

Workshops

Wednesday, April 7

Workshop Lounge

Note: Workshops won't be archived for viewing after the Convention

11:00 a.m.–1:30 p.m. ET

Professional and Technical Writing

W-5 From Teaching Composition to Teaching Workplace Writing: Making an Effective Transition

This workshop is for writing teachers who have either transitioned or soon will transition into workplace writing. It will focus on how to prepare students for common workplace-writing tasks but will also serve as a good foundation for teaching technical writing or other more specialized workplace-writing courses.

Chair: Kathryn Rentz, University of Cincinnati

Workshop Facilitators: Matt Baker, Brigham Young University

Gina L. Genova, University of California Santa Barbara

Matthew Gilchrist, Lehigh University

Language and Literacy

W-7 Inclusive Grammars, Alternative Perspectives, Nuanced Meanings

We discuss inclusive approaches to grammars and instructional practices that celebrate and build on students' own linguistic resources, and how these approaches and strategies can help students grow as independent writers.

Speakers: Whitney Gegg-Harrison, University of Rochester

Jinrong Li, Georgia Southern University

Cornelia Paraskevas, Western Oregon University

Deborah Rossen-Knill, University of Rochester

Joseph Salvatore, The New School

Reading

W-10 Teaching Critical Reading in First-Year Composition

This half-day workshop offers participants a comprehensive set of reading pedagogies to teach critical writing in first-year composition. The arc of the workshop follows the individual pedagogies employed for a single paper assignment: from the introduction of new readings to the self-reflection that students write upon completing their final draft.

Workshop Facilitators: Michelle Brazier, Raritan Valley Community College
Alexa Offenhauer, Raritan Valley Community College

Creating Writing and Publishing

W-11 Writing Creative Nonfiction: Finding the Extraordinary in the Ordinary

In this all-day writing workshop, sponsored by the Creative Nonfiction Standing Group, participants will explore creative nonfiction through writing to prompts and discussing teaching strategies and issues.

Chair: Christy Zink, George Washington University

Chair and Speaker: Judith Szerdahelyi, Western Kentucky University, "Be the Yogi You Want to Be"

Speakers: Lynn Bloom, University of Connecticut, "The Watershed Transformation"

Melissa Goldthwaite, Saint Joseph's University, "Hide and Seek"

Libby Falk Jones, Berea College, "Exercises in Style"

David MacWilliams, New Mexico State University-Alamogordo, "It Was the Best of Times, It Was the Worst of Times"

Sandee McGlaun, Roanoke College, "Performing Silence"

Irene Papoulis, Trinity College, "Exploring Your Relationship with Dancing"

Erin Pushman, Limestone College, "The Craft of Research in Creative Nonfiction"

Amy Quan, Ithaca College, "My, the Desks Look So Small"

Wendy Ryden, Long Island University Post, "Finding Your Inner Monster"

Mimi Schwartz, Richard Stockton University, "My Name Is..."

Jenny Spinner, Saint Joseph's University, "Considering the To-Do List"

2:00 p.m.–4:30 p.m. ET

First-Year Writing

W-2 A Black Lives Matter/Critical Race Theory–Based, Culturally Responsive, Antiracist, and Race Radical Literacies LPC Workshop for Black Teachers of Writing and Co-Conspirators

The Language Policy Workshop highlights Black writing pedagogies for Black lives and their antiracist Black teaching practices in an effort to provide leadership to the field and unite with allies in our collective efforts to divest from the anti-Black language, writing, and literacies education complex.

Chair: Kim Lovejoy, Indiana University, “Antiracist Black Language and Writing Pedagogy”

Chair and Speaker: Elaine Richardson, The Ohio State University

Facilitator and Speaker: Austin Jackson, Brown University, “Race Radical Literacies”

Bonnie Williams, California State University Fullerton, “Teaching the African American Verbal Tradition as a Rhetorically Effective Writing Skill”

Roundtable Leaders: Isabel Baca, The University of Texas at El Paso, “Antiracist Black Language and Writing Pedagogy”

David Green, Howard University, “Antiracist Black Language and Writing Pedagogy”

Rashidah Jaami Muhammad, Governors State University, “Antiracist Black Language and Writing Pedagogy”

Denise Troutman, Michigan State University, “Antiracist Black Language and Writing Pedagogy”

Workshop Facilitator: Qwo-Li Driskill, Oregon State University, “Antiracist Black Language and Writing Pedagogy”

Respondent: Geneva Smitherman, Michigan State University Professor Emerita, “Antiracist Black Language and Writing Pedagogy”

Community, Civic & Public Contexts of Writing

W-3 Beyond the Classroom: Challenging the Commonplaces of Experiential Learning

This workshop examines and challenges the practice of experiential learning in writing classrooms. Facilitators will engage issues ranging from field trip logistics to equity concerns as universities race to embed experiential learning into the university experience.

