Poster Sessions

O-132 Undergraduate Researcher Poster Session   On-Demand Session

The annual undergraduate researcher poster session is organized by a multi-institutional team of faculty and students to encourage undergraduate participation at CCCC, to attract the field's future professionals, to extend the organization's diversity, and to examine, support, and represent the growing presence of undergraduate research in rhetoric, composition, and communication.
Chair: Jessie Moore, Elon University

O-20   Poster Session   On-Demand Session

Language and Literacy
Collaboratory Connections: A Study of Multilingual and ESL Students' Interactions with Writing Centers
This is a presentation from an undergraduate peer tutor to discuss the findings of a 2020 IRB-approved research study on the relationship between multilingual and ESL students and their writing center at an SLAC. The purpose of the study is to make the writing center a commonplace by practicing inclusivity.
Speaker: Victoria Manzi, Centenary University

Information Literacy and Technology
Engaging Academic Librarians to Collaboratively Build a Composition and Information Literacy OER Textbook
This poster provides viewers with actionable suggestions for how to work with librarians to find, use, or build composition open-educational resources (OER) textbooks that incorporate information literacy based on the authors' experiences in adapting multiple existing OER texts into a new OER textbook.
Chair and Speaker: Kathy Anders, Texas A&M University
Speakers: Sarah LeMire, Texas A&M University
Terri Pantuso, Texas A&M University

First-Year Writing
Experiential Learning as Antiracist Pedagogy in Composition Courses
This poster will use both autoethnography and student writing to outline the impact of service-learning as antiracist praxis in the composition classroom. It is my hope that this poster will engage viewers in a conversation about antiracist pedagogy in first-year writing.
Chair: Erika McCombs, Elmhurst University

Labor
I See You: Formative Classroom Observations among Composition Faculty
Writing teachers value meaningful feedback about their teaching but can be wary of teaching observations that are evaluative and too closely tied to formal assessment. Come discuss low-stakes formative observations with us, and share your experiences being observed as a writing teacher.
Speakers: Chris Blood, California State University East Bay
Faith Espudo, California State University East Bay
Dabney Lyons, California State University East Bay
Mike Rovasio, California State University East Bay
Marina Sapozhnikov, California State University East Bay
Michelle St. George, California State University East Bay

Labor
My "Other" Work: How to Make Visible All That Rhetoric and Composition Faculty Do
Using the results from a nationwide study on faculty in rhetoric and composition, this poster will show the often invisible responsibilities that faculty take on as they meet their institution's traditional expectations for teaching, research, and service, and will suggest strategies to help faculty make this "other" work count.
Chair: Claire Lutkewitte, Nova Southeastern University

Community, Civic & Public Contexts of Writing
Signs from God? An Analysis of Church Letterboards
The letterboard signs displayed by churches in my small Appalachian community are ripe for rhetorical analysis and may reveal insights about student writing.
Chair: Debra Knutson, Shawnee State University

106

First-Year Writing
Stand-Up Comics: Instructor Humor and Student Engagement
The session will provide both theoretical and pedagogical groundings for
the use of humor as a strategy for student engagement and retention in
the classroom, as well as some practical applications/examples of humor
usage as an effective classroom practice. The physiological benefits of
instructional humor will also be explored.
Chair: Amy Wortley, Columbia Basin College

Community, Civic & Public Contexts of Writing
**Teaching and Tackling the Vaccination Debate: An Analysis of the
Usage of Vaccine-Related Memes on Social Media**
Examining vaccination discourse on social media, specifically the usage of
vaccination-related memes, provides a useful analysis of the mechanisms
through which anti-vax and pro-vax users try to persuade others. Teaching
social media users about the most effective manner of leveraging meme
literacy to construct pro-vax memes can improve public health.
Chair: Alekhya Parvathaneni, Santa Clara University

Community, Civic & Public Contexts of Writing
The Almanac of Garden Writing: Social Justice and Public Writing
This poster illustrates the benefits of garden-based education as a
social justice pedagogy. It explains the roles of writing in garden-based
education, and points to potential community partners for this work by
presenting an overview of research, describing three garden-writing
classes, and offering a pop-up collaborative writing exercise.
Chair: Stephanie Wade, Bates College

On-Demand Sessions

First-Year Writing

O-1   **"A Fair Chance of Redemption": Grappling with Failure in Postsecondary Teaching   On-Demand Session**

Commonplaces surrounding failure in our teaching and disciplinary practices shape how we perceive, measure, and assess students' successes and failures with writing. This panel offers an inclusive and interactive discussion of failure through practice-based resources in writing center pedagogies, improvisational theater, video-gaming, and innovative technologies.

Chair: Lauren Esposito, Marywood University
Speakers: Justin Cary, University of North Carolina at Charlotte
Nora Harris, University of Nebraska-Lincoln
Nicole Ramer, University of Wisconsin-Madison

Reading

O-2   **"Reading as Conversation": Talking about Theory, Beliefs, and Practices of Reading Instruction via a Common Metaphor   On-Demand Session**

This session explores the benefits and shortcomings of using the metaphor of "conversation" (cf. Bazerman) to usher students into the research and reading-to-write tasks. Teaching with this metaphor requires thoughtful reflection and interrogation of our theories and beliefs about how we engage texts.

Chair and Speaker: Carolyne King, Salisbury University, "Teaching 'Reading as Conversation'"
Speakers: Michael Bunn, University of Southern California
James Condon, University of Southern California, "Changing the Conversation"
Elizabeth Hutton, Miami University, Ohio, "Reading as Conversation: The Origins of a Paradigm"

Access

O-3 **"Research Is a Gift of Yours": A Place for Language Diversity in Undergraduate Research at a Hispanic-Serving Institution   On-Demand Session**

Drawing from two classroom studies, we report on the outcomes and implications for accessibility in undergraduate research when language diversity is the object of students' inquiry in first-year writing.

Chair and Speaker: Angela Rounsaville, University of Central Florida
Speakers: Esther Milu, University of Central Florida
Joel Schneier, University of Central Florida

Information Literacy and Technology

O-4 **(Digital) Storytelling in/as Pedagogy: Narrative through Artistic Expression, in Technical Writing, and as Feminist Intervention   On-Demand Session**

This panel focuses on the myriad uses of narrative and storytelling and how they can be integrated into one's pedagogy to help students tell the stories of themselves and/or others across multiple, often multimodal, genres.

Chair: Kristin LaFollette, University of Southern Indiana
Speakers: Salma Kalim, Miami University
Christopher Maggio, Miami University

Language and Literacy

O-5 **(Dis)Attention(s) in Literacy Studies: Challenging Assumptions about Disability, Age, Race, Illness, and Their Entanglements with Writing Development On-Demand Session**

Attention to how literacy and disability interact and take on new formulations through their entanglement is one way to meet the challenge of "literacy normativity" (Pritchard). In this session, the presenters take a collective look at various entanglements of literate experience with disability, age, race, illness, and writing development.

Chair: Elaine Richardson, The Ohio State University
Speakers: Lauren Bowen, University of Massachusetts-Boston, "Aging Literate Identities"
Stephanie Kerschbaum, University of Delaware, "Entanglements of Literacy Studies and Disability Studies"

Elisabeth Miller, University of Nevada-Reno, "Identities at the Intersections of Literacy and Disability"

Lauren Rosenberg, University of Texas at El Paso, "Entanglements of Literacy Studies and Disability Studies"

First-Year Writing

O-6   **(Teaching) Writing from Experience: Three Provocations On-Demand Session**

In the context of concerns about the value of students writing from experience, this session finds it surprisingly diverse and capacious: as students essay, from experience, on rhetorical virtues; as they draw from both "found" and "sought" experience; and as they render experience to engage in consequential political action.

Chair and Speaker: Kathleen Blake Yancey, Florida State University, "The Political Power of Writing from Experience: The Case of the Parkland Survivors"

Speakers: Doug Hesse, University of Denver, "Experience Found, Experience Sought, Experience Refracted"

Nicole Wallack, Columbia University, "Enacting Rhetorical Virtues of Writing from Experience: The Essay Praxis"

Information Literacy and Technology

O-7   **A Call for Teachers: Networking Information Literacy in University Libraries and Writing Programs   On-Demand Session**

Speakers will present results of tracing IL networks in the UCSB Library and Writing Program, including an embedded online library module developed by university librarians; results of a survey focusing on faculty perceptions of IL; the result of focus-group interviews exploring writing faculty research experiences; and activities from FYC.

Chair: Nicole Warwick, University of California, Santa Barbara

Speakers: Becca Greer, University of California, Santa Barbara, "Information Literacy"

Jennifer Johnson, University of California, Santa Barbara, "Information Literacy"

Engaged Learning Experience Session
First-Year Writing

O-8   A Fine Mesh: Using Code-Meshing to Spark and Support Students' Critical Thinking and Writing Skills
On-Demand Session

Current composition and rhetoric classrooms, multimodality, multimedia, and pop culture help students not only understand traditional theory-heavy academic texts, but promote deeper critical thinking in student writing projects. This Engaged Learning Experience session proposes practices to pedagogically switch from an intellectual binary to a growing collaborative commonplace energized by code meshing.

Chair and Speaker: Daniel Dissinger, University of Southern California
Facilitators and Speakers: Danielle Lee, SUNY College at Old Westbury
Kelly Lemons, Teachers College (Columbia University) and City College of New York
Katherine Robison, University of Southern California

Engaged Learning Experience Session
Writing Programs

O-9   A Program without a Program: Sustaining a Cohesive Two-Year Writing Program without a WPA   On-Demand Session

This Engaged Learning Experience session addresses challenges of sustaining cohesive writing programs at two-year institutions.

Chair and Speaker: Jennifer Heinert, University of Wisconsin-Milwaukee
Speakers: Rachel Barger, University of Wisconsin-Milwaukee
Gillian Van Treese, University of Wisconsin-Milwaukee
Jack Van Treese, University of Wisconsin-Milwaukee

Labor

O-10   A Study Interrupted: Tracking the Constantly Shifting NTT Labor Experience   On-Demand Session

Panelists present the results and implications of a data-driven study of NTT writing faculty positions where participants were asked to track their labor. Though COVID-19 interrupted normal data collection, the results of the study illuminate those tasks that reside in the invisible commonplaces of our work and empower faculty.

Chair: Maria Soriano Young, John Carroll University

Chairs and Speakers: Kim Fahle Peck, York College of Pennsylvania
Denise Krane, Santa Clara University
Respondent: Alysa Robin Hantgan, Purchase College SUNY/Concordia
College/Pace University

Access

O-11   Access to Academic Literacies   On-Demand Session

This panel discusses how institutional documents and procedures
regulate access to academic literacies through historical and international
perspectives.

Chair: Jeremy Levine, University of Massachusetts-Amherst, "The
College Board's Composition Tests and the Rise of the Writing Sample,
1942–1964"

O-13   Archives as Commonplaces: How We Listen to History and Create Collective Narratives   On-Demand Session

We discuss the significance and struggles in the researching, creating,
and teaching of archives. Speakers 1 and 2 redefine/reframe the National
Archives of Composition and Rhetoric (NACR); Speakers 3 and 4
question how we view histories as incomplete linear narratives and how
we train future researchers to narrate ethically.

Chairs and Speakers: Bradfield Dittrich, Southern New Hampshire
University
Meaghan Dittrich, University of New Hampshire
Corey McCullough, Fort Lewis College
Katherine Tirabassi, Keene State College

College Writing Transitions

O-14 **Articulating Boundaries: Contesting the Commonplace Divisions between High Schools and Colleges On-Demand Session**

We argue that the prevailing logic that separates sites and stages of education undergirds the pressing problems of segregation, standardization, and corporatization. By tracing how the present-day high school and college emerged historically, we interrogate the commonplaces that shape our current practice and recover possibilities for other arrangements and conceptualizations.

Chair: Amy Lueck, Santa Clara University, "Articulating the Divide"
Speakers: Annie Mendenhall, Georgia Southern University–Armstrong Campus, "Legislating the Divide"
Bethany Monea, University of Pennsylvania, "Mediating the Divide"
Brice Nordquist, Syracuse University, "Scaling the Divide"

Creating Writing and Publishing

O-16 **Beyond Celebrity Authors and Pedagogies of Genius: Transforming Teacher-Writer Identities in Creative Writing and Composition On-Demand Session**

This panel investigates commonplace understandings of the role of the "teacher-writer" by comparing inherited constructions of identity within composition and creative writing. We survey foundational myths about who "teacher-writers" are and what roles they play; then, we identify alternative, inclusive models of identity suitable for transformative articulations of writing studies.

Chair and Speaker: Steve Westbrook, California State University, Fullerton, "The Art of Saying 'No': Reexamining the Teacher-Prohibitors of Creative Writing Handbooks"
Speakers: Janelle Adsit, Humboldt State University, "Writing about (Creative) Writing: The Humbling Act of Naming What We Think We 'Know'—And Developing an Antiracist Lens for Our Lenses"
Micah McCrary, Syracuse University, "Authority and Generalized Representation in Nonfiction's Pedagogical Practice(s)"
Susan Meyers, Seattle University, "Writers Who Teach and Teaching 'Non-Writers': Creative Writing across Institutional and Disciplinary Lines"
James Ryan, University of Wisconsin-Madison, "Teacher, Writer, Scholar: What Counts as Knowledge in Creative Writing"

Access

O-17 Beyond Discipline and Punish in FYW: Creating a New Commonplace through Rethinking Attendance Policies On-Demand Session

Using the framework of Critical Disability Studies, this panel explores ways of revising institutional and disciplinary attendance policies in order to create an accessible and inclusive learning environment in FYW.

