

# On-Demand Sessions

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All 2023 CCCC Annual Convention registrants will have access to these On-Demand sessions. Instructions for accessing these sessions will be emailed to all registrants and will be available on the CCCC Annual Convention website.

## *Approaches to Teaching and Learning*

### **OD-01 “A story that demands to be told”: Teaching Embodiment through Memoirs**

Writing is a vulnerable process and the memoir genre provides good models for the effectiveness of that vulnerability. Thus, reading memoirs, particularly those about embodied and/or oppressive experiences, can help students comprehend different ways of existing in the world. But beyond just reading memoirs, writing their own embodied experiences can help students understand the complexities of embodied knowledge.

*Speaker:* Maureen Johnson, Northeastern State University

## *Professional and Technical Writing*

### **OD-02 A Pedagogical Approach to Restoring Trust and Hope in STEM Writing**

This session addresses how writing teachers can use their rhetorical expertise to help students in science writing classrooms to produce expert-to-non-expert communication, especially during an era where trust in science has eroded, hope is scarce, and scientific misinformation abounds. Panelists also discuss potential outcomes for their students’ projects—from publishing to collaboration.

*Speakers:* Liz Hutter  
Matthew Rossi, Michigan State University  
Kelly Scarff, Virginia Tech University

## *Inclusion and Access*

### **OD-03 Access Denied and Access Imagined: A Counterstory of Basic Writing**

As a white, neurodivergent former basic writing (bw) instructor, I offer a counterstory to bw’s narrative of access to higher education, and insist on antiracist practices (Love) through intersectional processes of hyperfocus, flow, and nonlinearity for transformation. Hubrig and Osorio, Cedillo and Bratta, Yergeau, Samuels, Wood, and other disability studies scholars frame this perspective.

*Speaker:* Susan Naomi Bernstein, Queens College, CUNY

*Antiracism and Social Justice*

**OD-04 Along the Tightrope: Performativity, Carceral Complicity, and Prison Correspondence in the Time of Pandemic**

A theoretical auxiliary to the hands-on workshop for prison literacy practitioners, this panel answers Condon's call to hope-in-action by revisiting the tacit carceral logics shaping our origin stories, praxis, and approaches to access, notably through critique of arts-based writing programming and COVID-era institutional constraints grounded in Critical Race Theory and Critical Prison Studies.

*Speaker:* Cory Holding, University of Pittsburgh

*Antiracism and Social Justice*

**OD-05 Antiracism and Social Justice through Multimedia Assignment Design in First-Year Composition**

In my presentation, I investigate differences in values and beliefs expressed in class discussions and student writing, with the goal of understanding how to balance such differences through assignment design and scaffolding when doing rhetorical analyses of multimedia texts.

*Speaker:* Adriana Varga, Nevada State College

*First-Year Writing*

**OD-07 Assessment in Backward Planning for Teaching and Learning First-Year Writing in US Higher Education**

This presentation reports practical dimensions of classroom assessment that take a learner-centered backward planning approach in supporting first-year writing teaching and learning among diverse student populations in US higher education. The presenter demonstrates teaching from learners' educational needs through ongoing assessments and meaningful learning activities for the course goals.

*Speaker:* Ling He, University of Illinois at Chicago

*Language, Literacy, and Culture*

**OD-08 Audacious/Persistent Hope: Intersections in Language Advocacy**

As proposals regarding how to treat students with language difference persist, this speaker draws on the published literature to invite participants to consider: (a) the inherent intersections of hope in these proposals within the United States and across the Caribbean and United Kingdom and (b) what may be the way forward in addressing language difference in our classes and countries in this century.

*Speaker:* Vivette Milson-Whyte, The University of the West Indies, Mona

*First-Year Writing*

**OD-09 Autoethnographic Writing as a Pedagogy of Crisis: Student Agency, Personal Writing, and Field Research in the Midst of Global Climate Change**

The following presentation will outline different theories of and strategies for teaching autoethnography (which combines ethnographic field research with personal writing) as part of a climate change pedagogy.

*Speaker:* Shane Peterson, University of North Carolina at Chapel Hill

*Antiracism and Social Justice*

**OD-10 Being a Social Justice/Antiracist Composition Educator**

Drawn from critical race theory and other social justice theories (Delgado & Stefancic, 2012), this talk will frame the need of teaching writing through this framework. The speaker will give the audience tools to create a learning environment that explores the individual positionality and intersectionality of a teacher and a learner with regards to race, gender, and sex.

*Speaker:* Aparna Sinha, California State University Maritime Academy

*Writing Centers (including Writing and Speaking Centers)*

**OD-11 Feather Bricks Newsletter and Getting Write with Teaching Fellows at North Park University Writing Center's Stateville Correctional Center and Chicago Campuses**

Presenters will narrate two ways North Park University's Writing Center, comprised of individuals incarcerated and non-incarcerated at both our Stateville Correctional Center and Chicago campuses, has been doing hope. The first project, Feather Bricks, is the story of how correspondence-style learning grew into a bi-monthly writing center newsletter that publishes work of artists and writers both free and incarcerated who are enrolled in a variety of educational programming at multiple institutions. The second project involves alumni of North Park Theological Seminary's School of Restorative Arts at Stateville Correctional Center, also university Writing Advisors, sharing their journey of applying their recent MA degrees (earned June 2022) to work as Teaching Fellows.

