded w/ Live Q&A**

This panel 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 emphasis on teaching in the program.

Chair: Irene Clark, California State University, Northridge

Speakers: Gita DasBender, New York University
Bonnie Vidrine-Isbell, Biola University

Respondent: Charles Bazerman, University of California, Santa Barbara

Writing Programs

**B-7 Professional Status in the Institution: Working Conditions
for WPAs Prerecorded w/ Live Q&A**

This panel takes up contemporary challenges related to WPA institutional status and conditions including tenure, workload, and collaboration.

Chair: Courtney Adams Wooten, George Mason University, “They Want Me to Do What? WPA Workload at Large Institutions”

Chair and Speaker: Natalie Szymanski, Buffalo State College

Speakers: Sarah Polo, Cottey College, “Power, Vulnerability, and the Unknown Commonplace: Learning to Be a Writing Program Administrator in the Time of COVID-19”

Sarah Snyder, Arizona Western College

First-Year Writing

B-8 Writing and the Science of Well-Being: Making Joy, Hope, and Well-Being More Commonplace in Writing Classes, Programs, and Institutions **Prerecorded w/ Live Q&A**

Presenters explore ways to foster well-being in writing: using the wellness-illness continuum in first-year writing, understanding writing programs and institutions from an ecological perspective, and fueling writing growth through spending time in nature.

Chair: Elizabeth Wardle, Miami University of Ohio

Chair and Speaker: Libby Falk Jones, Berea College, ““Going Out into the World to Find Wonders’: Nature as a Source of Writing and Well-Being”

Speakers: Stacey Cochran, University of Arizona, “Hope, Self-Determination, and an Introduction to the Wellness-Illness Continuum (WIC)”

Susan Miller-Cochran, University of Arizona, “Ecologies of Well-Being in Writing Programs”

Respondent: William J. Macauley, University of Nevada, Reno, “Response: Psychology, Agency, and Mindfulness”

Labor

B-9 Conference Planning Commonplaces from Milwaukee to Spokane: Grappling with the Ethical Commitments of Place-Based Labor **Live**

Reflecting on 2020’s cancelled conference in Milwaukee, this sponsored roundtable takes account of the behind-the-scenes “place-based” labor involved in planning our discipline’s annual conference. What does this unexpected cancellation reveal about ongoing practices of investing time and energy into specific sites and host-city communities?

Chair: Julie Lindquist, Michigan State University

Speakers: Bradley Bleck, Spokane Falls Community College, WA

Rachel Bloom-Pojar, University of Wisconsin-Milwaukee

Margaret Fink, University of Illinois at Chicago

Mara Lee Grayson, California State University, Dominguez Hills

Danielle Koepke, University of Wisconsin-Madison

Maria Novotny, University of Wisconsin Milwaukee

Michael Pemberton, Georgia Southern University

Heidi Rosenberg, Madison College

Wednesday, 6:30–7:30 p.m. ET

B-10 Exhibitor Session: Reading with a Critical Eye, Listening with an Open Mind: Teaching Writing That Does Both **Prerecorded w/ Live Q&A**
Sponsored by W. W. Norton & Company

Today, social media platforms allow anyone and everyone to speak up and speak out—and that’s good: but with all that talking, who’s listening? The presentations in this session focus on creating space for productive talking and listening, true conversations in which everyone can learn to listen with openness and respect—as well as with critical awareness. Andrea Lunsford focuses on the ways in which empathetic, rhetorical listening can bring people together, while Michal Brody explores how to construct conversation prompts to spark respectful listening and open-hearted expression.

Speakers: Michal Brody
Andrea Lunsford, Stanford University

Thursday, April 8

C Sessions: 1:30–2:30 pm ET

Theory and Research Methodologies

C-1 **Appealing to the Field to Make “Comparative” a
Commonplace** **Live**

In short, interactive talks with examples, five speakers respond to recent calls for and critiques of “comparative rhetorics,” describing how a comparative approach to rhetoric and composition can reveal whole practices when its key concepts and methods are applied to particular sites of learning and instruction. Presentations are teaching-focused.

Chair and Speaker: Tarez Samra Graban, Florida State University, “From Comparative Methodologies to Global Rhetorical Citizenry”

Speakers: Moushumi Biswas, Langston University, “Composition as a Site of Codesharing: Understanding How the Roles of Teachers and Students Can Get Flipped When Diverse/Comparative Perspectives Shape Writing”

Rasha Diab, The University of Texas at Austin, “Epistemic Responsibility as a Commonplace in Comparative/Cultural Rhetoric”

Uma Krishnan, Kent State University, “Why Should I Teach Global Rhetoric? What Are My Students Getting from This?”

Maria Prikhodko, DePaul University, “The Rhetoric of Nurturing in the Multilingual Writing Class Rooted in the Eloquent Tradition of Kievan Rus”

Engaged Learning Experience Session

College Writing Transitions

C-2 **Imagined Identity: Teaching Challenging Texts in
Embodied and Virtual Spaces** **Live**

This Engaged Learning Experience session reflects on our experiences of spring 2020, the transitions to remote learning, and the difficulties this presented for teaching critical race theory and antiracist texts. Drawing on basic writing studies, transnational identity, and liberatory pedagogies, we want to develop a language of empathy to engage our students’ silences.

Facilitator and Speakers: Jennie Snow, Rutgers University
Rasheda Young, Rutgers University

Language and Literacy

C-3 **Queer “I” for the Ivory Tower: Teaching Writing through Queer Selves, Publics, and Institutions** **Live**

A roundtable meant to offer participants methods of enacting a range of literacies that are centralized around ideas of queerness and self, queerness and institution, and queerness and public.

Chair: Stacey Waite, University of Nebraska-Lincoln

Facilitators: Alexandra Bissell, University of Nebraska-Lincoln, “Loving Memory: Archives of Queer Trauma as Restorative Literacies”

Adam Hubrig, Sam Houston State University, “Of Intimacies and Ostromies: Queer, Disabled Literacies Speaking Back to Medical Erasure”

Nick Marsellas, University of Pittsburgh, “Nonbinary Gender Literacy as Anti-Taxonomic Pedagogy”

Keshia Mcclantoc, University of Nebraska-Lincoln, “Queer Literacies in Rural Alabama: Challenging Myths and Unpacking Remembrances”

Samuel Levi Pulford, University of Massachusetts Amherst, “Disclosing the Closet: Trauma-Informed Approaches to Queer Life Writing in the Classroom”

Creative Writing and Publishing

C-4 **The Pleasures of Writing: (Re)Discovering Writing** **Live**

Two lifelong writers and scholars of response to writing invite you to an interactive, experiential session that will become a space for us to enjoy the pleasures of writing, share our writing, and make new discoveries about writing.

Facilitators and Speakers: Chris Anson, North Carolina State University
Nancy Sommers, Harvard University

First-Year Writing

C-5 **A Balancing Act: Navigating the Successes and Failures of Teaching Writing** **Prerecorded w/ Live Q&A**

This will be a practical space for offering experiences, research findings, anecdotes, lesson plans, student samples, and any other pedagogically relevant material available. As writing teachers, we all navigate the successes and failures of teaching writing, so let's talk about how we find the balance to do so.

Chair: Andrea Bishop, University of Memphis

Speakers: Millie Hizer, Indiana University, Bloomington, "Establishing an Accommodating Teacherly Ethos in the Writing Classroom: Writing as a Process of 'Imperfect Exploration'"

Angela Morris, University of Memphis, "The Balancing Act of Deploying Antiracist Pedagogies in a Racist World"

Rachel Robinson, Michigan State University, "Comfortably Uncomfortable: Successes and Failures of Teaching (Future) Writing (Tutors)"

Respondent: Joanna Chromik, Indiana University, Bloomington

Professional and Technical Writing

C-6 **Inclusive Approaches to Teaching and Researching STEM Writing** **Prerecorded w/ Live Q&A**

Popular notions of STEM writing value instrumentalism and positivism, which regard writing—and the teaching of writing—as practical, objective, and unrelated to cultural forces. Challenging these notions, this roundtable examines power dynamics between STEM and humanities disciplines and generates strategies for attendees to transform STEM writing classrooms and promote inclusive identities.

Chair and Speaker: Jennifer Mallette, Boise State University

Speakers: Aliza Davner, Pennsylvania State University DuBois

Kate Maddalena, William Peace University

Robby Nadler, University of California Santa Barbara

Kylie Quave, George Washington University

Han Yu, Kansas State University

Thursday, 1:30–2:30 p.m. ET

C-8 Writing Teachers Explore the Commonplace as Civic Duty: The Implication and Impact of Military Service on the Compositional Practices of Students and Others **Prerecorded w/ Live Q&A**

The authorship of servicepersons, veterans, and cadets must be examined critically for its revelatory connections to how we define American identity. Additionally, the parallel experiences of military spouses, children of parents with military service, and those with a recent family military history, can be considered in a similar exploratory light.

Chair and Speaker: Tara Hembrough, Southeastern Oklahoma State University

Sandra Jang, United States Military Academy Preparatory School

Alyssa Revels, United States Air Force Academy

Sheeba Varkey, St. John's University

Respondent: Melody Pugh, United States Air Force Academy

D Sessions: 3:00–4:00 p.m. ET

Information Literacy and Technology

D-2 **Information and Intellectual Property Literacy in an Age of Bots** **Live**

Bots automatically generate and collect content and data. Students encounter bots via uploading files to social media platforms and plagiarism detection services. Literacy education could help students learn how they may interpret and evaluate bot-generated texts and how bots affect ownership and control of student-generated content and data.