Chair and Speaker: Angela Mitchell, University of North Carolina at Charlotte, "A Writing Program Administrator's Approach to Implementing a Flexible First-Year Writing Attendance Policy for Students with Disabilities"

Speakers: Debarati Dutta, University of North Carolina at Charlotte, "'It Is in the Syllabus!': The Discursive Construction of (Dis)Ability in First-Year Writing Syllabi"

Jan Rieman, University of North Carolina at Charlotte, "Developing a Trauma-Aware Pedagogy"

Labor

O-18 Both Teacher and Student: Support for Graduate Teaching Assistants during COVID-19   On-Demand Session

This panel explores how institutions, departments, and writing programs supported graduate teaching assistants at the beginning of the COVID-19 pandemic. As GTAs and WPAs ourselves, we ask how institutions and writing programs can better support their graduate and contingent instructors, and how our field can prepare WPAs to address crises.

Chair and Speaker: Charlotte Kupsh, University of Nebraska-Lincoln, "'Working around the Clock': Teaching through Displacement during COVID-19"

Speakers: Serenity Dougherty, University of Nebraska-Lincoln, "Assessment in Crisis: GTAs, Grading, and COVID-19"

Jenni Moody, University of Wisconsin-Milwaukee, "Maximum Flexibility and Goodwill: Creating Learning Communities of Access and Care for New GTAs"

Professional and Technical Writing

**O-19   Case Studies of Familiar and Emergent Genres
On-Demand Session**

Students and machines learn to write by different means and for different purposes, but perhaps they share a common goal of creating content that teaches, informs, or persuades. Panelists present case studies of paragraph development, clickbait composition, and automated writing and their implications for pedagogy.

Speaker: Yingying Tang, Auburn University, "Automated Writing and Emerging Concepts of Audience in Composition Studies"

Language and Literacy

**O-23   Commonplaces in Social Justice Pedagogies:
Challenging Liberal Literacies in a Neoliberal World
On-Demand Session**

This panel looks at how neoliberalism has altered our students' views of academic literacy normativities and teachers' ways of valuing it.

Chair and Speaker: Donna LeCourt, University of Massachusetts Amherst, "Liberal Pedagogies in a Neoliberal Context: A Critique"
Speakers: Robin Garabedian, University of Massachusetts Amherst, "When Choices Aren't Choices: Academic Literacy Normativities from an Undergraduate Student's Perspective"
Anna Rita Napoleone, University of Massachusetts Amherst, "Erasing Class in Academic Social Space: Teachers' Performance of Neoliberal Literacy Values"

Writing Programs

O-24 Compassionate Writing Program Administration and the Untenured WPA   On-Demand Session

Nine untenured WPAs and a respondent discuss ways to build writing programs that are compassionate toward students, faculty, and themselves.

Chair and Roundtable Leader: Amanda Sladek, University of Nebraska at Kearney
Speakers: Kat Bell, Colorado College
Elizabeth Burrows, Auburn University at Montgomery
Rebecca Gerdes-McClain, Columbus State University
Jenna Goldsmith, Oregon State University-Cascades
Stacy Kastner, University of Pennsylvania
Angela Mitchell, University of North Carolina at Charlotte
Laura Proszak, Mercy College
Nathan Shank, Oklahoma Christian University
Michelle Stuckey, Arizona State University
Respondent: Susan Miller-Cochran, University of Arizona

O-26 Confronting Patriarchy in Higher Education: The Writing Classroom, Title IX, and Academic Hiring   On-Demand Session

This panel explores how the academy conditions forms of gendered and sexist discriminations that impinge on the writing classroom, interrogating how patriarchal ideologies pervade institutional procedures and processes.

Chair: Stephanie Kerschbaum, University of Delaware
Speakers: Kendall Gerdes, University of Utah
Stephanie Larson, Carnegie Mellon University
Jennifer Sano-Franchini, Virginia Tech
Respondent: Neil Simpkins, University of Washington, Bothell

Writing Programs

O-27 **Contract Grading in the Ecosystem: Student, Faculty, and WPA Experiences of Contract Variations across a Program** **On-Demand Session**

Through a program-wide ecological study of contract grading and a study on student perspectives, we represent the experiences of contracts for students, faculty, and WPAs. Speakers will describe the implementation of a variety of contracts in multilingual, lower division, and upper division courses, and offer strategies for teaching with contracts.

Speakers: Sarah Faye, University of California, Davis
Cassie Hemstrom, University of California, Davis
Erika I-Tremblay, University of California, Davis
D. J. Quinn, University of California, Davis
Lisa Sperber, University of California, Davis
Respondent: Dan Melzer, University of California, Davis

Reading

O-28 **Critical Reading and Literature** **On-Demand Session**

This panel explores intersections of literary reading and critical reading, arguing for the importance of close reading of complex texts.

Chair: Alice Horning, Oakland University, "Critical Reading: The Neglected Commonplace"
Speakers: David Beaumier, Western Washington University, "Using Consent as a Lens for Literature"
Paul Puccio, Bloomfield College, "The Uses of 'Unmethodical' Writing, or What Can Writing about Rilke Do for Me?"

Writing Programs

O-29 **Crossing Borders and Commonplaces: Independent Writing Programs in the 21st Century** **On-Demand Session**

In this roundtable, the facilitators will briefly present their institutional contexts as a lens to ask: how do individual writing departments/programs create borders within themselves that are less than helpful in various ways?

Standing Group or Caucus Chair: Jan Rieman, University of North Carolina at Charlotte
Chair and Speaker: Susan Pagnac, Central College
Alice Myatt, University of Mississippi
Cynthia Nahrwold, University of Arkansas Little Rock

First-Year Writing

O-30 CTRL+A /Select All: Evaluating Practices for Improving Composing Technology Fluency in First-Year Writing

This presentation will discuss results of a study of first-year-writing students' knowledge of and strategies for navigating word processing and other technologies common to the college composition classroom, considering the similarities and differences between the responses of students entering college in fall 2019 and fall 2020.
Speakers: Gregory Cass, Lasell University
Sara Large, Lasell University
Michelle Niestepski, Lasell University
Annie Ou, Lasell University

Community, Civic & Public Contexts of Writing

O-32 Cultivating Resilience and Restorative Practices during Social Distancing

For educators who engage in public, civic, and service-learning courses and research, the unprecedented shift to online modalities in 2019 prompted us to carefully consider how to sustain our commitment to community. This panel considers several resilience and restorative practices to implement in online writing classrooms despite social distancing boundaries.

Speakers: Sara P. Alvarez, Queens College, CUNY, "When Community Action Enters the Writing Classroom: Lessons Learned with UndocuActivists"
Genesis Barco-Medina, Northeastern University, "Our Responsibility to Experiential Learning: Service-Learning in an Online Technical Writing Course"
Abbie DeCamp, Northeastern University, "Memes as Literacy Practice inside and outside the Writing Classroom"
Respondent: Ellen Cushman, Northeastern University

Language and Literacy

O-33 **Cultural Paradigms in Teaching Composition by Non-Native English-Speaking Writing Instructors**
On-Demand Session

In this presentation, sponsored by the NNESWIs Standing Group, four non-native English-speaking writing instructors share lived experiences and perspectives on commonplaces and cultural paradigms in US classrooms.

Chair and Speaker: Judith Szerdahelyi, Western Kentucky University, "Competing Commonplaces: Discord between NNESWIs' Value Systems and Students' Educational Expectations"
Speakers: Ekaterina Goodroad, Madison Area Technical College, "Bridging Cultural Gaps through Creating Awareness about Differences in Value Systems and Cultural Norms between Students' and Instructor's Home Cultures"
Lan Wang, West Virginia State University, "Cultural Influences, Teacher Expectations, and Teacher Vexations: An Educational Reflection from a Non-Native English-Speaking Writing Instructor's Perspective"
Tong Zhang, Indiana University of Pennsylvania, "Recounting the Non-Native English-Speaking Teaching Assistant's Preparedness for Teaching College Writing"

Historical Perspectives

O-34 **Damned If We Do? Past Composition Practices as Sites of Moral Complexity and Ethical Negotiation**
On-Demand Session

Writing studies is increasingly (re)turning to questions of ethics, morality, and civic obligation. Revisiting the field's pasts, panelists show how putatively "moral" practices can be nested with ethical complexities and unjust assumptions. Ethical negotiation is an essential element of writing education; history provides models for this work.

Chair: Anne Ruggles Gere, University of Michigan
Speakers: J. W. Hammond, University of Michigan, "Practicing What Eugenics Preaches: Biopolitics, Diversity, and the 'Mora' Origins of Peer Assessment Practices"
Michael Hoffman, University of Michigan, "The Good Soldier and the Good Student: Personal Pasts and Military Culture in the Writing Classroom"
Kathryn Van Zanen, University of Michigan, "Civic Education and Crisis Response: Lessons from World War I and the War Issues Course"
Crystal Zanders, University of Michigan, "Who's Missing? How Our Policy Pasts Impact Our Present Class"

First-Year Writing

O-36 **Developing Genre Knowledge: Adaptable, Evidence-Based Small Teaching Practices for FYW** **On-Demand Session**

This presentation will review genre theory and scholarship on both deliberate practice and "small teaching." We will report results from our two-university, FYW genre study, and provide a thick description of how students acquire genre knowledge. Finally, we will share the "small teaching" methods used in the study.

Chair: Carol Hayes, George Washington University
Speakers: Gwen Gorzelsky, Colorado State University
Joe Paszek, University of Detroit Mercy

Community, Civic & Public Contexts of Writing

O-37 **Digital Literacy, Social Media, and Public Response in Times of Controversy** **On-Demand Session**

The panel discusses controversies that have gained traction on social media, the public responses that followed, and what writing teachers can learn. Topics include the removal of a Confederate monument, the results of a COVID-19 antibody test, and hashtag movements after the murder of George Floyd.

Chair and Speaker: Brandy Dieterle, University of Central Florida, "Tensions in Hashtag Activism: Redressing When Participation Silences Instead of Uplifts Needed Voices"
Speakers: Katie Powell, University of Arkansas, "Heritage, Hate, or Hospitality: Using Sentiment Analysis to Cultivate Meaningful Social Media Response"
Sara West, San Jose State University, "Preprint Publications and Public Peer Review: What We Can Learn from the Santa Clara Antibody Study"

Community, Civic & Public Contexts of Writing

O-38 **Dignity Matters: Public Writing, Graduate Student Education, and Prison Writing Programs** **On-Demand Session**

From the perspectives of the two writing professors, a graduate student partnering with a prison writing program, and two formerly incarcerated writers who went to college while in prison, our panel offers insight on this collaborative writing project and ways that such collaboration and shared writing practices are rooted in the dignity of writing education, knowledge production, and community building.

Speakers: Tariq Baiyina, Common Good Atlanta, "From Incarceration to Community Organizing"
Daniel Floyd, University of Cincinnati, "Unprisoned Activism: The Rhetoric of Prisoners and Democratic Participation"
Isaac Foster, Emory University
Sarah Higinbotham, Common Good Atlanta/Emory University, "Human Dignity as a Foundational Writing Concept"
Kathleen Leuschen, Emory University, "Community Partnerships and Graduate Education: Ethical Approaches to Curriculum and Collaboration"
Janine Solursh, Common Good Atlanta, "Seeking Dignity through Writing in Prison"

Community, Civic & Public Contexts of Writing

O-39 **Embodying Agency: Feminism, Rhetoric, and Resistance in Online Medical Communities** **On-Demand Session**

This panel explores the gendered politics of consent and agency in online communities about health and medicine.

Chairs: McKinley Green, The University of Minnesota–Twin Cities, "Queer/ing Public Pedagogies of HIV/AIDS"
Elena Kalodner-Martin, University of Massachusetts Amherst, "'Beyond the Bikini': Writing as a Form of Resistance in Alternative Medical Spaces"
Megan Schoettler, Miami University of Ohio, "Feminist Affective Resistance: Digital Literacies and Pedagogies"

Language and Literacy

O-41 **Empowerment as a Commonplace for Literacy Instruction in Appalachia: Examining Competing Definitions in Historical and Contemporary Settings On-Demand Session**

This panel responds to scholars' call for the need to critique and revise the concept of empowerment by questioning how the concept informs literacy work in the Appalachian region.

Chair: Sara Webb-Sunderhaus, Miami University
Speakers: Katie Beth Brooks, Virginia Tech University
Emma Howes, Coastal Carolina University
Amanda Tennant, West Liberty University

First-Year Writing

O-42 **Not What They Learn but How They Learn: Measuring Students' Self-Efficacy and Metacognition through Teacher-Driven Assessment Research On-Demand Session**

Panelists will explore the value of actively rethinking conventional practices by introducing complexity and multiplying methods. Drawing on recent assessment scholarship, we'll describe our program's experiences with teacher-driven assessment, sharing the results of a longitudinal study designed to listen to our students' own perceptions of how they learn.

Chair: Edward Comstock, American University, "The Complexities of Student Focus Groups"
Speakers: Bruce Berger, American University, "What Adjunct Faculty Want and Need from Assessment"
Mike Cabot, American University, "Measuring Perception and Growth of Self-Efficacy through Surveys"
Lacey Wootton, American University, "The Assessment Project: Faculty Agency, Complexity, and Meaningful Inquiry"

Theory and Research Methodologies

O-44 **Epideictic Listening: Toward a Theory and Praxis for Listening, Writing, and Revising Commonplaces** **On-Demand Session**

Through a series of case studies from writing classes to community partnerships, we explore a new theory called epideictic listening.