Workshop Facilitators: William Carney, Cameron University, “Fieldwork: Helping Students Work outside and with Multiple Stakeholders”
David Grant, University of Northern Iowa, “Best-for-Now Strategies for Client-Based Experiential Learning Projects”
Ashley Holmes, Georgia State University, “From a SLAC to a State University: Making Experiential Learning Viable for Students and Faculty”
Rik Hunter, University of Tennessee, Chattanooga, “Working On-Campus: Creating Experiences for Nontraditional Students”
Rebecca Jones, Montana State University, “Experiential Learning, an Overview”
Adrienne Lamberti, University of Northern Iowa, “Best-for-Now Strategies for Client-Based Experiential Learning Projects”
Rich Rice, Texas Tech University, “Internship Agreement Forms to Put Faculty and Student Service into Action”

Theory and Research Methodologies

W-4 Coalition as Commonplace

Inspired by the work of Chandra Talpade Mohanty (*Feminism without Borders*) and Karma Chávez (*Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities*), this workshop uses the methodologies of coalition building as systematic inquiry to advocate for ethical and effective research, collaborations, and knowledge sharing across the multiplicities of our identities.

Workshop Facilitators: Angela Clark Oates, California State University-Sacramento
Aurora Matzke, Azusa Pacific University
Lydia McDermott, Whitman College
Kate Pantelides, Middle Tennessee State University
Sherry Rankins-Robertson, University of Central Florida
Patty Wilde, Washington State University Tri-Cities
Speakers: Cheryl Glenn, Pennsylvania State University
Aja Y. Martinez, Syracuse University, “The Craft of Critical Race Counterstory”

Lana Oweidat, Goucher College, “Can We Do Better? Forging Unlikely Coalitions and Challenging the Neoliberal Landscape”

Margaret Price, The Ohio State University, “Accountability: A Topos, a Practice, a Form of Hope”

Joyce Rain Anderson, Bridgewater State University, “Bringing the World into Balance: Indigenous Women and the Four Rs”

Eileen Schell, Syracuse University, “Building Coalitions through Community Writing Groups”

Roundtable Leaders: Erin Costello Wecker, University of Montana

Rachel Daugherty, Texas Woman’s University

Rachelle Joplin, University of Houston

Kayla Kouryk, Olivet Nazarene University

College Writing Transitions

W-8 **Reconsidering Basic Writing in the Changing Landscape**

This workshop seeks to explore the commonplaces of Basic Writing amidst the changing educational landscape of acceleration, co-requisite models, placement reforms, state legislation, and removal of developmental coursework from academic departments.

Chairs: Leigh Jonaitis, Bergen Community College, “Reconsidering Basic Writing in the Changing Landscape”

Lynn Reid, Fairleigh Dickinson University, “Reconsidering Basic Writing in the Changing Landscape”

Roundtable Leaders: Peter Adams, Community College of Baltimore County

Marcia Buell, Northeastern Illinois University, “Dual Credit and Basic Writing”

Caitlin Gallagher, Wilmington University, “Supporting Strategic Writers”

Ian James, Arizona State University, “Unsettling Whiteness as Common Place in Basic Writing Theory and Practice”

Kelly Keane, Bergen Community College, “Dual Credit and Basic Writing”

William Lalicker, West Chester University, “Coming to Terms with the Changing Landscape”

A. Eric Lehman, University of Nevada–Reno, “Translingualism as Critique in Basic Writing”

Charles MacArthur, University of Delaware, “Supporting Strategic Writers”

Susan Naomi Bernstein, Queens College, “Unsettling Whiteness as Common Place in Basic Writing Theory and Practice”

Jennifer Burke Reifman, University of California, Davis, “Coming to Terms with the Changing Landscape”

Cheryl Smith, Kingsborough Community College, “Dual Credit and Basic Writing”

Writing Programs

W-9 Taking Action for Antiracist Workplaces: Developing Bystander Training for Writing Teachers and WPAs

As writing teachers and experts, we are often in the position of listening and then needing to respond to questions that often reinforce linguistic and racial minoritization. The goal of this workshop is to lay the groundwork to develop antiracist responses.

Workshop Facilitators: Lindsey Albracht, CUNY Graduate Center, “Antiracist Work across Campus”
Sara P. Alvarez, Queens College, CUNY, “Antiracist Work in Classrooms”
Rachel Bloom-Pojar, University of Wisconsin-Milwaukee, “Antiracist Work across Campus”
Todd Craig, Medgar Evers College (CUNY), “Antiracist Work in Professional Disciplinary Spaces”
Al Harahap, University of Oklahoma, “Antiracist Work in Professional Disciplinary Spaces”
Brian Hendrickson, Roger Williams University, “Antiracist Work in Professional Disciplinary Spaces”
Shereen Inayatulla, York College, CUNY, “Antiracist Work in Classrooms”
Anna Plemons, Washington State University, “Antiracist Work across Campus”
Sherita Roundtree, Towson University, “Antiracist Work in Classrooms”
Amy Wan, Queens College/CUNY, “Antiracist Work in Professional Disciplinary Spaces”
Anna Zeemont, CUNY Graduate Center, “Antiracist Work in Classrooms”