Chair: Kim Gainer, Radford University

Speakers: Tim Amidon, Colorado State University
Danielle Nicole DeVoss, Michigan State University
Alex Nielsen, Old Dominion University
James Purdy, Duquesne University

Writing Programs

D-3 **Re-Shaping Professional Identities: The Writing Center Director Alumni Research Project** **Live**

Inspired by Wendy Bishop’s “You can take the [person] out of the writing center, but you can’t take the writing center out of the [person],” we surveyed former writing center directors to research how they re-shaped their identity and adapted their expertise upon leaving the center, and to consider implications.

Speakers: Kathleen Cain, Merrimack College
Pamela Childers, The McCallie School
Leigh Ryan, University of Maryland

Creating Writing and Publishing

D-4 The Role of Academic Publishing Today: Studies in Writing and Rhetoric Live

Sponsored by the Studies in Writing and Rhetoric Series, this session is designed to demystify the steps required to publish a monograph in the series. In addition, this session will discuss how academic series need to formulate systemic responses to disciplinary and public protests over systemic racism.

Chair and Speaker: Steve Parks, University of Virginia, “Studies in Writing and Rhetoric in 2021”

Speakers: Sweta Baniya, Virginia Tech, “Systemic Exclusions: Who the Field Publishes, Who the Field Excludes”

D’Angelo Bridges, Penn State University, “The Book We Need”

Aja Y. Martinez, University of North Texas, “Counterstory: Authorship within and against Disciplinary Structures”

Staci M. Perryman-Clark, Western Michigan University, “Editorial Review and Expanding Scholarly Boundaries”

Access

D-5 Academic Ableism: Interrogating Common Tropes of Ability on Campus Prerecorded w/ Live Q&A

This panel offers interventions in the commonplaces of ability that perpetuate ableism in writing programs and offers alternative practices drawing on disability theory and universal design. Speakers take up practices related to participation, attendance, and drafting, and offer alternate strategies that move away from ableist conceptions of ability and disability.

Chair and Speaker: Tara Wood, University of Northern Colorado, “Critiquing Commonplaces of Presence and Participation (during a Pandemic)”

Speakers: Anna Barritt, University of Oklahoma, “Draft, Revise, Normativize: Linking Ableist Pedagogy and Compulsory Drafting Requirements”

Sara Beam, University of Tulsa, “The (Roll) Call Is Coming from Inside the House: Recognizing and Extricating Institutional Ableism behind the Attendance Policy”

Engaged Learning Experience Session

First-Year Writing

D-6 Incorporating Student-Designed Evaluation in Your Classroom: A Space for Conversation **Prerecorded w/ Live Q&A**

In this Engaged Learning Experience session, participants will learn methods of including students in the evaluation of assignments. Through interactive activities and open discussion, participants will discuss their experiences with including students in the evaluation process, best practices, and the benefits, obstacles, and potential anxieties of doing so.

Chair: Megan Keaton, Pfeiffer University, Misenheimer, NC

Speakers: Amber Corn, Pfeiffer University, Misenheimer, NC
Cortney Queen, Pfeiffer University, Misenheimer, NC

Historical Perspectives

D-7 Re-writing the Archive: Recovering Models for BIPOC **Prerecorded w/ Live Q&A**

The presenters recover stories from the 19th and 20th centuries to show how writers from colonized backgrounds enact resistance.

Chairs: Stacie Klinowski, University of Massachusetts Amherst, “‘In a Word, Unrestrained’: Feedback and Writing Norms in W. E. B. Du Bois’s Student Papers”

Emily Legg, Miami University (Ohio), “Writing Our Storied Ways: 19th-Century Cherokee Student Newspapers as Places of Rhetorical Survivance in the Archives”

Turnip Van Dyke, The University of Texas at El Paso, “CUNY 1961–1976: Black and Puerto Rican Students Fighting for Access and What It Means to Teach with Student Protests”

Thursday, 3:00–4:00 p.m. ET

First-Year Writing

D-8 Writing to Change Oneself and the World: Adapting First-Year Writing during COVID-19 **Prerecorded w/ Live Q&A**

How do first-year students write to “change oneself and the world,” particularly during the COVID-19 crisis? We share results from a spring 2020 survey that asked first-year writers (n=145) about ways they use writing to change themselves or connect with others. We offer pedagogical takeaways based on our findings.

Chair and Speaker: Heather Lindenman, Elon University

Speakers: Margaret Chapman, Elon University

Jennifer Eidum, Elon University

Lina Kuhn, Elon University

Li Li, Elon University

E Sessions: 4:30–5:30 p.m. ET

Labor

E-1 Career Quest: Navigating a Future in Composition, Rhetoric, and Writing **Live**

This interactive session is designed to help newcomers and early career attendees plan opportunities for career development.

Chair: Sharon Mitchler, Centralia College

Roundtable Leaders: Libby Falk Jones, Berea College, “Small College Writing Work: Theme and Variations”

Asao B. Inoue, Arizona State University, “Turning Social Commitments into Action”

Aja Y. Martinez, University of North Texas, “Teaching Writing as a Generalist”

Malea Powell, Michigan State University, “Campus and Organizational Leadership”

Duane Roen, Arizona State University, “Writing Program Administrator”

Anne Ruggles Gere, University of Michigan, Ann Arbor

Jenny Spinner, Saint Joseph’s University, “Writing Program Administrator”

Howard Tinberg, Bristol Community College, “Teaching at a Two-Year College”

Engaged Learning Experience Session

College Writing Transitions

E-2 Inhabiting the Metaphorical Spaces of High School to College Writing **Live**

Four writing teachers from high school to graduate studies model a cross-institutional conversation about student writing transitions and implications for writing teaching. In this session, we invite participants to join our conversation about current metaphors around student writing transitions, develop new metaphors, and generate more productive pedagogies and cross-institutional collaborations.

Speakers: Chanel Earl, Brigham Young University

Amber Jensen, Brigham Young University

Joseph Wiederhold, Provo High School

Amy Williams, Brigham Young University

Engaged Learning Experience Session

First-Year Writing

E-3 Reframing the Narrative: An Intersectional Approach Live

This scaffolded PD session will use a brief introductory slide presentation, a short video defining intersectionality, interactive technology, and an overview of the narrative lesson plan (sharing a specific drafting exercise for integrating each student’s intersectional position into the assignment).

Chair and Speaker: Rebecca Shelton, Bluegrass Community and Technical College

Speaker: Jon Thrower, Bluegrass Community and Technical College

Language and Literacy

E-4 Troubling Waters: Examining Racial Epithets, Linguicism, and Racialized Language Use in Academic and Public Writing Live

Because composition as an intellectual practice continues to demand a complex understanding of conventions, cultures, forms, and styles within and beyond academic writing, it has become imperative that composition scholars begin to interrogating linguistic racism in all its forms. This is a sponsored panel of the CCCC Black Caucus.

Chair and Speaker: David Green, Howard University, “Addressing Linguistic Racism through Administration and Professional Development”

Speakers: Earl Brooks, University of Maryland-Baltimore County, “Addressing Linguistic Racism in the Classroom and through Intellectual Work”

Stephanie Jones, Syracuse University, “Racial Epithets and Professional Responsibility”

Mudiwa Pettus, Medgar Evers College, “Addressing Linguistic Racism in the Classroom and through Intellectual Work”

Respondent: Staci M. Perryman-Clark, Western Michigan University, “Addressing Linguistic Racism through Administration and Professional Development”

Engaged Learning Experience Session

Theory and Research Methodologies

E-5 Best Practices for Teaching and Research about Environmental and Disaster Rhetorics Live

Our session includes role-playing scenarios where participants act as researchers/participants and teachers/students to address issues of risk. We intend to collaborate with the audience to create best practices to address the issues of teaching and researching environmental risk and disaster. (Sponsored by the Environmental SIG)

Facilitators and Speakers: Sweta Baniya, Virginia Tech, “Navigating Participant and Research Role to Explore Social Justice in Disaster Research”

Garrett Colón, Purdue University, “Coded Stories, Filtered Voices: Working with and through Algorithm Bias in Disaster Research Online”

Mary Le Rouge, Kent State University, “Encouraging Empathy for Local Populations When Teaching about Environmental Risks”

Samuel Stinson, Minot State University, “‘On the Fly’: Adapting to Emergency Response Teaching in Pandemic Contexts”

Access

E-6 Access and Accessibility in Our Programs and Teaching Practices: Local Rhetorics of Inclusion and Their Tacit Assumptions Live

This panel focuses on “rhetorical and literal accessibility” in different locations on a university campus; each of the four presenters views the rhetoric of accessibility in these locations from a different lens.

Chair and Speaker: Sushil Oswal, University of Washington Tacoma

Speakers: Philip Hayek, University of Illinois at Chicago

Cassie Miura, University of Washington Tacoma

Manako Yabe, University of Tsukuba

Information Literacy and Technology

E-7 Re/Turning to Less Commonplaces: Questioning Assumptions and Ethical Design for Multimodality **Prerecorded w/ Live Q&A**

Roundtable explores practices for access, inclusion, and equity in multimodal teaching and learning.