*Speakers:* Ovidiu Brici, North Park University Writing Center's Chicago Campus

Howard Keller, North Park University Writing Center's Stateville Correctional Center Campus

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Johnny Marizetts, North Park University Writing Center's Stateville  
Correctional Center Campus  
Scott Moore, North Park University Writing Center's Stateville  
Correctional Center Campus  
Alex Negrón, North Park University Writing Center's Stateville  
Correctional Center Campus  
Melissa Pavlik, North Park University Writing Center's Stateville  
Correctional Center Campus  
Benny Rios, North Park University Writing Center's Stateville  
Correctional Center Campus  
Rayon Sampson, North Park University Writing Center's Stateville  
Correctional Center Campus  
Michael Simmons, North Park University Writing Center's Stateville  
Correctional Center Campus  
RóDerick Zavala, North Park University Writing Center's Stateville  
Correctional Center Campus

*Inclusion and Access*

**OD-12 Building Bridges and Changing the Story: Recognizing  
Funds of Knowledge in Summer Bridge Programs**

This presentation shares the results of a qualitative research study of 22 summer bridge program websites that focuses on funds of knowledge, the resources that diverse groups of students bring to universities. Intentional campus partnerships between composition programs and student affairs, collaborators in doing hope, can create meaningful institutional change to better support students.

*Speaker:* Maria Conti Maravillas, Youngstown State University

*Writing Programs*

**OD-13 Building Inclusive Independent Writing Programs**

Independent Writing Departments and Programs are uniquely situated to serve as models for inclusivity. This means making accessibility the default in all of our work; developing shared governance structures that serve all faculty; amplifying historically underrepresented community members in our departments and programs; and recruiting, hiring, and keeping diverse faculty.

*Speakers:* Sue Pagnac, Central College  
Jan Rieman, University of North Carolina Charlotte

*Community, Civic, and Public Contexts of Writing*

**OD-14 “But it’s in our mission statement!”: Examining Aspirational Hope in Official University Communications**

This presentation will explore the ways in which official campus statements and documentation such as “Letters from the President” or a University’s mission statement might serve as placeholders or pacifiers for real change. Through examples and student responses, we will identify ways in which we can use these genres to move toward the real work of “doing hope.”

*Speaker:* Katie Powell, University of Cincinnati

*Community, Civic, and Public Contexts of Writing*

**OD-15 Carnival Dialogism: An Autoethnographic Narrative Inquiry on Teaching Resistance in High School Composition and History Classrooms**

Educators who frame lesson content using the lens of historically vulnerable populations, student experiences, and cultural traditions can counter dominant hegemony to strengthen high school composition and dialogic skills by engaging students in ways that inform them about their community and encourage their involvement in collaborative learning projects to solve public issues.

*Speaker:* Tracee Auville-Parks, Entrepreneur High School

*First-Year Writing*

**OD-16 Chasing a More Peaceable Classroom in FYC: Doing Hope Alongside Students with Evidence-Based Mindfulness Strategies**

This presentation shares findings from recent classroom experiences and offers attending CCCC community members evidence-based mindfulness pedagogical practices that invite first-year writers and their instructors to reach for hope as part of a collaborative search for a more peaceable classroom.

*Speaker:* Nadia Zamin, Fairfield University

*Writing Centers (including Writing and Speaking Centers)*

**OD-17 Composing Writing Center Justice: Building Community to Address WC Challenges/Opportunities**

In this session, a member of the Inclusion and Social Justice (ISJ) Task Force of the IWCA will describe the history of the group's formation; the sense of urgency felt to disrupt ableism, racism, and homophobia; and the desire to form community and keep each other accountable as we look at opportunities and challenges for WC's and writing programs moving forward.

*Speaker:* Genie Giaimo, Middlebury College

*Theory and Research Methodologies*

**OD-18 Composition, Value, and the Political Economy of Micro-Writing**

This paper offers a propaedeutic reframing of writing and writing pedagogy through the lens of surplus value. My analysis will examine how "micro-writing" tasks, as an increasingly ubiquitous and hegemonic form of writing in the context of late capitalism, extract surplus value from writers and comprehensively diminish writing's value.

*Speaker:* James Daniel, University of Washington

*Professional and Technical Writing*

**OD-19 Connecting Business Writing to NASA's Technology Transfer University (T2U) Program**

The speaker will reflect on the benefits of collaborating with NASA's Technology Transfer University (T2U) program in business writing contexts, connecting it to exigencies in scholarship in technical communication pedagogy, and demonstrate how instructors can connect with T2U.

*Speaker:* Megan McKittrick, Old Dominion University

*First-Year Writing*

**OD-20 Connecting the Local with the Global: Teaching Civic Engagement in the FYW Classroom**

Drawing inspiration from critical pedagogy and the national "Write to Vote Project," this panel focuses on how to incorporate civic engagement meaningfully into first-year writing curriculum. The panelists reflect on and share their experiences designing and teaching assignments that engage students in community-based field research as well as inquiry projects from global perspectives.

*Speakers:* Xavier Garcia, Fresno State University  
Celeste Guirola, Fresno State University  
Mary Sosa, California State University

*Institutions: Labor Issues, Professional Lives, and Survival*

### **OD-21 Courage and Hope through Graduate Student Labor Activism**

Advocating for GTA labor means recognizing physical working conditions but also emotional responses to those conditions. In this panel, one WPA and three graduate WPAs share experiences and emotions: their feelings of betrayal and hope as they navigate these complex institutional systems.

*Speakers:* Cameron Becker, Ball State University  
Zach Dwyer, Ball State University  
Jennifer Grouling, Ball State University  
Keith Jackson, Ball State University

*Writing Centers (including Writing and Speaking Centers)*

### **OD-22 Creating Communities of Practice through Peer Writing Tutor Development**

Through a combination of storytelling, guided reflection, and written/spoken exercises, this session brings theory to practice for peer writing tutor development that is self-motivated, embodied, and inquiry-based. The participant will explore how they can apply these approaches to multiple contexts, as well as share their own experiences with peer writing tutor development.

