

WRITING ABUNDANCE



2024 CCCC Convention

APRIL 3-6 2024 | SPOKANE, WASHINGTON

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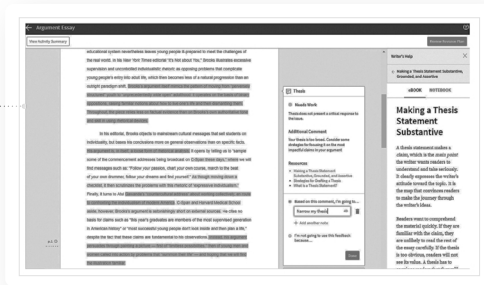
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Group 2						
Name	Writer's Submissions	Reviews Received	View	Peer Review Submissions	View	Instructor Comment
	Draft Completed	Reviews Received		Reviews Completed		Send on Peer Review
Blanca Buzzword	January 26, 2022	0/2		0/2	-	Exclude from Draft
Eleanor Example	January 26, 2022	0/2		0/2	-	Allow Revisit
Max Wordcount	January 26, 2022	0/2		0/2	-	
Group 3						
Name	Writer's Submissions	Reviews Received	View	Peer Review Submissions	View	Instructor Comment
	Draft Completed	Reviews Received		Reviews Completed		Send on Peer Review
Martin Margin	January 26, 2022	2/2		2/2		Comment Sent
Priyanka Paper	January 26, 2022	2/2		2/2		Comment Sent
Victor Revision	January 26, 2022	2/2		2/2	-	



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75th Annual Convention
Conference on College Composition and Communication
April 3–6, 2024
Spokane Convention Center
Spokane, Washington

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Cover Art: “The Exchange” by Remelisa Culitan

“This conference is an exchange of ideas, cultivated and grown from both within and out.”

Remelisa Culitan (they/them/theirs) is a Filipinx American queer artist and arts advocate based in Spokane, Washington. For more about Remelisa’s work, see their online portfolio at remelisa.com

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Michelle Bachelor Robinson, Spelman College

Schedule at a Glance

Wednesday, April 3

7:00 a.m.–7:00 p.m.	Registration
8:00 a.m.–5:00 p.m.	TYCA Conference
8:30 a.m.–5:00 p.m.	Research Network Forum
9:00 a.m.–12:30 p.m.	Morning Workshops (additional registration & fee required)
9:00 a.m.–5:00 p.m.	All-Day Workshops (additional registration & fee required)
1:30 p.m.–5:00 p.m.	Afternoon Workshops (additional registration & fee required)
5:00 p.m.–10:00 p.m.	Special Events and Meetings
5:15 p.m.–6:15 p.m.	Newcomers' Orientation

Thursday, April 4

7:00 a.m.–5:00 p.m.	Registration
7:30 a.m.–8:15 a.m.	Newcomers' Coffee Hour
8:30 a.m.–10:15 a.m.	Opening General Session
10:15 a.m.–6:00 p.m.	Exhibit Hall & Action Hub Open
10:30 a.m.–11:45 a.m.	A Sessions
12:15 p.m.–1:30 p.m.	B Sessions
1:45 p.m.–3:00 p.m.	C Sessions
3:15 p.m.–4:30 p.m.	D Sessions
4:45 p.m.–6:00 p.m.	E Sessions
5:30 p.m.–6:30 p.m.	Resolutions Committee Open Meeting
6:00 p.m.–7:00 p.m.	Scholars for the Dream Reception
6:30 p.m.–7:30 p.m.	Special Interest and Standing Group Meetings
7:00 p.m.–8:00 p.m.	Anzaldúa Awards Reception

Friday, April 5

8:00 a.m.–5:00 p.m.	Registration
8:00 a.m.–5:00 p.m.	Exhibit Hall & Action Hub Open
8:00 a.m.–9:15 a.m.	F Sessions
9:30 a.m.–10:45 a.m.	G Sessions
11:00 a.m.–12:15 p.m.	Keynote
12:30 p.m.–1:45 p.m.	H Sessions
2:00 p.m.–3:15 p.m.	I Sessions
3:30 p.m.–4:30 p.m.	Special Interest and Standing Group Meetings
4:45 p.m.–7:15 p.m.	Annual Business Meeting and Awards Presentation
7:15 p.m.–9:30 p.m.	Evening All-Attendee Event

Saturday, April 6

8:00 a.m.–1:00 p.m.	Registration
8:00 a.m.–1:00 p.m.	Exhibit Hall & Action Hub Open
8:00 a.m.–9:15 a.m.	J Sessions
9:30 a.m.–10:45 a.m.	K Sessions
9:30 a.m.–11:30 a.m.	Teacher to Teacher
11:00 a.m.–12:15 p.m.	L Sessions
12:30 p.m.–1:45 p.m.	M Sessions
2:00 p.m.–5:00 p.m.	Afternoon Workshops (registration required with no fee)

Greetings from the 2024 PROGRAM CHAIR



**Jennifer
Sano-Franchini**
2024 Program Chair

Welcome to Spokane, the site of the 75th Annual Convention of the Conference on College Composition and Communication!

In the CFP for this year's Convention, I asked that we "consider how we will approach this place with care, most of us as visitors, alongside and in relation to these abundant communities and lands." So, I'd like to begin by encouraging us all to take a moment to reflect on and learn more about where we are, and of the people who've been here before us, going back to the Spokane Tribe of Indians, who continue to persist and thrive today. Take a moment to read through the **Land and Water Acknowledgement** for 2024 and consider how you will move about this place with this context in mind. I challenge

all presenters and facilitators to consider how their session might better attend to the experiences, perspectives, histories, and knowledges of Indigenous people. How will you "come to this place with deep, abundant, and diverse histories and communities to learn, not to know or to understand, but to feel out the limits of what you thought you knew, to better situate yourself amongst these multiple relationships?"

I'd also like to invite you to take a moment to get situated, and to consider how you will attend this year's Convention with intention and reflexivity. When I co-organized the 2022 Association of Teachers of Technical Writing (ATTW) Virtual Conference with Donnie Johnson Sackey and Kristen Moore, we agreed that we wanted to open the conference with an intention-setting moment, inviting attendees to take a moment to consider the following questions, which I think continue to be useful here:

- How will you make your time here meaningful, however you define that?
- What do you hope to gain from your experience at this Convention?
- What can you do to heighten the chance that you'll have the meaningful experiences you hope to have?
- How will you care for yourself while doing those things?

This year's **Accessibility Guide** (<http://tinyurl.com/4C24-Accessibility-Guide>) was developed by Patty Wilde and Melissa Nicolas with the support of CCC and the Committee on Disability Issues in College Composition (CDICC). I encourage everyone to browse through the guide, especially the section titled "Co-Creating a Culture of Access," which discusses how we can all come together and contribute as a community to making this Convention space as accessible as we can. You can also stop by the Accessibilities Table, located in the Action Hub, for additional resources.

If this is your first CCCC Convention, welcome. I highly encourage you to check out the **Newcomers' Orientation** on Wednesday at 5:15 p.m., and the **Newcomers' Coffee Hour** on Thursday morning at 7:30 a.m. The CCCC Convention is large, and activities such as these can help make it feel much more manageable. Another activity that can help you navigate the Convention is the **C's the Day** game! To learn more or get started, visit their table in the Action Hub. It can also help to attend a **Caucus, Special Interest Group (SIG), or Standing Group meeting**. This will connect you with people who have similar interests and can open up opportunities to get involved in the organization. There are dozens of Standing and Special Interest Groups to choose from, and you generally don't have to register or become a member before attending a meeting—you can just show up! Finally, whether or not you're a graduate student, you might find our two guides that were developed with graduate students in mind helpful: "Getting Ready for CCCC 2024" and "Attending and Getting Involved at CCCC 2024." These guides are available on the CCCC website and are part of larger efforts within the organization to make information more accessible, and to make the organization's governance processes, structures, and decision making more transparent.

To our returning and longtime CCCC attendees, we're so happy to have you back. As with previous years, this year's program features abundant workshops, panels, roundtables, and poster sessions on a wide range of compelling and engaging topics. In addition, we've continued several other spaces and opportunities where you can connect with colleagues across the discipline:

- If you are on social media, connect with others through our hashtag, **#4C24**.
- The fifth annual **Two-Year College English Association (TYCA) National Conference** will be taking place on Wednesday, April 3. This year, the theme for the Conference is "The Weird and the Wonderful: Unexpected Growth in Unfamiliar Spaces," developed under the leadership of program chairs Sarah Z. Johnson and Leigh Jonaitis.
- All attendees are invited to the **Newcomers' Coffee Hour** (it's not just for newcomers!) on Thursday morning at 7:30 a.m.
- Then head straight to the **Opening General Session** at 8:30 a.m. for Frankie Condon's 2024 CCCC Chair's Address!
- I also encourage all attendees to come to the **Annual Business Meeting and Awards Presentation** on Friday at 4:45 p.m. The Annual Business Meeting is an opportunity to get involved and exercise your right as a CCCC member to vote on—and propose amendments to—resolutions set forth by CCCC members and the Resolutions Committee. We are required to have a quorum of 75 CCCC members to transact business, so your presence can help us make that happen! The Awards Presentation is also a wonderful opportunity to connect, learn about, appreciate, and celebrate the abundance of talent and dedication within our community.
- This year we have several **Social Justice at the Convention (SJAC) Committee events and activities** planned, including a roundtable featuring local Spokane and Pacific Northwest-based two-year college faculty and high school

English instructors speaking about the social justice work they are doing, scheduled for Thursday, April 4, at 10:30–11:45 a.m. We are also continuing to feature the works of local Indigenous artists and Spokane-based artists of color in the vendor space, located in the Exhibit Hall. Visit the SJAC table at the Action Hub to learn more and to get involved!

- Speaking of which, visit the **Action Hub** to meet, brainstorm, write, connect, and participate in various activities organized by CCCC committees and member groups. This is where you will find
 - The **Accessibilities Table**, where you will find interaction badges (used to make your interaction/communication needs and preferences more transparent), masks, and other helpful resources.
 - The **C’s the Day** table, which you can visit to play the augmented reality game and win prizes. If you complete the Chair’s Quests, you’ll win a prize from me!
 - The **Social Justice at the Convention** (SJAC) table, which will feature a postcard advocacy writing activity.
- **Teacher 2 Teacher** on Saturday at 9:00–11:30 a.m. is another opportunity to connect with other attendees around our teaching mission. All are welcome to attend to build community among teachers and to learn about and “discuss new ways to meet pedagogical challenges.”

We also have some exciting new events for 2024 that I’d like to draw your attention to.

Friday’s Keynote will be a conversation with Mira Shimabukuro, poet, writer, and Teaching Professor at the University of Washington Bothell. I am so excited about her keynote for several reasons. First, I appreciate her scholarship, which “focuses on the ways US-based communities of color have used written language to respond to and/or contend with the experiences of racialized oppression, both in private and in public,” and how it contributes to rhetorical theory and methodologies at the same time that it is situated, thoughtful, and reflexive. I highly recommend her book, *Relocating Authority: Japanese Americans Writing to Redress Mass Incarceration*. She is also a phenomenal writer and careful scholar whose work serves as an impressive model from which we can all learn. Over the past few years, we’ve had some outstanding, high-profile keynote speakers like Roxane Gay and Anita Hill. This year, for CCCC’s 75th anniversary, I felt it would be meaningful and important to highlight the voice of someone from within our own abundant community who is also based in the state of Washington, where this year’s Convention is being held. Shimabukuro’s research and pedagogy also coincide with my interest in highlighting the work of an Asian/Asian American woman teacher-scholar in the discipline. She’s a teaching professor, and one of relatively few Asian American women faculty in rhetoric and composition who’s served in a senior administrative position as associate dean of the School of Interdisciplinary Arts and Sciences at the University of Washington Bothell. She also previously worked at a two-year college—Highline Community College—and she grew up in a household where social and political activism and organizing were clear and present—something that is also reflected in

her research. I truly hope you will join us for her keynote, where she will talk about rhetorical attendance, writing-to-redress, gaman, and what Japanese American rhetorics can teach us in writing studies broadly.

I am also so very excited about this year's **Friday Evening Event, which will be a Pau Hana with Karaoke!** In Hawai'i, "pau hana" means *done with work*, and it is when co-workers and friends get together after the workday is over for a happy hour, and to kick back, relax, talk story, and have fun. Where I'm from, and in many Asian and Asian American communities, karaoke (following the Japanese pronunciation—"kah-rrah-oh-keh") is a very common recreational activity, and it may be different from the kind of karaoke ("carry-okie") others may be familiar with. Often, though not always, we do karaoke in private rooms, among friends and acquaintances. In this way, karaoke (or noraebang, in Korean) is a highly communal activity where a shared culture and sense of reflexivity, reciprocity, and support are part of the experience. In other words, it's not so much about who sings the best, owning a particular song, or highlighting an individual voice, but sharing space with, encouraging, and spending time with others. In this way, we might consider what we can learn about rhetoric, writing, and the teaching of composition from this rhetorical and relational practice. It's also just a great way to let off steam after a challenging work/Convention week, and to celebrate happy occasions with friends. But also, I have often felt like my work self is different from my self self, that I can't bring my full self into the academic workplace, partly because I rarely see my own ways of being reflected in the profession. Maybe that's true for everyone to an extent. So, this event is a chance for me to hold space for a different experience and norm—one that reflects my own background and culture and that I hope will resonate with others. I hope you will join us with an open heart and mind!

This year's Convention was a collaborative effort, and it would not have been possible without the support of many, many people. Thank you to the **Local Arrangements Committee**, chaired by Bradley Bleck, which connected us with the local Spokane community, recruited volunteers for registration, and invited Indigenous artists to the vendor space. Patty Wilde and Melissa Nicolas worked on the **Accessibility Guide**, a monumental task that involved attending the site visit and walk-through; reviewing the Convention site and hotels with accessibility in mind; documenting details through handwritten notes and photos; and developing the guide itself. Thanks to Frankie Condon for taking the lead on developing the **Land and Water Acknowledgment** and for taking the initiative to make a donation to the Spokane Tribe Language and Culture Preservation Project on behalf of our organization. Temptaous Mckoy is the **Cross-Caucus Events Coordinator**, and she has been developing exciting events that will encourage our identity-based caucuses to remain connected and in dialogue with one another. Thanks to the **Social Justice at the Convention Committee** chaired by Antonio Byrd with incoming chairs Gin Schwarz and Gabrielle Kelenyi for all of their work. The program was made possible thanks to this year's **Stage 2 Reviewers**—Kofi Adisa, Sara P. Alvarez, Antonio Byrd, Chen Chen, Carolyn Commer, Tom Do, Jessica Edwards, Brooke Hotez, Eric House, Darin Jensen, Ashanka Kumari, Jolivette Mecnas, Patti Poblete, and Jason Snart—as well as to all of our many **Stage 1 Reviewers**. Remelisa Culitan,

Spokane-based artist and arts advocate, created the lovely artwork and program cover for this year’s Convention. The **Graduate Standing Group** co-chairs, Charles McMartin, Anuj Gupta, and Kayla Fettig, provided insights and valuable feedback that went into the two guides for graduate students. **TYCA Chair** Joanne Giordano and **TYCA 2024 Program Chairs** Sarah Z. Johnson and Leigh Jonaitis also provided excellent ideas and helpful feedback as we’ve worked to make the Convention more welcoming and supportive of two-year college faculty. My deep appreciation to the NCTE staff who made all the things happen with extraordinary patience and grace—especially Kristen Ritchie, Lori Bianchini, Matt Burruss, Kaitlin Schmitt, Alejandra Conner, and Geno Church.

A special shout-out to the **two graduate assistants at West Virginia University** who worked with me on the Convention, Rojda Arslan and Peter Krch. Peter provided valuable contributions earlier in the process as we worked together to develop the theme and CFP. He read and discussed scholarship with me, offered insights and feedback on theme ideas, read through and provided feedback on several drafts of the CFP, and shared his experience as a first-time CCCC attendee in 2023 with me and others at WVU. Rojda got involved as the planning process was ramping up, and she’s been a huge help in SO many different ways, from writing materials to managing communications to liaising with the Grad Standing Group to attending meetings and providing feedback on ideas and written documents. She collaborated with me on the first new guide for graduate students, “Getting Ready for CCCC 2024,” and she took the lead on developing “Attending and Getting Involved at CCCC 2024.”



Rojda Arslan



Peter Krch

And finally, thanks to all of you, our members and attendees, for being here with us. I hope you’ll find your time here meaningful.

Jennifer Sano-Franchini
CCCC 2024 Program Chair

Welcome from the Local Arrangements Committee

Greetings and Welcome to Spokane and the 2024 CCCC Annual Convention

We are here celebrating 75 years of CCCC's writing abundance at the same time as Spokane begins celebrating 50 years since the World's Fair, Expo '74, was held in the city. Thanks to the CCCC and Expo '74 visionaries, we meet on what was once an industrial rail yard and is now a beautiful gathering place, a park used for tribal pow wows, world famous running races, one of the largest 3-on-3 basketball tournaments anywhere, and just a place to experience one of the city's slogans, Near Nature, Near Perfect. The area has an abundance of natural beauty and opportunity, and we are proud to share it with you. Please make use of the website put together by the hospitality subcommittee to help you make the most of your time here: <https://sites.google.com/view/cccc-spokane-hospitality>



In the short time we are together here, we hope for us all to share in the abundance of one another, and we want you to get to know the Spokane we love. No doubt you have some questions as you plan your time in Spokane and the Inland Northwest. Here are some answers.

What will the weather do?

All we can say, writing this a few months in advance, is good luck with that. It could be sunny and warm, wet and windy, cold and snowy, or all of the above. It's anybody's guess. As you hear just about anywhere you go, if you don't like the weather, wait a few minutes and it will likely change. Bring layers; you may need something to keep you warm, something to keep you dry, or both. Should you get caught out, or just want an excuse to do some shopping, you can get what you need, no matter your style, at shops within a few minutes' walking distance. In keeping with the Convention theme, there will be an abundance of weather. We just don't know of what sort.

Where should I eat?

When it comes to food and drink, abundance is an understatement. We may not be a globally recognized fine dining mecca, but there is something for everyone, most within a few minutes' walk. Just around the corner from the Convention site is the



Main Market Co-op, a full-service market and deli. Indigenous Eats offers Native American comfort food in Riverpark Square. Walk further afield and you'll find Feast World Kitchen, with rotating chefs and menus representing cuisines from Spokane's refugee and immigrant communities. For a bit of historic Spokane, the Historic Davenport's Peacock Room and lobby offer an unmatched ambi-

ence. College basketball fans will likely know of their shrimp flatbread. If it's dining with a view you want, there are none better than Anthony's or Clinkerdaggers. There's also Queen of Sheba for Ethiopian food and Chicken-n-Mo for soul food.

For a bit of industrial dining, there is the Steam Plant Grill, which is exactly what it sounds like, the plant that previously produced steam heat for much of Spokane's downtown. The Dry Fly Distillery and Restaurant is located in the former Spokane *Spokesman-Review* printing press building with full views of the distillery. There are too many places within a short walk to even list our favorites, be they Mizuna (vegan, vegetarian, and omnivore options), the Satellite Diner (for late-night food and drinks), Franks (a long walk, but the best breakfast), or Madeleine's (a closer breakfast).

Where can I get a drink?

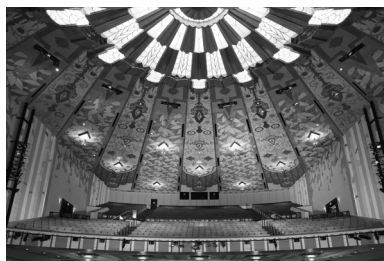
If you are looking for a drink after a long day of conferencing, there is the aforementioned Dry Fly Distillery. LGBTQ+ attendees may prefer The Globe or Nyne, both a short walk from the Convention hotel and Convention Center. For regional beer, again, an abundance. There are Iron Goat Brewing, Brick West Brewing, Post Street Ale House,



Golden Handle Brewing, No-Li Brewhouse, Purgatory Craft Beer and Whiskey, and many more. If you can't find a beer you like, that's on you, not Spokane. If you don't want to seek out a brew pub, you'll find local varieties every place you stop to wet your whistle. The same is true when it comes to wine. Not only will every restaurant carry plenty of local and regional varieties, but there are several tasting rooms within a short walk of the Convention Center. The closest are Barrister Winery, Maryhill Winery, and Helix Winters.

What about something artsy?

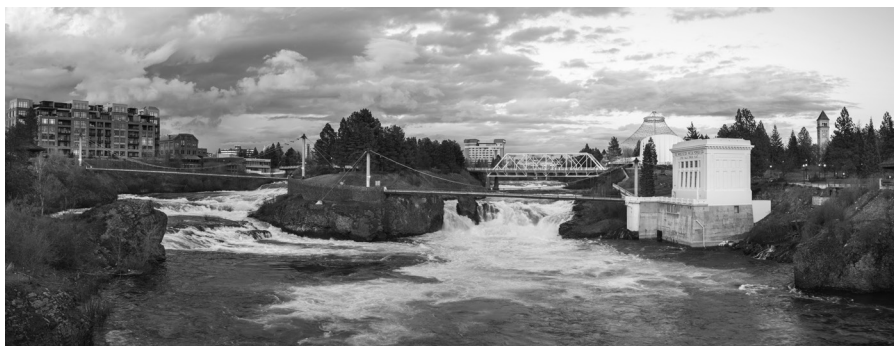
If you just want to wander and explore, Spokane will be celebrating First Friday (April 5), showcasing the downtown art scene. Galleries and restaurants will feature openings, music, and a chance to meet local artists. Wander Spokane offers a walking and dining tour with a minimum of four people.



When it comes to live theater, Spokane has a number of venues. The First Interstate Center for the Arts, just across the street from the Convention hotel, will be hosting a touring production of *My Fair Lady*. A little off the beaten path but still a short walk from the Convention Center is Stage Left Theater, which will be producing *I Thought I Knew You* during the Convention. Comedian Brad Williams is scheduled at the Spokane Comedy Club. The Knitting Factory will be hosting *Hippie Sabotage*. In the meantime, as the Convention gets closer, check out the offerings at the Bing Crosby Theater (yes, that Bing Crosby; this is his hometown after all), the Civic Theater, and the Fox. Bookings can and likely will happen between my writing this and the advent of the Convention. Keep an eye on the entertainment at the local casinos as well.

What if I'm up for an adventure or two?

If you are looking to burn off some of those calories from all of the dining options, the ski hills will be up and running, El Niño permitting. There are also opportunities for snowshoeing and hiking. If you are driving, bring your bike—road, gravel, mountain, or fat—and I (Bradley) will share some of my favorite routes or point you to some of the best biking anywhere. Spokane is a runners' town. The Bloomsday Road Race on the first Sunday of May attracts some of the sport's top professionals along with 30,000 or more folks who just want to get their run on. You can run the 14K course, starting and finishing at the Convention Center (probably 15 or 16K if you do that), or you can take a jog upriver through the Gonzaga campus or downriver through Kendall Yards and the Spokane Gorge. Everywhere you can run, you can, of course, walk, or you can jump on board either a scooter or bike for hire. For the more adventurous among you, a river rafting trip can be arranged, leaving from just below downtown and pulling out two hours later in Riverside State Park. Wetsuits and dry



tops are available, though it could be more than a little cold as you course through some serious white water. You'll need to find at least three friends to join you.

For spectator sports, USA Volleyball will be holding the Pacific Northwest Qualifier for Nationals April 5–7.

What if I want to learn more?

For those who want to make a deeper dive into a place that is likely unfamiliar to you, or who just want some reading for the flight home, here is an abundance (that word again!) of reading suggestions. Perhaps the best general history of the area, though difficult to find, is *The Fair and the Falls*. Following a somewhat chronological path, you can engage with the local history that is *Hang Them All*, the story of what has come to be called *The Plateau Indian War*, an ugly story generally missing from the histories of the American West. *The Cold Millions* by local writer Jess Walters tells the story of the free-speech fight just over a century ago that was instigated by the IWW, the Wobblies, spurred on by the presence of Elizabeth Gurley Flynn.

A bit closer to the present is *Breaking Blue*, by another Spokane native, Timothy Egan, telling the story of a Depression-era robbery and killing of the sheriff in Newport by Spokane police officers. The novel *The Casandra* by yet another local author, Sharma Shields, reimagines the myth of Cassandra; the story is set during World War II on the Hanford Nuclear Reservation where the plutonium for the first atomic bombs was processed.

The Strange Beautiful by Carla Crujido tells 10 fairy tale-inspired stories covering 100 years of life of the inhabitants of the Mount Vernon Apartments on Spokane's Lower South Hill. Last but certainly not least, there is Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*, set just outside of Spokane in Reardon and the Spokane Reservation. It just so happens that a character in that novel teaches English at Spokane Falls Community College, where I (Bradley) have been teaching since 2001.

Again, welcome to Spokane. We appreciate the abundance of knowledge, wisdom, and kindness that you bring to our city, our profession, and our students. We are happy to share the abundance of our time and community with you, hoping for a rich and fulfilling Convention. From the Local Arrangements Committee and the great folks at Visit Spokane and NCTE, our best to you all!

Bradley Bleck, Chair, Local Arrangements Committee
Jack Smith, Hospitality Subcommittee Co-chair

Land and Water Acknowledgement

The 75th Annual Convention of the Conference on College Composition and Communication is being held on the unceded traditional gathering lands of the Spokane Tribe of Indians. The Spokane are one among the interior Salish-speaking tribes along with the Coeur d'Alene, Kalispel, Colville, San Poil, Nespelem, Okanagan, Lakes, the Shuswap of Canada, and the Pend Oreille and Salish of the Flathead Reservation. Along the banks of the Columbia and Spokane rivers and their tributaries, the ancestors of the Spokane People made their lives across northeastern Washington, sometimes moving into what are now Idaho and Montana as they hunted, fished, and gathered. In 1858, when the US government sent its soldiers through Spokane lands without treaty or, indeed, any adequate communication with the people, the Spokanes bravely defended their families and territory. In 1951, with a formal constitution that continues to govern the people today, the Spokane Tribe was formally recognized as a tribal government by the United States. Today, approximately 2,900 citizens are enrolled members of the Spokane Tribe. The Tribe is dedicated to sustaining its language and culture through programs that include language education lessons and storytelling (<https://www.spokanelanguageculture.com/>) and an extensive cultural preservation project. This project includes protecting cultural heritage through consultation, the curation of cultural collections, and education of tribal and nontribal members to ensure the future of the Spokane Indian way of life for all generations to come (<https://www.spokanetribe.com/resources/dnr/preservation/>).¹

As rhetoricians, it is our responsibility to understand the history of the places where we live, teach, and gather. It is our responsibility to understand how the history of these places shapes the knowledge making, storytelling, teaching, and learning of Indigenous, Métis, and Innuït peoples. As scholars and as teachers, we have a responsibility to learn and to speak the truth about the historical legacies of settler-colonial language and literary education in residential and settler school systems as well as about contemporary settler colonialism within our profession.

It is the responsibility of the Conference on College Composition and Communication to make actionable its commitments to healing relations and creating from this healing equal and reciprocal partnerships and alliances with Indigenous, Métis, and Innuït members of our profession.

To begin meeting this responsibility, CCCC affirms its commitment to

- Advancing citation justice broadly and, in particular, advocating for reading, teaching, and citing the work of Indigenous, Métis, and Innuït scholars, writers, knowledge creators, and storytellers. We call on our membership to also make and act upon this commitment.
- Ensuring that the organizers of each Annual Convention focus on connecting Convention attendees with Indigenous communities on whose territories we gather to teach and learn with and for all our relations.

1. To learn more, please visit the Spokane Tribe's website history page from which this history is drawn and summarized (<https://www.spokanetribe.com/history/>).

- Encouraging panelists at our gatherings, regardless of the subject of their presentations, to reflect on whether or how their work meets the needs and interests of Indigenous, Métis, and Inuit students; acknowledges the contributions of Indigenous, Métis and Inuit scholars; and addresses an audience that includes Indigenous, Métis, and Inuit peoples.

How you can learn about the Indigenous peoples of the Spokane Region

- Archives and Collections of the Spokane Tribe: <https://www.spokanetribe.com/resources/dnr/preservation/archives-and-collections/>
- The Plateau Peoples' Web Portal (a partnership between the Spokane and other tribes in the region and Washington State University): <https://plateau-portal.libraries.wsu.edu/>

Five books you should read that were written by CCCC Indigenous Caucus members

Anderson, Joyce Rain, Rose Gubele, and Lisa King. *Survivance, Sovereignty, and Story: Teaching American Indian Rhetorics*. Utah State UP, 2015.

King, Lisa. *Legible Sovereignities: Rhetoric, Representations, and Native American Museums*. Oregon State UP, 2017.

Mukavetz, Andrea Rile, with Frances Geri Roossien. *You Better Go See Geri: An Odawa Woman's Life of Recovery and Resilience*. Oregon State UP, 2021.

Wieser, Kimberly G. *Back to the Blanket: Recovered Rhetorics and Literacies in American Indian Studies*. U of Oklahoma P, reprint edition, 2017.

To learn even more, check out this annotated bibliography of scholarship on American Indian and Indigenous rhetorics, with a special focus on those works produced by NCTE/CCCC Caucus members: <https://kimberlywieser.oucreate.com/americanindianandindigenousethetbib/>

Four books you should read about settler colonialism, academia, and anticolonial research, teaching, and writing

- Garcia, Jeremy, Valerie Shirley, and Hollie Anderson Kulago. *Indigenizing Education: Transformative Research, Theories, and Praxis*. Information Age Publishing, 2022.
- Tuhiwai Smith, Linda. *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books Ltd. and U of Otago P, 1999.
- Wilson Shawn. *Research Is Ceremony: Indigenous Research Methods*. Fernwood Publishing, 2008.
- Younging, Gary. *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples*. Brush Education, Inc., 2018.

Acknowledgments

Thank you to our volunteer reviewers and coaches for their help in making the 2024 CCCC Annual Convention an amazing experience for our attendees.

Online Coaches

Suriati Abas	Jennifer Eidum	Sharon Mitchler
G. Edzordzi Agbozo	Wilfredo Flores	Timothy Oleksiak
Kim Ballard	Melisa Garcia	Clare Russell
Bradley Bleck	Anuj Gupta	Howard Tinberg
Gita DasBender	Steven Lessner	

Stage I Reviewers

Suriati Abas	Patrick Berry	Charissa Che
Whitney Jordan Adams	Deborah Bertsch	Polina Chemishanova
G. Edzordzi Agbozo	Shuv Raj Rana Bhat	Chen Chen
Nikki Agee	Ashok Bhusal	Andy Cheng
Christine Alfano	Khadeidra Billingsley	Amelia Chesley
Ahmad Alharthi	Shannon Bilunas	Patricia Childs
Nouf Alqahtani	Michael Black	Philip Choong
Sara P. Alvarez	Bradley Bleck	Erica Cirillo-McCarthy
Steven Alvarez	Heather Bodiford	Joe Cirio
Holly Anderson	Jessica Jorgenson Borchert	Irene Clark
Joyce Rain Anderson	Melody Bowdon	J. Elizabeth Clark
Leslie Anglesey	Martha Brenckle	Geoffrey Clegg
Bhushan Aryal	Lauren Brentnell	Kaitlin Clinnin
Sara Austin	Katie Brooks	Hillary Coenen
Jacob Babb	Marilee Brooks-Gillies	Lauren Coldiron
Danielle Bacibianco	William Christopher	Julia Combs
Lisa Bailey	Brown	Moira Connelly
Doug Baldwin	Yavanna Brownlee	Lauren Connolly
Kim Ballard	Carolyn Calhoon-	Claudette Coote-
Paige Banaji	Dillahunt	Thompson
Will Banks	Lilly Campbell	Christine Cucciarre
Ian Barnard	José Luis Cano Jr.	Caroline Dadas
Joshua Barszczewski	Erin Carlson	Gita DasBender
Hidy Basta	Harrison Carpenter	Adenike Davidson
Zachary Beare	Beth Carroll	Tom Deans
Estee Beck	LauraAnne Carroll-Adler	William DeGenaro
Nicholas Behm	Terry Carter	Abantika Dhar
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Kristin Bennett	Brent Chappelow	Denae Dibrell

Tiane Donahue
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Sarah Dwyer
Allison Dziuba
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Mike Edwards
Jennifer Eidum
M. Melissa Elston
Jennifer Escobar
David Escoffery
Alex Evans
Kathy Evertz
Laura Ewing
Jennifer Falcón
Ming Fang
Rob Faunce
Amanda Fehrer
Maggie Fernandes
Kayla Fettig
Jenn Fishman
Andrew Fiss
William FitzGerald
Bonnie Flaherty
Eirein Gaile Florendo
Wilfredo Flores
Crystal Fodrey
Sarah Franco
Katie Franklin
Alanna Frost
Scott Gage
Jordana Garbati
Christine Garcia
Melisa Garcia
Mike Garcia
Romeo García
Zachary Garrett
Lauren Garskie
Tom Geary
T J Geiger
Amy Gerald
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David Green
Morgan Gresham
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Brett Griffiths
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Anuj Gupta
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Valerie Hanson
Alysa Hantgan
Kimberly Harrison
Holly Hassel
Kerri Hauman
Ames Hawkins
Becca Hayes
Ling He
Sara Heaser
Sheri Henderson
Amelia Herb
Wyatt Paige Hermansen
Nate Hertweck
Doug Hesse
Alexandra Hidalgo
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Matthew Homer
Analeigh Horton
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Gavin Johnson

Jennifer Johnson
Margaret Johnson
Meredith Johnson
Rachael Jordan
Seth Kahn
Liz Kalbfleisch
Trent Kays
Amber Kelly
Stephanie Kerschbaum
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Sara Large
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Eric Leake
Eunjeong Lee
JC Lee
Roberto Leon
Steven Lessner
Heather Lettner-Rust
Daisy Levy
Lynn Lewis
Xinqiang Li
Neal Liu
Suresh Lohani
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Kris Lowrey
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Nancy Mack
Michae Madson
Stephanie Maenhardt
Nikhil Naik Malavath
Jenn Mallette
Travis Margoni
Jonathan Marine
Michelle Marvin
Lauri Mattenson
Beth Maxfield
Carol McCarthy

Andrea McCrary
Stephen McElroy
Megan McIntyre
Candie McKee-Williams
Marissa McKinley
Temptuous Mckoy
Chaim McNamee
Jaime Armin Mejia
Lisa Meloncon
Annie Mendenhall
Laura Micciche
Nate Mickelson
Elizabeth Miller
Patti Miller
Sharon Mitchler
Marie Moeller
Jeanetta Mohlke-Hill
Kelly Moreland
Jenna Morton-Aiken
Derek Mueller
Mary Ellen Muesing
Julia Munemo
Jessica Nastal
Kate Natishan
Liliana Naydan
Maria Novotny
Adedoyin Ogunfeyimi
Timothy Oleksiak
Wendy Olson
Lori Ostergaard
Eda Ozyesilpinar
Michael Pak
Heather Palmer
Jason Palmeri
Mike Palmquist
Parva Panahi
Iswari Pandey
Shyam Pandey
Jagadish Paudel
Shankar Paudel
John Pell
Michael Pemberton
Adam Phillips
Robert Pickford
Laurie A. Pinkert
Patti Poblete

Mya Poe
Vincent Portillo
Pegeen Reichert Powell
James Quirk
Mijanur Rahman
Kathryn Raign
Dora Ramirez
Paula Rawlins
Lisa Reid
Lynn Reid
Dahliani Reynolds
Michal Reznizki
Becca Richards
Serena Richards
Stephanie Roach
Sherry Robertson
Natasha Robinson
David Robledo
Shelley Rodrigo
Laura Rogers
Kevin Roozen
Lauren Rosenberg
Angela Rounsaville
Laurie Rozakis
Sarah RudeWalker
Hannah Rule
Heather Rundo
Clare Russell
Kate Ryan
Donnie Johnson Sackey
Christina Saidy
Dagmar Scharold
Virginia Schwarz
Sonia Sharmin
Joseph Sharp
Heather Shearer
Nathan Shepley
Jessica Shumake
Katie Silvester
Kaia Simon
Ryan Skinnell
Amanda Sladek
Wayne Slater
Allegra Smith
Emily Smith
Tiffany M. Smith

Robin Snead
Nancy Sommers
Michelle Sprouse
Hannah Stevens
Kimberly Stewart
Meghan Sweeney
Amanda Tennant
Christa Teston
Chris Thaiss
Britt Threatt
Howard Tinberg
Katherine Tirabassi
Jennifer Todd-Ferrell
Christie Toth
Karen Trujillo
Jackson Tucker
Alicia Valasse-Polius
Saveena (Chakrika)
Veeramoothoo
Jasmine Villa
Ryan Vojtisek
Stephanie Wade
Clay Walker
Jeremy Wallace
John Walter
Zhaozhe Wang
Nicole Warwick
Sara Webb-Sunderhaus
Travis Webster
Elizabeth Weems
Kristen Weinzapfel
Joanna Whetstone
Carl Whithaus
Patty Wilde
Heidi Williams
Joseph Wilson
Jen Wingard
Anne-Marie Womack
Charles Woods
Yvette Woods
Lacey Wootton
Erin Workman
Hui Wu
Deb Young
Morris Young
Anna Zeemont
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Stage II Reviewers

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Sara P. Alvarez
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Chen Chen
Carolyn Commer

Tom Do
Jessica Edwards
Brooke Hotez
Eric House
Darin Jensen

Ashanka Kumari
Jolivet Mecnas
Patti Poblete
Jason Snart

2024 CCCC Convention Documentarians

The Documentarian role was created as an opportunity for attendees to participate in the Convention in a new way, and to take part in a collaborative inquiry into what a Convention is and does—and for whom—and to share the results of their inquiries with the rest of us. The following members have volunteered to serve as CCCC Documentarians for 2024:

Leslie Anglesey
Kristin Bennett
Amanda Choutka
Serenity Dougherty
Jaclyn Ferry
Graciela Arizmendi
González

BW Hamilton
Joel Heng Hartse
Jonathan Holland
Matthew Homer
Bernadette Huber
Sarah M. Lacy
Linford Lamptey

Nattaporn Luangpipat
Lydia McDermott
Samaria Sylvester
Jason Tham
Franziska Tsufim
Charitianne Williams
Wei Xu

Documentarians' Reception

6:30–8:00 p.m.

Wednesday, April 3

Room 102 A-B (Lower Level, Spokane Convention Center)

We are hosting a reception to celebrate the 2024 Documentarians. If you're serving as a Documentarian this year, please join us for snacks, drinks, introductions, and a chance to get to know your fellow Documentarians. We will email information to you before the event.

First Time at the Convention?

With pleasure, the CCCC Newcomers' Welcoming Committee welcomes all of you to the 2024 CCCC Annual Convention, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this Convention. (These events and their locations are listed in the Special Events schedules in the program.)

On Wednesday, our committee will host an Orientation Session (5:15–6:15 p.m., Room 401 A-C, Spokane Convention Center), where we will discuss how to navigate the Convention, how to use the program effectively, how to participate in the Convention's many events, and how to meet others. We also look forward to meeting you at the Newcomers' Coffee Hour on Thursday (7:30–8:15 a.m., Birch Ballroom, Davenport Grand), a congenial start to the first full day of activities, where you can begin the kinds of professional conversations that have made this Convention one of the high points of the year for each of us.

We also hope that you will attend the Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2025 on Friday (2:00–3:15 p.m., Ballroom 111A, Spokane Convention Center) for proposing presentations and panels for the 2025 CCCC Annual Convention. At this session, you will have the opportunity to brainstorm initial ideas regarding papers and sessions, meet with other newcomers interested in similar topics, and also meet with established scholars in our field with expertise in the various program clusters in rhetoric, composition, and communication studies. These scholars will serve as facilitators, helping you conceptualize and frame your proposals.

Throughout the Convention, the Newcomers' Welcoming Committee members will wear specially marked badges. Please say hello; we are happy to listen to your concerns or answer any questions you have.

With warm good wishes,

CCCC Newcomers' Welcoming Committee

Megan Busch, Chair	Sean Morey
Jessica Jorgenson Borchert	Eliot Parker
Alex Evans	Ellen Payne
Michael Harker	Michael Rifenburg
Mary Karcher	Matt Rome
Travis Margoni	Katie Silvester
Ben McCorkle	Christine Tulley

General Convention Information

Registration

Convention registration is located in Ballroom 100 A of the Spokane Convention Center (lower level). Registration is open the following hours:

- Wednesday, April 3: 7:00 a.m.–7:00 p.m.
- Thursday, April 4: 7:00 a.m.–5:00 p.m.
- Friday, April 5: 8:00 a.m.–5:00 p.m.
- Saturday, April 6: 8:00 a.m.–1:00 p.m.

General Convention questions can be directed to NCTE staff at the Registration Desk during open hours.

Session and Event Locations

All meetings and concurrent sessions will be held at the Spokane Convention Center and the Davenport Grand (connected by a skybridge).

Hospitality & Local Arrangements

The Hospitality and Local Arrangements counter is located in the Ballroom 100 Foyer of the Spokane Convention Center (lower level).

Information for Attendees with Disabilities

CCCC is committed to making arrangements that allow all of its members to participate in the Convention. Wheelchair space is available in meeting rooms, and we have provided all speakers and session chairs with guidelines that will make sessions more accessible to all Convention participants. These arrangements result from conversations between the NCTE staff, the CCCC Program Chair, and the CCCC Committee on Disability Issues in Composition and Communication. Please download the Accessibility Guide from the CCCC 2024 website or mobile app. Information is also available at the Accessibilities Services counter, located near Registration in the Ballroom 100 Foyer of the Spokane Convention Center (lower level).

Scooters and Wheelchairs

Scooters and wheelchairs are available at no charge beginning on Wednesday, April 3. They must be returned by 1:00 p.m. on Saturday, April 6. (Early reservation requests were made via the registration form or by talking with NCTE staff.) Stop by the Accessibilities Services counter in the Ballroom 100 Foyer of the Spokane Convention Center (lower level).

Lactation Room

The Lactation Room is located in Show Office 2 (inside Room 111A) in the Spokane Convention Center (lower level). Please see NCTE staff at the Registration Desk for an entry code for the room.

Family Room

The Family Room is located in Meeting Room 8 (2nd floor Mezzanine, Davenport Grand).

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–5:00 p.m.

Gaming/Play Studies Room

The Gaming/Play Studies Room is located in Meeting Room 10 (2nd floor Mezzanine, Davenport Grand).

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–5:00 p.m.

Neurodivergent/Quiet Room

The Neurodivergent/Quiet Room is located in Meeting Room 7 (Ground Floor Lobby, Davenport Grand).

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–5:00 p.m.

Muslim/Arab Prayer Room

The Muslim/Arab Prayer Room is located in Meeting Room 6 (Ground Floor Lobby, Davenport Grand).

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–5:00 p.m.

First Aid

Spokane Convention Center security personnel are trained in First Aid, CPR, and the use of the Automatic External Defibrillator (AED). To contact the security office, please call 509-473-0396. For all medical emergencies, 911 should be called first.

Coat Check

Check your coat and bags with the hotel's Bell Stand on the Lobby Level in the Davenport Grand.

Exhibits & Action Hub

The Exhibit Hall is located in Ballroom 100 B in the Spokane Convention Center (lower level).

Hours:

- Thursday: 10:15 a.m.–6:00 p.m.
- Friday: 8:00 a.m.–5:00 p.m.
- Saturday: 8:00 a.m.–1:00 p.m.

For the latest titles from NCTE, including new books in the CCCC Studies in Writing and Rhetoric series, visit NCTE Central in the Exhibit Hall.

Also in the Exhibit Hall is the Action Hub, a place to learn about activities organized by CCCC committees and member groups.

Planning for Next Year's CCCC Convention

Individuals interested in discussing program proposals for the 2025 CCCC Annual Convention in Baltimore, MD, April 9–12, are invited to meet Kofi J. Adisa, 2025 Program Chair, in the Registration Area on Friday, April 5, from 3:30 to 4:30 p.m.

Wi-Fi

The Spokane Convention Center and Davenport Grand offer free public Wi-Fi in common areas and session rooms. Please look for signage onsite with information on how to access.

CCCC Mobile App

For the most up-to-date information on session locations and times, download the **eshow events** mobile app and search for the 2024 CCCC Annual Convention. The app provides a quick way to search Convention sessions, view maps of the Convention locations, access the C's the Day game, and more. Instructions will be sent to all registrants prior to the Convention.

Business Services

A 24-hour business center is located in the Davenport Grand. A FedEx Office Print & Ship Center is located across the street from the Spokane Convention Center.

Sober Academics

As an all-inclusive peer-led recovery meeting, “Sober Academics” encourages discussion of the intersectional experiences of being an academic in recovery, celebrating recovery from all addiction. “Sober Academics” is BIPOC, LGBTQIA+, GNC/Non-Binary, and Trans welcoming and friendly.

- Thursday, April 4, 8:30–9:30 p.m., Birch Ballroom (Ground Floor Lobby, Davenport Grand).

CCCC Annual Business Meeting

The CCCC Annual Business Meeting will be held Friday, April 5, 4:45–6:00 p.m., in the Grand Ballroom A/B/C (Lower Level, Davenport Grand).

Code of Conduct

NCTE expects all participants to adhere to the following policies while in attendance at the CCCC Annual Convention and TYCA Conference. NCTE reserves the right to dismiss any participant from the Convention whose conduct is inconsistent with these policies.

Mutual Respect & Anti-Harassment Policy

NCTE is committed to producing events where everyone may learn, network, and socialize in an environment of mutual respect. Therefore, some behaviors are expressly prohibited: harassment or intimidation related to gender, gender identity and/or expression, sexual orientation, disability, race, age, religion; deliberate intimidation, stalking, or following; harassing photography or recording; sustained disruption of talks or events; inappropriate contact and unwelcome sexual attention. Participants are expected to observe this code of conduct policy in all venues and events. Contact eventcommunications@ncte.org if you believe you have been harassed or that a harassing situation exists. All reports will be directed to NCTE leadership immediately.

Demonstrations Policy

Demonstrations and protests will be conducted in a peaceful and organized manner, will be within the policies of the venue, and will be compliant with federal, state, and local laws. Such activities are strictly forbidden in exhibition space, and protesters will not be permitted to block the entrance to traffic flow within the exhibit area. NCTE retains the right to permit protests to occur in predetermined areas and to terminate any protests that occur on its property or property NCTE is renting, leasing, or otherwise using for a specific time to host an event. Attendees who do not uphold these standards may jeopardize their membership and/or event participation.

Individuals and groups interested in demonstrating/protesting should contact our Convention Operations Team, at eventcommunications@ncte.org to register their plans and obtain further details.

Use of Multimedia

By attending the Convention, you acknowledge and agree that NCTE, or others acting on its behalf or through sponsorship or exhibitor contracts, may take photographs and video (by any means) and/or make sound recordings during the Convention (including through the digital event platform and via social media) and that you may appear in such photographs and videos and be heard in such sound recordings, and that NCTE may edit and use the footage it captures for marketing and promotional activities (including through social media) now and in the future, and for any other lawful purpose in the ordinary course of its business.

Please be respectful of presenters and other attendees when photographing, videoing, or sound recording any part of any Convention sessions or other content. Please request permission of presenters before photographing or recording and/or posting on social media. Live streaming out any part of the Convention on a personal device is prohibited.

Healthy & Safety Policy

NCTE does not require proof of vaccination to attend the 2024 CCCC Annual Convention and the 2024 TYCA Conference. As we have throughout the COVID-19 pandemic, NCTE continues its policy of following all applicable safety guidance and protocols recommended by the CDC and local health departments. Additionally, on May 11, 2023, the federal government ended the COVID-19 emergency declaration and no longer requires federal employees to be vaccinated. As the CDC and local health authorities are not requiring mask usage for gatherings, NCTE is not currently requiring that attendees at our meetings wear masks either. However, we welcome any individual who chooses to wear a mask during meetings and advocate for all attendees to show respect for individual choices. NCTE will continue to monitor applicable health guidelines to the extent there are any recommended changes and may add new health and safety guidance or requirements should the current situation change. Of course, each individual should make an informed decision regarding travel and attendance at in-person meetings based on their own circumstances.

#4C24 Action Hub

Visit the following organizations, events, and activities in the #4C24 Action Hub: Ballroom 100 B (Lower Level, Spokane Convention Center).

Access Mentoring Hub

The Access Table is staffed by Committee on Disability Issues volunteers. Come by to talk to fellow attendees interested in accessible Convention presentations, disability studies, and accessible pedagogy.

C's the Day

C's the Day is an engaging game full of quests meant to welcome both old and new to CCCC while also mentoring a range of Convention audiences (graduate students, tenure-track and contingent faculty, etc.) in professionally getting the most out of the Convention experience. After completing quests, return to the Action Hub for prizes: C's the Day trading cards highlighting the field and Sparkleponies. Play the game; win the Convention! To play the game, go to <https://bit.ly/CsDay24> or scan the QR code on your phone.



The Digital Archive of Literacy Narratives (DALN)

DALN is an open public resource made up of stories from people just like you about their experiences learning to read, write, and generally communicate with the world around them. If you have a compelling story to share (it can be text, video, audio, or a combination of formats), we'd love to hear it!

Feminist Caucus

The Feminist Caucus Action Hub table will offer a Makerspace as a way to build community, give folks a chance to be creative and meet other attendees, and to contribute to our ongoing quilt projects.

Global Society of Online Literacy Educators (GSOLE)

GSOLE is an international organization connecting those who teach reading, alphabetic writing, and multimodal composition as digital literacies in online educational settings. Dedicated to diversity, inclusivity, and access in literacy-based online education, GSOLE disseminates peer-reviewed research and information through its annual meeting, online conference, research support, educational and community-building webinars, website, and two open-access online journals, as well as planned online literacy certification programs.

Journal Editors in Rhetoric and Composition

The Journal Editors in Rhetoric and Composition table provides attendees opportunities to meet and discuss article ideas with editors of journals in writing, rhetoric, and composition studies.

Latinx Caucus

The Latinx Caucus of NCTE/CCCC is a network of Latinx educators in English studies, literacy, and language arts. Our purpose is to:

- exchange ideas,
- serve as a resource for members, the educational community, and the general public, and
- support activities that promote the learning and advancement of students and teachers of color.

Any Latinx educator, or like-minded educator or preservice educator who is a member of NCTE, is invited to join us.

***Peitho* Journal**

This table is for anyone interested in contributing to *Peitho*, the journal of the Coalition of Feminist Scholars in the History of Rhetoric and Composition. Get feedback on your idea for an article, ask questions about our review process, and share any thoughts and suggestions you have about the journal.

Social Justice at the Convention Committee

The Social Justice at the Convention (SJAC) Committee invites attendees to participate in an action-oriented write-in. Gather as a community to write and/or draw calls for action on crucial issues impacting higher education in general and the mission of CCCC members. Postcards will be sent to key administrators and legislators.

CCCC Wikipedia Initiative

Established in 2019, the CCCC Wikipedia Initiative proceeds from the conviction that it matters to edit Wikipedia, especially for academics committed to knowledge equity as a fundamental groundwork for social justice. CCCC Wikipedia Initiative is working to develop skills, cultivate inclusive community, and build structures of support and recognition for past, present, and future CCCC members who recognize the importance of engaging with Wikipedia as a form of global public humanities scholarship. Get involved today at our Action Hub table.

WPA-GO: Mentor Matching Meet-Up

WPA-GO's mentoring committee is excited to host our annual mentor matching meet-up (referred to as "breakfast buddies" in previous years). Whether you filled out our mentor matching form earlier this semester or if you haven't but are interested in making cross-institutional connections with a mentor/mentee, come join us at our table at the Action Hub!

Zines Ethical Engagement in 4Cs

Stop by our table to make a 'zine or contribute to the creation of guidelines for ethical engagement at 4Cs. We invite members and attendees to add their thoughts on what makes for respectful, inclusive, and constructive environments in the professional spaces of the Annual Convention and the organization.

Social Justice at the Convention

The Social Justice at the Convention (SJAC) Committee is committed to the principles of diversity, inclusion, equity, fairness, access, and equal representation in all aspects of our profession and in all the communities that we inhabit. We promote and advance these principles through education and activism at our Annual Convention: opposing racism and other forms of systemic oppression, providing forums for those whose voices have been silenced or marginalized, and promoting cultural change that will guarantee equal opportunities for all, regardless of race, gender, religion, sexuality, or national origin.

SJAC committee members include Michael Baumann, Antonio Byrd, Kathleen Shine Cain, Elisa Cogbill-Seiders, Al Harahap, Megan Heise, Gabbi Kelenyi, Maria Novotny, Lauren Obermark, Michael Pemberton, Nicole Ramer, Kristen Ruccio, Gin Schwarz, and Kate Wills.

Several Social Justice at the Convention (SJAC) Committee events and activities are planned, including a roundtable featuring local Spokane and Pacific Northwest-based two-year college faculty and high school English instructors speaking about the social justice work they are doing.

A.28 Social Justice in the Classroom: Local Abundant Approaches

Thursday, April 4, 10:30–11:45 a.m.

Room 303 A/B (Lower Level, Spokane Convention Center)

Session Chair: Antonio Byrd, University of Missouri, Kansas City

Panelists: Satwik Dasgupta, Spokane Falls Community College

Joseph Kraus, North Central High School

This roundtable will celebrate the social justice work of local Spokane-based and PacNW-based two-year college faculty and high school English instructors. Participants will share their approaches to teaching about local social justice issues in their classrooms. Attendees and participants will engage in an informal table discussion about the strategies shared, social justice work in Spokane, and ideas for how to approach the local issues that impact our own communities. Overall, this roundtable is designed to celebrate the important work writing instructors are doing in the Spokane area while those interacting at each table could get ideas for how to design courses inspired by their own location.

SJAC Action Hub Table and Local Artists

We'll also feature the works of local Indigenous artists and Spokane-based artists of color in the vendor space, located in the Exhibit Hall. Visit the SJAC table at the Action Hub to learn more and to get involved! The Social Justice at the Convention (SJAC) table in the Action Hub will feature a postcard advocacy writing activity. Write brief call-to-action messages that will be sent to key decision makers in government and higher education. Learn about SJAC's work and how you can get involved!

Exhibit Hall & Action Hub

Ballroom 100 B (Lower Level, Spokane Convention Center)

Thursday, April 4, 10:15 a.m.–6:00 p.m.

Friday, April 5, 8:00 a.m.–5:00 p.m.

Saturday, April 6, 8:00 a.m.–1:00 p.m.

Creative Reading and Open Mic

Thursday, April 4, 2:00–3:30 p.m.

Conference Theater, (Lower Level, Spokane Convention Center)

Facilitator: Maria Prikhodko, DePaul University

Speakers: Ben Cartwright

Tim Greenup

Connie Scott

Kat Smith

The Creative Reading and Open Mic event at CCCC 2024 invites local social justice poets to help us make meaning. This year, we have collaborated with local Spokane poets! An open mic for interested Convention attendees to perform creative work from multiple genres will follow.

Cross-Caucus Engagement Event

Thursday, April 4, 8:00–9:00 p.m.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Facilitator: Temptuous Mckoy, Bowie State University, Cross-Caucus Events Coordinator

This social event aims to foster dialogue among identity-based Caucus members.

In Memoriam

We celebrate the lives and the lasting legacy of the work of these members who have recently passed away.

David Bartholomae Gail Hawisher





Two-Year College English Association National Conference

The 2024 TYCA National Conference will mark the 5th anniversary of the inaugural Conference. While we had no idea back in 2019 that the subsequent Conferences would be upended by a pandemic, our Conference is thriving and growing stronger, and with it, we see exciting possibilities.

In 2022, Conference Chair Charissa Che asked us to consider recovery and reinvention as we emerged from the pandemic. In 2023, Conference Chair Jason Evans urged us to consider the idea of growth by using W. E. B. DuBois's concept of "growing down to the roots." This year, let us continue to consider the ways in which our collective pandemic-fueled moment of crisis has borne unexpected fruit in our classrooms, pedagogy, and lived experiences as teachers and scholars.

The Weird and the Wonderful: Unexpected Growth in Unfamiliar Spaces

Wednesday, April 3

Davenport Grand, Spokane, WA

Held at the start of the 2024 CCCC Annual Convention

REGISTRATION INFORMATION:

TYCA Conference Registration: \$160

Add on CCCC 2024 (Apr. 4–6) Registration: \$100

SCHEDULE:

8:00–8:50 a.m.	Opening Session
9:00–10:05 a.m.	Breakout Sessions 1
10:15–11:20 a.m.	Breakout Sessions 2
11:30 a.m.–12:20 p.m.	Roundtable Sessions
12:30–1:45 p.m.	Keynote Speaker
2:00–3:05 p.m.	Breakout Sessions 3
3:15–4:20 p.m.	Breakout Sessions 4
4:30–5:35 p.m.	Breakout Sessions 5
5:45–6:00 p.m.	Closing Session
All Day	Hospitality Room: TYCA regionals, taking a breather, making connections

CONTACT FOR QUESTIONS: tyca@ncte.org

Sessions and Workshops on Two-Year College Concerns

FS.05 Thursday 4/4: Breadth and Depth: BIPOC Faculty Reconceptualizing Faculty Engagement and Student Inclusion in the Two-Year College

POS.05 Thursday 4/4: Community College English Teacher Experiences, Knowledge, Beliefs, and Training Needed for Proper Accommodation of Students with Learning Disabilities

B.07 Thursday 4/4: “Teaching in the Plural”: Rejecting Scarcity and Embracing Abundance in the Two-Year Writing Classroom

C.04 Thursday 4/4: An Abundant Faculty: Interrogating Scarcity and Adjunct Exploitation through Inclusive Collaboration (within this session: Training for Abundant Teaching: Inclusive and Collaborative Professional Development)

C.24 Thursday 4/4: Students Using ChatGPT? You Can Too! Harnessing AI to Make Writing and Critical Thinking Assignments More Equitable

F.17 Friday 4/5: Redefining Open-Access WPA Work as Literacy Coordination and Labor

G.07 Friday 4/5: Modality in Japanese Writing: A Critique of Rhetorics of Abundance (within this session: Analyzing Writing for Multilingual Justice)

H.17 Friday 4/5: Grappling with Guided Pathways: Reflections on a Special Issue of *Teaching English in the Two-Year College*

H.27 Friday 4/5: Tensions in Abundance: Making Composition-Rhetoric Accessible to English Faculty at a Two-Year College

I.05 Friday 4/5: Inviting Linguistic Diversity at a Two-Year College & When Naming Is Not Enough to Unite Us, Writing Might Be: Idea and Identity Construction Practices of the Minoritized American Other in a Mex Am Lit Class (both within this session: Linguistic and Cultural Diversity in Two- and Four-Year Institutions)

I.06 Friday 4/5: Language Diversity in a Multilingual and ESL Composition Classroom (within this session: Supporting Students’ and Instructors’ Linguistic Identities and Communities in FYW)

I.27 Friday 4/5: Using Cooperative Learning to Activate Knowledge from Within

K.12 Saturday 4/6: Critical Composing and the Two-Year College Classroom: Student Writers Examine Threshold Concepts, Learning Transfer, and How We Write Now

L.02 Saturday 4/6: Serving Students Abundantly: Considering Students' Needs and Preferences Related to Modality in Writing Courses (within this session: The Writing Major, the Writing Minor, and the Students Themselves Who Make Them Up)

L.07 Saturday 4/6: Abundant Love: Closing Equity Gaps through Writerly Freedom, Ethics of Care, and Linguistic Justice

L.28 Saturday 4/6: Creating Teaching and Writing Abundance in First-Year College Composition through Poetry in Translation (within this session: Abundantly Creative in the Teaching of Writing)

M.20 Saturday 4/6: The Abundance of Antiracist Assessment in the Writing Center: The Perspectives of Transgender Undergraduate Tutors in Creating a Brave Space

TYCA Member Networking Event

Saturday, April 6

11:00 a.m.–12:15 p.m. (Open to all)

Room 101 (Lower Level, Spokane Convention Center)

All Convention attendees are invited to this member gathering to learn about opportunities for becoming involved in the Two-Year College English Association (TYCA) at the national and regional levels. Attendees will learn about opportunities for professional engagement, networking, and leadership roles.