Speakers: Matthew Breece, The University of Texas at Austin, “Access and Multimodal Assignment Design”

Aaron Geiger, Parkland College, Champaign, IL, “Issues with the Emergency Adaptation of Pedagogical Apps, Tools, and Algorithms”

Megan McIntyre, Sonoma State University, “At the Intersection of Antiracist and Multimodal Composition”

Kristin Prins, Cal Poly Pomona, “Questioning Pedagogical-Infrastructural Dreams in Light of Student Realities”

Rachael Sullivan, Saint Joseph’s University, “Flatten the (Learning) Curve: Strategies for Addressing Technical Difficulty in Multimodal Assignments”

Labor

E-8 Learning or Being Schooled: What Counts as Faculty Development? **Prerecorded w/ Live Q&A**

During this panel presentation, we will invite the audience to consider, inquire, question, and reflect on their faculty learning experiences, providing an interactive component to generate a dynamic session with presenters and attendees discussing how to embody faculty learning communities, as teachers and learners, and construct collaborative dialogues.

Speakers: Angela Clark-Oates, Sacramento State University, “Advocacy for and Organization of a Program-Based Faculty Learning Community”

Angela Laflen, Sacramento State University, “Recognizing the Overlap between Faculty Development and Scholarship”

Emily Magruder, California State University System, “Development of Asset-Based, Equitable Approaches to Professional Development”

Denise Pica, Sacramento State University, “Lecturer Representative: Exploring Issues of Access and Equity in a Program-Based Faculty Learning Community”

Ann Shadden, Sacramento State University, “Faculty Fellow: Opportunities and Challenges of Co-Designing a Program-Based, Year-Long Faculty Learning Community”

College Writing Transitions

E-9 **Becoming Strategic, Self-Regulated Writers:
A Research-Based Approach for Supporting Basic
Writers** **Prerecorded w/ Live Q&A**

In the Supporting Strategic Writers approach, students learn strategies for critical reading of sources, planning, and revision—integrated with metacognitive strategies for goal setting, task management, progress monitoring, and reflection. Multiple rigorous experimental studies have consistently found strong effects on writing quality and motivation.

Chair and Speaker: Charles MacArthur, University of Delaware, “Overview of Instructional Approach and Research”

Speakers: Jill Compello, University of Delaware, “Critical Evaluation of Sources”

Caitlin Gallagher, Wilmington University, “Critical Reading and Note Taking: The Summary-Response Strategy”

Zoi Traga Philippakos, University of Tennessee, “Making Cognitive and Metacognitive Processes Visible: Think-Aloud Modeling”

E-10 **Exhibitor Session: How Achieve Facilitates Equity and
Engagement** **Prerecorded w/ Live Q&A**

Sponsored by Bedford St. Martin’s/Macmillan Learning

Learn how Achieve’s writing tools support pedagogical values and put student success into their own hands, meet students where they are, and lead them to where they want to be.

Speakers: Jennifer Colatosti, Georgia State University’s Perimeter College
Jennifer Duncan, Georgia State University’s Perimeter College

Friday, April 9

F Sessions: 11:00 a.m.–12:00 p.m. ET

Theory and Research Methodologies

F-1 Colonial Logics and Decolonial Commonplaces: Thinking through Our Practices and Relational Accountability Live

This roundtable identifies colonial logics in our classrooms, providing decolonial options and new commonplaces for challenging assumptions that make our Indigenous students invisible, push Indigenous knowledges to the side, and deprive all our students and the field the ability to locate themselves in the larger constellations of meaning-making.

Chair and Roundtable Leader: Lisa King, University of Tennessee-Knoxville

Roundtable Leaders: Kathryn Pewenofkit Briner, Florida Atlantic University

Joyce Rain Anderson, Bridgewater State University

Writing Programs

F-2 Intentional WAC: Report Two Years into the Sustainable WAC Consortium Live

Drawing on longitudinal research from six universities, this roundtable explores the efficacy of the whole systems approach to developing sustainable Writing Across the Curriculum (WAC) programs.

Roundtable Leaders: Katherine Bridgman, Texas A&M University, San Antonio

Michelle Cox, Cornell University

Cheryl Duffy, Fort Hays State University

Cristyn Elder, University of New Mexico

Christopher Fosen, California State University, Chico

Jeffrey Galin, Florida Atlantic University

John Paul Kanwit, Indiana University Bloomington

Dan Melzer, University of California, Davis

Melody Pugh, United States Air Force Academy

Engaged Learning Experience Session

Community, Civic & Public Contexts of Writing

F-3 Reimagining Community Engagement: Shifting the Ways We Engage in Challenging Times Live

In this ELE, participants will envision ways to develop ethical community-engaged pedagogies when pandemics, social justice exigencies, or other concerns derail community engagement approaches in writing classes. Participants are encouraged to bring their project ideas to collectively develop ways to continue engagement in new contexts and with new constraints.

Facilitators and Speakers: Julie Bates, Millikin University
Sarah Warren-Riley, The University of Texas Rio Grande Valley

Language and Literacy

F-4 Understanding and Responding to Standardized English in Composition Live

This panel explores the role of standardized written English in students' learning and assessment by addressing (1) a history of prescriptive rules of English and its connections to social/ moral (versus linguistic) ideals, and (2) how instructors and students might use new frameworks to recenter composition pedagogies on linguistic diversity.

Chair and Speaker: Laura Aull, University of Michigan, "Understanding and Responding to Standardized Written Academic English in Composition Studies"

Speakers: Craig Hancock, University at Albany-SUNY, "Understanding and Responding to the Territory"

Daniel Kies, College of DuPage, "Understanding and Responding to Standard English and the Scholarly Tradition"

Cornelia Paraskevas, Western Oregon University, "Understanding and Responding to Prescriptivism and Its Alternatives"

Access

F-5 Community College Transfer in the Time of COVID: Lessons on Teaching for Access in Our Summer Bridge Program **Prerecorded w/ Live Q&A**

This faculty-student panel describes the challenges and lessons learned when the COVID-19 pandemic forced us to move our summer bridge program for community college transfer students from face-to-face to online.

Speakers: Jem Ashton, University of Utah
Jennifer Courtney, Salt Lake Community College
Heather Graham, Salt Lake Community College/University of Utah
Cristina Guerrero Perez, Salt Lake Community College/University of Utah
Jose Loeri, Salt Lake Community College/University of Utah
Nkenna Onwuzuruoha, University of Utah
Christie Toth, University of Utah

Language and Literacy

F-6 Locating Commonplaces with Language Diversity **Prerecorded w/ Live Q&A**

Presenters discuss methods and outcomes of centering language difference and cultural plurality in first-year writing.

Chairs: Thir Budhathoki, University of Arizona, “Cross-Cultural Perceptions of Literacies in Student Writing”
Sharity Nelson, University of Central Oklahoma, “Centering Difference with Translation in First-Year Writing”
Speaker: Suresh Canagarajah, Pennsylvania State University, “How to Achieve Commonplaces despite Classroom Diversity”

Language and Literacy

**F-7 Recovering and Reclaiming Asian/Asian American
“Traits” in Rhetoric and Writing** **Prerecorded
w/ Live Q&A**

What are the commonplaces of Asian and Asian American rhetoric?
How are they understood and taken up by Asian/Asian Americans and
others? How are they relevant to scholarship and pedagogy in writing and
rhetoric?

Standing Group or Caucus Chair: Linh Dich, Miami University

Lehua Ledbetter, University of Rhode Island, Providence

Chair: Xiaobo Belle Wang, Sam Houston State University, Huntsville, TX

Speakers: Bhushan Aryal, Delaware State University

Shreelina Ghosh, Gannon University, Erie, PA

Sherwin Kawahakui Ranchez Sales, Washington State University, Pullman

Wen Xin, University of Kansas, Lawrence

Hua Zhu, University of Utah

Information Literacy and Technology

F-8 Engaging Students in Online Writing Courses
Prerecorded w/ Live Q&A

This panel asks instructors to think past preconceived notions of the
“online writing student” to create inclusive pedagogies that accommodate
different levels of writing proficiency, while fostering a sense of
community and collaboration within an oftentimes isolating learning
medium.

Chairs: Lisa Konigsberg, West Chester University, “Not Just Talking

Heads: Building a Community of Learners in Online Writing Classes”

Lynn Reid, Fairleigh Dickinson University, “Toward a New Commonplace
for Online Writing Instruction”

Speakers: Anthony Box, University of Houston, “Practice in OWI:
Students Blogging (and Texting) Their Way through First-Year
Composition”

Leah Corinne Jones, University of Central Florida, “Vexing Virality:
Teaching for ‘Slow Circulation’”

Aaron Lanser, California State University, Stanislaus, “Practice in
OWI: Students Blogging (and Texting) Their Way through First-Year
Composition”

G Sessions: 2:30–3:30 p.m. ET

First-Year Writing

G-1 Complicating Retention Commonplaces: A Conversation on First-Year Composition's Roles in Student Persistence Live

This cross-institutional roundtable presents data and models for first-year retention programs while examining their success.