*Speaker:* Nathalie Virgintino, Concordia College NY

*Creative Writing and Publishing*

### **OD-23 Crises of Love, Crises of Grief: Exploring the Uses of Autotheory in Composition Studies**

After my sister died during the first semester of my PhD program, my research branched out in new directions as I turned toward autotheory to make sense of ongoing personal traumas amidst the onslaught that is a PhD. This presentation follows scholars like Robin Boylorn and Jo Hsu to ask how and to what ends rhetoric scholars might bridge theory and story. What, in short, is the use of autotheory?

*Speaker:* Abigail Burns, University of Texas at Austin

*Institutions: Labor Issues, Professional Lives, and Survival*

### **OD-24 Decolonial Potentials in Community-Engaged Academic Spaces**

As Indigenous scholar/teacher/activists invested in restoring and protecting the sovereignty of Indigenous communities, the members of this panel demonstrate the ways we are committed to using our positionality, privilege, and power as scholars towards decolonial futures. Responding to the Call, this panel theorizes decolonial practice and Indigenous futures as “doing hope.”

*Speaker:* Cana Uluak Itchuaqiyag, Virginia Polytechnic University

*College Writing and Reading*

### **OD-27 Doing Hope from Multiple Perspectives: Exploring Student Agency in Writing Center Tutorials, Academic Writing, and Narrative Writing**

This panel explores doing hope from a variety of writing contexts and perspectives: supporting students post-pandemic in writing center tutorials, helping students gain a sense of agency via metacognitive interventions in writing classes, and the role of narrative writing in developing students’ multicultural perspective.

*Speakers:* Maria Lombard, Northwestern University in Qatar, “The Hopeful Borders of Discourse Communities: Narrative and Selfhood in Transnational Composition”

Mark Sidey, University of Texas Tyler, “Student Agency: Exploring Metacognitive Interventions in Writing Classes”

Emily Standridge, University of Texas Tyler, “Asking and Receiving: Exploring What Is Asked for and What Is Given in Writing Tutorials”

*Professional and Technical Writing*

### **OD-28 Doing Hope with Real Social Justice Work: A Method for Facilitating Community Partnerships in Technical and Professional Writing Courses**

This presentation focuses on a pedagogical approach to a TPC course in which groups of students worked with local social-justice-oriented organizations to complete real-world projects. Partnerships offered students the ability to interact with community groups that were uniquely positioned to help students learn about social justice issues and simultaneously apply TPC outcomes from the course.

*Speaker:* Sarah Lonelodge, Oklahoma State University

*Inclusion and Access*

**OD-29 Doing Hope: Reflecting on the Pandemic, Examining the Ongoing Stressors of Native American and Rural Southwestern Students, and Raising Classroom Dialogues**

In view of many students' high rates of pandemic and post-pandemic academic, health, relational, and financial stressors, the presentation urges faculty to "do hope" in teaching their students during perilous times and examines dialogical strategies they might use in reaching marginalized students, including Native Americans in some areas wishing to engage in dialogues about the current era.

*Speaker:* Tara Hembrough, Southeastern Oklahoma State University

*Professional and Technical Writing*

**OD-30 Embracing the Hope Already Present: Amplifying Open Educational Resources as an Ethical Practice**

This panel presents a series of distinct but overlapping case studies of developing different parts of programmatic OER in technical communication writing programs, courses, syllabi development, and (non-Blackboard) learning management systems (LMS) to draw broader connections to how the entire field of writing studies can better realize the forms of OER hope that are already right in front us.

*Speakers:* Henry Covey, University of Wisconsin-Madison  
Avery Edenfield, Utah State University  
Steve Holmes, Texas Tech University  
Tiffani Tijerina, Texas Tech University

*First-Year Writing*

**OD-31 Embracing Vulnerability: Personal Narratives as Methods of Social Change in the FYC Classroom**

Vulnerability can be a point of community and connection within the First-Year Writing Classroom.

*Speaker:* Courtney Lund O'Neil, University of California, San Diego

*Community, Civic, and Public Contexts of Writing*

**OD-32 Empathizing with the Community through Multimodal Social Advocacy Projects: An Inquiry into the What, Where, Why, and How of Community-Engaged Learning**

To investigate the development and delivery of multimodal advocacy in writing pedagogy, we documented the ways in which instructors design and deploy multimodal pedagogies for the purposes of community engagement and social advocacy. Here, we present findings from 20 qualitative interviews to identify common and unique strategies through instructor reflections.

*Speakers:* Jialei Jiang, independent scholar  
Jason Tham, Texas Tech University

*Antiracism and Social Justice*

**OD-33 Expanding the Story: Racialization and the Outer Limits of the International Student Experience**

In this session, the speaker shares research considering international students' interpretations of their experiences of racialization and how these experiences serve to define the limits of their acceptance and opportunities on campus. Finally, she argues for the importance of amplifying international student voices to bring attention to and challenge hostile spaces within the university.

*Speaker:* Kristin Raymond, Bentley University

*Professional and Technical Writing*

**OD-34 Exploring the Efficacy of Undergraduate STEM Writing Instruction via National Survey and Analysis of Instructional Artifacts**

This presentation will discuss results from the first portion of this multiphase study that is designed by interdisciplinary team of both STEM and writing experts. Specifically, it will discuss the results of a baseline national survey administered in late summer 2022 to Undergraduate Directors (UGs) of STEM programs at a variety of United States institutions.