Chair and Speaker: Sarah Hart Micke, University of Denver
Speakers: Robert Gilmor, University of Denver
Angela Sowa, University of Denver

Theory and Research Methodologies

O-45 **Evidence-Based Practices to Support Graduate Writing: Graduate Writing Groups and Graduate Editing Services** **On-Demand Session**

This panel explores long-term graduate writing support practices, including graduate writing groups and graduate editing services, and provides evidence-based findings on their effectiveness.

Speakers: Wenqi Cui, Indiana University of Pennsylvania
Islam Farag, Indiana University of Pennsylvania
Jing Zhang, Indiana University of Pennsylvania
Respondent: Dana Driscoll, Indiana University of Pennsylvania

Historical Perspectives

O-47 **Expanding the Commonplaces of Historical Studies of Rhetoric: Including the Marginalized** **On-Demand Session**

This panel explores histories of rhetoric and writing in diverse locations and among marginalized communities. We focus on women in colonial records in South Africa, the Black worker-owned Poor People's Corporation in Mississippi, Aspasia as an Other in Athens, and women teachers of rhetoric in early China.

Chair and Speaker: Emily January Petersen, Weber State University, "Colonial Technical Communication in South Africa: Hearing Women's Voices"
Speakers: Heather Buzbee, University of South Carolina, "Her Rhetoric Persists: Aspasia's Private Rhetoric as a Shift in Commonplaces"
Breeanne Matheson, Utah Valley University, "Colonial Technical Communication in South Africa: Hearing Women's Voices"

Don Unger, University of Mississippi, "From Civil Rights to Black Power: Community Uplift, Commonplaces, and Writing Instruction in Mississippi"

Hui Wu, University of Texas at Tyler, "A Rhetorical Reading of Ancient Chinese Women Teachers"

O-48   Anatomies of Writing Programs: Sustaining Their Institutional Common Places   On-Demand Session

Representing six institutions, seven WPAs share how they built or revised their program's anatomical structures while responding to student needs and administrative challenges. Resources are provided, allowing presenters to provide brief overviews that will allow for ample discussion and sharing.

Speakers: Lisa Blansett, University of Connecticut, "Ecologies and Anatomies of Access: Redesigning a FYW Program and WPA Labor"

Eric D. Brown, Arizona State University, "(Un)Common Transitions: A Writing Program Incorporates a Common Read"

Kathryn Douglas, Fairleigh Dickinson University, "Collaboration as Design Move: Writing Program Development as Process"

Erick Piller, Nicholls State University

Access

O-49   Accessibility in Digital Literacy Practices   On-Demand Session

Panelists explore access to digital literacies in the wake of the COVID-19 pandemic. Issues addressed include equity, labor, and diverse learning styles.

Chair: Sarah Z. Johnson, Madison College, "Rethinking Access: Building Programs to Democratize Online Success"

Speakers: Lucy Johnson, University of Wisconsin–Eau Claire, "Digital Literacies"

Zarah Moeggenberg, The College of St. Scholastica, "Digital Literacies"

Access

O-50 Feminist Compositionists Facilitating Cross-Disciplinary Coalitions for Inclusive Institutional Change
On-Demand Session

This panel features teachers/scholars who leverage their pedagogical experience to work toward institutional change. Presenters share initiatives they've led to alter educational structures, particularly those that make college inaccessible to students across lines of difference. Audience members will leave with resources for becoming change agents at their institutions.

Speaker: Rebecca Richards, University of Massachusetts Lowell, "Writing Antiracist Feminist Conversations into Curriculum: An SLAC Story"
Marika Seigel, Michigan Technological University, "From Design Thinking to Rhetorical Listening: Building Interdisciplinary Coalitions for Institutional Change"
Jenna Vinson, University of Massachusetts Lowell, "The Family-Friendly Rhetorician: Making College Accessible for Pregnant and Parenting Students"

Community, Civic & Public Contexts of Writing

O-51 Feminist Interrogations of Participation as a Commonplace in Community-Based Teaching and Learning On-Demand Session

This panel interrogates "participation" as a topoi, proposing expanded feminist possibilities for community-based teaching and learning.

Speaker: Keri Epps, Wake Forest
Rachel Gramer, Illinois State University
Mary P. Sheridan, University of Louisville

Language and Literacy

O-52 Finding Common Places through Sound and Silence in First-Year Writing On-Demand Session

This panel explores pedagogical approaches to incorporating rhetorics of sound in composition courses.

Speaker: Clint Bryan, Northwest University, Kirkland, WA, "Language and Literacy: 'Bound to Sound'—Listening to FYC Literacy across Ong's 'Great Leap'"
Thomas Lawson, University of Pittsburgh, "Sound Collage as Living Argument"
Meg Marquardt, University of Wisconsin-Madison, "Toward a Feminist Sonic Pedagogy: Research as Listening"

Natalie Taylor, The University of Texas at El Paso, "Quiet Narratives that Circulate: Reimagining the Role of Silence in the Dialogical Classroom"

Community, Civic & Public Contexts of Writing

O-53 **For the Common Good: Students Protest the Right to Access Literacy and Freedom**   **On-Demand Session**

This panel analyzes how students respond to the eradication of their access to opportunity. Presenters examine students writing within their communities about issues threatening their survival such as major budget cuts to public education, as well as anti-immigration policies.

Chairs: Glenn Hutchinson, Florida International University, "Transforming the Writing Classroom with Student Organizers for Immigrant Rights"
Anna Zeemont, CUNY Graduate Center, "'It's Always Been a Struggle': Composing, Protest, and Historiography in the Neoliberal University"

Access

O-54 **Four Takes on Grading Contracts: Evolving Assessment Practices to Meet Students and Institutional Contexts On-Demand Session**

We share four different grading contracts that have evolved to meet the needs of specific students, teachers, and institutional contexts.

Chair: Kate Navickas, Cornell University, "Grading Contracts for Basic Writers"
Speakers: Catherine Gabor, University of San Francisco, "Grading Contracts and International Students"
Nicole Gonzales Howell, University San Francisco, "Grading Contracts and Universal Design for Learning"
Laura Panning Davies, SUNY Cortland, "Suddenly Online: Adapting Grading Contracts for Equity and Access in Uncertain Times"

First-Year Writing

O-55 **Generating a Common Ethic: Controversial Topics in the Writing Classroom**   **On-Demand Session**

Panelists present case studies from their writing courses where students have taken up controversial topics such as environmentalism and climate change, social class inequality, racism, and disability. As a panel, we ask, how can we support students in learning how to evaluate and practice the ethical dimensions of writing?

126

Chair: Aubrey Schiavone, University of Denver
Speakers: Russell Brakefield, School of Mines and University of Denver
Merideth Garcia, University of Wisconsin La Crosse

Professional and Technical Writing

O-56 **Teaching and Learning Innovations in PTC   On-Demand Session**

Peer review can be challenging for students new to technical writing because of lack of familiarity with its genres and contexts. Panelists analyze students' verbal moves in three computer-mediated peer review modes, as well as what reviewers learn about their own writing from the encounter with another's.

Chairs: Elizabeth Gellis, Purdue University, "Implementing Contract Grading in Professional Writing"
Krista Quesenberry, Albion College, "The Only Peer Review Question That Counts"
John Seabloom-Dunne, Pennsylvania State University, "Collaborative Assessment: Grading Contracts in the Technical Writing Classroom"
Sofya Tarabrina, University of New Mexico, "The Effect of Various Computer-Mediated Peer Review Modes on Student Verbal Moves in a Multilingual Technical Writing Classroom"

Writing Programs

O-57 **Designing Decolonialized and Equitable Commonplaces in Writing Centers and Writing Instruction   On-Demand Session**

This panel advocates ways of addressing programmatic, institutional, and professional commonplaces with an eye toward equity, inclusion, and decolonialization.

Chair: Jennifer Daniel, Queens University of Charlotte, "Ambient Rhetoric and Rhetorical Listening in Writing Center Pedagogies"
Speakers: Paul Beehler, University of California at Riverside, "Excuse Me, but What Department Is This? A Dialogue between Two Befuddled Academics about the Colonized Commonplace of Composition"
Wallace Cleaves, University of California at Riverside, "Excuse Me, but What Department Is This? A Dialogue between Two Befuddled Academics about the Colonized Commonplace of Composition"

First-Year Writing

O-58 **Identities in Flux: STEM Genres in the First-Year Writing Classroom   On-Demand Session**

This panel will share the results of an innovative pilot writing course that bridges STEM genres with first-year writing, exploring assignments that students deem meaningful.

Chairs: Jeannie Im, New York University, "Implied Integrative Learning in a First-Year Multigenre Writing Course"
Abigail Rabinowitz, New York University
Speakers: Michele Hanks, New York University, "Writing about Research and the Development of Interactional Expertise among First-Year Engineering Students"
Christina Van Houten, New York University, "Service-Learning and Citizen Scientists"

College Writing Transitions

O-60 **Three Teachers Teaching: Pedagogy in the ALP Classroom   On-Demand Session**

The three presenters are all writing teachers who have taught writing in an ALP program for a combined total of more than twenty years. We plan to share what we've learned about teaching in a co-req environment with other faculty and to hear what they've learned.

Chair and Speaker: Peter Adams, Community College of Baltimore County, "Exploring Language and Power in the ALP Classroom"
Speakers: Haleh Azimi, Community College of Baltimore County, "Integrating Reading and Writing in the ALP Classroom"
Elsbeth Mantler, Community College of Baltimore County, "Addressing Noncognitive Issues in the ALP Classroom"

O-61   Mentorship in Less-Common-Places   On-Demand Session

Panelists from varied institutional ranks and locations will discuss the many nontraditional, less-visible, and precarious locations of mentorship that are essential to the survival of teachers, scholars, and practitioners, particularly those who exist on the margins of academia.

Speakers: Leigh Gruwell, Auburn University
Mandy Olejnik, Miami University
Devon Ralston, Winthrop University
Respondents: Genesis Barco-Medina, Northeastern University
Charles Lesh, Auburn University

Writing Programs

O-62   Institutional Support for Multilingual Writers: Implications for Writing Centers and Writing Programs   On-Demand Session

This panel considers approaches to supporting multilingual writers via writing centers and composition courses.

Chairs: Larysa Bobrova, Miami University, Oxford, OH, "Training Consultants to Work with Multilingual Writers: An Interdisciplinary Approach"
Lisa DiMaio, Drexel University, "Negotiating Difference: A Critical Discourse Analysis of Writing Center Interactions between Peer Tutors and Multilingual Tutees"
Speaker: Kodwo Adam-Moses, Auburn University, AL, "Assessing Composition: Practices and Challenges of Selected Universities in an English as Second Language (ESL) Context"

Access

O-63 **Interactive Autoethnographies: Challenging Exclusion and Inaccessibility through Theater, Multilingual Pedagogy, and Critical University Studies**
On-Demand Session

This panel calls out commonplaces of inclusion and access in our institutional contexts through the method of autoethnography. Panelists ask audience members to include their own confrontations with exclusion in the construction of a collective autoethnography, encouraging audience participation through radical listening, collective writing, and vocalized witnessing.

Chair: Sue Doe, Colorado State University, "Autoethnography as Activist Performance Space"
Speakers: Caleb Gonzalez, Ohio State University, "On Writing in Two Languages: Reconceptualizing Languages within Creative and Critical Spaces of Writing"
Vani Kannan, Lehman College, CUNY, "Dialogue, Speaking-across-Difference, and the Conflation of Pedagogy and Organizing"
Dhipinder Walia, Lehman College, "The Academic Tourist (without a Map)"

Information Literacy and Technology

O-64 **It Starts with a (Digital) Story: Accessing Academic Inquiry through Digital Storytelling**   **On-Demand Session**

Teacher-researchers in an English pedagogy program and the instructor of their digital media course describe using digital storytelling to access academic inquiry. Sharing digital composing processes rooted in personal experience, the panelists illustrate how digital storytelling becomes a generative practice through which students can merge personal, scholarly, and teacherly identities.

Chair and Speaker: Sara Cooper, Murray State University
Speakers: Andrea Boyles, Murray State University
Ingrid Bradley, Murray State University
Gregory Ramirez, Murray State University

Language and Literacy

O-65 **Language Diversity as Commonplace   On-Demand Session**

This panel challenges the deficit view of students from various backgrounds and considers how writing teachers can move toward pedagogical models that support all writers.

Chair: Isaac Wang, Purdue University, "Resisting Erasure: Decolonization and the Language Politics of AI-Assisted Writing"
Speaker: Aparna Dwivedi, University of Alabama at Birmingham, "We Are All Writers: Liberating Nonnative Speakers of English in the First-Year Writing Classroom"

College Writing Transitions

O-66 **Challenging the Commonplace of Standard Academic English   On-Demand Session**

This presentation challenges the commonplace of Standard Academic English through theory and case studies and encourages attendees to examine their own pedagogical approaches.

Chair: Keith Lloyd, Kent State University Stark, "English Is Not a Thing: How We Can Stop Teaching and Start Innovating 'Standard' English"
Speakers: Rachel Rodriguez, University of Louisville, "Questioning Our Reification of 'Standards' in the Writing Classroom"
Soha Youssef, Thomas Jefferson University, "Challenging the Commonplace of Grammar Instructional Practices for English Language Learners' Adaptive Transfer of Writing Knowledge"

Writing Programs

O-67 **Mapping Pathways of Undergraduate Research Experiences   On-Demand Session**

This panel maps pathways of undergraduate research by highlighting undergraduate researchers in the first-year composition classroom, students writing senior theses, and recent graduates who engaged in undergraduate research. The panelists argue that the firsthand experience of undergraduates must guide how we structure meaningful and equitable experiences in our local contexts.