Chair and Roundtable Leader: Lisa Mastrangelo, Centenary University

Speakers: Erin Andersen, Centenary University

Krista Carter, Calvin University

Michael Cripps, University of New England

Mary Sellers, Pennsylvania State University

Language and Literacy

G-2 Interrogating the Linguistic and Racial Commonplaces of Writing Pedagogy Live

This session interrogates and offers strategies to counter language and racial cultural assumptions in composition pedagogy and program administration.

Chairs: Nicole Decoteau, New England College, “The Problem with Liberal Multiculturalism”

Jamila Kareem, University of Central Florida, “Covert Racial Violence in Our Recommended Transition-to-College Writing Guidelines”

Speakers: Cathy Bankston, Tulsa Community College, “Empowering Students’ Language and Literacy Capital”

Kayla Harding, Tulsa Community College, “Empowering Students’ Language and Literacy Capital”

Historical Perspectives

G-3 **Remembering the Commonplace Contributions of Charles R. Cooper (1934–2017): Points of Departure Live**

Colleagues examine the teaching and research commonplaces in our field that were influenced by the late Charles R. Cooper (1934–2017).

Chair and Respondent: Charlotte Asmuth, University of Louisville

Speakers: Sheryl Fontaine, California State University, Fullerton, “Shaping the Scholars Who Shaped the Discipline”

Gesa Kirsch, Soka University of America, “Challenging Commonplaces with Rigorous Research”

Marilyn Moller, W. W. Norton & Company, “Putting Research and Theory into Practice”

Peter Mortensen, University of Illinois at Urbana-Champaign, “Learning to Write Writing Studies”

Michael Pemberton, Georgia Southern University, “The Scholar as Mentor: Introducing Graduate Students to a New Field”

Engaged Learning Experience Session

First-Year Writing

G-4 **Using Berthoff’s “Forming” Approach to Writing for Its Radically Liberatory Ends Live**

This session invites writing teachers and scholars to practice Ann Berthoff’s commonplace-challenging pedagogy of forming.

Facilitators and Speakers: Paige Arrington, Georgia State University, “Classification: A Method for Apprehending Form”

Heather Fester, University of Colorado Colorado Springs, “Perceiving and Observing: Survival Skills for the Wilderness Online”

Keith Rhodes, University of Denver, “Forming the Imagination”

Engaged Learning Experience Session

Writing Programs

G-5 **Constructing Ourselves as Agents of Change: An Action Framework and Case Studies** **Prerecorded w/ Live Q&A**

Leaders of this Engaged Learning Experience session will share an action framework that has served at their institution as a successful foundation for actionable, sustainable collaboration leading to institutional culture change related to writing instruction. Case studies demonstrate concrete instances of successful interventions. Includes collaborative problem-solving session and synthesis reconvening.

Chair and Speaker: Kay Halasek, The Ohio State University, “Action Framework for Leading Institutional Change”

Facilitators and Speakers: Amanda Folk, The Ohio State University, “Meaningful Inquiry”

Jane Hammons, The Ohio State University, “Information Literacy”

Christopher Manion, The Ohio State University, “Teaching through Writing”

Melinda Rhodes-DiSalvo, The Ohio State University, “Engaging the Action Framework for Leading Institutional Change”

Writing Programs

G-6 **MA Programs in Writing Studies: Looking Back to Look to the Future** **Prerecorded w/ Live Q&A**

A discussion of the past, present, and future of MA programs in Writing Studies based on a survey of writing program directors.

Chair: Heidi Skurat Harris, University of Arkansas at Little Rock

Speakers: Jennifer Almjeld, James Madison University, “Where Graduate Writing Education Is Today”

Karen Kuralt, University of Arkansas at Little Rock, “Where Graduate Writing Education Is Going—and the Role of the MDCWSS”

Dagmar Scharold, University of Houston-Downtown, “Where Graduate Writing Education Has Been”

First-Year Writing

G-7 Research-Informed Writer-Centered Pedagogical Practices for Multilingual Students **Prerecorded**
w/ Live Q&A

Utilizing findings and approaches from multiple sites, this panel will explore pedagogical practices in FYC that are centered on the needs of multilingual writers.

Speakers: Jagadish Paudel, The University of Texas at El Paso,
“Promoting Social Justice for Multilingual Writers in Teaching FYC:
Some Classroom Considerations”
Lydia Saravia, DePaul University, “Multilingual Speakers in the First-Year
Writing Classroom and Curriculum of Urgency”

G-8 Multimodal Composing Practices **Prerecorded**
w/ Live Q&A

Panelists survey existing attitudes instructors have about multimodal instruction, and how we might rethink assessing digital and creative literacies to suit the online writing environment.

Chairs: Rochelle (Shelley) Rodrigo, University of Arizona, “Assigning
and Assessing Creative and Digital Literacies”
Michelle Cohen, Medical University of South Carolina
Speakers: Elizabeth Chamberlain, Arkansas State University
Teresa Davis, University of Arizona, “Assigning and Assessing Creative
and Digital Literacies”
Melissa Forbes, Gettysburg College, “Multimodal Here and There:
Practices and Perceptions across Disciplines”
James Ottoson, Arkansas State University

H Sessions: 4:00–5:00 p.m. ET

H-1 *College Writing Transitions* **Composing across Contexts: Multimodality and Transfer** **Live**

Seven scholars will explore the intersections between multimodal composing and learning transfer, considering digital research methods, undergraduate research, social media, genre, Teaching for Transfer, and undergraduate research. After brief introductions, session leaders and audience members will break into groups to discuss these topics in greater detail.

Chairs and Roundtable Leaders: Anna Knutson, Duquesne University, “Multimodality, Transfer, and Genre”

Ryan Shepherd, Ohio University, “Multimodality, Transfer, and Social Media”

Roundtable Leader: Matthew Davis, University of Massachusetts Boston, “Multimodality, Transfer, and Undergraduate Research”

Michael-John DePalma, Baylor University, “Multimodality, Transfer, and Undergraduate Research”

Lilian Mina, Auburn University at Montgomery, “Multimodality, Transfer, and Multilingual Students”

Kara Poe Alexander, Baylor University, “Multimodality, Transfer, and Undergraduate Research”

Crystal VanKooten, Oakland University, “Digital Methods for the Study of Transfer within and around Multimodal Composition”

H-2 *Language and Literacy* **Interrogating Whiteness in Contested and Common** **Writing Spaces Live**

This panel presentation uses Critical Race Theory and Critical Whiteness Studies to critically examine epistemological barriers at work on both administrative and pedagogical levels. The panel further discusses and explores practices that may help practitioners consider how to enact antiracist practices and address race and racism in common writing spaces.

Speakers: Joel Bergholtz, Florida State University, “Language and Literacy”

Amanda Presswood, Florida State University, “Language and Literacy”

Tricia Rizza, Florida State University and Tallahassee Community College, “Language and Literacy”

Respondent: Rhea Lathan, Florida State University

H-3 *Professional and Technical Writing*
Retaining Online Students through Connection and Rapport: A Longitudinal Study of a Sustainable Independent Online Writing Program **Live**

Presenters provide empirical research to demonstrate the need for connection and community for online students and faculty. The panel provides a model for evaluating programs that honors students, alumni, and program faculty and leaves attendees with specific recommendations for building sustainable online writing programs.

Chair: Karen Kuralt, University of Arkansas at Little Rock

Speakers: George Jensen, University of Arkansas at Little Rock

Heidi Skurat Harris, University of Arkansas at Little Rock

Rhonda Thomas, University of Arkansas at Little Rock

H-4 *Professional and Technical Writing*
What Is STEM Writing? Challenging How We Teach Writing in STEM **Live**

This panel revisits and complicates STEM writing pedagogy, raising new questions for teacher-scholars. Drawing on four cases—NIH funded research, citizen science, popular science, and mathematical writing—the panelists engage with issues of race, diversity, audience, and genre in STEM writing practices and pedagogies. The session combines brief presentations with small-group discussion.

Chair: Mya Poe, Northeastern University

Speakers: Lowell Abrams, The George Washington University, “A Math Problem Is a Writing Prompt”

Cherice Jones, Northeastern University, “Rhetorics of Race in NIH-Funded Research: Implications for Teaching”

Abby Rabinowitz, NYU Tandon School of Engineering, “Troubled Genre: Teaching the Popular Science Essay in a Diverse Classroom”

Gwendolynne Reid, Oxford College of Emory University, “The Role of the Public in Scientific Writing: Teaching Scientific Composing in an Age of Context Collapse”

Friday, 4:00–5:00 p.m. ET

College Writing Transitions

H-5 What Changes in Student Writing? Live

Four longitudinal studies of student writers show what writing teachers accomplish and how data can be widely shared to improve instruction.

Speakers: Tiane Donahue, Dartmouth and University of Lille, “Student Writing in Liberal Arts Contexts: Understanding Complexity and Variation”

Chris Gallagher, Northeastern University, “Student Perceptions of What Changes”

Anne Ruggles Gere, University of Michigan, Ann Arbor

Kristi Girdhar, Babson College, “Student Perceptions of What Changes”

Naomi Silver, University of Michigan, Ann Arbor, “Changing Perceptions of the Social Nature of Writing”

Kevin Smith, University of Virginia, “Student Perceptions of What Changes”

Labor

H-6 Mentoring, Professionalization, and Labor in Graduate School Prerecorded w/ Live Q&A

The speakers on this panel focus on the very real needs and labor expectations of graduate students working under conditions of uncertainty and precarity.