*Speakers:* Susan Lang, The Ohio State University  
Clinton Morrison, The Ohio State University  
Roger Yallop, University of Tartu

*Approaches to Teaching and Learning*

**OD-35 Failing Sideways: Queer Possibilities for Writing Assessment**

This session showcases playful assessment practices to create opportunities with student writers for constructing meaningful, high-impact evaluations. We challenge several assessment shibboleths, like writing portfolios and rubrics, by showcasing practices which provide student writers with meaningful choices and opportunities for failure that do not hurt their academic or personal progress.

*Speakers:* Will Banks, East Carolina University  
Nikki Caswell, East Carolina University  
Stephanie West-Puckett, University of Rhode Island

*Community, Civic, and Public Contexts of Writing*

**OD-36 Feeling, Fortitude, and Feminist Transfer: Re-Writing Composition Curriculum by Teaching Outside of It**

This presentation invites those interested in social justice pedagogy to find inspiration outside of the composition and rhetoric curriculum for use within it. By drawing on community writing project and gender and sexuality studies course contexts, the presentation will offer some alternative ways of building curricular content for the writing classroom.

*Speaker:* Jessica Lowell Mason, University at Buffalo

*Antiracism and Social Justice*

**OD-37 Feminism, Affect, and the Geopolitics of Hope**

This panel complicates the idealism of hope, providing new perspectives on hope and how it can enact and combat violence on marginalized groups. From conceptualizing hope in a rape crisis center, to transnational feminist movements, to refugee resettlement narratives, to an Appalachian feminist non-profit, we reveal the harm of hope and the rhetorical complexity of feminist actors' strategies.

*Speaker:* Ashley Canter, University of Massachusetts Amherst

*First-Year Writing*

**OD-38 Feminist Design and Rhetorical Practices: Doing Less Harm**

We use a feminist design lens—recognizing its roots in Black queer feminism and scholarship—to center accountability, equity, and social justice in design choices for writing and writing assignments. To fail to examine the influences of subject positions, motives, and impact is a matter of ethics. We aim to bridge the personal and the collective and aspire toward empathy and action.

*Speakers:* Jessica Corey, Duke University  
Lauren Esposito, Marywood University

*Community, Civic, and Public Contexts of Writing*

**OD-39 Feminist Ecologies of Hope: Collective Writing, Mentoring, and Making Voices Heard**

Findings from a case study conducted at a nonprofit writing center show how collaborative rhetorical practices and surroundings intersect to develop women's trust and confidence as persons and writers. Focusing on women who have survived traumatic experiences, stories emphasize the role of feminist ecologies to nourish hope and develop agency in making silenced voices heard and sustaining change.

*Speaker:* Christiane Boehr, University of Cincinnati

*Antiracism and Social Justice*

**OD-40 Findings and Implications for NCTE from a Multi-Site, Interdisciplinary Survey of College Instructors Who Teach about African American Language**

Combating the stigmatization of African American Language (AAL) is an essential goal for higher education. Courses with AAL content can help advance this goal. To identify policies and practices that may support this work, we report results from a survey of instructors (n=149) across the US who teach about AAL in college departments of English, linguistics, education, and communication sciences.

*Speakers:* Anne Charity-Hudley, Stanford University  
Christine Mallinson, University of Maryland, Baltimore County  
Quentin Sedlacek, Southern Methodist University

*Writing Centers (including Writing and Speaking Centers)*

**OD-41 First-Year Students' Stories of Selecting Support within (and beyond) the University**

This presentation discusses IRB-approved research that invited first-year students to identify gaps in university writing support and how they addressed the gaps. In addition to sharing findings on institutional gaps and student-generated alternatives, the presentation discusses the need for more qualitative evaluation of supports and deeper understanding of students' support-seeking behaviors.

*Speaker:* Alicia Clark-Barnes, University of New Hampshire

*Inclusion and Access*

**OD-42 Fostering Global First-Gen Futures through International Writing Communities**

Panelists will discuss the development of an international writing community between first-generation students at Cal State LA and Durham University. Drawing from interdisciplinary research on equity-focused writing instruction and sociological studies in higher education, this initiative aims to increase access to global education and promote institutional belonging for first-gen students.

*Speakers:* Danelle Dyckhoff, California State University, Los Angeles  
Rebecca MacLean, California State University, Los Angeles  
Raoul Rodriguez, California State University, Los Angeles  
Jasper Yangchareon, California State University, Los Angeles

*Professional and Technical Writing*

**OD-44 Grant Writing as Hope: Reciprocal Online Service Learning at a Hispanic-Serving Institution**

This presentation explores a grant writing course's service-learning redesign at a four-year HSI. Using student reflections, community partner surveys, and pedagogical analysis, this presentation argues how the course helped increase access for students to engage in reciprocal service learning by writing grants for their community partner clients which garnered hope for community change.

*Speaker:* Rachael Jordan, California State University, Channel Islands

*Approaches to Teaching and Learning*

**OD-45 Holding Space and Extending Grace: The Hope That Lies beyond the Essay in Teacher Education**

In this presentation, I conduct an independent autopsy (Lyiscott, 2020) on my graduate teaching to present the journey my students and I have taken to embrace hope as a discipline (Kaba, 2020). I explore how relationship building and “seeing things as they would be otherwise” (Greene, 2010) are opening up new frontiers as we move beyond the essay to embrace liberatory modes of expression.

*Speaker:* Pamela Jones, Bank Street College

*Community, Civic, and Public Contexts of Writing*

**OD-46 Hope amidst the Climate Crises: AREPR and Innovative Disaster Response in Puerto Rico**

This presentation explores how AREPR, a digital humanities project highlighting innovative disaster response strategies of grassroots organizations in Puerto Rico, offers hope in the face of the climate crisis. Additionally, this presentation offers concrete pedagogical examples that enrich higher education’s commitments to environmental justice.