Chair: Michael Zerbe, York College of Pennsylvania
Speakers: Kristine Johnson, Calvin College, "Undergraduate Researchers as Writers: A Diary Study"

Ethna Lay, Hofstra University, "'Making Meaning': Undergraduate Researchers in the First-Year Composition Classroom"
Michael Rifenburg, University of North Georgia, "Undergraduate Researchers as Alumni"

First-Year Writing

O-68   Grading Revisited: Assessment Methods and the Future of College Composition   On-Demand Session

This panel analyzes evidence from longitudinal studies that tested the efficacy of nontraditional forms of assessment and evaluation. Speakers 1 and 2 discuss USC's pilot study of grading contracts in first-year writing courses. Speaker 3 considers how to enhance student engagement by giving students more agency in the assessment process.

Speakers: Rory Lukins, University of Southern California, "The Rubric and the Contract: Results from USC's Contract-Grading Pilot Program"
Daniel Pecchenino, University of Southern California, "'Exactly What I Needed to Fix': Feedback in Dialogue"

Writing Programs

O-69   Methods for Effective Assessment in Writing Programs On-Demand Session

This panel explores assessment challenges including adapting outcomes, instructor agency, and purposeful program assessment.

Chair: Jesse Priest, Antioch University Seattle, "Translating (and Interrogating) Institutional Learning Outcomes for Effective WPA Work"
Speakers: Kailyn Shartel Hall, Purdue University, "Inherited Rubrics and Graduate Instructor Agency in Classroom Assessment"
Heather Thomson-Bunn, Pepperdine University

Access

O-71 Mise en Academe: Learning to Learn to Write by Reflecting   On-Demand Session

Presenters will discuss ongoing projects that expand reflective and metacognitive writing practices at their institutions. We hope to open a lively conversation about the educational challenges and opportunities of reflective writing in an educational landscape transformed by COVID-19 and the social unrest of the past year.

Chair and Speaker: George Cusack, Carleton College, "Transitional Awareness: Helping FYS Students Develop a Projective Identity for the Game of College"
Speakers: Bridget Fullerton, Bates College, "Suddenly Online; Suddenly Writing Instructors: Reflections on a Communal WAC-Fac Opening Outward in the Time of COVID"
Lisa Lebduska, Wheaton College, MA, "Peer Review as Reflection in Print and Digital Composing"
Kara Wittman, Pomona College, "Metacognitive Creep: Developing an Institution-Wide Culture of Reflection"

College Writing Transitions

O-73 Flying Blindly through Thirdspace: Adaptations to Studio Programs Caused by the COVID-19 Pandemic On-Demand Session

The participants in this panel will share what they learned about students and writing studio through this experience of adapting their programs for COVID-19.

Chair and Speaker: Mark Sutton, Midlands Technical College
Speakers: Debra Brown, Southeastern University
Karen Johnson, Shippensburg University
Michelle Miley, Montana State University

Writing Programs

O-74 Curating Writing Teacher Development across Scenes of Writing Instruction   On-Demand Session

This panel considers approaches to continually developing writing instructors across career spans and institutional spaces.

Chair: Kali Finn, Bemidji State University, "The Challenges of Using Programmatic Interventions and Pedagogical Affordances in GTA Training and Teaching: A Qualitative Study about GTAs' Curriculum Knowledge"
Speakers: Steven Accardi, College of DuPage
Jillian Grauman, College of DuPage
Brendan Hawkins, Florida State University, "Curating Faculty Development"

Engaged Learning Experience Session
Community, Civic & Public Contexts of Writing

O-75 Neoliberalism, Retention Programs, and "Social Justice": Investigating Commonplace Notions of Higher Education and Social Mobility   On-Demand Session

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

Facilitators: Cristine Busser, University of Central Arkansas
Jen Talbot, University of Central Arkansas

O-76 New Solutions for Longstanding Problems for WPAs: Class Size, Placement, and Sites   On-Demand Session

This panel offers new answers to perennial questions in writing program administration on class size, placement, and sites of teaching.

Speakers: Mellisa Huffman, Angelo State University, "Troubling the Narratives about Class Size: Bridging the Gap between Disciplinary Recommendations and Institutional Realities"
Cheri Lemieux Spiegel, Northern Virginia Community College, "Troubling the Narratives about Class Size: Bridging the Gap between Disciplinary Recommendations and Institutional Realities"

134

Professional and Technical Writing

O-77 **OER and (Un)Common Teaching Practices: Agile, Dynamic, and Diverse Teaching Approaches in Technical Writing** **On-Demand Session**

We aim to explore our commonplace as technical writing teachers and the desire to use "a set of shared cultural resources" (Lindquist), but consider where our unique teaching roles influence decisions we make for using and adopting a "creative commons" OER course.

Chair: Amber Lancaster, Oregon Tech
Speakers: Matt Frye, Oregon Tech
Franny Howes, Oregon Tech
Susan Rauch, Embry Riddle Aeronautical University

First-Year Writing

O-78 **Open Access at Work from Home: How One FYW Program's Open-Access Textbook Supported Instructors during the Spring 2020 Online Transition** **On-Demand Session**

We discuss our open-access textbook as a site for community building in our FYW program (a commonplace) and as a tool for pedagogical support for full- and part-time instructors during the chaotic spring 2020 transition to online learning.

Chair and Speaker: Melanie Gagich, Cleveland State University, "Reflecting on the Role(s) of Our OA Textbook during the COVID-19 Semester Shift to Online Learning"
Speakers: Mandi Goodsett, Cleveland State University, "Disrupting Tradition through the Integration of Open Pedagogy"
Rachel Rickel, Cleveland State University, "Straddling the Divide: One Part-Time Instructor's Experience with Participating in an Open Textbook Team"
Emilie Zickel, Cleveland State University, "Reflecting on the Role(s) of Our OA Textbook during the COVID-19 Semester Shift to Online Learning"

Information Literacy and Technology

O-80   Pedagogical Possibilities: Engaging Modes of Modality and Transfer   On-Demand Session

This panel responds to two major "turns" in rhetoric and composition—those of multimodality and of writing transfer. The goal of this session is to explore four distinct pedagogical strategies that composition instructors can use to extend knowledge transfer in their courses through engagement with multimodal tools.

Chair: Jacob Richter, Clemson University
Speakers: Dan Frank, University of California, Santa Barbara, "Digital Mediation in an Ad-Hoc Online World: Using Tools to Promote Multimodal Collaboration across Space and Place"
Sarah Richardson, Clemson University, "Writing through Imagery: Photographic Engagement in Rhetoric and Composition"
Hannah Taylor, Clemson University, "Beyond Produce: Examining Ethical and Embodied Multimodal Frameworks in the First-Year Writing Classroom"

Theory and Research Methodologies

O-81   Personhood as Topos in Postsecondary Writing Instruction   On-Demand Session

A session exploring the use of "personhood" as a heuristic for understanding various issues central to postsecondary writing instruction and its sociopolitical contexts. Will also solicit audience engagement in a group activity devoted to facilitating an open dialogue on concerns raised by the panel members.

Chair and Speaker: Mark Schoenknecht, University of Illinois at Chicago
Speakers: Casey Corcoran, University of Illinois at Chicago
Abby Long, Wheaton College
James Sharpe, University of Illinois at Chicago

Community, Civic & Public Contexts of Writing

O-82   Practicing in Place: Placement, Pedagogy, and Participatory Assessment   On-Demand Session

Reports on the comprehensive use of place-based pedagogies to disrupt hierarchies and shape first-year writing into a more equitable space.

Chair and Speaker: Sarah Prielipp, University of Alaska Anchorage
Speakers: Carrie Aldrich, University of Alaska Anchorage
Martha Amore, University of Alaska Anchorage
Jacqueline Cason, University of Alaska Anchorage
Sarah Kirk, University of Alaska Anchorage

136

First-Year Writing

O-84 Users across Disciplines: Commonplaces for Innovation in FYW   On-Demand Session

This panel explores the pedagogical implications of refiguring the rhetorical concept of "audience" as "users" in first-year writing (FYW) contexts and argues that the concept of user from technical and professional communication could help FYW students better understand rhetorical/critical/research work.

Chair: Mariel Krupansky, Wayne State University, "We Are All Users: How Patient-Centered Care Can Inform Student-Centered Writing Classrooms"
Speakers: Anthony Degenaro, Wayne State University, "A Writers-First Approach for First-Year Writing"
Walter Lucken IV, Wayne State University, "Emancipated Designers and Users in First-Year Writing"
Austin VanKirk, Wayne State University, "Power to the Player: First-Year Writing Students vs. Video Game Rhetoric"

Community, Civic & Public Contexts of Writing

O-85 Prison Archives and Public Memory: Disrupting Cycles of Incarceration   On-Demand Session

Participants will be invited to explore how archival materials from carceral spaces can be used to shape public memory, teach writing to incarcerated students, and curate forgotten histories.

Chair: Liz Rohan, University of Michigan-Dearborn
Speakers: Patrick Berry, Syracuse University
Tobi Jacobi, Colorado State University
Stephanie Parker, Syracuse University
Laura Rogers, Albany College of Pharmacy and Health Sciences
Respondent: Liz Rohan, University of Michigan-Dearborn

Labor

O-86 Publishing (as) Commonplaces: Editing, Revising, Circulating   On-Demand Session

Participants will share and theorize experiences and focus on takeaway tactics of editing, revising, and circulating work in the discipline.

Speakers: Kristine Blair, Duquesne University
David Blakesley, Clemson University
Danielle Nicole DeVoss, Michigan State University
Douglas Eyman, George Mason University
John Gallagher, University of Illinois at Urbana-Champaign
Ashanka Kumari, Texas A&M University-Commerce

Writing Programs

O-87 Qualitative Studies of Graduate Teaching Assistant Preparation   On-Demand Session

This panel explores research and scholarship on graduate teaching assistants' preparation and professional development. Each panelist offers implications for how writing programs shape teacher development.

Chairs: Madelyn Pawlowski, Northern Michigan University, "A Genre-Based Approach to Writing Teacher Education"
Carolyn Wisniewski, University of Illinois at Urbana-Champaign, "Cultivating Integrated Knowledge for Responding to Student Writing"
Speaker: Emily Jo Schwaller, The University of Arizona

Language and Literacy

O-88 Queer Literacies: Discourses, Discontents, and Pedagogical Interventions   On-Demand Session

In "Literacy and the Lesbian/Gay Learner," Ellen Louise Hart claimed that for LGBTQ students who navigate through homophobia and heterosexism, literacy often takes on special roles for their survival. In this session, the panelists will address how queer sponsorships of literacy manifest themselves both inside and outside the classroom.

Chair: Mark McBeth, John Jay College of Criminal Justice/CUNY, "Revising Homophobic Literacy: Queering Teacher Training"
Speakers: Patrick Clement James, West Chester University, "When We Had Wings to See: Alison Bechdel's Queer Literacy as Platonic Myth"
Kim Drake, Scripps College, "Rhetorics of Abjection: Queering Literacy Sponsorship in Prisons"

O-90 Race and Rhetoric(s), Rhetoric(s) of Race: Applying Critical Race Theory and Cultural Rhetoric(s) to Educational Environments   On-Demand Session

Grounded in critical race and cultural studies theories and practices, this session will explore our "common understandings of our roles as teachers and scholars" in understanding and negotiating the rhetoric(s) of race in high school curriculum, first-year writing courses, college athletics, and graduate student education.

Chair: Sheila Carter-Tod, Virginia Tech University
Speakers: Olayemi Awotayo, Virginia Tech University, "The Voices of Our Ancestors: 'Signifyin' Black Subjectivity in the Protest Parody of MLK and Malcom X"
Amilia Evans, Virginia Tech University, "Mentoring Black Graduate Students at Historically White Colleges and Universities"
Margaret Fernandes, Virginia Tech University, "Antidialogical Whiteness and the Remembrance Project"
Andre Jones, Virginia Tech University, "'Shut Up and Dribble': The Rhetorics of Black Athletic Intersectionality"
Michelle Williams, Virginia Tech University, "Common Core Isn't Common for Everyone: Conversations about Racial Complicity in Standardized Curriculum through the Lens of Critical Race Theory and Counter Narrative"

Language and Literacy

O-91 Re-Considering the Violence of Literacy in the Writing Classroom   On-Demand Session

This panel reconsiders Elspeth Stuckey's *The Violence of Literacy* to complicate our understanding of literacy instruction as a potentially oppressive act, and to invite discussion about the ways the writing classroom might "weaponize" literacy to fight against racism, fundamentalism, and restrictive cultural norms.

Chair and Speaker: Kim Donehower, University of North Dakota
Speakers: Kirk Branch, Montana State University
Sara Webb-Sunderhaus, Miami University

Theory and Research Methodologies

O-92 **Recirculating Methods: Story Mapping, Zines, and CYO Adventures   On-Demand Session**

The speakers discuss the varied methods writers have used to circulate knowledge using different genre approaches.

Chairs: Carleigh Davis, Missouri University of Science and Technology, "Teaching Multidisciplinary Research Methods Online: A Choose Your Own Adventure Story"
Adam Phillips, University of South Florida, Tampa, "Assemblages of Knowledge: Tracing Knowledge (Re)Circulation across Genres in FYC"
Leah Zander, California State University, Los Angeles, "Turning Cursive Letters into Knives: The Zine as Essay, the Essay as Zine"
Speaker: Kassia Shaw, University of Wisconsin-Madison, "Story Mapping the Archives: Helping Student Writers Expand, Collaborate, and Create in the Face of Historical Silences"

Theory and Research Methodologies

O-93 **Reconceptualizing Racial Inclusion in Pedagogical Commonplaces   On-Demand Session**

This panel considers how scholars might conceptualize inclusivity in multiple ways to broaden and nuance African American rhetorics and composition studies for education purposes. We will discuss advocating for antiracist approaches to pedagogy that take seriously the imperative of social justice and account for difference in new and innovative ways.