Chair: Lily Howard-Hill, University of South Carolina, “Hardly Working: The Precarious Nature of Graduate Student Labor in Writing Programs”

Speakers: Jeff Bruinsma, North Carolina State University, “My World’s on Fire, How about Yours? Graduate Student Labor, Pedagogy, and Practice in the Composition Classroom”

Malaka Friedman, North Carolina State University, “My World’s on Fire, How about Yours? Graduate Student Labor, Pedagogy, and Practice in the Composition Classroom”

Jessi Thomsen, Florida State University, “Mentoring on the Fringes: Graduate TAs, Teacherly Identities, and Disciplinary Belonging”

Engaged Learning Experience Session*Theory and Research Methodologies***H-7 Sharing and Analyzing Longitudinal Datasets on Student Writing Development and Implications for Teaching**
Prerecorded w/ Live Q&A

Studying and teaching writing involves examining ways in which we can explore students' writerly growth over time and across academic and extracurricular spaces. Using our longitudinal dataset as a lens, we offer participants an opportunity to access important questions to investigate students' writing development and implications of findings for teaching.

Chair: Naitnaphit Limlamai, University of Michigan, Ann Arbor**Facilitators and Speakers:** Jathan Day, University of Michigan, Ann Arbor

Anne Ruggles Gere, University of Michigan, Ann Arbor

Anna Knutson, Duquesne University

Ruth Li, University of Michigan, Ann Arbor

Adrienne Raw, SUNY Cortland

Sarah Swofford, University of South Carolina, Beaufort

*First-Year Writing***H-8 Explorations of Implicit and Explicit Racism in Curricular Language, Requirements, and Implementation**
Prerecorded w/ Live Q&A

This session will examine how composition theories and the curriculum built upon these theories embody white ways of languaging. The session will also propose successful, curricular models that challenge explicit antiracist changes to a required FYC course.

Chair: Nina Feng, University of Utah, "Sustaining Antiracist Pedagogy: Strategies for Writing Teachers of Color"**Speakers:** Natalie Madruga, University of Central Florida, "Teaching Practices for Writing about Writing at a Title III Hispanic Serving Institution"

Rashida Mustafa, Cleveland State University

Cynthia Nearman, Guilford College, NC, "Whiteness as Commonplace Prior-Knowledge: Teaching for Transfer and Standard Ideology in First-Year Composition"

Jody Polleck, Hunter College, "'Our Voices Matter Most': Centering Writing for Social Justice in First-Year College Writing Courses"

Megan Weaver, Virginia Tech University, "(Un)Teaching the Hidden Curriculum of White Ways of Languaging"

Friday, 4:00–5:00 p.m. ET

First-Year Writing

H-9 Contract Grading and Labor-Based Assessment Practices **Prerecorded w/ Live Q&A**

The presenters will share different strategies for assessing student learning in first-year writing through contract grading methods.

Speakers: Kara Larson, University of South Florida, “Contract Grading and Instructor Feedback in the Multilingual FYC Classroom”

Matthew Schering, Illinois State University

Megan Von Bergen, University of Tennessee, Knoxville, “First-Year Writing: Contract Grading”

I Sessions: 5:30–6:30 p.m. ET

Engaged Learning Experience Session

Writing Programs

I-1 **Composition as Social Justice: Action Planning for Inclusive Writing Pedagogies across Contexts** **Live**

Participants in this Engaged Learning Experience session will discover methods of innovating within prescribed institutional boundaries as a means to resist a commonplace of helplessness by faculty who may not have acknowledged power, and will leave with an action plan to develop and sustain socially just innovations across contexts.

Workshop Facilitators: Stephen Rust, University of Oregon
Emily Simnitt, University of Oregon
Jenee Wilde, University of Oregon

Engaged Learning Experience Session

First-Year Writing

I-2 **Who We Are Is Where We Are: Teaching First-Year Composition in the Unusual Space of the Large Lecture Hall (Or Zoom Room)** **Live**

Many commonplaces emerge from a tacit assumption that teaching writing in small-class environments is ideal, yet the large lecture hall or Zoom room may highlight ignored rhetorical modes, like listening. This session aims to increase communication across classroom spaces and enrich teaching strategies that have always served us well.

Chairs and Speakers: Elizabeth Gumm, University of California San Diego
Emily Johnston, University of California San Diego

Labor

I-3 Rethinking Mentoring as an Embodied Relational Practice **Live**

This panel offers three separate frameworks for critically rethinking mentorship as an embodied relational practice in writing programs and graduate programs in the writing studies disciplines. Through these frameworks, faculty, administrators, and graduate students in the writing studies disciplines can increase equity and access in for people of color.

Speakers: Meghalee Das, Texas Tech University, “Intercultural Mentorship as a Complementary Practice in First-Year Writing Programs”

Michelle Flahive, Texas Tech University, “Activating Digital Mentorship Networks to Promote Equity and Access for Latina Graduate Students”

Respondent: Eric Camarillo, Harrisburg Area Community College

Language and Literacy

I-5 Creating Commonplaces: Honoring Diverse Class Backgrounds with/and Writing Pedagogy
Prerecorded w/ Live Q&A

We explore the wide-ranging expressions of socioeconomic class of our students and offer ways to engage with those expressions for mutual success.

Speakers: Charissa Che, Queensborough Community College, “Working Class Culture and Pedagogy”

Nicole McNeal, Folsom Lake College, “Working Class Culture and Pedagogy”

Justin G. Whitney, Tennessee State University, “Working Class Culture and Pedagogy”

Nicole Wilson, Texas A&M University, “Working Class Culture and Pedagogy”

Engaged Learning Experience Session*Writing Programs***I-6** **Metic Administration: Engaging Emotion to Identify Strategic and Compassionate Responses to Conflict** **Prerecorded w/ Live Q&A**

Engaging with disciplinary faculty and other stakeholders can be fraught with conflict. This session introduces a metic approach to administration that engages emotions to respond strategically to conflict. We engage participants in reflective activities that will equip them to identify opportunities for strategic responses to conflict in their own contexts.

Facilitators and Speakers: Erica Cirillo-McCarthy, Middle Tennessee State University
Elizabeth Leahy, University of Tennessee-Chattanooga

*First-Year Writing***I-7** **Teaching First-Year Writing—Access Fits All** **Prerecorded w/ Live Q&A**

In this session, the speakers focus on providing accessible instruction for FYW students, focusing on how this access provides allyship for marginalized students

Speakers: Kerri Bennett, Arkansas State University, “Writing Workshop Model”
Leslie Reed, Arkansas State University, “Care Ethics”
Kristen A. Ruccio, Arkansas State University, “Inclusive Assessment Practices”

*Information Literacy and Technology***I-9** **Impacts of Online Writing Instruction on Students** **Live**

This panel examines the attitudes that students of online writing instruction (OWI) have toward surveillance and privacy. It suggests genealogy as a framework for understanding interpreting students’ online privacy, and the effect of online tracking on writing performance.

Chair: Mark Shealy, Tennessee Tech University, “We Don’t Know What We Don’t Know: Sexual Harassment in Online Writing Classes”

Speakers: Charles Woods, Illinois State University, “Interrogating Digital Rhetorical Privacy Using DTC-Genetics Privacy Policies”
Sarah Young, Erasmus University Rotterdam, “Privacy Expectations and the Online Classroom”

I-10 Exhibitor Session: Rhetorics & Resources: New FYW Solutions for Building Confident Writers **Prerecorded w/ Live Q&A**

Sponsored by Cengage

Looking to build students' confidence in your co-requisite or composition course(s)? Hear authors Dr. Cheryl Glenn, Dr. John Van Rys, and Dr. Robert Yagelski as they share how their three new editions help you develop more confident writers. This session will explore the unique approach presented in all three, as well as each title's:

- Updated pedagogy
- Instructional tools
- Engaging readings

Plus, discover how the titles' new digital resources provide even more opportunities for practice, collaboration, and assessment.

Speakers: Cheryl Glenn, Distinguished Professor, English and Women's Studies, and Director, Program of Writing and Rhetoric, Penn State University

Kina Lara, Executive Marketing Manager—English, College Success, and Public Speaking, Cengage

John Van Rys, Chair, Department of English, Redeem University

Robert P. Yagelski, Ph.D., Associate Vice Provost and Director, Program in Writing and Critical Inquiry, and Professor, Department of Educational Theory and Practice, University at Albany, SUNY

Saturday, April 10

J Sessions: 11:00 a.m.–12:00 p.m. ET

Theory and Research Methodologies

J-2 **Livable Futures for Rhetorics Elsewhere and Otherwise: Indigenous, Latinx, Black, Asian, and Asian American Dialogues** **Live**

Panelists advance Indigenous, Latinx, Black, Asian, and Asian American contributions to pluriversal/decolonial praxis, epistemic disobedience, and pedagogies of resistance. We reexamine how our shared struggle against colonial exploitation and domination can help rhetoric and writing specialists to co-create more effective, sustainable, and livable models for social transformation.