*Speaker:* Christina Boyles, Michigan State University

*Inclusion and Access*

**OD-47 Hope Is Inclusive Action: Methods for Disability Inclusion and Access in Higher Education**

This panel proactively approaches building environments that values disability at the center of learning spaces including spaces of instruction, research, and administration. As people with disabilities and advocates, we share from personal experience methods of disability inclusion including flexible practices, tutorials, and policy application to answer the gap between guidelines and practice.

*Speakers:* Charity Anderson, Bowling Green State University  
Erin Kathleen Bahl, Kennesaw State University  
Sherena Huntsman, Boise State University  
Margaret Moore, Fairfield University

*Writing Centers (including Writing and Speaking Centers)*

**OD-48 Hope in Storytelling: Writing Center Research toward Linguistic Justice**

This sponsored session features three International Writing Centers Association-funded studies that prioritize the intersectional narratives

of the writers and professionals who inhabit writing centers and writing center research. After brief presentations about each project, presenters will invite attendees to discuss how their methods/methodology enact hope by advancing linguistic justice.

*Speakers:* David Kelly, University of Baltimore  
Elaine MacDougall, University of Maryland, Baltimore County  
James Wright, University of Maryland

*College Writing and Reading*

**OD-49 Hope on the Horizon: Empowering Composition Students to Broaden Authorial Perspectives**

The rhetoric classroom can provide a refuge from the rapid physical changes and quick passages of time our students normally experience as college-age folks in a big city. In doing so, it can become a practice space for broadening critical thinking skills so central to argumentation and idea exchanges, both verbal and written.

*Speakers:* Nathalie Joseph, University of Southern California  
Harly Ramsey, University of Southern California

*Approaches to Teaching and Learning*

**OD-50 “Hope That Has Lost Its Bearings”: Making Space for Lament in Writing, Teaching, and Professional Life**

This session invites participants to explore their writing, teaching, and professional lives through lament and provides frameworks for bringing lament into the classroom. The speaker will reflect on the power of lament in their own work before guiding participants in activities to help them productively harness the expressive, galvanizing, and healing power of lament for themselves.

*Speaker:* Tanya Woodward, Riverside International School

*College Writing and Reading*

**OD-51 Developing a Symbiotic Relationship: Learning Authority**

The apprenticeship structure of most graduate programs ignores the impact collaborative communities have on graduate student reading. This panel asks: “How do graduate students negotiate the development of disciplinary and novel reading practices across different sites and identity positions?” Using a range of qualitative methods, our panel investigates scenes of transfer.

*Speaker:* Cassandra Book, Marian University

*College Writing and Reading*

**OD-52 Implications of Looking/Seeing: Visual Rhetoric in the College Writing Classroom**

Drawing on visual and textual analysis in visual presentations, this project looks at how students in the writing classroom can be introduced to the hegemonic implications of visual and multimodal connections in the presentation genre.

*Speaker:* SB McCullouch, East Carolina University

*Community, Civic, and Public Contexts of Writing*

**OD-53 In the Name of Peace: Cultivating Civic Hope in a Post-Military Democracy**

In this paper, I examine strategic efforts on the part of the Ghanaian nation-state to forge a culture of peace and civic hope among its citizens in its post-military era democracy. I show the promises and perils of cultivating peace as a form of civic hope for citizens, ultimately centering citizens' histories, cultures, and perspectives on their own terms.

*Speaker:* Stephen Dadugblor, The University of British Columbia

*Professional and Technical Writing*

**OD-54 Infrastructures and/as Writing: Methodological Innovations and Pedagogical Approaches**

The infrastructural turn has begun in writing studies, with a focus on writing as infrastructure and the social and material infrastructures of writing. This roundtable, consisting of authors of the upcoming CDQ special issues on infrastructure, creates space to discuss how the infrastructural turn translates to methodological innovation and pedagogical approaches.

*Speaker:* John Sherrill, University of Qatar

*Approaches to Teaching and Learning*

**OD-56 Jesus, Take the Keyboard: Spirituality, Music, and the Writing Classroom**

This presentation extends scholarship on the use of music in the composition classroom by examining how students in a first-year course employ the matrix of writing, popular music, and spirituality/religion/non-belief as a means of doing hope.

*Speaker:* Scott Wagar, Santa Clara University

*Antiracism and Social Justice*

**OD-57 Latinx Linguistic Justice**

Following a course on Linguistic Justice at The University of Texas Permian Basin, regarded as a Hispanic Serving Institution, the authors of this article became aware of the lack of studies done specifically in relation to Latinx linguistic practices. As such, they have drawn from their own experiences to illustrate the need for Latinx linguistic justice due to the lack of studies found.

*Speakers:* Edward Corkill, The University of Texas Permian Basin  
Sachie Morita, The University of Texas Permian Basin  
Anabel Sanchez, The University of Texas Permian Basin  
Maximillien Vis, The University of Texas Permian Basin  
Randy Yanez, The University of Texas Permian Basin

*Histories of Rhetoric*

**OD-58 Learning from Chief White Eagle and Susette La Flesche (Inshata Theumba): Embracing Community Co-Teaching and Activism**

This presentation discusses Chief White Eagle's 1879 newspaper statement published amidst attacks on Ponca sovereignty. I discuss the statement's significance to extracurricular teaching and learning; how this act of "survivance" positioned Chief White Eagle and translator Susette La Flesche as co-teachers of a vast reading public (Vizenor); and implications for our teaching and activism today.