Chair and Respondent: Ellen Cushman, Northeastern University
Speakers: Tieanna Graphenreed, Northeastern University, "Toward Language Diversity and Antiracist Course Design"
Jonathan Osborne, Louisiana State University, "Unheard Voices among the Margins of African American Rhetoric(s)"
Melissa Pearson, Northeastern University, "'For the master's tools will never dismantle the master's house': Dismantling the Commonplace and Teaching Social Justice"

140

First-Year Writing

O-94 Reconsidering Common Spaces: Making the Case for Hybrid Writing Instruction   On-Demand Session

Our panel presents the results of a large-scale, cross-institutional survey, interview, and observation study of hybrid and online first-year writing instruction. We argue for increased attention to hybrid writing instruction, and will provide practical recommendations for designing interactive online activities and mentoring hybrid writing instructors.

Chair and Speaker: Natalie Stillman-Webb, University of Utah, "Student Experiences with Hybrid Collaborative Learning"
Speakers: Jennifer Cunningham, Kent State University, "Interactive Online Activities and Peer Review in the Hybrid Writing Classroom"
Lyra Hilliard, University of Maryland, "'All Learning Is Hybrid': Removing the Boundaries between Online and Onsite through Hybrid Faculty Mentoring"
Mary Stewart, California State University San Marcos, "Interactive Online Activities and Peer Review in the Hybrid Writing Classroom"

Theory and Research Methodologies

O-96 **Reexamining the Relationship between Research and Teaching: What Are We Doing in a World of Data Scraping, Demographic Change, and the Imperative for Critical Data Literacy?** **On-Demand Session**

Widely held assumptions about the way data are collected, who they are collected on, and what they mean no longer hold true in the large data era—an era when data are regularly scraped without users' knowledge, when data fail to capture shifting demographics, and when uptake looks surprisingly different.

Chair: Mya Poe, Northeastern University
Speakers: Cara Messina, Northeastern University
Kyle Oddis, Northeastern University
Mya Poe, Northeastern University
Respondent: Dylan B. Dryer, University of Maine

Writing Programs

O-97 **Writing across the Curriculum, Professional Development, and Equity** **On-Demand Session**

This panel explores how WAC theories oriented toward conscious agendas of curricular, pedagogical, and institutional change can create supportive and inclusive educational environments.

Chair: Laura Decker, Nevada State College, "Faculty-Tutor Co-Teaching, Threshold Concepts, and Hybrid Collaborative Practices"
Speakers: Christopher Basgier, Auburn University
Heather Falconer, Curry College, "Rethinking Theories of Writing Development through a Culturally Reflexive Lens"
Staci M. Perryman-Clark, Western Michigan University, "The Work of Writing Never Ends: Writing Across the Curriculum and Diversity and Inclusion Professional Development Opportunities"
Respondent: Mya Poe, Northeastern University

Engaged Learning Experience Session
Theory and Research Methodologies

O-98 **Reflection, Fragmentation, and Improvisation: Meaning Making in Virtual and Traditional Classrooms through Inclusive Pedagogies** **On-Demand Session**

This experience will start with a brief discussion of interdisciplinary and transdisciplinary approaches to the teaching of writing. These pedagogies

142

invite multiple ways of learning in the writing classroom. After the brief presentation, the facilitators will provide materials for the participants to use for a short composing exercise.

Chair: Alysa Robin Hantgan, Purchase College SUNY; Concordia College; Pace University
Speakers: Meghan Nolan, Rockland Community College
Vittoria Rubino, US Military Academy
Nathalie Virgintino, Concordia College, NY

Writing Programs

O-99   Reimagining Graduate Instructor Mentoring with Big Comp   On-Demand Session

Study of a mentoring model where a WPA co-taught a supersized 116-student section of first-year writing with six graduate instructors.

Speakers: Jon Ostenson, Brigham Young University
Meridith Reed, Brigham Young University
Anika Shumway, Brigham Young University

Community, Civic & Public Contexts of Writing

O-100   Rethinking a "Common Place": Making Space for BIPOC Pedagogy, Theory, and Legacy   On-Demand Session

This panel questions "commonplace," challenges its meaning, and creates space for the identities it otherwise dismisses. We encourage our audience to draw connections across contexts and to rethink a "commonplace" in order to create more equitable classrooms that embrace antiracist curricula and are grounded in social action.

Chair: Genevieve García de Mueller, Syracuse University
Speakers: Lida Colón, Syracuse University, "Protest, Pedagogy, and Love & Respect: Writing Instruction and Collective Social Action at a Predominately White R1 Institution"
Lerie Gabriel, Syracuse University, "The Case for Afropessimistic Pedagogy"
B. López, Syracuse University, "I'm Here, but What Now? Ensuring BIPOC Students' Success in Graduate School"
Benesemon Simmons, Syracuse University, "Writing Places as Violent Spaces: The Leadership and Legacies of Black Women in the Writing Classroom"

Theory and Research Methodologies

O-101 Rethinking Language Ideologies in Literacy Teaching, Administration, and Activism   On-Demand Session

Panelists (1) theorize how language and literacy ideologies operate and (2) imagine how we might intervene as teachers, researchers, administrators, and activists.

Chair and Speaker: Katherine S. Flowers, University of Massachusetts Lowell, "Toward a Theory of Language Ideologies That Includes Literacy"
Speakers: Yu-Kyung Kang, Gonzaga University, "Bad English Day: Language and Literacy Ideologies of Multilingual Faculty"
Andrea Olinger, University of Louisville, "Graduate Students' Autonomous Models of Literacy in and beyond a Writing Course"
Tom McNamara, Lewis University, "'English 100% of the Time': Students Opposing Linguistic Discrimination"

Writing Programs

O-102 Rethinking Program Assessment: Strategies for Inclusion On-Demand Session

This session will ask questions and propose revisions to elevate marginalized student voices in FYW program assessment. Instead of merely sharing solutions, presenters will engage participants in conversations that will help us all bring fresh perspectives, practices, and questions back to our respective institutions.

Chair: Patrick Kelly Joyner, American University
Speakers: Amanda Choutka, American University
Angela Dadak, American University
Marnie Twigg, American University

Theory and Research Methodologies

O-103 Rethinking the Graduate Online Writing "Course" in Uncommon Spaces and Times   On-Demand Session

Using data and relevant scholarship, this panel explores how fundamentals of feminist pedagogy accord community, agency, and autonomy for graduate students, helping writing instructors reassert the value of teacher support and mentorship. It prompts discussion about the pandemic's disruption—unlike the disruption by design—foregrounding uncommon perspectives about commonplaces of writing education.

144

Chair and Speaker: Shyam Sharma, Stony Brook University, "Disrupting a Disruption: Fostering Student Agency with Structure and Support in an Online Graduate Writing Course"

Speakers: Nancy Barr, Michigan Technological University, "Returning to the Commonplace of Feminist Pedagogy in Uncommon Circumstances"

Cynthia Davidson, Stony Brook University, "MASLOW: A Disruptive Course Design for and beyond a Disrupted Time"

Writing Programs

O-104 Rhetorical Assemblage as Process and Praxis: A Transdisciplinary Approach to Writing Assessment within the Neoliberal University   On-Demand Session

This session argues for the value of rhetorical assemblage as a strategy for implementing a university-wide writing portfolio within a professional university. The panelists will explain the portfolio's structure and organization in relation to theories of rhetorical assemblage and teaching for transfer (TFT).

Chair and Speaker: Marissa McKinley, Quinnipiac University, "Situating Rhetorical Assemblage as Praxis and Product"

Speakers: Andrew Harnish, Quinnipiac University, "Rhetorical Assemblage and the Neoliberal University"

JT Torres, Quinnipiac University, "Assembling Theories of Transfer"

Access

O-105 Self-Directed Placement: Giving Students Access (to a Burning House)   On-Demand Session

Self-Directed Placement shifts access to credit classes, which should result in a reimagining of pedagogical practice in writing classes.

Speakers: Jamey Gallagher, Community College of Baltimore County

Elizabeth Hart, Community College of Baltimore County

Kris Messer, Community College of Baltimore County

Writing Programs

**O-106 Hot Takes: Emotion and Trauma in Writing Centers
On-Demand Session**

This panel explores negotiations and intersections between emotion, trauma, and unprecedented times at institutional writing center sites.

Chair: Cory Elizabeth Nelson, University of Southern California, "Hot Takes: Emotion in the Writing Center"
Speakers: Anne McMurtrey, University of Utah, "Writing Center/Online Tutoring"
Hayley Salo, University of Louisville, "Traumatic Content and Burnout: Mental Health Considerations for Online Tutors"

Engaged Learning Experience Session
Community, Civic & Public Contexts of Writing

**O-108 Story Support at the Institutional Level   On-Demand
Session**

This session invites participants to develop ideas for institutional investment in storytelling and reflection across curriculum/campus.

Facilitators and Speakers: Jill Heney, Boise State University
Tiffany Hitesman, Boise State University
Kelly Meyers, Boise State University

Writing Programs

**O-109 Teachers Teaching Teachers: An Ecology of Teacher
Training and Development for First-Year Writing
On-Demand Session**

Presenters highlight how non-tenure-track faculty, graduate students, and the WPA in a composition program at an urban research university collaborate to investigate, develop, and assess program initiatives related to teacher development.

Chairs and Speakers: Adrienne Jankens, Wayne State University
Amy Latawiec, Wayne State University
Speaker: Clare Russell, University of Pittsburgh

146

Theory and Research Methodologies

O-110 **Repurposing Failure: Interrogating the Commonplace of Failure from Research, Teaching, and Programmatic Perspectives   On-Demand Session**

This panel seeks ways out of the dualism of success vs. failure by exploring the rhetoric of failure from the perspective of research, program administration, civic engagement, and theory to understand alternate definitions of failure, the standards for failure, and the diversity of cultural attitudes surrounding failure.

Chair and Speaker: Faith Kurtyka, Creighton University, "Is Giving Up an Option? Failing at Rhetorically Listening to Conservative Women Students"
Speakers: Daniel Riechers, Texas Tech University, "Recovering Public Comment for Service-Learning"
Stacey Sheriff, Colby College, "Toward a Critical Methodology of Rhetorical Failure"
Glen Southergill, Montana Technological University, "Repurposing Programmatic Failure(s): A Rhetor's Glance at Writing and English Studies in the Aftermath of Program Prioritization"

Writing Programs

O-111 **Teaching as Embodied Practice: New Possibilities for the Personal in the Composition Classroom   On-Demand Session**

This practice-focused roundtable considers new possibilities for writing instruction in graduate student teaching of first-year writing and the education of graduate students in writing pedagogies within the context of the racist, exclusionary, and precarious apparatus of US postsecondary education.

Chair and Roundtable Leader: Lydia Wilkes, Idaho State University
Speakers: Sarah Rick, Idaho State University
Morgan Spalding, Idaho State University
Kristen Wheaton, University of Oklahoma
Jessica Woolley, Idaho State University

O-112 Teaching Digital Literacy in the Writing Classroom
On-Demand Session

This panel focuses on digital literacy in the professional and technical writing classroom. We discuss how collaborative work through the use of the Fabric of Digital Life archive opens room for productive exchange and achieves mutually beneficial outcomes as we work to teach digital literacy in the writing classroom.

Chair and Speaker: Saveena (Chakrika) Veeramoothoo, University of Minnesota
Speakers: Jessica Campbell, University of Central Florida
Ann Hill Duin, University of Minnesota–Twin Cities
Isabel Pedersen, Ontario Tech University
Jason Tham, Texas Tech University

First-Year Writing

O-113 Teaching Humans Online: Holistic Reflections on Limits and Possibilities of Connection   On-Demand Sessions

How can we cultivate embodied, contemplative, imaginative human connections when teaching writing online?

Chair and Speaker: Nate Mickelson, New York University, "Writing, Solidarity, and Interdependence"
Speakers: Daniel Weinstein, Indiana University of Pennsylvania, "From Virtual Learning Spaces, Lessons in Imagination and Grace"
Christy Wenger, Shepherd University, "Building Boundaries and Bridges: Using Mindfulness to Support Online Teaching"

148

First-Year Writing

O-114 **Teaching Multilingual Students Remotely: Exploring and Learning from Multimodal and Online Pedagogies**
On-Demand Session

This panel explores the ways in which instructors teaching multilingual students adjusted to the pedagogical and logistical demands of online teaching. Presenters report on research and novel pedagogical practices that draw on the affordances of online instruction, while addressing its added complexities through multimodal and other asset-based approaches.

Standing Group or Caucus Chair: Norah Fahim, Stanford University, "Teaching Multilingual Students Remotely: Exploring and Learning from Multimodal and Online Pedagogies"
Sarah Snyder, Arizona Western College, "Opening Remarks"
Facilitator and Speaker: Jeroen Gevers, University of Arizona, "Opening Remarks"
Speakers: Ismaeil Fazel, Simon Fraser University, "Student and Teacher Experiences in the Sudden Shift to Remote Instruction"
Joel Heng Hartse, Simon Fraser University
Malavika Shetty, Boston University, "Using Wikipedia to Teach Multilingual Students during a Pandemic"
Naseh Nasrollahi Shahri, San Diego State University, "Writing as a Dynamic Process of Weaving Texts"
Respondent: Julia Kiernan, Lawrence Technological University, "Closing Remarks"

Theory and Research Methodologies

O-115 **Research Methods as Disruption** **On-Demand Session**

This panel argues for a disruption in the division between research methods in the classroom and within the field's scholarly practices. In this panel, speakers examine research methods as particular disruptions—to the field, to program design, and to the undergraduate classroom.