Chair: Joanne Baird Giordano, Salt Lake Community College, UT

CCCC Committee Meetings

CCCC Executive Committee

Wednesday, April 3, 8:30 a.m.–5:00 p.m. (Closed)
Centennial Ballroom 300 C (Lower Level, Spokane Convention Center)
Chair: Frankie Condon

Committee on Disability Issues in College Composition

Thursday, April 4, 4:30–6:00 p.m. (Open)
Room 304 (Lower Level, Spokane Convention Center)
Co-Chairs: Dev Bose and Ruth Osorio

Committee on Undergraduate Research

Thursday, April 4, 3:15–4:30 p.m. (Open)
Room 101 (Lower Level, Spokane Convention Center)
Co-Chairs: Jessie L. Moore and Michael Neal

Language Policy Committee

Wednesday, April 3, 7:30–9:30 p.m. (Closed)
Room 101 (Lower Level, Spokane Convention Center)
Co-Chairs: Elaine Richardson and Denise Troutman

Newcomers' Welcoming Committee

Thursday, April 4, 1:45–3:00 p.m. (Open)
Room 101 (Lower Level, Spokane Convention Center)
Chair: Megan Busch

Nominating Committee

Thursday, April 4, 10:30 a.m.–12:30 p.m. (Open)
Friday, April 5, 9:30–11:30 a.m. (Closed)
Room 101 (Lower Level, Spokane Convention Center)
Chair: Esther Milu

Resolutions Committee

Thursday, April 4, 5:30–6:30 p.m. (Open)
Thursday, April 4, 6:30–7:30 p.m. (Closed)
Room 301 (Lower Level, Spokane Convention Center)
Chair: Christina V. Cedillo

Social Justice at the Convention Committee

Friday, April 5, 9:30–10:45 a.m. (Open)

Room 304 (Lower Level, Spokane Convention Center)

Chair: Antonio Byrd

Save the Date: April 9–12, 2025

Join us for the 2025 CCCC Annual Convention April 9–12 in Baltimore, MD! The call for proposals and more information will be available soon at cccc.ncte.org/cccc/conv.

Wednesday, April 3

Special Events and Meetings

Theory, Research Methodologies, and Praxis

Research Network Forum

Sponsored by the Research Network Forum

9:00 a.m.–5:00 p.m.

Celebrating our 37th year in 2024, the Research Network Forum is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers.

Centennial Ballroom 300 B (Lower Level, Spokane Convention Center)

Chairs and Workshop Facilitators: Risa Gorelick, New Jersey Institute of Technology

Jennifer K. Johnson, University of California, Santa Barbara

Carrie Wastal, University of California, San Diego

Workshop Leaders: Anthony Atkins, University of North Carolina Wilmington

Jeanne Law Bohannon, Kennesaw State University

Ollie Oviedo, Eastern New Mexico University

Tom Pace, John Carroll University

Rebecca Rickly, Texas Tech University

Kevin Rutherford, University of California, Santa Barbara

Elizabeth Saur, University of California, Santa Barbara

Glen Southergill, Montana Tech of the University of Montana

Patrick Thomas, University of Dayton

Kenton Wilcox, Northwest Missouri State University

Theory, Research Methodologies, and Praxis

Qualitative Research Network

Sponsored by the Qualitative Research Network

1:30–5:00 p.m.

The Qualitative Research Network, which meets annually at the CCCC Annual Convention, is offered for new and experienced qualitative researchers. The QRN provides mentoring and support to qualitative researchers at all levels of experience and those working in diverse areas of study within the college composition and communication community.

Room 402 A-C (Upper Level, Spokane Convention Center)

Standing Group Chair: William Banks, East Carolina University

Wednesday, 5:15 p.m.–8:00 p.m.

Newcomers' Orientation

5:15–6:15 p.m.

Join members of the Newcomers' Welcoming Committee for an orientation session. The committee will discuss how to navigate the Convention and share tips to get the most out of the Convention activities.

Room 401 A-C (Upper Level, Spokane Convention Center)

An Abundant Coalition: Intergenerational Conversations about the State of Feminist Rhetorical Work

Sponsored by the Coalition of Feminist Scholars in the History of Rhetoric and Composition

6:00–8:00 p.m.

Annual two-part session hosted by the Coalition of Feminist Scholars in the History of Rhetoric and Composition: (1) small-group discussion session on the status of feminist rhetorical work, with special attention to intergenerational listening; (2) mentoring tables on topics from dissertation writing and feminist pedagogy to archive research methods and feminist administration practices.

Room 202 A-C (Upper Level, Spokane Convention Center)

Standing Group Chair: Jessica Enoch, University of Maryland

Speaker: Becca Richards

Documentarians' Reception

6:30–8:00 p.m.

We are hosting a reception to celebrate the 2024 Documentarians. If you're serving as a Documentarian this year, please join us for snacks, drinks, introductions, and a chance to get to know your fellow Documentarians. We will email information to you before the event.

Room 102 A-B (Lower Level, Spokane Convention Center)

2024 IWCA Collaborative

Reckoning with Generative AI in Our Writing Centers

Sponsored by the International Writing Centers Association

Wednesday, 8:00 a.m.–6:00 p.m.

Gonzaga University, John J. Hemmingson Center

In this year's IWCA Collaborative, you are invited to join writing center colleagues as we learn more about and reckon with generative AI and its potential to enhance and/or limit the ways we provide support to writers and instructors and engage with conversations on our campus about inclusive educational practices. You do not need to be an expert in order to propose a session for the Collaborative, and we hope to receive a wide range of proposals that explore writing center-related AI issues across the entire spectrum of expertise, from beginning users learning to use and critically evaluate AI technology, to experienced users developing AI writing center policies, to those immersed in developing AI writing center research questions.

Learn more at <https://writingcenters.org/events/2024-iwca-collaborative/>.

Morning Workshops

9:00 a.m.–12:30 p.m.

These workshops require a separate registration and fee.

Theory, Research Methodologies, and Praxis

MW.01 Arts-Based Research as Feminist Praxis

Arts-based research methods trouble and overwrite traditional constraints of research, tapping the empathetic imagination to rewrite legacies of positivism and marginalization. Participants will play and move creatively and critically, reflecting on an abundance of academic praxes by experimenting with poetry, generated prose, and visual art as interpretive methodologies.

Room 401 A-C (Upper Level, Spokane Convention Center)

Workshop Leader: Collie Fulford, University at Buffalo, SUNY

Speakers: Michelle LaFrance, George Mason University, Fairfax, VA
Sandra Tarabochia, University of Oklahoma

Community, Civic, and Public Contexts of Writing

MW.02 Community Writing Mentorship Workshop

Led by a diverse group of prominent community writing scholars, this workshop offers mentoring and feedback to attendees at any level of experience with anticolonial, anti-ableist, and antiracist project and course design, relevant scholarship, ethics of community work, ways to evaluate and publicize projects, questions related to scholarship, and job and tenure evaluation strategies.

Centennial Ballroom 300 A (Lower Level, Spokane Convention Center)

Chair and Speaker: Veronica House, University of Denver

Workshop Facilitators and Speakers: Isabel Baca, The University of Texas at El Paso

Sweta Baniya, Virginia Tech

Ada Hubrig, Sam Houston State University

Jessica Restaino

Lauren Rosenberg, The University of Texas at El Paso

Sherita Roundtree

Iris Ruiz

Rachael Shah, University of Nebraska-Lincoln

Don Unger

Stephanie Wade, Stony Brook University

College Writing and Reading

MW.03 Council on Basic Writing Workshop

Sponsored by the Council on Basic Writing

The Council on Basic Writing Workshop is an annual half-day program for teachers and scholars interested in the theory, pedagogy, research, and politics of basic writing studies. Participants will work together to develop new lines of inquiry and share innovative practices that will advance the study and practice of basic writing.

Room 302 A/B (Lower Level, Spokane Convention Center)

Session Chair: Jack Morales, Pace University

Workshop Leaders: Susan Bernstein, City University of New York

James Dunn, Medgar Evers College, CUNY

Barbara Gleason, City College of New York, CUNY

Nicole Hancock, Southwestern Illinois College

Leigh Jonaitis, Bergen Community College

William Lalicker, West Chester University of Pennsylvania

Hope Parisi, Kingsborough Community College, CUNY

RAsheda Young, Rutgers University

Workshop Facilitators: Elizabeth Baldrige

Rachel Ihara, Kingsborough Community College, CUNY

Darin Jensen, Salt Lake Community College

Lynn Reid, Fairleigh Dickinson University

Institutions: Labor Issues, Professional Lives, and Survival

MW.04 Creating Paths Forward: Rethinking Hiring Committee Practices

This workshop aims to facilitate the critical examination of existing hiring norms, reframe inequitable and outdated expectations, and develop inclusive practices for our field's hiring processes.

Room 303 A/B (Lower Level, Spokane Convention Center)

Workshop Facilitators and Speakers: Anicca Cox, Methodist University

Letizia Guglielmo, Kennesaw State University

Claire Lutkewitte, Nova Southeastern University

Speakers: Charlotte Asmuth, Duke University

Juliette Kitchens, Nova Southeastern University

Institutions: Labor Issues, Professional Lives, and Survival

MW.06 Tools and Strategies for Building Labor Solidarity and Acting Collectively

Participants in this workshop will leave with a greater understanding of the complexities of solidarity building, collective action, and labor advocacy. They will also gather resources and create action plans that may help them in their own situations. Finally, they will make connections with colleagues in other institutions to build or expand networks of solidarity.

Room 102 C/D (Lower Level, Spokane Convention Center)

Workshop Facilitators and Speakers: Anicca Cox, Methodist University
Seth Kahn, West Chester University of Pennsylvania
Amy Lynch-Binieck
Lacey Wootton, American University

Institutions: Labor Issues, Professional Lives, and Survival

MW.07 Using Leadership Frameworks to Work through Diversity Scenarios

In this workshop facilitators will introduce three leadership frameworks that might help leaders navigate different scenarios they face as academic leaders. By working through various case studies, the facilitators will demonstrate how WPAs can rely on these flexible leadership frameworks to promote DEI goals while addressing wicked problems that manifest in writing programs.

Room 202 A-C (Upper Level, Spokane Convention Center)

Speakers: Janelle Chu Capwell, University of Arizona
Sheila Carter-Tod, University of Denver
Laura Davies, SUNY Cortland
Berte Reyes, Pima Community College
Rochelle (Shelley) Rodrigo, University of Arizona

Inclusion and Access

MW.08 Writing with Executive Dysfunction

A workshop for neurodivergent writers and those who work with them. Featuring a mix of activities including timed writing, small-group discussion, and collaborative resource sharing, the workshop will model what supports for neurodivergent writing practices can look like as well as activate the collective wisdom of neurodivergent workshop participants in sharing tips and tricks.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speakers: Melissa Forbes, Gettysburg College
Aimée Morrison, University of Waterloo

Afternoon Workshops

1:30–5:00 p.m.

These workshops require a separate registration and fee.

Writing Abundance

AW.02 Celebrating an Abundance of Opportunities: Non-Native English-Speaking Writing Instructors' Strengths, Struggles, and Strategies in Teaching Composition

Sponsored by the Non-Native English-Speaking Writing Instructors (NNEswIs) Standing Group

This NNEswIs Standing Group-sponsored workshop attempts to build on the abundance of linguistic and cultural resources that NNEswIs bring to the teaching of composition by sharing our resources and strengths as well as challenges and strategies to support inclusivity and equity for NNEswIs within writing programs and composition scholarship through six roundtables.

Room 206D (Upper Level, Spokane Convention Center)

Standing Group Chair: Lan Wang-Hiles, West Virginia State University

Speakers: Lucy Belomoina, Illinois State University

Ming Fang, Florida International University

Ifthikhar Haider, Illinois State University

Marcela Hebbard, The University of Texas Rio Grande Valley

Xuan Jiang, Florida International University

Z. Z. Lehmborg, Northern Michigan University

Xinqiang Li, Michigan State University

Mariya Tseptsura, University of Arizona

Inclusion and Access

AW.03 Demystifying the Dissertation: A Critical Conversation with Graduate Students and Advisors

Sponsored by the Dissertation Special Interest Group

The goal of this workshop is to open critical conversation about the dissertation, a genre that, for most rhetoric and composition graduate students, represents a major access point for full membership into the field. This workshop asks: What are the norms, epistemologies, and ideologies of the dissertation? And how does this genre act as a gatekeeper that shapes who can access our field?

Room 207 (Upper Level, Spokane Convention Center)

Workshop Facilitator and Speaker: Dana Comi, Utah Valley University

Speaker: Charlesia McKinney, University of Illinois at Urbana-Champaign

Inclusion and Access

AW.04 Expanding Our Pedagogical Capacity for All Our Students: Strengthening Accessibility and Inclusion in Our Classrooms and Programs

Sponsored by the Online Writing Instruction Standing Group

This workshop aims at expanding the accessible pedagogy capacity of our teacher community by engaging writing faculty in hands-on activities and guided discussions on three key areas of accessibility-focused pedagogy of inclusion: course design and curriculum, class interactions, and technology concerns. Participants share their experiences and also receive ready-to-use teaching materials.

Room 206 A (Upper Level, Spokane Convention Center)

Chairs: Cassie Miura, University of Washington, Tacoma

Sushil Oswal, University of Washington

Workshop Facilitators and Speakers: Kevin Eric DePew, Old Dominion University

Carrie Dickison

Michelle Stuckey

Joanna Whetstone

Speaker: Ashlyn Walden, University of North Carolina at Charlotte

Antiracism and Social Justice

AW.05 Mapping the Abundance of Just Futures: A Workshop on Social Justice-Oriented Teaching and Language Difference

Sponsored by the Language Policy Committee

This CCCC Language Policy Committee workshop addresses Jennifer Sano-Franchini's rich question, "How can abundance help us reimagine and take action toward just linguistic futures?" This half-day workshop will consist of an introductory overview of its purpose and mission followed by two group-facilitated sessions.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Workshop Facilitator and Speaker: Isabel Baca, The University of Texas at El Paso

Speakers: Qwo-Li Driskill, Oregon State University

David Green, Howard University

Austin Jackson, Brown University

Kim Brian Lovejoy, Indiana University School of Liberal Arts

Rashidah Muhammad, Governors State University

Elaine Richardson, The Ohio State University

Denise Troutman, Michigan State University

Bonnie Williams, California State University, Fullerton

Community, Civic, and Public Contexts of Writing

AW.07 Prison and the Shadow Canon: Embracing the Fullness of System-Impacted Community Expertise

Sponsored by the Prison Literacies and Pedagogy Standing Group

This workshop showcases prison writing programs that reframe overlooked resources and relationships as a way of flipping institutional rhetorics from scarcity to abundant possibility.

Room 206 B (Upper Level, Spokane Convention Center)

Roundtable Leaders: Alexandra Cavallaro, California State University, San Bernardino, “Capitalist Logics of Scarcity and College-in-Prison Programs”

JoyBelle Phelan, University of Denver, “Leveraging System-Impacted Expertise”

Anna Plemons, Washington State University, “Relational Methodologies for the Prison Classroom”

Speakers: Libby Catchings, University of Denver

Tobi Jacobi, Colorado State University, “Recognizing the Contributions of Global Prison Narratives”

Respondent: Catherine Koehler, University of California, Merced

Approaches to Teaching and Learning

AW.08 Role-Playing Peer Review: Games and Gatekeepers—Round Two

Sponsored by the Council for Play and Game Studies

This panel explores gatekeeping, critical empathy, and writing abundance in writing classrooms by having participants role-play students and teachers in a peer-review workshop.

Room 206 C (Upper Level, Spokane Convention Center)

Session Chair: Dylan Altman, Council for Play and Game Studies/CSUN, Oxnard College, LAVC

Workshop Facilitators and Speakers: Rebekah Shultz Colby, University of Denver

Sarah Dwyer, Texas A&M University-San Antonio

Workshop Leader: Emi Stuemke, University of Wisconsin-Stout

Wednesday, 1:30–5:00 p.m.

Writing Abundance

AW.09 Writing with(in) Abundance: Cultivating Interdisciplinary Positionings and Practices across the Fields of English

Interdisciplinary practice and collaborations across the fields of literature, rhetoric and composition, and linguistics are the work of writing abundance. This workshop invites participants to share strategies, practices, and processes within their own classrooms and lessons in reflective, relational, and reciprocal ways, in order to teach writing with(in) abundance.

Room 201 A/B (Upper Level, Spokane Convention Center)

Workshop Facilitator: Tabitha Espina, University of Washington, Tacoma

Workshop Leaders: Lee Emrich, Northeastern University, Boston, MA
Joy Kwon, Cornell University, Ithaca, NY

All-Day Workshops

9:00 a.m.–5:00 p.m.

These workshops require a separate registration and fee.

Writing Abundance

W.01 Conversations of Writing Abundance at Minority-Serving Institutions (MSIs)

Sponsored by the American Indian Caucus

This American Indian Caucus-sponsored full-day cross-caucus workshop focuses on learning, teaching, and working in institutions serving underserved, underrepresented, and underresourced students of color. Facilitators will provide crucial information for each topic followed by 15-minute activities, ending with a planning session for cross-institutional coalitions between MSIs and PWIs.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Workshop Facilitator and Speaker: Kimberly Wieser, The University of Oklahoma, “Welcome and History of Indigenous Peoples of Spokane”

Speakers: Ira Allen, Northern Arizona University, “Tribute to Dr. Sol Neely (Cherokee Nation)”

Christina Cedillo, University of Houston-Clear Lake, “Decentering Mestizaje at HSIs”

Samaa Gamie, Lincoln University

Hope Jackson, North Carolina A&T State University, “Diaspora in Dialogue, Part 1 and Part 2”

Cathryn Jennings, Hamline University, “Languaging and Landmarking Knowledges”

Kendra Mitchell, Florida A&M University, “Diaspora in Dialogue, Part 1 and Part 2”

Mudiwa Pettus, Medgar Evers College, CUNY, “Diaspora in Dialogue, Part 1 and Part 2”

Iris Ruiz, “Integrating Multimodality in First-Year Composition at HSIs”
Jaquetta Shade-Johnson, University of Missouri-Columbia, “Languaging and Landmarking Knowledges”

Ada Vilageliu-Diaz, University of the District of Columbia, “Decentering Mestizaje at HSIs”

Lydia Wilkes, Auburn University, “Tribute to Dr. Sol Neely (Cherokee Nation)”

Rance Weryackwe, The University of Oklahoma, “Allyship through NAGPRA Advocacy”

First-Year Writing

W.02 Dual Enrollment Composition: An Abundance of Opportunity for Equity and Access

Sponsored by the Dual Enrollment Collective

With equity and access as the focus, this workshop will provide participants with information regarding DE delivery models, research on DE student self-efficacy, strategies for addressing technological challenges faced by students, practical examples of professional development and training, ways to build student support for underserved populations, and avenues to for students advocacy.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Standing Group Chairs: Christine Denecker, The University of Findlay
Casie Moreland, University of Idaho

Workshop Facilitators: Rebecca Babcock, University of Texas-Permian Basin

Scott Campbell, University of Connecticut

Jessica Rivera-Mueller, Utah State University

Speakers: Jerrice Donelson, University of Michigan-Dearborn

Deborah Hodgkins, University of Maine at Presque Isle

Lonni Pearce, University of Colorado, Boulder

Frank Romanelli, University of Rhode Island

Kathy Rose, Utah Tech University

Erin Scott-Stewart, Southern University and A&M College

Antiracism and Social Justice

W.03 Feminist Workshop: Feminist Latinx Imagination and Experience through Testimonio

Sponsored by the Feminist Caucus

The workshop seeks to expand coalitions as means for inclusion/exclusion by focusing on how our organizations and institutions limit or expand the feminist Latinx imagination and experience. We center testimonio as an opportunity to tell stories, to bear witness as a collective “we,” and to recognize the need for critical reflexivity.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Caucus Chair: Kate Pantelides, Middle Tennessee State University

Chairs and Speakers: Christina Cedillo, University of Houston-Clear Lake, “Latinx Accessibility/(Dis)ability Studies”

Karen Tellez-Trujillo, Cal Poly Pomona, “Latinx Feminist Resilience”

Chair and Respondent: Aurora Matzke, Chapman University

Chair: Jaclyn Fiscus-Cannaday, Florida State University

Speakers: Angela Clark-Oates, Sacramento State University

Ruby Mendoza, Sacramento State University, “CRT & Chicanx Rhetorics”

Nora Rivera, Chapman University, “Latinx Language Rights”
Consuelo Salas, San Diego State University, “Latinx Food Studies”
Ada Vilageliu-Diaz, University of the District of Columbia, “Latinx
Feminist Faculty”

Antiracism and Social Justice

**W.04 Mode than Just Words: An Antiracist Multimodal
Workshop**

This workshop will prepare instructors to honor students’ backgrounds, needs, and goals by drawing on contemporary scholarship in antiracism, multimodal composition, and assessment. The workshop engages instructors with retooling both assignments and the broader pedagogical ecology in which they exist to afford students multimodal composing options as a move toward more equitable learning.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Workshop Facilitator: Wilfredo Flores, University of North Carolina at Charlotte

Speakers: Justin Cary, University of North Carolina at Charlotte
Kefaya Diab, University of North Carolina at Charlotte
Debarati Dutta, University of North Carolina at Charlotte
Jessi Morton, University of North Carolina at Charlotte

Theory, Research Methodologies, and Praxis

W.05 Research Abundance Outside the US Writing Context

Sponsored by the International Researchers Consortium

Through a full-day series of discussions, 33 international colleagues and workshop registrants will meet to engage with abundant writing research and development within an inclusive international framework. Participants choose among each other’s texts to read in advance and to discuss in small groups during the workshop, enabling deep, sustained international exchange.

Centennial Ballroom 300 D (Lower Level, Spokane
Convention Center)

Standing Group Chairs: Jay Jordan, University of Utah, Salt Lake City
Brooke Schreiber, Baruch College, CUNY

Workshop Facilitators: Rebecca Babcock, University of Texas-Permian Basin, “Applied Linguistics Postgraduates’ Social Practices When Writing Thesis and Research Articles in English at a Mexican University”

Laura Baumvol, University of British Columbia, Vancouver, “Formative Feedback: Teaching Academic Writing at a Canadian Research University”

continued on next page

- Purna Chandra Bhusal, The University of Texas at El Paso, “Caste Discrimination and/versus Alternative Pedagogy: Promoting Justice through Mandatory English Writing Classrooms in Nepal”
- Christiane Donahue, Dartmouth and University of Lille
- Yinyin Du, Guangdong University of Foreign Studies, Guangzhou, PR China, “Developing a Dialogical Voice through Interaction in Second Language Writing”
- Marillia M. Ferreira, University of São Paulo, Brazil, “EAP Teacher Education and Internationalization: Pedagogical Principles, Challenges, and Resources Used by Inservice and Preservice EAP Instructors”
- Graciela Arizmendi González, University of Guanajuato, “Applied Linguistics Postgraduates’ Social Practices When Writing Thesis and Research Articles in English at a Mexican University”
- Magnus Gustafsson, Chalmers University of Technology, Sweden
- Amy Hodges, The University of Texas at Arlington, “Applied Linguistics Postgraduates’ Social Practices When Writing Thesis and Research Articles in English at a Mexican University”
- Bernadette Huber, University of Queensland, Australia, “What Happens if We Talk about the Affective Experience of Undergraduate Academic Writing?”
- Soldead Montes, Lancaster University, “Tracing Shifts in the Treatment of Knowledge in Students’ Writing: The Transition from School to University of Socio-Economically Disadvantaged Students”
- Katja Thieme, University of British Columbia, Vancouver, “Formative Feedback: Teaching Academic Writing at a Canadian Research University”
- Joseph Wilson, “On the Labor of Translation: Locating Frictions and Displacements in Literacy Research in Central Asia”
- Speakers:** Francisco Roberto da Silva Santos, Universidade do Estado do Rio Grande do Norte (UERN), Brazil, “Uses of the Verb ‘Have’ (Ter) in Portuguese Research Reports Written by Letters Undergraduates: A Systemic Functional Study”
- Hairenik Aramayo Eliazarian, Universidad Nacional Autónoma de México, “Analysing Transfer between Academic and Workplace Writing Practices for Law Students”
- Katie Fitzpatrick, University of British Columbia, “Formative Feedback: Teaching Academic Writing at a Canadian Research University”
- Steffen Guenzel, University of Central Florida, Orlando, FL
- Marcela Jarpa, Pontificia Universidad Católica de Valparaíso, Chile, “Design of a Model of Situated Writing Practices in Degrees of School of Education for the Creation of an Institutional Policy: Pilot Experience of its National and International Implementation”
- Alena Kacmárová, Prešov University, Slovakia, “Writing-for-Translation Stylistics”

- Erica Kaufman, Bard College, Annandale-on-Hudson, NY, “Mobilizing Writing-Based Teaching in Transnational Spaces: A Case Study of Institutional Collaborations across Five Countries (2012–2022)”
- Asko Kauppinen, Malmö University, Sweden, “The Future Is Now: How Emerging Disruptive Digital Tools Are Transforming PhD Students’ Research Writing”
- Julie Kolgjini, Rochester Institute of Technology/RIT Kosovo (Prishtina), “Translanguaging in Kosovo: Disrupting Linguistic Erasure”
- Djuddah Leijen, University of Tartu, Estonia, “The Future Is Now: How Emerging Disruptive Digital Tools Are Transforming PhD Students’ Research Writing”
- Emmy González Lillo, Pontificia Universidad Católica de Valparaíso, Chile, “Design of a Model of Situated Writing Practices in Degrees of School of Education for the Creation of an Institutional Policy: Pilot Experience of its National and International Implementation”
- Inas Mahfouz, American University of Kuwait, “Teaching Academic Writing: Arab vs. American Contexts”
- M. Teresa Mateo-Girona, Complutense University of Madrid, Spain, “Design of a Model of Situated Writing Practices in Degrees of School of Education for the Creation of an Institutional Policy: Pilot Experience of its National and International Implementation”
- Sheren Saad, Carnegie Mellon University in Qatar, “Implementing Group Writing Sessions for Undergraduates to Promote Self-Efficacy for Self-Regulated Learning in Academic Writing: An Exploratory Study”
- Anelise Scherer, Universidade Federal de Minas Gerais, Brazil, “EAP Teacher Education and Internationalization: Pedagogical Principles, Challenges, and Resources Used by Inservice and Preservice EAP Instructors”
- Nicole Wallack, Columbia University, New York, NY, “Mobilizing Writing-Based Teaching in Transnational Spaces: A Case Study of Institutional Collaborations across Five Countries (2012–2022)”
- Anna Wärnsby, Malmö University, Sweden, “The Future Is Now: How Emerging Disruptive Digital Tools Are Transforming PhD Students’ Research Writing”
- Danielle M. Williams, University of Leeds, UK, “The Effects of Writing Pedagogies on the Self-Efficacy and Employability of Students in the Humanities”
- Xiatinghan Xu, University of Rochester, Rochester, NY, “Multilingual Scholars’ Choices of Topics, Methodologies, and Theories in Research and Publishing: The Case of Greater China”

Thursday, 7:30 a.m.–1:30 p.m.

Thursday, April 4 Special Events and Meetings

Newcomers' Coffee Hour

7:30–8:15 a.m.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Opening General Session

8:30–10:15 a.m.

Grand Ballroom A/B/C (Ground Floor Lobby, Davenport Grand)

CCCC Nominating Committee

10:30 a.m.–12:30 p.m. (Open)

Room 101 (Lower Level, Spokane Convention Center)

Committee Chair: Esther Milu, University of Central Florida

Committee Members: Nancy Bou Ayash, University of Washington

Jessica Edwards, University of Delaware

Gabriel Green, Xavier University

Teresa Grettano, The University of Scranton

Sarah Z. Johnson, Madison College

Staci M. Perryman-Clark, Western Michigan University

A.28 Social Justice in the Classroom: Local Abundant Approaches

10:30–11:45 a.m.

Room 303 A/B (Lower Level, Spokane Convention Center)

Chair: Antonio Byrd, University of Missouri, Kansas City

Digital Praxis Posters

10:30–11:45 a.m. & 12:15–1:30 p.m.

Exhibit Hall/Action Hub

Ballroom 100 B (Lower Level, Spokane Convention Center)

The Digital Praxis Posters provide a space at the CCCC Annual Convention for scholars and practitioners from across our field to share and discuss their innovative work with digital technologies. The DPP sessions invite a variety of work ranging

from experimentation with new digital tools to the methodologies shaping research using these tools. Digital Praxis Posters is an interactive exhibit format. Information about current posters and this year's schedule of presentations will be available on the CCCC Convention website and on signs in the #4C24 Action Hub. Digital posters will be presented during sessions A and B on Thursday, April 4.

Newcomers' Welcoming Committee

1:45–3:00 p.m. (Open)

Room 101 (Lower Level, Spokane Convention Center)

Chair: Megan Busch, Charleston Southern University

Creative Reading and Open Mic

Sponsored by the Social Justice at the Convention Committee

2:00–3:30 p.m.

Conference Theater, (Lower Level, Spokane Convention Center)

The Creative Reading and Open Mic event at CCCC 2024 invites local social justice poets to help us make meaning. This year, we have collaborated with local Spokane poets! An open mic for interested Convention attendees to perform creative work from multiple genres will follow.

Facilitator: Maria Prikhodko, DePaul University

Speakers: Ben Cartwright

Tim Greenup

Connie Scott

Kat Smith

Committee on Undergraduate Research

3:15–4:30 p.m. (Open)

Room 101 (Lower Level, Spokane Convention Center)

Co-Chairs: Jessie L. Moore and Michael Neal

Minority Serving Institutions Coalition Building Meeting

3:15–4:30 p.m.

Room 301 (Lower Level, Spokane Convention Center)

Chair: Jaquetta Shade-Johnson, University of Missouri-Columbia

Committee on Disability Issues in College Composition

4:30–6:00 p.m. (Open)

Room 304 (Lower Level, Spokane Convention Center)

Co-Chairs: Dev Bose and Ruth Osorio

Thursday, 5:30–9:30 p.m.

Resolutions Committee

5:30–6:30 p.m. (Open); 6:30–7:30 p.m. (Closed)

Room 301 (Lower Level, Spokane Convention Center)

Chair: Christina V. Cedillo

Scholars for the Dream Reception

6:00–7:00 p.m.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Anzaldúa Award Reception

7:00–8:00 p.m.

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Cross-Caucus Engagement Event

8:00–9:00 p.m.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Sober Academics

8:30–9:30 p.m.

As an all-inclusive peer-led recovery meeting, “Sober Academics” encourages discussion of the intersectional experiences of being an academic in recovery, celebrating recovery from all addiction. “Sober Academics” is BIPOC, LGBTQ+, GNC/Non-Binary, and Trans welcoming and friendly.

Birch Ballroom (Ground Floor Lobby Level, Davenport Grand)

Opening General Session

8:30–10:15 a.m.

Grand Ballroom A/B/C (Ground Floor Lobby,
Davenport Grand)

Presiding: Jennifer Sano-Franchini, Program Chair/CCCC Associate Chair, West Virginia University, Morgantown

Greetings: Bradley Bleck, Local Arrangements Chair, Spokane Falls Community College, WA

Shelley Rodrigo, NCTE President, University of Arizona, Tucson

Joanne Baird Giordano, Salt Lake Community College, UT

Scholars for the Dream—2024 Recipients

Kofi Adisa, Howard Community College

Edzordzi Agbozo, University of North Carolina Wilmington

Purna Bhusal, University of Texas at El Paso

Andy Cheng, University of Cincinnati

Valeria Guevara Fernandez, Soka University

Jose Flores, University of Texas at El Paso

Priyanka Ganguly, Virginia Tech

Nicole Golden, Michigan State University

Xuan Jiang, Florida International University

Chloe Leavings, Wayne State University

Rency Luan, University of Waterloo

Nattaporn Luangpipat, University of Wisconsin–Madison

Anselma Prihandita, University of Washington

Sujash Puma, University of Wisconsin–Madison

Kurt Ramos, University of Central Florida

Bridgette Sanders, Florida State University

Jiaxing Shi (Carina), University of Maryland

Justine Trinh, Washington State University

Wei Xu, University of Arizona

For a listing of previous Scholars for the Dream recipients, please visit

<https://cccc.ncte.org/cccc/awards/scholarsforthedream>

Thursday, 8:30–10:15 a.m.

Scholars for the Dream Travel Award Committee

Co-Chair: Neisha-Anne Greene, American University, Washington, DC

Co-Chair: Khirsten Scott, University of Pittsburgh, PA

Sadia Afrin, University of Waterloo, Canada

Romeo García, University of Utah, Salt Lake City

Lana Oweidat, Goucher College, Baltimore, MD

James Chase Sanchez, Middlebury College, VT

Cindy Tekobbe, University of Illinois Chicago

Kimberly Wieser, University of Louisville, KY

CCCC has established the Scholars for the Dream Travel Awards to increase the participation of traditionally underrepresented groups. This includes Black, Latinx, Asian, American Indian/Alaska Native, Native Hawaiian, or other Pacific Islander scholars—persons whose presence and whose contributions are central to the full realization of our professional goals. The awards celebrate the scholarly contributions of first-time presenters at the CCCC Annual Convention who are members of these groups. By providing some funding for these scholars to travel to the Convention and to share their work with us, we hope to make the term “underrepresented” past history.

Chairs’ Memorial Scholarship—2024 Recipients

Saurabh Arand, University of Georgia

José Luis Cano Jr., Texas Christian University

Madeline Crozier, University of Tennessee, Knoxville

Jade Shiva Edward, The University of Texas at Austin

Chairs’ Memorial Scholarship Award Committee

Chair: Howard Tinberg, Bristol Community College, Fall River, MA

Nancy Bou Ayash, University of Washington, Seattle

Mara Lee Grayson, California State University, Dominguez Hills

Ashley Murphy

Vershawn Ashanti Young, University of Waterloo

To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of \$750 each to help cover the costs of four graduate students who are presenting at the Annual Convention. Full-time graduate students whose presentations were selected through the regular peer review process are eligible for these scholarships.

For a listing of previous Chairs’ Memorial Scholarship Award recipients, please visit <https://cccc.ncte.org/cccc/awards/chairsscholarship>

Presentation of the Exemplar Award

This award is presented to a person(s) who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.

Mike Palmquist, recipient of the 2024 CCCC Exemplar Award, will speak.

Exemplar Award Committee

Chair: Rhonda Grego, Midlands Technical College, Columbia, SC
Jonathan Alexander, University of California, Irvine
Akua Duku Anokye, Arizona State University, Phoenix
Tamika Carey, University of Virginia, Charlottesville
Deborah Minter, University of Nebraska–Lincoln

For a listing of previous Exemplar Award recipients, please visit
<https://cccc.ncte.org/cccc/awards/exemplar>



Mike Palmquist 2024 Exemplar Award of the Conference on College Composition and Communication



Mike Palmquist

The Conference on College Composition and Communication (CCCC) Exemplar Award Committee is pleased to announce Professor Mike Palmquist, professor of English and University Distinguished Teaching Scholar at Colorado State University, as the 2024 Exemplar Awardee. The CCCC Exemplar Award is described as honoring a person whose “years of service as an exemplar for our organization represent the highest ideals of scholarship, teaching, and service to the entire profession.” Both nominators and the CCCC Exemplar Committee agree that Professor Palmquist’s contributions meet these highest ideals. Mike Palmquist is the consummate collaborator, leader, and visionary.

With published work spanning seven books and more than 50 articles and book chapters (including several national award-winning texts), it is clear that on the basis of scholarship alone, Palmquist’s contributions to the field have changed the profile of rhetoric and composition. But his contributions move beyond the bounds of scholarship; his career models for us a commitment to innovation and inclusion.

Who knew that the World Wide Web would have such an impact on our discipline and our classrooms? Mike Palmquist did. Early on, he documented computer-mediated social interactions of students and teachers, and recognized emerging genres. He worked to build networks—both digital and human—in a new era of computers and writing. And he also understood that, in the words of one nominator, “[the underlying] technologies would only be as effective as the support systems that made them possible and kept them running.” In describing the influence of one of his early coauthored books, *Transitions: Teaching Writing in Computer-Supported and Traditional Environments* (1998), one nominator highlights that Palmquist offered “one of the few models at the time of colleagues working together to build networked writing spaces and to document the needs of both students and faculty in the process.”

Palmquist’s focus on support systems led him into writing across the curriculum and open-access publishing—and to founding and building the WAC Clearinghouse, which has had an even larger impact on our field. Today the WAC Clearinghouse is a stalwart source used by scholars, students, and presenters alike, allowing exposure

to the many resources that make our discipline strong and meaningful. At the time of nomination for this award, the WAC Clearinghouse had published nearly 200 books in 15 series and 1,681 articles in 18 current and archived journals, with more than 3 million annual downloads. The seminal article “Fifty Years of WAC: Where Have We Been? Where Are We Going?” coauthored with Pam Childers, Elaine Maimon, Joan Mullin, Rich Rice, Alisa Russell, and David R. Russell (2020) attests to the WAC Clearinghouse’s long-lasting impact. One of his nominators explains that “Mike has tapped into the genius, energy, and expertise of writing studies. His vision has encompassed fresh ideas and perspectives, keeping the Clearinghouse nimble and ahead of the curve on rapidly evolving orientations. The success of the Clearinghouse actually stands as an exemplar for all open-access academic book publishing, far ahead of what most other fields have accomplished.” He notes that “Mike is modest about his achievement, but the Clearinghouse is far and away the leading resource for our field.”

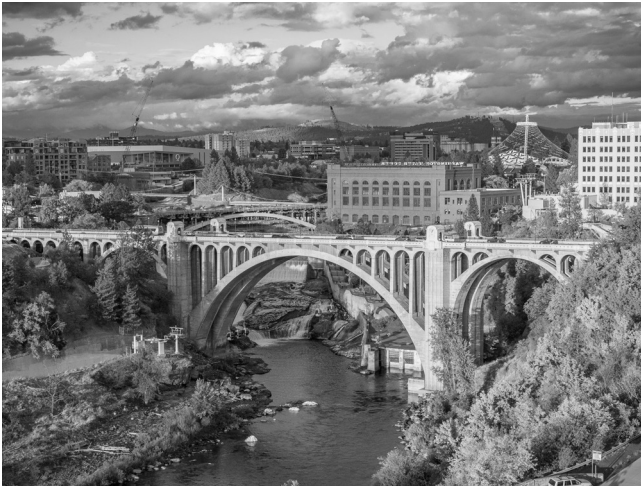
Importantly, Palmquist has kept his focus on access, and on developing the WAC Clearinghouse itself as a support system for diversity and inclusion in our field. The Clearinghouse makes important works affordably available (free!). One nominator points out that “[h]aving such an open access resource is important because most people in our field who benefit from the growth and dissemination of knowledge in writing studies are not at affluent higher education institutions which have library access to many books and journals—[they work] not only at colleges, community colleges, credential programs, and high schools across the United States, but globally.” The Clearinghouse also opens access to a wider range of writers, including young scholars and colleagues of color who share their research through ongoing and new Clearinghouse initiatives.

And it’s not just access that the WAC Clearinghouse provides: the way it is organized allows for mentorship and growth in the discipline as well. According to one nominator, “What is so impressive is the way that Mike has built this important resource for scholars: by setting up structures that allow younger scholars to work with more experienced ones and eventually take leadership roles themselves.” Another reported that “at one point recently there were more than 180 editors, reviewers, and editorial board members, all contributing to the work of the Clearinghouse.”

What makes Professor Palmquist’s record so compelling is his well-supported reputation for building effective and deeply informed systems that uplift colleagues in invaluable ways. From his scholarship to his work with students and colleagues, to his prodigious textbook publication, to his shepherding of the WAC Clearinghouse, and through multiple leadership roles, Palmquist’s steady focus has been on promoting and encouraging the best possible writing instruction—which can only happen when those offering the instruction are themselves supported and valued. As one reviewer wrote, “What makes Dr. Palmquist’s work distinctive to me is both the importance of so many . . . initiatives throughout his career and the way in which those

Thursday, 8:30–10:15 a.m.

innovations span his department, his university, and his profession; all the while [he has remained] a dedicated servant leader.” Professor Mike Palmquist’s work—not only its quality and quantity, but its generosity and ethic of care—deserves our field’s gratitude and highest recognition.



Chair's Address

8:30–10:15 a.m.

Grand Ballroom A/B/C (Ground Floor Lobby,
Davenport Grand)

Copia: Teaching, Writing, Doing Love and Rage, Hope and Radical Imagination



Frankie Condon

In July of 2023, a colleague at the University of Waterloo and two of her students were stabbed in their Gender Studies class. Their would-be assassin—a student not enrolled in the class—walked into their classroom, ascertained that the subject of the course was, indeed, gender studies, and began his assault. The Gender and Social Justice Program is one in which I have also taught nearly every year for the last eleven years. I was at home on the day of the attack on medical leave. What I had believed were anxiety attacks brought on by stress turned out to be heart troubles that produced in me increasingly serious symptoms. So, I was at home, fielding texts from friends who also teach in the Gender and Social Justice Program:

devastated, fearful, and outraged friends. I felt numb. I lay on the couch, my heart racing then slowing then racing again, struggling to slow my breath, and searching for some feeling that might signify my aliveness to this latest close-to-home crisis. Recently, I learned from Twitter/AKA X a name for what I was experiencing: rage-rationing. There are so many reasons for rage that my psyche has taken to protecting me when the reality of a world gone mad and racing toward its end overwhelms me.

Slowly, carefully, I unspooled the numbness and discovered at its end not only rage, but also horror. Who taught that young man? I raged. What departments, which colleagues taught a student for four years without bearing witness to and intervening in the hatred festering in his spirit and mind? And then I wondered: what if I taught that student?! I looked him up and discovered that I had not. I felt no relief. How would I teach such a student? How do you teach someone you despise?

Many years ago I gave up trying to write for folks who despise not only me but also those I love. I gave up trying to persuade unapologetic racists, homophobes, transphobes, promoters of ableism, ageism, misogyny, advocates for the patriarchy, for capitalism, nationalism, and authoritarianism. Instead, I have chosen to write with those I love and respect, affiliate, and trust; to those with whom I share intellectual and spiritual, economic and political solidarity. And I have chosen to speak to those

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I sense are on the verge of a willingness to feel, to think, to act differently. I have chosen to address readers who might be nearly ready or who are trying to suspend their enablement of hatred and violence. I have chosen to write with those I love and to those who, at the very least, I can tolerate. My choices may have been necessary but are they sufficient?

In an historical moment in which nothing seems so scarce as kindness and nothing so abundant as hatred, when violence and the fear it engenders militate not only against thought but also feeling, I take up a question raised by Ira Allen, in his forthcoming book *Panic Now? Tools for Humanizing*: who will we be? I explore the ambiguity, the complexity, and the necessity of forging deep affiliative relations rooted in a collective will to imagine and labour in solidarity for increasingly just futures. I situate this exploration in the context of teaching, writing, and leading: a context marked by abundances of “logic[s] of practice,” languages, discourses, rhetorics for the ethical articulation of righteous anger and the collective doing of love and hope even in a world gone mad.

Frankie Condon is an associate professor of English at the University of Waterloo and Chair of the Conference on College Composition and Communication: the largest international organization of composition, rhetoric, and communication scholars in the world. Additionally, Condon is the Lead Editor for Genocide Watch, an international nonprofit organization that works to “predict, prevent, stop, and punish genocide and other forms of mass murder.” Genocide Watch works to “raise awareness and influence public policy concerning potential and actual genocide” with the “purpose of building an international movement to prevent and stop genocide” (<https://www.genocidewatch.com/>).

Condon’s edited collection, *CounterStories from the Writing Center*, coedited with Wonderful Faison, recently received the International Writing Centers Association’s 2023 Outstanding Book Award. Her other books include *I Hope I Join the Band: Narrative, Affiliation, and Antiracist Rhetoric*, *The Everyday Writing Center: A Community of Practice* (coauthored with Geller et al), and *Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication* (coedited with Vershawn Ashanti Young). Her current projects include new monographs: *The Road to Hell: Radical Precedents of Post-Racial Rhetoric in the 21st Century*, a genealogical history of the metaphor of colourblindness for racial justice, and *Encounters with Bean: Contending with White Supremacy in the Antiracist Classroom*. Condon teaches undergraduate and graduate courses in writing and rhetoric. Her research and teaching interests include critical writing and communication pedagogies, rhetorics of race and class, critical race theory and critical race studies, and political rhetoric (the discourses of dissent).

Condon was the recipient of a 2021 Arts Award for Teaching from the University of Waterloo’s Faculty of Arts and an Outstanding Performance Award for Excellence in Teaching and Research from the University of Waterloo in 2015. She is most proud, however, of having been the 2017 recipient of the Federation of Students’ Excellence in Undergraduate Teaching Award (Ontario Undergraduate Student Alliance).

Thursday, April 4

Featured Sessions 10:30–11:45 a.m.

Writing Abundance

FS.01 API Women’s Voices in Composition: Writing Abundance through Indigenous Feminisms and Collaborative Pedagogies

This roundtable shares Indigenous feminist pedagogies in FYW courses to challenge and dismantle colonial-isms of domination reinforced by legacies of US assimilation. We weave threads of mo‘oku‘auhau (genealogy) and transnational feminist praxis to recenter intersectionality and positionality in the classroom. We close this session by facilitating a FYW activity on genealogies of abundance.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Roundtable Leader: Arielle Lowe, University of Hawai‘i at Manoa

Speakers: Kalilinoe Detwiler

Kohaku Flynn

Jiyoung Li

Ashley Somwaru

Theory, Research Methodologies, and Praxis

FS.02 Imagining Abundant Futures: Teaching and Researching Activism in This Current Apocalypse

This roundtable imagines teaching, research, and activism as creative practices for transforming apocalyptic rhetorics and false scarcity narratives into frameworks for new, more just futures. Three speakers will first share short examinations of their own work and will then facilitate a discussion with audience members to consider new models for resistance and change in research and teaching.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Roundtable Leaders: Amber Buck, University of Alabama, Tuscaloosa

Cindy Tekobbe, University of Illinois at Chicago

Jennifer Wingard, University of Houston

Thursday, 10:30 a.m.–1:30 p.m.

Writing Abundance

FS.03 Ways into Enacting Abundant Linguistic Justice

This roundtable brings together speakers from diverse positionalities to take stock of and interrogate enactments of linguistic justice through growth and humility. Attendees will then discuss these concepts, leaving this roundtable with more ways into enacting abundant linguistic justice in writing classroom and research contexts.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Roundtable Leader: Emily Bouza, University of Wisconsin-Madison

Speakers: Christopher Castillo, University of Illinois at Chicago

Gabrielle Kelenyi, Lafayette College

MK Keran, University of Wisconsin-Madison

Lupe Remigio Ortega, University of Wisconsin-Madison

Keli Tucker, University of Wisconsin-Madison

Featured Sessions

12:15–1:30 p.m.

Theory, Research Methodologies, and Praxis

FS.04 Transforming Sites of Settler Dominance into Indigenous Abundance

Sponsored by the American Indian Caucus

What can Indigenous abundance look like in settler colonial academic spaces? From Indigenous feminist pedagogies to public-facing work in museums and classrooms to examining disciplinary configurations, this panel offers perspectives from four different institutions about the limits and possibilities of cultivating Indigenous abundance in the shadow of settler domination.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Chair: Cindy Tekobbe, University of Illinois at Chicago

Speakers: Jeremy Carnes, University of Central Florida

Lisa King, University of Tennessee, Knoxville

Julianne Newmark, The University of New Mexico

Institutions: Labor Issues, Professional Lives, and Survival

FS.05 Breadth and Depth: BIPOC Faculty Reconceptualizing Faculty Engagement and Student Inclusion in the Two-Year College

This panel examines the lived experiences of BIPOC faculty serving two-year institutions. From our classrooms to our committee service, we BIPOC faculty are transforming community college spaces to serve all students in spite of scarcity paradigms. Participants will take away strategies for engaging cross-disciplinary faculty peer mentoring, professional development, and writing pedagogy.

Room 102 C/D (Lower Level, Spokane Convention Center)

Chair and Speaker: Robyn Lyons-Robinson, Columbus State Community College

Speakers: Dylan Canter, Columbus State Community College
Crystal Danley, Columbus State Community College
Andrew Moss, Columbus State Community College
G. Raquel Pina, Columbus State Community College

Featured Session
3:15–4:30 p.m.

Antiracism and Social Justice

FS.06 Abundant Language, Abundant Histories

In her call for proposals, Sano-Franchini asks, “How might the abundant knowledges” of BIPOC and “multiply marginalized communities” inform “our understandings of rhetoric and writing?” This roundtable seeks to answer that question by recentring the work of BIPOC and multiply marginalized scholars, including the influential SRTOL, as a foundation for an equitable and antiracist future for the discipline.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Chair and Roundtable Leader: Megan McIntyre, University of Arkansas

Speakers: Kasen Christensen, East Carolina University
Xochilt Trujillo Flores, California State University, San Bernardino
Michelle Petty Grue, University of California, Santa Barbara

Featured Session
4:45–6:00 p.m.

Writing Abundance

FS.07 Does “Y’all” Mean “All”? Imagining Queer Southern Survival through Activisms and Literacies

This interactive roundtable calls attention to the many queer Souths in America, where rhetorics of scarcity overshadow possibilities that marginalized folx within these spaces fight for. Using BIPOC scholarship and personal reflection, this session offers a dynamic discussion of imaginative survival of queers, queerness, and queer literacies in the many Souths as a framework of queer abundance.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Roundtable Leader: Keshia Mcclantoc, University of Nebraska-Lincoln

Speakers: Brianna Hernandez

Jason Palmeri

Caleb Pandygraft

Poster Session
Ballroom 100 B Foyer, Spokane Convention Center
10:45 a.m.–1:30 p.m.

Inclusion and Access

POS.01 Undergraduate Researcher Poster Session

Sponsored by the Committee on Undergraduate Research

Since its launch at the 2012 CCCC Annual Convention, the Undergraduate Researcher Poster Session has showcased the field's undergraduate researchers and their projects.

Chair: Jessie Moore, Elon University

Speakers: Scarlett Adams, University of California, Santa Barbara, “Main Character Syndrome”

Alder Boutin, Goucher College, “Polarities and Perspectives: How Writing-Enriched Courses in Prisons Discuss Diversity”

Nessa Rose Brooks, Goucher College, “The Effect of Unconscious Biases on Pronoun Usage during Writing”

Ruby Burch, Nevada State University, “You Don't Have Enough Time to Write: How AI Writing Tools Market Themselves to Working Students”

Ailyn Del Rio, Rider University, “But You Are a Writer: Analyzing First-Year Composition Courses to Foster Student Confidence in Writing”

Dylan Girouard, University of Massachusetts, Amherst, “We Don't Need to Speak the Same Language to Get Good Food”

Fox Haring, University of Wisconsin-Stout, “Make It Mine: How Aesthetic Customization of Durable Medical Equipment Impacts Patient Autonomy”

Brigette Hinnant, Washington State University, “[O]nly Here I Got a Filipino Community’: Rhetorically Listening to Filipina-American Women”

Jamie Hudson, Boise State University, “Increasing Equitable Access to Experiential Education Opportunities for Undergraduate Adult Learners”

Lauren Jablon, Elon University, “A Rhetorical Analysis of Concussion Awareness: A Cultural Comparison in Popular Media in the US and Argentina”

Cara Jenquin, University of Wisconsin-Stout, “Make It Mine: How Aesthetic Customization of Durable Medical Equipment Impacts Patient Autonomy”

Patrick Lewis, California Lutheran University, “Supporting Students through a Culturally Relevant Writing Center Space”

Alex Merritt, York College of Pennsylvania, “How Digitalization Impacts Undergraduates with Disabilities”

Candace Patrick, New York University, “Bridging the Gap: Demystifying the Structure of Research Writing”

Thursday, 1:45–4:30 p.m.

Layla Scott, Virginia Tech, “Toward Digital Justice: Developing US Citizenship Information and Communication Technologies (ICTs) with Immigrants and Refugees”

Annaclare Spletstoeszer, Whitworth University, “Composing the Self: Considering Authenticity in BeReal”

Jalees Tamayo, Nevada State University, “Multimodality and Codemeshing in Academia”

Tyler Van Gordon, Whitworth University, “Composing the Self: Considering Authenticity in BeReal”

Katerina Zakonova, New York University, “Bridging the Gap: Demystifying the Structure of Research Writing”

Zhiwen Zheng, New York University, “Bridging the Gap: Demystifying the Structure of Research Writing”

Ileana Zuckerman, University of California, Santa Barbara, “An Interdisciplinary Approach to Analysis in the Writing Center: Turning Towards Erwin Panofsky and the Field of Art History”

Poster Sessions

**Ballroom 100 B Foyer, Lower Level,
Spokane Convention Center**

1:45–2:45 p.m. presentation

2:45–4:30 p.m. posters available for viewing

Writing Abundance

POS.02 Amplifying Authentic Voices: BIPOC Graduate Students Weigh In on Writing Abundance and Writing Abundantly

We three BIPOC grad students define and frame writing abundance using “parts of speech” as an analytical lens to provide alternative ways for thinking about how tools of the writing classroom can resist conventional oppressive academic structures. This poster presentation analyzes connections between writing abundance and labor from three perspectives: as verb-object, as modifier noun, and its adverb-verb form.

Speakers: Karisa Bridgelal, Syracuse University
Lerie Gabriel, Syracuse University
Urmi Parekh, Syracuse University

Writing Centers (including Writing and Speaking Centers)

POS.03 Building Rapport: How the EWU Writing Fellows Program Fosters Student Success

The Eastern Washington University Writers' Center Writing Fellows program connects students with a professional writing mentor. Writers' Center staff meet weekly with students to work on extended academic projects, skill building, and confidence. The Writing Fellows program provides a unique, individualized approach to support students as they move through introductory writing courses and beyond.

Speakers: John Bladek, Eastern Washington University
Samantha McCann, Eastern Washington University

Theory, Research Methodologies, and Praxis

POS.04 Collecting Abundance: The Subreddit Corpus Project for Undergraduate Researchers

What insights can undergraduate writers gain from conducting primary corpus-based research? This poster presents a project in a composition course where students shape a corpus of subreddit data for discourse analysis. After surveying recent open access resources and the six steps students complete to create a corpus, the poster concludes with a discussion of student self-reported learning themes.

Speaker: Martha Webber, University of California, Santa Barbara

Inclusion and Access

POS.05 Community College English Teacher Experiences, Knowledge, Beliefs, and Training Needed for Proper Accommodation of Students with Learning Disabilities

Studies investigating the background knowledge of postsecondary faculty on the topic of LDs has tended to focus on either four-year institutions or general faculty. However, little research has focused on two-year institutions or English teachers. The purpose of this study was to explore community college writing teachers' disability knowledge, experiences, beliefs, and preferred training format.

Speakers: Jimalee Sowell, Indiana University of Pennsylvania
Larry Sugisaki, Methodist University

A Sessions: 10:30–11:45 a.m.

First-Year Writing

A.01 Natural Abundance: Teaching for Ecological Literacy and Environmental Awareness in FYW

In this session, speakers present active-learning FYW course designs for increasing ecological literacy, activism, and well-being through connections to nature and the environment.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speakers: June Johnson Bube, Seattle University, “Narrativizing Climate Change Experiences: Cultivating Relationship, Responsibility, and Investment in Environmental Justice-Themed First-Year Writing”
Valerie Vancza, Suffolk University, “A Project-Based Learning (PBL) Approach in First-Year Writing on Sustainability in Boston”

Community, Civic, and Public Contexts of Writing

A.02 Finding Creative Abundance: Queering Normative Platform Ecologies

Social media “platformization” normativizes multimedia discourse, regulating textual circulation. Nevertheless, these same platforms can circulate “excessive” ways of writing and expressing self. This panel highlights abundant practices of queer excess by exploring how writers and readers take up, subvert, and/or resist normative platform ecologies.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speakers: Rebecca Avgoustopoulos, University of Illinois at Urbana-Champaign
Bri Lafond, University of Illinois at Urbana-Champaign
Finola McMahon, University of Illinois at Urbana-Champaign
Jacqueline Rhodes, The University of Texas at Austin
Azlan Smith, University of Illinois at Urbana-Champaign

Antiracism and Social Justice

A.03 The Long View on Abundance and Scarcity: Four Reflections on White Nostalgia, White Irreplaceability, and Long-Term Writing Program Development

Using the lens of “white irreplaceability,” four long-term faculty (writing program directors, chairs [4yr, 2yr]) analyze compelling material realities (antiracist writing center assessments, job calls, retirement announcements) to assess the competing forces that compel (white) scholars and themselves to persist in their positions even as they study and promote antiracist practices.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Chair and Speaker: Jeffrey Klausman

Speakers: Joseph Janangelo, Loyola University Chicago, “‘You’ll Miss Me When I’m Gone’: Noticing the Public Retirement Narratives of Prominent White Scholars”

Wendy Swyt, Highline College, “Valuing and Devaluing the Crone: A Long-Term 2YC Division Chair Reflects”

Sherri Winans, Whatcom Community College, “‘Should I Have Left Earlier?’ A Long-Term 2YC Writing Center Director Reflects”

First-Year Writing

A.04 Human and/or Robot? Laboring, Learning, and Creating Knowledge with AI

This session examines students’ relationship to generative AI tools throughout their research and writing processes. Participants in this session will gain perspective on students’ relationship with AI in light of their own labor, on the potential of ChatGPT as a learning model and not just a means of generating output, and on AI’s potential to bridge humanities and STEM sensibilities in composition classrooms.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Brittany Biesiada, Monmouth University, “Extending the Present or Inventing the Future: Rhetorical DIKW and AI Composition”

Chase Bollig, “Literate Identity and the Rhetorical Construction of AI Writing Assistants”

Patrick Love, Monmouth University, “Extending the Present or Inventing the Future: Rhetorical DIKW and AI Composition”

Emilie Schiess, Indiana University, “What AI Can Teach Us about Revision as a Process”

Approaches to Teaching and Learning

A.05 Building Student Autonomy through Participation and Care

Panelists discuss approaches to writing instruction that support student autonomy, including trauma-informed pedagogy and attention to racial battle fatigue, perspectives about pedagogies of participation, and ways to design online courses with care in mind.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Mathew Gomes, Santa Clara University, “Challenging ‘What We Are Hard-Wired to Do’: A Study of How and Why Students Participate in Writing Classrooms”

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Thursday, 10:30–11:45 a.m.

Alisa Sanchez, University of Southern California, “Bringing Together Trauma-Informed Pedagogy and Racial Battle Fatigue in the Writing Classroom: Building Student Autonomy”

Joshua Welsh, Central Washington University, “Writing Abundance in the Face of Student Silence and Nonparticipation in Online Classes: Preliminary Results from Focus Group Research”

Crystal Zanders, University of Michigan, “Cultivating Care and Activating Activism: Empowering Students through Online Pedagogy”

Antiracism and Social Justice

A.06 “Say My Name, Say My Name”: The Politics of Citational Abundance

As scholars in communication, rhetoric/writing, and technical communication highlight, these fields’ citation practices have, for a long time, promoted whiteness and colonial frames of thought. Given increased attention to social-justice-oriented scholarship in these fields, this panel asks: Who benefits from this attention and how?