*Speaker:* Grace Wetzel, Saint Joseph's University

*Approaches to Teaching and Learning*

**OD-59 Learning Together: Collaborative Contract Building in Writing Courses**

Contract grading offers instructors an opportunity to create a more equitable and accessible form of writing assessment. While contract grading offers many benefits to writing courses, building and integrating contracts can be a difficult process. This presentation will discuss my experience and the strategies I use while building and using learning contracts in college-level writing courses.

*Speaker:* Matthew Schering, Illinois State University

*Inclusion and Access*

**OD-60 Looking for Hope in Multimodal Maps: Exploring Points of Inaccessibility on the Campus of UNC Greensboro**

How do we make our environments, particularly those made of brick and stone and thus intrinsically less malleable, more intersectional? The first step is documentation at the local level. My dissertation, which documents and maps points of inaccessibility on the campus of UNC Greensboro, will be briefly discussed, as well as its place within the larger digital rhetorical conversation.

*Speaker:* Amanda Shoaf, University of North Carolina at Greensboro

*First-Year Writing*

**OD-61 Meaningful Research Writing in the First-Year Writing Classroom: Utilizing Context-Specific Curricular Revision for Improved Engagement and Empowerment**

After a year of curricular revision, our small writing program refocused the research writing course in our FYW sequence to better serve our students, their disciplines, and their struggles. We looked particularly at how to foster meaningful writing experiences that would build transferrable writing skills, while fostering a strong sense of agency and maximizing collaborative engagement.

*Speakers:* Erin Banks-Kirkham, La Sierra University  
Alyssa Garcia, La Sierra University  
Cassandra Hicks, La Sierra University  
Raquel Mentor, La Sierra University

*Antiracism and Social Justice*

**OD-62 Multimodal Pedagogy for an Antiracist Classroom: New Assignments in First-Year Writing**

This panel combines multimodal approaches and antiracist pedagogies to disrupt language hierarchies and diversify the way we learn, write, and create in the classroom.

*Speakers:* Felisa Baynes-Ross, Yale University  
Caitlin Cawley, Fordham University  
Caroline Hagood, St. Francis College  
Mira Zaman, Borough of Manhattan Community College

*Professional and Technical Writing*

**OD-64 Peer Review with Google Docs in a Technical and Professional Communication Class: How to Comment Effectively to Mitigate Conflicts?**

The study on the Google Doc peer review mode in a technical and professional communication class showed that students' willingness to comment was affected by the availability of visual space in the margins. To ensure that a Google Docs page remains welcoming after the first reviewer leaves their comments, instructors can make their prompts more specific and teach students effective commenting.

*Speaker:* Sofia Tarabrina, University of New Mexico

*Writing Centers (including Writing and Speaking Centers)*

**OD-65 Playing the ACE: Providing Support and Fostering Connection Through Online Content Creation**

Playing the ACE is an educational web series created by the consultants of the Mary Francine Danis Writing Center at Our Lady of the Lake University. PtA was created in response to a need for virtual academic support during the global pandemic. Since its inception, PtA has become a collaborative tool for building connections between students, staff, and faculty at OLLU.

*Speakers:* Kirsten Komara, Our Lady of the Lake University  
Sabrina Zertuche, Our Lady of the Lake University

*Writing Centers (including Writing and Speaking Centers)*

**OD-66 Powered by Hope, Stalled by Backlash: Initiating Antiracism in Writing Centers while Racialized**

We (three racialized, female, first-gen immigrant writing center administrators) interpret our experiences of initiating antiracist change as counterstories to linear narratives of progress. Trying to be “access points” (Faison) for minoritized people, but finding our work easily undone by backlash, we enact hope by persisting despite setbacks, and by conceptualizing history cyclically.

*Speaker:* Naveera Ahmed, King's University College

*Professional and Technical Writing*

**OD-67 Practices of Inclusivity: Doing Hope in STEM Writing Classrooms**

This panel explores three ways to help STEM writing classrooms and programs can integrate with STEM curricula to alter the structural inequities and problems of access that continue to plague the fields. Panelists do so through engineering curriculum planning, incorporating indigenous science through cultural safety, and analyzing the promises and perils of visual rhetoric and femvertising.

*Speaker:* Deborah J. Danuser, University of Pittsburgh

*College Writing and Reading*

**OD-68 Reading across Borders: Experimenting with Cross-Cultural Text Negotiation**

This study experimented with and analyzed textual exchanges between two universities in China and the US to examine the complex negotiation process and border crossing rules in cross-cultural text negotiation. It also generates new wisdom for writing and reading education in global contexts.

*Speaker:* Xinqiang Li, Michigan State University

*Information Literacy and Technology*

**OD-69 Remember “Voice?” Recasting Voice for Electracy**

Drawing from a recent personal interview one of our panelists conducted with Peter Elbow, we explore pedagogical applications of “electrate voice,” including both print and multimodal collage, sound studies, and musical attunement, as a way to identify and foster electrate voice within cultural and technological narratives.

*Speakers:* Sarah Arroyo, California State University, Long Beach, “Defining Electrate Voice for Participatory Composition: A Collage Needs Some Clash”

Jessie Bullard, California State University, Long Beach, “Defining Electrate Voice for Participatory Composition: A Collage Needs Some Clash”

Geof Carter, Saginaw Valley State University, “Performing Electrate Voice, Binding Time with Perplexity: Remixing and Inhabiting Musicians”

Robert Leston, New York City College of Technology, “Attuning Electrate Voice: ‘Tuning into’ the Ethical Modality of Listening”

*Information Literacy and Technology*

**OD-71 Research Processes of First-Year Writing Students**

This explanatory sequential mixed-methods study of first-year writing students' annotated bibliographies and follow-up interviews aims to understand what research methods first-year composition students use as well as for what purposes they select and use search results in their research process.