Chair: Jessica Enoch, University of Maryland, College Park
Speakers: Jennifer Clary-Lemon, University of Waterloo, "Research Methods as Disruption: Engaging Undergraduate Students beyond the Text"
Kate Pantelides, Middle Tennessee State University, "Maker Methods and Disruptive Assessment"
Christine Tulley, The University of Findlay, "Using Digital Annotation as a Method to Extend Textual Analysis to Digital Research"

Historical Perspectives

**O-116 The Big Picture: Aging Professionals and Academic Life
On-Demand Session**

A look at careers in RCWS from active and retired professionals in order to stimulate discussion about affordances of the academic life cycle from early and late perspectives.

Chair: Joel Wingard, Moravian College, "The Work of This Standing Group"

Speakers: Lauren Bowen, University of Massachusetts-Boston, "Retirees' Spaces of Action"

Cinthia Gannett, Fairfield University, "Meaningful Cross-Generational Support"

Carol Haviland, California State University, San Bernardino, "Essential Qualities of Cross-Generational Collaboration"

Alice Horning, Oakland University, "Valuing Reading and Writing across the Lifespan"

Laurie Pinkert, University of Central Florida, "How RCWS Faculty Negotiate the Transition into Retirement"

Writing Programs

O-117 The Future of Writing Centers   On-Demand Session

This panel considers the institutional position and future of writing centers in light of new ways of understanding what they provide and how they work with students.

Chair and Speaker: Jessica Rose, Georgia State University, "Programming Sustainable and Equitable Writing Center Campus Partnerships"

Speakers: Jay Arns, University of Cincinnati

Eric Camarillo, Harrisburg Area Community College

Joseph Cheatle, Iowa State University, "New Horizons: Preparing for the Future of Writing Centers"

Chelsea Ensley, University of Cincinnati

Mary Hocks, Georgia State University, "Programming Sustainable and Equitable Writing Center Campus Partnerships"

First-Year Writing

O-118 **The Practice of Digital Composition: Engaging Student Challenges and Anxieties in Digital Composing On-Demand Session**

Writing studies scholars commonly assert that including digital projects into writing classes benefits students. However, integrating digital projects presents numerous challenges, especially for diverse first-generation students from economically depressed areas. Speakers discuss challenges and anxieties students faced when composing digital projects and engage the audience discussing pedagogical strategies for addressing them.

Speaker: Nikki Agee, University of North Carolina at Pembroke, "Computer-Graphics Animation: The Challenges and Anxieties Faced by Writing Students"
Michael Berntsen, University of North Carolina at Pembroke, "Students' Excitement in Sharing Visual Narratives and Their Anxieties in Creating Them"
Robin Snead, University of North Carolina at Pembroke, "The Practice of Composing: Complexities and Experimentation in Composing Video Essays"

College Writing Transitions

O-119 **The Promise of Wealth: Recognizing the Symbolic Capital of Multilingual Students in Developmental English Classrooms   On-Demand Session**

This panel presents research-based practices for valuing the symbolic capital of multilingual students in writing classrooms. Topics include expanding instructor acceptance of different forms of engagement, analyzing syllabus statements to engage in restorative justice, and reframing instructor assumptions about the academic value of personal persistence in narrative assignments.

Chair and Speaker: James Dyer, Texas State University, "Reconceptualizing Resistance: Exercising Our Symbolic Power to Redefine Engagement in Developmental Writing Classrooms"
Speakers: Barrie McGee, Texas State University, "Avoiding the Bootstraps Trap: Examining Adult-Arrival Immigrant Students' Personal Narratives as Participation in the Basic Writing Classroom"
Shiniece Owens, Texas State University, "What's in a Syllabus? Analyzing Language Expectations to Develop Critical Praxis"
Britt Posey, Northwest Vista College, "What's in a Syllabus? Analyzing Language Expectations to Develop Critical Praxis"
Respondent: Emily Suh, Texas State University, "Reconceptualizing Resistance: Exercising Our Symbolic Power to Redefine Engagement in Developmental Writing Classrooms"

Writing Programs

O-121 They Said It: An Institutional Ethnography of Writing Practices in Our University   On-Demand Session

Grounded in the methodology of Institutional Ethnography, this panel presents outcomes of a three-year study of "standpoints" on writing at a mid-sized, private, Midwestern university. An associate dean, tenure-line WPA, graduate student, and undergraduate writing minor discuss conceptions of writing in relation to stakeholders' institutional roles.

Chair and Speaker: Erin Workman, DePaul University, "(Re)Writing Institutional Relationships: A WPA 'Looks Up' from First-Year Writing"
Speakers: Deyana Atanasova, DePaul University, "Student as Researcher: An Undergraduate's Standpoint in Research Design"
Madeline Crozier, DePaul University, "Mapping Conceptions of Writing across Our University"
Peter Vandenberg, DePaul University, "The Administrators Speak: Negotiation and Engagement in Writing-Based Initiatives"

Writing Programs

O-123 Through the Admin/Staff Looking-Glass: An Alternative View of Learners, Teachers, and Curricular Innovation On-Demand Session

This panel offers an alternative view of learners, teachers, and curricula by looking at the perspectives of WPAs as well as others across campus tasked with PD whose work—as learners, and as teachers of writing and the teaching of writing—is often conceptualized as something other than learning and teaching.

Speakers: Kerri Hauman, Transylvania University
Stacy Kastner, University of Pennsylvania
Alison Witte, unaffiliated
Respondent: Danielle Nicole DeVoss, Michigan State University

152

Writing Programs

O-124 **Transformative Initiatives for Sustainable WAC**
On-Demand Session

Three examples of transformative WAC initiatives in very different contexts—graduate student support, STEM, and FYW—that illustrate the multiple strategies WAC programs can use to build and develop writing cultures that are sustainable, connective, and transformative.

Chair: Lisa Daniels Storey, Austin College
Speakers: Kelin Loe, University of Massachusetts Amherst
Jenny Krichevsky, California State University, Fresno
Lauren Silber, Wesleyan University

Writing Programs

O-125 **Transitions and Translations in a First-Year Writing**
Program: Adapting Pedagogical Practice and
Programmatic Design for Shifting Ecological Networks
On-Demand Session

Creating a writing program that might decolonize writing classrooms while also meeting institutional directives, addressing student needs, and supporting the academic freedoms of instructors.

Chair and Speaker: Sarah Allen, University of Hawai'i at Manoa, "An Introduction to 'Transitions and Translations in a First-Year Writing Program: Adapting Pedagogical Practice and Programmatic Design for Shifting Ecological Networks'"
Speakers: Liz Calero, University of Hawai'i at Manoa, "Translating Pedagogical Passion: Bringing Feminist Lifewriting Ideals to Writing Program Research and Development"
Jordan Luz, University of Hawai'i at Manoa, "Multimodal Futures: Contextualizing Student Needs and the Shift to Multimodal Composition"
Brittany Winland, University of Hawai'i at Manoa, "Mediating in the Gap: Reflecting on the Transition from Mentor to Instructor"

Language and Literacy

O-126 **Transnational Composition, Identities, and Pedagogies**
On-Demand Session

This panel brings together a focus on teaching and what we do as writing teachers in three different settings—the Writing Center's work with L2 writers; teacher-scholars' identity work through self-decolonization; and, an undergraduate writing course focused on foodscapes and possibilities of posthumanist thinking. While this panel engages robustly with translingualism or transnational work, it also foregrounds fresh theoretical avenues through attention to posthumanist approaches and decolonial pedagogical practices.

Chair: Ligia Mihut, Barry University
Speakers: Victoria Ramirez Gentry, The University of Texas at San
    Antonio
Cristina Sánchez-Martín, Indiana University of Pennsylvania
Respondent: Rebecca Lorimer-Leonard, University of Massachusetts
    Amherst

Theory and Research Methodologies

O-127 **Turn the Mic Up! Honoring Participants' Voices as**
Graduate Student and Early Career Researchers
On-Demand Session

This panel addresses how, despite learning qualitative research methods, graduate students encounter situations in research that require adaptations to strategies and perspectives to turn up the mic on participant voices. We share methods and methodologies available to graduate students and early career scholars that support commitments to justice and equity.

Chair: Kate Vieira, University of Wisconsin-Madison
Speakers: Antonio Byrd, University of Missouri-Kansas City, "For Your
    Information: Practicing Update as Method of Ethical Return"
Christopher Castillo, University of Wisconsin-Madison, "'I put on for my
    city': or the Unexpected Virtue of Marketing on Qualitative Research"
Gabrielle Kelenyi, University of Wisconsin-Madison, "'I'm not an
    expert!': Balancing Expertise in a Community Writing Group for Adult
    Nontraditional Students"
Catherine Marotta, Utah Valley University, "Methodological Revision:
    De-Centering the Workspace in Qualitative Workplace Literacy
    Studies"

154

College Writing Transitions

O-128 Un-commonplace(ment): Directed Self-Placement at the Periphery, with the Periphery   On-Demand Session

We examine Directed Self-Placement (DSP) from administrative and student perspectives at two large, land-grant, HSI-designated universities. Using empirical and programmatic assessment data, we examine DSP through a social-justice lens centralized on bettering DSP as an agency-granting tool for minoritized, peripheralized students, namely those identifying as Latinx, multilingual, and/or international.

Chair and Speaker: Analeigh E. Horton, The University of Arizona
Speakers: Kathleen Kryger, The University of Arizona

College Writing Transitions

O-129 Uncommon Ground: A/typical Practices and Values in Composing New A/topias   On-Demand Session

In response to the call to consider returning to a common place, or what Aristotle called *topoi,* as writing teachers we must also stop to examine the counterthought. To discover new ground in composition, we end up beyond commonplaces, or in uncommonplaces—what the Greeks would call *atopia*.

Chair: Jimmy Butts, Louisiana State University
Speakers: Shannon Butts, University of Florida
Jason Crider, University of Florida
Misty Fuller, Louisiana State University
Sean Morey, University of Tennessee
Josephine Walwema, Oakland University

Access

O-130 Uncommon Praxis: Doing Disability in Composition's Precarious Commonplaces   On-Demand Session

What does it mean to say something is accessible? Too often we think about access as achievable and complete rather than a flexible and ongoing process. In this presentation, we align ourselves with the uncommon, the disruptive, and the emergent as ethical political praxis that encourages ongoing transformation.

Speakers: Andrew Appleton Pine, University of Michigan, "Toward Evidence-Based Disability Research in the Writing Center"
Kathleen Lyons, University of Delaware, "Guiding Disclosure: Examining Disability Discourse in Teaching and Tutoring Guidebooks"
Andrew Moos, University of Michigan, "Designing for 'Difference': Negotiating Technology Policies in Composition Syllabi"

Professional and Technical Writing

O-131 Uncommon: Teaching Awareness (Self, Critical, Social, and Rhetorical) through Writing and Communication in Business Colleges   On-Demand Session

We explore commonplaces that inform writing and communication teaching in business colleges. We describe programs and curricula that prompt students to think rhetorically in order to develop social, personal, and critical awareness. Such instruction enables students majoring in business to recognize, define, and meet obligations to social good.

Chair and Speaker: Matthew Gilchrist, Lehigh University, "Exploring 'Purpose' through Community-Engaged Composition Assignments"
Speakers: Brian Hentz, University of Massachusetts, "The 'Uncommon' Challenges Facing Writing and Communication Faculty in a Business College"
Holly Lawrence, University of Massachusetts, "Composing with Design Thinking to Promote Self-Awareness"
Ryan Sheets, University of Arkansas, "A Multimodal Approach to Teaching Workplace Writing and Composition"

156

First-Year Writing

O-133 **Utilizing Theme-Based Language Instruction, Technology, and Home Languages and Literacies to Empower Multilingual International Students** **On-Demand Session**

This session will explore the ways in which theme-based language teaching (TBLT) "plays" with technology through "Tech Connect and Reflect," and will explore how cross-linguistic influences of home language/literacy skills can build on and empower multilingual international students.

Chairs: Luciana Herman, The University of Texas at El Paso, "'Tech Connect and Reflect': Digital Literacy through Play and Reflection in the First-Year Composition Classroom"
Naoya Shibata, Nagoya University of Foreign Studies, "The Development of Vocabulary Complexity in Writing through Theme-Based Language Teaching in a Japanese University"
Qianqian Zhang-Wu, Northeastern University, "Illegitimate Writing? Exploring Culturally Informed Writing Decisions among Multilingual International Students"

Writing Programs

O-134 **When the Common Place of First-Year Composition in General Education Becomes Less Common and More Conflicted** **On-Demand Session**

Dialogue about the role of writing programs, composition teachers, and WPAs in General Education reform.

Chair: Morgan Gresham, University of South Florida, St. Petersburg
Speakers: Michael Day, Northern Illinois University
Lauren Ingraham, University of Tennessee at Chattanooga
Jerry Petersen, Utah Valley University
Respondent: Laurie Cubbison, Radford University

Writing Programs

O-135 Witness, Testimony, Story, Counterstory: Antiracist Intervention in Writing Studies, Research, and Teaching On-Demand Session

Counterstory as critical method and antiracist intervention at the cusp of racial representation and white supremacy in predominantly white institutions, writing programs, and writing centres.

Chair: Jaime Armin Mejía, Texas State University
Speakers: Frankie Condon, University of Waterloo, "A Bridge across Our Fears: Excerpts from the Annals of Bean"
Neisha Anne Green, American University, "Black Prophetic Fire REIGNITED"
Aja Y. Martinez, University of North Texas, "Counterstory: The Rhetoric and Writing of Critical Race Theory"
Cindy Tekobbe, University of Alabama, "Witnessing Place: Writing Together as Decolonial Practice"

Labor

O-136 Working Conditions of Instructors at Open-Access Institutions: A Burnout Culture?   On-Demand Session

This session reports on the findings of a nationwide survey conducted by the Two-Year College English Association that investigated how workload and labor conditions affect teaching, professional development, and service at two-year colleges.