Chairs: Steve Parks, University of Virginia

Elaine Richardson, The Ohio State University

Speakers: Damián Baca, University of Arizona

Resa Crane Bizzaro, Indiana University of Pennsylvania

Ellen Cushman, Northeastern University

Romeo García, University of Utah

Florianne Jimenez, University of Massachusetts Amherst

Respondent: Rhea Lathan, Florida State University

College Writing Transitions

J-3 **Sheltering in Placement: Developing and Launching Placement Processes while in Crisis** **Live**

This roundtable recounts how four campuses of a public university created equity-centered approaches to placement in a crisis context.

Roundtable Leaders: Allison Dziuba, University of California, Irvine,

“Sheltering in Placement: Developing and Launching Placement Processes while in Crisis”

Sarah Hirsch, University of California, Santa Barbara

Sarah Michals, University of California, Santa Cruz

Amy Vidali, University of California, Santa Cruz, “Sheltering in

Placement: Developing and Launching Placement Processes while in Crisis”

Tonya WouldGo, University of California, Santa Cruz

Respondent: Trish Serviss, University of California, Davis

Engaged Learning Experience Session

Writing Programs

J-5 **Designing Unity: Overcoming Material Conditions That Divide Writing Program Faculty** **Prerecorded w/ Live Q&A**

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

Chair: Jeffrey Klausman, Whatcom Community College

Speakers: Annie Del Principe, Kingsborough Community College, CUNY
Justin Jory, Salt Lake Community College

First-Year Writing

J-6 **Navigating First-Year Writing Curriculum Change from Multiple Perspectives** **Prerecorded w/ Live Q&A**

The presenters in this panel, representing a variety of perspectives in a first-year writing program, share and reflect on their experiences while implementing a program-wide curriculum based around threshold concepts.

Chair and Speaker: Todd Ruecker, University of Nevada, Reno

Speakers: Maureen McBride, University of Nevada, Reno

Katie Miller, University of Nevada, Reno

Angela Moore, University of Nevada, Reno

Jim Webber, University of Nevada, Reno

Writing Programs

J-7 **Teaching Teachers of Writing: Interrogating the Practices and Places That Serve—or Fail to Serve—Us Well** **Prerecorded w/ Live Q&A**

This panel examines the training of new teachers of writing, particularly graduate students, based on factors including degree program and instructor-of-record status, and amid circumstances like the #MeToo movement and the COVID-19 pandemic, to interrogate how our commonplaces around GTA training should be sustained or reevaluated.

Chair and Speaker: Beth Greene, North Carolina State University

Speakers: Callie Kostelich, Texas Tech University

Carl Schlachte, Colby College

Engaged Learning Experience Session

First-Year Writing

J-9 **Thinking Aloud: Teaching Listening Creatively and Rhetorically in First-Year Writing** **Prerecorded w/ Live Q&A**

For students' listening, critical thinking, participation, and writing to be mutually supportive, first-year students' listening capacity needs to be cultivated. This session's two presenters share theory-informed strategies and classroom activities to enhance students' listening, memory, awareness of listening styles and filters, ability to process meaning, receptivity, and effective communication.

Facilitators and Speakers: June Johnson Bube, Seattle University
Kris Saknussem, University of Nevada, Las Vegas

Community, Civic & Public Contexts of Writing

J-10 **Cultivating Common Ground: Relationship Building across Networks of Cultural Difference** **Prerecorded w/ Live Q&A**

This panel discusses how composition instructors network outside of their institutions and/or leverage cultural differences within the classroom to build inclusive learning communities. Panelists explore various ways in which relationship building over shared values about liberation enacts antiracist praxis.

Chair: Celena Todora, University of Pittsburgh, "A Reexamination of Writing Pedagogy in Prisons: Listening to Commonplaces in 'Liberatory' Pedagogies"

Speaker: Erica Leigh, Utah State University, "Cooking in Someone Else's Kitchen: Exploring Food as a Commonplace for Antiracist Pedagogy and White Allyship"

Theory and Research Methodologies

J-11 Common Practices for Teaching and Researching in the Rhetoric of Health and Medicine **Prerecorded w/ Live Q&A**

The objective of the roundtable is to foster interactive discussions of common practices for teaching and researching in the Rhetoric of Health and Medicine (RHM). Speakers will provide an overview of their primary research, teaching, or administrative/professional work related to RHM.

Chair and Roundtable Leader: Cathryn Molloy, James Madison University

Speakers: Jeannie Bennett, West Texas A&M University, “Kairoitic Chaos: Teaching and Learning Health Literacy During COVID-19”

Erin Fitzgerald, Auburn University, “Locating Commonplaces: Inclusivity and Boundary Work in Research Practices”

Bryna Siegel-Finer, Indiana University of Pennsylvania, “Questioning Common Survey Practices in RHM”

Danielle Stambler, University of Minnesota, “Developing Practices for Attending to Lived Experience in RHM Research”

Katie Swacha, University of Maine, “Developing Best Practices for Community-engaged Research and Teaching in RHM”

Katie Walkup, University of South Florida, “Common Policies, Common Practices: Mental Health Legislation and Studying Stigma”

Hua Wang, Michigan Tech University, “Is the Mortality Rate the Most Important Health Indicator?”

First-Year Writing

J-12 Commonplace Books Updated: Pedagogies for Cultivating an Inclusive Student Commons **Prerecorded w/ Live Q&A**

This interactive panel invites audience members to consider questions of how modern adaptations of commonplace book assemblages might make for more inclusive writing classrooms, strengthen connections between reading and writing instruction, and serve decolonial and antiracist purposes. Audience members will co-construct a digital commonplace text.

Chair: Elizabeth Vander Lei, Calvin University

Speakers: Christian Gerard, University of Arkansas–Fort Smith, “Literary Theory and Writing Pedagogy”

Michelle Sprouse, University of Michigan, “Social Annotation and Writing Pedagogy”

Kristin vanEyck, University of Michigan, “Translingual Student Voices and Pedagogies”

K Sessions: 12:30–1:30 p.m. ET

Theory and Research Methodologies

K-1 **Considering Positionality as a Common Place in Personal, Academic, Transnational, and Community Research** **Live**

In research, we often ignore the researcher’s positionality, something that undergirds how research is done, analyzed, and represented. It is rarely discussed in publications, let alone in our graduate programs. In this roundtable, professors, graduate students, and community organizers expose the complexities of positionality in a roundtable discussion.

Chair and Roundtable Leader: Rebecca Rickly, Texas Tech University, “Whose Story Is It? Navigating Identity and Positionality in Life and Research”

Roundtable Leaders: Kristine Acosta, Texas Tech University/Miami Dade Schools, “Enfrentando Las Divisiones (Confronting Divisions): Transnational Research as a Bridge between Communities”

Michelle Cowan, Texas Tech University, “Researcher, Student, Community Member, and Professional: Dealing with Positionality-Related Conflict in Community Research”

Sierra Sinor, Texas Tech University, “You Shouldn’t Need a Fucking PhD to Come to This Talk”

Erica Stone, Texas Tech University, “Storytelling with Community Organizers: An Opportunity for Coalitional Knowledge-work”

Respondent: Nancy Small, University of Wyoming, “Stillness on Top of the Wave: Positionality as Ideal, not Reality”

Engaged Learning Experience Session

First-Year Writing

K-2 **More Than Replication: Reimagining Online Writing Instruction Using Affordance-Forward Design** **Live**

Questioning “rushed to remote” approaches to OWI, we ask how affordance-forward design can inform pedagogies in online and f2f classes.

Speakers: Amy Cicchino, Auburn University

Michael Neal, Florida State University

Katelyn Stark, Florida State University

Theory and Research Methodologies

K-3 **Stories That Stand Between: Examining Land as Common/Relation-Places** **Live**

Theory and practice intertwine in relation to place and space, making them difficult to separate when we are looking at land education and Indigenous theory, language and culture, and classroom practice.

Chair: Lisa King, University of Tennessee-Knoxville

Speakers: Yavanna Brownlee, University of Northern Colorado

Chelsea Murdock, Clemson University

Kenlea Pebbles, Michigan State University

Theory and Research Methodologies

K-5 **Developing a Digital Commonplace for Research Methods in a COVID Climate** **Prerecorded w/ Live Q&A**

We discuss our creation of a digital commonplace to provide resources for learning composition research methods under pandemic conditions.

Chair and Roundtable Leader: Pritha Prasad, University of Kansas

Speakers: Brynn Fitzsimmons, University of Kansas

Sarah Kugler, University of Kansas

Yee-Lum Mak, University of Kansas

Faith Scheidemantle, University of Kansas

Theory and Research Methodologies

K-6 **New Directions in Writing about Writing Pedagogies** **Prerecorded w/ Live Q&A**

Panelists will further ongoing discussions about WAW pedagogies by describing approaches to teaching in three undertheorized areas: 1) business writing in OWI contexts, 2) WAW approaches that center on reading in OWI contexts, and 3) upper-division undergraduate research.

Chair: Colin Charlton, University of Louisville

Speakers: Charlotte Asmuth, University of Louisville, “Writing About Writing”

William Ordeman, University of North Texas, “Writing About Writing”

Kathy Rose, Dixie State University, “Writing About Writing”

Engaged Learning Experience Session

First-Year Writing

K-7 The Struggles of Bringing Inoue's Labor-Based Grading Contracts to Community Colleges **Prerecorded w/ Live Q&A**

This Engaged Learning Experience session aims to expand the impact of Inoue's labor-based grading into the context of open-access institutions. We'll dramatize, discuss, and collaborate around common challenges of making labor-based grading happen in community colleges.