Room 206 B (Upper Level, Spokane Convention Center)

Speakers: Sean Kamperman, The University of Kansas
Louis Maraj, The University of British Columbia
Alexis McGee, The University of British Columbia

Writing Abundance

A.07 “What the _____ Are They Doing?” Welcome to the Experiment, a Collaborative Conversation

We (two- and four-year composition faculty) must collaborate as allies to understand each other’s work and bridge the divide between us. In this session, the first in a series of themed conversations, we will generate an immediate scholarship of our different and shared practices so that we can better understand how to work together to support student writing and each other.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Speakers: Karen Sutter Doheny, Northern Virginia Community College
J. Indigo Eriksen, Northern Virginia Community College
Bridget Robin Pool, Northern Virginia Community College
Robyn Russo, Northern Virginia Community College

First-Year Writing

A.08 A/r/tography as First-Year Writing Practice

A/r/tography as writing practice is especially compelling for scholars passionate about the interconnectivity of theory and practice, the advancement of student agency and multiliteracies, and the synergy of research methods that are dynamic. Through a combination of storytelling, guided reflection, and written/spoken exercises, this session will bring theory to practice.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speaker: Vittoria Rubino, US Military Academy at West Point

Approaches to Teaching and Learning

A.09 Abundance in WAW: Cross-Institutional, Programmatic, and Classroom Contexts

Sponsored by the Writing about Writing Development Group

As Writing about Writing (WAW) curricula vary widely across institutional, programmatic, and classroom contexts, so too does the definition of WAW and its intersections with other pedagogical frameworks. This panel explores the abundance of WAW approaches and their import in post-pandemic teaching, targeting the capaciousness within these approaches for both secondary and higher education.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Chairs: Diana Epelbaum, Marymount Manhattan College
Samuel Stinson, Minot State University

Speakers: Amy Fenstermaker, University of California, Merced,
“Appealing to Multilingual Students’ Rhetorical Abundance through Writing about Translingual Writing”

Genoveva Vega Gastelum, Washington State University, “Appealing to Multilingual Students’ Rhetorical Abundance through Writing about Translingual Writing”

Paul Gibbons, University of California, Merced, “Appealing to Multilingual Students’ Rhetorical Abundance through Writing about Translingual Writing”

Leigh Graziano, Western Oregon University, “Writing the High School to College Bridge: WAW with High School Teachers and Students”

Catherine Koehler, University of California, Merced, “Appealing to Multilingual Students’ Rhetorical Abundance through Writing about Translingual Writing”

Anthony Lince, University of California, San Diego, “Genre Abundance and WAW”

Michal Reznizki, University of California, Berkeley, “Using Active Learning in the Context of WAW”

First-Year Writing

A.10 Abundant Narrative Forms: Multimodal Counterstories in First-Year Writing Classrooms

This panel applies Aja Martinez’s concept of “counterstories” to the design of multimodal writing assignments for FYW courses. Panelists explore how incorporating counterstories in a multimodal curriculum can transform classrooms into a site of epistemological abundance by inviting students to engage with forms of expression that mirror the diversity of their lived experiences.

Room 102 A/B (Lower Level, Spokane Convention Center)

Speakers: Micheal Rumore, Georgia Institute of Technology
Franziska Tsufim, Georgia Institute of Technology

Institutions: Labor Issues, Professional Lives, and Survival

A.11 An Abundance of Bull: Neoliberalism and Performative Institutional Discourse

Panelists examine instances of (non)performative discourse in three institutional spaces and writing contexts. This session highlights how we might recognize and interrogate the ways that, when mediated by cultural hegemonies of whiteness and ableism, reframing scarcity as something akin to abundance simultaneously reinforces and obscures scarcity thinking and inequitable capitalistic logics.

Conference Theater (Lower Level, Spokane Convention Center)

Speakers: Mara Lee Grayson, California State University, Dominguez Hills

Nate Hertweck, California State University, Dominguez Hills, “Race and Response: The Labor of Crisis and the Crisis of White Labor”

Brett Shanley, University of California, Merced, “Deceptive Institutional Rhetoric: Expediency, Ethics, and Socially Acceptable Diversity”

Histories of Rhetoric

A.12 Archival Abundance: Locating Histories and Pedagogies at a Hispanic-Serving Institution

This panel advocates for the incorporation of hyperlocal archival knowledge to support student-centered departmental changes. The three papers in this panel utilize archival materials at a Hispanic-Serving Institution for revising English program curriculum, uncovering biases in writing center history, and presenting culturally relevant pedagogy in a composition classroom.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Juan Gallegos, New Mexico Highlands University
Amanda May, New Mexico Highlands University
Rebecca Schneider, New Mexico Highlands University

Information Literacy and Technology

A.13 ChatGPT: Writing Abundance or Desolate Landscape for Border/ed Students?

This panel highlights the proposed administrative and curricular changes to course documents and pedagogical practices to integrate ChatGPT into dual credit FYC and technical writing classes to meet course learning objectives while instilling in students a critical awareness of how they can effectively use AI and how AI will be used to evaluate them both academically and professionally.

Room 302 A/B (Lower Level, Spokane Convention Center)

Speakers: Terri Mann, El Paso Community College
Jayne Pynes, El Paso Independent School District/El Paso Community College
Teresa Quezada, The University of Texas at El Paso

Antiracism and Social Justice

A.14 Critically Raging Antiracist Rhetorics in Abundantly White(Iy) Classrooms

This roundtable explores the abundance of whiteness and whiteness in postsecondary education and its encroachment on antiracist rhetorics. We argue for putting race back in antiracism—actively, as a verb, and with “critically” as its adverb—and for CRT-informed approaches to speaking out and writing counter to the naïve yet pervasive belief that “racism does not happen in *my* classroom.”

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Chair and Speaker: Tommy Mayberry, Yorkville University and Toronto Film School, “Confessions of an ‘EDI’ Killjoy: Just Acronyms...or Academic Justice?”

Speakers: Sadia Afrin, University of Waterloo, “I Am Not Your Bitch: I Can’t (and Won’t) Act Roman ‘When in Rome’”

Chitra Karki, University of Waterloo, “Deluding Myself (and Others) in the Face of Everyday White(li)ness: Navigating Sharp and Rocky Routes to Resist Systemic Racism in the Academy”

Stephanie Samboo, University of Waterloo, “I Don’t Want to Be a Parenthesis!”

Approaches to Teaching and Learning

A.15 Labor-Based Assessment as Writing Abundance: Making Space at a Hispanic-Serving Institution

This panel presentation discusses a qualitative study of student and faculty experiences with labor-based assessment at a Hispanic-Serving Institution. Panelists describe the study's methodology, discuss its findings, and engage audience members in conversation about labor-based assessment as a form of writing abundance.

Room 207 (Upper Level, Spokane Convention Center)

Speakers: Sonya Eddy, Texas A&M University-San Antonio
Scott Gage, Texas A&M University-San Antonio
Lizbett Tinoco, Texas A&M University-San Antonio

Community, Civic, and Public Contexts of Writing

A.16 Making a Scene: Handcrafted Rhetorics and DIY Composition in Your Classroom

Sponsored by the Handcrafted Rhetorics Special Interest Group

This Engaged Learning Experience invites attendees to share their interests in and experiences with making/DIY/craft. We will examine where capitalist logics of scarcity shape their teaching and identify fissures in this logic into where, with careful attention and intentional design, abundance might take root and flourish.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Chairs: Megan Heise, University of Pittsburgh
Kristin Prins, Cal Poly Pomona

Community, Civic, and Public Contexts of Writing

A.17 Navigating Social Change with Community Writers: Families, Campus Workers, Community Seniors

This panel explores three community writing workshops in the Northeast: a storytelling course for campus workers; a writing workshop for immigrant families; and a public library writing group. Offering an approach to social change grounded in contextually specific writing strategies, the panel shows how community groups can use writing to find and leverage social change in consequential ways.

Room 206 D (Upper Level, Spokane Convention Center)

Speakers: Stacie Klinowski, University of Massachusetts Amherst
Rebecca Lorimer Leonard, University of Massachusetts Amherst
Danielle Pappo, University of Massachusetts Amherst

Approaches to Teaching and Learning

A.18 Questioning Generative AI

Sponsored by the Intellectual Property and Composition/Communication Studies Standing Group

Generative AI, including Chat GPT, is challenging ideas of authorship, labor, and the activity of writing. This panel offers insights for teachers and administrators who are working to understand the evolving situation.

Room 401 A-C (Upper Level, Spokane Convention Center)

Session Chair: Clancy Ratliff, University of Louisiana at Lafayette

Speakers: Kathy Anders, Texas A&M University

Mike Edwards, Washington State University

James P. Purdy, Duquesne University

Respondent: Holly Hassel, Michigan Technological University

Writing Abundance

A.19 Restoring Epistemic Abundance in Writing Education in Asian Contexts

US-trained teachers have propelled US theories of language to developing countries, leading to the masking, marginalization, or negation of local ways of languaging and writing. The presenters will draw on their research in Asian nations to explore how US theories have shaped knowledge-making there and how in each context they worked to acknowledge and restore epistemic abundance of the local.

Room 206 C (Upper Level, Spokane Convention Center)

Chair and Speaker: Xiaoye You, Pennsylvania State University, “The Bidirectionality of Epistemological Appropriation: Contrastive Rhetoric in China”

Speakers: Amber Engelson, Massachusetts College of Liberal Arts, “Listening for Abundance: Toward Critical Pedagogies That Dwell in Excess”

Shyam Sharma, SUNY Stony Brook, “Against Bot Writing, Bogus Studies, and Bean Counting: Advancing Writing Education for Greater Epistemic Justice”

Thursday, 10:30–11:45 a.m.

Institutions: Labor Issues, Professional Lives, and Survival

A.20 The Abundance of Graduate Student Perspectives: Stories, Lessons, and Critiques across Institutions

Sponsored by the Graduate Student Standing Group

The CCCC Graduate Student Standing Group panel showcases graduate students' research and experiences addressing the intersectional problems jeopardizing their working conditions and overall standing in higher education. Presenters address curriculum design, data activism, professional identity development, and international student experiences.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Standing Group Chairs: Kayla Fettig

Charles McMartin, University of Arizona

Speakers: Will Chesher, Miami University

Chris Mayer, University of Tennessee, Knoxville

Kerry Smith, George Mason University

Ashleah Wimberly, Florida State University

Writing Centers (including Writing and Speaking Centers)

A.21 The Aftermath of Banned DEI: Framing Professional Development in a Multilingual Writing Center

This presentation will discuss a DEI professional development study performed in a multilingual writing center in Florida, utilizing active scenario-based skits. The panel explores the program's implications within political, cultural, and student-tutor-professor contexts regarding mindful awareness practices, especially in the midst of legislation that bans DEI programs within state universities.

Room 402 A-C (Upper Level, Spokane Convention Center)

Chair and Speaker: Xuan Jiang, Florida International University

Speakers: Glenn Hutchinson, Florida International University

Lucas Vieira

Theory, Research Methodologies, and Praxis

A.22 The Agony and Ecstasy of Abundant Writing

The speakers in this panel take up and respond to Jonathan Alexander's newest engagement with queer rhetoric and composition—*Writing & Desire*—to illustrate what is possible when thinking with this exciting new work.

Room 203 (Upper Level, Spokane Convention Center)

Respondent: Jonathan Alexander, University of California, Irvine

- Speakers:** monét cooper, University of Michigan, “Black Queer Girls’ Desires as the Practice of Freedom”
Timothy Oleksiak, University of Massachusetts Boston, “Bottoming in the Anthropocene: How Can We Want More When That Is What’s Killing Us?”
Ryan Skinnell, San José State University, “Desiring More When You Already Have More”
Vershawn Young, University of Waterloo, Canada, “A ‘Straight Black Queer’ Analysis of Writing and Desire”

Language, Literacy, and Culture

A.23 Translingual Gateways to Writing Abundance

This panel illustrates how three transnational scholars’ unique academic socialization and pursuit of transdisciplinarity through translingualism created opportunities for writing abundance by providing them with gateways (points of entry) to writing studies, helping them build capacities to hybridize writing studies scholarships and enable students’ diverse linguistic and cultural awareness.

Room 202 A-C (Upper Level, Spokane Convention Center)

- Respondent:** Shakil Rabbi, Virginia Tech
Speakers: Fahad Hossain, North Dakota State University
Mijanur Rahman, California State University, Los Angeles

Writing Programs

A.24 UCLA Writing Programs: Forty Years of Drawing Abundance out of Scarcity

This panel focuses on how UCLA Writing Programs have produced actionable positive change through extended and recurring moments of scarcity. Panelists will first explore UCLA Writing Programs’ origins and ever-adaptive outlook via historical context and will then discuss how these challenges have led us to our current state, in which we have flourished with minimal support.

Ballroom 111 C (Lower Level, Spokane Convention Center)

- Chair and Speaker:** Jada Patchigondla, University of California, Los Angeles
Speakers: Peggy Davis, University of California, Los Angeles
Jeremy Kelley, University of California, Los Angeles
Laurel Westrup, University of California, Los Angeles

First-Year Writing

A.25 When Abundance Creates Scarcity: How Efficiency, Distraction, and Disinformation Colonize the First-Year International Writing Classroom

Presenters will share pedagogical design and discuss the underlying theoretical principles that offer ways to confront capitalistic values of efficiency, disembodiment, and disinformation in the international writing composition classroom through the use of embodied learning, mindfulness practices, slow writing, and media literacy.

Room 206 A (Upper Level, Spokane Convention Center)

Speakers: Michelle Dent, New York University, “Can We Afford the Luxury of Slow Writing?”

Jonathan Mischkot, New York University, “What We [Don’t] Talk about When We Talk about Sources: How an Abundance of Information Leads to an Abundance of Confusion”

Megan Murtha, New York University, “Abundant Distractions/Scarcity of Presence: How Ever-Present Technology in the Classroom Impacts Embodied Learning and Communal Presence”

Joshua Weber, New York University, “What We [Don’t] Talk about When We Talk about Sources: How an Abundance of Information Leads to an Abundance of Confusion”

Writing Programs

A.26 Establishing, Sustaining, and Making Resilient, WAC, WID, and Writing Programs

This session will feature presenters discussing WAC/WID program development, faculty development, and building and maintaining a writing program at a large university in the Middle East.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Steven Accardi, College of DuPage, “What We Teach Isn’t What We Preach: Misalignments in First-Year Writing Instruction and the Need for Effective Faculty Development”

Patrick Bahls, Savannah College of Art & Design, “An Abundance of Carrots, an Absence of Sticks: Establishing a WAC/WID Program with No Formal Mandates”

Christopher Basgier, Auburn University, “Building Graduate STEM Writers’ Self-Efficacy via WAC/WID and Faculty Collaboration”

Katharine Brown, “Building Graduate STEM Writers’ Self-Efficacy via WAC/WID and Faculty Collaboration”

Kayla Walker Edin, Savannah College of Art & Design, “An Abundance of Carrots, an Absence of Sticks: Establishing a WAC/WID Program with No Formal Mandates”

College Writing and Reading

A.27 Reading in the Writing Classroom: Culturally Sustaining, Practical, and Metacognitive Practices to Center and Activate Student Engagement and Agency

This combined session examines reading through culturally sustaining writing practices, critical reading strategies in first-year writing, and a metacognitive approach through “mining” reading. Each part of the session centers student comprehension and offers strategically applied practical and theoretical approaches to support student agency.

Room 205 (Upper Level, Spokane Convention Center)

- Speakers:** Kofi J. Adisa, Howard Community College, “Unpacking Critical Ideas for FYW Students Using Two Reading Strategies”
 Barrie McGee, “Reading Strategy Application for Culturally Sustaining Writing Practices: Applying Integrated Reading and Writing to Racial Literacy in First-Year Writing”
 Tesla Schaeffer, Stanford University, “Mining Reading: A Theory of Reading for Conversation”
 Emily Suh, Texas State University, “Reading Strategy Application for Culturally Sustaining Writing Practices: Applying Integrated Reading and Writing to Racial Literacy in First-Year Writing”
 Lisa Swan, Stanford University, “Mining Reading: A Theory of Reading for Conversation”

Antiracism and Social Justice

A.28 Social Justice in the Classroom: Local Abundant Approaches

Sponsored by the Social Justice at the Convention Committee

This roundtable will celebrate the social justice work of local Spokane-based and PacNW-based two-year college faculty and high school English instructors. Participants will share their approaches to teaching about local social justice issues in their classrooms. Attendees and participants will engage in an informal table discussion about the strategies shared, social justice work in Spokane, and ideas for how to approach the local issues that impact our own communities. Overall, this roundtable is designed to celebrate the important work writing instructors are doing in the Spokane area while those interacting at each table could get ideas for how to design courses inspired by their own location.

Room 303 A/B (Lower Level, Spokane Convention Center)

- Session Chair:** Antonio Byrd, University of Missouri, Kansas City
Panelists: Satwik Dasgupta, Spokane Falls Community College
 Joseph Kraus, North Central High School

B Sessions: 12:15–1:30 p.m.

Creative Writing and Publishing

B.01 Abundance in Compression: Writing and Sharing Tiny Teaching Stories

In this interactive session, we will write and share “tiny teaching stories” (in the vein of the *New York Times* “tiny love stories” series): 100-word narratives that capture something interesting or memorable about our teaching experiences. Too often in the crush of a busy semester, we forget about the pleasures of writing. Let’s see what happens when we write and share our writing abundantly.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

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

Inclusion and Access

B.02 Reconceptualizing Keywords and Approaches from Positions of Abundance

Panelists will unpack accommodation processes for students, work through trauma-informed pedagogies, rethink Universal Design for Learning in online instruction, and explore the intersections of research writing and trans studies from the perspective of a trans teacher in order to encourage abundance in inclusive and accessible teaching.

Room 205 (Upper Level, Spokane Convention Center)

Speakers: Danielle Donelson, Austin Peay State University, “Toward a More Equitable and Inclusive Approach to Conceiving of Trauma-Informed Pedagogies”

Michael Neal, Florida State University, “Moving toward Accessibility: Addressing Two Myths of Universal Access in Online Instruction”

Mary Ann Saunders, University of British Columbia, Vancouver, “Not a Distant ‘Them’ but Part of an ‘Us’: A Trans Teacher Teaching Trans Writing”

Katja Thieme, University of British Columbia, Vancouver, “Not a Distant ‘Them’ but Part of an ‘Us’: A Trans Teacher Teaching Trans Writing”

Hunter Whitt, Salisbury University, “Accommodation Time: Understanding How Students with Disabilities and Their Faculty Navigate Classroom Accommodations”

Inclusion and Access

B.03 Abundance in Basic Writing: Seeking Embodied Possibilities and Pathways

Feelings of stigmatization can surface in the best, most supportive basic writing classrooms, which is why this roundtable will present a series of perspectives on how we can better see, understand, appreciate, and support embodied possibilities for pedagogy and new pathways that challenge systemic barriers to student success.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Roundtable Leaders: Jackie Hoermann-Elliott, Texas Woman’s University
Rachel Johnston, Texas Woman’s University
Sierra Mendez, Texas Woman’s University
Lia Schuermann, Texas Woman’s University
Desirée Thorpe, Texas Woman’s University
Speaker: Margaret Williams, University of Cincinnati Clermont College

Institutions: Labor Issues, Professional Lives, and Survival

B.04 Centering the Experiences of Contingent Faculty through Shared Leadership

Contingent faculty members are essential to first-year writing programs, yet they often lack respect and a voice in decision-making processes. This combined session examines institutional scarcity narratives and the effect of institutional marginalization on retention of contingent faculty, and how we can challenge the assumptions about what it means to be nontenured faculty.

Room 102 A/B (Lower Level, Spokane Convention Center)

Speakers: Amanda Christie, Iolani High School, “Retention and Turnover among Non-Tenure-Track FYC Faculty”
Ann Dean, University of Massachusetts Lowell, “Retention and Turnover among Non-Tenure-Track FYC Faculty”
Melissa Keith, Boise State University, “Rewriting Institutional Narratives of Scarcity through Contingent Leadership of Writing Programs”
Ti Macklin, Boise State University, “Rewriting Institutional Narratives of Scarcity through Contingent Leadership of Writing Programs”

Theory, Research Methodologies, and Praxis

B.05 Immigration and Education: From Curricula Design to Understanding How Immigrant-Generation Communities Experience Schooling and Academic Work

This panel offers critical insight on the intersections between immigration and education. Panelists will offer examples from how immigration impacts labor and the classroom to how lived experience as an immigrant-generation scholar parent navigates academia.

Room 202 A-C (Upper Level, Spokane Convention Center)

Speakers: Elena Garcia, University of Detroit Mercy, “The Potential for Participatory Research to Highlight Knowledges of Marginalized Home Communities”

Jacob Wilson, University of Washington, “Immigrant Labor and Surplus-Populations: Writing Pedagogy as Response”

Antiracism and Social Justice

B.06 (Im)Possibilities of “Responsible Coalitions”: Assessing the Value of International Service Learning through a Critical Race Theory and Critical Literacy Lens

We begin with a question: Can an ISL program informed by CRT and critical literacy create possibilities for forging “responsible coalitions,” or is ISL inextricably and irretrievably steeped in “white saviorism”? The student and faculty panel presents a review of ISL program assessments and critiques our own 20-year ISL program in South Africa to frame this interactive session.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Session Chair: Victoria Tischio, West Chester University of Pennsylvania

Writing Abundance

B.07 “Teaching in the Plural”: Rejecting Scarcity and Embracing Abundance in the Two-Year Writing Classroom

The word *abundance* is a hopeful one, inviting us to consider writing from students outside the white, capitalist, cis, hetero, ableist norm as not only worthy but essential. We demonstrate multiple strategies and practices that can help writing instructors reject classroom models built on scarcity and gatekeeping and instead develop models that celebrate multiplicity, plenitude, and justice.

Conference Theater (Lower Level, Spokane Convention Center)

Speakers: Aimee Langager, Des Moines Area Community College, “Gameful Engagement”

Lindsay Simpson, Des Moines Area Community College, “Neurodivergent Students and Critical Abundance”

Bethany Sweeney, Des Moines Area Community College, “Implementing Radical Imagination as a Social Justice Strategy in the Classroom”

Creative Writing and Publishing

B.08 Abundance and Scarcity in Creative Writing Pedagogies and Research

Sponsored by the Creative Writing Standing Group

We explore the relationship between creative writing, composition studies, and abundance by sharing narratives of creative writing, teaching college writing, and research on teaching writing creatively. This panel is sponsored and presented by the CCCC Creative Writing Standing Group members and will be conducted in the form of a robust interactive roundtable among the seven presenters and attendees.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Chair: Maryam Alikhani, County College of Morris

Speakers: Michael Baumann, Marian University

Erika Luckert, University of Nebraska-Lincoln

Adrienne Danyelle Oliver, Laney College, Oakland, CA

Joseph Salvatore, The New School

Jon Udelson, Shenandoah University

Melissa Yang, Emory University

College Writing and Reading

B.09 Abundant Opportunities for Improved Equity: Using Critical Lenses in Science Reading and Writing to Support Students in Using and Subverting Disciplinary Norms

We examine spaces for equity work in RID and WID. Speakers discuss conventional, contextual, and critical ways to teach science writing; describe using scientific genres to engage students in disciplinary knowledge-making practices; and describe social work as a community of practice that supports students’ learning their field’s practice of radical acceptance.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Sarah Tinker Perrault, Oregon State University, “A Critical Approach to Teaching Science Writing”

Yvette Rosales, Oregon State University, “A Disciplinary Approach to Rhetorical Genre Awareness in First-Year Composition”

Meghan Sweeney, Saint Mary’s College of California

Approaches to Teaching and Learning

B.10 An Abundance of Contexts: Pedagogies in STEM Writing

Pushing back against the siloing of STEM writing efforts, this panel proposes abundant ways to approach science and technical communication. Panelists will outline research on community science communication, reflective writing, STEM genres, and FYW-WAC connections to better prepare students to engage in community-oriented work and social justice movements.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Benjamin Breyer, Barnard College
Katrin Fischer, Brandeis University
Andrea Francioni Rooney, Carnegie Mellon University

Community, Civic, and Public Contexts of Writing

B.11 Archiving Abundance: Documenting Literate Actions across the Lifespan

In this panel, speakers will present archival lifespan writing research (LWR) from four contexts of becoming: local, structural, personal, and digital histories. Through these contexts, speakers will explore what is archivable and who is archivable. Presentations will highlight abundance across communities, identities, and enduring cultural values, revealing future opportunities for archival LWR.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Session Chair: Dylan Morin, University of Maine, Orono, “More than Personal: History Keeping and Becoming through Journaling”

Speakers: Maddie Bruegger, “‘A Capsule of Memories’: Abundances of Social Media Sites as User Archive”

Michelle Hoeckel-Neal, University of Maine, Orono, “Orchestrating Proximity in Disparate Communications via Letter-Writing: A Grounded-Theory Approach”

Mudiwa Mupotsa, University of Maine, “Tear it Down! Dismantling Historically Fortified Power Structures”

Information Literacy and Technology

B.12 Combating Confirmation Bias: Implementing Information Literacy Interventions for Student Research Practices

This panel presents strategies for countering confirmation bias in student research and writing processes. Panelists will describe results of two classroom interventions designed to facilitate metacognitive inquiry in information literacy instruction and to promote writing as a tool for negotiating conflicting or overlooked perspectives discovered through the research process.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speakers: Margaret Artman, Daemen University, Amherst, NY, “From Fake News to Myside Bias: Analyzing the Effectiveness of Information Literacy Interventions in Student Research and Writing Practices”
Erica Friscaro-Pawłowski, Daemen University, Amherst, NY, “Researching with Intention: From Confirmation Bias to Critical Inquiry in Information Literacy and Writing Studies”
Robert Monge, Western Oregon University, Monmouth, “Understanding How Confirmation Bias and Myside Bias Inform the Research Process: Creating Search Strategies to Explore New Ideas, Eliminate Information Gaps, and Solve Intellectual Problems”

Community, Civic, and Public Contexts of Writing

B.13 Cultivating Deep Knowledges and Abundant Care in Community Youth Literacy Contexts

This roundtable features five scholars who work directly with marginalized youth in local communities. Our roundtable seeks to uplift and make visible the abundant ways marginalized youth ask us to transform our literacy practices, composing practices, and teaching through queer, antiracist, and justice-informed theories and actions.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Chair and Roundtable Leader: Stacey Waite, University of Nebraska

Respondent: monét cooper, University of Michigan

Roundtable Leaders: Tina Le, University of Nebraska

Khirsten Scott, University of Pittsburgh

Catherine Ventura, University of Michigan, Ann Arbor

Community, Civic, and Public Contexts of Writing

B.14 Cultivating Grief Literacies in Writing Studies

Loss is a natural part of life, yet grief is so often unacknowledged in our writing or teaching. This panel offers different models for cultivating grief literacies in writing studies, practices that demonstrate compassionate acceptance of “the uniqueness and variability of grief” by offering multimodal studies of composing grief in our writerly, activist, and teaching lives.

Room 303 A/B (Lower Level, Spokane Convention Center)

Speakers: Raquel DeLeon, Texas State University, “Storytelling: Healing and Grieving through Writing”

Jessie Male, “The Disability Memoir as Site of Complex Expressions of Grief”

Jolivette Mecenas, California Lutheran University, “Queer Mourning Is Political”

Ruth Osorio, Old Dominion University, “‘Sometimes He Broke Our Heart’: Revisiting Eulogy Writing after Fentanyl Poisoning”

Amy Vidali, University of California, Santa Cruz, “Rhetorical Skeletons: Grief Writing in First-Year Courses”

College Writing and Reading

B.15 From Educators to Artificial Intelligence: Three Perspectives on Writing Support

Artificial intelligence, or AI, has developed to the point where it can provide meaningful support to writing instruction. Learn how AI writing tools are being used at Florida International University and Arkansas State University, and the successes each institution is seeing as a result.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Speakers: Jaclyn Ferry, Vantage Learning
Paula Ruby, Arkansas State University
Vicenta Shepard, Florida International University

Antiracism and Social Justice

B.16 Language Justice and Abundance: Is There Room for the Asian Diaspora? A Heuristic and Methodological Approach

Sponsored by the Asian/Asian American Caucus

This session explores linguistic justice specifically through how we view racial trauma in the writing center, creativity repeatedly withheld from Asian/Asian American students through their stereotypical association with uncreative mimesis, and examines microaggressions through native speaker fallacy and the negative impacts it has on employment in academia.

Room 206 C (Upper Level, Spokane Convention Center)

Speakers: Cody Hmelar, Hofstra University, Hempstead, NY
Romaisha Rahman, University of New Mexico, “Reimagining of Writing Instruction through Critical Language Awareness”
Sherwin Kawahakui Ranchez Sales, California State University, Dominguez Hills
Allison Yasukawa, “Othered Personhood Play as Linguistic Abundance”

Institutions: Labor Issues, Professional Lives, and Survival

B.17 Narratives of Collective Support: Rethinking Scarcity Mindsets on the Job Market

The nature of the job market prompts many candidates to adopt a scarcity mindset, in which their best option is to take an individualistic, “every person for themselves” approach. In this session, we invite participants to explore how we might reframe the job market experience through the lens of abundance. In the face of radical neoliberal individualism, how can we imagine narratives of support?

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speakers: Kat Gray, University of Arkansas
Martha Karnes, Curry College
Charlotte Kupsh, Ball State University

Writing Programs

B.18 Navigating Writing, Navigating History

This panel examines the historical, material, and ideological forces that buffet the creation of centers for research and teaching of writing, focusing on the creation of a new center at the University of Wisconsin-Madison, and comparing the exigency of its emergence with those of centers at, for example, Miami University, the University of Illinois, and the University of Michigan.

Room 206 D (Upper Level, Spokane Convention Center)

Respondents: Peter Mortensen, University of Illinois at Urbana-Champaign

Elizabeth Wardle, Miami University of Ohio

Speakers: Nick Avery, University of Wisconsin-Madison
Michael Bernard-Donals, University of Wisconsin-Madison
Gabriel Carter, University of Wisconsin-Madison
Henry Covey, University of Wisconsin-Madison

Theory, Research Methodologies, and Praxis

B.19 Re/imagining Embodied Research Methods in Digital Spaces: Decolonial and Feminist Approaches to Material Phenomena

Aimed at promoting social change, this panel inquires into the material and embodied phenomena of weaving, home-making, and quilting by proposing and analyzing innovative digital research methods. Through decolonial and feminist lenses, these methods help us to examine how digital spaces and material makings both create and constrain abundant knowledges, epistemologies, and worldviews.

Room 401 A-C (Upper Level, Spokane Convention Center)

Speakers: Rofiat Olaitan Bello, “Aso Ofi as Decolonial and Feminist Method: Embodied Cultural Praxis in Digital Spaces and Popular Discourse”

Roland Dumavor, “Digital Weaving as Decolonial Method: Revisioning Material and Embodied Research Practices”

Claire Oldham Griffith, Michigan State University, “Sensory Interviewing and Rhetorics of the Home: Embodied Methodologies as Multimodal Practice”

Jeanetta Mohlke-Hill, Michigan State University, “Queerly Archiving the Monument Quilt: Quilting as Embodied Knowledge and World-Making”

First-Year Writing

B.20 Rhetoric in Abundance: Adding Multimodal Communication to the First-Year Writing Program

In this panel, the speakers describe how collaboration between communication and composition faculty with diverse specializations led to a revision of their university's first-year writing program to include a course in multimodal communication. The speakers describe the course development, training provided to faculty teaching the new course, and the course's efficacy in achieving its objectives.

Room 203 (Upper Level, Spokane Convention Center)

Speakers: Stephanie Medden
Brian Myers
Kristin Raymond, Bentley University
Maik Stanitzke

First-Year Writing

B.21 Students with Choice: An Assessment of a Guided Student Placement Program for First-Year Writing

Guided Self-Placement (GSP) lets students self-assess their writing abilities, consult with advisers and faculty, and then choose the first-year writing course for which they feel best suited. We will present the preliminary study results of a Fall 2023 GSP implementation at our institution. We use a mixed-methods approach, combining qualitative and quantitative data collection and analysis.

Room 302 A/B (Lower Level, Spokane Convention Center)

Speakers: Emily J. Beard-Bohn, Saginaw Valley State University
Warren Fincher
Sherrin Frances
Tim Kenyon

Language, Literacy, and Culture

B.22 Translingual and Transnational Abundance: Storytelling, Advocacy, and Rhetorical Economy

The academic and public spheres that we inhabit are places of abundance: translingual resources, global rhetorical traditions, digital affordances, and stories. This panel brings together four abundance harvesters to showcase and discuss their students' translingual resources, multimodal stories for healing, and a theory of the economy of transnational digital rhetorical circulation.

Room 402 A-C (Upper Level, Spokane Convention Center)

Chair and Respondent: Xiaoye You, Pennsylvania State University
Speakers: Rui Dong Chen, Ontario Institute for Studies in Education
Zhaozhe Wang, University of Toronto
Qianqian Zhang-Wu, Northeastern University

Writing Abundance

B.23 Ubiquitous Rhetorics of Representation: Enduring Ecologies and Destabilizing Ideas of “Marginalized Knowledge”

This panel illuminates the abundant rhetorical practices of what is typically considered “marginalized knowledge” in an attempt to disrupt dominant ideologies that uphold oppressive structures and stunt ways of knowing and being, challenge ahistoricism in its contemporary contexts, and finally, center the experiential knowledge of lesser-explored racial-ethnic identities.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Speakers: Gina Atkins
Grace Atkins, University of Wisconsin-Madison
Tom Chang
Sujash Parna

College Writing and Reading

B.24 Write Here: Localized Literacies and Situated Knowledges in High School to University Writing Research and Pedagogy

In this roundtable, presenters draw from a range of geographies, positionalities, and contexts, and take a localized approach to high school to college writing transitions that recognizes the abundance that students bring with them to college. Participants will leave with questions, strategies, and provocations to share and act on in their local contexts.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Speakers: Kaylie Fougerousse, Indiana University, “‘So Where’ I Failed: Beyond Standardized Boundaries”
Brad Jacobson, The University of Texas at El Paso, “Beyond Inclusion: ‘Rightful Presence’ in Gen Ed Writing”
Nicole Nava, Arizona State University, “What Is College-Level Writing? Students’ Perceptions and Experiences”
Emily Romero, The University of Texas at El Paso, “Teaching Critical Media Analysis to High School Students: Practices and Reflections in an English Class”
Christina Saidy, Arizona State University, “Resisting a Pedagogy of ‘Getting Them Ready’”
Vanessa Sullivan, Arizona State University, “Seeking Place in Spaces of Liminality during the High School to College Transition”

Writing Programs

B.25 Abundant Absences: Supporting Students and Instructors When Attendance Is No Longer Mandatory

In this roundtable, panelists address national and their own institutional concerns regarding the precipitous drop in student attendance by sharing findings from a study on student attendance in the first-year writing classroom conducted at their university.

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Roundtable Leaders: Erin Green, University of Maryland

Lyra Hilliard, University of Maryland

Joshua Weiss, University of Maryland

Speaker: Jessica Enoch, University of Maryland

Language, Literacy, and Culture

B.26 Cross-Talking with an American Academic of Color

Sponsored by the Studies in Writing and Rhetoric (SWR) Book Series

Scholars engage the work and legacy of Victor Villanueva for a current generation of scholars and look to the ways his work calls us to move forward.

Room 207 (Upper Level, Spokane Convention Center)

Respondent: Asao Inoue, Arizona State University

Speakers: Siskanna Naynaha, California State University, Dominguez Hills

Wendy Olson, Washington State University

Institutions: Labor Issues, Professional Lives, and Survival

B.27 Navigating Constraints: Leadership and Advocacy in Higher Education

This combined session considers the constraints, exigencies, and transformative possibilities of resource distribution in higher education across the contexts of state law, English department budgets, and labor unions.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speakers: Sarah Z. Johnson, Madison College, “The State of Things: How State Law Impacts Open-Access Institutions, and How We Can Advocate for Change”

Kate Ryan, Montana State University, “Applying Robin Wall Kimmerer’s Serviceberry Economics to Balancing a Department’s Budget”

Olivia Wood, City College of New York, “Rhetorics and Pedagogy of Collective Bargaining in Higher Education”

First-Year Writing

B.28 Teaching Active Student Engagement in an Age of Abundance

In this session, the presenters provide a wide swath of teaching techniques that engage student learning and actively position students to be socially and culturally aware. Centering students within this age of abundance, the presenters show how professors can enhance students' ability to make new knowledge and meaning.

Room 206 A (Upper Level, Spokane Convention Center)

Speakers: Danielle Griffin, University of Delaware, “Confronting Classism through Archival Abundance in a First-Year Writing Course”
Denna Iammarino, Case Western Reserve University, “Looking to the Past: Using University Archives in First-Year Writing Classrooms to Consider an Institution’s History of Diversity, Equity, and Inclusion”
John Schranck, University of California, Santa Barbara, “Close Listening to Martin Luther King Jr.’s Voice: Sonic Approaches to Rhetoric and First-Year Writing”

Antiracism and Social Justice

B.29 Toward Publishing and Citation Justice

This panel examines ways to create more just and equitable publishing and citation practices, with specific attention paid to antiracist feminist praxis, an analysis of BIPOC presentation in publication, and a discussion of unnamed coauthors. Collectively, speakers will address the importance of antiracist publication and citation practices that are more just and inclusive.

Room 206 B (Upper Level, Spokane Convention Center)

Speakers: Shari Drumond, University of South Florida, “Citation Justice as Equitable Practice: An Analysis of BIPOC Women Scholars’ Representation in *College Composition and Communication*”
Benjamin Miller, University of Pittsburgh, “Unpacking ‘et al’: The Hidden Abundance of Unnamed Coauthors in Writing Studies Citations”
Anjelica Rechsteiner, University of South Florida, “Citation Justice as Equitable Practice: An Analysis of BIPOC Women Scholars’ Representation in *College Composition and Communication*”
Rebecca Richards, University of Massachusetts Lowell, “Addressing #PublishingSoWhite in the Writing Classroom: An Antiracist Feminist Pedagogy Praxis”

C Sessions: 1:45–3:00 p.m.

Theory, Research Methodologies, and Praxis

C.01 **Notes from the Field: Qualitative Studies with Transnational and Multilingual Populations**

This panel centers on qualitative research as method and practice, and offers audience members insight into transnational research, working with multilingual populations, and language in writing instruction at the postsecondary level.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Tait Bergstrom, National University of Singapore, “A Wealth of Detail: Microanalytic Methods and the Politics of Interview Data in Composition Research”

Tara Coleman, LaGuardia Community College, CUNY, “Every Picture Tells a Thousand Counterstories: Bringing Language Portraits and Discourse-Based Interviews to an Institutional Ethnography on Linguistic Justice”

Maria Jerskey, LaGuardia Community College, CUNY, “Every Picture Tells a Thousand Counterstories: Bringing Language Portraits and Discourse-Based Interviews to an Institutional Ethnography on Linguistic Justice”

Angela Rounsaville, University of Central Florida, “Transnational Abundance and Research Genres: Valuing Repertoires across Global Contexts”

Approaches to Teaching and Learning

C.02 **Teaching Diverse Literacies and Genres in Writing Classes**

This panel includes three different class models centered on different kinds of literacy and genre practices: sound writing, writing about the environment, and autobiographical writing. Participants will learn about different assignment examples.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speakers: Scott Campbell, University of Connecticut, “Teaching Environmental Literacy Means Teaching Writing”

Philip Grayson, Penn State University, “A Missing Multiliteracy: Interoception, Mindfulness, Appropriation”

Emad Hakim, Illinois State University, “Literacy Autobiography Project as a Counterstory against Academic Writing Anxiety”

Jayson Heim, University of Maine, “Sound as Composition: Methods for Incorporating Sound as Text in the English 101 Classroom”

Theory, Research Methodologies, and Praxis

C.03 Researcher Roles and Positionalities: On Working with Indigenous and Marginalized Communities in a Settler Context

This panel invites audience members to consider researcher roles and positionalities in working with Indigenous and marginalized communities in a settler context. Specifically, the panel raises questions about decentering the self, interactions with participants, and relationality as Indigenous methodology.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Speakers: Cadaxa Chapman Ball, University of Washington, “Developing a New Materialist Relational Practice in a Hyper-Industrialized Hellscape”

Bernadette Huber, University of Queensland, Australia, “The Research Relationship as an Abundance of Roles: Reflecting on and Responding to Researcher-Participant Relationships in a Longitudinal Research Project”

Samantha Turner, The University of Texas at Austin, “Stepping Stones: Reflecting on Relational Scholarly Practice”

Trent Wintermeier, The University of Texas at Austin, “Stepping Stones: Reflecting on Relational Scholarly Practice”

First-Year Writing

C.04 Training for Abundant Teaching: Inclusive and Collaborative Professional Development

This panel describes the need for leadership opportunities and collaborative mentoring and training of adjunct and graduate TA instructors. The panel also addresses the need for professional development on teaching multilingual students using an assets-based approach, and on social-emotional learning as a teaching practice.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speakers: Aleisha Balestri, College of DuPage, “An Abundant Faculty: Interrogating Scarcity and Adjunct Exploitation through Inclusive Collaboration”

Mary Childers, “An Abundant Faculty: Interrogating Scarcity and Adjunct Exploitation through Inclusive Collaboration”

Ming Fang, Florida International University, “Reflecting on Abundance: Evidence-Based Professional Development for Teaching Multilingual Student Writers”

Bonnie McLean, “An Abundant Faculty: Interrogating Scarcity and Adjunct Exploitation through Inclusive Collaboration”

continued on next page

Thursday, 1:45–3:00 p.m.

Matthew Morrison, University of New Hampshire, “Rescuing Time in a Spirit of Healing: Practicing Social-Emotional Learning and Emotional Intelligence in the First-Year Writing Classroom”

Ruilan Zhao, Florida International University, “Reflecting on Abundance: Evidence-Based Professional Development for Teaching Multilingual Student Writers”

Antiracism and Social Justice

C.05 “Don’t Sleep”: Combating Disinformation, Censorship, and the Erasure of Critical Knowledges

Sponsored by the Black Caucus

The coordinated attack on Black and queer justice in the form of anti-CRT, anti-trans, and anti-DEI legislation reflects a growing push toward authoritarianism and the outlawing of critical thinking. In this roundtable, members of the CCCC Black and Queer Caucuses discuss the consequences of “anti-woke” legislation in higher ed and the community, as well as creative modes for combating its proliferation.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Speakers: monét cooper, University of Michigan

David Green, Howard University

Erin Green, University of Maryland

Jo Hsu, The University of Texas at Austin

Hope Jackson, North Carolina A&T State University

Ersula Ore, Arizona State University

Theory, Research Methodologies, and Praxis

C.06 (Re)searching Digital Methodologies: Reflections on Equitable and Community-Building Practices

Rhetoric and writing studies emphasize meaningful, action-oriented research projects that interrogate structural inequalities and lead to equitable and just futures. This panel highlights moves by which we can (re)imagine methodologies as opportunities to enact meaningful research practices that sustain community and researcher identities and relations.

Room 102 A/B (Lower Level, Spokane Convention Center)

Speakers: Wilfredo Flores, University of North Carolina at Charlotte

Bridget Gelms, San Francisco State University

College Writing and Reading

C.07 “Textual Abundance” as Resistance to Neoliberal Education: English Courses as Complicators of Preprofessional Majors

In an era of neoliberal education and decreased literacy, this panel uses textual abundance to advance reading and writing within preprofessional programs. This session will demonstrate how popular and literary texts can enhance majors that focus on workforce readiness by providing reading and writing experiences that resist dehumanization, oversimplification, and the erasure of empathy.

Room 402 A-C (Upper Level, Spokane Convention Center)

Speakers: Jonathan Brownlee, Indiana Institute of Technology
Susan McGrade, Indiana Institute of Technology
Cortney Robbins, Indiana Institute of Technology

Inclusion and Access

C.08 Abundant Opportunities: Enabling FYC Students to Access Their Voices through Critical Counterstories, Universal Design, Digital Narratives, and Praxis of Shelter

Using an abundance of critical counterstories, Universal Design, digital storytelling, and praxis of shelters, this panel of UTEP first-year composition (FYC) instructors proposes FYC pedagogical practices that empower students to navigate and amplify their voices through their writings.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Raj K. Baral, The University of Texas at El Paso, “Universal Design for Opportunity and Abundance”
Purna Chandra Bhusal, Universidad Nacional Autónoma de México, Ciudad de México, “Scarcity versus Abundance: (Re)sourcing Critical Counterstories in First-Year Composition Classrooms”
Judith Fourzan, “Praxis of Shelter: Space for Abundance and Articulation in First-Year Composition Classrooms”
Sanjeev Niraula, The University of Texas at El Paso, “From Silence to Voice: Using Digital Storytelling to Amplify Students’ Voices in First-Year Composition”

First-Year Writing

C.09 Abundant Policy and Sustainable Practice: Access, Technology, Reading, and Feedback

Our panel audits an abundance of policy that influences four practices in the writing classroom: (1) accessibility; (2) technology use; (3) deep reading; and (4) peer feedback. We adopt “a social justice perspective to policy,” pairing a consideration of policy value with an empirical investigation of writing practice.

Room 203 (Upper Level, Spokane Convention Center)

Speakers: Eman Sari Al-Drous, “Abundant Policy and Sustainable Practice: Deep Reading”

Brian Gogan, Western Michigan University, “Abundant Policy and Sustainable Practice: Peer Feedback Writing”

Joshua Scheidler, “Abundant Policy and Sustainable Practice: Technology and GPT”

Savannah Xaver, Western Michigan University, “Abundant Policy and Sustainable Practice: Access and Accommodation”

Theory, Research Methodologies, and Praxis

C.10 An Abundance of Data: Using the National Census of Writing to Interrogate Perspectives on Sites of Writing Administration

The National Census of Writing conducted its third round of data collection in Spring 2023. With the three rounds of data available on the open-access database, this session will invite participants into a shared problem-solving session to engage with the data and think of ways to use it to challenge how data gets utilized when portraying the work of different sites of writing.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Session Chair: Brandon Fralix, Bloomfield College

Speaker: Jill Gladstein, University of California, San Diego

Approaches to Teaching and Learning

C.11 An Abundance of Humanity: Teaching Writing in the Age of Generative AI

Combining recent scholarship on AI and freshly designed curricula, this panel uses abundance rather than scarcity to consider AI’s role in writing. With a diverse set of instructional and administrative experiences, panelists contemplate a post-AI classroom from four perspectives: creativity in the writing process, DEI concerns when teaching genre, assessment practices, and teacher training.

Room 303 A/B (Lower Level, Spokane Convention Center)

Session Chair: Jennifer Bankard, University of Southern California

Speakers: James Clements, University of Southern California

James Condon, University of Southern California

P.T. McNiff, University of Southern California

Theory, Research Methodologies, and Praxis

C.12 Autoethnography Alongside: Inviting Relationality into Ethnography

This session fosters relationality and reflexivity in ethnography through writing exercises, discussions, and storytelling of “autoethnography alongside,” a method of relating to the other and constantly acknowledging what we don’t know. Exploration of the self alongside a community builds reciprocity and responsibility into ethnography, documenting the effects of the researched on the researcher.

Room 202 A-C (Upper Level, Spokane Convention Center)

Speakers: Renee Lynch, University of Washington

Anselma Widha Prihandita, University of Washington

Writing Abundance

C.13 Combatting Deficit Culture to Promote Abundance: Navigating Cultural, Institutional, and Pedagogical Hurdles to Create Writing Abundance

This panel explores antidotes and answers that have been used to respond to deficit culture, both in terms of scarcity of resources and in how students have been perceived by the pedagogical systems of research-focused institutions, working to liberate effective approaches to teaching writing to undergraduate students from underrepresented and underresourced backgrounds.

Room 302 A/B (Lower Level, Spokane Convention Center)

Speakers: Wallace Cleaves, University of California, Riverside,

“Abundance and Administration: Indigenous Epistemologies Informing Institutional and Pedagogical Practice”

Ninetta Papadomichelaki, University of California, Riverside,

“Combatting Scarcity in the California Writing Project: Democratizing Institutional Structures toward an Inquiry Model”

Cassandra Van Zandt, University of California, Riverside, “When the Well Runs Dry: Finding Abundance in Mentoring New Writing Instructors”

Lash Vance, University of California, Riverside, “Finding ‘Abundance’ in Online Instruction in an Age of Scarcity”

Approaches to Teaching and Learning

C.14 Dear Academia, I Refuse to Be a Zombie: P.S. Undergrad STEM Students and Writing Instructor

This roundtable addresses the rebellion of a group of STEM students and their instructor against the mass production (abundance) of technical writers (employees) for the capitalist world. Like mindless bodies (zombies), individual competence in following academic writing is the central goal imposed on first-year university students and their instructors regardless of their disciplines.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Chair and Speaker: Sadia Afrin, University of Waterloo, “How to Survive a Zombie Apocalypse: A Troublemaker’s Teaching Plan”

Speakers: Shawn Gan, “Confusion, Chaos, Creativity, Collaboration (The Other 4 Cs)”

Angeline Garapati, “I’m Not White so Stop Trying to Turn Me into One!”

Teresa Zhang, “Scarcity and Abundance: Two Sides of One Coin in Academia”

Institutions: Labor Issues, Professional Lives, and Survival

C.16 Foregrounding Abundance in Untenured and Alternative-Academic WPA Work

Sponsored by the Untenured and Alternative-Academic WPA Standing Group

This panel includes four presenters who represent various types of institutions and who will speak to the ways that their work as an untenured or alternative-academic WPA allows them to operate from frameworks of abundance. Our respondent, whose scholarly work as a WPA focuses on finding abundance in HBCU writing centers, will respond to presenters and lead the discussion.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Respondent: Wonderful Faison, Jackson State University

Standing Group Chair: Kaia Simon, University of Wisconsin-Eau Claire

Speakers: Lindsey Albracht, Queens College, CUNY

Elizabeth Lenaghan, Northwestern University

Rachel Robinson-Zetzer, Fairfield University

Kem Roper, Athens State University

Writing Centers (including Writing and Speaking Centers)

C.17 From Writer’s Block to Writer’s Bot: ChatGPT and the Future of Writing Assistance

Our session will focus on the intersection of AI and writing centers. It will help attendees understand the capabilities of—and controversies surrounding—large language models (LLMs) like ChatGPT. Then, participants will explore the ways in which AI will impact writing center best practices and policies.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Speakers: Sarah Bergfeld, Washington State Board for Community and Technical Colleges

Patrick Johnson, Grand Valley State University

Anne McMurtrey, University of Utah

Writing Abundance

C.18 Language and Cultural Difference in the Context of Global North-South Relations

Sponsored by the Transnational Composition Standing Group

Bringing together recent perspectives on decoloniality and transnationalism in writing research and education, this panel presents divergent methodologies ranging from accounts of lived experiences and teaching/tutoring practices to rhetorical analyses of language policy documents. The panel explores pathways for disrupting the epistemic dominance of the global North.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Standing Group Chair: Nancy Bou Ayash, University of Washington

Speakers: Saurabh Anand, University of Georgia, “Let’s Not Be the Frogs of the Well: Pilot WC Tutor Interview Study at a University in India”

Chris Gallagher, Northeastern University, “Listening to the Abundance of Silence: Transnational Policy Regimes and England’s ‘Technical Proficiency in Written English’ Policy”

Justin Whitney, Tennessee State University, “Strategic Writing: Identity and Agency in South Korean Multilingual Writing Strategies”

Hua Zhu, University of Utah, “Relocalizing Difference in Transnational Writing Pedagogies”

Thursday, 1:45–3:00 p.m.

Theory, Research Methodologies, and Praxis

C.19 Making Memories Abundant: Remembering Women from Anticolonial and Antiracist Perspectives

This panel explores the complexities of remembering women from an intersectional feminist perspective with anticolonial and antiracist concerns. Each speaker examines a different case study to consider the rhetorical, political, and methodological yields of approaching diverse commemorative projects from these perspectives.

Room 206 A (Upper Level, Spokane Convention Center)

Speakers: Jessica Enoch, University of Maryland, “‘Finish the Fight’: Remembering a (Non-White) Suffrage Movement”
Amy Lueck, Santa Clara University, “(Re)Membering Native Ghosts: Revising a Woman’s Remembrance through Cultural Rhetorics”
Karriann Soto Vega, University of Kentucky

Information Literacy and Technology

C.20 Navigating a Land of Plenty: Centering Student Voices in Academic Research Journeys

Foregrounding theories of creativity to amplify already plentiful prior knowledge, experience, and interest, the co-facilitators will engage attendees in modeling research practices as an individual, generative journey. Participants in this Engaged Learning Experience will leave with fresh ideas for less-formulaic student research.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speakers: Jennifer Albanese, Stony Brook University
Christine Fena, Stony Brook University
Patricia Medved, Stony Brook University

Theory, Research Methodologies, and Praxis

C.21 Nepantleras, Disability Justice, Imagined Craft, and 16 Dots on a Paper: When You Always Work from Scratch, Everything Is Abundant

In this panel, speakers will offer a pedagogy based on the praxis of nepantleras, a disability justice historiography of the field, a framework for writing based in imagined craft and critical self-acceptance, a hip-hop approach to graduate student writing, and a respondent connecting writing abundance to WAC.

Room 401 A-C (Upper Level, Spokane Convention Center)

Respondent: Marcos Del Hierro, Texas A&M University, San Antonio

Session Chair: Victor Del Hierro, University of Florida

Speakers: Casie Cobos, independent scholar

Ayde Enriquez-Loya, California State University, Chico

Stephanie Wheeler, University of Central Florida

College Writing and Reading

C.22 Reading Abundantly: Digital Annotation as Resistance to Deficit Models of Reading

This interactive panel examines how digital annotation tools may help initiate a shift from a deficit model of reading to an abundant model, where student experience and positionalities become an asset to their interpretation. After collaborative live annotation of a shared text, participants will discuss social annotation's potential for reading abundantly.

Room 207 (Upper Level, Spokane Convention Center)

Chair and Speaker: Vanessa Osborne, University of Southern California

Speakers: Christine Kervina, Northern Virginia Community College

Mary Traester, University of Southern California

Thursday, 1:45–3:00 p.m.

Theory, Research Methodologies, and Praxis

C.23 Rhetorical Noticing

Teacher-scholars often ask and are asked to seek dialectic closure to arguments, a framework entrenched in a scarcity mindset eschewing deeper understanding of rhetorical world building and other rhetorical strategies. To challenge such closure, this roundtable will discuss methods of rhetorical noticing that suspend judgment in favor of curiosity.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Respondent: Rubén Casas, University of Washington Tacoma

Roundtable Leaders: Brandee Easter, York University, Toronto

Tori Thompson Peters, The University of Memphis

Amanda Pratt, Kennesaw State University

Speaker: Meg Marquardt, Mississippi State University

Inclusion and Access

C.24 Students Using ChatGPT? You Can Too! Harnessing AI to Make Writing and Critical Thinking Assignments More Equitable

In Spring 2023, in the interest of equity, we mandated the use of ChatGPT in our English class as a start to assignments rather than the end. We collaborated with library and Learning and Teaching Center colleagues to ethically integrate ChatGPT into assignments as well as share best practices across the institution. This session will solicit and share how ChatGPT enhances critical thinking and writing.

Room 206 D (Upper Level, Spokane Convention Center)

Speakers: Deborah Moore, Highline College

Gayatri Sirohi, Highline College

Monica Twork, Highline College

First-Year Writing

C.25 The FYW Syllabus Project and FYC Archive: Toward Abundant Knowledge for First-Year Writing

This panel reports on two projects: the First-Year Writing Syllabus Project (a recipient of the CCCC Emergent Researcher Award in 2023) and the First-Year Composition Archive. These projects aim to promote a breadth of knowledge about FYW curricula and provide resources for innovation around FYW pedagogy. Teams from each project report on project goals, challenges, and initial findings.

Room 206 B (Upper Level, Spokane Convention Center)

Speakers: Dawn Formo, California State University, San Marcos
Cynthia Johnson, University of Central Oklahoma
Kimberly Robinson Neary, Los Angeles City College
Enrique Paz, Southern Illinois University, Carbondale

Theory, Research Methodologies, and Praxis

C.26 Writing Abundance beyond the University: Understanding and Supporting Complex Writing Lives

Authentically attending to writing beyond the university invites writers to share their abundant knowledges and experiences to shape reflective teaching. Drawing from several multi-institutional studies, this panel explores emerging research methods to access new understandings of writers' complex writing lives and identities that complicate silos of knowledge and neoliberal perspectives.

Room 206 C (Upper Level, Spokane Convention Center)

Speakers: Julia Bleakney, Elon University
Andrea Efthymiou, Queens College, CUNY
D. Alexis Hart, Allegheny College
Jenn Mallette, Boise State University
Jessie Moore, Elon University
Paula Rosinski, Elon University

First-Year Writing

C.28 Civic Engagement in Theory and Pedagogical Practice

This panel discusses theories and pedagogical approaches for civic engagement. Specifically, speakers discuss the rhetorical theory of Wayne Booth alongside strategies for fostering informed civic engagement through critical reading and information literacy in writing courses.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speakers: Suchismita Banerjee, Indian Rivers State College, “Teaching ‘Controversial’ Topics in the Composition Classroom”

Ana Katz, University of Utah, “Fake News, Misinformation, and Disinformation: A Collaborative Unit between a First-Year Writing Instructor and an Academic Librarian”

Brittany Maloy, First-Year Writing Academic Librarian and Educator, “Fake News, Misinformation, and Disinformation: A Collaborative Unit between a First-Year Writing Instructor and an Academic Librarian”

Sarah Prasad, San Jose State University, “Lateral Reading: A Modern Tool to Help Students Deduce Which Online Sources Are Reliable”

Nathan Wood, University of Wisconsin-Madison, “Wayne Booth’s Sacred Hypocrisy: A Case Study on the Civic at the Limits of Abundance”

First-Year Writing

C.29 Examining Subversive Techniques in Antiracist First-Year Writing

In this session panelists complicate how first-year writing courses constrain student agency, whether by institutional or course design, and they provide counterweights of subversion to these constraints.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Nicole Cunningham-Frisbey, University of New Hampshire, “How to Use Emergent Strategies for Personal Essay Writing and Create Subversive Intellectuals”

Joyce Inman, University of Southern Mississippi, “Exploring the Intersections of Basic Writing, Honors Writing, and Institutional Racism”

Sheryl Ruskiewicz, Oakland University, “Relationality and Intersectionality in the First-Year Writing Classroom: Finding Abundance within Constraints and Scarcity”

Approaches to Teaching and Learning

C.30 Increasing Student Agency in the Classroom through Collaborative and Reflective Practices

This panel offers models for increasing student agency through collaborations and reflections. By talking about ways students can co-construct knowledge in class with instructors as well as how they map their course learning outcomes over time, presenters show how students can take more control over their learning experiences.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Jeffrey Dean, Salisbury University, “Social Abundance in the Post-COVID First-Year Composition Classroom: Using Collaborative Learning Practices to Reduce Social Anxiety in Writing Students”

Cree Pettaway, University of New Orleans, “Teaching Student Agency through Performative Pedagogy”

Sarah Primeau, University of Illinois at Chicago, “Building Solidarity in the First-Year Writing Classroom: Mutual Aid Practices”

D Sessions: 3:15–4:30 p.m.

First-Year Writing

D.01 Transferring Literacies: Researching Writing Transfer in Local Contexts

This session presents research on writing transfer in localized contexts. Speaker 1 uses antiracist methodologies to research writing transfer at a highly diverse, urban university. Speaker 2 focuses on developing writers' knowledge transfer across contexts at two public universities. Speaker 3 presents research on place-based pedagogy and Appalachian students in FYW. Speaker 4 presents a longitudinal study of 11 nontraditional students in Chile to explore their transition from school to college.