Chair: Jeffrey Klausman, Whatcom Community College
Speakers: Joanne Giordano, Salt Lake Community College
Brett Griffiths, Macomb Community College
Sarah Snyder, Arizona Western College
Emily Suh, Texas State University
Respondent: Sonya Armstrong, Texas State University

158

Writing Programs

O-137 WPA Work at Liberal Arts Colleges: Implications for Writing Programs, Writing Centers, and WID Programs On-Demand Session

This panel explores the nature of doing WPA work in liberal arts institutional contexts.

Chairs: Catherine Becker, Northwest Nazarene University, "Who Am I? The Unexpected Benefits of the Combined Writing Program Administrator–Writing Center Director Position"
N. Claire Jackson, University of Louisville, "Writing Program Administration at Public Liberal Arts Colleges"
Speakers: Keely Mohon-Doyle, North Carolina Wesleyan College, "Writing Intensive Designation"
Julie Perino, North Carolina Wesleyan College, "Writing Intensive Designation"

Writing Programs

O-138 Writing Centers Commonplaces: Data-Supported and Context-Specific Teaching, Tutoring, Professional Learning, and Leadership   On-Demand Session

Herein past and present IWCA grant winners share their research on behalf of the common places at the center of this year's conference theme.

Chair: Sohui Lee, California State University-Channel Islands
Chair and Speaker: Sherry Wynn Perdue, Oakland University and International Writing Centers Association
Speakers: Julia Bleakney, Elon University
Mark Hall, University of North Carolina, Charlotte
Kelsey Hixson-Bowles, Utah Valley University
Nathalie Singh-Corcoran, West Virginia University
Dan Zhang, University of Illinois at Urbana-Champaign

Information Literacy and Technology

O-139 **Writing Commons: An Encyclopedia for Writers, a Commonplace for Writing Studies   On-Demand Session**

We review research we conducted to develop a commonplace text that meets the diverse needs of our global audience of writers/teachers. We explore how our genre and site architecture empowers us to transgress and transcend disciplinary boundaries and provide more robust, valid, scholarly conceptions of writing studies.

Chair: Alex Watkins, Embry-Riddle Aeronautical University
Speaker: Cassandra Branham, Embry-Riddle Aeronautical University, "Razing the House of Lore to Make Space for a Global, Online, Transdisciplinary Commonplace for Writers"
Joe Moxley, University of South Florida, "Developing Architectural Blueprints for a Transdisciplinary Commonplace"
Julie Staggers, Washington State University, "Courses & Writing Studies @ Writing Commons"
Quentin Vieregge, University of Wisconsin Eau Claire, "Building the House of Lore"
Respondent: Megan McIntyre, Sonoma State University

First-Year Writing

O-140 **Writing from a Common Place: Rhetorical Analysis and Popular Culture in First-Year Composition   On-Demand Session**

The panel underscores how rhetorical analysis of visual representations of gender, race, and identity in popular culture can boost students' analytical skills.

Speakers: Sampada Chavan Dalvi, Lone Star College-Kingwood
Nellie Cox, Georgia State University
Kristina Gutierrez, Lone Star College-Kingwood
Chelsey Patterson, Davis & Elkins College

160

Theory and Research Methodologies

O-141 Writing in Un-Common Places   On-Demand Session

We look at five un-common places of writing (inside the belly of a whale, alongside birds, along the border, inside a prison, and through the moving body) to explore the rhetorical and pedagogical possibilities of each.

Chair and Speaker: Peter Moe, Seattle Pacific University, "A Rhetoric of Bones"
Speakers: Cory Holding, University of Pittsburgh, "Invisible Touch"
Jennifer LeMesurier, Colgate University, "Directed Energy"
Nelesi Rodriguez, University of Pittsburgh, "Shifting Grounds, Grounding Composition"
Melissa Yang, Emory University, "Bird by Bird: Teaching Embodied Research with Avian Rhetorics"

Community, Civic & Public Contexts of Writing

O-142 Writing Lives of Alumni: Emerging Findings from the Wayfinding Project   On-Demand Session

Our panel reports on unexpected findings from the Wayfinding Project, a multi-year study examining the writing lives of college alumni. We report on how participants use social media to merge gig economies with civic engagement; express nostalgia for nontransactional writing; and weave everyday activism into their other writing tasks.

Chair: Robby Nadler, University of California, Santa Barbara
Speakers: Jonathan Alexander, University of California, Irvine, "Wayfinding and Affect"
Karen Lunsford, University of California, Santa Barbara, "Wayfinding and Everyday Activism"
Carl Whithaus, University of California, Davis, "Writing Technologies, Gig Economies, and Civic Engagement"

O-143 **Writing Transfer and Work Integrated Learning in Global Contexts: Encouraging Sustainable Pathways for Writers On-Demand Session**

This interdisciplinary panel will share results of a multi-institutional study that explored the ways Work Integrated Learning (WIL) experiences affected the transfer of writing knowledge and practices at US, Australasian, & EU institutions.

Chair: Lilian Mina, Auburn University at Montgomery
Speakers: Michael-John DePalma, Baylor University
Radhika Jaidev, Singapore Institute of Technology
Ina Alexandra Machura, Justus Liebig University Giessen, Germany
Kara Taczak, University of Denver

Professional and Technical Writing

O-144 **Writing Works: The Common Place between Professional Writing Curriculum, Student Values, and Workplace Membership   On-Demand Session**

Using data from semistructured focus-group interviews of professionals in healthcare, accounting, psychology, and education, this presentation explores the transformative/transactional value of workplace writing and its role in gaining membership in the workplace. In addition, speakers discuss the resulting changes to the curriculum and moving toward a focused workplace-writing culture.

Chair: Lorie Jacobs, University of Houston–Clear Lake
Speakers: Angela Pennington, University of Houston–Clear Lake
Jenna Wood, University of Houston–Clear Lake

Community, Civic & Public Contexts of Writing

**O-145 Collaborative Writing and Teaching for Social Equity
On-Demand Session**

This panel presents models for collaboration in three different contexts:
community organizations and classrooms, collaborative writing
assignments, and co-teaching service-learning across disciplines.

Chairs: Roger Chao, Oakland University, "Creating a Middle Ground:
The Triumphs and Challenges of Co-Teaching an Interdisciplinary
Service-Learning Course"

James Daniel, University of Washington, "Collaborative Writing and the
New Neoliberalism"

Kayla Watabu, University of Hawai'i at Mānoa, "Learning from Places
and Their Names: Overcoming Traumas by Growing Relationships
with Place"

Creating Writing and Publishing

**O-146 Rethinking "the Audience" and "the Author" in Creative
Writing   On-Demand Session**

This panel calls for creative writing pedagogy to reconsider and
reconfigure the respective roles of the author and the audience, as well
as how the field of creative writing may be informed by, and inform,
composition studies.

Chair: Connor Syrewicz, University at Albany (SUNY), "Internalizing the
Audience: A Sociocultural Pedgagogy"

Speaker: Khem Aryal, Arkansas State University, "(Un)common
Commonplaces: When 'Silent Authors' Walk into Composition
Workshops"

First-Year Writing

O-147 Activist and Antiracist Pedagogies for First-Year Writing On-Demand Session

This session takes a diverse approach to thinking about the relationship between activism and first-year writing pedagogies. The panelists focus on the topics of pleasure activism, peace-building through careful debate, and mental health strategies for sustaining antiracist teaching.

Chairs: Heather Robinson, York College/CUNY, "Pleasure Activism in the Post–COVID-19 Writing Classroom"
Julie Straight, Northwest Nazarene University, "First-Year Writing: A Peacebuilding Approach"

First-Year Writing

O-148 Readers and Citizens: First-Year Writing and the Cultivation of Audience On-Demand Session

This session examines audience awareness as a complex yet central feature of assessment and analytical awareness in first-year writing.

Chairs: Kristen Hill, Tuskegee University, "No Longer Writing into the Void: Emphasizing Audience in First-Year Writing"
Mary Morgan, University at Albany, SUNY, "Five Ways to Teach Audience in FYC"
Aaron Ritzenberg, Columbia University, "Citizenship in the Writing Classroom"

First-Year Writing

O-149 Pedagogically Inclusive Constructs of Normativity and Success across FYC Environments On-Demand Session

In this session participants will examine definitions of normativity, examine successful pedagogical writing practices for creating safe learning and writing spaces, and explore how failure in FYC is constructed across institutions.

Chair: Maggie Christensen, University of Nebraska at Omaha, "What's Wrong with Being Normal? Interrogating Normativity in the First-Year Writing Classroom"
Speakers: Joyce Inman, University of Southern Mississippi
Rebecca Powell, University of Southern Mississippi
Kylie Stocker, Tiffin University, "Pedagogical Writing Practices for First-Generation College Students"

164

First-Year Writing

O-150 Approaches to Teaching Research and Writing about Sources   On-Demand Session

This session will explore teaching strategies for designing courses around research and incorporating writing about research into the design of a first-year writing course.

Chairs: Katelin Anderson, Salisbury University, "Patchwork Writing: Returning to Common Paraphrase Instruction"
Sarah Carter, Georgia State University, "The Positive Impact First-Year Instructors and Primary Research Have on First-Year Students"
S. Brook Corfman, University of Pittsburgh, "On the Research Assignment as the First Assignment"
Speaker: Sara Austin, AdventHealth University, "Writing Studies in the Health Sciences"

Information Literacy and Technology

O-152 Ideological Foundations of Online Surveillance On-Demand Session

This panel looks at the infrastructures and ideological underpinnings of online surveillance. Panelists observe the tacit influence of neoliberalism on students' emotional well-being and identity formation, the monetization of student labor, and the capitalistic motivations underlying classroom software design.

Chairs: Estee Beck, The University of Texas at Arlington, "Danger! Danger! Writing in the Surveillance State Diminishes Digital Literacy"
Mike Edwards, Washington State University, "Dataveillance, Sousveillance, and Countervailance in the Composing Labor of Digital Pedagogies"
Speaker: Mark Brenden, University of Minnesota, "Teaching Management Systems: Critical Literacies in Theory and Practice in the Time of COVID"

Information Literacy and Technology

O-153 **Reverberations: Teaching Soundwriting as Teaching Writing   On-Demand Session**

Acknowledging the breadth of recent sonic interest and study, this "soundtable" explores the contours of sound in rhetoric and writing studies, clarifying and pushing some of its primary trajectories and commonplaces for both experienced sound researchers and teacher-scholars curious about incorporating sonic elements into their work.

Chair: Laura Feibush, Juniata College
Speakers: Eric Detweiler, Middle Tennessee State University, "Established and Emergent Sonic Genres in Rhetoric and Writing Studies"
Sebastian Ivy, University of South Carolina, "Resonating with Writing: Mapping the Sounds of Change"
Amy Patterson, Northeastern University, "Soundscapes for Social Change: Community with/in Rhetorical Soundscape Studies"
Jonathan Stone, University of Utah, "Mapping Rhetorics of Sonic History"

Labor

O-154 **On the "Pivot": Emergency Remote Teaching in an International Student Bridge Program   On-Demand Session**

This panel presents a case study of one university's transition to online/remote teaching, support, and administration in a public-private international student recruitment program. As the program has been pressured by the pandemic, it has attempted to adapt in ways that reveal new and existing inequities on the university side.

Speakers: Jenica Draney, Utah Global/University of Utah
Jay Jordan, University of Utah
Rae Meads, University of Utah

Labor

O-155 **Speaking Up, Speaking Out: Lived Experiences of Non-Tenure-Track Faculty in Writing Studies   On-Demand Session**

This roundtable discusses the experiences of non-tenure-track faculty in writing studies, offering critical perspectives and strategies that have been successful in their own work.

166

Chair and Respondent: Meg McGuire, University of Delaware
Speakers: Norah Ashe-McNalley, University of Southern California
Sarah Austin, Texas Tech University
Rachel Azima, University of Nebraska-Lincoln
Megan Boeshart Burelle, Old Dominion University
Peter Brooks, University of Washington Bothell
Denise Comer, Duke University
Heather Jordan, Bowling Green State University
Nathalie Joseph, University of Southern California
Julie Karaus, Appalachian State University
Seth Myers, University of Colorado Boulder
Respondent: Jessica Edwards, University of Delaware
Rachel Sanchez, Washington State University

Language and Literacy

O-156 Graduate Student-Scholars' Experiences Navigating Academic Commonplaces   On-Demand Session

Panelists discuss experiences of graduate students and how they negotiate their own identities in academic spaces.

Chair: Lyana Sun Han Chang, The Pennsylvania State University, "The Academic Discourse Socialization of Heritage Language Speakers: Negotiating Identities and Norms in Graduate School"
Speakers: Emily Carson, Villanova University, "'I have never been taught to counter and build on the work of others': Teaching Writing in the Masters Education Classroom"
Rachel Skrlac Lo, Villanova University, "'I have never been taught to counter and build on the work of others': Teaching Writing in the Masters Education Classroom"

Language and Literacy

O-157 Communication across Contexts: Situating SRTOL within Graduate Studies   On-Demand Session

This roundtable details research about graduate students' diverse language practices across contexts and implications for graduate programs.