Chair: Nick Hengen Fox, Portland Community College

Facilitators and Speakers: Allison Gross, Portland Community College
Blake Hausman, Portland Community College
Jessica Johnson, Portland Community College
Virginia Schwarz, San Francisco State University

Community, Civic & Public Contexts of Writing

K-8 Storying Our Commonplaces: Using Story to Practice Accountability, Solidarity, Justice, and Care **Live**

This roundtable honors storytelling traditions through which marginalized communities transform embodied knowledge into social action. Using key terms or questions as anchors, each speaker will offer a related narrative before we explore the resulting constellation of perspectives. We will also invite the audience to offer questions and their own stories.

Speakers: Christina Cedillo, University of Houston–Clear Lake
Jo Hsu, The University of Texas at Austin
Elaine Richardson, The Ohio State University
Andrea Riley-Mukavetz, Grand Valley State University
Remi Yergeau, University of Michigan

L Sessions: 2:00–3:00 p.m. ET

L-1 *Creating Writing and Publishing*
**Commonplaces in Creative Writing and Composition:
Reimagining Sites of Craft, Pedagogy, Identity, and
Community Live**

This roundtable will introduce both new and experienced teachers and writers to theories and practices informed by creative writing, creative writing pedagogy, creative writing studies, and our identities as creative writers. We will discuss how creative writing may uncover new vantage points from which to consider craft-based practices and pedagogies.

Chairs: Maryam Alikhani, County College of Morris
Jon Udelson, Shenandoah University

Roundtable Leaders: Michael Baumann, Marian University, Indianapolis,
IN

Susan Meyers, Seattle University, WA
Erick Piller, Nicholls State University
Caitlin Ray, University of Louisville, KY
Benjamin Ristow, Hobart and William Smith Colleges
Stacey Waite, University of Nebraska-Lincoln
Franklin Winslow, Columbia University

L-2 *Language and Literacy*
**Multimodal Composition as Commonplace Pedagogy
Live**

Presenters propose various approaches to multimodal linguistically diverse pedagogy in English and composition courses.

Chairs: Mack Curry, Kennesaw State University, “Adopting Home
Language and Multimodality in Composition Courses”

Kim Jaxon, California State University, Chico, “Making as an Epistemic
Practice in English”

Speakers: Jasmine Corona, California State University, Chico, “*La
Elaboracion*: Making Meaning and Making Space with Heritage
Speakers”

Christine Martorana, Florida International University, “How about a 6th
Mode? Expanding Multimodal Pedagogy for Multilingual Students”

Community, Civic & Public Contexts of Writing

L-3 Practicing the Rhetoric of Social Justice: Tales from the Ground in Spokane Live

Representatives from three of Spokane’s social justice organizations will share their communication strategies and the rhetorical obstacles they work to overcome in the pursuit of social justice and equity.

Chair: Bradley Bleck, Spokane Falls Community College

Speakers: Kiantha Duncan, President, Spokane Chapter NAACP

Jac Archer, Community Activist, Spokane Community Against Racism

Sarah Hegde, Youth Organizer, Justice Peace and Action League of Spokane

Ivy Pete, Youth Organizer, Justice Peace and Action League of Spokane

First-Year Writing

L-5 Diversity, Equity, and Inclusion in Directed Self-Placement Prerecorded w/ Live Q&A

This panel reports on several areas of ongoing collaborative research into Directed-Self Placement theory and practice at the University of Michigan. By rigorously employing a mix of qualitative and quantitative study designs, these presentations will address that urgent need to develop strong antiracist theories and practices for writing placement decisions.

Chair: Naomi Silver, University of Michigan

Speakers: Jason Godfrey, University of Michigan, “How Does Course Recommendation Impact Student Outcomes? Examining Directed Self-Placement with Regression Discontinuity Analysis”

Laura Romaine, University of Michigan, “Remembering Advisors in Placement Advice: Collaboration for a Better Directed Self-Placement Process”

Theresa Tinkle, University of Michigan, “Toward Antiracist Placements”

Historical Perspectives

L-6 Octalog IV: The Politics of Rhetorical Studies in 2021 Prerecorded w/ Live Q&A

Octalog IV in 2021 not only offers a vision of the changing subjects, methods, and pedagogies of rhetorical studies but also poses questions for our field to consider regarding the values and commonplaces that ground our work.

Chair and Roundtable Leader: Elise Verzosa Hurley, Illinois State University

Speakers: Candace Epps-Robertson, University of North Carolina at Chapel Hill, “Building and Sustaining Archives for Everyday People”

Allison Hitt, Ball State University, “Accessibility as Rhetorical Practice”

Jo Hsu, The University of Texas at Austin, “Queer Diaspora and Promiscuous Historiography”

Donnie Johnson Sackey, The University of Texas at Austin, “The Spatial Justice Dimensions of Rhetoric”

Aja Y. Martinez, Syracuse University, “Core-Coursing Counterstories”

Gabriela Raquel Rios, University of Oklahoma, “Nahua Rhetorics and Rhetorical Genre Studies”

Ryan Skinnell, San Jose State University, “Bad People Speaking Effectively in the History of Rhetoric”

Pamela VanHaistma, Pennsylvania State University, “Beyond Civic Engagement: Queering Histories of Rhetorical Education”

Respondents: Adam Banks, Stanford University

Tom Miller, University of Arizona

Access

L-7 **Theoretical and Pedagogical (In)Accessibility** **Prerecorded w/ Live Q&A**

This concurrent session brings to light the limitations of working theories and pedagogies aimed at accessibility for neurodiverse writing students. The presenters offer new directions to take our research and teaching practices.

Chairs: Ellen Cecil-Lemkin, Florida State University, “Building Accessibility in Collaborative Writing Pedagogy”

Catherine Kirch, Columbia University, “The ADHD Writing Process: A Shift to Transneuro Teaching”

Alex Sibó, Pennsylvania State University, University Park, “Disfluency and the Ableist Norms of Academic Discourse”

Access

L-10 **Confronting the Dissertation Genre: Drawing Out Tensions, Seeking Innovations** **Live**

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 so they might make more intentional choices toward challenging this genre and enacting innovations.

Roundtable Leader: Dana Comi, University of Kansas
Charlesia McKinney, University of Kansas
Alisa Russell, Wake Forest University

Engaged Learning Experience Session

First-Year Writing

L-12 Developing Multilingual Students' Growth Mindset through Multimodal Assignments in First-Year Composition Courses Live

Participants will reinvent teaching identities and course curricula while exploring ways to integrate growth mindset and multimodality into their teaching, revising syllabi and existing assignments, and developing new projects adaptable for their multilingual composition courses. Step-by-step descriptions of activities, samples of student work, and student success stories will be shared.

Facilitators and Speakers: Mary Newbegin, Lehigh University
Elena Reiss, Lehigh University

Professional and Technical Writing

L-13 Disability Rhetorics in Professional and Technical Writing Live

This panel examines pedagogies in technical writing that promote inclusive, accessible, and dynamic visions of disability. Panelists provide theoretical and practical insight for integrating disability studies itself into courses to interrogate the ableist nature of seemingly neutral commonplaces and to foster inclusive practices that avoid disempowerment and marginalization.

Chairs: Meghan Hancock, Marshall University, “Who Does the Resume Exclude?": Designing a Professional Writing Course around Issues of Access and Inclusion”

Nathaniel Voeller, Pennsylvania State University, “Designing for Mental Disability: Lessons from a Depression Management App for Instructors and Learners”

Speaker: Kristin Bennett, Arizona State University

M Sessions: 3:30-4:30 p.m. ET

First-Year Writing

M-2 **New Possibilities in Online Writing Instruction: Considering Student Backgrounds to Achieve Inclusivity Live**

This roundtable session will articulate the importance of learning about student educational and linguistic backgrounds and students' expectations of and access to technology and institutional and external support as a first step in implementing online instruction in FYW courses to foster inclusivity and student retention, persistence, and success.

Chair and Roundtable Leader: Marcela Hebbard, The University of Texas Rio Grande Valley, "Students' Expectations Based on Linguistic Backgrounds"

Roundtable Leader: Catrina Mitchum, University of Arizona, "Online Contexts and Students' Expectations Based on Educational Backgrounds"

Janine Morris, Nova Southeastern University, "Student Expectations of and Access to Technology and Institutional and External Support"

Engaged Learning Experience Session

Writing Programs

M-3 **Student Writer as Solicitor of Feedback: Shifting the Feedback Paradigm in Online and Face-to-Face Classrooms Live**

This panel provides participants with pedagogical tools to engage writers in the feedback process by creating meaningful dialogue. Our question-based pedagogy allows students to become solicitors of feedback, rather than mere receivers. We present the results of our seven-year research project, and participants practice a student-centered feedback pedagogy.

Chair and Speaker: Dawn Formo, California State University San Marcos

Speakers: Shannon Baker, California State University San Marcos

Cyndi Headley, California State University San Marcos

Lauren Springer, Mt. San Jacinto College

Access

M-6 **Placement Ideologies and Enacted Reform: Interrogating Access to the Commonplace of the FYC Classroom**
Prerecorded w/ Live Q&A

Panelists explore the ideologies of placement reform and how their enacted procedures define access in terms of who is considered a learner within FYC at two-year schools.