Room 202 A-C (Upper Level, Spokane Convention Center)

Speakers: Brian McWilliams, University of Science and Arts of

Oklahoma/University of Houston, "Writing Transfer in Abundance: Students Write Their Own Story"

Soldead Montes, Lancaster University, "Tracing Shifts in the Treatment of Knowledge in Students' Writing: The Transition from School to University of Socioeconomically Disadvantaged Students"

Tom Slagle, Kent State University, "Abundant Resources for Transfer: The Metalanguage of Developing Writers"

Michael Vozniak, West Virginia University, "Using Place-Based Pedagogy to Build a Bridge between Students' Home Literacies and Their Academic Literacies in a Composition/Rhetoric Class in West Virginia"

Inclusion and Access

D.02 Pedagogical Interventions through an Abundance of Access

This panel will offer moments to intervene in the current discourse surrounding inclusivity and access in composition. Panelists will illustrate the limitations to student access by interrogating areas such as active-learning pedagogies and basic writing discourse, and will offer potential interventions found in multimodal composition.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Leslie Anglesey, Sam Houston State University, "Active and Accessible? A Qualitative Study of Disabled FYC Writers' Experiences with Active Learning Pedagogies"

Ian Golding, University of Cincinnati, Blue Ash, "Disability and Multimodal Composition: Exploring Access Creation through Comics Autobiography"

Valerie Hanson, Thomas Jefferson University, “Rhetorical Abundance: Reframing Multimodal Rhetorical Strategies in Composition Pedagogy through Abundance to Build Antiracist Multimodal Pedagogies”
Lynn Reid, Fairleigh Dickinson University, “Writing Program Administration and Basic Writing in an Era of Remediation Reform”
Micah Savaglio, University of Cincinnati, Blue Ash, “Disability and Multimodal Composition: Exploring Access Creation through Comics Autobiography”

Information Literacy and Technology

D.03 Information Literacy and Technology-Mediating Institutional Values

This panel investigates how algorithms and artificial intelligence assist and do not assist in crucial decision making about language, literacy, and writing.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Salena Anderson, Valparaiso University, “Writing Abundance and the Invisibility of Authors in ChatGPT: A Case Study of a Writing Center’s Interdepartmental Panel on Large Language Models”
Rosalyn Eves, Southern Utah University, “Labor-Based Grading in a Time of AI”
Samaria Sylvester, California State University, Sacramento, “An Abundance of Tools: How Digital Communication Mediates the Work of a Faculty Job Search Committee”
Jen Talbot, University of Central Arkansas, “WAC/WID in the Uncanny Valley: Faculty Perspectives on AI Tools in the Classroom and Beyond”

First-Year Writing

D.04 A Dance of Abundance: Writing Instruction in the Age of Serial Disruption

This panel proposal explores the Rutgers Writing Program’s recent overhaul of its first-year writing curriculum from one of scarcity—long-form nonfiction reading and expository essay—to abundance—multimodal texts and writing projects, in the context of serial shocks, from COVID-19 to ongoing labor disputes between unions and the administration, including a one-week strike by faculty.

Room 102 A/B (Lower Level, Spokane Convention Center)

Chair and Speaker: Mihaela Carla Caponegro, Rutgers University, “Reinventing First-Year Writing: A Transition from Scarcity to Abundance”

Speakers: Demetri Lallas, “Pandemic and Labor Externalities”
Sara Perryman, “Collaborative Leadership: Rutgers Writing Centers as Cultural and Intellectual Common”

Writing Abundance

D.05 Abundant Pedagogies: The Various Implementations of a Shared Pedagogical Training in Diverse Spaces

This panel takes a literal interpretation of writing abundance to explore the abundant pedagogies implemented by four writing instructors. Stemming from shared pedagogical and theoretical influences from their graduate training, each presenter provides practical takeaways for others looking to develop intentional, theory-supported writing assignments applicable to diverse student populations.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Morgan Buchs, University of Cincinnati

Rachel Flynn

Haley Stammen

Writing Programs

D.06 An Abundance of Knowledge: Asset-Based Approaches to Working with Faculty Engaged in WAC/WID Initiatives

In this cross-institutional panel, speakers from three R1 universities discuss supporting faculty who are incorporating WAC/WID elements into their classrooms. Sharing of knowledge among faculty creates an asset-based approach that fosters a focus on individual pedagogical strengths. Speakers will offer strategies which include open dialogue, resource sharing, and faculty development programs.

Room 201 A/B (Upper Level, Spokane Convention Center)

Session Chair: Michele Zugnoni, Northwestern University

Speakers: Natalia Andrievskikh

Rebecca Wilbanks

Writing Programs

D.07 Attracting and Supporting International Graduate Students in Graduate-Level Writing Programs

Sponsored by the Master's Degree Consortium of Writing Studies Specialists

This session offers strategies for writing program coordinators interested in recruiting international graduate students, especially at the master's level. The panelists discuss challenges in making grad programs visible to international students, as well as hurdles in the application and immigration process. The panel provides tips on improving web content and building supportive networks.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Chair and Speaker: Karen Kuralt, University of Arkansas at Little Rock, “Challenges in Recruiting and Retaining International Graduate Students”

Speakers: Bobbie Handcock, University of Arkansas at Little Rock, “Structuring Web Content to Support International Graduate Students”
Chloe Moses, University of Arkansas at Little Rock, “Analyzing Needs and Providing Support for International Graduate Students”

Writing Programs

D.08 Budgets, Constraints, and Scarcity Rhetorics, Oh My! Generating Strategies for Arguing for Abundance in WPA and WCA Work

This Engaged Learning Experience will provide opportunities to generate plans for combating scarcity rhetorics and making visible the abundance of participants’ WCA and WPA work. Using graphic organizers, virtual tools, and small- and large-group discussions, participants will develop ideas for concrete rhetorical moves and share models for resources in order to document and advocate for abundance.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speakers: Rachel Azima, University of Nebraska-Lincoln
Nicole Green, University of Nebraska-Lincoln

First-Year Writing

D.09 Composition as Communities of Care: Writing Abundance in the Cocurricular Classroom

To increase cocurricular engagement and student comprehension of rhetorical situations in the Accelerated Writing Program we aim to emphasize first-year writing students’ “voice” and agency through writing abundance and celebration of multiple intelligences. Additionally, this session provides meaningful insight into the impact that diverse discourse communities will have on classroom engagement.

Room 206 A (Upper Level, Spokane Convention Center)

Speakers: Taylor Kensel, Eastern Washington University
Graysen Russell, Eastern Washington University
Lorin Shahinian, Eastern Washington University
Kevin Yeoman, Eastern Washington University

Antiracism and Social Justice

D.10 Deconstructing Rigor: Centering Student Agency and Voice through Labor-Based Contract Grading

This panel discusses how writing courses can use labor-based grading contracts to disrupt logics of scarcity that structure and inform discussions and evaluations of rigor. More specifically, we will explore how labor-based grading contracts, grounded in antiracist practices of abundance, help us to redefine rigor through community, collaboration, student well-being, and student agency.

Room 206 B (Upper Level, Spokane Convention Center)

Speakers: Hidy Basta, Seattle University

Tara Roth

Alexandra Smith, Seattle University

Hannah Tracy

Theory, Research Methodologies, and Praxis

D.11 Deep Rhetoricity: An Abundance of Stories-So-Far as Archive/able Possibilities of New Stories

This panel wrestles with how our stories-so-far provide a window into our past and contemplates how deep rhetoricity and its epistemic principles (e.g., a return, a careful reckoning, and enduring tasks) can help establish the means to grapple critically with the past and establish an important interplay between stories-so-far and the possibilities of new stories.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Chair and Roundtable Leader: Romeo García, University of Utah, “An Impetus for Deep Rhetoricity”

Speakers: Sabita Bastakoti, University of Utah, “What Is No Longer the Same”

Mitzi Ceballos, University of Utah, “Holding Ourselves Accountable Otherwise”

Valeria Guevara Fernandez, Soka University, “Storying for the Possibilities of New Stories”

Gesa Kirsch, Soka University, “An Impetus for Deep Rhetoricity”

Keith McDonald, University of Utah, “Abundance of Possibility: Bringing Back Soulful Creativity”

Muath Qadous, University of Utah, “Storytelling Places: Contested Places in Palestine as Archives”

Writing Programs

D.12 GRANTED: Notes from the Field of Programmatic Study with Nonprofit Partners

We offer perspectives on a multi-year/multi-organization project to address fail rates and equity gaps in our FYC program. From our different positions in the university and project, we recount our grant-funded intervention's origin story, experiences working with nonprofits, and preliminary findings. Each speaker reflects on motivations for participating and offers insights unique to their role.

Room 401 A-C (Upper Level, Spokane Convention Center)

Session Chair: Jasmine Lee, California State University, San Bernardino
Speakers: Miriam Fernandez, California State University, San Bernardino
Mandy Taylor, California State University, San Bernardino

Inclusion and Access

D.13 Making Space for Students' Linguistic and Cultural Abundance

This panel introduces theories and practice that can help us make space for abundant linguistic and cultural inclusion in our classrooms and research. We offer descriptions of courses, projects, grading, and research methodologies that both challenge dominant power structures and make space for abundance.

Room 206 C (Upper Level, Spokane Convention Center)

Speakers: Bethany Davila, University of New Mexico, "Challenging White Linguistic Supremacy in Our Courses and Assignments"
Gabriel Garcia, University of New Mexico, "Decolonial Options for More Abundance for All Writers"
Melisa Garcia, University of San Francisco, "Expanding to Third Sites of Abundance"
Moisés Santos, Santa Rosa Junior College, "Online Archiving as a Site for Cultural Abundance"

Approaches to Teaching and Learning

D.14 Navigating the Brave New World of AI in Writing Education: Notes from a Field-Wide Survey

Reporting on qualitative data from college writing educators, we explore anxiety and hope about AI tools. Survey results show uncertainties around faculty labor and job security, while teaching with AI led to interest and optimism. From focus group data, teaching strategies will also be shared, and participants will then explore their own motivations for using AI as an instructional tool.

continued on next page

Thursday, 3:15–4:30 p.m.

Room 402 A-C (Upper Level, Spokane Convention Center)

Speakers: Daniel Ernst, Texas Woman's University
Troy Hicks, Central Michigan University

Institutions: Labor Issues, Professional Lives, and Survival

D.15 No Return to Normal: A Call for Community Care to Grow Abundance

In this late-COVID moment, when our lives in the academy are marked by collective trauma, austerity, and institutional betrayal, burnout is rampant for faculty and students. This panel calls for community care, as articulated by BIPOC and feminist activists, to replace rhetorics of scarcity and “success” with practices of rest, connection, and wholeness—all of which facilitate abundance.

Room 206 D (Upper Level, Spokane Convention Center)

Speakers: Zachary Beare
Kathleen Dillon, University of Nebraska
Shari Stenberg, University of Nebraska
Tina Le, University of Nebraska

Antiracism and Social Justice

D.16 Peril and Diversity, Equity, and Inclusion Work: Reassessing Deep Knowledge and Experiences

In this roundtable, four award-winning scholars and past leaders of CCCC share experiences and consequences for doing DEI work in higher education spaces.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Chair and Roundtable Leader: Staci M. Perryman-Clark, Western Michigan University

Speakers: Asao Inoue, Arizona State University
GPat Patterson
Malea Powell, Michigan State University

College Writing and Reading

D.17 Reading and Writing Pedagogy at Access-Oriented Institutions (AOIs): Reflections on Curriculum, Institutional Collaboration, and Impact

The Modern Language Association has organized 12 regional institutes for early career faculty at access-oriented institutions (AOIs) and graduate students interested in teaching at AOIs, each led by facilitators from two- and four-year institutions. Institute facilitators and fellows will discuss

the curriculum, its theoretical foundations, its development in addressing different institutional contexts, and its outcomes.

Room 207 (Upper Level, Spokane Convention Center)

Speakers: Charissa Che, Queensborough Community College, “The Exigence of Access: On Teaching Preparedness at Open-Access Institutions”

Stacey Donohue, Central Oregon Community College, “The Evolving, Cumulative, and Expansive Curriculum of the MLA Institutes on Reading and Writing Pedagogy”

Mai Hunt, Modern Language Association, “MLA Institutes on Reading and Writing Pedagogy: Tracking Outcomes and Impact through Assessment Data”

Darin Jensen, Salt Lake Community College, “Fostering Disciplinary and Professional Communities in Open-Access Institutions”

Writing Abundance

D.18 Rhetorical Dimensions of Writing Abundance in Transnational Publics

This panel explores the rhetorical dimensions of writing abundance as heuristic, pedagogy, and scholarly practice for resistance, hope, and change in a transnational context. The speakers attend to issues with critical civic exigency and urgency: healthcare and reproductive justice, unjust border policies and immigration, and racist and oppressive gatekeeping practices in media and education.

Room 302 A/B (Lower Level, Spokane Convention Center)

Chair and Speaker: Eda Ozyesilpinar, Illinois State University, “A Pedagogy of Writing Abundance: Hope and Change across Transnational Borders”

Speakers: Whitney Jordan Adams, Berry College, “Writing toward Rhetorical Disturbance: Addressing Gatekeeping at the University and Beyond”

Victoria Houser, University of California, Santa Barbara, “Writing for Healthcare Justice: Abundance and Hope at the Margins”

Firasat Jabeen, “Gatekeeping Practices in Pakistani Media: An Analysis of Information Apartheid”

Approaches to Teaching and Learning

D.19 Seeking Abundance through Assessment: GTAs and NTT Faculty Speak on Their Experiences Using Alternative Assessment

Sponsored by the Writing Assessment Special Interest Group

This roundtable features GTAs and NTT faculty sharing classroom assessment strategies that have cultivated abundance for them and their students. Speakers will share their own experiences and then engage with the audience in a discussion on how assessment can be leveraged to foster more abundant institutional contexts for students and contingent educators.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Chairs: Joanne Baird Giordano, Salt Lake Community College
Mya Poe, Northeastern University
Megan Von Bergen, University of Tennessee, Knoxville
Stacy Wittstock, University of Nevada, Las Vegas

Writing Programs

D.20 Taking Stock of Student Self-Placement through Programmatic Research in Diverse Contexts

This panel applies writing abundance as a framework for taking stock of increasingly diverse approaches to Student Self-Placement (SSP). WPAs and writing researchers from programs across the US share research insights into their programs' approaches to SSP to better understand the influence local context factors have in shaping approaches that create structures in support of equitable practices.

Room 303 A/B (Lower Level, Spokane Convention Center)

Speakers: Sara Amani, Arizona Western College
Kevin Kato, Arizona Western College
Katherine Daily O'Meara, St. Norbert College
Juval V. Racelis, Wentworth Institute of Technology
Amanda Sladek, University of Nebraska at Kearney
Sarah Snyder, Arizona Western College

Writing Abundance

D.21 Writing Abundance Across the Curriculum

Sponsored by the Writing Across the Curriculum Standing Group

Panelists engage with writing abundance as a means of supporting equity-minded WAC programs and practices, exploring themes of sustainability and abundance/scarcity in WAC WPAs' discussion of antiracist work; strategies of equity work for improving campus writing culture; and results from a study of emotional labor in disciplinary writing instruction.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Speakers: Crystal Fodrey, Moravian University

Aimee C. Mapes, “Writing Abundance Across the Curriculum: Shaping the Campus Culture of Writing”

Jessa Wood, University of Minnesota, Twin Cities, “Sustainability and Abundance in Antiracist WAC Interventions”

Lacey Wootton, American University, “Emotional Labor as a Site of Pedagogical Resistance in Disciplinary Writing Instruction”

Writing Programs

D.22 Writing Abundance Six Words at a Time: Memoirs as Assessment

Building off the notion that six-word memoirs provide “ordinary, mundane experiences of everyday life [that] can reveal organizational values, norms . . . and much more,” this panel of WPAs examines informal short reflections—minimal writing—from graduate teaching assistants and undergraduate tutors to find writing abundance.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Speakers: Katherine Fredlund, University of Memphis

Elizabeth Leahy, University of Tennessee at Chattanooga

Kim Hensley Owens, Northern Arizona University

Jenn Stewart, University of Tennessee at Chattanooga

Institutions: Labor Issues, Professional Lives, and Survival

D.23 Your First-Year Composition Course Is Too Fun and Your Students Are Feral

This roundtable will consider the positionality of composition instructors as they balance appeasing administration while embracing emerging pedagogical theories and praxis. To kick off the discussion, facilitators will share counterstories of their experiences interacting with administrators while working as GTAs and then invite participants to do the same.

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Session Chair: Serenity Dougherty, University of Nebraska-Lincoln

Roundtable Leaders: Zoe McDonald

Devon Pham, University of Pittsburgh

Thursday, 3:15–4:30 p.m.

Antiracism and Social Justice

D.24 Combating Bias: Media, Literacy, and Linguistic Justice

This panel examines how biased language influences the ways marginalized groups are portrayed. Examining biased language both inside and outside the composition classroom, speakers advocate for more inclusive language practices in support of linguistic justice.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speakers: Sarah Lawler, Indiana University, “In the Margins: Migration, Politics, and Rhetoric at the US-Mexico Border”

Stephanie Lenox, Chemeketa Community College, “DIY Inclusive Style Guide: A Collaborative Approach”

Kath Rothschild, Stanford University, “Visibility Language for Classroom Linguistic Agency and Abundance”

Nicole Tanquary, Carnegie Mellon University, “‘Terrorists’ in the *Wall Street Journal*: A Pilot Study”

Antiracism and Social Justice

D.25 Teaching Linguistically and Culturally Diverse Student Populations

These presentations discuss teaching linguistically and culturally diverse student populations. Centering on classroom praxis, the speakers engage with issues of learners’ identity, linguistic history, and cultural background as factors that must be considered in shaping writing curricula.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speakers: Mavis Beckson, University of Nebraska-Lincoln, “Fostering an African Perspective of Material, Writing, and Pedagogical Experiences in Rhetoric and Composition”

Tawnya Lubbes, Eastern Oregon University, “Equity-Centered Culturally and Linguistically Sustaining Identity Development in Higher Education”

Robin Rhodes, St. Lawrence University, “Pedagogical Redesign in an English for Other Speakers Academic Writing Classroom: Racism, Antiracism, and Multilingual Identity”

Sana Sayed, American University of Sharjah, “Multilingual Learners’ Perspectives toward Standard Academic English (SAE)”

Inclusion and Access

D.26 Exploring Abundance in Disability Aesthetics and Accommodations

This panel explores abundance within students and scholars with disabilities by focusing on the potentials within agentive pedagogies. Panelists will highlight rhetorical moves students make in the accommodation process, identify effective pandemic-era pedagogies, and revisit disability aesthetic within the work of Jim Corder in order to explore the potentials for abundance in accessibility.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Ashley Barry, University of New Hampshire, “Looking to Overcoming Rhetorics for Accessibility Abundance”

Rosanne Carlo, College of Staten Island, CUNY, “Argument as Emergence, Rhetoric as Metis: Claiming the Abundant Beauty of Jim W. Corder’s *Disability Aesthetic*”

Rachel Donegan, Tennessee Technological University, “Assessment Abundance: Accessible Approaches to Contract Grading”

Andrew Harnish, University of Alaska, Anchorage, “Argument as Emergence, Rhetoric as Metis: Claiming the Abundant Beauty of Jim W. Corder’s *Disability Aesthetic*”

Rachel Roy, University of New Hampshire, “Rhetorical Agency and Classroom Accommodations”

Antiracism and Social Justice

D.27 Resisting “The” Story: Counterstories from Marginalized Groups

Influenced by the works of Aja Martinez, speakers will present CRT counterstory as a methodology to combat and illuminate the impact of majoritarian narratives on minoritized people. Presenters will showcase counterstories from an Indigenous elder, minoritized students, and women on trial for murder to highlight how critical race storytelling offers marginalized voices the space to resist white supremacist ideology.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Speakers: Heather Hill, Northwest Missouri State University, “When Writing Abundance Is Not Allowed: A Counterstory of Cultural and Linguistic Erasure”

Rachel McShane, Texas A&M University-Commerce, “‘Not Woman Enough’: Using Composition and Rhetoric Methodologies to Analyze Women on Trial for Murder”

Jeremy Wallace, College of San Mateo, “The People’s Stories: Critical Race Storytelling as Methodology for Minoritized Composition Students”

Thursday, 3:15–4:30 p.m.

Theory, Research Methodologies, and Praxis

D.28 Affection and Attention: Designing Graduate Methodology

Graduate faculty and students from Western Washington University reflect on rhetorical methodologies, comprehensive exam structures, and the ways universities structure the attentions and affections of students. Responding to and imagining a changed and evolving examination process that challenges familiar educational practices creates new capacities for engaging the university.

Room 205 (Upper Level, Spokane Convention Center)

Session Chairs: Isabella Arnett, Western Washington University, “Embodiment, Identity and Persuasion: The Role of the Body in Protest and Political Change”

Tommie McPhetridge, Western Washington University, “Seeking Threads: Encountering and Synthesizing Methodology”

Speaker: Jeremy Cushman, Western Washington University, “Recognizing and Resisting Forced Affections in the MA Exam Process”

Respondent: Nicole Brown, Western Washington University, “Opening Up: Rhetorical Methodologies for Programmatic Change”

E Sessions: 4:45–6:00 p.m.

Professional and Technical Writing

E.01 Innovative Ideas for Teaching Professional Communication That Foster Social Justice

Each presentation in this panel offers a model of teaching that pushes against dominant oppressive ideologies and practices, such as capitalist logics of professionalism and ableism. Together, they offer suggestions that can better prepare students for their future workplaces without falling into those oppressive ideologies and logics.

Room 203 (Upper Level, Spokane Convention Center)

Speakers: Kristin Bennett, Sam Houston State University, “Promoting Anti-Ableist Abundance in Technical and Professional Communication through Critical Collaborative Rubric Construction”

Shuwen Li, Northwestern University, “Taking a Rhetorical Approach to Enriching Teaching Case Analysis in a Business Communication Classroom”

John Raucci, Frostburg State University, “Abundance of Play: Tabletop Board Game Pedagogy in Technical and Professional Writing”

Approaches to Teaching and Learning

E.02 Coming Back to the Self through Storytelling: Indigenous and Spiritual Practices in the Classroom

Panelists use storytelling to offer specific notes about the importance of relationships as well as Indigenous and spiritual practices in the classroom.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speakers: Rachel Jackson, University of Oklahoma, “Indigenous Spatialities, ‘Cosmic Hearteousness,’ and Storied Cosmologies in the Writing Classroom”

Libby Falk Jones, Berea College, “Beyond a Deficit Mentality: Tapping into Appreciative Inquiry and Spiritual Traditions of Abundance to Create a Classroom Culture of Affirmation”

Xinqiang Li, Michigan State University, “Tradition and Transformation: International Abundance for Writing Education”

Writing Centers (including Writing and Speaking Centers)

E.03 Rethinking Relationships with the (Digital) Spaces and Places of Writing Center Labor

This panel interrogates relationships with commonplace conceptions of writing centers and makes invisible their limitations to support writing center directors and the tutors they mentor.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Speakers: Kara Poe Alexander, Baylor University, “Making Room for New Abundances: Affordances as a Tool for Assessing Writing Center Spaces and Locations”

Elisabeth Buck, University of Massachusetts Dartmouth, “Neurodiversity, Administration, and the ‘Post’ Pandemic Writing Center”

Kelin Loe, Texas A&M University-Commerce, “Writing Center Platform Data: An Abundance for Whom?”

Professional and Technical Writing

E.04 A Genre-Analysis Framework for Using Generative AI in Professional, Scientific, and Technical Writing Courses

Generative AI, trained on uncredited texts, enacts a form of capitalist extraction, yet democratizes access to specialized rhetorical knowledge. We analyze a corpus of genres written by chatbots and professionals, and student reflections on writing genres with AI. Genre analysis provides concrete strategies for using AI in writing courses, rather than policing student writing for plagiarism.

Room 201 C (Upper Level, Spokane Convention Center)

Speakers: Marit MacArthur, University of California, Davis

Lisa Sperber, University of California, Davis

Carl Whithaus, University of California, Davis

Inclusion and Access

E.05 Abundant Legal Discourse: A Roundtable Discussion of Law and the Writing Classroom

Sponsored by the Legal Writing and Rhetoric Standing Group

The CCCC Legal Writing and Rhetoric Standing Group invites Convention attendees to participate in a lively roundtable discussion considering how writing abundance in the postsecondary classroom might encourage us to teach legal writing and rhetoric in ways that do not reinforce capitalist logics and narrow definitions of pre-law students, legal professions, and legal discourse more broadly.

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Chair and Roundtable Leader: Lindsay Head, Jacksonville University College of Law

Roundtable Leaders: Katie Arosteguy, University of California, Davis
Lisa-Jane Klotz

Approaches to Teaching and Learning

E.06 An Abundance of Learning: Students Teaching Faculty about Diversity, Equity, Inclusion, and Belonging through Innovative Research Projects

Presentations by students and faculty will share the abundant opportunities for reciprocal teaching and learning about diversity, equity, inclusion, and belonging in writing/rhetoric courses. Through innovative projects privileging students' knowledge and experience, faculty can learn new theoretical and pedagogical approaches that replace harmful past practices and encourage new understanding.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Speakers: Erin Bahl, Kennesaw State University, “New Understandings of DEIB for Teaching and Learning”

Serenity Hill, Kennesaw State University, “Voices That Matter: How Civil Rights Research Creates New Understanding of Race and Diversity in the 21st Century”

Margaret Moore, “Advocacy for Access: How Faculty/Student Collaborations Mold Accessible Composition Classrooms”

Kris Roberson, “Learning Differences and Disabilities: Students with Knowledge Teaching Faculty How to Manage Classroom Practices”

Lara Smith-Sitton, Kennesaw State University, “Re-Envisioning Professional Writing Courses Inviting Diversity in Project Design and Dissemination”

First-Year Writing

E.07 Basic Writing as a “Usable Past” for the Corequisite and Concurrent Enrollment Era

This panel explores the changing conversation about concurrent enrollment through the lens of the changed conversation about basic writing.

Room 102 C/D (Lower Level, Spokane Convention Center)

Session Chair: Jim Webber, University of Nevada, Reno

Speakers: Tristan Beach, University of Nevada, Reno, “Intersecting Local Concurrent Enrollment and Corequisite Program Histories”

Sabrina Ladd, University of Nevada, Reno, “Coaching, Collaborating, and Composition: The Multifaceted Position of the Supporting Instructor (SI)”

Eric Lehman, University of Nevada, Reno, “More than Metacognition: Recovering the Cultural Work of Reflection”

Institutions: Labor Issues, Professional Lives, and Survival

E.08 Building Strategies for Academic Parenthood: Setting Boundaries, Caring for Ourselves, and Working in Solidarity with Communities

Sponsored by Mothers in Rhetoric and Composition

This Engaged Learning Experience will invite participants to consider setting boundaries, caring for ourselves, and situating ourselves in community as survival strategies for academic families. Participants will have the opportunity to work collaboratively toward these learning goals.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Chair: Jennifer Consilio, Lewis University

Speaker: Michelle Lorenzen, Lewis University

College Writing and Reading

E.09 Conceptual Abundance: Seven Possible Definitions of Writing

How we define writing (explicitly or implicitly) affects how teachers and students experience writing—as empowering and/or oppressive, as welcoming and/or excluding, as generative and/or destructive. This presentation aims to help practitioners in writing studies foreground conceptual definitions of writing in their practices and their pedagogies. Seven possible definitions will be considered.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speaker: Tim Mayers, Millersville University of Pennsylvania

Approaches to Teaching and Learning

E.10 Designing Writing Instruction as Exploratory Play: Tools, Self-Assessment, and Student Agency

Based upon an ongoing collaboration among teachers and instructional tool builders at an R1 university, the presenters share what happens when we design writing instruction through the lens of linguistic playfulness. The panel gives strategies for raising critical linguistic awareness and for using freely available tools for scaffolding student writers toward writerly independence and enjoyment.

Room 205 (Upper Level, Spokane Convention Center)

Speakers: Alan Kohler, Carnegie Mellon University, “Using AI-Based Tools for Genre Exploration and Innovation in Professional and Technical Writing Courses”

Ben Markey, Carnegie Mellon University, “Revision and Audience Awareness in Writing about Data”

Danielle Zawodny Wetzel, Carnegie Mellon University, “Priming Playfulness through Re-Envisioning Drafts in the Writing Classroom”

Jungwan Yoon, Carnegie Mellon University, “Student Reflections on Intentionality and Play during Revision in Writing about Data”

Approaches to Teaching and Learning

E.11 Go Slow and Be Fallible! Reclaiming Time to Learn and Space for Becoming

In the context of pressures to streamline and accelerate learning and the looming reality of artificial intelligence, how do we encourage play in an increasingly precarious world? This panel explores how writing and writing education interact with the personal and professional pathways of learners in specialized higher education, including fine arts and graduate professional military education.

Room 206 A (Upper Level, Spokane Convention Center)

Speakers: Evan Buswell, “A Historical Perspective on Writing Automation and AI”

Sarah Kruse, “Against Commodification and Speed: Rethinking Slow Learning for Access and Inclusion”

Chloe Woida, Naval Postgraduate School Graduate Writing Center, “From Professional to Learner and Back Again: Risk-Taking and Role Revision in Graduate Professional Education”

Writing Abundance

E.12 Making Writing Assessment Abundantly Queer

In response to limited and limiting approaches to writing pedagogy and assessment, we offer a methodology for queering the writing construct and our assessment frameworks. With examples from classroom and programmatic contexts, we share case studies of how we’ve used this methodology to shift the conversation from scarcity and deficit to plurality and abundance.

Room 401 A-C (Upper Level, Spokane Convention Center)

Speakers: William Banks, East Carolina University

Nicole Caswell, East Carolina University

Stephanie West-Puckett, University of Rhode Island

Theory, Research Methodologies, and Praxis

E.13 Mothering and Teaching: A Pedagogy of Abundance

This presentation explores how abundance connects with embodied mothering and teaching. The speakers offer strategies for supporting flexibility in teaching and parenting, nurturing growth, and fostering dialogue in the classroom with our students. Engaging in self-reflection with other mothers in the academy achieves new insights, and we invite participants to share their experiences.

Conference Theater (Lower Level, Spokane Convention Center)

Speakers: Colleen Bond, Indiana University of Pennsylvania/New Mexico State University Alamogordo
Patricia Carmichael Miller, Fairleigh Dickinson University
Marta Shcherbakova, DePaul University

Inclusion and Access

E.14 On the Costs of Noncompliance: Neurodivergent Writers across Academic Contexts

The dominant writing studies conversation has long been rooted in the unstated assumption that neurotypical brains are the default, ignoring the possibility of neurodivergence unless a diagnosis is disclosed. This interactive panel explores how ND students engage with reading and writing practices across higher education spaces—and the many ways ND should be thought of as an asset, not a deficit.

Room 303 A/B (Lower Level, Spokane Convention Center)

Speakers: Heather Falconer, University of Maine, “‘Little Fires Everywhere’: Navigating Writing Demands Across the Curriculum”
Lindsay Illich, Curry College, “Imagining Disability in Collaborative Writing Contexts”
Megan Kelly, University of Denver, “Accommodating Peer Review: The Experiences of Neurodivergent Students in First-Year Writing”
Catherine Kirch, Columbia University, “Neurodivergent Neuroscience: Unexpected Executive Functioning Pressures in Curricular Design”
Tory Moir, University of Denver, “Accommodating Peer Review: The Experiences of Neurodivergent Students in First-Year Writing”

First-Year Writing

E.15 Plain Language Acquisition in the Composition Classroom

This session brings together two speakers currently at the helm of their own first-year writing program courses to share brief presentations centered on plain language in their respective classrooms as part of composition curricula that center accessibility and justice. Audience

members will be invited to participate in a plain language writing exercise, utilizing this translation tool as praxis.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speakers: Abygail Gutierrez, University of Washington
Jack Wolfram, University of Washington

Writing Abundance

E.16 Reclaiming Cultures of Gratitude: A Transdisciplinary Exploration of Human and Nonhuman Environmental Ecologies

This panel explores how intersectional rhetorics cultivate abundance through marginalized knowledges about global human/nonhuman environmental ecologies. Using such methods as rhetorical historiography, decolonial pedagogy, and geospatial analysis, this panel invites attendees to join in radical reimaginings of the intra-acts between human and nonhuman agents in composition and communication.

Room 206 C (Upper Level, Spokane Convention Center)

Chair: Shankar Paudel, The University of Texas at El Paso

Speakers: Marissa Bond, The University of Texas at El Paso, “The Body: A Global Composition”

Jazmine Cuevas, independent scholar, “Cuanderas, Diaspora, and Reclaiming the Neglected through Performance”

Menuka Gurung, The University of Texas at El Paso, “Khumbu Glacier, a Non-Human Mindbody and Its Geospatial Rhetoric”

Cheyenne Lozano, The University of Texas at El Paso, “Sa’ah Naaghái Bik’eh Hózhóón: Personal and Community Growth in the FYC Classroom”

Language, Literacy, and Culture

E.17 Rhetorics of Abundance: Hawaiian Sovereignty, Mutual Aid, and Braided Narratives of the Mother Tongue

This panel expresses rhetorics of abundance in three contexts: Hawai‘i as a sovereign indigenous (rather than Pidgin settler) nation; composition frameworks of communal mutual aid; and a pedagogy which invites braided narratives that revise colonial rhetorics, liberate the mother tongue, and heal a divided psyche.

Room 206 D (Upper Level, Spokane Convention Center)

Session Chair: Stuart Ching, Loyola Marymount University

Speakers: Daniela Barrera, Loyola Marymount University, “Embracing the Shadow Creature: La liberación de las lenguas”

Louie Enriquez, Loyola Marymount University, “A Mutual Aid Framework for Literacy Pedagogy”

Writing Abundance

E.18 Sites of Writing Abundance: Celebrating the Scholarship of Anne Ruggles Gere

This roundtable highlights the abundant contributions of Anne Ruggles Gere to our field and, in the spirit of her scholarship, charts promising sites of writing abundance for our future work.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Chair and Speaker: Jim Beitler, Wheaton College

Speakers: Laura Aull, University of Michigan
J.W. Hammond, Michigan Technological University
Naitnaphit Limlamai, Colorado State University
Debbie Minter, University of Nebraska-Lincoln
Sarah Ruffing Robbins, Texas Christian University
Heather Thomson-Bunn, Pepperdine University
Margaret Willard-Traub, University of Michigan-Dearborn
Morris Young, University of Wisconsin-Madison

First-Year Writing

E.19 Talking about Language Diversity in FYW at PWIs: Engagement and Resistance

By examining the experiences of instructors and students teaching and learning about language and race at three predominately white institutions (PWIs), this panel aims to acknowledge the challenges of implementing discussions around these issues while identifying new strategies for supporting new and experienced instructors.

Room 207 (Upper Level, Spokane Convention Center)

Speakers: Zac Campbell, University of Nevada, Reno
Caryn Dreibelbis, University of Nevada, Reno
Hannah Locher, The Ohio State University
Alison Lukowski, University of Wisconsin-Stout
Sasha Osorio, University of Nevada, Reno
Todd Ruecker, University of Nevada, Reno
Jennifer Slinkard, Eastern Oregon University

First-Year Writing

E.20 The Reformist Opportunities of Abundant Autoethnography

Foregrounding questions of equity and inclusion, panelists assess the ability of autoethnography to reform: (1) narrative craft; (2) reflective practice; (3) graduate teacher preparation; (4) writing center consultations; and (5) educational outcomes and experiences.

Room 302 A/B (Lower Level, Spokane Convention Center)

Chair: Brian Gogan, Western Michigan University

Speakers: Jamie Bollweg, Western Michigan University, “Abundant Autoethnography: Outcomes and Experiences”

Tristan Heibel, “Abundant Autoethnography: Teacher Preparation”

Emilie Helmbold, Western Michigan University, “Abundant Autoethnography: Narrative Craft”

Rian Johnson, “Abundant Autoethnography: Writing Center Consultations”

Jessica Molloy, Western Michigan University, “Abundant Autoethnography: Reflective Practice”

Professional and Technical Writing

E.21 Using Roleplay to Explore Neurodivergence in the Professional Writing Classroom

We see roleplay as dynamic, embodied learning that practices advocacy in the professional writing classroom. Through interlinked talks, our panel critiques capitalist and ableist approaches to professional writing pedagogy. We share a sample roleplay assignment that asks students to address biases in documents, and conclude with links to play and with principles of inclusive learning and neurodiversity.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Session Chair: Emily Gresbrink, University of Minnesota

Speakers: Mikayla Davis, University of Minnesota

Keira Hambrick, Miami University Regionals

Inclusion and Access

E.22 When Is Ramadan? In the Spirit of Muslims’ Month of Worship and Reflection

Sponsored by the Arab/Muslim Caucus

In the spirit of the reflective nature of Ramadan, this panel draws on the results of a nationwide survey concerning Muslim scholars, staff, and students’ needs in academia. The panel also engages the audience by posing questions to prepare us all to return to our institutions with action plans to make the US academy more inclusive to Muslims specifically and minoritized groups more generally.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Chair and Speaker: Kefaya Diab, University of North Carolina at Charlotte

Speaker: Soha Youssef, Thomas Jefferson University

Community, Civic, and Public Contexts of Writing

E.23 Writing Abundance as Intersectional: Critical Strategies for Archival and Digital Methodologies

Using archival and digital contexts, this panel offers critical strategies for engaging writing abundance through methodologies that highlight the abundant knowledges of Black, Indigenous, people of color, and other multiply marginalized communities to bring attention to consistently disempowered and overlooked publics in archival practices, fandoms, and content moderation discourses.

Room 402 A-C (Upper Level, Spokane Convention Center)

Speakers: Maggie Fernandes, University of Arkansas, “Shadowbans, Spoutible, and the Importance of Centering Sex Workers in Content Moderation Design”

Savita Maharaj, Brandeis University, “Notions of Un/Translatability in the Third Space through the Lens of Saidiya Hartman, Lorgia García Peña, and Jessica Marie Johnson”

Cara Messina, Marist College, “Excluding Crossovers: Writing Abundance and Loving Blackness in Black Panther Fanfiction”

Theory, Research Methodologies, and Praxis

E.24 Transmodality, Translingualism, and Rhetorical Genre Theory: Practice-Based Approaches to the Teaching of Writing

Drawing on practice-based approaches to the teaching of writing, this panel invites audience members to explore the tensions and possibilities of engaging with multimodality, transmodality, translingualism, and rhetorical genre theory in writing courses.

Room 202 A-C (Upper Level, Spokane Convention Center)

Speakers: Liz Galvez, “Decolonizing the Composition Classroom through Play: Pitch ‘n’ Switch”

Allison Gross, Portland Community College, “Abundant Possibilities: At the Intersection of Rhetorical Genre Studies and Counterstory”

Fauzia Janjua, International Islamic University Islamabad

Adeel Khalid, Forman Christian College University/International Islamic University

Jessica Lee, Portland Community College, “Abundant Possibilities: At the Intersection of Rhetorical Genre Studies and Counterstory”

Brianne Taormina-Barrientos, Nevada State College, “Decolonizing the Composition Classroom through Play: Pitch ‘n’ Switch”

Charitianne Williams, University of Illinois at Chicago, “Recognizing Writer Transformations Using Threshold Concept Frameworks”

Inclusion and Access

E.25 Pedagogies of Abundance to Combat Ableism and Prejudice

Centering on issues of ableism, body prejudice, and course design justice, this panel will provide participants with moments to reflect on the ways in which composition discourse has reinforced ableism. Panelists will provide teaching strategies and tools to imagine just and inclusive composition practices.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Amanda Ayers, “Designing Syllabi for Justice: Care-full Pedagogies in Writing Classrooms”

Jaclyn Fiscus-Cannaday, Florida State University, “Designing Syllabi for Justice: Care-full Pedagogies in Writing Classrooms”

Abby Knoblauch, Kansas State University, “When Abundance Is Object: Toward a Fat Pedagogy”

Abigail Long, Syracuse University, “Untidying Texts: A Feminist Ethic of Seamfulness in Composition Studies”

Approaches to Teaching and Learning

E.26 Teaching to Disrupt, Teaching to Uplift

The pandemic has made more apparent the oppressive practices in our classrooms and institutions. This panel presents ways to disrupt and challenge the deficit model of learning and to offer more inclusive practices that will uplift both teachers and students.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speakers: Lisa Beckelhimer, University of Cincinnati, “Forces of Abundance: How a Late-Career Teacher Invigorated Her Classes and Self with Affirming Pedagogies”

Desiree Brown, Texas A&M University, San Antonio, “A Scarcity of Self-Awareness in a Post-Pandemic World: Finding Abundance while Reacclimating through Reflective Practices”

Kelsey Hawkins, Indiana University–Purdue University Indianapolis, “Anti-Deficit Approaches for Justice-Involved Writers”

First-Year Writing

E.27 Abundance of Placement Models

In this session, the panelists examine the complexity of student placement in a time of abundance. Their presentations challenge how placement models situate students within first-year writing courses.

Room 206 B (Upper Level, Spokane Convention Center)

Speakers: Lisa Blansett, University of Connecticut, “Gender Bias in Guided Self-Placement?”

Teresa Grettano, The University of Scranton, “Data Collected on the Experiences, Dispositions, and Desires Students Bring to FYW”

Oliver Hiob-Bansal, University of Connecticut, “Gender Bias in Guided Self-Placement?”

Bryan Lutz, Ohio Northern University, “Collaboration, Collegiality, and COVID-19: A Model for Developing, Piloting, Implementing, and Assessing Directed Self-Placement”

Bonnie Lini Markowski, The University of Scranton, “Data Collected on the Experiences, Dispositions, and Desires Students Bring to FYW”

Bianca Sabia Moore, The University of Scranton, “Data Collected on the Experiences, Dispositions, and Desires Students Bring to FYW”

First-Year Writing

E.28 Exploring Genre and Writing about Writing in a Time of Abundance

In this session, presenters share their use of genre and writing about writing to enhance student learning in first-year composition. By framing the course design around genre or writing about writing, students can redefine what the first-year composition course means to their development as student-thinkers.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Ryan Roderick, Husson University, “Designing Projects in WAW: How Do Narrative, Research, and Other Classroom Genres Shape Students’ Domain-Specific Knowledge about Writing?”

Heather Shearer, University of California, Santa Cruz, “An Experiment with a ‘Big Tent’ Genre in FYC: Pamphleteering, Multiliteracies, and Good & Dangerous Composing”

Histories of Rhetoric

E.29 Examining Black and Asian Historical Catalysts of Rhetorical Expression

This panel examines multivariate catalysts for rhetorical expression, including musical Blackness, student writing by Afro-Americans for Black Liberation (AABL), historical figures like Senator S. I. Hayakawa, and the concept of Darshana.

Room 102 A/B (Lower Level, Spokane Convention Center)

Speakers: Bhushan Aryal, Delaware State University, “Rethinking the Dialogue in the Mahabharata from a Rhetorical Perspective: Arjuna’s Insistence on Seeing”

Cecilia Bonnor, Houston Community College System, “‘We Want to Strike a Blow for Freedom’: The AABL Speaks Back to the University of Houston Archives”

Erick Raven, Texas Christian University, “Black and Japanese Women’s Rhetorical Abundance through Musical Blackness in Genre Films”

Institutions: Labor Issues, Professional Lives, and Survival

E.30 American Indian Caucus Business Meeting

Sponsored by the American Indian Caucus

The NCTE/CCCC American Indian Caucus invites Indigenous rhetoricians to attend our open meeting.

Room 101 (Lower Level, Spokane Convention Center)

Speakers: Lisa King, University of Tennessee at Knoxville

Joaquin Munoz, University of British Columbia

Kimberly Wieser, University of Oklahoma

Thursday Special Interest Group Meetings

6:30–7:30 p.m.

Community, Civic, and Public Contexts of Writing

TSIG.01 2024 Handcrafted Rhetorics SIG Meeting

Sponsored by the Handcrafted Rhetorics Special Interest Group

The Handcrafted Rhetorics SIG is a chance for scholars, teachers, and community organizers to converse about the relationships among craft, DIY, multimodality, making, public composition, and culture. See <http://www.handcraftedrhetorics.org/>.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Special Interest Group Chairs: Megan Heise, University of Pittsburgh
Kristin Prins, Cal Poly Pomona

Language, Literacy, and Culture

**TSIG.02 Appalachian Rhetorics and Literacies Standing Group
Annual Meeting**

Sponsored by the Appalachian Rhetorics and Literacies Standing Group

This standing group annual meeting convenes scholars, teachers, and community organizers interested in teaching, learning, research, and community projects in and about Appalachia to discuss potential collaborations and topics of mutual interest.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Standing Group Chair: Kim Donehower, University of North Dakota

Antiracism and Social Justice

TSIG.04 Becoming a Social Justice Educator

This CCCC SIG business meeting will frame the need of teaching writing through a social justice framework and offers a unique opportunity for educators to reflect on tools to becoming a social justice educator. This session will examine possible assignments, strategies, and issues that might arise in classrooms while teaching with this framework.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speaker: Aparna Sinha, California State University Maritime Academy

Approaches to Teaching and Learning

TSIG.05 Intellectual Property and Composition/Communication Studies Standing Group Business Meeting

Sponsored by the Intellectual Property and Composition/Communication Studies Standing Group

The CCCC Intellectual Property and Composition/Communication Studies Standing Group invites conference attendees to its open annual meeting to discuss intellectual property and writing topics such as copyright, fair use, text ownership and authorship, remixing, open sharing, appropriation, and generative AI.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Standing Group Chair: Kathy Anders, Texas A&M University

Language, Literacy, and Culture

TSIG.06 Celebrating an Abundance of Opportunities: NNEswIs Continue to Thrive

Sponsored by the Non-Native English-Speaking Writing Instructors (NNEswI) Standing Group

Non-native English-speaking writing instructors have been growing as an influential body in the field of composition instruction and scholarship. The CCCC NNEswI Standing Group is also growing to become larger and stronger as we see more members joining the group, presenting at conferences, conducting research, and attaining publishing in addition to teaching composition. NNEswIs will continue to thrive.

Room 401 A-C (Upper Level, Spokane Convention Center)

Chair and Speaker: Lan Wang-Hiles, West Virginia State University

Theory, Research Methodologies, and Praxis

TSIG.07 Cognition and Writing Standing Group Annual Meeting

Sponsored by the Cognition and Writing Standing Group

Our annual meeting will feature a lecture by an interdisciplinary researcher from outside the CCCC community whose work inspires our membership. The speaker will be nominated by group members and announced on our Cognition and Writing Google Group. Please contact allison.ellsworth@asu.edu or cweber@baypath.edu for access. We will also conduct 15 minutes of group business.

Room 201 A/B (Upper Level, Spokane Convention Center)

Chair: Allison Ellsworth, Arizona State University

Speakers: Whitney Gegg-Harrison, University of Rochester
Courtney Weber, Bay Path University

Thursday, 6:30–7:30 p.m.

Creative Writing and Publishing

TSIG.08 Creative Nonfiction Standing Group Business Meeting

Sponsored by the Creative Nonfiction Standing Group

Come chat about the state of creative nonfiction in the world of rhetoric and composition. Our featured speaker/discussion leader will be Doug Hesse, past CCCC chair, president of NCTE and CWPA, and editor of WPA. We will also announce the winner of the Donald Murray Prize for creative nonfiction as well as discuss publishing tips and other opportunities.

Room 201 C (Upper Level, Spokane Convention Center)

Standing Group Chair: Jenny Spinner, Saint Joseph's University

Speaker: Douglas Hesse, University of Denver, "Revisiting the Place of Creative Nonfiction"

Inclusion and Access

TSIG.09 Disability Studies Standing Group Annual Meeting

Sponsored by the Disability Studies Standing Group

The annual meeting of the CCCC Disability Studies Standing Group is open to anyone interested in disability studies within the field of writing studies.

Room 101 (Lower Level, Spokane Convention Center)

Speaker: Ada Hubrig, Sam Houston State University

First-Year Writing

TSIG.10 Dual Enrollment Composition Collective Standing Group Meeting

Sponsored by the Dual Enrollment Composition Collective Standing Group

The CCCC Dual Enrollment (DE) Composition Collective meeting provides graduate students, adjuncts, high school teachers, and full-time faculty with an ongoing venue for sharing the successes and struggles inherent in DE programs, both chosen and mandated. Most importantly, the DE Collective is a site at the CCCC Convention for action, advocacy, community building, networking, resource sharing, and collaboration.

Room 206 D (Upper Level, Spokane Convention Center)

Standing Group Chair: Christine Denecker, The University of Findlay

Speaker: Casie Moreland, University of Idaho

Community, Civic, and Public Contexts of Writing

TSIG.11 Environmental Rhetoric and Advocacy SIG Meeting

Sponsored by the Environmental Rhetoric and Advocacy Special Interest Group

This SIG offers attendees a collective space within the CCCC community for faculty to collaborate on writing and advocacy efforts related to environmentalism. It further provides opportunities for curriculum design and sharing, and collaboration on presentations for national and regional conferences.

Room 206 C (Upper Level, Spokane Convention Center)

Respondents: Lisa Phillips, Texas Tech University

Mary Le Rouge, Cleveland Institute of Music

Speaker: Michael Geary, Bristol Community College

Approaches to Teaching and Learning

TSIG.12 ePortfolios and Multimodal Composition

Drawing on the AAEEBL Digital Ethics in ePortfolios Task Force, the goal of this SIG is to provide CCCC members with an opportunity to discuss research-based practices for ePortfolios and multimodal composing strategies. It is an opportunity for mentoring, networking, and support for those interested in multimodal practices, ePortfolio privacy and ethics, and authentic assessment strategies.

Room 203 (Upper Level, Spokane Convention Center)

Group Leader: Morgan Gresham, University of South Florida

Speaker: Megan Mize, Old Dominion University

Institutions: Labor Issues, Professional Lives, and Survival

TSIG.13 Independent Scholars SIG Meeting

Sponsored by the Independent Scholars Special Interest Group

The CCCC Independent Scholars Special Interest Group provides a hopeful community of support for transitory scholars who work outside university-affiliated employment and/or who have been displaced. It supports members in their research, helps brainstorm ways to solve issues unique to independent scholarship, and promotes the visibility of such scholars within composition studies.

Room 402 A-C (Upper Level, Spokane Convention Center)

Special Interest Group Chairs: Mary Karcher, independent scholar
Krystia Nora, MATC

Thursday, 6:30–7:30 p.m.

Writing Centers (including Writing and Speaking Centers)

TSIG.14 International Writing Centers Association Business Meeting

Sponsored by the International Writing Centers Association

Business meeting for members of the International Writing Centers Association.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Chair: Christopher Ervin, Oregon State University

Language, Literacy, and Culture

TSIG.15 Literacy Studies SIG Meeting

Sponsored by the Literacy Studies Special Interest Group

This session will include a discussion among folks interested in literacy, literacy studies, and reading.

Room 202 A-C (Upper Level, Spokane Convention Center)

Special Interest Group Chair: Ann Dean, University of Massachusetts Lowell

Community, Civic, and Public Contexts of Writing

TSIG.16 Medical Rhetoric Standing Group Business Meeting

Sponsored by the Medical Rhetoric Standing Group

The CCCC Medical Rhetoric Standing Group invites scholars, teachers, and anyone else interested in the intersection of rhetoric, research, health and medicinal practices, patient advocacy, scholarship, and teaching to join us at our annual business meeting, where we will discuss ideas, make connections, and plan our work for 2024–25. Everyone is welcome!

Room 206 A (Upper Level, Spokane Convention Center)

Standing Group Chair: Lillian Campbell, Marquette University

Institutions: Labor Issues, Professional Lives, and Survival

TSIG.17 Mothers in Rhetoric and Composition SIG

Sponsored by the Mothers in Rhetoric and Composition Special Interest Group

We are a group of faculty and graduate students at institutions around the country who are mothers, interested in becoming mothers, and/or interested in motherhood and infertility as research topics. We seek to advocate, mentor, and support each other and to provide visibility to our members' work.

Room 207 (Upper Level, Spokane Convention Center)

Speakers: Jennifer Consilio, Lewis University
Christina Saidy, Arizona State University

Approaches to Teaching and Learning

TSIG.18 Online Writing Instruction Standing Group Business Meeting

Sponsored by the Online Writing Instruction Standing Group

This annual business meeting of the CCCC Online Writing Instruction Standing Group is open to anyone interested in digitally mediated writing studies. At this meeting we will discuss what we completed in the last year of operation and what we plan to complete in the next year. We will report on special projects and discuss our group-sponsored workshop or panel for CCCC 2025.

Room 302 A/B (Lower Level, Spokane Convention Center)

Chair: Jessie Borgman
Speaker: Jen Cunningham

Language, Literacy, and Culture

TSIG.19 Second Language Writing Standing Group Business Meeting

Sponsored by the Second Language Writing Standing Group

A space for those interested in L2 writing to plan, network, and explore issues in research, pedagogy, and advocacy for multilingual students. We will brainstorm the upcoming sponsored workshop/panel topic for CCCC 2025 and help members find collaborators, while encouraging wider participation to those who are new to SLW.

Room 102 A/B (Lower Level, Spokane Convention Center)

Group Leaders: Analeigh Horton, Fairleigh Dickinson University
Xiao Tan, Duke University
Zhaozhe Wang, University of Toronto
Qianqian Zhang-Wu, Northeastern University
Standing Group Chair: Shawna Shapiro, Middlebury College

Thursday, 6:30–7:30 p.m.

Community, Civic, and Public Contexts of Writing

TSIG.20 Community Writing and Public Rhetorics

Sponsored by the Community Writing and Public Rhetorics Special Interest Group

Participants share their community writing research, pedagogy, and projects; raise and problem-solve concerns; and plan future collaborations and publications, especially in light of recent anti-woke initiatives. Speaker Veronica House will invite participants to reconsider their community work from a new framework that outlines a community-engaged praxis focused on “rhetorics of abundance.”

Room 205 (Upper Level, Spokane Convention Center)

Speakers: Veronica House, University of Denver

Ada Hubrig, Sam Houston State University

Joyce Meier, Michigan State University

Stephanie Wade, Stony Brook University

Approaches to Teaching and Learning

TSIG.21 Teaching for Transfer Standing Group Meeting

Sponsored by the Teaching for Transfer Standing Group

The CCCC Teaching for Transfer (TFT) Standing Group brings together researchers, teachers, and writing program administrators interested in or working on approaches to teaching for transfer. This group of teacher-scholars meets to discuss how to incorporate some of the interlocking components of the TFT curriculum into their own writing courses and programs.

Room 206 B (Upper Level, Spokane Convention Center)

Speaker: Matthew Davis, University of Massachusetts Boston

Theory, Research Methodologies, and Praxis

TSIG.22 Undergraduate Research Standing Group Open Meeting

Sponsored by the Undergraduate Research Standing Group

The CCCC Undergraduate Research Standing Group invites undergraduate researchers, mentors, supporters, and interested CCCC attendees to its annual open meeting, where we will hear about UR opportunities and initiatives, network, and set the standing group’s course for the coming year.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Doug Downs, Montana State University

Ethna Lay, Hofstra University

Alexandra Lockett

Megan Schoettler

Institutions: Labor Issues, Professional Lives, and Survival

TSIG.23 Untenured and Alternative-Academic WPA Standing Group Business Meeting

Sponsored by the Untenured and Alternative-Academic WPA Standing Group

This is the annual business meeting of the CCCC Untenured and Alternative-Academic WPA Standing Group. All doing WPA work are welcome.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Group Leaders: Ashley Lyons

Angela Mitchell, University of North Carolina at Charlotte

Kem Roper, Athens State University

Standing Group Chair: Kaia Simon, University of Wisconsin-Eau Claire

First-Year Writing

TSIG.24 Writing about Writing Standing Group Meeting

Sponsored by the Writing about Writing Standing Group

This is the annual business meeting of the CCCC Writing about Writing Standing Group.

Room 303 A/B (Lower Level, Spokane Convention Center)

Standing Group Chair: Rebecca Babcock, University of Texas-Permian Basin

Writing Programs

TSIG.25 Writing Across the Curriculum Standing Group Business Meeting and Mentoring Session

Sponsored by the Writing Across the Curriculum Standing Group

Join us for our yearly business meeting followed by small-group discussions on topics related to WAC program administration, pedagogy, theory, and research.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Standing Group Chairs: Crystal Fodrey, Moravian University

Lee Nickoson, Bowling Green State University

Elizabeth Wardle, Miami University of Ohio

Thursday, 6:30–7:30 p.m.

Community, Civic, and Public Contexts of Writing

TSIG.27 Prison Literacies Business Meeting

Sponsored by the Teaching in Prison: Pedagogy, Research, and Literacies, Collective

Join other teacher-scholars and prison literacy practitioners to network, exchange resources, and articulate shared priorities for the coming year. We will also elect officers who oversee SIG-sponsored programming.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Chairs: Libby Catchings, University of Denver
Catherine Koehler, University of California, Merced

Approaches to Teaching and Learning

TSIG.28 Council for Play and Game Studies Business Meeting

Sponsored by the Council for Play and Game Studies

The Council for Play and Game Studies (CPGS) provides scholars interested in the application of play and game studies to writing pedagogy and practice. To support this mission, CPGS offers networking opportunities and scholarly resources.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Chair: Dylan Altman, Oxnard College, CSUN

Friday, April 5

Special Events and Meetings

Social Justice at the Convention Committee

9:30–10:45 a.m. (Open)

Room 304 (Lower Level, Spokane Convention Center)

Chair: Antonio Byrd

2024 CCCC Nominating Committee

9:30–11:30 a.m. (Closed)

Room 101 (Lower Level, Spokane Convention Center)

Committee Members: Nancy Bou Ayash, University of Washington

Jessica Edwards

Gabriel Green, Xavier University

Teresa Grettano, The University of Scranton

Sarah Z. Johnson, Madison College

Staci M. Perryman-Clark, Western Michigan University

Esther Milu, University of Central Florida

All-Attendee Keynote with Mira Shimabukuro

11:00 a.m.–12:15 p.m.

Grand Ballroom A/B/C (Ground Floor Lobby, Davenport Grand)



This year's keynote features Mira Shimabukuro, a poet, writer, and Teaching Professor in the School of Interdisciplinary Arts and Sciences at the University of Washington Bothell. Born and raised in the Pacific NW, Shimabukuro's poetry and writing has appeared in such publications as *CALYX*, *Raven Chronicles*, *Bamboo Ridge Quarterly*, and the *International Examiner*. Her Writing Studies contributions focus on the ways Japanese Americans used writing in the so-called "internment" camps during World War II to respond to their imprisonment. This work can be found in both *Representations: Doing Asian American Rhetoric* and *College English*, as well as in her 2015 book, *Relocating Authority: Japanese Americans Writing to Redress Mass Incarceration*.

Friday, 2:00–9:30 p.m.

Inclusion and Access

Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2025

Sponsored by the Newcomers' Welcoming Committee

2:00–3:15 p.m.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Newcomers will develop ideas for sessions for CCCC 2025 with help from established scholar/teachers. The CCCC 2025 chair will be present.

Chair: Alex Evans

Speaker: Michael Rifenburg, The University of North Georgia

Planning for Next Year's CCCC Convention

3:30–4:30 p.m.

Ballroom A (Lower Level, Spokane Convention Center)

Individuals interested in discussing program proposals for the 2025 CCCC Annual Convention in Baltimore, MD, April 9–12, are invited to meet Kofi J. Adisa, 2025 Program Chair, in the Registration Area.

Annual Business Meeting/Town Hall & Awards

4:45–7:15 p.m.

Grand Ballroom A/B/C (Ground Floor Lobby, Davenport Grand)

All-Attendee Event: Pau Hana with Karaoke

7:30–9:30 p.m.

Ballroom 100 C (Lower Level, Spokane Convention Center)

All registered #4C24 attendees are invited to spend time sharing and celebrating with colleagues in a supportive, fun, and relaxing evening. We hope you will join us with an open heart and mind!

Friday, April 5

Featured Sessions 8:00–9:15 a.m.