Chair: Rachel Bloom-Pojar, University of Wisconsin-Milwaukee
Speakers: Claire Edwards, University of Wisconsin-Milwaukee
Gitte Frandsen, University of Wisconsin-Milwaukee
Chloe Smith, University of Wisconsin-Madison
Madison Williams, University of Wisconsin-Madison

Professional and Technical Writing

O-158 **Social Justice and Community Ethics in Professional and Technical Writing   On-Demand Session**

Panelists explore ways to promote social justice and community engagement. Culturally sustaining pedagogies can inform social justice goals. Premed students learn to write for and with communities in response to public health crises. Technical writing students learn to respond ethically to the complex situations that funding agencies address.

Chairs: Andrea Caloiaro, University of Florida, "Teaching Medical Writing to Premed Students: The Need for Community-Driven Projects for Professionalization and Medical Writing Fluencies"
Addison Koneval, The Ohio State University, Columbus, "Teaching Professional Writing as Permaculture: Shifting Paradigms with Culturally Sustaining Pedagogy"
Speaker: Alex Layne, Metropolitan State University, "Ethics in Teaching Grant Writing"

Professional and Technical Writing

O-159 **The OER and Tech Writing: Strengthening Student and Educator Communities   On-Demand Session**

This panel explores the potential of open educational resources (OERs) in professional and technical writing. Specifically, we explore goals and logistics that motivate OER design, how OER design and pedagogical practice intersect, how OERs serve as common places that foster community in academic spaces, and how OERs promote accessibility beyond cost.

Chair and Speaker: Matt McKinney, Texas A&M University, College Station, TX, "You Can't Spell Teamwork without OER: Cultivating Collaborative Peer-to-Peer and Instructor-Student Relationships"
Speakers: Gia Alexander, Texas A&M University, College Station, "OERs as Open Doors: Strengthening Accessibility for Instructors and Students with Disabilities"
Claire Carly-Miles, Texas A&M University, College Station, "Establishing Instructor Ethos Online and Using an OER: Special Challenges"
James Francis Jr., Texas A&M University, College Station, "The OER Student Connection: Fostering Diversity, Inclusivity, and Retention"
Nicole Hagstrom-Schmidt, Texas A&M University, College Station, "Establishing Instructor Ethos Online and Using an OER: Special Challenges"
Kalani Pattison, Texas A&M University, College Station, TX, "You Can't Spell Teamwork without OER: Cultivating Collaborative Peer-to-Peer and Instructor-Student Relationships"

168

Reading

O-160 **Reading for Transfer to Disciplinary Work   On-Demand Session**

This panel considers sites and methods of reading instruction that help students better work with disciplinary texts and transfer textual abilities to their disciplines.

Chairs: Kelsie Endicott, Salisbury University, "Flying under the Radar: The Role of Reading in a University Writing Center"
Howard Tinberg, Bristol Community College, "Reading and Teaching for Transfer"
Speaker: Nelson Graff, California State University Monterey Bay

Language and Literacy

O-161 **Improving Outcomes: Promoting Fairness across Diverse Institutional Sites and with Diverse Student Populations through Disciplinary Writing and Local Assessment On-Demand Session**

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

Chair and Speaker: Diane Kelly-Riley, University of Idaho
Speakers: Ruth Benander, University of Cincinnati Blue Ash College, "Promoting Fairness with Basic Writers at an Urban Two-Year College through Agency, Self-Efficacy, and ePortfolios"
Angela Bonilla Rasmussen, Spokane Community College, "Promoting Fairness through Curricular Attention to Career and Technical Programs"
Brooke Carlson, Chaminade University, "Fairness as Pedagogy: Equitable Opportunity Structures and the Cultivation of Dynamic Action"
Brenda Refaei, University of Cincinnati Blue Ash College, "Promoting Fairness with Basic Writers at an Urban Two-Year College through Agency, Self-Efficacy, and ePortfolios"
Andrea Reid, Spokane Community College, "Promoting Fairness through Curricular Attention to Career and Technical Programs"
Respondent: Mya Poe, Northeastern University

Theory and Research Methodologies

O-162 Perceived Commonplaces of Writing beyond the University: Challenges and Findings from Multi-Institutional Research   On-Demand Session

Our multi-institutional study investigates the writing produced in early-career positions in a range of professions, as well as the writing processes engaged in by early-career professionals. We explore this question: How do novice professionals (up to 5 years in postgraduation professional position) repurpose writing knowledge for writing beyond the university?

Chair and Speaker: Liane Robertson, University of South Florida, "A Multi-Institutional Study: Writing beyond the University"
Speakers: Ann Blakeslee, Eastern Michigan University, "A Multi-Institutional Study: Writing beyond the University"
Rebecca Nowacek, Marquette University, "A Multi-Institutional Study: Writing beyond the University"
Respondent: Jennifer Mallette, Boise State University, "A Multi-Institutional Study: Writing beyond the University"

Theory and Research Methodologies

O-163 Teaching While Asian American in the Age of Trump On-Demand Session

This session examines how Asian American scholar-teachers do rhetorical, literacy, and writing work in the age of Trump to expose systems of oppression, to develop productive interrogations of power and privilege in classrooms (often mostly white), and to create networks across communities in the interests of social justice.

Chair: Asao B. Inoue, Arizona State University
Speakers: Nisha Shanmugaraj, Carnegie Mellon University, "Discussing Racism and Resistance in the First-Year Writing Classroom at a STEM University"
Shu-yin Sharon Yam, University of Kentucky, "Teaching the Rhetorics of Reproductive Justice: Fieldnotes from the Classroom"
Morris Young, University of Wisconsin-Madison, "Teaching while Asian American: Belief, Belonging, and Barriers"
Respondent: Jo Hsu, The University of Texas at Austin

170

First-Year Writing

O-164 **Negotiating FYW and Conflict: #BlackLivesMatter, Pandemic, and Mindful Pedagogical Practices**
On-Demand Session

This presentation addresses how writing classes can negotiate the rhetoric and struggles during a time of pandemic, police brutality, and overall civil unrest. Additionally, this session will provide evidence-based mindful pedagogical practices that support FYWs during troubled times and beyond.

Chairs: Renee DeLong, Minneapolis College, "The Murder of George Floyd and the Burning of Minneapolis: How Do We Teach So That Cops Stop Killing Black People?"
Nadia Zamin, Fairfield University, "Teaching for Hope in Troubled Times: Evidence-Based Mindfulness Strategies to Support First-Year Student Writers' Management of Writing Negotiations and Self-Compassion"
Speaker: Monique Akassi, Howard University, Washington, DC, "#BlackLivesMatter Protest Pedagogy: Approaches to Teaching Ta-Nehisi Coates's *Between the World and Me* during the COVID-19 Pandemic and the 2020 Race Riots"

Theory and Research Methodologies

O-165 **Visualization and Analytics: Composition through a Networked Lens   On-Demand Session**

This panel focuses on the ways in which citation analysis, network analysis, and visual rhetorical grammar act as ciphers for further study.

Chairs: Adedoyin Ogunfeyimi, Dartmouth College, "Toward a Divinatory Visual Rhetorical Grammar"
Shelton Weech, Purdue University, "Network Sense through Network Analysis: Twitter and Discipliniography in Composition Studies"

Theory and Research Methodologies

O-166 **A Case for Case Studies: Developing Teaching Practice in the First-Year Writing Classroom** **On-Demand Session**

This interactive roundtable shares the research practices and findings of four writing teachers, new and experienced, who conducted case studies in their own classrooms and raises questions about and explores some pressing topics deriving from developing writing teaching practice through teacher research.

Chair: Christina Saidy, Arizona State University
Roundtable Leaders: Alyssa Devey, Arizona State University, "Using Case Studies to Teach TAs Research Methodologies"
Mohammed Iddrisu, Arizona State University, "Students' Linguistic Vulnerabilities and Teacher Pedagogies"
Seher Shah, Arizona State University, "Teaching and Learning as an Outsider"
Marlene Tovar, Arizona State University, "Adapting to New Learning Contexts: The Parallel Transitions of a TA and Two College Freshmen"

Community, Civic & Public Contexts of Writing

O-168 **Ecocomposition in the Anthropocene: Deepening Engagement with the Public and Environmental Contexts of Writing** **On-Demand Session**

This roundtable discusses how the practice of ecocomposition is an essential form of civic engagement for grappling with climate change. Our presenters, classroom practitioners from across the country, address the public and pedagogical implications of teaching writing amidst the climate crisis. Speakers offer perspectives on fostering community-engaged discourse via ecocomposition.

Chairs and Discussants: Justin Everett, University of the Sciences
Russell Mayo, Purdue University Northwest
Christian Weisser, Penn State Berks
Roundtable Leaders: Yavanna Brownlee, University of Northern Colorado, "Addressing Climate Change Panic through Relational Practice"
Elisa Cogbill-Seiders, US Air Force Academy, "Whose Job Is It: College Composition and the Exigence of Climate Crisis"
Justin Everett, University of the Sciences, "'This Civilization Is Finished': Inscribing the Ecozoic Era in the Context of a Science-Focused University"

172

Kim Freeman, University of California-Berkeley, "The Never-Ending Story: Teaching Climate Change, Research, and Interdisciplinary Narrative"

Jeff Gagnon, University of California San Diego, "'Reading and writing are necessary for something': Multimodal Ecocomposition in the First-Year Writing Classroom"

Zachary Garrett, Murray State University, "A Gateway Drug for Science Literacy and Moral Action: Climate Change in the Composition Classroom"

Cristina Hanganu-Bresch, University of the Sciences, "Paying Attention to Animals in Rhetoric and Composition"

Mark Houston, University of Nebraska-Lincoln, "Messy Plates: Using Food-Themed Writing Courses to Resist Anthropocene Disorder"

Lindsay Jacoby, George Washington University, "Personal Action or Community Engagement? Approaches to Student Empowerment in the Ecocomposition Classroom"

Juliette Lapeyrouse-Cherry, St. Catherine University, "Mapping the Intersections of Ecocomposition and Environmental Humanities: Exploring Local Places and Global Contexts in the Rhetoric and Writing Classroom"

Russell Mayo, Purdue University Northwest, "Writing Centers and (Post) Sustainability: Comparative Case Studies on Ecocomposition in the Anthropocene"

Alexandra Panos, University of South Florida, "Social Distancing: How Teachers' Instructional Narratives Story Distance from and Engagement with Climate Change Themselves, Their Students, and Climate Change"

Yasmin Rioux, University of Maryland Global Campus, "Expanding Our Audience: Examining Multilingual and Diverse Students' Responses to Place-Based Ecocomposition to Address a Global Threat with a Global Audience"

Loren Skye Roberson, University of Memphis, "Writing Centers and (Post)Sustainability: Comparative Case Studies on Ecocomposition in the Anthropocene"

Michael Sherry, University of South Florida, "Social Distancing: How Teachers' Instructional Narratives Story Distance from and Engagement with Climate Change Themselves, Their Students, and Climate Change"

O-169 The 2020 Documentarians Project: Recollecting Common Experiences of an Uncommon Time   On-Demand Session

In this session, we describe a new model of participation we created for CCCC 2020, the "Documentarian" role. This role was created to be inaugurated at CCCC 2020 as a means for learning more about diverse conference experiences. This inquiry was in line with the theme of that conference, "Considering Our Commonplaces," an invitation to reflect on our most deeply held values and practices. With the Documentarian project, we saw a opportunity in having already gathered a cohort of people interested in capturing and sharing stories to document their experience of a time and place. Though CCCC 2020 was canceled, we decided that the Documentarian project could—in fact, should—persist. Now, we saw in the new Documentarian role an opportunity to learn some things about the durable commonplaces not only of our professional lives—what we value, and how we labor—but also about the conduct of higher education itself.

We will describe the impetus and development of the Documentarian project and share what we have learned from it so far. Since this project has, from conception to delivery, been a collaboration among the three of us, we will deliver it as a discussion in which we take turns telling the story of the project and its products.

Speakers: Bree Gannon, Michigan State University
Bump Halbritter, Michigan State University
Julie Lindquist, Michigan State University

Historical Perspectives
O-170 Practicing Social Justice Writing in the Jewish Tradition: "For Once We Were Strangers . . ."   On-Demand Session

This roundtable examines how the Jewish Passover tradition informs the practice of the teaching of writing as a potentially radical form of social justice, one that is informed by research in writing studies as well as by the Jewish imperatives associated with remembrance, estrangement, and questioning.

Chair and Speaker: Michael Bernard-Donals, University of Wisconsin-Madison
Speakers: David Frank, University of Oregon, "How to Welcome the Stranger"
Deborah Holdstein, Columbia College of Chicago, "Jewish Medical Ethics and the Writing of Social Justice"
Brandon Katzir, Oklahoma City University, "Yiddish in the Haggadah and the Imperative of Annotation"

174

Information Literacy and Technology

O-171 Our Narratives, Our Lived Memories: Immersive Multimodality, Micro-Commonplaces, and Participatory Pedagogy in a Post-Conflict Era   On-Demand Session

We span key pedagogical topics, including responding to trolls by understanding the ways in which they use emotion to manipulate; collaborating with family members and using video, sound, and web design to craft evocative memoirs; and bringing together trauma-aware strategies and participatory practices to respond to traumatic, current issues.

Chair and Speaker: Alexandra Hidalgo, Michigan State University, "Digitally Bringing Our Stories to Life: A Multimodal Memoir Pedagogy"

Speakers: Bahareh Alaei, Mt. San Jacinto College, "Digitally Negotiating Stressors: Trauma-Informed Teaching as Participatory Pedagogy"

Sarah Arroyo, California State University, Long Beach, "Digitally Negotiating Stressors: Trauma-Informed Teaching as Participatory Pedagogy"

Amy Loy, California State University, Long Beach, "Digitally Manipulating the Narrative: Trolls and Strategically Affective Pedagogy"