Chair: Casey Reid, Old Dominion University and Lane Community College

Speakers: Nicole Hancock, Old Dominion University and Southwestern Illinois College

Jane Nazzal, University of California-Irvine

Creating Writing and Publishing

M-7 **Uncommon Places: The Recording Studio as Compositional Space** **Prerecorded w/ Live Q&A**

Examines the recording studio as a learning environment for students, composers, and producers through the ways that sound, music, digital technologies, humans, and material environments produce opportunities for learning through acts of composing. Participants will be invited to identify and challenge commonplaces of writing and learning in their pedagogical practices.

Chair: Ben Lauren, Michigan State University

Speakers: Bump Halbritter, Michigan State University

Byron Hawk, University of South Carolina

Access

M-8 **Recommending Accountability: An Update from the Committee for Change** **Live**

The Committee for Change members will use this session to discuss areas of need that it has identified and ways that it believes this committee could function to serve the members of CCCC. Then, in breakout/ workgroups, the committee will engage participants in sharing thoughts about additional needs for change related to membership engagement; additional needs for change related to policies and procedures; and ideas for holding the executive committee accountable for change.

Saturday, 3:30–4:30 p.m. ET

Speakers: Katherine Bridgman, Texas A&M University, San Antonio
Christina Cedillo, University of Houston, Clear Lake
Everardo Cuevas, Michigan State University
Mara Lee Grayson, California State University, Dominguez Hills
David Green, Howard University
Al Harahap, University of Oklahoma
Les Hutchinson, Boise State University
Janelle Jennings-Alexander, William Peace University
Ashanka Kumari, Texas A&M University - Commerce
Lana Oweidat, Goucher College

N Sessions: 5:00-6:00 p.m. ET

First-Year Writing

N-1 **Disciplinary and Transfer Ten Years Later: A Multi-Institutional Investigation into Student Perceptions of Learning to Write** **Live**

This CCCC Research Initiative Grant-sponsored project presents the results of a multi-institutional study of writing transfer, which aims to replicate and extend the findings of Bergmann and Zerpnick's 2007 study of transfer.

Speakers: Dana Driscoll, Indiana University of Pennsylvania

Roger Powell, Graceland University

Katherine Rothschild, Stanford University

Respondent: Jennifer Wells, New College of Florida

Writing Programs

N-2 **New Sites and Practices for Course, Instructor, and Program Assessments** **Live**

This panel examines new methods and locations for student course evaluations, classroom observations, and outcomes assessment.

Chairs: Zack De Piero, Penn State Abington, "Cogs in the Pedagogical Machine: The Rhetorical Situations and Satellite Perigenres Surrounding Classroom Observation Guidelines"

Carrie Wastal, University of California San Diego, "Assessment in the Time of Remote Learning: Aligning Learning Outcomes with Program Goals for Student Writing"

Speakers: Jennifer Gray, College of Coastal Georgia

Lisa McNeal, College of Coastal Georgia

First-Year Writing

**N-3 Supplemental Writing Workshop with Peer Mentors:
Finding a Commonplace of Support for Developmental
Writers Live**

Non-credit-bearing developmental writing courses were first replaced with a 6-credit corequisite course and then with a 4-credit supplemental writing workshop enhanced with peer mentors. From the varied perspectives of writing program administrator, writing center director, and faculty, speakers share successes and challenges, including pedagogical strategies and peer mentoring program structure.

Chair and Speaker: Ilknur Sancak Marusa, West Chester University of Pennsylvania

Speakers: Michelle Blake, West Chester University of Pennsylvania
Margaret Ervin, West Chester University of Pennsylvania
K. Jamie Woodlief, West Chester University of Pennsylvania

First-Year Writing

**N-5 Empathy as Commonplace in the Online Composition
Classroom Prerecorded w/ Live Q&A**

This collaborative panel by four instructors in the Writing Program at the University of Southern California will share their approaches to fostering empathy in the virtual college composition classroom, with an emphasis on the pedagogical challenges they faced in centralizing empathy as a teachable and necessary skill for online writing.

Chair and Speaker: Amber Foster, University of Southern California, “Empathy and Digital Identity in the Virtual Writing Classroom”

Speakers: Tamara Black, University of Southern California, “Sustainable Empathy: Preserving Ourselves as We Care for Our Students”

Jessica Piazza, University of Southern California, “Bridging the Empathy Gap: The Role of Personal Narrative in Writing and Rhetoric Pedagogy”

Deborah Sims, University of Southern California, “The Empathy Project: Inclusivity and Emotional Agility in the Writing Classroom”

Engaged Learning Experience Session

Theory and Research Methodologies

N-6 Posthumanist Praxis: Challenging Stories of Pedagogy and Place **Prerecorded w/ Live Q&A**

In an active and collaborative learning session, participants use posthumanist theory to calibrate, curate, and document within the common place of the conference session. The participants will re-vision their pedagogical stories and collectively create a digital archive of posthumanist practices for future classroom use.

Workshop Facilitators: Miriam Rowntree, The University of Texas at Tyler
Sarah Shelton, The University of Texas at Arlington

Community, Civic & Public Contexts of Writing

N-7 Using an Ethics of Care and Access to Teach across/with Difference **Prerecorded w/ Live Q&A**

Sponsored by the Disability Studies Standing Group, this roundtable offers strategies for designing accessible learning environments for teaching writing during COVID-19, building questions about access into teacher training, fostering an ethics of care through conversations about race and racism in the classroom, and performing critical mentorship.

Chair and Speaker: Neil Simpkins, University of Washington-Bothell, “Crippling Writing Mentorship”

Speakers: Dev Bose, University of Arizona, “Disabling Access in an Age of Crisis”

Megan Eatman, Clemson University, “Building Inclusive Pedagogy in the Composition Practicum”

Jessica Edwards, University of Delaware, “Toward an Ethic of Care through Inclusive Practice”

O Sessions: 6:30-7:30 p.m. ET

O-1 *Community, Civic & Public Contexts of Writing* **English Majors' Career Preparation and Outcomes** Live

Panelists will explore how best to support students in translating the valuable skills that English studies bring to the many employment sectors that are potentially open to graduating majors and minors.

Chair and Roundtable Leader: Rachel Arteaga, University of Washington
Speakers: Anis Bawarshi, University of Washington
Doug Hesse, University of Denver
Chuck Paine, University of New Mexico
Tony Russell, Central Oregon Community College
Gordon Tapper, LaGuardia Community College

O-2 *First-Year Writing* **Perspective and Context: Three Approaches to First-Year Writing** Live

This panel places three different considerations of first-year writing in conversation. The papers explore critical arrangement as a tool that aids invention and arrangement, approaches to using context to facilitate transfer, and strategies for complicating how students think about teacher expectation.

Chair: Jade Sandbulte, Pennsylvania State University, “Read My Mind: Learning to Identify Teacher Expectations”
Speakers: Roberto Leon, University of Maryland College Park
Nitya Pandey, Florida State University

Community, Civic & Public Contexts of Writing

O-3 Sustainability and Adaptability: Strategizing for Disruption in Community-Engaged Teaching **Live**

Seven instructors discuss ethical strategies for community-engaged teaching in digital environments for community partnerships focused on youth literacy, ESL instruction, health literacy, and food insecurity.

Chairs: Genesis Barco-Medina, Northeastern University

Speakers: Laurie Edwards, Northeastern University

Carolyn Sirois, Northeastern University

Sebastian Stockman, Northeastern University

Caitlin Thornbrugh, Northeastern University

Roundtable Leaders: Emily Avery-Miller, Northeastern University

Julia Garrett, Northeastern University

Engaged Learning Experience Session

First-Year Writing

O-5 Finding Common Ground with Students: Expertise as Performance and Process **Prerecorded w/ Live Q&A**

Expertise is both process and product, depending on where one stands in the classroom. We propose tapping into moments of failure or struggle in learning to help make learning, growth, and development visible for students. We offer two pedagogies for unmasking expertise as a process and revealing the performance of expertise.

Chair: Thomas Cox, Iowa State University

Speaker: Colin Payton, Iowa State University

Engaged Learning Experience Session

First-Year Writing

O-6 Practicing Faith and “Religious Friction”: Engaging Student Beliefs in the Composition Classroom
Prerecorded w/ Live Q&A

Many writing instructors maintain that religious beliefs are exclusionary and should be avoided in the classroom. Building on scholarship that challenges these claims, this session aims to help participants develop teaching practices that effectively engage student beliefs in the first-year writing classroom.

Chair: Jim Beitler, Wheaton College

Facilitators and Speakers: Jeffrey Davis, Wheaton College

Richard Gibson, Wheaton College

Engaged Learning Experience Session

Reading

O-7 What Does This Sentence “Do”? Reading with Agency
Prerecorded w/ Live Q&A

This session engages participants “as students” in a college-level reading pedagogy that demonstrates how authors construct their arguments within expository essays, with particular focus on the relationship between sentences and paragraphs. Reading for “claims and examples” equips students with agency and the power of choice in both reading and writing.

Facilitators and Speakers: Michelle Brazier, Raritan Valley Community College
Alexa Offenhauer, Raritan Valley Community College