Writing Abundance

FS.08 The Untapped Abundance of BIPOC Writing and Rhetoric

This panel is a collaborative intervention in colonial illogics of scarcity, an unobvious rebuke to the strategic withholding of materials and “care work” necessary for human survival. Our unapologetic display of abundance spotlights the richness of historically excluded writing and rhetorics that BIPOC scholars perpetually innovate in the field.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Speakers: Todd Craig, New York City College of Technology, CUNY, “‘My Black Sounds Nice, on God’: DJ Rhetoric as Black Communicative Abundance”

Shereen Inayatulla, York College, CUNY, “Queer Immigrant Storytelling: Resistance and Recovery”

Sherita Roundtree, “‘[Won’t] Just Wait Until Tenure’: A Black Feminist Experience Design Approach to Tenure Support”

Poster Sessions Ballroom 100 B Foyer Lower Level, Spokane Convention Center 8:00–9:00 a.m. presentation 9:00–10:45 a.m. posters available for viewing

Information Literacy and Technology

POS.06 An Abundance of Caution: Writing Instructor Attitudes toward AI Writing Software

While AI text generating tools, such as ChatGPT, have entered our writing classrooms, not everyone is offering it a seat. This survey, distributed to the University of California, Davis, Writing Faculty, measures instructors’ current trust, knowledge, and beliefs about AI writing software from Grammarly to ChatGPT. Charting our attitudes and beliefs about writing tools is a necessary step to moving forward as a field.

Speaker: Nicholas Stillman, University of California, Davis

Antiracism and Social Justice

POS.07 Do Your Own Work: A Rhetorical Framework for Unpacking a Microaggression

This poster presents the beginnings of a project to build a tool, based on rhetorical frameworks, for diagramming the overt and underlying elements of microaggressions with the purpose of shifting the responsibility for unpacking microaggressions away from marginalized people and into the realm of those who—intentionally or unintentionally—perpetrate microaggressions.

Speakers: Heather James, Gonzaga University
Rebecca Nowacek, Marquette University

Antiracism and Social Justice

POS.08 Ecological Approaches to Antiracist Writing Instruction: Applying and Adapting Abundant Lessons from a Small Liberal Arts College to Large Research Universities

This poster documents the implementation of antiracist writing pedagogies at a PWI and efforts to continue this work in new, diverse settings. By engaging in systematic efforts to distribute antiracist theory and practices via curricular, co-curricular, and community programs, we developed an ecological approach to antiracist writing instruction that honors abundant forms of beauty and knowledge.

Speakers: Laura Lisabeth, Stony Brook University
Alexandria Onuoha, Suffolk University
Ma. Cherrysse Ulsa, Stanford University
Stephanie Wade, Stony Brook University

Writing Abundance

POS.09 Gender Is a 1980s Roller Rink Carpet: Gen Z's Abundant Language Surrounding Queer Identities and Concerns

Generation Z's language surrounding queer identities and concerns is lush and abundant. Yet many Millennials and Gen Xers are ignorant of this language and use terms that are outdated or hurtful. A collaboration between four Gen Zers and a Millennial, this poster—and associated accessible website—is a resource for scholars seeking up-to-date and sensitive words and insights for their work.

Speaker: Caroline Hall, University of New Hampshire

Poster Sessions
Ballroom 100 B Foyer
Lower Level, Spokane Convention Center
12:30–1:30 p.m. presentation
1:30–3:15 p.m. posters available for viewing

Writing Programs

POS.11 Inclusive Training, Inclusive Classrooms: Empathy and Community in WAC Training and Teaching

Come share your experiences with WAC initiatives and training with us and discuss how empathy as a pedagogical praxis can support Writing Across the Curriculum (WAC) initiatives.

Speakers: Katie Bramlett, California State University, East Bay
Michelle St. George, California State University, East Bay

Theory, Research Methodologies, and Praxis

POS.12 Scarcity of an Abundant Topic: CCC's Publication History on Disability

How does CCC's publication history situate itself in the conversation on the topic of disability within the publication history of other journals in the field of writing studies? As we investigate issues of scarcity and abundance in our field, our journals help us take stock of how we make space (or not) for marginalized topics.

Speaker: Sarah Faye, University of California, Davis

First-Year Writing

POS.13 Step by Step: How a Heuristic Promotes Critical Reading

This poster presentation will present a heuristic for use with any kind of text to encourage thorough critical reading. The steps invite the possibility of multiple answers instead of one correct answer; they emphasize critical reading as a process, and they help to codify the expectation that critical reading is a skill to be honed and sharpened in first-year writing classes and beyond.

Speaker: Leslie Maxwell, Duke University

F Sessions: 8:00–9:15 a.m.

First-Year Writing

F.01 Revisiting the Writing Process in First-Year Writing

In this session, the panelists provide a variety of approaches for rethinking how we teach the writing process to better serve students in first-year writing.

Room 206 B (Upper Level, Spokane Convention Center)

Speakers: Khadeidra Billingsley, Jacksonville State University, “Is This Enough? The Effects of Writing Assignment Word Counts on Students’ Composing Processes”

Lauren Garskie, Gannon University, “Microdrafting in FYC: What Our Writing Practices Mean for Our Teaching Practices”

Adam Phillips, University of South Florida, “Rhetorical Assemblages as a Heuristic for First-Year Writing: Accounting for the Abundance of ‘Flux’ within Contemporary Communicative Situations”

David Williams, University of West Florida, “Assemblages of Abundance: Commonplace Books as Rhizomatic Spaces for Invention in First-Year Composition”

First-Year Writing

F.02 Open Access Practice and Abundant Opportunities: Interrogating the Creation of an Interactive FYW OER to Promote Student Engagement

We describe and interrogate our ongoing project to produce open access interactive learning activities as supplements to our FYW program’s OER textbook, *A Guide to Rhetoric, Genre, and Success in First-Year Writing*.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speakers: Melanie Gagich, Cleveland State University
Emilie Zickel, Cleveland State University

Friday, 8:00–9:15 a.m.

Information Literacy and Technology

F.03 Finding New Writing Processes with Digital Writing Tools

This panel examines how digital tools shape composing processes for students and pedagogical practices for teachers.

Room 202 A-C (Upper Level, Spokane Convention Center)

Speakers: Michael Black, University of Massachusetts, Lowell, “Teaching AI Writing from the Perspective of the Algorithm”

Sydney Sullivan, University of California, Davis, “Well-Being and Critical Media Literacy in Abundance: Analyzing Digital Writing Practices and Their Impact on Students’ Mental and Emotional Health”

Kathryn Warrender-Hill, Norwich University, “Theorizing the Role of Friction in Student Multimodal Composing Practices”

Bronwyn Williams, University of Louisville, “Remaking Places of Writing: Students’ Experiences of Locations, Digital Media, and Literacy Practices during the Pandemic”

Institutions: Labor Issues, Professional Lives, and Survival

F.04 “You must go on. I can’t go on. I’ll go on”: End-of-(University)-Life Care via Autobiographical Scholarship

What is the best way to spend the years leading up to retirement? The three speakers on this panel, who share a dream of retiring within ten years, will discuss the writing projects they’ve developed to help them survive this crucial but under-researched and largely undiscussed phase of professional life.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Chair: Lauren Kimball, Rutgers University

Speakers: Elizabeth Boquet, Fairfield University, “Make the Veiller: A Linguistic Heritage Road Map”

Richard E. Miller, Rutgers University, “On the Abundance of Absence: Electroshock Therapy and the End-of-Life Narrative”

Amy Robillard, Illinois State University, “She Talks Too Much, Feels Too Much, Writes Too Much: The Misogyny of Abundance”

Writing Programs

F.06 Abundant Opportunities for Adaptive Tactics: Strategically Integrating Linguistic Justice in GTA Development across Contexts

Across diverse campuses and political climates, WPAs are heeding disciplinary calls and local needs for linguistic justice in graduate teaching assistants' pedagogical training. This roundtable will share a reflective heuristic and explore how we navigate institutional and legislative agendas, our positionalities, and GTAs' responses—while inviting collaborative reflection and problem solving.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Roundtable Leader: Genesea Carter, Colorado State University, “Interrogating Ourselves and Our Work through Reflection”

Speakers: Kelly Bradbury, Colorado State University, “Interrogating Ourselves and Our Work through Reflection”

Kate Comer, Portland State University, “Centering Equitable Assessment in GTA Development”

Wendy Hinshaw, Florida Atlantic University, “Leveraging Culturally Responsive Pedagogy in FYW”

Kate White, Purdue University, Fort Wayne, “Using Critical Pedagogy to Inform GTA Training”

College Writing and Reading

F.07 Abundant Spaces: Exploring the Virtual and Material Arenas Informing Writing Curricula and Classrooms

This panel will examine how teacher-scholars can navigate the abundance of spaces that describe and distinguish their writing classrooms. The hope is that this presentation can offer attendees both theoretical frameworks and real-world teaching practices that can help them further explore the spatial dimensions of their writing curricula and classrooms.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Natalia Menkina-Snider, The University of Texas at Tyler
Tara Propper, The University of Texas at Tyler
Miriam Rowntree, The University of Texas at Tyler

Institutions: Labor Issues, Professional Lives, and Survival

F.08 An Abundance of Support: Championing Freshmen Retention with More TA Time

Many of our students and teachers require and deserve abundant support in composition courses. Building on research from Felten and Lambert (2020) in *Relationship-Rich Education*, we have been piloting a program that gives composition classes two teaching assistants (TA). Having two TAs has allowed us to make a significant impact in supporting both teachers and students in significant ways.

Room 207 (Upper Level, Spokane Convention Center)

Speakers: Diantha Hopkins, Brigham Young University-Idaho
Joelle Moen, Brigham Young University-Idaho
Anne Papworth, Brigham Young University-Idaho

Approaches to Teaching and Learning

F.09 Better for Whom? Trauma-Informed Pedagogy Successes, Failures, and Adjustments

The speakers of this panel have experienced failures and successes with our collaborative iterations of trauma-informed pedagogy (TIP). In adjusting TIP for our specific student populations, we continue to find that TIP is most effective when it is engaged not just in our own courses but across multiple classrooms and programs.

Room 203 (Upper Level, Spokane Convention Center)

Speakers: Lauren Brentnell
Elise Dixon, University of North Carolina, Pembroke
Rachel Robinson-Zetzer, Fairfield University

Institutions: Labor Issues, Professional Lives, and Survival

F.10 Centering Contingent Voices: Sharing Struggles, Highlighting Successes, and Expanding Suggestions for Support through a Collaborative Engaged Session

Heavy teaching loads, minimal compensation, contract uncertainty, and limited resources mark contingent laborers' experiences. In this session, we discuss data and takeaways from our nationwide survey of contingent faculty, invite participants to share stories, and collaborate with participants in developing strategies for change at multiple levels in an effort to move toward a more just future.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Speakers: Christina Lane, Tulsa Community College
Sarah Lonelodge
Katie Rieger
Lydia Welker

*Antiracism and Social Justice***F.11 Crafting Resistance through Feminism, Creating Space for Abundance: Rhetorical Interventions in and around Writing and Activism**

This panel brings together five diverse feminist scholars who examine the potential of seeing abundance in creating change on campus and in the community. From Indigenous craftivism and other resistance rhetorics to feminist leadership strategies and pedagogies, speakers will share experiences and ideas that nurture academic growth while modeling inclusivity, volunteerism, and social justice.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Chair: Kimberly Wieser, University of Oklahoma, “Making #NODAPL: Craft as Resistance at Standing Rock”

Speakers: Silke Feltz, University of Oklahoma, “Creating Resistance and Hope on Campus and in the Community through Humanitarian Knitting”

Amanda Klinger, University of Oklahoma, “Reconceptualizing the Non-Tenure Faculty Identity: Feminist Leadership Interventions”

Kristen Wheaton, Utah State University, “Resistance as Subject and Method in the Composition Classroom”

Kasey Woody, “Feminist Rhetorics and Pedagogy: Keeping Critical Thinking in Writing Classrooms in ‘Anti-Woke’ States”

*Writing Abundance***F.12 Disability Game Studies: Representation, Narratives, and Accessibility over Rehabilitation**

There is an abundance of rehabilitative games research in the STEM and psych fields which reproduces Eli Clare’s “ideology of cure” and seeks to cure/eradicate disability. This panel will address the scarcity of alternative scholarly work by showcasing and calling for further investigation at the intersection of disability and game studies, from the humanities, without a rehabilitative approach.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Chair: Giuseppe Femia, University of Waterloo, “Disability Narrative Methodology in RPGs”

Speakers: Pauliina Baltzar, University of North Carolina, Greensboro, “Accessible Gaming Experience in Multiplayer Games”

Joshua Benjamin, University of North Carolina, Greensboro, “The Body as Home: Exploring Disability Narratives with Tabletop Roleplaying Games”

Elsa Sjunneson, New Jersey Institute of Technology, “Disabled Play: Why Leisure and Fun Shouldn’t Be Gatekept”

Writing Abundance

F.13 Economies of Abundance and Institutional Leadership: Perspectives on Department and Program Transformation

The presenters of this roundtable (a department chair, WPA, grad-WPA, internship coordinator, and writing center director) pose the question: “When we understand our work in terms of abundance, what other questions and paths forward emerge?” Following 7–10-minute presentations, we ask small groups of audience members to discuss/share what an abundance mindset might mean for their own professional lives.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Roundtable Leaders: Anis Bawarshi, University of Washington

Jane Fife, Western Kentucky University

Angela Jones, Western Kentucky University

Yee-Lum Mak, University of Kansas

Mary Jo Reiff, University of Kansas

Writing Abundance

F.14 Hands All Over: Variations on Janet Emig’s “Hand, Eye, Brain”

Inspired by Janet Emig’s “Hand, Eye, Brain,” this panel explores how writing and research are anchored in bodies. We focus on bodily changes that disrupt writers’ relationships with their hands; racialized representations of writing hands in stock photos; the appearance of hands in archival materials; and the role of hands in revision.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Chair: Laura Micciche, University of Cincinnati, “White Hands”

Speakers: Alex Evans, “Digital Hands in the Archive”

Hannah Rule, “Documenting Disruption in Handwriting and Keyboarding”

Jayne Stone, University of Cincinnati, “Revising Hands”

Writing Programs

F.15 Mapping Abundance across Curriculum and Place

This panel analyzes the development and implementation of a “Rhetoric, Writing, and Social Change” track within a writing studies undergraduate major at an urban-serving university in Washington state. Panelists connect Fujikane’s framework of abundance to advocacy for curriculum and program development that centers the knowledges and needs of diverse student populations.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Chair: Tabitha Espina, University of Washington, Tacoma, “Remapping the Composition (Dis)Course”

Speakers: Rubén Casas, University of Washington, Tacoma, “Writing in and of Place: Counter-Cartography as Critical Practice”

Cassie Miura, University of Washington, Tacoma, “Teaching Asian American Rhetorics and the Development of an AANAPISI (Asian American and Native American Pacific Islander Serving Institution) First-Year Learning Community”

Community, Civic, and Public Contexts of Writing

F.16 Reclaiming an Abundant History: Jesuit Pedagogy and Community-Engaged Learning

This panel explores how the abundant 450-year Jesuit tradition can inform community-engaged writing courses. Drawing on our experiences at three Jesuit universities in first-year and upper-level courses, we consider elements of Ignatian pedagogy that will help students enter into community engagement with curiosity, humility, and critical awareness in a variety of institutional contexts.

Room 303 A/B (Lower Level, Spokane Convention Center)

Speakers: Betsy Bowen

Lillian Campbell, Marquette University

Jenna Green

Emily Phillips, Saint Louis University

Writing Programs

F.17 Redefining Open-Access WPA Work as Literacy Coordination and Labor

In this Engaged Learning Session, attendees will reexamine WPA work to account for the diverse literacy education labor that takes place at community colleges and other open-access institutions. Participants will have an organized opportunity to collaborate after the Convention to develop online resources and/or a publication based on their literacy labor experiences.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Speakers: Joanne Baird Giordano, Salt Lake Community College
Erin Lehman, Ivy Tech Community College
Cassandra Phillips, University of Wisconsin-Milwaukee at Waukesha

Writing Abundance

F.18 Rhythmic Resonances: Abundant Assemblages and the Potential for Change

This panel explores ontological possibilities for abundance when rhythmic literate assemblages operating at the nexus of the sonic and the alphabetic enter into resonant relationships that generate newness.

Conference Theater (Lower Level, Spokane Convention Center)

Chair: Joyce Walker, Illinois State University, “Speaking with and for Me: Musicians and Instruments Composing Relationships”

Speakers: Eileen Lagman, University of Wisconsin-Madison, “Literacy Refrains: Sound and Temporality in Virtual Nationhood”

Steve Lamos, University of Colorado, Boulder, “Rhythms of Drumming, Eating, and Journaling: Toward Critical Resonances and Responsibilities”

Gabriella Rios, University of Colorado, “Giving Kandi: Listening to Rave Music and Culture”

Kevin Roozen, “Aural Entanglements: Tracing the Sonorous through Moments, Engagements, and Lives”

Institutions: Labor Issues, Professional Lives, and Survival

F.19 Stories for Imagining Intergenerational Abundance in Rhetoric and Writing Studies

Sponsored by the Senior, Late-Career, and Retired Professionals in Rhetoric-Composition/Writing Studies Study Group

This roundtable explores this claim: An academic economic model of scarcity prompts calls for senior, late-career, and retired (SLCR) scholars to “get out of the way” of early- and mid-career scholars so they can effect change. But a model of abundance requires faculty at all career stages to rearticulate SLCR scholars’ participatory roles for our collective future.

Room 102 A/B (Lower Level, Spokane Convention Center)

Chair: Cinthia Gannett, Fairfield University

Respondent: Kathleen Shine Cain, Merrimack College

Speakers: Lauren Bowen, University of Massachusetts, Boston

Suelynn Duffey, University of Missouri, St. Louis

Libby Falk Jones, Berea College

Shirley Rose, Arizona State University

Approaches to Teaching and Learning

F.20 Teaching Composition-Rhetoric beyond/with Literary-Theory Scholarly Backgrounds

This roundtable presentation considers what those trained in literary studies can bring to the space of composition-rhetoric—from the writing center and FYC programs at public state universities to the literature-focused English departments of private liberal arts institutions.

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Chair: Megan Busch, Charleston Southern University

Respondent: Whitney Jordan Adams, Berry College

Roundtable Leaders: Trevor Meyer

Annmarie Steffes

Friday, 8:00–9:15 a.m.

Inclusion and Access

F.21 Valuing the Generative Potentials of Disability and Intersectional Pedagogies

This panel argues for ways in which intersectional disability pedagogies can resist the desire for the norm and instead intentionally value and attend to the generative potential of these approaches.

Room 401 A-C (Upper Level, Spokane Convention Center)

Speakers: Sara Beam, University of Tulsa
Stasha Cole, University of Tulsa
Anna Wigal, University of Tulsa
Tara Wood, University of Northern Colorado

Community, Civic, and Public Contexts of Writing

F.22 Working-Class Literacy Outside the Classroom and the Middle-Class Academy: Reconciling the Differences and Building a Working-Class Pedagogy

Sponsored by the Working-Class Culture and Pedagogy Standing Group

In this roundtable, panelists act as facilitators in small groups with the participants to discuss a range of pedagogical questions surrounding how social class operates in academic spaces and how a working-class composition pedagogy can be constructed through inspiration from extra-academic pedagogical spaces.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Chair: Nicole McNeal, California State University, Sacramento/Folsom Lake College

Roundtable Leaders: Jennifer Beech, University of Tennessee at Chattanooga

Bruce Martin, Lone Star College-North Harris

Nicole Wilson, Texas A&M University

Standing Group Chair: Axel Gonzalez, Independent Scholar

Information Literacy and Technology

F.24 Interrogating the Digital Spaces Left

This panel discusses and interrogates digital environments for complex philosophies on marginalized communities and writing processes.

Room 205 (Upper Level, Spokane Convention Center)

Speakers: Adrianna Deptula, Purdue University, “Writing Abundance and Absence: Tracing Pain Bias in Electronic Health Records”

Kimberlyn Harrison, The University of Texas at Austin, “Witnessing NetNoir as a Site of Global Black Collectivity”
Tracey Hayes, Gonzaga University, “Artificial Intelligence: Defeating Racism and Sexism within Technology”
Hannah Hopkins, The University of Texas at Austin, “Abundant Energies: Resistance, Remix, and Community Power”
Daniel Liddle, Western Kentucky University, “Refusing to Succumb to Media Abundance: Portraying Nuance and Complexity in Videos about the Writing Process”

Theory, Research Methodologies, and Praxis

F.25 Teaching with Archives

Panelists present ideas for engaging critically with archival research and teaching with archives in the writing classroom, including both traditional archives in museums and digital archives on social media.

Room 206 C (Upper Level, Spokane Convention Center)

Speakers: Kristie Schlauraff, Columbia University, “(De)Colonial Abundance: The Role of Museum Objects in the Writing Classroom”
Hanna Varilek, University of Nebraska-Lincoln, “Reimagining Literacy Sponsorship: Introducing an Interactive Digital Archive of BookTok Content”

Creative Writing and Publishing

F.26 Publishing in the CCCC Studies in Writing and Rhetoric Book Series

Sponsored by the CCCC Studies in Writing and Rhetoric Book Series

This session aims to make the book publication process more transparent, with a focus on proposal and manuscript submission and the review process.

Room 302 A/B (Lower Level, Spokane Convention Center)

Speakers: Taiko Aoki-Marcial, University of Washington
Stephanie Kerschbaum, University of Washington

Professional and Technical Writing

F.27 Understanding and Disrupting Trends in Technical and Professional Communication

This panel brings together quantitative studies to discover trends in conversations related to technical and professional communication across different contexts: the TPC disciplinary trends on research and pedagogy and the technical communication industry.

Room 206 D (Upper Level, Spokane Convention Center)

Speakers: Tina Puntasecca, Michigan State University, “Accessing Abundance: Generating Abundant Economies of Praxis in an Evolving Tech Comm Industry Bridges from Scarcity: Generating Abundant Economies with/for Students”

Christa Teston, The Ohio State University, “Evidential Abundance: A Scoping Study of Technical and Professional Communication Research (2012–2022)”

Antiracism and Social Justice

F.28 An Environmentally Just Rhetoric

Speakers in this panel employ rhetorical analysis as a method to examine how environmental concerns are rhetorically constructed. Drawing upon the North American Model of Wildlife and Conservation and the works of Andreas Malm, the presenters analyze wildlife management and climate change.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Brian Ballentine, West Virginia University, “Environmental Rhetorics of Abundance and Scarcity in the North American Model of Wildlife Conservation”

James Daniel, Seton Hall University, “How to Blow Up a Pipeline in the Writing Classroom”

*Community, Civic, and Public Contexts of Writing***F.29 Community-Driven Research: Narratives of Collaboration, Coauthorship, and Storytelling in Communities**

This panel invites audience members to consider the varied dimensions of qualitative and narrative-based research and collaboration with communities. Specifically, the panel pays close attention to the practice of narrative and storytelling as means of community knowledge.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speakers: Meg Adams, The University of Findlay, “Negotiating Meaning: How Storytelling Assists in Reimagining Collaboration across Multiple Perspectives”

Christopher Maggio, Massachusetts Maritime Academy, “Storytelling and Narrative in Nonprofit Community Organizations: A Study of the Millvale Community Development Corporation”

Lauren Picard, University of Denver, “Opulence! Extravagance!

AbunDANCE! Turnabout Drag Shows as Sites of Community Writing”

Rachael Shah, University of Nebraska-Lincoln, “Expanding the Purpose of Publishing: Coauthoring across University-Community Boundaries”

*College Writing and Reading***F.30 Peer Review and Social Annotation: Student Rhetorical Strategies Informing Peer Review and Explicit Instruction to Improve Writing, Linguistic Consciousness, and Diversity**

This combined session rethinks peer review and student annotation work to provide models of explicit scalable instruction in these classroom exercises. The session includes results from both a mixed-methods study and classroom-developed strategies. Presenters discuss how the rhetorical annotation modeling and workshop methods aid in student acquisition of writing skills and linguistic consciousness.

Room 206 A (Upper Level, Spokane Convention Center)

Speakers: Jaclyn Chicalese, University of Nebraska, “Getting Creative: Rethinking Peer Review in the Composition Classroom”

Michelle Sprouse, Bowling Green State University, “The Flow of Rhetorical Strategies from Reading to Writing through Social Annotation: A Mixed-Method Study”

G Sessions: 9:30–10:45 a.m.

Professional and Technical Writing

G.01 Unpacking Medical Rhetorics

This panel makes use of different lenses for unpacking medical rhetorics. Speakers note how Approved Product Lists embed unequal information and medical frames are harmful for patients.

Room 102 A/B (Lower Level, Spokane Convention Center)

Speakers: Dana Comi, Utah Valley University, “The Role of ‘Infrastructures’ in Upholding and Perpetuating Systemic Racism and Sexism in the Special Supplemental Nutrition Program (WIC)”
Richard Johnson-Sheehan, Purdue University, “In the Shadows of Medical Frames: The Rhetoric of Disease in an Age of Abundance and Artificial Intelligence”

Antiracism and Social Justice

G.02 Jewish Caucus Business Meeting

Sponsored by the Jewish Caucus

This is the business meeting for the CCCC Jewish Caucus.

Room 201 C (Upper Level, Spokane Convention Center)

Chair: Mara Lee Grayson, California State University, Dominguez Hills

College Writing and Reading

G.03 Abundant Pedagogies for Student Engagement: Process Presentations, Asset-Oriented Perspectives, and Cultural Stories as Generative Learning Tools

This combined session examines how students articulate mid-project goals using process-presentation assignments. The session also outlines research from a think-aloud study examining how emergent multilingual students use instructor feedback. The session provides praxis- and research-based practices to aid students in metacognitive work with assignments and feedback.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speakers: James Dyer, Eastern Oregon University, “Cultivating an Asset-Oriented Perspective with Written Feedback in the Writing Classroom”
Deepak Pant, Alabama A&M University, “Bringing Students’ Cultural Stories in Writing Classes”

Jill Parrott, Eastern Kentucky University, “Access Abundant Student Project Engagement with Process Presentations: A How-To”
Emily Suh, Texas State University, “Cultivating an Asset-Oriented Perspective with Written Feedback in the Writing Classroom”

Theory, Research Methodologies, and Praxis

G.04 From the Archives as Theory-Making Practice to Place-Based Forms of Knowledge

This session offers audience members insight on the ways in which archives like that of a Normal School in the Pacific Northwest, rhetorics of infertility, and localized mindfulness practices impact our discourses and sociocultural norms.

Room 205 (Upper Level, Spokane Convention Center)

Speakers: Elle Fournier, University of Alaska, Fairbanks, “Kicking Up Dust: On Cultivating a Slow Research Practice”

Dan Martin, Central Washington University, “Archival Research and Uncovering an Abundance of Composition History at the Washington State Normal School at the Turn of the Twentieth Century”

Sumaiya Sarker Sharmin, Washington State University, “I Felt a Funeral in My Brain: Bangladeshi Childless Women”

Professional and Technical Writing

G.05 Preparing Students for Workplace Writing in Professional and Technical Communication

This panel brings together interviews, reflection, and revision of a course to help students connect classroom writing to workplace writing. Each presenter offers an approach to help writing studies instructors add to their pedagogies.

Room 206 A (Upper Level, Spokane Convention Center)

Speakers: Julie Christoph, University of Puget Sound, “Teaching for Writing Abundance amidst Workplace Flux”

David Gall-Maynard, The Ohio State University at Lima, “Writing Abundance into Professional and Technical Writing Program Descriptions by Challenging White Supremacist Market Logics”

Antiracism and Social Justice

G.06 Student Agency and Social Justice

This panel offers several different approaches and considerations for cultivating student agency and social justice in the teaching of writing: through a focus on pop culture, open-access resources, and BIPOC students' perspectives about linguistic racism.

Room 206 B (Upper Level, Spokane Convention Center)

Speakers: Sean Chadwick, University of Arizona, “Sponsoring Cultures of Resourcefulness: Teaching and Learning with Open, Free, and Local Resources for Social Justice”

Matt McKinney, Texas A&M University, “Popping Off in Abundance: Using Rhetoric of Pop Culture to Cultivate Student Agency and Social Justice”

Lucia Pawlowski, St. Catherine University, “Building a More Just Future: BIPOC Students Respond to Linguistic Racism”

Language, Literacy, and Culture

G.07 Analyzing Writing for Multilingual Justice

This panel conducts analysis of texts—written and digital—to find new frameworks for linguistic justice.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speakers: Andy Cheng, University of Cincinnati, “Forwarding Taiwanese American Identities: Narratives in Cathy Erway’s *The Food of Taiwan*, Frankie Gaw’s *First Generation*, and Win Son’s *A Taiwanese American Cookbook*”

Janet Carey Eldred, University of Kentucky, “The Myth of Literate Abundance: Literacy Narratives in US Transnational Contexts”

Jaime Armin Mejía, Texas State University, “The Abundance and Scarcity of Ethnic Mexican Materials in First-Year Composition Textbooks”

Peter Mortensen, University of Illinois at Urbana-Champaign, “The Myth of Literate Abundance: Literacy Narratives in US Transnational Contexts”

Alex Way, University of Utah, “Modality in Japanese Writing: A Critique of Rhetorics of Abundance”

Writing Abundance

G.08 Accessing Abundance within CCC’s Communities: Challenging Deficit Models of Knowledge Production by Way of Documentarian Tales

We will leverage the abundance of knowledge of a less-visible community of CCC members: those in positions of long-term labor precarity. We will do so by sharing information gathered via Documentarian surveys

(administered each day of the CCCC Convention for four consecutive years, 2020–2023) about Documentarians’ diverse professional experiences during the days of the Convention.

Room 206 D (Upper Level, Spokane Convention Center)

Speakers: Bump Halbritter, Michigan State University
Julie Lindquist, Michigan State University
Bree Straayer, Literacy Center of West Michigan

Information Literacy and Technology

G.09 AI-Assistive Writing Tools: Lessons of Circulation, Peer Review, and Student Attitudes

This panel examines three pedagogical practices that use current AI-assistive writing iterations. The first speaker shares results of an assignment that had students reverse engineer circulation algorithms, the second considers whether AI writing tools can have a productive role for peer review, and the third shares student attitudes toward AI-assistive writing tools from a university-wide study.

Room 402 A-C (Upper Level, Spokane Convention Center)

Speakers: Rebekah Shultz Colby, University of Denver
Richard Colby, University of Denver
Matt Hill, University of Denver

Information Literacy and Technology

G.10 An Abundance of “Resources”: Teaching Digital Literacy and Academic Integrity to Help Students Navigate a Complex Information Ecosystem

In this session, experts in composition, academic integrity, and information literacy analyze the challenges of the “help” ecosystem and AI tools. We examine this abundance of “resources” using examples of student work, consider policy and programming, and offer practical approaches building on metacognition, digital literacy, and an equity-minded approach to academic integrity.

Room 207 (Upper Level, Spokane Convention Center)

Speakers: Alex Hodges, Harvard Graduate School of Education,
“Information Literacy: Key Instruction for Social and Academic
Responsibility”
Alison Thomas, American University
Cynthia Bair Van Dam, American University, “Accepting the Future:
Writing Tools and Reflection”

Theory, Research Methodologies, and Praxis

G.11 An Abundance of Data: The Affordances of Collaborative, Empirical, Cross-Institutional Research and Writing

This roundtable shares four researchers' collaboration strategies to collect, analyze, and publish empirical data. After four topics (cross-campus collaboration, collaborative coding, data triangulation, collaborative writing) are introduced, attendees will be invited to participate in discussions related to each.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Roundtable Leaders: Jennifer Cunningham, Kent State University
Lyra Hilliard, University of Maryland, College Park
Mary Stewart, California State University, San Marcos
Natalie Stillman-Webb, University of Utah

Writing Abundance

G.12 Coexisting Literacies Made Visible: Place-Based Orientations to Abundance in Hawai'i and Kazakhstan

This Engaged Learning Experience offers coexisting literacies as a frame to capture the abundance embedded in place-based literacy practices. We will use mapping strategies to articulate coexisting literacies in Hawai'i and Kazakhstan, and conclude with a collaborative discussion of pedagogical artifacts to use with students to map their literacy practices with the places from which they emerge.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Chair: Georganne Nordstrom, University of Hawai'i at Manoa
Speaker: Joseph Wilson

Language, Literacy, and Culture

G.13 Craftivism, Orality, and Food: Theorizing Cultural Abundance through Funds of Knowledge in Writing Classrooms

The work of this panel seeks to challenge deficit thinking in writing classrooms by utilizing funds of knowledge to recognize the abundance of knowledges students have. This panel will discuss how we, as three FYC instructors, employ our funds of knowledge—craftivism, orality, and food—to celebrate our cultures' conceptions of abundance and invite students to do the same.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speakers: Matthew Louie, University of Wisconsin-Madison
Liliana Silva-Vazquez, San Diego State University

College Writing and Reading

G.14 Economics Instructors’ Perceptions of Good Writing in an Internationalized Economics Department

This study investigates instructors’ perceptions of “good writing” in an Economics department at a large Canadian university, and asks: “What do instructors in this Economics department believe about the nature and purpose of writing in the context of an international and multilingual student body, and what do they believe constitutes good writing in Economics undergraduate courses?”

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Olessya Akimenko, Simon Fraser University
Joel Heng Hartse, Simon Fraser University
Gahyun Son

First-Year Writing

G.15 Facilitating an Environment of Temporal, Emotional, and Empowering Abundance in the College Writing Classroom

In this roundtable, we will share the work we do in rebuke to sensibilities of scarcity by cultivating temporal, emotional, and empowering abundance in our first-year composition classrooms. We will discuss the affordances and limitations of these approaches and invite listeners to find and discuss such opportunities in their own classroom and institutional environments.

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Speakers: Jessica Campbell, Columbia University
Elizabeth Walters, Columbia University
Tejan Green Waszak, Columbia University

Inclusion and Access

G.16 Historically Black Community Colleges: A Counter-narrative on Open Admissions, Access, and the Struggle for Social Justice

Our panel will attempt to add to our discipline’s history by focusing on the development of open admissions—and the broader struggle for social and linguistic justice—occurring in Historically Black Colleges and Universities, with special emphasis on Historically Black Community Colleges (HBCCs). This panel is a response as well to a call for additional research on HBCCs.

Room 302 A/B (Lower Level, Spokane Convention Center)

continued on next page

Friday, 9:30–10:45 a.m.

Speakers: Normal George, “Getting to Know Students at Historically Black Community Colleges”
Patrick Sullivan, “Innovative Teaching Practices at Historically Black Community Colleges”

Writing Programs

G.17 Mapping a Moment: Making Abundance Visible through Writing Program Cartography

Drawing from ecological concepts of interconnectedness, fluctuation, complexity, and emergence, we share a writing program cartography project designed to “learn, represent, and endorse [our] programmatic landscapes for the common good.” We argue that mapping emergent ecologies foregrounds abundant positionalities, knowledge, and pedagogies in moments of change.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Speakers: Erin McLaughlin, University of Notre Dame
Nicole MacLaughlin, University of Notre Dame
Joanna Lin Want, University of Notre Dame

Inclusion and Access

G.18 Open Educational Resources, Public Knowledges, and the Intersection of Abundance and Scarcity

The purpose of our panel is to explore the challenges and successes of adopting, adapting, creating, and implementing OER and public scholarship to address equity and inclusion issues within the university, by shifting the power of production to include contingent faculty and the communities served by such resources.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Chair: Nicholas Marino, Trinity College-Hartford, “Textbooks Everywhere, But Nothing to Use in Class: Lessons Learned from Teaching First-Year Writing Students to Create Their Own Open-Educational Textbook”

Speakers: Alysa Hantgan, Pace University, “Pedagogical Innovation When the \$ Runs Dry: Toward a Sustainable and Socially Just OER Model”

Alexander Helberg, Trinity College-Hartford, “Abundance and Scarcity in Community Partnerships: When ‘Too Much Content’ Meets ‘Too Little Semester’”

Robert Mundy, Pace University, “Leaning into Scarcity: Foregrounding the Voices and Labor of Contingent Faculty as Programmatic Leaders”

Community, Civic, and Public Contexts of Writing

G.19 **Ruin and Resilience: Writing the Anthropocene**

We are living in anxious times, and the sources of the anxiety are myriad: the pervasive effects of climate change, the polarity of public discourses, a rise in authoritarianism, and forms of precarity that lead to human migration on an unprecedented scale. The presentations in this panel will address this time of “ruin” and how to confront it in literacy education through emphasis on resilience.

Conference Theater (Lower Level, Spokane Convention Center)

Speakers: Chris Carter, University of Cincinnati
Rhiannon Scharnhorst, Duke University
Tony Scott, Syracuse University

Institutions: Labor Issues, Professional Lives, and Survival

G.20 **Sustaining the Field: Mapping and Remapping Graduate Mentoring Relationships**

Mentorship is fraught with unequal power dynamics that can inadvertently reproduce the status quo. Mindful and abundant mentorship, on the other hand, can lead to a more just and sustainable discipline. Loosely based on decolonial mapping, this Engaged Learning Experience will ask participants to “map” their own mentoring relationships for the purpose of uprooting harmful practices.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Speakers: Biven Alexander
Erica Cirillo-McCarthy
Sami Grayson, Middle Tennessee State University
Caroline LaPlue

Institutions: Labor Issues, Professional Lives, and Survival

G.21 **Teaching Circles as a Method for Working toward Just and Equitable Writing Classrooms**

With the attack on public education in Florida as our context, this roundtable focuses on how we used a teaching circle as a method of working toward just and equitable learning environments for our students using Kimberlé Crenshaw’s work on intersectionality and a series of readings and discussions centered on the writing experiences of ignored and minoritized college students.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Chair: Ben Lauren, University of Miami
Speakers: Sarah Cash
Samantha Phillips
Lisa Reid, University of Miami

Friday, 9:30–10:45 a.m.

Writing Programs

G.22 Visualizing and Assessing Writing Programs for Equity and Social Justice

This panel will present three methodological approaches to supporting equity and social justice in writing programs. Attendees will explore how to understand racism's effect on students' high school-to-college transition, how to collect data on disparities in student learning during first-year writing, and how to use analytics to answer questions about writing program equity.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Speakers: Chris Cartright, Georgia Southern University, "Assessing Inequitable Experiences in FYW"
Angela Glotfelter, The University of Alabama in Huntsville, "Redesigning Equitable Analytics for FYW"
Jamila Kareem, University of Central Florida, "Started from the Bottom; Now We Here: Racial Stereotype Threat in the Transition"
Annie Mendenhall, Georgia Southern University

Writing Abundance

G.23 Writing Disability/Writing Abundance: Resistant Practices and Epistemologies from South Asia

The panelists address the diverse ramifications of their "writing disability." The philosophies and rhetorics from South Asia that embrace vulnerabilities, discontinuities, and nonnormativity encourage them to develop literacy practices that challenge dominant models. Thus, they draw from their own lands to contribute to the diverse traditions of "Writing Abundance" represented in this Convention.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Respondent: Christina Cedillo, University of Houston-Clear Lake
Speakers: Usree Bhattacharya, University of Georgia, "Eyes Wide Open: Exploring New Literacy Frontiers with Eye-Tracking Augmentative and Alternative Communication"
Suresh Canagarajah, Pennsylvania State University, "Writing from a Fractured Locus"
Rashi Jain, Montgomery College, "... Running [into] Writer's Block': Exploring the Liminal Spaces between Ability and Disability as a Transnational-Translingual-Transracial Pracademic Writer"
Vyshali Manivannan, Pace University-Pleasantville, "Racializing and Crippling Digital Composition through Rasa Aesthetics and Advaita Praxis"

Theory, Research Methodologies, and Praxis

G.24 Writing Studies Methodologies for the 21st Century

This panel considers the current scope of writing studies methodologies and proposes both new and reenvisioned approaches that add abundance to our research practices. Panelists will provide an update of North’s mapping of the field’s major methodologies as well as explore how out-of-discipline experiences have reframed their understandings of literature reviews and research design.

Room 203 (Upper Level, Spokane Convention Center)

Chair: Michelle LaFrance, George Mason University, “Two Decades After Haswell: Whither RAD?”

Speakers: Christina LaVecchia, University of Cincinnati, “Making Literature Reviews Strange: Lessons from Health-Care Research”
Katie Monthie, University of Cincinnati, “Methods Mashup: A Rhetorical Approach to Data Collection and Analysis”

College Writing and Reading

G.25 Fostering Threshold Concepts through Style Pedagogy

Style study is, currently, only a second cousin in writing studies. However, based on an IRB-approved survey, this presentation argues teaching style fosters threshold concepts. A three-year survey that was theoretically situated and evidence based shows students learned about metacognitive awareness, reflection, elimination of cognitive entrenchment, genre awareness, and cultural influences.

Room 206 C (Upper Level, Spokane Convention Center)

Moderator: Sonya Eddy, Texas A&M University-San Antonio

Speaker: Bonnie Devet, College of Charleston

Histories of Rhetoric

G.26 Interrogating the Legacies of Women’s Rights and Rhetorics

This panel studies how women’s rights and rhetorics across different media and historical movements advance greater understanding of our time and specific locales.

Room 303 A/B (Lower Level, Spokane Convention Center)

Speakers: Elizabeth Miller, Mississippi State University, “Interrogating Justice: Reflection and Civil Rights Women’s Legacies”

Adedoyin Ogunfeyimi, University of Pittsburgh, “Feminizing Warfare Tactics: Rhetorical Vision from a Divinatory Praxis”

Wendy Olson, Washington State University, “Uncovering Feminist Popular Education at the Hindman Settlement School”

Dara Rossman Regaignon, New York University, “Violent Analogies: On Race and the Rhetoric of Women’s Rights”

Friday, 9:30–10:45 a.m.

Creative Writing and Publishing

G.27 Academic Publishing: The State of Professional Peer Review in Rhetoric and Composition

A moderated Q&A roundtable with current and former editors from the field's established and cutting-edge journals.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Chair: Timothy Oleksiak, University of Massachusetts, Boston

Speakers: Christopher Andrews, Texas A&M University–Corpus Christi

Erin Bahl, Kennesaw State University

Amber Buck, University of Alabama

Matthew Davis, University of Massachusetts

Alexandra Hidalgo

Darin Jensen, Salt Lake Community College

Stephanie Kerschbaum, University of Washington

Lori Ostergaard, Oakland University

Clancy Ratliff, University of Louisiana at Lafayette

Kara Taczak

Sandra Tarabochia, University of Oklahoma

Jason Tham, Texas Tech University

Approaches to Teaching and Learning

G.28 Teaching with ChatGPT

Panelists discuss different approaches to working with ChatGPT in the classroom, drawing from rich composition scholarship and lessons with past technologies to disrupt the fear-mongering discourse about ChatGPT. Rather, they offer ways to approach ChatGPT through a mindset of abundance.

Room 401 A-C (Upper Level, Spokane Convention Center)

Speakers: Andrew De Silva, University of Southern California, “An Abundance of Songs, an Abundance of Paragraphs: What Napster’s Disruption of Music Can Teach Us about ChatGPT’s Disruption of Writing”

Anna D’Orazio, University of Cincinnati, “From Cheating to Creativity: Embracing ChatGPT to Expand Students’ Writing Toolkit”

Nic Muranaka, University of Cincinnati, “From Cheating to Creativity: Embracing ChatGPT to Expand Students’ Writing Toolkit”

Mindy Radike, Texas State University, “Grade Writing as a Process, Not a Product”

Spencer Roach, Texas State University, “Grade Writing as a Process, Not a Product”

*Writing Programs***G.29 A Focus on Graduate Students and Non-Tenure-Track Faculty: Recruiting, Mentoring, and Building Community**

This session will feature discussion of graduate student recruitment and go beyond to focus on graduate student instructor identity and also community-building and mentorship models specifically drawing on the experiences and perspectives of Women of Color graduate student instructors. The session also presents a faculty peer-mentoring model as one possibility for a pluralistic approach to NTT community building.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Jen Almjeld, James Madison University
 Nicole Clawson, University of Utah, “Self-Authoring Heuristics: An Abundant and Activist Approach to Graduate Student Instructor Writing Program Education”
 Angela Crow, “Ethical Invitations: Interrogating the Digital Tools of Grad Student Recruitment”
 Michelle Flahive, Notre Dame University, “Countering Scarcity Rhetorics through Activist Research Practices: Women of Color Graduate Students Theorize Equitable Mentorship in Writing Programs”
 Angela Sowa, University of Denver, “Building through Listening: A Generative Model for NTT Faculty Mentoring”

*First-Year Writing***G.30 Considering Decolonial Approaches to First-Year Writing**

This panel presents approaches to writing and argumentation that consider non-Western and Indigenous writers and rhetorics. Speaker One asks students to practice inquiry by listening to counterstories in the novel *There There* by Indigenous writer Tommy Orange. Speaker Two engages with local Indigenous rhetorical practices at a Historically American Indian university. Speakers Three and Four present non-Western approaches to argumentation and decolonizing the writing classroom.

Room 202 A-C (Upper Level, Spokane Convention Center)

Speakers: Michelle Hoeckel-Neal, University of Maine, Orono, “Approaches toward Decolonizing the First-Year Writing Classroom”
 Timothy Maxwell, College of San Mateo, “Inspiring Collaborations across What Divides Us: A Process for Effective and Empathetic Research”
 Jagadish Paudel, The University of Texas at El Paso, “Embracing ‘Vida Discussion’ as a Tool for Decolonizing Argumentation in First-Year Composition Classes”
 Robin Snead, University of North Carolina, Pembroke, “Allyship and Abundance: Teaching Writing with Responsibility to and Respect for Local Native Knowledges”

Friday, 9:30–10:45 a.m.

Writing Abundance

G.31 Undergraduate Research Presentations

Sponsored by the CCCC Undergraduate Research Standing Group

A concurrent session of 10-to-15-minute presentations by undergraduate researchers (and potentially faculty co-researchers).

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Chairs: Doug Downs, Montana State University
Cody Hmelar, Hofstra University, Hempstead, NY
Ethna Lay, Hofstra University, Hempstead, NY

Community, Civic, and Public Contexts of Writing

G.32 Expanding Writing Abundance in Partnership with the Community

Presenting various community engagement experiences, this panel argues that a more just community future is possible through our work as writing teachers, students, and community members. We showcase how a community-based, participatory action research approach to design, development, and work with the community by valuing community knowledge and expertise can increase community access to resources.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Speakers: Sweta Baniya, Virginia Tech University
Katrina Powell, Virginia Tech University, “Multi-Institutional Partnership to Enhance Resources for Refugee and Immigrant Communities”
Eileen Schell, Syracuse University, “Intergenerational Writing Workshops in the Community”

H Sessions: 12:30–1:45 p.m.

Approaches to Teaching and Learning

H.01 FYC and Job Prep

Panelists share ways to incorporate workplace writing and job readiness skills in FYC classroom in more explicit ways.

Room 201 C (Upper Level, Spokane Convention Center)

Speakers: Peter Brooks, University of Washington, Bothell, “Widgets, Inc., First-Year Writing Simulation: Encouraging First-Gen and Economically Marginalized Students for Equitable and Compassionate Professionalism”

Rachel Morgan, University of Louisville, “Using Abundance to Counteract Capitalism: The 10 Essential Skills of the College Composition Classroom”

Inclusion and Access

H.02 Professional Reflections and Models for Disciplinary Change

This panel reflects on professional experiences and offers alternate disciplinary models to expose existing inequities in the field. Panelists will offer reflections as an experienced queer faculty, consider the abundance of independent scholars, and rethink the rhetorical roles of paper pushers in order to imagine inclusive and accessible futures for the discipline.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speakers: Kathryn Gindlesparger, Thomas Jefferson University, “Paper Pushing for Institutional Change: Exceeding an Institution’s Values”
Mary Karcher, Independent Scholar, “A Sparklepony’s View from a Booth: Making Room for Independent Scholars and Their Scholarship”
Sarah Sloane, Colorado State University, “Letters to a Young Queer Faculty Member: How to Survive as a Queer Writing Faculty Member for 40 Years”

Friday, 12:30–1:45 p.m.

Institutions: Labor Issues, Professional Lives, and Survival

H.03 Abundance in Rhetoric and Composition? Examining Mentorship and Friendship in Rhetoric and Composition and Its Effect on Black Women, Queer, (Dis)Able, and Poor Academics

This combined session presents initial findings on the mentoring needs and experiences of recent Black women graduates from rhetoric and composition programs. Additionally, it juxtaposes the ways our discipline complicates, fractures, and makes friendship untenable through structural and systematic violence. Strategies of self-advocacy, self-preservation, and writing as a means of ameliorating this damage are discussed.

Room 302 A/B (Lower Level, Spokane Convention Center)

Speakers: Malina Anderson, Michigan State University, “Agentic Mentoring: Black Women Graduate Students Countering Scarcity and Discrimination”

Justin Cook, “Making Our Way Back to Friendship: Writing as a Way of Life (and Death)”

Cody Jackson, Texas Christian University, “Making Our Way Back to Friendship: Writing as a Way of Life (and Death)”

Talisha Haltiwanger Morrison, University of Oklahoma, “Agentic Mentoring: Black Women Graduate Students Countering Scarcity and Discrimination”

Approaches to Teaching and Learning

H.04 Teaching Writing across Disciplines to Ensure Student Success

Each panelist will offer conversations about transferring writing skills to spaces outside of the writing classroom.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Chris Mayer, University of Tennessee, Knoxville, “Comp Is Missing Out from Psych: Connecting High- and Low-Road Transfer, Heuristics, Strategies, General Writing Skills, and Preparation for Future Learning”

Martha Schaffer, Case Western Reserve University, “Literacy Learning in Summer Bridge Programs: Attending to Student Agency at the Threshold of the University”

Ryan Shepherd, Northern Illinois University, “Writing Transfer beyond FYC”

Dana Thomann, University of Iowa, “Tapping into All Students’ Cognitive Abundance for Success in Composition Courses and Beyond”

First-Year Writing

H.05 Creative Explorations of Teaching with AI as a Composition Tool

This panel asks what first-year writing instructors might learn by exploring and experimenting with AI and writing pedagogy in creative ways. Speakers present alternative assignments to replace the traditional research paper, such as assigning multimodal projects or composing with bots. Speakers offer their reflections on teaching writing with AI to encourage audience discussion.

Room 202 A-C (Upper Level, Spokane Convention Center)

Speakers: Nathaniel Deyo, University of Miami, “Experimental Pedagogy and Learning to Live with LLMs”

Raphael Reyes Juarez, The University of Texas at El Paso, “The Expansion of Artificial Intelligence (AI) in the First-Year Composition Classroom at The University of Texas at El Paso”

Information Literacy and Technology

H.06 Languageing with AI-Assistances

This panel examines who AI-assisted technologies like ChatGPT aids and restricts linguistic practices.

Room 205 (Upper Level, Spokane Convention Center)

Speakers: Madeline Price, University of Nevada, Las Vegas, “Critical Language Pedagogy with AI Chatbots”

Naseh Nasrollahi Shahri, San Diego State University, “A Microgenetic Perspective on AI-Generated Texts and Education”

Xiao Tan, Duke University, “Second Language Writing Teachers’ Perceptions of Using ChatGPT in Classrooms”

Brianne Taormina-Barrientos, Nevada State College, “Critical Language Pedagogy with AI Chatbots”

Wei Xu, University of Arizona, “Second Language Writing Teachers’ Perceptions of Using ChatGPT in Classrooms”

Writing Centers (including Writing and Speaking Centers)

H.07 Subverting Neoliberal White Logics with Abundance in Writing Centers

This panel discusses how adopting new strategies for supporting students at the intersections of Indigenous, multilingual, and international subverts logics that often support white neoliberal conceptions of teaching writing in writing centers.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Thais Cons, University of Arizona, “Abundance in Tutoring Sessions: The Case of Brazil’s First Writing Center”

Mandy Macklin, University of Washington, Seattle, “Abundance in the Writing Center: Toward Transfer as Translation in Assessment and Practice”

Isaac Wang, University of Hawai‘i at Manoa, “Weaving Centers of Resistance: Toward Indigenized Writing Center Praxis”

Information Literacy and Technology

H.08 Abundance Calls for Boundaries: Examining the Social Implications of Inviting AI to the Conversation about Composition

This panel examines the potential impact of artificial intelligence (AI) in different contexts associated with writing. With the advent of LLMs, those in higher education are questioning the pitfalls and potentials for AI in the teaching, learning, and assessment of writing with an eye toward equity and social justice. Each of the three papers addresses an issue central to AI and writing.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Chair: Maureen Mathison, University of Utah

Respondent: Jay Jordan, University of Utah

Speakers: Tiffany Barney, University of Utah

Jeshua Enriquez, University of Utah

John Gordon, University of Utah

Inclusion and Access

H.09 Accessing Abundant Voices through General Education Communication Courses

This panel responds to Sano-Franchini’s call to “create structures for supporting . . . diverse students . . . in tangible ways that they can recognize and feel” by putting our pedagogical practices in conversation with scholarship on hidden curriculum, student well-being, and

accessibility education. We share four approaches to increase inclusion and access in our classrooms and beyond.

Room 201 A/B (Upper Level, Spokane Convention Center)

Chair: Caitlin Martin, Embry-Riddle Aeronautical University

Speakers: Tania Darlington, Embry-Riddle Aeronautical University

Abra Gibson, Embry-Riddle Aeronautical University

Jenna Hejnar, Embry-Riddle Aeronautical University

Jessica Welch, Embry-Riddle Aeronautical University

Institutions: Labor Issues, Professional Lives, and Survival

H.10 An Abundance of (War) Metaphors: A Tactical Repurposing of WAC to Infiltrate from the Margins

This concurrent panel takes a tongue-in-cheek approach to the militaristic metaphors often deployed during times of crisis to illustrate that (a) we are, in fact, in crisis, and (b) it is an entirely manufactured crisis and, therefore, possible to disrupt, dismantle, and repurpose to suit different ends and support different actors, particularly those often discarded or ignored by the institution.

Room 303 A/B (Lower Level, Spokane Convention Center)

Chair and Speaker: Elizabeth Carroll, Appalachian State University

Speakers: Julie Karaus, Appalachian State University

Kelly Terzaken, Appalachian State University

Sarah Zurhellen, Appalachian State University

Writing Programs

H.11 An Abundance of Disciplinary and Professional Knowledge: Redefining Graduate Education and Creating “Handbooks” as Early-Career Faculty

This roundtable argues that graduate education can be used to intervene in our field and local universities through supporting a next generation of scholars. Five faculty invested in anti-oppressive graduate education share experiential research about how they navigate teaching in grad programs.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Speakers: Antonio Byrd, University of Missouri, Kansas City

Gavin Johnson, Texas A&M University-Commerce

Ashanka Kumari, Texas A&M University-Commerce

Clare Russell, University of Pittsburgh

Virginia Schwarz, University of Wisconsin-Madison

Creative Writing and Publishing

H.12 Bridging an Abundance of Stories: Reflections on an Inside-Outside Prison Writing Initiative

Speakers will share an innovative approach to publication through a recent NEA Challenge Grant which allowed for personal circulation of stories (Mathieu) both within the jail and prison system and on the outside. Our panel is focused on connectivity, offering insights that will be generative for audiences seeking to circulate stories across borders.

Room 206 A (Upper Level, Spokane Convention Center)

Chair: Sarah Stanley, University of Alaska, Fairbanks, “What Happens on the Outside When Personal Circulation Increases on the Inside?”

Speakers: Elle Fournier, University of Alaska, Fairbanks, “Defining Narrative Impact across Inside-Outside Boundaries”

Tara Knight, “Responding to Boundaries and Bridges”

Kendell Newman Sadiik, “Responding to Boundaries and Bridges”

Approaches to Teaching and Learning

H.13 Creating Ecologies of Abundance through Humane Writing Assessment

This panel responds to prevalent conceptions of academic “rigor” and the increasing demand for empathetic pedagogies. To center students’ humanity, we introduce Humane Composition Pedagogy, a framework through which educators can use humane writing assessment practices to resist capitalist logics and generate ecologies of abundance in college composition classrooms.

Room 206 B (Upper Level, Spokane Convention Center)

Chair: Tamara Luque Black, University of Southern California, “Introducing Humane Composition Pedagogy”

Speakers: Amber Foster, University of Southern California, “Overcoming Resistance to Humane Composition Pedagogy”

Rory Lukins, University of Southern California, “‘The Right Amount of Pressure’: Balancing Motivation and Anxiety with Humane Assessment Practices”

Leah Pate, University of Southern California, “Experiments in Empowering Students: Humane Pedagogy in Praxis”

Community, Civic, and Public Contexts of Writing

H.14 Cultivating “Translationships” through Community-Engaged Digital Storytelling

This project contributes to linguistic justice efforts by connecting the academy to learning communities outside the university and engaging them in a digital storytelling initiative. The mediational “translationships”

of the project became sites of rich/abundant knowledge production around the environmental, cultural, and social context of their stories and the “translation/retelling” into Englishes.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Speakers: Taiko Aoki-Marcial, University of Washington
Cristina Sánchez-Martin

Community, Civic, and Public Contexts of Writing

H.15 **Embodied Abundance: Public Spaces of Commemoration and Calls for Hope**

This panel explores public spaces where embodied abundances are exigent. We span a global range of rhetorics to show how various historically contested spaces can curate an abundance mindset, reaffirming agency within marginalized narratives. Through a diverse array of scholarship and geographical locations, we will offer insights on how physical spaces and sensory experiences shape perspective.

Room 206 C (Upper Level, Spokane Convention Center)

Chair: Bahareh Alaei, Mt. San Jacinto College

Speakers: Sarah Arroyo, California State University, Long Beach, “Abundance of Participation: Collective Choral Writing”
Jessie Bullard, University of California, Irvine, “Abundance of Embodied Voices”
Galen Faison, Clemson University, “Embodying Iconographic Abundance for Pedagogy and Empathic Dialogue”
Amy Loy, California State University, Long Beach, “Abundance of Embodied Voices”
Andrew Okai, Clemson University, “Abundance of Borrowed Memories”

Writing Abundance

H.16 **Global and Non-Western Rhetorics as an “Abundant Resource” for New Conversations on Rhetoric, Composition, and Technical Communication**

Sponsored by the Global and Non-Western Rhetorics Standing Group

This roundtable explores global and non-Western perspectives on rhetorical studies as an “abundant resource” for new conversations—both within and beyond the classroom—on rhetoric, composition, and technical communication, including the use of artificial intelligence.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Chair: Eda Özyesilpınar, Illinois State University, “A Rhetoric of Writing Abundance and Teaching Non-Western Rhetorics”

continued on next page

Friday, 12:30–1:45 p.m.

Speakers: Moushumi Biswas, Langston University, “Exploring Writing Abundance as a Pedagogical Stance to Democratize the Learning Process at a Minority-Serving Institution”

Hazel Elif Guler, Longwood University

Uma Krishnan, Kent State University, “How Does ‘Abundance’ Allow Us to Weave and Reconstruct Existing Methodologies and Provide New Insights into Controversial Non-Western Discourses?”

Maria Prikhodko, DePaul University, “How to Approach Methodological Abundance When Assessing and Researching Multilingual Literacies as Rhizomes in First-Year Writing?”

Abraham Romney, Idaho State University, “Acceleration and the Future of Cross-Cultural Communication: Implications of the Universal Speech Model”

Hua Zhu, University of Utah, “Relocalizing Difference in Transnational Writing Pedagogies”

Institutions: Labor Issues, Professional Lives, and Survival

H.17 **Grappling with Guided Pathways: Reflections on a Special Issue of *Teaching English in the Two-Year College***

In this roundtable, faculty and students discuss their experiences engaging and/or resisting Guided Pathways and what they learned through writing about those experiences in a special issue of the journal *Teaching English in the Two-Year College*.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Speakers: Laura Burnham

Priscilla Hansen

Katie Henderson

Kirsten Higgins

Keith Kroll

Donald Penner, University of Utah

Casey Reid

Gina Szabady

Christie Toth, University of Utah

Anthony Warnke

Yazmin Zarate

Approaches to Teaching and Learning

H.18 How Can Artificial Intelligence Help Students Learn to Write? Exploring Abundant Opportunities for Learning Design, Writing Feedback, and Digital Storytelling

How can we co-create ethical futures while mitigating harm in our learning communities as we develop applications of artificial intelligence in writing instruction? This session shares responsible explorations of the abundant opportunities for AI, including applications for experimental learning design, AI-generated writing feedback, and AI literacy and digital storytelling.