*Speaker:* SJ Williamson, North Dakota State University

*Community, Civic, and Public Contexts of Writing*

**OD-73 Service Learning as Volunteerism, Activism, and Community Engagement? Or, Service Learning as a Re-imagined Practice of Care**

The speaker focuses on the concept of "care" as it interrelates with attempts to create inclusive teaching environments specifically in the context of a First-Year Writing class with a required Service-Learning component. Students who participate in Service Learning have the opportunity to cultivate an awareness of what it means "to care" beyond "mainstream" notions of "caring."

*Speaker:* Bret Keeling, Northeastern University

*Language, Literacy, and Culture*

**OD-74 Sharing Place, Space, and Geographic Literacies in the Multinational Online Writing Classroom**

This session will focus on online writing instructional frameworks that combine virtual, cultural, and physical spaces to spark multinational student engagement, informed by particular themes of curiosity, play, flexibility, and multilingual knowledge-making.

*Speaker:* Sarah Snider, New York University-Shanghai

*Community, Civic, and Public Contexts of Writing*

**OD-75 Social Emotional Learning: Empowering Multilingual Rhetoric for Public Engagement**

Social-Emotional Learning (SEL) theory in multicultural composition courses fosters equitable learning experiences, enhances multilingual students' verbal and written skills, and augments cultural cognizance. SEL boosts fluency, enables the process of engaging with global issues, leads to deeper understanding of social issues, and fosters informed rhetorical choices.

*Speakers:* Teresa Cusumano, Lehigh University  
Jessica Harbaum, Lehigh University

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-76 Strategies for Hope: Teaching and Administrating Practices for Survival**

This session will involve speakers sharing their strategies for survival in this challenging era. Participants are encouraged to share their own strategies and we will focus the session on open discussion and shared learning, after brief presentations by each speaker.

*Speakers:* Kerri Bennett, Arkansas State University  
Leslie Reed, Arkansas State University  
Kristen Ruccio, Arkansas State University

*College Writing and Reading*

**OD-77 Student Stories of Writing Development and Secondary School Policy**

How do secondary school teachers shape their teaching to match state standards, and what are the implications for that teaching once students leave high school and enter the university? This case study incorporates both student and educator perspectives on high school curriculum, and student perspectives on writing in college, to assess the role of standards in writing development.

*Speaker:* Jeremy Levine, University of Massachusetts, Amherst

*Community, Civic, and Public Contexts of Writing*

**OD-78 Students' Voices in Public Writing Pedagogy with Online Fandom Communities: Social Tension, Identity Conflicts, and Privacy Issues**

This qualitative case study explores students' perspectives on social tension, identity conflicts, and privacy issues they experience in public writing pedagogy with online fandom communities, aiming to inform and innovate public writing pedagogy, and help teachers foster a more inclusive, supportive, and safer classroom environment.

*Speaker:* Eva Jin, Arizona State University

*Approaches to Teaching and Learning*

**OD-79 Subtractive Schooling: Providing and Examining Hope for Cultural Ethnic Students**

My presentation focuses on subtractive schooling and how we, as teachers, scholars, rhetoric, and learners, might provide hope to students in the field of composition studies. For different minority races, such as African American, Asian, and mainly Mexican, their histories, languages, and cultural practices are unimportant to the dominant white status quo which I will examine further.

*Speaker:* David Ornelas Jr., San Diego State University

*First-Year Writing*

**OD-80 Take Back the Write: Technology, Feedback, and System Hacking**

This session explores dialogic focuses-recentering students in conversations about their writing-within specific technologies to foster student and instructor agency. By transforming feedback from one-sided instructor comments to a recursive conversation, we gain insight into students' and instructors' terminology for and approaches to writing and revision strategies.

*Speakers:* Lindsey Harding, University of Georgia  
Joshua King, University of Georgia  
Sara Steger, University of Georgia

*Antiracism and Social Justice*

**OD-81 Telling Our (Counter) Stories: A Collaboration between Baltimore City College and University of Maryland, Baltimore County, Writing Students**

In a collaboration between students in an English 100 course at UMBC and an English class for high school seniors at Baltimore City College centered around the 2015 Baltimore Uprising, students read D. Watkins' book *We Speak for Ourselves*, focusing on the power of story and counterstory, and engaged in conversations and interviews in an effort to learn more about each other's unique stories.

*Speakers:* Elaine MacDougall, University of Maryland, Baltimore County  
Lena Tashjian, Baltimore City College High School

*Approaches to Teaching and Learning*

**OD-82 The Basic Needs of Writers: Using Self-Determination Theory to Identify and Develop Motivation-Aligned Writing Supports in an Honors Thesis Program**

This session supports conversations about writer motivation in the honors thesis setting, and using SDT to identify writing supports that draw on autonomy, competence, and/or relatedness. Tested for validity in multiple countries, SDT provides an explanation regarding writer needs. The site of study was a large, eastern public university honors thesis program.

*Speaker:* Krysta Banke, University of South Florida

*Inclusion and Access*

**OD-83 The False Hope of Universal Design for Learning**

Exploring the pitfalls of UDL praxis, we reimagine what it means to bring an inclusive framework to writing pedagogies. By critiquing UDL approaches to difference, suggesting potential alternatives, and providing two specific examples of the efficacy of this shift, our panel seeks to enrich the conversation around UDL to bring it into better alignment between intention and application.