Room 206 D (Upper Level, Spokane Convention Center)

Chair: Abram Anders, Iowa State University, “Experimental Learning Design for Artificial Intelligence and Writing”

Speakers: Lance Cummings, University of North Carolina, Wilmington, “Fostering AI Literacy and Creativity through Digital Storytelling”
Anna Mills, College of Marin, “Guiding Students to Critically Reflect on AI-Generated Writing Feedback”

Emily Dux Speltz, Iowa State University, “Experimental Learning Design for Artificial Intelligence and Writing”

Writing Programs

H.19 IWCA-Sponsored Research: Using Limited Resources to Invest in an Abundant Future of Research in Writing Centers

Sponsored by the International Writing Centers Association

This panel showcases research from scholars whose projects the IWCA has recognized as having the potential to significantly shape our discipline. The presenters will engage the audience through intersectional narratives of the writers and professionals who inhabit the writing center community. Presenters range from newly graduated doctoral students to retired writing center administrators.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Olalekan Adepoju
Emily Bouza, University of Wisconsin-Madison
Kathleen Shine Cain, Merrimack College
Pamela Childers, The McCallie School
Christopher Ervin, Oregon State University
Leigh Ryan, University of Maryland

Friday, 12:30–1:45 p.m.

Language, Literacy, and Culture

H.20 **Jewish Storytelling Rhetorics, Discourses, and Modes of Meaning-Making**

Sponsored by the Jewish Caucus

Storytelling historically has been and remains a significant part of Jewish culture and discourse around the globe. In this roundtable session, members of the CCCC Jewish Caucus highlight diverse approaches to and applications of Jewish storytelling.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Chair: Mara Lee Grayson, California State University, Dominguez Hills

Speakers: Judith Benchimol, Marymount Manhattan College

Eliza Gellis

Alysa Hantgan, Pace University

Chaim McNamee, Indiana University

AJ Odasso, San Juan College

Alexander Slotkin, University of Florida

Community, Civic, and Public Contexts of Writing

H.21 **Our Own Backyards: Localizing Environmental Rhetoric with Alternative Methods of Inquiry and Teaching**

Sponsored by the Environmental Rhetoric and Advocacy Special Interest Group

Understanding environmental rhetoric requires novel methods of research and teaching: immersive embodied research and pedagogy that includes creative, emotional, place-based, sensory, and personal experience. This panel is premised on the assertion that local material environments provide abundant opportunities for rhetorical inquiry reflecting life, movement, and change.

Room 402 A-C (Upper Level, Spokane Convention Center)

Chair: Soyeon Lee, The University of Texas at El Paso

Speakers: Zachary Garrett, Murray State University, “Understanding a Community’s Story: An Ecolinguistic Analysis”

Mary Le Rouge, Cleveland Institute of Music, “Rhetorical Practices in East Palestine: Following Environmental Disaster”

Lisa Phillips, Texas Tech University, “Sensing Publics: Environmental Rhetoric in East Palestine”

Clancy Ratliff, University of Louisiana at Lafayette, “Saving Species, Saving the Climate: Poetic Inquiry and Environmental Advocacy Rhetoric”

Wendy Ryden, Long Island University Post, “Caring for Nature: Environmental Justice Literacy”

Approaches to Teaching and Learning

H.22 Pedagogical Abundance while (Re)“Inventing the University”

“Inventing the University” suggests writers build bridges through commonplace with language. While Bartholomae’s text considers how novice writers construct (for) the University, this frame also serves as a lens to consider how graduate students move from the role of student to teacher and “(re)invent” their positionality through their identities to contribute to the work in first-year composition.

Room 207 (Upper Level, Spokane Convention Center)

Respondent: Shane Wood, University of Central Florida

Speakers: Ezekiel Acheampong, University of Central Florida

Kristi Dao, University of Central Florida

Dhugal Gardner, University of Central Florida

Sherry Rankins-Robertson, University of Central Florida

Natalia Rivera, University of Central Florida

Kealani Smith, University of Central Florida

Writing Abundance

H.23 Refusing Racialized Disablement: Rememory and Reflection in Writing and Rhetoric Classrooms

At the intersection of anti-LGBTQ and anti-CRT policy, we issue a call for how the fields of writing and literacy studies must abolish their complicity in the literacy violence students of color experience. What praxis compels writing and literacy instructors to center care for queer/trans students of color? How might rememory be a way Black and Brown students transform their literacy relationships?

Room 401 A-C (Upper Level, Spokane Convention Center)

Chair: monét cooper, University of Michigan

Respondent: Ada Hubrig, Sam Houston State University

Speakers: Erin Green, University of Maryland, “Reflecting On and Undoing Literacy Violence in Classrooms and Programs”

Catherine Ventura, University of Michigan, “Rememory as Praxis: Black, Brown, and Latinx Girls Writing to Re-Member Their Literacy Selves”

Friday, 12:30–1:45 p.m.

Institutions: Labor Issues, Professional Lives, and Survival

H.24 **Saying No to NPTs, Saying Yes to Change Work**

Four women faculty from a first-year writing program share narratives of “saying no” (inspired by *The No Club: Putting a Stop to Women’s Dead-End Work*) and the new pathways that opened up for their equitable campus engagement. After these presentations, we will do a writing exercise with our audience, as we discuss not only possible responses but also stronger questions for our 2024 moment.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Chair: Kate Bloomquist, Washington University, St. Louis, “Abundant Maps”

Speakers: Megan Allen, “The Benefits of Balance”

Kasey Grady, “The [Gendered] Email Anatomy of No”

Terri Taylor, “Imposter Syndrome’s Troubled ‘No’ and Stifled ‘Yes’”

Approaches to Teaching and Learning

H.25 **Teaching and Learning in the Age of AI: Approaches and Engagement toward Writing Transfer**

In the age of AI, the old adage of “adapt or die” has become necessary for educators. While ChatGPT relies on existing knowledge, teachers of writing invite students to explore their personal journey as language learners—to discover their own literacy development. How do writing practices using ChatGPT meet course learning outcomes? How does students’ current knowledge transfer in the age of AI?

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Chair: Timothy Pyatt, Bowling Green State University, “Will It Transfer? Exploring Near Transfer through AI”

Speakers: Holly Bird, Bowling Green State University, “From Secondary to Primary: Incorporating AI-Generated Survey Questions into First-Year Writing Courses”

Kitty Burroughs, Bowling Green State University, “Exploration Beyond ChatGPT: Reflective Writing toward Discovery of Self and Students’ Literacy Development”

Institutions: Labor Issues, Professional Lives, and Survival

H.26 Ten Years after the Indianapolis Resolution: Accomplishments, Missed Opportunities, Lessons Learned, and New Directions

Sponsored by the Labor Caucus

This roundtable discussion will identify successful strategies and tactics from a range of labor-organizing approaches, consider organizing across cadres, discuss the political education and training that faculty need in order to organize more habitually and more successfully, and reconsider the roles of written texts as organizing tools.

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Speakers: Anicca Cox, University of New Mexico-Valencia Campus

Kathleen Dillon, University of Nebraska-Lincoln

Sue Doe

Seth Kahn, West Chester University of Pennsylvania

Amy Lynch-Binieck

Brian McShane, Texas A&M University-Commerce

Writing Programs

H.27 Tensions in Abundance: Making Composition-Rhetoric Accessible to English Faculty at a Two-Year College

This panel considers methods for fostering intellectual connection to the field of composition-rhetoric among two-year college faculty, many of whom have abundant teaching experience but lack credentialing in comp-rhet. How can those with backgrounds in writing studies extend access to the history and practices of the discipline while honoring their colleagues' "practitioner's knowledge"?

Room 203 (Upper Level, Spokane Convention Center)

Speakers: Gregory Bruno, Kingsborough Community College, CUNY

Ann Del Principe, Kingsborough Community College, CUNY

Rachel Ihara, Kingsborough Community College, CUNY

Maxine Krenzel, Kingsborough Community College, CUNY

Carl Schlachte, Kingsborough Community College, CUNY

Friday, 12:30–1:45 p.m.

Language, Literacy, and Culture

H.28 The Rhetorical Performance of African American Identity in Film

This panel will demonstrate how the research produced by students in a course on African American Rhetoric may be applied practically to real-world professional experiences. For example, each student on this panel will present their final project on African American Language as it relates to film, TV, animation, and documentary research.

Conference Theater (Lower Level, Spokane Convention Center)

Speakers: Jerad Carson, “The ‘Rachel’ Divide: Intersections of Language and Race”

Lacey Currey, “AAL in Children’s Cartoons: Who Uses it? How Has it Grown?”

Bonnie Farrier, California State University, Fullerton

Izabella Gonzalez, “‘That Impossible Shot’: Audience Perceptions of Black Experiences and Identities in Jordan Peele’s *Nope* (2022)”

Niyah Jackson, “Black Female Stereotypes, Language, and Rhetorical Tools in Film”

Tori Venegas, “Representation and Identity: Language Use in Blaxploitation Films”

Approaches to Teaching and Learning

H.29 Toward Pedagogies of Abundance: Examining the Impact of Writing Instructor Positionality on Pedagogical Practice

This Engaged Learning Experience addresses the importance of developing a positionality practice that informs instructional approaches in the writing classroom. Participants will reflect on and share how their positionalities shape classroom practice and will consider how such reflection might cultivate more equitable pedagogical choices.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speakers: Stephanie Renteria, University of Michigan, Ann Arbor

Melissa Valerie, University of Michigan, Ann Arbor

First-Year Writing

H.30 Voice and Choice: Encouraging Feedback Literacy, Abundant Dialogues, and Self-Advocacy for First-Year Writing Students

This presentation outlines the efficacy of three activities that offer students agency in the feedback given to their writing. Through examples and survey data, speakers explore how each encourages the development of students' feedback literacy, considers the role of labor in providing feedback, and strives to make a once solitary act a collaboration between instructor and student.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Chairs: Jackie Mohan, Old Dominion University, Norfolk, VA

Elizabeth Vincelette, Old Dominion University, Norfolk, VA

Speaker: Sarah M. Lacy, Old Dominion University, Norfolk, VA

Approaches to Teaching and Learning

H.31 Approaches to Assessment in the Classroom: Equity, Accessibility, and Responsibility

Panelists discuss ways to approach writing assessment in the classroom. Presentations center the experiences of students and adjuncts and emphasize making assessment language accessible to students.

Room 102 A/B (Lower Level, Spokane Convention Center)

Speakers: Marina Ellis, University of Maryland, College Park, "Abundant Assessment: Ways to Center Students in Assessment Practices"

Jamie Hinojosa, St. Edward's University, "Rethinking and Revamping Curriculum for Equity and Inclusion for Both Adjuncts and Students"

Friday, 12:30–1:45 p.m.

Theory, Research Methodologies, and Praxis

H.32 Unsettling Dominant Frameworks in Rhetoric and Composition: Indigenous, Intercultural, and Antiracist Approaches in Our Work

This session presents Indigenous, intercultural, and antiracist theories and methodologies in the field. It also raises practices and considerations based on qualitative research for designing intercultural spaces.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Everardo Cuevas, Michigan State University, “Conflict (Resolution) as Abundance: Mitigating Lateral Violence in Antiracist Practice”

Elizabeth Hutton, University of Michigan, “Abundant Methods: Unsettling Reading Research and Exploring Its Impact on Classroom Pedagogies”

K. L. Killebrew, Utah Tech University, “Informing Best Practices in Composition through Indigenous Methodologies: A Heuristic for Teaching College Writing”

Carolyne King, Salisbury University, “Abundant Methods: Unsettling Reading Research and Exploring Its Impact on Classroom Pedagogies”

Nattaporn Luangpipat, University of Wisconsin-Madison, “The Danger of Language in Literacies: When Language Is a Threat, Literacy Becomes a Liability”

Writing Programs

H.33 Moral Injury, Scarcity (Rhetorical and Actual), and Abundance on the WPA-Frontier

This panel identifies moral distress as a crucial element in a long-time WPA’s decision to resign; maps the circulation of scarcity rhetoric and material scarcity related to a land-grant university’s online major in professional writing; and details an initiative to leverage abundance models to de-silo resources for a professional writing service course on a campus with limited resources.

Room 101 (Lower Level, Spokane Convention Center)

Chair: Julie Staggers, Washington State University

Speakers: Jeanetta Bennett, Washington State University, “Tapping Abundant Reserves for Project-Based Pedagogy”

Melissa Nicholas, Washington State University, “An Abundance of Moral Distress: Why WPAs Resign”

I Sessions: 2:00–3:15 p.m.

Approaches to Teaching and Learning

I.01 **Critical Citation Practices**

Panelists offer ways to consider history and citation practices in responsible ways.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Melanie Brigham, Columbia University, “Citation Practices in Writing Handbooks: How Writing Studies Can Open Itself Up to the Next Generation”

Alejandra Díaz-Pizarro, Columbia University, “From Transfer to Creation: Promoting Rhetorical Intertextuality through Course Material Language”

Wendy Sharer, East Carolina University, “Writing Instruction in FDR’s Tree Army”

College Writing and Reading

I.02 **Abundance, Authority, and Indigenous Research Paradigms: Examining the Possibilities of Writing and Transfer, Rhetoric and Relationship, and Oral History as Ways of Understanding**

This combined session explores research possibilities through an abundance research frame, centers Indigenous knowledge practices, and examines the affordances of storytelling that arise from oral history and narrative research to interrogate definitions and values in writing studies as well as decenter settler colonial research and hegemonic epistemologies.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speakers: Jessica Batychenko, University of Pittsburgh, “‘He Has Authority on the Topic, Almost More than Anyone’: Using Oral History Methods to Complicate Notions of Authority in University Writing Classrooms”

Douglas Hesse, University of Denver, “Abundance as Paralysis—and as Permission—in a Large Longitudinal Study”

Eliana Schonberg, Duke University, “Abundance as Paralysis—and as Permission—in a Large Longitudinal Study”

College Writing and Reading

I.03 Programmatic Abundance: Examining Graduate Student Writing, a Rural University Writing Program, and a WAC Program

This combined session examines writing through three contexts: a national study on graduate student writing; a rural comprehensive university's pursuit of undergraduate writing improvement through inclusion of humanities-based principles; and a new WAC program's research project meant to understand institutional contexts and needs. These presenters represent the possibilities of abundance in writing studies.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Megan Callow, University of Washington, "Getting the Lay of the Land: One Institution's Journey toward a Sustainable WAC Program"

Katie Kalish, The University of Wisconsin-Platteville, "Abundance in a Rural Regional Comprehensive: Transforming a Writing Program to Foster Academic Reading and Perspective-Taking"

Charlie Mahoney, "Getting the Lay of the Land: One Institution's Journey toward a Sustainable WAC Program"

Zakery Muñoz, Syracuse University, "Demystifying Enculturation: When, Where, and How Graduate Students Learn to Write"

Amanda Tucker, The University of Wisconsin-Platteville, "Abundance in a Rural Regional Comprehensive: Transforming a Writing Program to Foster Academic Reading and Perspective-Taking"

Antiracism and Social Justice

I.04 Gender and Community in Digital Spaces

In this set of presentations, speakers focus attention on the role of digital spaces as places of community. Specifically, they examine how platforms such as TikTok, Instagram, and digital archival spaces present opportunities for community engagement and liberation.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Speakers: Wren Burks, Miami University, "Gendered Abundance: Decolonial Activist Writing and Circulation in Digital and Archival Trans Spaces"

Spencer Cooke, University of Oklahoma, "Flesh to Faith: Tracing the Influence of Christian Purity Culture from American Memory to Instagram"

Hayley Neiling, Northern Illinois University, "Your Liberation Is Bound Up in Mine: TikTok as a Platform for Community Building across Marginalized Identity Groups"

*Writing Programs***I.05 Linguistic and Cultural Diversity in Two- and Four-Year Institutions**

This session offers approaches to threading linguistic and cultural diversity within first-year writing programs at the two-year college, including examples of translanguaging the classroom and assigning Mexican American literature through a cultural rhetorics frame.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speakers: Jillian Grauman, College of DuPage, “Inviting Linguistic Diversity at a Two-Year College”

Alejandra Ortega, College of DuPage, “Inviting Linguistic Diversity at a Two-Year College”

Vanessa Petroj, Bryn Mawr College, “Toward a Translanguaging Writing Classroom”

Dalel Serda, College of the Mainland/University of Houston, “When Naming Is Not Enough to Unite Us, Writing Might Be: Idea and Identity Construction Practices of the Minoritized American Other in a Mex Am Lit Class”

*First-Year Writing***I.06 Supporting Students’ and Instructors’ Linguistic Identities and Communities in FYW**

This session considers abundant opportunities to support linguistic diversity and justice in first-year writing. Speaker 1 revisits the Students’ Right to Their Own Language statement and practical pedagogical tensions in the ESL classroom. Speakers 2 and 3 present their research on FYW placement for linguistic diversity. Speaker 4 investigates nonnative English-speaking teachers’ professional identity construction in FYW courses.

Room 102 A/B (Lower Level, Spokane Convention Center)

Speakers: Kofi J. Adisa, Howard Community College, “Language Diversity in a Multilingual and ESL Composition Classroom”

Nicole Brun-Mercer, Boise State University, “Allies for Abundance: Uniting for a Linguistically Inclusive Placement Process”

Marcela Hebbard, The University of Texas Rio Grande Valley, “Researching Abundant Experiences: Professional Identity Construction of Nonnative English-Speaking Teachers in First-Year Writing Courses”

Gail Shuck, Boise State University, “Allies for Abundance: Uniting for a Linguistically Inclusive Placement Process”

Laura Yoo, Howard Community College, “Language Diversity in a Multilingual and ESL Composition Classroom”

Approaches to Teaching and Learning

I.07 Approaches to Giving Feedback to Student Writing

This panel focuses on approaches and perspectives on providing students writing feedback, sharing how feedback can better support student voices, how feedback can be a way to connect with students, and findings from a study of the process of providing feedback from the perspectives of writing instructors.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speakers: Laura Baumvol, University of British Columbia, “Abundant Paths: Feedback Practices in Research Writing Courses”

Fia Christina Borjeson, Chalmers University of Technology, “Engaging with Writing at a University of Technology: How Do We Maintain Writing as a Knowledge-Creating Process?”

Cedric Burden, Lawson State Community College, “Student Feedback: Real Conversations that Produce Writing Abundance”

Carl Johan Carlsson, Chalmers University of Technology, “Engaging with Writing at a University of Technology: How Do We Maintain Writing as a Knowledge-Creating Process?”

JC Lee, California State University, Northridge, “Multimodal Feedback: Lessons Learned from Years of Multimodal Feedback Practices”

Katja Thieme, University of British Columbia, Vancouver, “Abundant Paths: Feedback Practices in Research Writing Courses”

First-Year Writing

I.08 Abundance by Design: Inclusivity, Citational Justice, and Place-Based Learning in First-Year Writing Assignments

This panel will explore ways that we can enact abundance through the design of our pedagogy. Specifically, we examine possibilities that emerge when we consider how we design inclusive assignments, engage with and advocate for citational justice, and implement place-based learning as elements of fostering abundance in first-year writing classrooms.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speakers: Kate Soules, University of Rochester, “Policy Schmolicy: The Nitty Gritty of Inclusive Assignment Design”

Stella Wang, “‘I Have to Go Talk to the Animals’: Place-Based Writing, Indigenous Learning, and Story Maps”

Suzanne Woodring, “Dissecting Neuroscience: Citational Justice in the First-Year Writing Classroom”

*Approaches to Teaching and Learning***I.09 Achieving Writing Abundances and Restorative Agency: Challenging Deficit Models of Thinking through Literacy Narratives**

Literacy narratives can help writers gain a sense of agency through reflection on past experiences with language, schooling, and culture. This session will emphasize that reflective narration fosters insight into past and present identities, beneficial for all writers.

Room 202 A-C (Upper Level, Spokane Convention Center)

Chair: Corie Mesa, California State University, Northridge

Respondent: Bonnie Vidrine-Isbel

Speakers: Irene Clark, California State University, Northridge, “Literacy Narratives as a Source of Restorative Agency: Responses from Students”

Mercedes Eycio, “How Literacy Narratives Can Be a Holistic Healing Tool for TBI Patients”

Lucas Keeling, “Multiliteracy, Identity, and Catharsis: How Literacy Narratives Help Us Right (Write) Ourselves”

*Information Literacy and Technology***I.10 An Abundance of Online Writing Pedagogy: Distinguishing between Residual Effects of Emergency Remote Instruction and OWI Practices**

COVID-19 lockdowns temporarily made every instructor an online instructor. This roundtable seeks to interrogate the pandemic’s residual effects on online writing instruction through a variety of local exigencies.

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Chair: Kevin Eric DePew, Old Dominion University

Roundtable Leaders: Barbara George, Carnegie Mellon University, “COVID’s Residual Effects on Online Learners: Needs for Community/Connection/Mental Health Care”

Kenna Grove, Lincoln Public Schools, The Career Academy, “Emergency OWI Changes to Professional Development in K–12 Contexts”

Aaron Lanser, California State University, Stanislaus, “Constraints and Promise at a Teaching Institution: Moving the Conversation toward OWI”

Cat Mahaffey, University of North Carolina, Charlotte, “Creating Spaces for Abundant Collaboration”

Rich Rice, Texas Tech University, “From Convenience to Communicative Effectiveness: Expanding the Rhetorical Triangle to Include Location and Modality”

Meghan Velez, Embry-Riddle Aeronautical University, “‘Returning to the Status Quo’ at an Online Campus”

Antiracism and Social Justice

I.11 Anti-Black Linguistic Discrimination, Racialized Writing Trauma, and College English: Three Key Practices for Transformative Justice

This panel will draw on the experiences of three Black critical English educators to offer key practices for combating anti-Black linguistic discrimination in college writing instruction. Participants will engage in discussion about interrogating anti-Black linguistic discrimination through dismantling White Language supremacy and loving Black Language.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Speakers: Shenika Hankerson, University of Maryland

Taylor Lewis, University of Maryland

Monica Obiri-Yeboah, University of Maryland

First-Year Writing

I.12 Bringing Culturally Responsive Practices to (Classroom & Standardized) Writing Assessment—Past, Present, and (Hopefully) Yet to Come

Experienced composition instructors who now work for a testing company, the three speakers present an overview of past, present, and future trends in making both classroom and standardized assessments increasingly culturally relevant to a diverse student population. The speakers focus on the difficulties they have encountered in this effort and propose possible ways to overcome these challenges.

Room 205 (Upper Level, Spokane Convention Center)

Speakers: Doug Baldwin, Educational Testing Service, “‘Fairness’ as It Used to Be Defined”

David Escoffery, Educational Testing Service, “‘Fairness’ as It Is Defined Today”

Theory, Research Methodologies, and Praxis

I.13 Creative Practices of Hope: Answering Our Most Unanswerable Questions by Producing Video, Fiction, and Music

The presenters in this panel blend creative pursuits with scholarly thinking to explore aspects of Writing Abundance related to hope. They invite us to assess how we construct meaning and perform in capitalist societies by sharing lessons they’ve learned in their creative endeavors. Composing with emotion and in community, they argue, offers hopeful ways of transforming ourselves and our work.

Room 206 A (Upper Level, Spokane Convention Center)

Respondent: Steph Ceraso, University of Virginia

Speakers: Bahareh Alaei, Mt. San Jacinto College, “On a Threshold of Digital Activism: Participating in Narratives of Civil Disobedience”
Alexandra Hidalgo, “The (Fictional and Real) Company You Keep: Replacing the Myth of the Isolated Creative Writer with Community and Hope”

Ben Lauren, University of Miami, “(Song)Writing toward Feel: The Rhetoric of Composing an Album on Grief”

Institutions: Labor Issues, Professional Lives, and Survival

I.14 **Designing Writing Groups for Accountability and Community**

In this Engaged Learning Experience, participants will learn about—and try out—a Writing Accountability Group session from the perspective of Writing Program Administration and horizontal mentorship. Facilitators will relay experiences with writing groups, then guide participants to set goals and write. We’ll exchange resources and co-construct strategies for building and/or enhancing writing groups in our communities.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Speakers: Laura Feibush, Penn State Harrisburg
Moriah Kirdy, University of Pittsburgh
Melissa Yang, Emory University

Writing Abundance

I.15 **Ethics of Writing Abundance: Taking Stock and Examining Futures**

We explore ethical frameworks that articulate specific values of abundance to extend the inclusion of marginalized epistemologies. Two panelists report on an empirical study of how the term “ethics” has been employed in rhetorical journals to highlight the common threads and excluded non-western traditions. The remaining panelists describe applications for neglected ethical frameworks of abundance

Room 206 B (Upper Level, Spokane Convention Center)

Chair: Jared S. Colton, Utah State University, “An Abundance of Ethics? Taking Stock of ‘Ethics’ in our Rhetoric”

Speakers: Ryan Cheek, Missouri University of Science and Technology, “‘The American View’: On the Restricted Economy of Conservative Virtuosity”

Steve Holmes, Texas Tech University

Rachael Jordan, “Queer Ethical Futures”

Josephine Walwema, University of Washington, “What’s Missing from Journal Data: Ethical Epistemologies of the ‘Other’”

Community, Civic, and Public Contexts of Writing

I.16 Grassroots Abundance: Public Rhetorics about Localized Grassroots Activisms

Roundtable presenters are experienced teacher-scholars from across the US who will discuss how grassroots activisms have unfolded in public writing, rhetoric, technical communication, and beyond. We will share innovative approaches to grassroots activisms involving resistance to institutions, sites of grassroots activisms, and pedagogies for grassroots activisms.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Chair: Julie Bates, Millikin University

Roundtable Leaders: Madison Jones, University of Rhode Island, “The Energy of Place in Florida Springs Activism”

Michael Knievel, University of Wyoming, “Copwatching, Police Reform, and Grassroots Action: Positioning Video within Strategies of Rhetorical Intervention on the Street”

Alison Lukowski, University of Wisconsin-Stout, “Kairos, Communities, and Writing for DACA Advocacy in Memphis”

Angela Mitchell, University of North Carolina, Charlotte, “Off the Wall: The Performance of Graffiti and Vandal Art in Grassroots Movements”

Kenlea Pebbles, Michigan State University, “Resisting Extraction of the Sacred: Indigenous-Based Grassroots Resistance to Frontier Capitalism”

Lisa Phillips, Texas Tech University, “Intersectional Feminist and Indigenous Approaches to Environmental Activisms”

Sarah Warren-Riley, The University of Texas Rio Grande Valley, “Valuing, Learning from, and Amplifying Grassroots Activisms”

Information Literacy and Technology

I.17 Identifying Perceptions of Academic Honesty in Situations That Use Artificial Intelligence Writing Applications

How do writing instructors and students perceive AI writing technologies differently than human beings? This project answers this question with respect to academic dishonesty. It reports on a fully experimental survey study with a statistically sound design and follow-up qualitative interview study.

Room 206 C (Upper Level, Spokane Convention Center)

Speakers: John Gallagher, University of Illinois at Urbana-Champaign

Antonio Hamilton, University of Illinois at Urbana-Champaign

Kyle Wagner, University of Findlay

Theory, Research Methodologies, and Praxis

I.18 Medical Rhetoric Roundtable: Writing Abundance in Rhetorics of Health and Medicine

Sponsored by the Medical Rhetoric Standing Group

This roundtable, sponsored by the CCCC Medical Rhetoric Standing Group, aims to foster interactive discussions of reassessing, reframing, and rethinking RHM as an abundant field of inquiry, drawing on the larger CCCC theme of abundance as a way of taking stock of where we have been, where we are now, and where we are headed.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Adrianna Marie Deptula, Purdue University, “Writing Abundance and Absence: Tracing Chronic Pain Representation across Electronic Health Records”

Priyanka Ganguly, Virginia Tech, “An Illusion of Participatory Health Engagement: A Transnational Analysis of Global Institutional Maternal Nutrition”

Millie Hizer, Indiana University, Bloomington, “Access as Abundance: Storying Medical Ableism in the Rhetoric and Writing Classroom”

Kristin LaFollette, University of Southern Indiana, “Writing as Patient Advocacy”

Mollie Stambler, James Madison University

Haley Swartz, Clemson University, “Writing Abundance with Data in RHM: Using Computational Analysis to Examine Medical Journals”

College Writing and Reading

I.19 Min(d)ing Our Resources: Some Approaches to the Abundant Knowledge Economies of the Writing Classroom

In this panel, three presenters argue for leveraging abundant college resources to enhance writing instruction. Using current pedagogical theory, panelists examine how multimodal pedagogy, differentiation, and ungrading can reframe a scarcity mindset. Attendees will take away strategies for promoting writing transfer, supporting diverse student populations, and navigating the digital sublime.

Room 207 (Upper Level, Spokane Convention Center)

Speakers: Michelle Marvin, University of Notre Dame, “Abundant Multimodal Writing: Partnering with Campus Institutions for First-Year Writing Transfer”

Nathaniel Myers, University of Notre Dame, “On the Abundance of Information, and a Scarcity of Top Marks: Using AI Tools in an Ungraded Classroom”

Damian Zurro, University of Notre Dame, “Teams, Skills, and Mindsets: Tapping the Abundance of Student-Athlete, Veteran, and Incarcerated Writers”

First-Year Writing

I.20 Minoritized Students as Standard-Bearers: Challenging Deficit Thinking about Information Literacy Learning

We report a study of first-year writing students' information literacy using popular sources. Preliminary results show although students overall struggle to write about popular sources, minoritized students demonstrate more sophisticated skills than their majoritized peers. We share an information literacy peer review activity designed to leverage these standard-bearing skills in the classroom.

Room 206 D (Upper Level, Spokane Convention Center)

Speakers: Nicole Branch, Santa Clara University
Julia Kovatch, Santa Clara University
Loring Pfeiffer, Santa Clara University
Julia Voss, Santa Clara University

Professional and Technical Writing

I.21 Presenting Results of a National Survey of Undergraduate STEM Writing Instruction

This panel will provide updates on a long-term STEM writing investigation. Panelists will discuss results from the first two phases of data collection and analysis. Specifically, they will examine initial results of a baseline national survey administered to STEM program undergraduate directors as well as what the coding and analysis of instructional artifacts collected from participants reveals.

Room 203 (Upper Level, Spokane Convention Center)

Speakers: Natalie Aloï, The Ohio State University
Susan Lang, The Ohio State University
Roger Yallop, The Ohio State University

Antiracism and Social Justice

I.22 Reimagining How We Teach the Argumentative Essay: Drawing from the Abundance of Hip-Hop-Based Pedagogy

Our panel will present strategies for decolonizing the first-year writing classroom through the specific reimagining of how to teach the argumentative essay using hip-hop pedagogy. We posit that teachers can scaffold culturally relevant pedagogy and subvert Anti-Black Linguistic Racism through hip-hop-based education.

Room 402 A-C (Upper Level, Spokane Convention Center)

Chair: Carly Braxton, Wayne State University
Speakers: Chloe Leavings, Wayne State University
Jessica Ridgeway, Wayne State University

Writing Abundance

I.23 Scofflaws and Desperados: Cultivating Abundance against Logics of Scarcity

This panel explores the enactment of writing abundance at a Hispanic-Serving Institution (HSI) located in the Texas Borderlands—specifically, in and with collaborative online international learning (COIL) projects, first-year writing program development, writing center work, and the larger institutional culture.

Room 302 A/B (Lower Level, Spokane Convention Center)

Speakers: Norma Dibrell, “Languaging Internationally: One Experience of COIL (Collaborative Online International Learning) Projects Desde la Frontera”

Marlene Galván, University of Texas Rio Grande Valley, “Epistemic Justice and the Writing Center: Lessons from Borderland Gardens”

Andrew Hollinger, “World Building as Futurity and Hope”

Maggie Shelledy, “Fortification against Incursion: Institutional Logics of Scarcity and Ambivalent Practices of Abundance at UTRGV”

Approaches to Teaching and Learning

I.24 Teaching the Whole Body in the Sonoran Desert: Physical, Emotional, Autonomic, and Cellular Abundance in Writing Studies

The panel invites the whole body into our classrooms and research as a way to consider the cellular, the autonomic, and the inner listener. Our Sonoran Desert sojourns make visible and audible how local environmental factors shape the ecologies of embodied and emplaced writers. Experiencing the body as abundantly entangled in a place affords variations of discernment and conditioning as praxis.

Room 401 A-C (Upper Level, Spokane Convention Center)

Chair: Trisha Campbell, Arizona Western College, “Rhetorical Nervous Systems”

Speakers: Kevin Kato, Arizona Western College, “Running to Write, Writing to Run: What Endurance Running Can Teach Us about Endurance Writing”

Jillian Mason, Arizona Western College, “Allowing Inner Listening as a Path to Promoting Epistemological Discernment”

Writing Abundance

I.25 The Abundance of Global Black Rhetorics

In this roundtable, graduate student scholars will briefly share their research projects to demonstrate the abundance of Black rhetorics, particularly when studied from a Global Black Rhetorics framework. A discussion on how to study and teach Black rhetorics in a way that is representative and inclusive of diverse Afro-diasporic rhetorical traditions will follow.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Chair and Roundtable Leader: Esther Milu, University of Central Florida

Speakers: Ezekiel Acheampong, University of Central Florida, “A Linguistic and Rhetorical Analysis of Asante Twi and Its Influences on the Jamaican Dialect, Kromanti”

Ronisha Browdy, Florida State University, “Sisterhood for Black Women in Academia: Healing in the GBR Classroom”

Jacqueline Cano Diaz, University of Central Florida, “‘What Could Ever Be Greater than Freedomland?’ Transformational Healing and Black Rhetorical Practices in *The Boondocks*”

Melissa Garner, University of Central Florida, “Stories of Griottes: An Exploration of Scholarship”

Nandi-Tiye Mainer, University of Central Florida, “Bree Runway, Spice, and Amara La Negra: Bringing Wreck and Spectacle to Colorism”

Kurt Ramos, University of Central Florida, “Exploring the Generative Power of Nommo: Beyond Names and Words”

Bridgette Sanders, Florida State University, “Sisterhood for Black Women in Academia: Healing in the GBR Classroom”

Priscila Schilaro Santa Rosa, University of Central Florida, “Signifying as a Unifying Rhetorical Practice of Resistance in Black Transnational Music”

Eric Williams, University of Central Florida, “The Impact of Oral Tradition on Modern-Day African Americans”

Antiracism and Social Justice

I.26 To Unite or Divide? Rhetorical Strategies, Inheritances, and Dilemmas from African American Social Movements

One struggle for African American social justice movements is the question of when to seek unity across differences for coalitional change and when to disrupt and divide to revolutionize institutions and values. This panel examines rhetorical resources for addressing this question from Black Power to Black Lives Matter.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Chair: Sarah RudeWalker, Spelman College, “Black Lives Matter and the Rhetorical Limits of Empathy”

Respondent: Brandon Erby, University of Kentucky

Speakers: Earl Brooks, University of Maryland, Baltimore County, “The African American Jeremiad in the 21st Century”

Justin Hatch, Brigham Young University-Idaho, “Of Kings and Carmichaels”

Mudiwa Pettus, Medgar Evers College, CUNY, “Against ‘Black Patience’: Booker T. Washington’s Legacy in Atlanta’s Piedmont Park”

Approaches to Teaching and Learning

I.27 Using Cooperative Learning to Activate Knowledge from Within

We will share activities that move students from dependent learners to independent learners through cooperative learning. Through such activities, students discover the value of communal learning and how to contribute to an academic conversation. In our session, participants will be encouraged to share their own experiences and strategies in the classroom as we all learn from one another.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Speakers: Justine White, Dallas College

Mary Wood, Dallas College

First-Year Writing

I.28 Voices of Service: Exploring the Experiences and Transitions of Student-Veterans through Oral History and Digital Composition

This panel shares student-led research projects that utilize oral history and multimodal composition to explore the experiences and transitions of student-veterans. The panel examines the unique challenges and triumphs faced by student-veterans as they navigate academic life after military service and the use of oral history and multimodal composition in such research projects.

Conference Theater (Lower Level, Spokane Convention Center)

Chair: Jacob Strona, MiraCosta College, “Uncovering the Stories: The Role of Oral History and Multimodal Composition in Understanding the Experiences of Student-Veterans”

Speakers: Jade MacEoghain, “Multimodal Oral Histories: Students Supporting our Veterans”

Rachel Woodward, “The Emergence of Multiliteracy and Its Relation to Service Learning”

First-Year Writing

I.29 The Abundance of Multimodal Knowledge in First-Year Composition

In this session, presenters leverage students' multimodal knowledge in a first-year composition course. Exploring this abundantly digital era, the presenters show how students can learn new ways of composing.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Shuv Raj Rana Bhat, Texas Christian University, "Leveraging Students' Multimodal Abundance in First-Year Composition as a Challenge to Logocentrism"

Ashok Bhusal, Texas Christian University, "Decolonial Multimodality in First-Year Composition"

Sarah Fischer, Indiana University, "Thinking Abundantly about the Purpose of FYC: Multimodal Composition's Possibilities for Play, Joy, and Self-Discovery"

Denise Hill, Arizona State University, "I Can Has Equitable Writing Instruction': Employing Memetic Analysis as Anti-Capitalist Writing Praxis"

Approaches to Teaching and Learning

I.30 Ways to Use AI in the Classroom

Panelists offer suggestions for audience members on how to use AI tools such as ChatGPT in writing classrooms. Presenters suggest ways to develop assignments that are AI-proof and connect AI to writing-to-learn research.

Room 303 A/B (Lower Level, Spokane Convention Center)

Speakers: Alexander Landfair, New York University, "Designing ChatGPT-Resistant Assignments with Writing-to-Learn Research"

Taman Neumann, "How Shifting to OER Helped an FYW Program Respond to ChatGPT"

Jill Quandt, University of Nebraska-Omaha, "How Shifting to OER Helped an FYW Program Respond to ChatGPT"

Information Literacy and Technology
I.31 Updates from the CCCC-MLA Task Force on AI and Writing: A Discussion

Sponsored by CCCC-MLA Task Force on AI and Writing

Members of the CCCC-MLA Task Force on AI and Writing will provide updates on the group's work, share resources, and gather feedback about how attendees are responding to and using AI tools in their teaching, research, service, and administrative roles.

Room 201 C (Upper Level, Spokane Convention Center)

Speakers: David Green, Howard University
Holly Hassel, Michigan Technological University
Sarah Z. Johnson, Madison College
Liz Losh, William & Mary
Anna Mills, College of Marin

Friday Special Interest Groups (SIG) Meetings

3:30–4:30 p.m.

Language, Literacy, and Culture

FSIG.01 An Abundance of Choices: Rhetorical Grammar as Meaning-Making Tool in the Writing Classroom

Sponsored by the Progressive Approaches to Rhetorical Grammar Special Interest Group

This SIG challenges the role traditional grammar has held in many writing classrooms. It offers progressive approaches and teaching methods that move us from a prescriptive, error-hunting grammar to a more inclusive, descriptive abundant language of grammar(s) that provide students with an abundance of choices in the writing process.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Chair: Joseph Salvatore, The New School

Speakers: John Brown, University of Massachusetts, Lowell
Deborah Rossen-Knill, University of Rochester

Information Literacy and Technology

FSIG.02 Citational Justice across Code Studies

Participants will continue to discuss and workshop our SIG's current bibliography project (wroc.netlify.app/bibliography). Our goal is to capture the abundance of the work being done in this growing subfield and specifically how this work is guided by our commitments to socially just research, teaching, and outreach. We will also discuss nominations for new chair and associate chair positions.

Room 303 A/B (Lower Level, Spokane Convention Center)

Chair: Brandee Easter, York University (Toronto)

Speakers: Maggie Fernandes, University of Arkansas
Oscar Garcia
Chris Lindgren, Virginia Tech
Ashley Rae

Friday, 3:30–4:30 p.m.

Institutions: Labor Issues, Professional Lives, and Survival

**FSIG.03 English Education/Composition Studies Connections
SIG**

*Sponsored by the English Education/Composition Studies Connections
Special Interest Group*

This SIG welcomes all who are interested in the intersections between composition, English education, cross-level collaborations, and related areas. Alongside a little group business, at this year's meeting participants will share their own interests and connections to this work. Join us in meeting others with similar scholarly and professional interests.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Chair: Nicole Green, Denison University

Writing Abundance

FSIG.04 International Researchers' Consortium

*Sponsored by the International Researchers' Consortium Standing
Group*

The CCCC International Researchers' Consortium (IRC) is dedicated to promoting, advancing, and creating equal exchange spaces for writing research by international researchers from around the world. We invite anyone interested in this work to join our standing group to discuss our annual workshop and developing resources to promote understanding of international research.

Room 102 C/D (Lower Level, Spokane Convention Center)

Special Interest Group Chair: Jay Jordan, University of Utah

Speakers: Christiane Donahue, Dartmouth and University of Lille

Steffen Guenzel, University of Central Florida

Magnus Gustaffson

Marcela Hebbard, The University of Texas Rio Grande Valley

Alena Kasparikova

M. Teresa Mateo-Girona, Complutense University of Madrid, Spain

Angela Rounsaville, University of Central Florida

Brooke Schreiber, Baruch College, CUNY

Professional and Technical Writing

FSIG.05 Internship Special Interest Group

Sponsored by the Internship Special Interest Group

The CCCC Internship SIG provides a forum to enlarge the field's discussions of internships and serves as a resource for internship directors and instructors seeking models and practical suggestions for designing and assessing internship programs. If your professional responsibilities include internship administration or instruction in any capacity, this SIG might be the professional network for you.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speaker: Angela Jones, Western Kentucky University

Histories of Rhetoric

FSIG.06 Rhetoric's Histories: Traditions, Theories, Pedagogies, and Practices

Sponsored by the Rhetoric Society of America

The goal of this SIG session is to provide a space where Convention participants interested in rhetoric can gather for a discussion of current issues in the field. This year, in the spirit of the call for writing abundance, we will have an open-ended conversation with an opportunity to contribute to a communal conceptual map of rhetoric's abundances and an abundance of rhetorics.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Chair: Lydia McDermott, Whitman College

Information Literacy and Technology

FSIG.07 Sound Studies and Writing Collective

Sponsored by the Sound Studies and Writing Collective

The CCCC Sound Studies and Writing Collective welcomes those interested in sound studies, sonic rhetoric, soundwriting, and multifaceted sonic applications to scholarship and pedagogy. At this gathering, the SSWC will audibly celebrate our new standing group status, conduct elections, and promote upcoming events.

Room 201 C (Upper Level, Spokane Convention Center)

Speakers: Abigail Lambke, Avila University
Stephanie Parker, Rice University

Friday, 3:30–4:30 p.m.

Approaches to Teaching and Learning

FSIG.08 Studio PLUS Special Interest Group

Sponsored by the Studio PLUS Special Interest Group

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

Room 402 A-C (Upper Level, Spokane Convention Center)

Speakers: Rhonda Grego, Midlands Technical College

Mark Sutton, Midlands Technical College

College Writing and Reading

FSIG.09 The Role of Reading in Composition Studies

Sponsored by the Role of Reading in Composition Studies Special Interest Group

This SIG is an opportunity to discuss the role that reading plays within the composition classroom as well as a chance to come together and initiate new reading-related scholarship.

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Speakers: Carolyne King, Salisbury University

Kenny Smith

Mary Traester, University of Southern California

Histories of Rhetoric

FSIG.10 Using Concepts of Abundance to Develop the National Archive of Composition and Rhetoric as an Archive of Archives

Sponsored by the National Archive of Composition and Rhetoric

This roundtable brings established and emergent archival projects in rhetoric and writing studies into conversation to create diverse and inclusive histories and possible futures. We will encourage mindful archival creation and collaboration and identify methodologies that ensure diverse and equitable construction and access through a newly re-envisioned NACR presence.

Room 206 B (Upper Level, Spokane Convention Center)

Chair and Speaker: Cinthia Gannett, Fairfield University

Speakers: John Brereton, University of Massachusetts, Boston

Bradfield Dittrich, Southern New Hampshire University

Michael Healy, Western Kentucky University

Neal Lerner, Northeastern University

Corey McCullough, Fort Lewis College

Mike Palmquist, Colorado State University
Maria Carvajal Regidor, University of Massachusetts, Boston
Robert Schwegler, University of Rhode Island
Stacey Sherrif, Colby College

College Writing and Reading

FSIG.11 Writing Assessment SIG Meeting

Sponsored by the Writing Assessment Special Interest Group

Open to scholars, teachers, and students who research or work in writing assessment, including classroom assessment (both conventional grading and alternatives such as labor-based grading), placement testing, WAC/WID assessment, programmatic assessment and accreditation, and related subjects. Participants may discuss ongoing issues in writing assessment or research, administrative, or teaching projects.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Chairs: Joanne Baird Giordano, Salt Lake Community College

Mya Poe, Northeastern University

Stacy Wittstock, University of Nevada, Las Vegas

Special Interest Group Chair: Megan Von Bergen, University of Tennessee, Knoxville

Speakers: Chris Blankenship

Katie Miller, Ipswich Middle School

Virginia Schwarz, University of Wisconsin-Madison

Lizbett Tinoco, Texas A&M University-San Antonio

Christie Toth, University of Utah

Shane Wood, University of Central Florida

College Writing and Reading

FSIG.12 Annual Business Meeting of the Writing with Current, Former, and Future Members of the Military Standing Group

Sponsored by the Writing with Current, Former, and Future Members of the Military Standing Group

The CCCC Writing with Current, Former, and Future Members of the Military Standing Group welcomes scholars of all levels interested in the intersections of composition, pedagogy, and veterans studies.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Speakers: Mariana Grohowski, University of California, Irvine

Corrine Hinton, Texas A&M University-Texarkana

Friday, 3:30–4:30 p.m.

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.13 Business Meeting of the Standing Group for Senior, Late Career, and Retired Scholars in Rhetoric and Writing Studies

Sponsored by the Senior, Late Career, and Retired Scholars in Rhetoric-Composition/Writing Studies Standing Group

SGSLR membership is open to any CCCC member interested in issues related to the academic lifecycle in rhetoric and composition/writing studies. Our meeting agenda includes a report on the past year's activities and a discussion of activities for the coming year, including ideas for a sponsored session at CCCC 2025.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speakers: Kathleen Shine Cain, Merrimack College
Cinthia Gannett, Fairfield University
Shirley Rose, Arizona State University

Writing Programs

FSIG.14 Business Meeting: Master's Degree Consortium of Writing Studies Specialists

Sponsored by the Master's Degree Consortium of Writing Studies Specialists

The CCCC Master's Degree Consortium of Writing Studies Specialists focuses on issues pertaining to stand-alone master's-level writing programs (which are not connected to a PhD program). Program coordinators, master's students, and prospective master's students are invited to learn more about the consortium and become involved in its activities.

Room 401 A-C (Upper Level, Spokane Convention Center)

Speakers: Heidi Skurat Harris, University of Arkansas at Little Rock
Karen Kuralt, University of Arkansas at Little Rock

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.15 CCCC Labor Caucus Business Meeting

Sponsored by the Labor Caucus

This meeting of the CCCC Labor Caucus discusses academic labor and caucus-related business. Newcomers are welcome!

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speaker: Anicca Cox, University of New Mexico-Valencia Campus

Community, Civic, and Public Contexts of Writing

FSIG.16 CCCC Latinx Caucus Annual Meeting

Sponsored by the Latinx Caucus

Join us for the CCCC Latinx Caucus annual meeting.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: José Cortez, University of Oregon
Romeo García, University of Utah

Antiracism and Social Justice

FSIG.17 Feminist Caucus Business Meeting

Sponsored by the Feminist Caucus

The CCCC Feminist Caucus advocates for issues of feminist concern in the profession—contingency in the labor force, the material conditions that impact the working lives of women teaching in rhetoric and composition, feminist, antiracist, and anti-ableist teaching and research methodologies, and the promotion of feminist scholarship.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Raquel Corona, Queensborough Community College,
CUNY

Bailey Doan, Virginia Tech
Sami Grayson, Middle Tennessee State University
Alex Hanson, Syracuse University
Megan McIntyre, University of Arkansas
Kate Pantelides, Middle Tennessee State University
Caitlyn Rudolph-Schram, Indiana University, Kokomo
Heidi Williams, Tennessee State University

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.18 Graduate Student Standing Group Business Meeting

Sponsored by the Graduate Student Standing Group

The CCCC Graduate Student Standing Group's business meeting will begin with a Q&A featuring leading researchers on graduate student experiences: Claire Lutkewitte, Michelle Eble, and Ashanka Kumari. Afterward, attending members will workshop our mission statement, solicit committee members, and discuss the CFP for CCCC 2025.

Room 102 A/B (Lower Level, Spokane Convention Center)

Speakers: Holly Anderson, University Wisconsin-Milwaukee
Michelle Eble
Kayla Fettig
Ashanka Kumari, Texas A&M University-Commerce
Claire Lutkewitte, Nova Southeastern University
Charles McMartin, University of Arizona

Friday, 3:30–4:30 p.m.

Community, Civic, and Public Contexts of Writing

FSIG.19 Legal Writing and Rhetoric Standing Group Annual Meeting

Sponsored by the Legal Writing and Rhetoric Standing Group

The CCCC Legal Writing and Rhetoric Standing Group is a research-oriented association of faculty, researchers, and students in legal rhetoric and composition focused on collaboration, support, and professional development. We welcome newcomers to join the Legal Writing and Rhetoric Standing Group!

Room 302 A/B (Lower Level, Spokane Convention Center)

Speakers: Lindsay Head, Jacksonville University College of Law
Lisa-Jane Klotz, University of California, Davis

Language, Literacy, and Culture

FSIG.20 Linguistics, Language, and Writing Standing Group Business Meeting

Sponsored by the Linguistics, Language, and Writing Standing Group

The CCCC Linguistics, Language, and Writing (LLW) Standing Group brings knowledge of how language works to conversations about writing and writing pedagogy. The LLW group business meeting provides a forum for ongoing dialogue and collaboration among researchers and writing educators interested in exploring connections between linguistics and writing.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Speakers: Laura Aull, University of Michigan
Whitney Gegg-Harrison, University of Rochester
Cameron Mozafari, Cornell University

Antiracism and Social Justice

FSIG.21 Queer Caucus Meeting

Sponsored by the Queer Caucus

In this annual meeting of the CCCC Queer Caucus we will discuss any yearly business or issues related to caucus projects and queer/LGBTQ+ visibility within the conferences and disciplines.

Room 101 (Lower Level, Spokane Convention Center)

Speakers: Matthew Cox, East Carolina University
Elise Dixon, University of North Carolina, Pembroke

Writing Abundance

FSIG.22 Rhetoric and Religious Traditions Standing Group

Sponsored by the Rhetoric and Religious Traditions Standing Group

The CCCC Rhetoric and Religious Traditions Standing Group is for any scholar interested in the ways in which writing (construed as broadly as possible) shapes and is shaped by religious experience (construed as broadly as possible). We welcome scholars and teachers from any career stage who study and/or teach anything and everything that falls under the categories “religious” and/or “spiritual.”

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Speakers: Jim Beitler, Wheaton College
Jake Buller-Young, University of Tennessee, Knoxville
TJ Geiger, Texas Tech University
Joseph Jeyaraj, New York City College of Technology
Melody Pugh, United States Air Force Academy
Samuel Stinson, Minot State University

Creative Writing and Publishing

FSIG.23 Creative Writing Standing Group Business Meeting

Sponsored by the Creative Writing Standing Group

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

Room 202 A-C (Upper Level, Spokane Convention Center)

Speakers: Maryam Alikhani, County College of Morris
Michael Baumann, Marian University

Approaches to Teaching and Learning

FSIG.24 Assembly for Expanded Perspectives on Learning Business Meeting

Sponsored by the Assembly for Expanded Perspectives on Learning

This is the annual business meeting of the NCTE Assembly for Expanded Perspectives on Learning. All interested Convention attendees are welcome.

Room 203 (Upper Level, Spokane Convention Center)

Speakers: Lisa Blankenship, Baruch College, CUNY
Eric Leake, Texas State University

Friday, 3:30–4:30 p.m.

College Writing and Reading

FSIG.25 The Working-Class Culture and Pedagogy Standing Group Business Meeting

Sponsored by the Working-Class Culture and Pedagogy Standing Group

This is the business meeting for the CCCC Working-Class Culture and Pedagogy Standing Group.

Room 205 (Upper Level, Spokane Convention Center)

Speaker: Axel Gonzalez, Independent Scholar

Writing Abundance

FSIG.26 Transnational Composition Standing Group Business Meeting

Sponsored by the Transnational Composition Standing Group

This is the annual business meeting for ongoing and new members of the transnational writing community at the CCCC Convention. All those who are interested in transnational inquiry and work in writing studies are welcome to attend. This is also a great opportunity for many international and non-US-based scholars to join our meeting.

Room 206 A (Upper Level, Spokane Convention Center)

Speaker: Nancy Bou Ayash, University of Washington

Writing Abundance

FSIG.27 Writing and STEM Standing Group Business Meeting

Sponsored by the Writing and STEM Standing Group

This is the business meeting for members of the CCCC Writing and STEM Standing Group.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Chair: Holly Gallagher, University of Georgia

Theory, Research Methodologies, and Praxis

FSIG.28 Writing through the Lifespan Standing Group Business Meeting

Sponsored by the Writing through the Lifespan Standing Group

In this meeting, the CCCC Writing through the Lifespan Standing Group will discuss its upcoming conference and edited collection and revise its mission and vision statements.

Room 206 C (Upper Level, Spokane Convention Center)

Speakers: Lauren Bowen, University of Massachusetts, Boston
Ryan Dippre, University of Maine
Yogesh Sinha
Erin Workman, DePaul University

Community, Civic, and Public Contexts of Writing

FSIG.29 Teaching in Prison: Pedagogy, Research, and Literacies Collective

Sponsored by the Teaching in Prison: Pedagogy, Research, and Literacies Collective

Join other teacher-scholars and prison literacy practitioners to network, exchange resources, and articulate shared priorities for the coming year. We will also elect officers who oversee SIG-sponsored programming.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Chairs: Libby Catchings, University of Denver
Catherine Koehler, University of California, Merced

Inclusion and Access

FSIG.30 Asian/Asian American Caucus Business Meeting

Sponsored by the Asian/Asian American Caucus

This is the annual business meeting of the NCTE/CCCC Asian/Asian American Caucus.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Caucus Chairs: Florianne L. Jimenez, University of New Hampshire
Xiaobo (Belle) Wang

Antiracism and Social Justice

FSIG.31 Black Caucus Business Meeting

Sponsored by the Black Caucus

This is the annual business meeting of the NCTE/CCCC Black Caucus.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Khadeidra Billingsley, Jacksonville State University
Earl Brooks, University of Maryland, Baltimore County
Brandon Erby, University of Kentucky
Charity Gordon
Alicia Hatcher
Alexis McGee, University of British Columbia
Ersula Ore, Arizona State University
Mudiwa Pettus, Medgar Evers College, CUNY
Sherita Roundtree

Friday, 4:45–6:00 p.m.

Annual Business Meeting

4:45–6:00 p.m.

Grand Ballroom A/B/C (Lower Level,
Davenport Grand)

All members and newcomers of CCCC are invited to attend and vote at the business meeting.

Chair: Frankie Condon, University of Waterloo, Ontario

Associate Chair: Jennifer Sano-Franchini, West Virginia University, Morgantown

Assistant Chair: Kofi J. Adisa, Howard Community College, Columbia, MD

Immediate Past Chair: Staci Perryman-Clark, Western Michigan University,
Kalamazoo

Secretary: Becky Mitchell Shelton, Bluegrass Community and Technical College,
Lexington, KY

CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE Executive
Director

CCCC Parliamentarian: Christina Saidy, Arizona State University, Tempe



Rules and Procedures for the Annual Business Meeting of the Conference on College Composition and Communication

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give their name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.
- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

Friday, 4:45–6:00 p.m.

- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
- d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their postconvention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

Friday, 6:00–7:15 p.m.

CCCC Awards Presentation

6:00–7:15 p.m.

Grand Ballroom A/B/C (Lower Level,
Davenport Grand)

Chair: Jennifer Sano-Franchini, Program Chair/CCCC Associate Chair, West Virginia University, Morgantown

At this reception we announce the recipients of the 2024 CCCC and select TYCA awards. Past CCCC Chairs, distinguished guests, and international participants will be recognized. Please take the time to come celebrate with your colleagues.

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Tom Deans, University of Connecticut, Mansfield
Joshua Barszczewski, Muhlenberg College, Allentown, PA
Cedric D. Burrows, Marquette University, Milwaukee, WI
Amelia Herb, University of Arizona, Tucson
Margaret Williams, Texas Woman's University, Denton

For a listing of previous Outstanding Book Award winners, please visit <https://cccc.ncte.org/cccc/awards/oba>.

JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Outstanding Dissertation Award Committee

Chair: Zhaozhe Wang, University of Toronto, Canada
Lisa Blankenship, Baruch College, CUNY
Miriam Fernandez, California State University, San Bernardino
Elizabeth Miller, Mississippi State University
María Carvajal Regidor, University of Massachusetts, Boston

For a listing of previous Berlin Outstanding Dissertation Award recipients, please visit <https://cccc.ncte.org/cccc/awards/berlin>.

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

Chair: Zachary Beare, North Carolina State University, Raleigh
Rui Dong Chen, University of Toronto, Canada
Mara Lee Grayson, California State University, Dominguez Hills
David F. Green, Howard University, Washington, DC
Shyam Sharma, Stony Brook University, NY

For a listing of previous Braddock Award recipients, please visit <https://cccc.ncte.org/cccc/awards/braddock>.

Friday, 6:00–7:15 p.m.

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Calvin Pollak, University of Washington, Seattle
Godwin Y. Agboka, University of Houston-Downtown, TX
Jossalyn Larson, Missouri University of Science and Technology, Rolla
Ehren Helmut Pflugfelder, Oregon State University, Corvallis
Kenneth Walker, The University of Texas at San Antonio

For a listing of previous Outstanding Dissertation Award in Technical Communication recipients, please visit <https://cccc.ncte.org/cccc/awards/techcommdissertation>.

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee

Chair: Donnie Johnson Sackey, The University of Texas at Austin
Nikki Caswell, East Carolina University, Greenville, NC
Holly Gallagher, University of Georgia, Athens
David M. Grant, University of Northern Iowa, Cedar Falls
Temptaous Mckoy, Bowie State University, MD
Fernando Sánchez, University of St. Thomas, St. Paul, MN
Ja'La J. Wourman, James Madison University, Harrisonburg, VA

For a listing of previous Technical and Scientific Communication Award recipients, please visit <https://cccc.ncte.org/cccc/awards/techsci>.

WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to twenty writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Writing Program Certificate of Excellence Committee

Chair: Kelly Kinney, University of Wyoming, Laramie
Barbara L'Eplattenier, University of Arkansas at Little Rock
Eliot Parker, University of Mississippi
Lynn Reid, Fairleigh Dickinson University, Teaneck, NJ
Katie Silvester, Indiana University Bloomington

For a listing of previous Writing Program Certificate of Excellence recipients, please visit <https://cccc.ncte.org/cccc/awards/writingprogramcert>.

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

The program offers financial aid, two travel grants of \$1,250 each, to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. With this Fellowship, CCCC hopes to create new opportunities for Tribal College faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education.

Tribal College Faculty Fellowship Committee

Chair: Lisa King, University of Tennessee, Knoxville
Catheryn Jennings, Hamline University, St. Paul, MN
Jaquetta Shade-Johnson, University of Missouri, Columbia

For a listing of previous Tribal College Faculty Fellowship recipients, please visit <https://cccc.ncte.org/cccc/awards/tribalcollegefellow>.

Friday, 6:00–7:15 p.m.

ANNOUNCEMENT OF THE 2023-2024 CCCC RESEARCH INITIATIVE AND CCCC EMERGENT RESEARCHER AWARD RECIPIENTS

CCCC ADVANCEMENT OF KNOWLEDGE AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Chair: Qianqian Zhang-Wu, Northeastern University, Boston, MA
Ira Allen, Northern Arizona University, Flagstaff
Cheryl Glenn, Penn State University, University Park

For a listing of previous Advancement of Knowledge Award recipients, please visit <https://cccc.ncte.org/cccc/awards/advknowledge>.

CCCC RESEARCH IMPACT AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Chair: Mya Poe, Northeastern University, Boston, MA
Zachary Garrett, John A. Logan College, Carterville, IL
Seth Kahn, West Chester University of Pennsylvania

For a listing of previous Research Impact Award recipients, please visit <https://cccc.ncte.org/cccc/awards/researchimpact>.

CCCC GLORIA ANZALDÚA RHETORICIAN AWARD

Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three \$750 awards for travel to the CCCC Convention.

Gloria Anzaldúa Rhetorician Award—2024 Recipients

Valeria Guevara Fernandez, Soka University of America
Erin Green, University of Maryland College Park
Jay Lowrey, Whatcom Community College

Gloria Anzaldúa Rhetorician Award Committee

Chair: Aja Y. Martinez, University of North Texas, Denton
Christina V. Cedillo, University of Houston-Clear Lake, TX
Stacey Waite, University of Nebraska–Lincoln

For a listing of previous Gloria Anzaldúa Rhetorician Award recipients, please visit <https://cccc.ncte.org/cccc/awards/anzaldua>.

CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

Established in 2013, this award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric.

Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

Co-Chair: Seth E. Davis
Co-Chair: Timothy Oleksiak, University of Massachusetts Boston
Wyatt Paige Hermansen, Westfield State University, MA
Travis Webster, Virginia Tech, Blacksburg
M. Remi Yergeau, University of Michigan, Ann Arbor

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship recipients, please visit <https://cccc.ncte.org/cccc/awards/lavender>.

Friday, 6:00–7:15 p.m.

CCCC STONEWALL SERVICE AWARD

Established in 2013, this award recognizes members of CCCC/NCTE who have consistently worked to improve the experiences of sexual and gender minorities within the organization and the profession.

Stonewall Service Award Committee

Chair: William Banks, East Carolina University, Greenville, NC
Danielle Bacibianco, St. John's University, Queens, NY
Moushumi Biswas, Langston University, OK

For a listing of previous Stonewall Service Award winners, please visit <http://www.ncte.org/cccc/awards/stonewall>.

CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS

Established in 2014, these awards recognize scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens.

Disability in College Composition Travel Awards— 2024 Recipients

Jennifer Baker, University of Washington, Seattle
Kathleen Dillion, University of Nebraska-Lincoln
Janelle Capwell Giles, University of Arizona
Abygail Gutierrez, University of Washington
Psyche Ready, University of Connecticut
Jack Wolfram, University of Washington-Seattle

Disability in College Composition Travel Awards Committee

Chair: Ellen Cecil-Lemkin, University of Wisconsin-Madison
Sharifa Daniels, Universiteit Stellenbosch University, South Africa
Jay Dolmage, University of Waterloo, Canada
Millie Hizer, Indiana University, Bloomington
Ada Hubrig, Sam Houston State University, Huntsville, TX

For a listing of previous Disability in College Composition Travel Awards recipients, please visit <https://cccc.ncte.org/cccc/awards/disability>.



Friday, 7:30–9:30 p.m.

All-Attendee Event: Pau Hana with Karaoke

Ballroom 100 C (Lobby Level, Spokane Convention Center)

7:30–9:30 p.m.

All registered #4C24 attendees are invited to spend time sharing and celebrating with colleagues in a supportive, fun, and relaxing evening. We hope you will join us with an open heart and mind!



Saturday, April 6

Special Events and Meetings

Approaches to Teaching and Learning

Teacher 2 Teacher

9:00–11:30 a.m.

Maple Ballroom (Ground Floor Lobby, Davenport Grand)

Teacher To Teacher (T2T) offers CCCC Convention participants a dynamic professional development and networking opportunity. Designed as a series of practice-based conversations, T2T provides a space to celebrate teaching. Open to all Convention attendees, T2T participants learn about a range of activities, assignments, and methods from presenters who represent a range of institutional contexts. Presenters include full- and part-time faculty, graduate and undergraduate students, and aspiring educators as well as colleagues representing secondary, two-year, and four-year institutional homes. After a short welcome and introduction, attendees will select four 20-minute table presentations per session. Attendees are welcome to drop in as their schedules allow. Table leaders will facilitate discussion following short presentations.

Chairs: Kelly Moreland, Minnesota State University, Mankato
Lee Nickoson, Bowling Green State University

TYCA Executive Committee Meeting

9:00–11:00 a.m. (Closed)

Room 101 (Lower Level, Spokane Convention Center)

Chair: Joanne Baird Giordano, Salt Lake Community College, UT

TYCA Member Networking Event

11:00 a.m.–12:15 p.m. (Open to all)

Room 101 (Lower Level, Spokane Convention Center)

All Convention attendees are invited to this member gathering to learn about opportunities for becoming involved in the Two-Year College English Association (TYCA) at the national and regional levels. Attendees will learn about opportunities for professional engagement, networking, and leadership roles.

Chair: Joanne Baird Giordano, Salt Lake Community College, UT

Saturday, 2:00–5:00 p.m.

Postconvention Workshops

Locations and descriptions are listed in this program after the M sessions.

2:00–5:00 p.m.



Saturday, April 6

Featured Sessions 11:00 a.m.–12:15 p.m.

Antiracism and Social Justice

FS.09 Innovation in Our Ways of Knowing: BIPOC Women Scholars Researching with Marginalized Communities

In this panel, Indigenous, Asian, and Latina immigrant women scholars share their experiences with research in marginalized communities that illustrate innovative models for equity, respect, and dignity. We provide considerations and tangible actions toward increasing equity in research in/with marginalized communities.

Room 207 (Upper Level, Spokane Convention Center)

Speakers: Sara P. Alvarez, Queens College, CUNY/CUNY-IIE, “Cultivating Cercanía: A Retrospective Approach for Working with Undocumented Young Adults Institutionally”
Kristin Arola, Michigan State University, “Engagement for Life’s Sake: Reflections on Partnering and Partnership with Rural Tribal Nations”
Cana Uluak Itchuaqiyaq, “Strength-Based Capacity Building in Indigenous Arctic Communities through Co-production of Knowledge Research”
Eunjeong Lee, University of Houston, “Resisting Capitalist Thinking, Future, and Relations: Learning from Language-Minoritized Students’ Embodied, and Affective Linguaging”

Poster Sessions Ballroom 100 B Foyer, Lower Level, Spokane Convention Center 8:00–9:00 a.m. presentation 9:00–10:45 a.m. posters available for viewing

Information Literacy and Technology

POS.14 Student Perceptions and Uses of Generative AI in Writing Assignments

This ongoing study assesses student uses of generative AI programs, including ChatGPT, by directly observing their use of the software when completing writing-based assignments.

Speakers: Nathan Murray, Algoma University
Elisa Tersigni

Theory, Research Methodologies, and Praxis

POS.15 Toppling the Ivory Tower: Embedding Critical Information Literacy into First-Year Composition

Critical information literacy encourages consumers of information to consider the existing power structures impacting scholarship and actively work to combat them through equitable research practices. This poster will highlight ways that critical information literacy concepts can be embedded into first-year composition instruction to create a strong foundation for students' future research.

Speaker: Mary Kamela, University at Buffalo, SUNY

Theory, Research Methodologies, and Praxis

POS.16 Who's Responsible for Teaching Writing? and Other Questions: A WAC Survey

The WAC program at Fort Hays State University surveyed faculty to determine attitudes, knowledge, and practices related to the writing in their courses. The 140 respondents revealed an overall positive culture of writing at the university. They share responsibility for teaching writing, assign multiple genres (44 identified), and know the important reasons why they assign writing.

Speaker: Cheryl Duffy, Fort Hays State University

J Sessions: 8:00–9:15 a.m.

Professional and Technical Writing

J.01 Genre Actions in Public and Global Contexts

This panel brings together different genre studies across public and global contexts: from public policy writing in the US to health regulatory writing in Ghana, vaccine research consent forms in Chile, and protest writing in Chinese diasporic contexts.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: G. Edzordzi Agbozo, University of North Carolina, Wilmington, “Dosage Design: Recontextualizing Regulatory Healthcare Writing for Patient Safety”

Chen Chen, Utah State University, “Tactical Genre Uptakes in the Global Protests against China’s ‘Zero-COVID’ Policy”

Ana Cortés Lagos, Syracuse University, “‘Mrs. Mom, we invite you and your child to participate...’: Historical Transformation of Informed Consents at a Vaccine Research Center in Chile”

Scott Wible, University of Maryland, College Park, “Designing Journey Maps to Mediate Empathetic Policymaking”

Antiracism and Social Justice

J.02 Assessing Assessment: Antiracist Writing Assessment Approaches for More Inclusive Curricula

Speakers will discuss their research on antiracist writing assessment to foster more equitable assessment tools and practices. This panel of speakers centers the importance of power, identity, and bias in writing assessment in order to create and imagine curricula that are inclusive and antiracist.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speakers: Melvin Beavers, University of Arkansas at Little Rock, “Antiracism Is for Everybody: Feedback Strategies for Abundant Inclusion”

Madeline Crozier, University of Tennessee, Knoxville, “Graduate Student Instructors and the Politics of Writing Assessment: An Exploratory Study”

Kevin Eric DePew, Old Dominion University, “Antiracism Is for Everybody: Feedback Strategies for Abundant Inclusion”

Marisa Koulen, University of Houston, “Abundant Possibilities: A Graduate Student’s Exploration of Antiracist Writing Assessment and Alternative Grading in the First-Year Writing Classroom”

Eric Rodriguez, Portland State University, “Celebrating Abundance: Antiracist Writing Assessment and Linguistic Bias in Decentralized Writing Programs”

College Writing and Reading

J.03 Abundance, Social Justice, and Engagement: Community, College, and Student Engagement as Means to Make Visible Student Intellectual Production and Expand Learning and Social Change

This combined session examines two sites of student learning and engagement: the classroom and community partnerships. Both lenses work to build student products as intellectual work and as a way to create new opportunities both in and beyond the classroom. Student publication, circulation of student writing, and early college partnerships are examined as apparatus for learning and social change.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Speakers: Aubrey Crosby, Regis College, “Small Acts for Big Change: Curricular and Co-Curricular Integration of Social Justice and Community Engagement in the First-Year Experience and Beyond”
Jennifer Krusinger, Regis College, “Small Acts for Big Change: Curricular and Co-Curricular Integration of Social Justice and Community Engagement in the First-Year Experience and Beyond”
Ben Wetherbee, Northern Michigan University, “Dignitas, Abundance, and the Ethos of the Student Writer”

Inclusion and Access

J.04 Programmatic Interventions through Multilingual and International Abundance

This panel centers on the potential for programmatic change through the experiences of multilingual writers and international graduate teaching assistants. Panelists will share research focused on multilingual writers in WAC programs and will highlight various lessons both WPAs and graduate programs might learn from international graduate teaching assistants’ perspectives.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Charity Givens, Bowling Green State University, “Transplanting Writing Pedagogy Education: International Graduate Student Experiences”
Analeigh Horton, Fairleigh Dickinson University, “Let’s Crack the Glass Ceiling for Multilingual Writers in WAC”
Min Yang, Texas Tech University, “When Confucianism Met Neoliberalism: Chinese Graduate Teaching Assistants in US Writing Classrooms”

First-Year Writing

J.05 Teaching under Siege

As teachers who believe in the importance of learning about and acting on histories of oppression and who teach that language is powerful, we find ourselves and our pedagogies under attack in Oklahoma. We call on the deep resources of writing studies to activate radical imagination and navigate an increasingly hostile climate. This panel offers strategies for teaching under siege.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Speakers: Elizabeth Key, Oklahoma State University, “Transformative Pedagogies and Broken Ideas about Assessment”

Lynn Lewis, Oklahoma State University, “Violence, Writing, Ethics”

Will Smith, Oklahoma State University, “Do Unto Others: Ethical Responsibilities and Teaching in First-Year Composition”

Richard Sylvestre, Oklahoma State University, “Radical What-ifs in the First-Year Classroom”

Language, Literacy, and Culture

J.06 Where Do I Fit? Navigating Languages across Borders to Imagine Place and Identity

This panel discusses how multilingual speakers navigate difficult expectations of linguistic practices and use their home languages to position themselves in new social and geographical locations.

Room 102 A/B (Lower Level, Spokane Convention Center)

Speakers: Jun Akiyoshi, Pennsylvania State University, “Constructing Discourse Community in a College Writing Classroom through Translingual Teaching Approach: A Lesson Learned from One International Composition”

Tika Lamsal, University of San Francisco, “Negotiating Plurilingual Identities: Self-Sponsored Literacies among Bhutanese Refugees in the United States”

Meng-Hsien Liu, University of Illinois at Urbana-Champaign, “Semiotic Un/Becoming as Flexible and Agential Abundance: How Taiwanese Americans Semiotically Un/Become Transnational Citizens”

Havva Zorluel Özer, Syracuse University, “Western Composition Pedagogies in the Middle East: Affordances and Challenges”

Carina Jiaxing Shi, University of Maryland, College Park, “Whiteness in the Indigenous Colonial Chinese Subjects”

First-Year Writing

J.07 Abundance of Genres: Science Fiction in the First-Year Composition Classroom

Three speakers will discuss how science fiction can be an innovative and effective teaching tool in the first-year composition classroom. By exploring how human and other beings exist in a hypothetical future, science fiction is the ideal genre of study for the FYC classroom because it provides novel and creative ways of thinking, talking, and writing about contemporary issues.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Richard Campbell, Eastern Washington University, “Palpatine, Star Wars, and Dystopian Literature: A Rhetorical Examination Rooted in Machiavelli”

Max Hohner, Eastern Washington University, “Cultivating Collegial Atmospheres: The Ethics of Star Trek in the FYC Classroom”

Thomas Nelson, Eastern Washington University, “Inheriting Mobile Suit Gundam”

Writing Programs

J.08 Administrative [Abun]dances and Constraints: Emotional Labor in Writing Program Pandemic Realities

In response to scarcity rhetorics, programmatic constraints, and ongoing pandemic changes, this panel uses the lens of emotional labor to explore how motivation, community building, and administrative sustainability foster abundance.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speakers: Jacob Babb, Appalachian State University, “(Re)Building Faculty Writing Practices in the Wake of the Pandemic”

Kristi Costello, Old Dominion University, “A Delicate [Abun]Dance: Administering the Needs of Now”

Kate Navickas, Cornell University, “Fostering Emotional Abundance in Tutor Staff Meetings”

Courtney Adams Wooten, George Mason University, “Scarcity Rhetorics and WPA Work at Large Institutions”

Inclusion and Access

J.09 An Invitation to Bale: An Annotated Bibliography of Storywork and Narrative Resources

Our roundtable introduces Bale: An Annotated Bibliography of Storywork and Narrative Resources. Bale is a dynamic, collaborative project aiming to engage with antiracist practices and designed to support scholars

and writers in surveying scholarship on storytelling and narrative. Our roundtable invites our audience to participate in Bale and discusses its contribution to the discipline.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Roundtable Leaders: April Conway, University of Michigan
Emily Pifer, Syracuse University
Katie Powell, University of Cincinnati
Nancy Small, University of Wyoming

Theory, Research Methodologies, and Praxis

J.10 Applying Abundant and Interdisciplinary Methodologies to Engender Empathy and Inclusion in Writing Research and Practice

This panel offers a critical discussion of positionality in writing research methodologies. Speakers will consider how enacting writing abundance in methodologies in research and practice can identify otherwise absent voices and neglected means of knowledge making.

Room 202 A-C (Upper Level, Spokane Convention Center)

Chair: Michel LaCrue, University of Arkansas-Fayetteville
Speakers: Jessica Allee, University of Arkansas-Fayetteville
Dana Blair
Taylor Weeks

Theory, Research Methodologies, and Praxis

J.11 Creative-Critical Methods That Prioritize Sensorial Meaning-Making

Traditional scholarship can be agonistic, patriarchal, linear, logocentric, textual, and certain of itself. Our panel purposefully draws attention to the richer ways of being that are possible for communicators and scholars, drawing on the abundance of available sensory and affective experiences used by creative-critical scholars. It's personal, situated, experimental, archival, and hopeful.

Room 205 (Upper Level, Spokane Convention Center)

Speakers: Steven Hammer, Saint Joseph's University, "Listening as Labor"
Abigail Lambke, Avila University, "Attuning to Vocal Abundance"
Stephanie Parker, Rice University, "Polyphonic Memories of Japanese American Identity"
Kyle Stedman, Rockford University, "Composing Archival Histories"

Information Literacy and Technology

J.12 Digital Literacy through Digital Dramatization: Storytelling Back to Generative AI

This Engaged Learning Experience leads participants through a “digital dramatization,” auditing generative AI in real time. In a scaffolded series of short, multimodal group activities, participants will gain digital literacy and craft counterstories. The frameworks we use and methodologies we practice can be taken back to writing centers, to writing classrooms, and any other places where writing happens.

Room 303 A/B (Lower Level, Spokane Convention Center)

Speakers: Kirkwood Adams, Columbia University
Maria Baker, Pratt Institute

First-Year Writing

J.13 Expanding Shared Responsibility: Access, Equity, and Agency in Placement in First-Year Writing in the University of Alaska System

Student persistence increases when correct FYW placements happen. This panel recounts the development of a statewide, standardized set of resources for placement in developmental and FYW courses. Placement information that is transparent, publicly available, clearly explained—and abundant—empowers all stakeholders to help students make informed decisions about their placement into composition.

Room 206 A (Upper Level, Spokane Convention Center)

Chair: Andrew Harnish, University of Alaska
Speakers: Carrie Aldrich, University of Alaska
Jay Szczepanski, University of Alaska Southeast
Jennifer Tilbury, University of Alaska

Inclusion and Access

J.14 From Ache to Awareness: Teaching Wellness Writing in Composition Classrooms

Responding to concerns about student mental health, this Engaged Learning Experience discusses wellness writing pedagogies employed at three institutions. The act of composing to understand experiential knowledge, wellness writing expands our conceptions of accessible praxis, inviting students to consider how personal writing processes can help maintain salubrious dispositions while also inspiring them intellectually.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Chair: Patty Wilde, Washington State University Tri-Cities
Speakers: RJ Murphy, Washington State University
Erin Wecker, University of Montana
Christel Woods, Washington State University

Writing Abundance

J.15 Implementing Asset-Based Approaches for More Socially Just Writing Programs, Community-Engaged Classrooms, and Graduate Writing Contexts

The panelists describe ways an asset-focused approach to curriculum and mentoring can lead to more socially just practices in writing programs and higher education. Presenters will speak about their experiences with asset-based frameworks in undergraduate, community engagement, and graduate programs. They invite participants to consider similar approaches to adapt across institutional contexts.

Room 206 B (Upper Level, Spokane Convention Center)

Chair: Lauren Rosenberg, The University of Texas at El Paso, “Disrupting Standard Language Ideologies by Centering Students’ Language and Literacy Practices in a Writing Program on the Mexico-US Border”

Speakers: Lucia Dura, “Anchoring Asset-Based Mentoring Frameworks in Graduate Writing Pedagogy”

Maria Isela Maier, “Leveraging Bilingual Students’ Linguistic Backgrounds in Writing Courses with a Community Engagement Writing Component”

Writing Programs

J.16 Mocking It Up: Preparing GTAs to Teach First-Year Writing

This presentation examines how three graduate students managed a professional development and mentoring program for preparing to teach writing that was built on “a job-embedded professional development” (JEPD) frame. A JEPD frame asks GTAs to play the role of their students while learning about the university’s FYW curriculum.

Room 206 C (Upper Level, Spokane Convention Center)

Chair: Dan Martin, Central Washington University

Speakers: Madison Flint

Austin Frike

Mariah Sebastiani

Approaches to Teaching and Learning

J.17 Personal Writing at a Time of AI

Sponsored by the Assembly for Expanded Perspectives on Learning (AEPL)

This AEPL-sponsored panel considers personal abundance as a response to AI-assisted writing. Speakers draw from research areas such as embodiment, freewriting, autoethnography, reflection, presence, and rhetorical sovereignty to make a case for the personal in response and in relation to AI. The panel emphasizes pedagogical strategies and includes ample time for discussion.

Room 402 A-C (Upper Level, Spokane Convention Center)

Chair: Eric Leake, Texas State University, “The Personal Essay as a Reason for Writing”

Speakers: Lisa Blankenship, Baruch College, CUNY, “AI Writing and Writer’s Reflective Letters”

Isaac Wang, University of Hawai’i at Manoa, “AI Assisted Writing and the New Linguistic Colonialism”

Daniel Weinstein, Indiana University of Pennsylvania, “Blabbing with the Bots: Bridging Private and Public Writing with AI Writing Assistants”

First-Year Writing

J.18 Placement as Problem, Placement as Opportunity: Insights from a Self-Study

This panel presents findings from a self-study of student and faculty perceptions and outcomes of placement processes at a large, selective private university. We launched the study to assess the strengths and limitations of our current approach in light of shifts in the range of our students’ English fluencies and in an effort to better align our work with research on guided self-placement.

Room 207 (Upper Level, Spokane Convention Center)

Speakers: David Cregar, New York University, “Placement and Student Outcomes”

Denice Martone, New York University, “Placement in Practice”

Nate Mickelson, New York University, “Placement and Student Perceptions”

Amira Pierce, New York University Expository Writing Program, “Placement and Teacher Perceptions”

Inclusion and Access

J.19 Rerouting (Access)ibility: Cultivating Growth through Inclusivity

Extending the notion of accessibility beyond merely responding to (in)visible barriers, we argue for a more inclusive definition of access. This panel will explore abundance through a range of issues in (dis)ability, labor concerns, ageism, and creativity as sites for reframing what it means to meet students where they are.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Chair: Ashlyn Walden, University of North Carolina at Charlotte, “The Space Between: Balancing Accessibility and Labor”

Speakers: Frances Chapman, Clemson University, “The Invisible Students: Ageism on College Campuses”

Julie Cook, North Carolina State University, “An Academic and Creative Writer Walk into a Bar: Staging Invention as Scholarship”

Writing Abundance

J.20 Seeing Abundance in Times of Need: Engaging with/for Veterans in Higher Education

Sponsored by the Writing with Current, Former, and Future Members of the Military Standing Group

Featuring speakers who identify as both composition studies and veterans studies scholars, this panel elevates conversations related to pedagogical, administrative, and disciplinary abundance as they center student veterans and military-affiliated communities. Panelists share independent work about military communities in need, but together call for reunion, conversation, community-focused care.

Room 201 C (Upper Level, Spokane Convention Center)

Chair: Corrine Hinton, Lincoln Land Community College, “‘We created a monster’: Consumerist Rhetorics and the Crisis of Hazlewood in Texas Higher Education”

Speakers: Mariana Grohowski, University of California, Irvine, “Seeing Abundance in Veterans Studies”

Tara Hembrough, University of the Incarnate Word, “Stressors in Oklahoma Student Veterans and Nonveterans during COVID-19 and Their Interest in Discussing Pandemic and Political Topics”

Antiracism and Social Justice

J.21 Teaching against Erasure: Valuing the Culturally and Linguistically Diverse Student

To disrupt the active hostility against teaching critical race theory and implementing diversity, equity, and inclusion policies at public universities, this panel discusses the urgent need for pedagogical training and curriculum that centers cultural and linguistic diversity to combat the continued erasure of minoritized students. *La lucha sigue y como nadie gana sola, luchamos juntos.*

Room 203 (Upper Level, Spokane Convention Center)

Speakers: Clarice Blanco, The University of Texas at Austin, “Erasure and Invisibilization of Marginalized Voices: A Call for the Return to Pedagogy”

Jade Shiva Edward, The University of Texas at Austin, “Bring Yourself as You Are: A Linguistic Justice Approach to First-Year Composition Bridge Seminars”

Elisa Serrano, The Pennsylvania State University, “Pláticas as Pedagogy: Construyendo translingual classrooms through Pláticas”

Approaches to Teaching and Learning

J.22 The Abundance of Paranoia in National Security Rhetorics: Understanding and Transforming Philosophies, Pedagogies, and Praxes in First-Time Military Educators

New faculty within defense academic institutions are a unique, understudied group susceptible to paranoia culture, limiting cooperation with colleagues, hobbling student development, and stifling institutional learning. Panelists discuss contributing factors, interpretation, and strategies for addressing paranoid philosophies, pedagogies, and classroom praxes to improve educational outcomes.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Chair: Jeffrey Turner, Joint Forces Staff College/National Defense University

Speakers: Anna Cairney

Kate Egerton, Naval Postgraduate School

Aileen Houston, Naval Postgraduate School

Myrna Wilson, The MASYS Group/National Intelligence University

Information Literacy and Technology

J.23 Toward a Composition Made Abundant: Multimodal Reinvention for Capitalist Disruption

This panel builds upon Shipka’s call for “a composition made whole” to imagine a composition made more wholly abundant through multimodal invention and collaboration. We propose methods aimed at making our classrooms more equitable spaces that resist a capitalist focus on models of student deficiency by emphasizing invention-centric multimodality in our pedagogies.

Room 302 A/B (Lower Level, Spokane Convention Center)

Speakers: Philip Choong, University of San Francisco
Jesse Crombie
Rebecca Ottman, Texas A&M University at Galveston

Information Literacy and Technology

J.24 Ways of Knowing and Doing Hope in Digital Rhetoric

This presentation shares and analyzes the responses and trends that emerge from a set of video interviews conducted with 14 scholars in digital rhetoric at the 2023 CCCC Annual Convention in Chicago. The presentation focuses on responses to questions on hope (the Convention theme) within the field of digital rhetoric.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Speakers: Matthew Davis, University of Massachusetts, Boston
Rory Lee, Ball State University
Stephen McElroy, Babson College

Approaches to Teaching and Learning

J.25 Words, Earth, and Gift-Giving: Learning from/with Disparate Voices

Using an interactive ensemble performance of narratives, the facilitators, in a series of four movements, aim to both entertain and educate the audience through kinesthetic interaction with the creative work of authors from an assemblage of communities. Participants will practice mindful listening, plant seeds and words in soil, and gift these plants to one another in a spirit of abundance.

Room 206 D (Upper Level, Spokane Convention Center)

Chair: Bonnie Vidrine Isbell, Biola University
Speakers: Christopher Davidson, Biola University
Jeff Frawley, Eastern New Mexico University
Aurora Matzke, Chapman University
Karen Tellez-Trujillo, Cal Poly Pomona

Theory, Research Methodologies, and Praxis

J.26 Writing in Abundance—An Entanglement Perspective on Writing Research

This panel explores how an entanglement perspective foregrounds writing as becoming—with natural and cultural beings across multiple lifeworlds. Sharing slices of data from ethnographic case studies of persons becoming—acting and writing—with the world, each speaker offers implications for studying the messy multiplicities, fluid relationships, and indeterminate ways of writers and writing.

Conference Theater (Lower Level, Spokane Convention Center)

Speakers: Andrea Olinger, University of Louisville, “Writing-Style Interactions as Entangled Semiotic Becoming”

Paul Prior, University of Illinois at Urbana-Champaign, “Nora’s Entangled Becoming With: Semiotic Activity, Disciplinarity, and Social Justice Advocacy across the Lifespan”

Xiqiao Wang, University of Pittsburgh, “Dwelling on Surprises: Becoming Multilingual Writers with Literate Others”

Community, Civic, and Public Contexts of Writing

J.27 Literacy as Intervention: Examining Definitions and Practices of Social Justice and Advocacy in Marginalized and Imprisoned Communities

This panel offers insight on the definitions and practices of social justice, specifically as connected with BIPOC communities and incarcerated people and writers.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Holly Anderson, University Wisconsin-Milwaukee, “Literacy, Rhetorical Citizenship, and Freedom Summer”

Patrick Berry, Syracuse University, “Literacy after Prison: Rethinking Possibilities with Formerly Incarcerated Writers”

Gavin Doyle, Washington State University, “Mass Incarceration as Endemic: Addressing a Health Crisis through Prison Literacy Education”

Jialei Jiang, University of Pittsburgh, “Situating Community-Engaged Writing Pedagogy at the Intersection of Critical Emotional Awareness and Antiracist Action”

Brian T. Shaw, “Literacy after Prison: Rethinking Possibilities with Formerly Incarcerated Writers”

Jason Tham, Texas Tech University, “Situating Community-Engaged Writing Pedagogy at the Intersection of Critical Emotional Awareness and Antiracist Action”

First-Year Writing

J.28 Restorying Literacies in Developmental Writing

In this session, presenters offer institutional narratives and research as models for advocating for marginalized students; for increasing student agency and confidence; and for creating equitable co-requisite courses to support first-year writing students' success.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Speakers: Megan Busch, Charleston Southern University, “Curtailing Developmental Composition Placement and Supporting First-Year Writers with a Corequisite Writing Lab and Embedded Tutors”

Joshua Rea, Millersville University, “Centering Students in Corequisite Composition”

Kimberly Tweedale, East Tennessee State University, “Restorying the ‘Problem’ of Developmental Writing”

Writing Abundance

J.29 The Political Economy of Writing and Resisting Exploitation

This combined session will consider the field's approach to the political economy of writing and strategies for academic-writing activism as an antidote to neoliberal policies.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speakers: Annife Campbell, The University of the West Indies, Mona, “Responding to the Rhetoric of Scarcity through Writing Abundance: Protecting Academic Writing Support Systems in Higher Education”

James Daniel, Seton Hall University, “Writing, Value, and Labor: Retheorizing the Political Economy of Writing through Marx and Braverman”

Vivette Milson-Whyte, The University of the West Indies, Mona, “Responding to the Rhetoric of Scarcity through Writing Abundance: Protecting Academic Writing Support Systems in Higher Education”

First-Year Writing

J.30 Critical, Responsive Teaching Strategies in an Antiracist First-Year Writing Context

In this session, the presenters demonstrate how critical, responsive teaching in an antiracist context can expand student knowledge and meaning making. The panelists share a variety of praxes that enable students to be more than culturally aware but also critically responsive to the world.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speakers: Madhura Nadarajah, University of Oregon, “The Social Literacy Narrative: An Assignment That Honors the Cultural Knowledges of BIPOC Students in FYW”

Krystia Nora, MATC, “‘Voice in Writing Is . . .’: Situating Students as Composition Theorists while Promoting Antiracism and Abundance Practices”

Olivia Rowland, The Ohio State University, “Toward Abundant Possibilities for Peer Response: An Antiracist Approach to Peer Review”

Institutions: Labor Issues, Professional Lives, and Survival

J.31 Intergenerational Graduate Mentorship

Sponsored by the Doctoral Consortium in Rhetoric and Composition

This panel sponsored by the CCCC Doctoral Consortium in Rhetoric and Composition explores intergenerational mentoring and the forms it has taken both historically and in the context of changing technologies of communication.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Chair: Laura Micciche, University of Cincinnati

Respondents: Eliza Gellis

Letizia Guglielmo, Kennesaw State University

Speakers: Lynee Lewis Gaillet, “Extending Ways of Knowing: Multidirectional Mentoring and Coauthoring”

Anne Ruggles Gere, University of Michigan, “Building a Mentoring Foundation: Beliefs, Practices, and Connections”

Florianne L. Jimenez, University of New Hampshire, “The (Before and) Afterlives of Grad School Mentoring”

Rebecca Lorimer Leonard, University of Massachusetts, Amherst, “The (Before and) Afterlives of Grad School Mentoring”

Jessica Rose, “Extending Ways of Knowing: Multidirectional Mentoring and Coauthoring”

Morris Young, University of Wisconsin-Madison, “Building a Mentoring Foundation: Beliefs, Practices, and Connections”

K Sessions: 9:30–10:45 a.m.

Community, Civic, and Public Contexts of Writing

K.01 Literacy Tensions: Rhetorics and Civic Participation across Publics

This panel forwards four projects that illuminate how literacy and civic participation take place across publics. The panel highlights the tensions and possibilities in learning with and from materials like Peter Berkow’s *Writing for an Audience*, two interrelated cases of We-media, and the act of knitting as civic participation.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Will Chesher, Miami University, “Leveraging Our Expertise: Building a Digital Archive of WAC Work outside of Higher Education”
Amy Dayton, The University of Alabama, “Feminism, Fiber Arts, and Material Rhetoric: The ‘How-To’ Book as Pedagogical Artifact”
Rachel La Due, University of Wisconsin-Milwaukee, “Students as Counterpublics: Case Studies of School Choice and Sex Ed”
Min Yang, Texas Tech University, “Enacting Active Equality on Subaltern Online Public Spheres in China: From Fang Fang’s *Wuhan Diary* to Yimei Garden Series”

Approaches to Teaching and Learning

K.02 Graduate Student Writing Abundance

From chronicling experiences at a dissertation bootcamp to considering social practices with graduate student academic writing, these panelists make room for graduate student writing abundance.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Rebecca Babcock, University of Texas-Permian Basin, “Applied Linguistics Postgraduates’ Social Practices When Writing Theses and Research Articles in English at a Mexican University”
Kathryn Baillargeon, University of California, Santa Barbara, “Playing with Writing the Dissertation: Foregrounding Abundance in the Potential Space of the Dissertation Boot Camp”
Graciela Arizmendi González, University of Guanajuato, “Applied Linguistics Postgraduates’ Social Practices When Writing Theses and Research Articles in English at a Mexican University”
Amy Hodges, The University of Texas at Arlington, “Applied Linguistics Postgraduates’ Social Practices When Writing Theses and Research Articles in English at a Mexican University”

Writing Abundance

K.03 White Settler Status and Indigenous Ways of Knowing

This combined session examines how settlers can avow settler status on some level, consciously or intuitively, to some audience, public or private, to participate in reducing settler harm. The session will also offer advice for how to ethically enact/participate in restorative processes that avoid continuing cycles of harm through the cooptation of Indigenous ways of knowing.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Bradley Smith, Governors State University, “Abundant Pedagogies: The Ethical Uses of Restorative Processes in Writing Studies”

Lydia Wilkes, Auburn University, Auburn, “Becoming Daiboo’: Avowing Settlerlessness to Reduce Settler Harm in Rhetoric, Communication, and Writing”

Writing Abundance

K.04 Promoting Rhetorics of Abundance in Writing Practices across Contexts: Growth, Confidence, and Collaboration

This combined session explores writing practices across contexts that reframe scarcity models to an abundance way of thinking, from workplace communication and emails, to ungrading and student self-assessment, to the potential of collaborative writing across disciplines. The session considers how writing practices can prompt growth, generate confidence, and cultivate collaboration.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Speakers: Lisa Del Torto, Northwestern University, “The Abundant Knowledges of Student Self-Assessment and Reflection in Ungraded Writing Courses”

Meaghan Fritz, Northwestern University, “The Abundant Knowledges of Student Self-Assessment and Reflection in Ungraded Writing Courses”

Kathryn Lambrecht, Arizona State University, “Interdisciplinary Writing as Abundance: Multiplying Possibilities and Perspectives”

Theory, Research Methodologies, and Praxis

K.05 We Are All Struggling to Be a Patient: Maintaining Rhetorical Agency within a Biased Medical Field

This panel addresses the disparity between patients and medical practitioners. Each paper rhetorically analyzes a medical disparity where patients struggle to maintain rhetorical agency within the medical field. The speakers call for an intervention that dispels the assumptions that marginalize patients before they even step into the doctor's office.

Conference Theater (Lower Level, Spokane Convention Center)

Chair and Respondent: Melissa Nicolas, Washington State University

Speakers: Sara Brock, Washington State University, "Beyond the Diagnosis: Rhetorical Agency for Individuals with Intellectual Developmental Disorder"

Prakash Paudel, Washington State University, "A Rhetorical Awareness in Using Medical Devices and Wearable Technologies: A Proposition"

Justine Trinh, Washington State University, "How It Feels to Be the Asian American Me: Sterile Intimacy in the Asian American Personal Experiences"

Writing Abundance

K.06 Cultivating Cultural Logics of Abundance in the Classroom: Indigenous Rhetorics in Global and Rural Contexts

This combined session will consider how to challenge the often destructive, violent rhetorics and cultural logics of scarcity and precarity, while also having a clear idea of where to find—and how to use in nonexploitative, nonappropriative ways—alternative cultural principles and Indigenous mindsets of abundance.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Linford Lamptey, Miami University, "Reimagining Abundance for Student Engagement"

Alexis Piper, Lakeland University, "Helping Rural Students Write Abundance by Challenging Scarcity and Precarity: A Three-Prong Approach That Highlights Indigenous Rhetorics"

Pritisha Shrestha, Syracuse University, "Mapping Abundance in Scarcity: A Nepali Indigenous Festival as a Site of Writing Abundance"

Institutions: Labor Issues, Professional Lives, and Survival

K.07 “Disappearing at the Table” of Institutional Diversity

Resisting and disrupting what Ahmed (2023) critiques as “witnessing yourself disappear” at the table of institutional diversity discourses, this panel shares stories about emerging scholars’ precarious identities under institutional logics and policies to outline an abundant future for marginalized, emerging scholars.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Speakers: Roland Dumavor, “‘Disappearing at the Table’ of Institutional Diversity: Social Justice and Decoloniality of Power”

Nicole Golden, Michigan State University, “Disrupting Myth and Monolith: Disappearing as a Mixed Race Japanese American Instructor”

Stephie Kang, “Who Am I to You? Transnational Identity Negotiation and Hybridity as Pedagogy”

Vee Lawson

Inclusion and Access

K.08 Abundant Bodies: Pleasure, Structure, and Multimodality

This session examines the complications of embodied learning. Using queer theory, disability theory, and composition theory, this panel examines the body as a mechanism for enabling both composition and composition pedagogy. Consequently, the panel seeks to unpack the body as a necessity for composition, in all its pleasurable messiness and possibility.

Room 102 A/B (Lower Level, Spokane Convention Center)

Chair: Patrick James, West Chester University of Pennsylvania, “Queer Bounty: The Erotic as the Sight of Composition”

Speakers: Ashley Patriarca, West Chester University of Pennsylvania, “Creating Our Own ‘New Normal’: Developing Course Policies and Structures to Support Students’—and Our Own Embodied Realities”

Ilknur Sancak-Marusa, West Chester University of Pennsylvania, “Pictures Are Worth a Thousand Words: Multimodal Projects in Composition Courses Foster More Authentic Student Voices and Improve Engagement”

Language, Literacy, and Culture

K.09 Approaches to Multimodality: A Digital and Cultural Rhetorics Approach to Pedagogy in Composition Classrooms

This panel explores the multimodal landscape of language, community, and culture through applications of digital and cultural rhetorics methodologies. Specifically, this panel will examine how multimodal modes such as artist books, video games, film, and sound serve as an abundant pedagogical tool within the classroom.

Room 202 A-C (Upper Level, Spokane Convention Center)

Speakers: Sojin Cho, University of Pittsburgh, “Bodies on the Page: Artists’ Books’ Handmade Rhetorics and Performance”

Alex Jennings, University of Pittsburgh, “Composing Legitimacy: How Small-Town High School Parents Conceptualize the Arts and Humanities”

Rency Luan, University of Waterloo, “Mousey’s Muse: A Constellated Storytelling through Digital and Cultural Rhetoric Methodologies”

Lindsey Williams, University of Pittsburgh, “I Know How to Play the Game: Gaming and Game Development as a Pedagogical Approach to Teaching ESL Students”

Institutions: Labor Issues, Professional Lives, and Survival

K.10 Attending to Excess to Make Abundant (Academic) Lives Possible

Excess makes abundant (academic) lives possible, yet many structures of the academy are designed to control excess. In this roundtable, we invite participants to name what we are taught to consider excessive and the mechanisms by which excess is controlled. In doing so, we reimagine excess to foster living abundant (academic) lives.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Roundtable Leaders: Lesley Bartlett, Iowa State University

Jessica Rivera-Mueller, Utah State University

Sandra Tarabochia, University of Oklahoma

Language, Literacy, and Culture

K.11 Celebrating Language in All Its Forms: Cultivating a Culture of Abundance

This panel will describe a several-decades-long attempt to make linguistically grounded language awareness a central component of coursework for Educational Opportunities Program students at the University at Albany.

Room 205 (Upper Level, Spokane Convention Center)

Chair: Craig Hancock, University at Albany, SUNY

Speakers: Victorio Reyes Asili, University at Albany, SUNY

Amber Jackson, University at Albany, SUNY

Casandra Murray, University at Albany, SUNY

Josh Sheridan, University at Albany, SUNY

Theory, Research Methodologies, and Praxis

K.12 Critical Composing and the Two-Year College Classroom: Student Writers Examine Threshold Concepts, Learning Transfer, and How We Write Now

This student-researcher panel explores the analyses, responses, and critiques of research and position statements in the field of writing studies by students at an open-access two-year college who have completed one or more courses in a one-year sequence of first-year writing.

Room 206 A (Upper Level, Spokane Convention Center)

Chairs: Brett Griffiths, Schoolcraft College

Emily Suh, Texas State University

Speakers: Brianna Docusen, “Procrastination as Process: Deadlines, Dread, and Dreaming to the Deadline”

Joshua Hanink, Schoolcraft College, “The Comingling of Marine Experience and Writing Anxiety”

Eyas Mossallam, Student, Schoolcraft College, “Writing Makes Me Angry: Threshold Concepts and a Reimaging of My Own Education”

Llambi Treska, Schoolcraft College, “A Citizen in Every Essay: Translanguaging as a Means of Access and Critique”

Jessica Trosper, “Misreading and Rereading ‘Critical Composing’”

Approaches to Teaching and Learning

K.13 Designing, Adapting, Developing, Assessing: Teaching for Transfer and Flexible Reflection

Sponsored by the Teaching for Transfer Standing Group

This panel explores four specific adaptations of the Teaching for Transfer (TFT) curriculum—with a focus on dimensions of reiterative reflection in particular—for facilitating writing transfer using critical language awareness, for student athletes, with teachers and peer mentors across the curriculum, and through programmatic assessment of students’ reflective portfolios.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Chair: Matthew Davis, University of Massachusetts, Boston

Speakers: Sue Doe, “Developing TFT Processes Across-the-Curriculum in a Teaching and Learning Center: A Study of a Learning Assistant Cohort and a Faculty Learning Community”

Peter Fields, “Designing for TFT: Reflection, Remix, and Student Athletes”

Cheryl Green, “Assessing Reflective Depth: Student Portfolios as Sites of Engagement”

Joleen Hanson, “Adapting TFT to Support Linguistically Diverse Students: A Critical Language Awareness Approach”

Erin Whittig, “Assessing Reflective Depth: Student Portfolios as Sites of Engagement”

Theory, Research Methodologies, and Praxis

K.14 Disrupting Institutional Racism and Oppression: Building on Latinx Knowledge

Sponsored by the Latinx Caucus

This panel draws from the experiences of Latinx teachers and scholars living in a time and space where the racial divide in our nation has taken center stage, and where critical race theory and culturally relevant teaching remain under attack nationwide.

Room 303 A/B (Lower Level, Spokane Convention Center)

Chair: Helen Sandoval, University of California, “Chicana Feminism”

Respondent: Iris Ruiz

Caucus Chair: Romeo Garcia, University of Utah

Speakers: Carla Maroudas, Mt. San Jacinto College, “Teaching in the Crossfire: Teaching and Learning in the Puente Program Amid Local Efforts to Ban Culturally Relevant Pedagogies”

Raúl Sánchez, University of Florida, “Greetings from Florida: Teaching Rhetoric in the Sunshine”

Antiracism and Social Justice

K.16 Intentional, Institutional Pessimism: Supporting Meaningful Resistance

In this roundtable conversation, participants consider pessimism as necessary institutional resistance to the status quo. Drawing on Black feminist, queer of color, and trans/disabled critique and theory, we address how racism, ableism, sanism, and trans/homophobia are interwoven with institutional agendas.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Speakers: Christina Cedillo, University of Houston-Clear Lake
Sarah Madoka Currie, University of Waterloo
Ada Hubrig, Sam Houston State University
Cody Jackson, Texas Christian University
Ruby Mendoza, Sacramento State University
Pritha Prasad, University of Kansas

Language, Literacy, and Culture

K.18 Potential Overabundance: International Student Pathways as Opportunity and Challenge for Writing

This panel provides a current overview of and examples of third-party international student pathway programs that reflect contractual relationships between US-based colleges/universities and private companies. Such partnerships may help institutions enroll more international students post-COVID lockdowns. However, their effects on academic programs—particularly writing—are understudied.

Room 207 (Upper Level, Spokane Convention Center)

Chair: Jay Jordan, University of Utah
Speakers: Jennifer Akins, Gonzaga University
Eman Elturki, University of Illinois at Chicago
Pietera Fraser, University of Utah
Yu-Kyung Kang, Gonzaga University

Writing Abundance

K.19 Queer Caucus Sponsored Panel

Sponsored by the Queer Caucus

This sponsored panel features four presentations that scrutinize queer rhetorics and literacies, rhetorics of difference and alienation, queer imagination, and queer abundance.

Room 302 A/B (Lower Level, Spokane Convention Center)

Chair: Jason Tham, Texas Tech University

Speakers: Michael Faris, Texas Tech University, “‘The Homosexual Imagination’ at 50: Reflecting on the 1974 Special Issue of *College English*”

TJ Geiger, Texas Tech University, “‘The Homosexual Imagination’ at 50: Reflecting on the 1974 Special Issue of *College English*”

Keshia McClantoc, University of Nebraska-Lincoln, “Queer Literacy, Queer World-Making, and Queer Access in the Rural South”

David Ornelas, Jr., San Diego State University, “Exclusion of Queer Abundance in Societies Conventional Teaching within University Curricula”

Gabrielle Wilkosz, “Toward a Rhetorics of Alienation Informed by Difference, Alterity”

College Writing and Reading

K.20 Reconceptualizing Sustainability Literacies: Ecocritical Poetics, Home Writing, and So-Where Pedagogies

Our panel engages the theme of “writing abundance” through an exploration of sustainability literacies as strategies for reconceptualizing undergraduate writers’ relationship to space, place, and language. Participants will take away grounded, pedagogical heuristics for college reading and writing that foreground diverse perspectives on and questions of land-based reparations and writing in place.

Room 203 (Upper Level, Spokane Convention Center)

Chair: Katie Silvester, Indiana University, Bloomington, “Reconceptualizing Sustainability Literacies: Eco-critical Poetics, Home-Writing, and So-Where Pedagogies”

Speakers: Kaylie Fougerousse, Indiana University, “So-Where Pedagogies in Composition Course Designs”

Joanna Gordon, Indiana University, “What the Stories Tell Me: Writing as Home-Making Practice”

Lydia Nixon, “Braiding Theory and Praxis: Material Ecocriticism as a Decolonial Option”

Writing Programs

K.21 Resistance in Changing Times: Deep Change through Sensemaking in WAC Work

This panel draws on feminist invitational rhetoric to explore writing abundance as heuristic. It describes WAC changemaking efforts in a state increasingly hostile to equity and diversity. Attendees will leave with strategies for considering how to navigate attacks on equity, opportunity, and abundance in a hostile and shifting political and educational landscape.

Room 401 A-C (Upper Level, Spokane Convention Center)

Chair: Elizabeth Wardle, Miami University of Ohio

Respondent: Caitlin Martin, Embry-Riddle Aeronautical University

Speakers: Mandy Olejnik, Miami University of Ohio

Rena Perez, Miami University of Ohio

Language, Literacy, and Culture

K.22 Sensing Home through Dis/placed Rhetorical Abundance

This panel brings together theoretical and practical rhetorics of place and sensation to investigate the abundant possibilities for decoloniality, indigenous sovereignty, ecological stewardship, and critical pedagogy that notions of “home” offer. Panelists discuss both the problems and promise of home in rhetorical situations ranging from the university classroom to the mountains of Palestine.

Room 402 A-C (Upper Level, Spokane Convention Center)

Speakers: Samah Elbelazi, University of Utah, “Sense of Belonging and Exploration through Place-Based Writing”

Donald Penner, University of Utah, “Sense in Extreme: Indigenous Black Metal as Rhetorical Sovereignty”

Muath Qadous, University of Utah, “Sensing Home in Diaspora: Zatar and Homeland Behind the Wall”

Jonathan Stone, University of Utah, “A Sense of Home: The American West as a Sensory Archive for D(eco)lonial Reckoning”

Inclusion and Access

K.23 The Abundant Mind: Neurodivergent Possibilities in the Composition Classroom

Our roundtable reflects on institutional drives to “return to normal” (and who is excluded by these norms) by examining how several sociopolitical movements (including trauma-informed care, autism destigmatization, issues of disclosure, problems of deficit models of disability, and awareness of anxiety) impact our work and possibilities for the writing classroom, institution, and administration.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Respondent: Jo Hsu, The University of Texas at Austin

Roundtable Leader: Millie Hizer, Indiana University, Bloomington

Speakers: Bernadette Bowen, Miami University

Lauren Brentnell

Jason McCormick, University of Nebraska-Lincoln

Psyche Ready, University of Connecticut

Antiracism and Social Justice

K.24 Toward Antiracist and Equity-Oriented Praxes in College in the High Schools’ Dual Enrollment Writing Programs

This panel brings together cross-institutional stakeholders in a college in the high school writing program to discuss ongoing work to promote linguistic/racial/disability justice and more inclusive and equitable learning environments. Panelists focus on challenges, opportunities, and concrete practices for doing equity work across radical difference in dual enrollment writing programs.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Chair: Candice Rai, University of Washington, Seattle, “Equity Work across Difference in College in the High Schools Writing Programs”

Speakers: Jennie Baker, University of Washington, Seattle, “Negotiating Standards and Outcomes: Access, Equity, and Disability Justice in Writing Program Assessment”

Sarah Manus, Everett High School, “Toward Equitable Assessment Practices and Social Justice Outcomes”

Community, Civic, and Public Contexts of Writing

K.25 Working within the System to Change It: Writing Our Florida by Supporting Early-Career Faculty Writing Initiatives

This Engaged Learning Experience reports on creating a National Writing Project site in Florida while the political climate is trending away from critical values composition/rhetoric explores. Participants will learn ways to gain administrative support for writing communities and apply DEI concepts employed in one writing community to their own.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Speakers: Shanti Bruce, Nova Southeastern University
Adele Leon, Nova Southeastern University

Writing Abundance

K.26 The Stories and Silences We Inherit: Redefining Research in a Decolonial Framework

While many researchers are taught to position themselves apart from their research and writing, this combined session explores multiple sites of decolonial methodology, genealogy, and epistemology. This session considers how the intersections of stories that we embody can influence the way we conduct research and connect with our different knowledge to self-identify and establish our positionality.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speakers: Alakai Antonio, University of Hawaii at Manoa, “Ho’owala’au: Relations Built through Mo’oku’auhau and Mo’olelo”
Kayla Watabu, University of Hawaii at Manoa, “Silence as Stories: Returning to a Makawalu Methodology”

Community, Civic, and Public Contexts of Writing

K.27 Bio Designs: Cultivating Sustainable Food Systems and Classroom Design with Communities and Outdoor Spaces

This panel explores the rich possibilities in designing and practicing curricula that take into account the importance of our environment and its sustainability. The panel explores topics like food systems, learning with nature, and experiential outdoor learning as well as reconciling with our climate crisis.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speakers: Veronica House, University of Denver, “Abundant Community Writing for Food Justice”

Kathryn Perry, California State University, Los Angeles, “Climate Kinship Changes the Narrative: How Experiential Outdoor Learning Transforms Student Writing”

Andrea Williams, University of Toronto, “Writing the Land and the Self in the City: Reconciling Land-Based Pedagogy in a Writing Course in an Urban University”

L Sessions: 11:00 a.m.–12:15 p.m.

Community, Civic, and Public Contexts of Writing

L.01 Grounding Curriculum in Community Knowledges: Learning with and from Mothers, Indigenous Communities, and Students

This panel presents three distinct examples of curricula design based on communities' lived experiences, online digital practices, and campus life. Panelists will offer insight into language and literacy research based on observations developed in working with mothers and professionals, online Indigenous and non-Indigenous folks discussing Indigenous languages online, and university students.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Speakers: Brooke Boling, University of Cincinnati, “‘Paddle Faster, I Hear Banjos’: Countering Appalachian Stigmatization through Place-Based Critical Education”

Amanda Choutka, American University, “Restoring Relationships with Land and People: Leveraging Community-Based Partners(hips) in FYW Multimodal Projects”

Angela Geosits, American University, “Restoring Relationships with Land and People: Leveraging Community-Based Partners(hips) in FYW Multimodal Projects”

Axel Gonzalez, Independent Scholar, “‘Metal in the Shape of a Butterfly’: Indigenous Online Translingual Spaces as a Model for a More Communal Writing Pedagogy”

Su Yin Khor, College of the Atlantic, “Building Immigrant Women’s Genre and Rhetorical Knowledge in Community-Based English Literacy Programs: Connecting Theory and Practice”

Writing Programs

L.02 The Writing Major, the Writing Minor, and the Students Themselves Who Make Them Up

Presenters in this session will explore professionalizing the English major, in addition to the writing studies minor (what is it and what can it be?). From this broad framework presenters will also talk about student perspectives of, and their success with, different delivery modalities. This session will also feature classroom practices involving radical reflection-based grading.

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Brenta Blevins, University of Mary Washington, “The Writing Studies Minor: What Is It? What Should It Be?”
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, “Serving Students Abundantly: Considering Students’ Needs and Preferences Related to Modality in Writing Courses”
Lauren Connolly, Lewis-Clark State College, “For More than Love and Joy: Professionalization of the English Major”
Travis Margoni, Yakima Valley Community College, “Serving Students Abundantly: Considering Students’ Needs and Preferences Related to Modality in Writing Courses”
Shelley Reid, George Mason University, “Reflection-Based Grading: Prioritizing Metacognitive Outcomes for Inclusive Writing Instruction in an AI Context”

Professional and Technical Writing

L.03 Writing beyond the First Year: Stem and Grant Writing

This panel offers three ways that writing happens beyond the first year. By connecting mechanical engineering, physics, and grant-writing courses, this panel promises to include meaningful approaches.

Room 201 A/B (Upper Level, Spokane Convention Center)

Speakers: Bruce Kovanen, University of Illinois at Urbana-Champaign, “Tracing Literate Activity in Collaborative Laboratory Environments”
Shyam Pandey, Sam Houston State University, “Embracing Abundance through a Grant Writing Course: A Case from a Hispanic-Serving Institution”
Clay Walker, University of Michigan, “Abundant Thresholds: Developing a Mechanical Engineering Reasoning Diagram to Aid Disciplinary Writing”

L.04 Qualitative Research on Abundance in Writing Centers

This panel offers different methods and interpretive frameworks to discover new approaches to understanding writing center history and practice.

Room 102 A/B (Lower Level, Spokane Convention Center)

Speakers: Mairin Barney, Towson University, “Apocalyptic Thresholds: Embedded Writing Tutors’ Contributions to Cultural Renewal”
Joseph Cheatele, University of Southern Mississippi, “Data in the Center: Writing Abundance in the Postsecondary Writing Center”
Don Moore, SUNY Polytech, “Laboratory Writing and the Roots of the Writing Center”

L.05 Black Linguistic Pedagogies of Transformation

This panel offers new pedagogies for linguistic justice drawing from analysis of how Black people deploy language in classrooms and beyond.

Meeting Room 11 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Kenneth Johnson, College of Charleston, “Off the Dome: Hip-Hop Cyphers as Classroom Pedagogy”

Ashley Newby, University of Maryland, “Racialized Writing Trauma, African American Language, and the Trope of Linguistic Injustice: On the Promises of Performative Critical Literacies Pedagogy”

Oscar Garcia Santana, Graduate Student, “The Rise of Racial Linguistics through Damage-Based Modulations in Literacy Pedagogy: Sidesteppin’ the Race Questions”

Brianne Taormina-Barrientos, Nevada State College, “What Does It Mean to ‘Go for Broke’? Baldwin’s Abundance in Writing Pedagogy”

Information Literacy and Technology

L.06 “I’m Not a Robot”: Demonstrating Our Humanity in the Face of AI Text Detection

Sponsored by the Cognition and Writing Standing Group

Although AI text generation complicates writing pedagogy, this panel argues that overconfidence in AI detection methods is equally worrisome. The four speakers explore the philosophical quandary of AI detection, impacts of false positives on marginalized students, assumptions that AI has a detectable style, and the inevitability of a new hybrid era of writing instruction.

Room 401 A-C (Upper Level, Spokane Convention Center)

Speakers: Whitney Gegg-Harrison, University of Rochester

Matthew Parfitt, Boston University

Fain Riopelle, Indiana University

Airlie Rose

Antiracism and Social Justice

L.07 Abundant Love: Closing Equity Gaps through Writerly Freedom, Ethics of Care, and Linguistic Justice

The four of us all practice the abundant sacred act of freedom in our work in a small community in the Salish Sea region of Washington state. Herein we convey the nuanced ways that we create a loving community of writers through our antiracist methods, where abundance is found through student choice and linguistic justice in the midst of an ethic of care.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Speakers: Katherine Burns, Whatcom Community College, “Emplaced Abundance: Locations of Possibility”
Brian Cope, Whatcom Community College, “Abundant Compassion: Cultivating an Ethic of Care through Linguistic Justice”
Justin Ericksen, Whatcom Community College, “Just Abundance: Promoting Equity Via Understanding Educational Injustices”
Andrea Romero, Whatcom Community College, “Abundantly Writing: Within Guardrails of Care”

Antiracism and Social Justice

L.08 Agency, Inclusion, and Equity by Collaborative Design: Writing Program and Writing Center Innovations in ISP and Beyond

This panel examines a robust SLAC Writing Center/Writing Program collaboration. Speakers describe implementing an informed self-placement model and designing course and corequisite curricula, pedagogy, assessments, and professional-development practices based on programmatic commitments to social justice.

Room 202 A-C (Upper Level, Spokane Convention Center)

Chairs: Parag Budhecha, Guilford College

Melissa Daniel, Guilford College

Speakers: Selena Wolf Berkley, Guilford College

Cynthia Nearman, Guilford College

Writing Abundance

L.09 Approaching Games from Abundance: Culturally Informed Perspectives on Games as Pedagogy, Text, and Program

Games can present a digital bundle, a place to “[store] knowledge and teachings . . . adhering to protocols” (Wemigwams 42). However, without attending to culturally informed practices and being mindful of responsibility and accountability, they also run the risk of reinforcing colonial values and systems. This panel explores these tensions, looking at games as text, pedagogical tool, and methodology.

Room 205 (Upper Level, Spokane Convention Center)

Speakers: Franny Howes, Oregon Institute of Technology, “Abundance as Philosophy of Game Design and Program Administration”

Wendi Sierra, Texas Christian University, “Teaching Indigenous Culture through Games”

Kit Snyder, Texas Christian University, “Abundance as Research Method for Game Studies”

Saturday, 11:00 a.m.–12:15 p.m.