*Speakers:* Janelle Chu Capwell, University of Arizona  
Kathleen Kryger, University of Arizona  
Jay McClintick, University of Arizona  
Griffin Zimmerman, University of Arizona

*First-Year Writing*

**OD-85 The Hope in Play: Making Space for Play Pedagogy in the College Composition Classroom**

Students often struggle with the blank page, but they can struggle even more with feeling like they are “real writers.” Using play pedagogy in the college writing classroom in the form of arts-based composition can help them access their early creative selves in ways that give them hope their writing lives can be different.

*Speaker:* Kelly Lemons, Teachers College, Columbia University/City College of New York

*Community, Civic, and Public Contexts of Writing*

**OD-87 The Power of Stories in Activist and Justice-Oriented Projects**

This presentation examines ways that stories open dialogue in activist and justice-oriented projects and provides assignments asking students

to tell stories as part of a collective action project. Activities focus on microblogging on Twitter, video storytelling on TikTok and YouTube, and photo essays on Instagram. The presenter will provide links to assignments and supporting materials.

*Speaker:* Traci Gardner, Virginia Tech University

*First-Year Writing*

### **OD-88 Towards a New Pedagogy of Transfer: Supporting Underprepared Student Writers in STEM**

This presentation will share findings from a mixed-methods study on student perceptions of writing in STEM. Combining interview and survey data, the project aims to understand the nature of writing tasks in STEM courses, how students are accessing support, and what feels challenging or familiar to students about STEM writing following two semesters of first-year writing instruction.

*Speaker:* Kristen Starkowski, Harvard College Writing Program

*Approaches to Teaching and Learning*

### **OD-89 Transformative L2 Writing Teacher Identity at the Nexus of Researcher Identity over 3.5 Years: Autoethnographic Approach**

This autoethnographic research examines transformations of my writing teacher identity over 3.5 years. Findings revealed that with a deeper understanding of sociocultural perspectives on language teaching, my writing pedagogy shifted from cognitively-oriented (e.g., L2-only policy, error minimization) to socio-cultural, and critical approaches seeking linguistic/racial justice for L2 students.

*Speaker:* Juyeon Yoo, The Ohio State University

*Inclusion and Access*

### **OD-90 Translanguaging in Academia to Sustain Multilingual Communities**

My research participants give me accounts of how the non-English common language background fosters building a sense of community, trust, and bond between teachers and students that though built within academia goes further beyond that. In my presentation, these are the stories I want to share—stories of hope—of sustaining multilingual communities through their diverse translanguaging practices.

*Speaker:* Anis Rahman, University of Wisconsin-Milwaukee

*Inclusion and Access*

**OD-92 Using Data to Identify and Address Inequities in Teaching and Learning**

This presentation examines how course data can be used, particularly in writing courses, to promote equity. Participants will engage in interpreting results from several studies that highlight differentiated student learning experiences and will consider how they might gather and use course and institutional data as a way to foster educational equity.

*Speakers:* Cara Kozma, High Point University  
Holly Middleton, High Point University

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-93 We Are Not Okay: Managing Faculty Burnout and Seeking Hope in a Post-Pandemic World**

This discussion focuses on mid-career faculty members' experiences in particular as they navigate how to best support students without completely burning out—and how to have and do hope in a time where such an aim feels at best one more thing to add to a too-long to-do list and at worst, completely foolish.

*Speakers:* Lesley Bartlett, Iowa State University  
Josh Call, Grand View University  
Brittany Cottrill Lloyd, Grand View University  
Bobbi Olson, Grand View University

*Approaches to Teaching and Learning*

**OD-95 Working In Progress: Our Chance to Create a New Model of Graduate Pedagogy Education**

This presentation addresses the lack of training and support for those who teach and advise at the graduate level, identifying the current approach as a model-method of pedagogical inheritance, by which instructors replicate the values, habits, and behaviors of their mentors, and proposing instead two models for a new system of Graduate Pedagogy Education.

*Speaker:* Lyndsey Elizabeth Key, Oklahoma State University

*First-Year Writing*

**OD-96 Collaboration, Community, and Curiosity: Partnerships between Writing Programs and University Archives**

This interdisciplinary roundtable session explores collaborations between Writing Programs and University Libraries, with a special focus on teaching writing and research with Special Collections and Exhibitions.

*Speaker:* Kamila Kinyon, University of Denver

*Approaches to Teaching and Learning*

**OD-97 New Directions in TFT Research During and Post-Pandemic**

This panel presents four research projects, based on Teaching for Transfer at different institutional contexts, that explore the continued viability of the curriculum for facilitating transfer of writing knowledge and practice during the pandemic, in online teaching, and for workplace writing.

**Speaker:** Richard Matzen, Woodbury University

*Approaches to Teaching and Learning*

*Emerging Scholars Session*

**OD-98 RuPedagogies of Realness, The Roundtable Edition!  
A CCCC Roundtable on Teaching and Learning with  
RuPaul's *Drag Race* and on Pandemic Publishing**

This roundtable brings together the *RuPedagogies of Realness: Essays on Teaching and Learning with RuPaul's Drag Race* (2022) writers to share their work and their scholarly processes of pandemic publishing and how their pedagogical arguments with *Drag Race* have consequently expanded, shrunk, or even been completely foreclosed upon since the collection went to press in 2020.

**Chairs:** Lindsay Bryde, SUNY Empire State College

Tommy Mayberry, University of Alberta

**Speakers:** David Fine, University of Dayton

Phillip Joy, Mount Saint Vincent University

Viki Kampouridou, National Technical University of Athens

Russ Martin, Toronto Metropolitan University

Tommy Mayberry, University of Alberta

Mandy Penney, University of Alberta

Nathan Workman, University of Wisconsin-Madison