Writing Centers (including Writing and Speaking Centers)

L.10 Better, Faster, Stronger Writing Centers: Why and How to Build a Network That Enhances Abundance and Resists Scarcity

By co-creating consortia and coalitions, writing centers counter the professional isolation and institutional pressures that reinforce entrenched scarcity models. This specific community of practice builds networks, knowledge, and power. This roundtable discussion will share the benefits, challenges, and lessons learned from shaping and maintaining a thriving writing center consortium.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Roundtable Leader: Brandy Lyn Brown, Marine Corps University,
“Administering for Growth against a Capitalist Ontology”

Speakers: Nicole Cox, “Listening for Creating Opportunities for Growth and Change”

Sandra Leavitt, “Leadership and Decision Making for Effective Writing Center Networks”

Lucie Moussu, “New Contexts and New Communities a Consortium Opens Up and Allows”

Inclusion and Access

L.11 Challenging the Deficit Lens: Understanding the Resourcefulness of International Student Writers

This panel challenges the deficit lens typically used to understand the experience of international student writers. We offer research on university practices and policies, writing program curricula, and pedagogical scaffolding for international students that promotes language equity in the academy today.

Room 206 B (Upper Level, Spokane Convention Center)

Speakers: Lin Li, Virginia Tech

Shakil Rabbi, Virginia Tech

Chloe Robertson, Virginia Tech

Molly Ryan, Virginia Tech

Megan Weaver, Virginia Tech

Language, Literacy, and Culture

L.12 Critical Language Awareness (CLA) in College Writing: Intersections, Possibilities, and Challenges for Linguistic Equity and Inclusion

This panel explores the relevance of critical language awareness (CLA) to college writing. After a brief overview of CLA principles, including equity and inclusion for linguistically diverse writers, we share examples of CLA's relevance to instructor professional development, collaborative and interdisciplinary program design, community-based (place-based) learning, and WAC/WID instruction.

Room 206 C (Upper Level, Spokane Convention Center)

Speakers: Estela Ene, Indiana University Purdue University Indianapolis
Kimberly Adilia Helmer, University of California, Santa Cruz, “Critical Language Awareness (CLA) in College Writing: The Language Detectives”

Parva Panahi, Metro State University, “Critical Language Awareness (CLA) in Writing Pedagogy Education”

Shawna Shapiro, Middlebury College, “Critical Language Awareness (CLA) in College Writing: Background and Concepts”

Community, Civic, and Public Contexts of Writing

L.13 Envisioning Rhetoric and Religion in the Twenty-First Century

Sponsored by the Rhetoric and Religious Traditions Standing Group

This sponsored panel of the CCCC Rhetoric and Religious Traditions Standing Group brings together contributors from the collection *Rhetoric and Religion in the Twenty-First Century: Pluralism in a Postsecular Age* to discuss their work and explore intersections of rhetoric and religion in the field of writing studies.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Chair: Jim Beitler, Wheaton College

Speakers: John Brereton, University of Massachusetts, Boston

Cynthia Gannett, Fairfield University

TJ Geiger, Texas Tech University

Lisa King, University of Tennessee, Knoxville

Paul Lynch, Saint Louis University

Melody Pugh, United States Air Force Academy

Antiracism and Social Justice

L.14 Exploring Abundance and Scarcity within Institutional Spaces of Disability and Carcerality

This panel explores how institutions work to contain “deviant bodies” at the intersections of institutional disability discourses, carceral logics, and Western traditional practices of writing instruction. Through these critiques of containment, panelists consider new ways of centering the abundance that “bubble[s] out” into their classrooms and institutions.

Room 206 D (Upper Level, Spokane Convention Center)

Speakers: Leah Heilig, “Writing in Confined Space: Mad Composing, Epistemic Violence, and the Privilege of Process”

Andrew Lucchesi, Western Washington University, “Plays of Abundance and Austerity: A Critical Discourse Analysis of Disability and Access across American and Canadian Colleges and Universities”

Elizabeth Tacke, “Towards an Abolitionist Ethic: Cultivating Abundance in Prison Classrooms”

Approaches to Teaching and Learning

L.15 Hidden Riches: The Affordances of Contract Grading and Linguistic Justice-Oriented Translanguaging Practices for Multilingual Writers

Our session reverses the narrative of scarcity associated with multilingual writers by presenting opportunities grounded in inclusive, socially just, and transparent methods of teaching and assessment which we frame as affordances. Our approaches are designed to foster pathways of abundance that unlock the hidden riches—intellectual and linguistic—of multilingual writers in our classes.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speakers: Gita DasBender, New York University
Alessia Palanti

Institutions: Labor Issues, Professional Lives, and Survival

L.18 Resisting Capitalist Logics through Adequacy, Dissonance, and Failure in Writing Spaces

Responding to the CCCC 2024 invitation to critique “capitalist logics of scarcity, surplus, and competition,” this panel considers adequacy, dissonance, and failure as generative possibilities. These four papers, rather than denying or avoiding failure (cf. Allison Carr in *Bad Ideas about Writing*), wonder what possibilities emerge when resisting traditional success metrics.

Conference Theater (Lower Level, Spokane Convention Center)

Chair: Timothy Oleksiak, University of Massachusetts, Boston

Speakers: Hamza Ahmad, University of Washington, “On the Abundance of Failure: (Re)thinking Failure as Grounds for Imagining Abundant Futures”

Crystal Colombini, Fordham University, “Shifting the Calculus of Success: Confrontations with Adequacy in Pandemic Teacher Training”

Stephanie Kerschbaum, University of Washington, “Shifting the Calculus of Success: Confrontations with Adequacy in Pandemic Teacher Training”

Brigitte Mussack, University of Minnesota-Twin Cities, “This Is Fine: Reflecting on (Missed) Opportunities and Adequate Moments of Departmental Collaboration, Labor, and Care”

Stacey Sheriff, Colby College, “Staffing First-Year Writing: Abundance, Competition, and WPA Failure”

Sara Webb-Sunderhaus, Miami University of Ohio, “Shifting the Calculus of Success: Confrontations with Adequacy in Pandemic Teacher Training”

Community, Civic, and Public Contexts of Writing

L.19 Sonic Abundance: Methods for Amplifying Identity, Culture, and Community in Sound-Based Teaching and Research

This panel offers sonic approaches to writing and rhetoric that can be used to center and empower marginalized students and communities.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Chair: Steph Ceraso, University of Virginia

Speakers: Elizabeth Escobedos, The University of Texas at El Paso,

“Voices from the Border: Teaching Writing and Podcasting in El Paso”

Jose Manuel Flores, The University of Texas at El Paso, “Mapping

Borderland Soundscapes: Identity, Art, Expression”

Shankar Paudel, The University of Texas at El Paso, “An

Autoethnographic Approach to Sounding Personal and Cultural Experiences”

Desiree Sterling, University of Maryland, Baltimore County, “Examining

Lizzo as a Source of Surround Sound Cultural Critique”

Language, Literacy, and Culture

L.20 Soundwriting Since Selfe: The Sound Studies and Writing Collective Discusses Sonic Abundance

Sponsored by the Sound Studies and Writing Collective

In the inaugural panel of the CCCC Sound Studies and Writing Collective, we respond to the legacy of Cynthia Selfe’s 2009 article “The Movement of Air, the Breath of Meaning: Aurality and Multimodal Composition” and look to a future bandwidth of possibility including the affordances of sound, sonic semiotic resources, podcasts that elevate the muted voices, and songwriting as a pedagogical tool.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Chair: Abigail Lambke, Avila University

Speakers: Earl Brooks, University of Maryland, Baltimore County,

“The Underwater/Underserved Podcast: Reflections on Sound and Composition”

Jennifer Buckner, Gardner-Webb University, “Waves of Meaning:

Expanding Semiotic Resources Composing with Sound”

Harley Ferris, University of Findlay, “Give Me Just a Minute to Compose

Myself: Songs about Writing and Revelation”

Crystal VanKooten, Michigan State University, “The Air Still Moves:

Speaking Out with Selfe through Sonic Composition”

Approaches to Teaching and Learning

L.21 Teaching Community: Conversations on Controversy and Contested Ideas in Hip-Hop and Black Oratorical Traditions

This panel examines hip hop and Black popular discourse as a vital resource for addressing difficult topics through rhetorical concepts developed to cultivate critical readers and critical citizens. This panel addresses writing and rhetoric teachers at two-year, historically Black, and historically white universities.

Room 203 (Upper Level, Spokane Convention Center)

Chair: David Green, Howard University, “Prophetic Hip-Hop Writers and the Practice of Critical Witnessing in Emancipatory Writing”

Speakers: D’Angelo Bridges, Western Washington University, “The Critical Pedagogy of James Baldwin at the Edges of Writing Studies”
Gabriel Green, Xavier University, “‘I Don’t Wanna Live in a Country with a Brittle Spirit’: Valuing Black Sophistic Rhetoric in Civic Discourse”
Steven Lessner, Northern Virginia Community College, “‘You Can Write a Book on Each of My Thoughts’: Centering Hip-Hop Memoir as Invention in First-Year Writing”

Community, Civic, and Public Contexts of Writing

L.22 The (Kapu) Aloha State: The Rhetorical Promise of Indigenous Lifeways and Place-Based Pedagogy

“Kapu” (forbidden) and “aloha” (love) can stand in a charged dichotomy; however, this panel examines how “kapu” and “aloha” become mutually constitutive through a constellated understanding of place-based Native Hawaiian rhetorical practices. This panel argues for the abundant possibilities of Kapu Aloha to (re)amplify Indigenous voices in reimagined place-based pedagogy.

Room 402 A-C (Upper Level, Spokane Convention Center)

Chair: Matthew Homer, Allen University

Speakers: Lauren Nishimura, University of Hawai‘i at Manoa, “Re-Engaging Aloha Aina Pedagogy through Kapu Aloha”
Rosanna Vail, Texas Tech University, “Scholarly Environments as Rhetorical-Pedagogical Sites for ‘Olelo Hawai‘i Revitalization”

Language, Literacy, and Culture

L.23 The International Graduate Assistant as a Position of Culturally Reactive Pedagogy: A Discussion on the Hybridity of Writing Abundance and Identity

Through discussing experiences and the process of memory-making in home countries and how these affect approaching graduate assistantship (GA) work, especially through hybridity of writing abundance, this roundtable highlights the unique positionality of an international GA as a student in a position of culturally reactive pedagogy—an active position of power in the university.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Roundtable Leaders: Carissa Natalia Bacongus, St. Cloud State University
Ia Maranon, University of Hawaii

Approaches to Teaching and Learning

L.24 Toward Plural Productivities: Critically Reenvisioning Graduate Writing Development across Contexts

This panel provides a revised framework for graduate writing development, what we call strategies of abundant possibilities and plural productivities. Based on lived experiences, this panel identifies multiple ways of unsettling deficit-based approaches to developing graduate writing and offers concrete examples of asset-based graduate-level writing teaching and learning.

Room 302 A/B (Lower Level, Spokane Convention Center)

Speakers: Chimee Adioha, The University of Texas at El Paso, “Wearing the Spectacles of Difference to Teach Difference”
Soyeon Lee, The University of Texas at El Paso, “Disciplines within Writing Studies as Assets in Graduate Writing Instruction”
Hem Pandey, The University of Texas at El Paso, “Enacting Abundant Possibilities through Shifting Roles”
Maria Perez-Piza, The University of Texas at El Paso, “Building a Critical Academic Writing Identity through Collaboration”
David Tver, The University of Texas at El Paso, “The Kairotic Moment of Remembering Your Own Productivities”

Writing Abundance

L.25 We Are Too Much: Celebrating Cringe Comp and the Generative Joy of Vulnerability

Blending formal presentation, role-play, and interaction with the audience, this panel explores how “cringe”—or the failures and professional missteps we’ve each had—makes space for nonnormative abundance and ultimately leads to an expansive view of creative potential.

Room 303 A/B (Lower Level, Spokane Convention Center)

Chair: Jacqueline Rhodes, The University of Texas at Austin, “Dial it up a Notch”

Speakers: Freddie Harris, Bloomfield College, “Performing the Cringe”
Bonnie Lenore Kyburz, North Central College, “Cringe Benefits”

Approaches to Teaching and Learning

L.26 Writing “Just as You Are”: Celebrating Students through Curricular and Attitudinal Abundance

What kinds of curricular and attitudinal changes are necessary to promote pedagogical abundance? How do we support instructors in managing the feelings of risk that innovation engenders? This Engaged Learning Experience session will model a reframed rhetoric class focused on student-written stand-up comedy, share a generative approach to pedagogical support, and give space for course material development.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Chair: Emily Johnston, University of California, Merced

Speaker: Eileen Camfield, University of California, Merced

Information Literacy and Technology

L.27 Debating the Philosophical Challenge of Large Language Models

This panel poses crucial philosophical questions on how ChatGPT can be integrated into writing classrooms.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Mike Dimpfl, Duke University, “The End(s) of Chat: Technology and Humanity in the Writing 101 Classroom”

Tim Johnson, University of Louisville, “ChatGPT, Writing Aversion, and Economies of Writing”

Saturday, 11:00 a.m.–12:15 p.m.

First-Year Writing

L.28 Abundantly Creative in the Teaching of Writing

In this session, the panelists get creative in their writing courses as they offer students different tools and considerations for composing and writing.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Carlina Duan, University of Michigan, “‘To Cast a Net of Words into the Silence’: Learning to Write into the Archives with Contemporary Poets of Color”

DeVaughn Harris, CUNY Graduate Center, “Imagining That Other Scene of Writing”

Yuemin He, Northern Virginia Community College, “Creating Teaching and Writing Abundance in First-Year College Composition through Poetry in Translation”

Adam Koehler, “Imagining That Other Scene of Writing”

Antiracism and Social Justice

L.29 What Counts as Literacy? Culturally Sustaining Frameworks for Writing in STEM

The speaker will report on National Sciences Foundation funding for an early-stage one-year pilot study to develop, support and measure STEM faculty’s understanding and application of antiracist approaches to writing pedagogy and assessment. This project asked instructors to intentionally support students’ multilingual and multiliterate ways of knowing and decenter whiteness in writing curriculum.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speaker: Lisa Tremain, Cal Poly Humboldt

M Sessions: 12:30–1:45 p.m.

Histories of Rhetoric

M.01 Narratives of Abundance: Lessons Learned from Historical Writings

This panel offers a set of historical lessons grounded in archival narratives, including AIDS obituaries, protest music, a forgotten national project, and 1984.

Meeting Room 12 (2nd Floor Mezzanine, Davenport Grand)

Speakers: Debra Knutson, Shawnee State University, “Lessons from 1984: Forty Years of AI Buy-In and Backlash”

KT Lowe, Indiana University East Campus Library, “The Constructed Ethos of the Protest Musician”

Jessica Yood, Lehman College, CUNY/The CUNY Graduate Center, “A Composition Commons: When Writing Was Core and Why It Should Be Again”

Anne Wheeler, Springfield College, “How to Die in a Plague: Resistance Rhetoric in Bay Area Reporter Obituaries, 1981–1998”

Approaches to Teaching and Learning

M.02 Developing More Equitable and Accessible Labor-Based Grading Practices

Panelists discuss different methods of integrating labor-based grading in more equitable and accessible ways. Centering student experiences and perceptions as well as programmatic contexts, the panelists discuss research and considerations including how to support/train graduate student teachers on using labor-based grading.

Meeting Room 5 (Ground Floor Lobby, Davenport Grand)

Speakers: Sarah Felber, University of Maryland Global Campus, “Equity and Abundance in Alternative Grading Methods”

Michelle Brittan Rosado, University of Southern California, “Accessibility as Abundance: Options for Inclusion in the Grading Contract Classroom”

Mikenna Sims, “Finding Abundance in the Student Perspective: Centering Student Experiences with Contract Grading”

Theory, Research Methodologies, and Praxis

M.03 Theories of Ethos and Medical Rhetorics

This panel offers insight on our fields' commitments to writing as a means of challenging restrictive, racist, and deficit habits of thinking as it also looks at medical and bio rhetorics that examine how the self is constructed and racialized in the medical and political fields.

Room 206 B (Upper Level, Spokane Convention Center)

Speakers: Joel Bergholtz, University of Central Florida, "Diggin' in the Comment Sections: Racial Ideologies and Antiracist Strategies in Response to Circulating Media Artifacts"

Rira Zamani, University of Minnesota, "Patient-Physician Communication in an Age of Social Media: A Matter of Ethos and Trust"

Approaches to Teaching and Learning

M.04 "Antic Meet": Creating Abundant Energy in the Writing Classroom

Merce Cunningham's 1958 dance "Antic Meet," which embodies an abundance of energy, is the springboard for this Engaged Learning Experience. Participants will leave the session with an array of resources for engaging activities, as well as a specific plan for flexibly implementing an activity in the writing classroom.

Meeting Room 2 (Ground Floor Lobby, Davenport Grand)

Speaker: Sandie Friedman, George Washington University

Inclusion and Access

M.05 Abundant Making across Time Zones and Countries: The Multilingual Learners Project

This panel describes how a team of university faculty and students came together to research and make animated videos for faculty that address the many challenges international and multilingual students face. In addition to garnering new teaching insights, participants will gain a sense of the abundant affordances of a project so grounded in student perspectives.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Chair: Joyce Meier, Michigan State University

Speakers: Cheryl Caesar

Nadiyah Mohamed Hasnol

Viv Martinez-Sandoval

Antiracism and Social Justice

M.06 An Abundance Violence: Racist Legacies of Literacy in North America

Using historical cases, archived documents, and cultural artifacts, these speakers examine the legacies of literacy as a tool of official violence. In particular, we attend to the ways that historical policy focusing on literacy-disfranchisement masks colonial visions of genocide and white supremacy.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Speakers: Kirk Branch, “Reading or/and Understanding: Violence and the Collapse of Illiteracy”

Alanna Frost, The University of Alabama, Huntsville

Jennifer Stone, University of Alaska Anchorage, “Legacies of Violence in Alaska’s First School System”

Histories of Rhetoric

M.07 Archipelagic Rhetoric across Cultures and Generations

This roundtable brings together graduate students and faculty across rhetorical traditions to discuss emerging archipelagic methods of accounting for underdocumented rhetorical practices and connecting our work across scattered, yet similar rhetorical traditions.

Room 102 A/B (Lower Level, Spokane Convention Center)

Session Chair: Jerry Won Lee, University of California, Irvine, “Beyond East and West: New Directions in Transnational Rhetorics”

Speakers: José Cortez, University of Oregon, “Archeipelagic Rhetorics: Accounting for Our Broad Intellectual Resources”

Letizia Mariani, University of California, Irvine, “Beyond East and West: New Directions in Transnational Rhetorics”

Ana Ribero, Oregon State University, “Postnational Rhetorics”

Joselyne Tellez-Cardenas, Oregon State University, “Migrant Rhetorics”

Information Literacy and Technology

M.09 ChatGPT and Writing Abundance: Contemplating Writing Futures

Writing abundance embraces diverse voices and experiences in the classroom and supports multimodal, multilingual, process-based writing. We heartily support this pedagogical approach; however, we also notice the ways that artificial intelligence technologies such as ChatGPT complicate this idea. This panel shares insights from a study of student impressions of ChatGPT at a large university.

Room 401 A-C (Upper Level, Spokane Convention Center)

Chair: Lee-Ann Breuch, University of Minnesota, “Introduction and ChatGPT Study Design”

Speakers: Kathleen Bolander, “Student Participants Ask Questions about ChatGPT”

Stuart Deets, “Process over Product: Student Participants See Potential in ChatGPT”

Asmita Ghimire, “Pedagogical Implications of ChatGPT and Writing Abundance”

Alison Obright, “Student Reflections on ChatGPT and Major Specific Writing”

Jessica Remcheck, “Student Participants Have Mixed and Nuanced Impressions of ChatGPT”

Language, Literacy, and Culture

M.10 Exploring Marginalized Voices through Rosalie Fish’s Embodied Sovereignty, Neostalgia of Bad Indians, Abundance of Trauma, and Mo’oku’auhau, a Hawaiian Method

How does a runner and an author relate to trauma and Hawaii? Community writing lifts up marginalized peoples just as we invite you to explore different genres, methodologies, and pedagogical praxis with us in an effort to give voice to the silenced. Our talk engages with the question: How do we respond to the abundance of marginalized voices through writing?

Room 102 C/D (Lower Level, Spokane Convention Center)

Speakers: Katelen Cowager, The University of Oklahoma, “Rosalie Fish: Running as Resistance and Decolonization for Community Literacy”

Clarissa McIntire, The University of Oklahoma, “Reclaiming Oppressive Genres through Neostalgia in Deborah Miranda’s Bad Indians”

Joy Norris, “Somewhere over the Rainbow: Using Hawaiian Methodologies to Teach Rhetorical Listening and Empathy”

Kelsey Willems, The University of Oklahoma, “An Abundance of Trauma: Tracing the Rhetorical Use of Trauma in the FYC Classroom”

First-Year Writing

M.11 Incremental Change and Wholesale Reform: Reflecting on and Revising an R1 First-Year Writing Program

This panel reflects on writing abundance in the FYW program at an R1 HSI in Texas that has, in under five years, undergone significant revision in the move away from a distributive grading system to an innovative rhetoric-based curriculum that prioritizes inclusivity through diverse language practices, alternative assessment approaches, and pedagogical support and development.

Room 303 A/B (Lower Level, Spokane Convention Center)

Speakers: Michelle Cowan, Washington and Lee University, “Alternative Grading Practices”

Michael Faris, Texas Tech University, “From Technocratic to Operative Administration: Radical Programmatic Revision”

Callie Kostelich, Texas Tech University, “Programmatic Revisions and the Attack on DEI in Texas”

Jacob Weston, Texas Tech University, “Learning from the Past to Create the Future”

Antiracism and Social Justice

M.12 Intersecting and Inseparable: Queer and Antiracist Composition Pedagogies in Action

Even in critical spaces, queer and antiracist pedagogies are often separate, decreasing possibilities for abundance. In this Engaged Learning Experience, participants will learn more about the intersections between the two approaches, reexamine concepts like contract grading and generative AI through queer and antiracist lenses, and collaboratively develop new possibilities for teaching.

Meeting Room 1 (Ground Floor Lobby, Davenport Grand)

Chair: Beth Buyserie, Utah State University

Speakers: Mina Weeks, Utah State University

Taylor Wyatt, Clemson University

Institutions: Labor Issues, Professional Lives, and Survival

M.13 Labor and Precarity: Graduate Students and the Neoliberal Academy

This panel shares findings from a study investigating the labor conditions in rhetoric and composition graduate programs. The presenters conducted 18 interviews with writing studies PhD students across 13 institutions, and they share findings illustrating how precarity is structured into graduate student experiences and how those underresourced in academia navigate exploitative labor conditions.

Room 201 A/B (Upper Level, Spokane Convention Center)

Chair: McKinley Green, George Mason University

Speakers: Kelby Gibson, George Mason University

Tyler Martinez, George Mason University

Nic Nusbaume, George Mason University

Jessie Wiggins, George Mason University

Writing Centers (including Writing and Speaking Centers)

M.14 Let's Talk: Building an Abundance of Support for Past, Present, and Future Writing Center Directors

Three longtime directors use a survey to examine how being members of an increasingly diverse community of practice influences identity, and how people adapt their scholarly and professional expertise to address issues beyond the center. This roundtable explores ways to communicate how the results can benefit current, former, and future directors, and provide support locally and internationally.

Ballroom 111 B (Lower Level, Spokane Convention Center)

Chair: Leigh Ryan, University of Maryland

Speakers: Kathleen Shine Cain, Merrimack College

Pamela Childers, The McCallie School

Professional and Technical Writing

M.15 Narrative Abundance in Scientific Communication Classrooms

Common advice for science communicators recommends that STEM experts employ stories to convey information to the public. But the dynamics of using narratives in science communication are far more complex. As faculty who teach upper-division science writing, we present ways to explore, produce, and critique scientific narratives in the writing classroom.

Room 202 A-C (Upper Level, Spokane Convention Center)

Chair: Karen Lunsford, University of California, Santa Barbara

Speakers: Kara Mae Brown, University of California, Santa Barbara, “Unpacking the Abundance of the ‘A’ in STEAM”

Rebecca Chenoweth, University of California, Santa Barbara, “Science Communication and the Spectre of an Uninterested, Skeptical Public”

Kenny Smith, “Historical Narratives as Counterstories in Science Communication”

Amanda Stansell, University of California, Santa Barbara, “How Facts Come to Matter: The Narrative Structure of the Scientific Introduction”

First-Year Writing

M.16 Professionalizing Teachers to Support Students in Dual Credit Writing Instruction: Stories and Strategies from FYC Dual Enrollment Coordinators

In this panel, three DE FYC coordinators, each at different points in their careers, share their experiences building and maintaining composition certificate programs aimed at high school teachers. Specifically, each panelist will speak to their own unique strategies, constraints, and challenges in coordinating DE FYC certificate programs.

Room 206 C (Upper Level, Spokane Convention Center)

Speakers: Tyler Branson, University of Toledo

Casie Moreland, University of Idaho

Christine Denecker, The University of Findlay

Antiracism and Social Justice

M.17 Restorative Afrocentric Rhetoric vs. Deficit Models of Thinking

Deficit-based research on the literacy practices of underrepresented communities permeates the field of English. As a result, scholars may not acknowledge or emphasize the myriad ways of knowing, communicating, and learning which occur in marginalized communities of color. This panel challenges some deficit models of thinking that are often associated with some minoritized communities.

Room 206 D (Upper Level, Spokane Convention Center)

Chair: Bonnie Farrier, California State University, Fullerton

Speakers: Kristopher Dominguez, “Girrrrl, Honey, Chile: Non-Black Sociolinguistic Rules for Speaking in African American Language”

Madyson Hill, “AAL on TikTok: The Problems of Minstrelsy and Appropriation”

Lukas Norling, “Student Centered Linguistic Justice in College English Departments”

Theory, Research Methodologies, and Praxis

M.18 Stepping into Lifespan Writing Research

Sponsored by the Writing through the Lifespan Standing Group

In this sponsored panel from the CCCC Writing through the Lifespan Standing Group, we review recent work and current initiatives in lifespan writing research and provide opportunities for participants to “lifespanize” their writing research.

Room 207 (Upper Level, Spokane Convention Center)

Standing Group Chair: Ryan Dippre, University of Maine

Speakers: Yogesh Sinha

Erin Workman, DePaul University

Inclusion and Access

M.19 Storying the Unspeakable: Finding Abundance by Rewriting Narratives of Trauma

This panel will examine methods that survivors use to find abundance through stories that rewrite dominant narratives about trauma.

Room 402 A-C (Upper Level, Spokane Convention Center)

Chair: Rebecca Miner, University of Central Missouri, “Crip Narratives: Finding Abundance through Transformative Storytelling”

Speakers: Rose Gubele, University of Central Missouri, “Rewriting Our Universities’ Rhetorics of Scarcity: Supporting Students with PTSD”

Summer Payton, University of Central Missouri, “Louise Erdrich’s *The Round House*: Storytelling for Healing Trauma”

Writing Centers (including Writing and Speaking Centers)

M.20 The Abundance of Antiracist Assessment in the Writing Center: The Perspectives of Transgender Undergraduate Tutors in Creating a Brave Space

Two transgender writing center tutors and a cisgender writing instructor in an embedded tutoring program discuss the effects of an antiracist writing center assessment at their two-year college and how they now view their local writing center as a fluid space that supplies both a “safe space” and a “brave space” for students on campus, online, and in the classroom.

Cedar Ballroom (Ground Floor Lobby, Davenport Grand)

Chair: Jeffrey Klausman, Whatcom Community College

Speakers: Amanda Gordon, Whatcom Community College, “Embedded Tutoring: How the Writing Center’s Antiracist Work Plays Out in a Classroom”

Jay Lowery, Whatcom Community College, “‘When I’m Here, I Speak as Jay’: A 2YC Trans Writing Center Tutor’s Perspective”

Allison Rogers, Whatcom Community College

Community, Civic, and Public Contexts of Writing

M.21 The Joy of Cooking in Public: A Cookbook of Practical, Ethical, Enjoyable, Public Ways for Undergraduates to Exhibit Their Work in Multimodal Classes

This roundtable is a collaboration between writing instructors and librarians. The goal of this roundtable is to discuss and offer concrete examples of ways to build public-facing, open, collaborative, and multimodal projects into writing classrooms. Attendees will receive a digital “cookbook” of activities, writing samples, and prompts drawn from the speakers’ classrooms and experience.

Ballroom 111 A (Lower Level, Spokane Convention Center)

Chair: Matthew Hitchman, University of Washington

Speakers: Sarah J. Ghasedi, University of Washington

Ben Gunsberg, Utah State University

Sarah Moore, University of Washington

Lauren Ray, University of Washington

Elliott Stevens, University of Washington

Kelly L. Wheeler, Curry College

Saturday, 12:30–1:45 p.m.

Language, Literacy, and Culture

M.22 The Write Kinda Love: Abundance and Rupture through Corridos, Facultades Serpentinias, and Paying No Nevermind

This panel has an abundance of love toward their communities. From this abundant love, the panelists discuss writing at the border, neurodivergent and decolonial patterns, and Black rhetorical presence.

Conference Theater (Lower Level, Spokane Convention Center)

Speakers: José Luis Cano, Texas Christian University, “Migration, Music, and Myth in the Writing Class at the US-Mexico Border”

Angela D. Mack, “The Pedagogy of Showing up and Paying No Nevermind [to the Logics of White Abundance]”

Alejandra I. Ramírez, “Abundance and Neurodivergent, Decolonial Methodologies”

First-Year Writing

M.23 Transactional to Transformational: The Role of Rhetoric in Teaching Writing to Healthcare Students

The business of education prioritizes employment over learning. As English instructors at a healthcare institution, we challenge this notion with transformative pedagogies, including discourse analysis to increase healthcare awareness, threshold concepts to teach multimodal literacy, and intercultural rhetoric and genre analysis to develop resistance to traditional healthcare rhetoric.

Ballroom 111 C (Lower Level, Spokane Convention Center)

Chair: Maria Rankin-Brown, Kettering College

Speakers: Vail McGuire
Laura Miller

Writing Programs

M.24 Writing Placement, Productive Misalignment, and Abundance: Constructivist Writing Placement in Theory and Practice

This panel describes a new framework for writing placement that emphasizes equity, transparency, and collaboration: Constructivist Writing Placement (CWP). Drawing on evidence from our placement process, we complicate notions of abundance in the context of placement and ask participants to consider ways that the CWP framework might inform revisions to their own practices.

Room 203 (Upper Level, Spokane Convention Center)

Speakers: Dan Melzer, University of California, Davis
Beth Pearsall, University of California, Davis
Jennifer Burke Reifman, University of California, Davis
Trish Serviss, University of California, Davis
Stacy Wittstock, University of Nevada, Las Vegas

Writing Centers (including Writing and Speaking Centers)

M.25 Writing Centers Creating Abundant Bridges into Professional Writing

This panel discusses how writing centers find new pathways to helping students cross thresholds into professional writing and teaching practices.

Room 205 (Upper Level, Spokane Convention Center)

Speakers: Tina Matuchniak, California State University, Long Beach, “Tutor Capital: Moving from the Center to the Classroom”
Mallory Pladus, Immaculata University, “Writing Abundance and the Expanded Writing Center: Dissertation Support beyond the Individual Consultation”
Marie Porta, “Writing Abundance and the Expanded Writing Center: Dissertation Support beyond the Individual Consultation”
Deirdre Vinyard, Johns Hopkins University Writing Center, “Centering Narrative in the Personal Statement: Weaving Abundance into an Unfamiliar Genre”

Saturday, 12:30–1:45 p.m.

First-Year Writing

M.26 An Abundance of Assessment Approaches

In this session, panelists share their approaches to assessing students in first-year composition. The panelists offer their perspectives and takeaways from the kinds of assessments that engage student learning.

Meeting Room 3 (Ground Floor Lobby, Davenport Grand)

Speakers: Kelsey Hawkins, Indiana University Purdue University Indianapolis, “Engagement-Based Assessment in First-Year Writing”
Laura Hardin Marshall, Webster University, “When Feedback Flops: Revision Uptake in Teacher and Consultant Response”

Approaches to Teaching and Learning

M.28 Building Abundant Literacies

These panelists use embodied practices, dialectical rhetorics, and emoji literacies to encourage critical engagement.

Meeting Room 4 (Ground Floor Lobby, Davenport Grand)

Speakers: Brentney Hamilton, Southern Methodist University, “Balanced Abundance: What Ultra-Running Can Teach Us about Peripatetic Techniques in First-Year Composition Classrooms”
Rachel Kurasz, Northern Illinois University, “I’ve Learned Something Today: Using *South Park* to Teach Dialectical Rhetoric and Discourse Analysis”

Writing Abundance

M.29 Queering the Curriculum: Representations of Identity in the Writing Classroom

This combined session considers how certain groups are represented in their current work, what literature and examples are being used in writing classrooms that correspond to those groups, where to find similar abundances in digital and physical spaces, and most importantly how we can work to integrate diverse voices and experiences through queercrip antiracist pedagogies of abundance.

Room 302 A/B (Lower Level, Spokane Convention Center)

Speakers: Dylan Maroney, Georgia State University, “Celebrating the Trans Self: Seeking Abundance in Digital Representations of Identity”
Talitha May, Portland State University, “A Pedagogy of Writing Abundance for Wicked Problems”

Postconvention Workshops

2:00–5:00 p.m.

- SW.01** *Community, Civic, and Public Contexts of Writing*
2024 Handcrafted Rhetorics Workshop
Sponsored by the Handcrafted Rhetorics Standing Group
This workshop brings attendees into a Spokane Public Library Maker Studio to learn about the work librarians and patrons do together, and do some making of our own. See <http://www.handcraftedrhetorics.org/> for location information and details.
Cedar Ballroom (Ground Floor Lobby, Davenport Grand)
Chairs: Megan Heise, University of Pittsburgh
Kristin Prins, Cal Poly Pomona
- SW.02** *First-Year Writing*
Back to the ABCs: Advocacy, Belonging, and Community within a Modular Framework for First-Year Writing
Keeping in mind the objectives of increasing retention, maintaining student engagement, encouraging student advocacy, and fostering a sense of student belonging in the classroom as well as in their wider social spheres, this workshop offers practical tips for reimagining the first-year composition course in a more cohesive way that emphasizes collaboration, community-building, and innovation.
Room 206 B (Upper Level, Spokane Convention Center)
Workshop Leader: Jennifer Anderson, Lewis-Clark State College
Speaker: Amy Minervini
- SW.03** *First-Year Writing*
Community and Collaboration in First-Year Writing Classes
As community and rapport are essential to both giving and receiving critical feedback, this workshop will explore various methods to build community in the writing workshop through collaborative art and writing activities, impromptu group presentations, and no-prep peer review sessions. These activities decentralize the authority in the classroom, emboldening communities and individual voices.
Room 206 C (Upper Level, Spokane Convention Center)
Workshop Leader: Jonathan Holland, University of Michigan English Department Writing Program

SW.04 *Approaches to Teaching and Learning*
Cultivating Context-Specific Approaches to Contract Grading

This workshop explores the affordances and tensions of contract grading. Attendees will draft their own contracts with the guidance of facilitators who have developed a spectrum of context-specific approaches. They will rotate through three of five working groups focused on: implementation, faculty roles, student affective experiences, transfer and genre, and assignments and opportunity structures.

Terrace Room East (2nd Floor Mezzanine, Davenport Grand)

Workshop Facilitators: Lisa Bullard
Anna D’Orazio, University of Cincinnati
Gita DasBender, New York University
Angelique Johnston, Monroe Community College
Michelle McSwiggan-Kelly
Nate Mickelson, New York University
Katherine Daily O’Meara, St. Norbert College
Megan Shea
Mikenna Sims
Sydney Sullivan, University of California, Davis
David Tomkins
Christina Van Houten

SW.05 *Language, Literacy, and Culture*
Finding Abundance and Combatting Scarcity Mindset in and around Second Language Writing

Sponsored by the Second Language Writing Standing Group

This workshop explores how to promote linguistic inclusion and equity in our professional work, including through program design, curricula/instruction, administration, faculty development, and institutional advocacy and collaboration. We share principles, strategies, resources, and case studies that can inform and inspire attendees to find abundance and resist scarcity mindsets in and around SLW.

Terrace Room West (2nd Floor Mezzanine, Davenport Grand)

Workshop Facilitator: Analeigh Horton, Fairleigh Dickinson University
Chairs: Shawna Shapiro, Middlebury College
Wei Xu, University of Arizona

continued on next page

Chair and Roundtable Leader: Xiao Tan, Arizona Western College

Group Leader: Zhaozhe Wang, University of Toronto

Roundtable Leaders: Hidy Basta, Seattle University

Mahasweta Baxipatra, Indiana University Bloomington

Marcela Hebbard, The University of Texas Rio Grande Valley

Xuan Jiang, Florida International University

Jennifer Johnson, Stanford University

Rachael Shapiro, Rowan University

Malavika Shetty, Boston University

Sarah Snyder, Arizona Western College

Marlene Tovar, Arizona State University

Mariya Tseptsura, University of Arizona

Missy Watson, CUNY

Soha Youssef, Thomas Jefferson University

Speakers: Jay Jordan, University of Utah, Salt Lake City

Gail Shuck, Boise State University

Katie Silvester, Indiana University Bloomington

Jennifer Slinkard, Eastern Oregon University

Inclusion and Access

SW.06 Innovations in Writing Placement from Two-Year College Leaders: Designing, Implementing, and Researching Directed Self-Placement and Multiple Measures

Writing assessment has exploded over the last two decades with new models for writing placement, including directed self-placement (DSP), multiple measures (MM), as well as myriad versions of these two approaches. In this workshop, 12 two-year college leaders in placement reform practices will share insights from how their institutions have innovated writing placement practices.

Room 206 D (Upper Level, Spokane Convention Center)

Workshop Facilitators: Joanne Baird Giordano, Salt Lake Community College

Mya Poe, Northeastern University

Megan Von Bergen, University of Tennessee, Knoxville

Stacy Wittstock, University of Nevada, Las Vegas

Workshop Facilitators and Speakers: Carolyn Calhoon-Dillahunt, Yakima Valley Community College

Jason Evans, Prairie State College

Jamey Gallagher

Jeffrey Klausman, Whatcom Community College

Bridget Kriner, Cuyahoga Community College
Kris Messer
Jessica Nastal
Sarah Snyder, Arizona Western College
Erin Whittig

SW.07 *Writing Centers (including Writing and Speaking Centers)*
**It's Not about Getting through the Entire Paper: A
Facilitative Pedagogy for Asynchronous Written
Feedback Consultations**

This workshop lays the foundation for a facilitative pedagogy in asynchronous (written feedback) consultations within a writing center or writing instruction context. Workshop attendees will learn the fundamentals of the pedagogy and will collectively analyze example written-feedback consultations, practice composing their own written-feedback consultations, and debrief in groups.

Room 207 (Upper Level, Spokane Convention Center)

Speaker: Christopher Ervin, Oregon State University

SW.08 *Approaches to Teaching and Learning*
**Question-Based Pedagogy (QBP) as Heuristic and
Antiracist: Using QBP to Center Student Knowledge
and Student Voices**

Informed by a question-based pedagogy (QBP) that promotes writerly agency by teaching students to solicit feedback, participants revise their syllabi, practice six classroom activities, and explore how a QBP lends itself to an antiracist classroom vis-à-vis Inoue's "deep attending" and Baker-Bell's concern with suppressing Black students' language practices.

Room 302 A/B (Lower Level, Spokane Convention Center)

Workshop Leaders: Shannon Baker, California State University, San Marcos/Palomar

Dawn Formo, California State University, San Marcos

Cynthia Headley, California State University, San Marcos

Speaker: Lauren Springer, Mt. San Jacinto College, San Jacinto, CA

Saturday, 2:00–5:00 p.m.

Creative Writing and Publishing

SW.09 Writing Freely against Scarce Time: A Creative Nonfiction Writing Workshop

Sponsored by the Creative Nonfiction Standing Group

Amidst increasing austerity, this workshop creates space for writing teachers to engage in the freedom of writing true. Offering crafted prompts and guided writing time with leading teachers who write nonfiction, the interactive workshop also involves small-group sharing of your writing and larger pedagogical discussion, emphasizing adaptability for a wide range of classes and purposes.

Birch Ballroom (Ground Floor Lobby, Davenport Grand)

Speakers: Andrea Bishop, Harding University

Kristi Girdharry, Babson College

Douglas Hesse, University of Denver

Libby Falk Jones, Berea College

Stacy Kastner, University of Pennsylvania

Irene Papoulis, Trinity College

Ania Payne, Kansas State University

Wendy Ryden, Long Island University Post

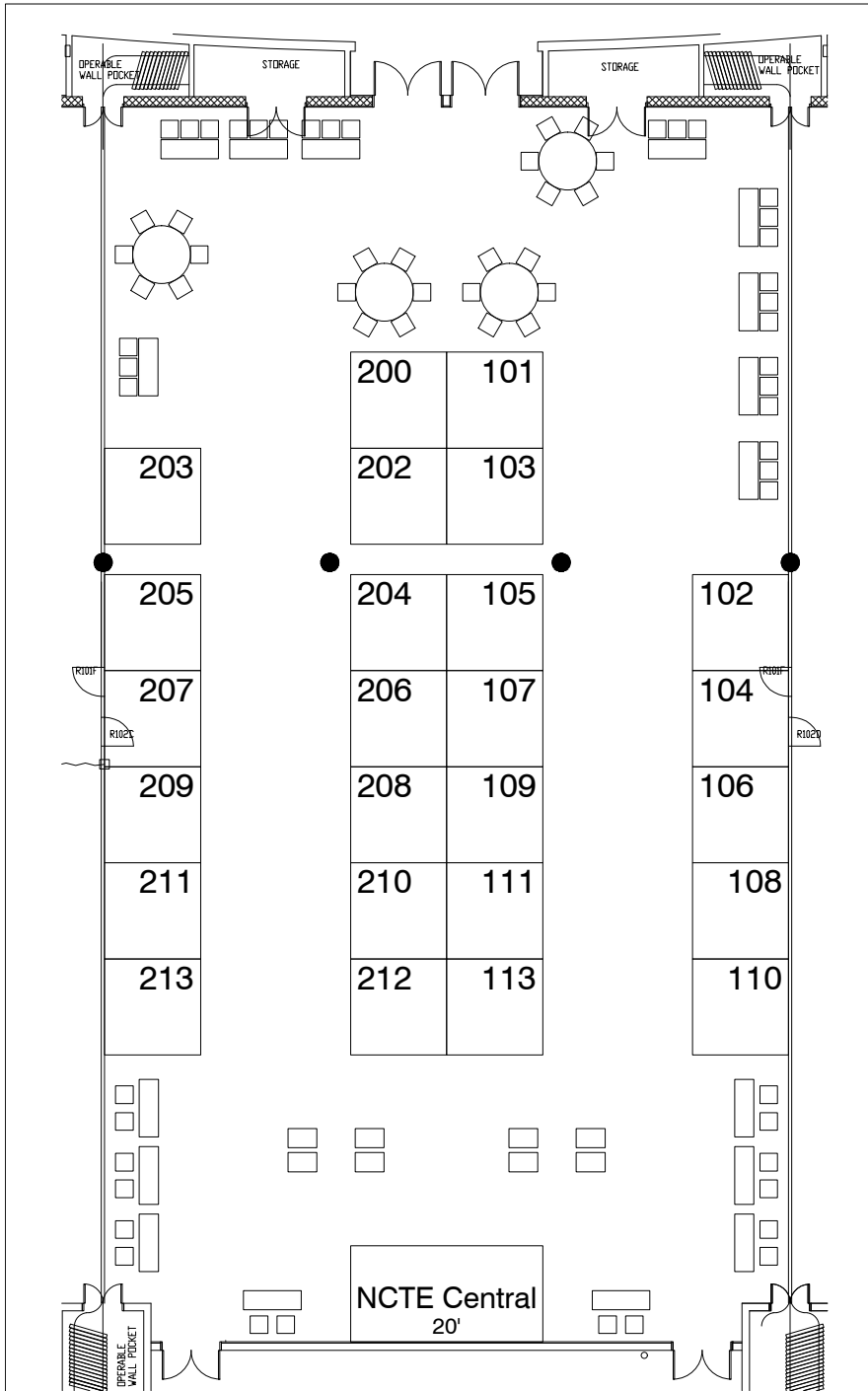
Jenny Spinner, Saint Joseph's University

Christy Zink, George Washington University

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	1950—John C. Gerber*
	1949—John C. Gerber*
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Ballroom 100 B (Lower Level, Spokane Convention Center)

Thursday, April 4: 10:15 a.m.–6:00 p.m.

Friday, April 5: 8:00 a.m.–5:00 p.m.

Saturday, April 6: 8:00 a.m.–1:00 p.m.

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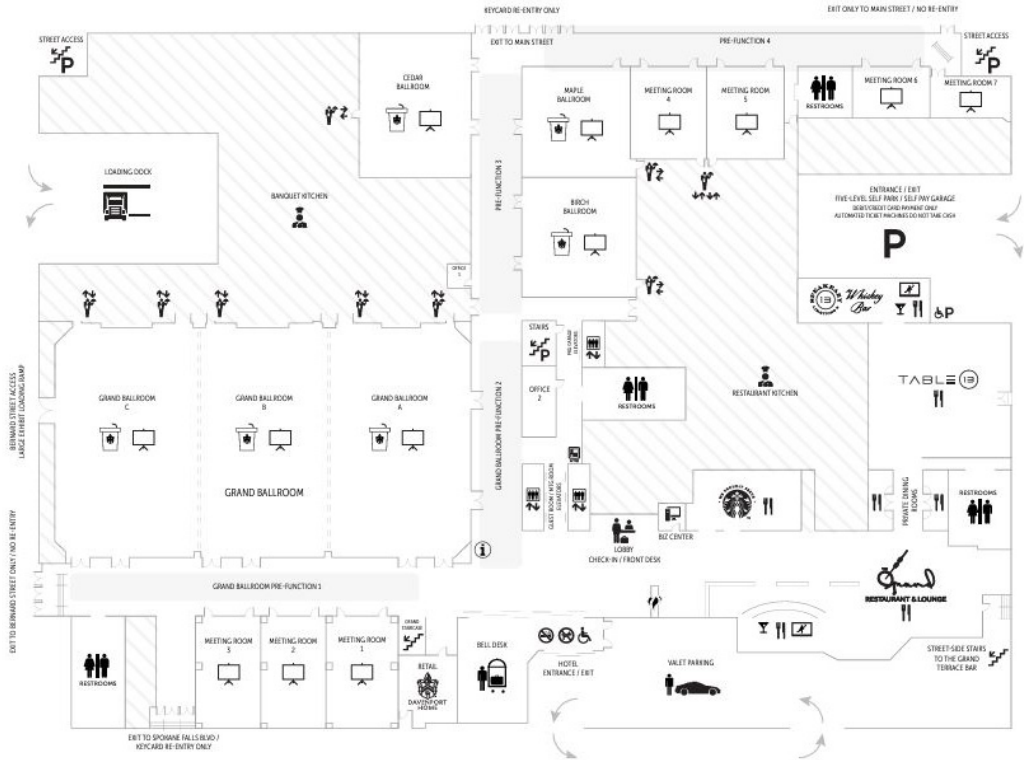
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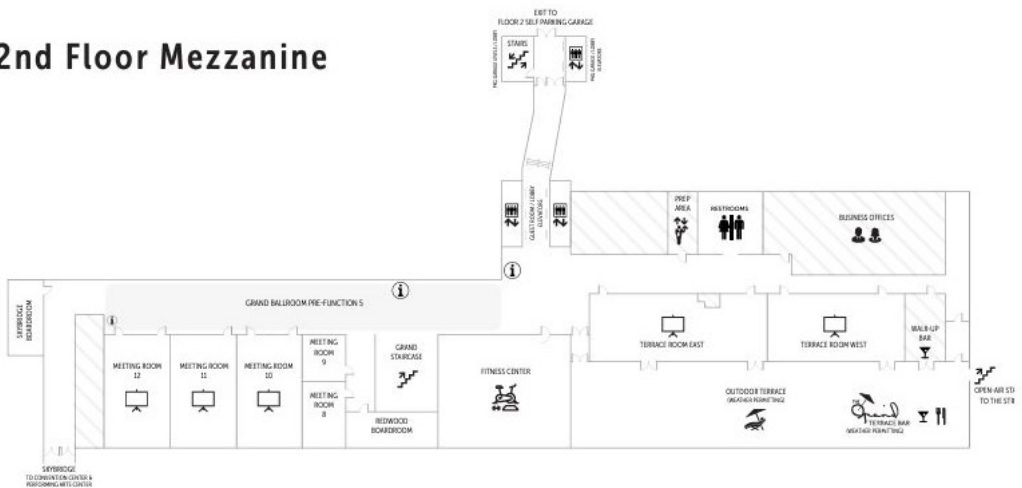
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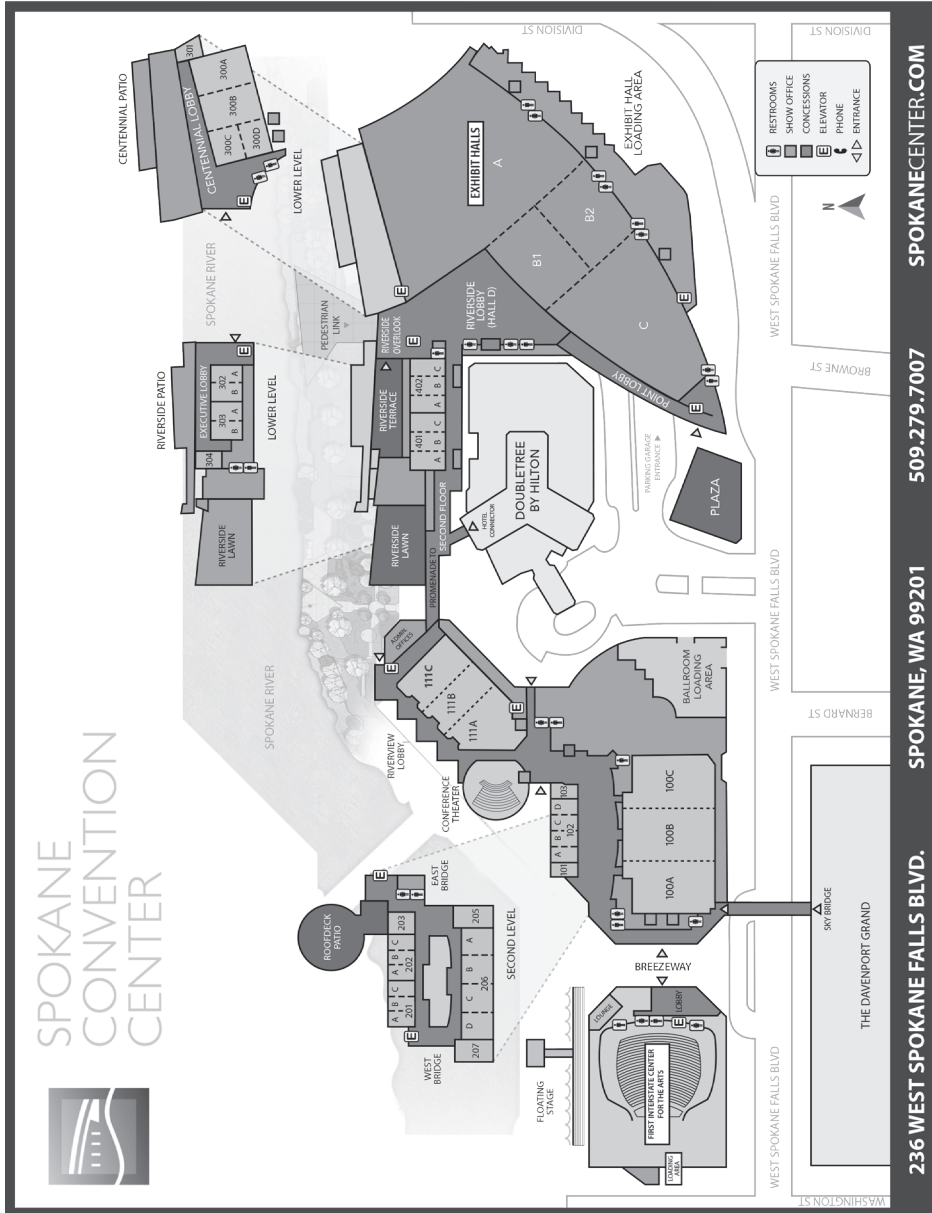
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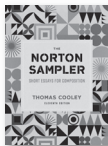


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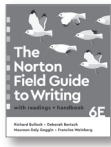
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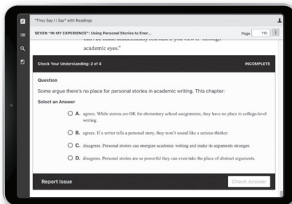


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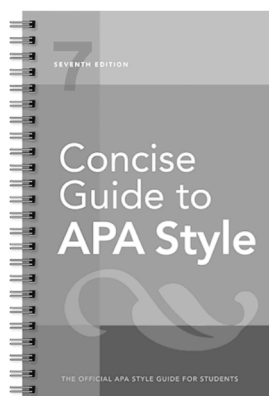
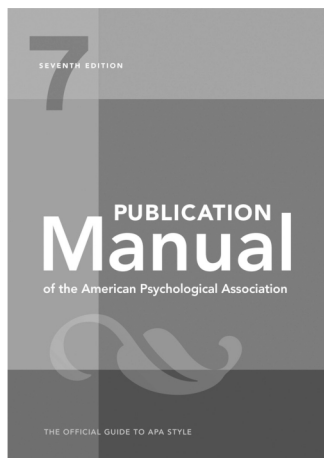
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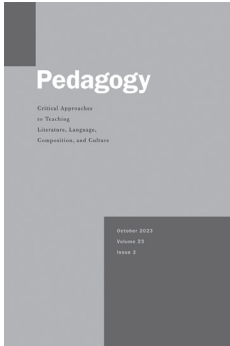
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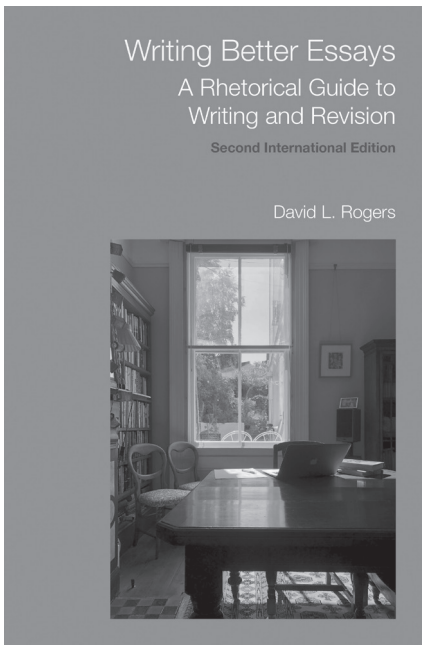
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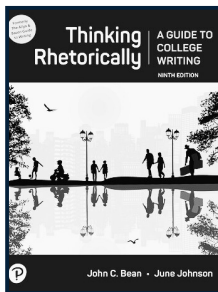
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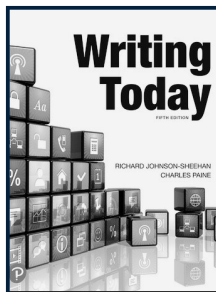


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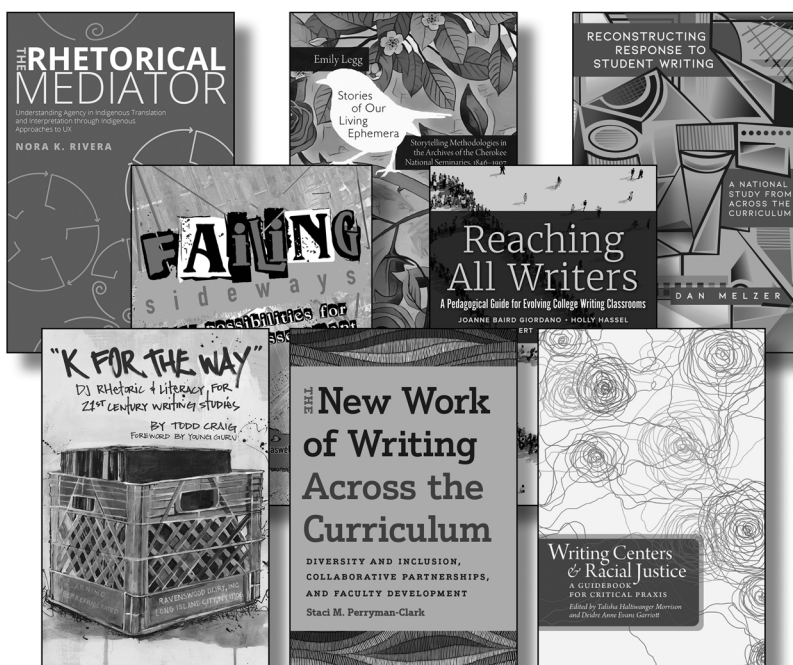
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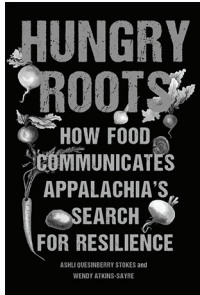


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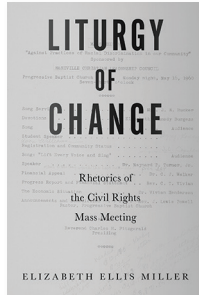
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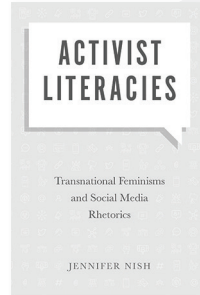
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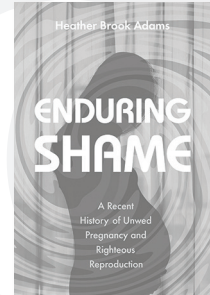
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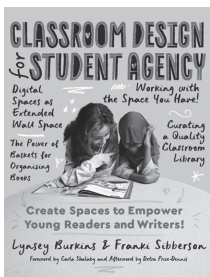


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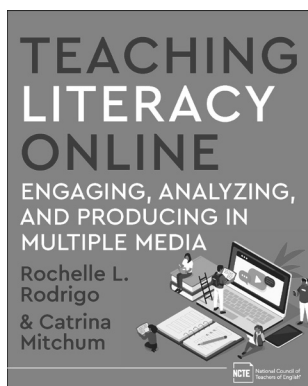
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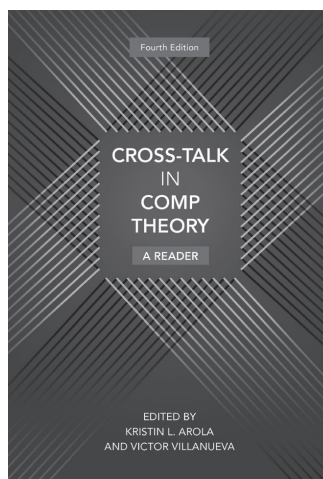
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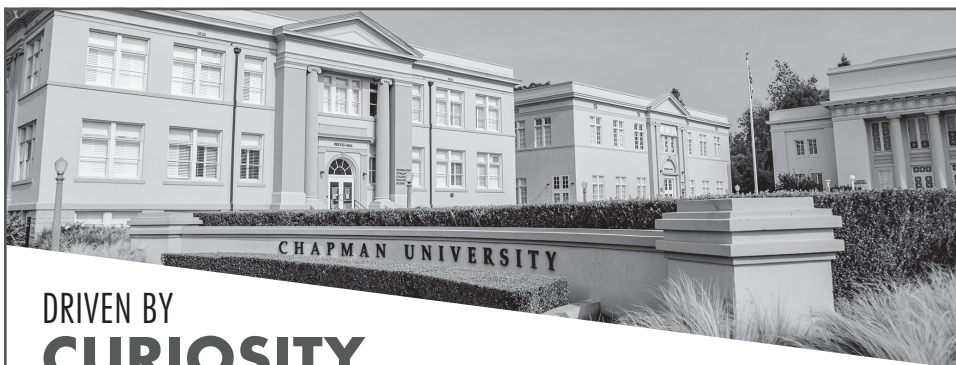
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