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OUR

CLEVELAND

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MARCH 4-7



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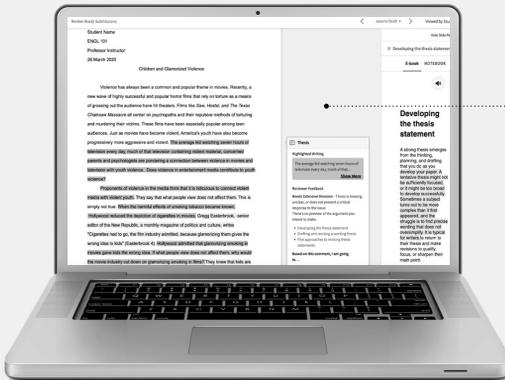
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77th Annual Convention
Conference on College Composition and Communication
March 4–7, 2026
Huntington Convention Center
Cleveland, Ohio

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Schedule at a Glance

Wednesday, March 4

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

Thursday, March 5

7:00 a.m.–7:00 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, NCTE Central & Action Hub Open
10:30 a.m.–11:45 a.m.	A Sessions
10:30 a.m.–11:00 a.m.	AA Sessions
11:15 a.m.–11:45 a.m.	AB Sessions
12:15 p.m.–1:30 p.m.	B Sessions
12:15 p.m.–12:45 p.m.	BA Sessions
1:00 p.m.–1:30 p.m.	BB Sessions
1:45 p.m.–3:00 p.m.	C Sessions
1:45 p.m.–2:15 p.m.	CA Sessions
2:30 p.m.–3:00 p.m.	CB Sessions
3:15 p.m.–4:30 p.m.	D Sessions
3:15 p.m.–3:45 p.m.	DA Sessions
4:00 p.m.–4:30 p.m.	DB Sessions
4:45 p.m.–6:00 p.m.	E Sessions
4:45 p.m.–5:15 p.m.	EA Sessions
5:30 p.m.–6:00 p.m.	EB 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, March 6

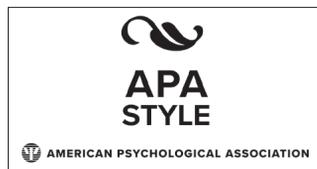
7:00 a.m.–5:00 p.m.	Registration
8:00 a.m.–5:00 p.m.	Exhibit Hall, NCTE Central & Action Hub Open
8:00 a.m.–9:15 a.m.	F Sessions
8:00 a.m.–8:30 a.m.	FA Sessions
8:45 a.m.–9:15 a.m.	FB Sessions
9:30 a.m.–10:45 a.m.	G Sessions

9:30 a.m.–10:00 a.m. GA Sessions
 10:15 a.m.–10:45 a.m. GB Sessions
 11:00 a.m.–12:15 p.m. Keynote
 12:30 p.m.–1:45 p.m. H Sessions
 12:30 p.m.–1:00 p.m. HA Sessions
 1:15 p.m.–1:45 p.m. HB Sessions
 2:00 p.m.–3:15 p.m. I Sessions
 2:00 p.m.–2:30 p.m. IA Sessions
 2:45 p.m.–3:15 p.m. IB 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, March 7

7:30 a.m.–2:00 p.m. Registration
 8:00 a.m.–1:00 p.m. Exhibit Hall, NCTE Central & Action Hub Open
 8:00 a.m.–9:15 a.m. J Sessions
 8:00 a.m.–8:30 a.m. JA Sessions
 8:45 a.m.–9:15 a.m. JB Sessions
 9:00 a.m.–12:00 p.m. Teacher to Teacher
 9:30 a.m.–10:45 a.m. K Sessions
 9:30 a.m.–10:00 a.m. KA Sessions
 10:15 a.m.–10:45 a.m. KB Sessions
 11:00 a.m.–12:15 p.m. L Sessions
 11:00 a.m.–11:30 a.m. LA Sessions
 11:45 a.m.–12:15 p.m. LB Sessions
 12:30 p.m.–1:45 p.m. M Sessions
 12:30 p.m.–1:00 p.m. MA Sessions
 1:15 p.m.–1:45 p.m. MB Sessions
 2:00 p.m.–5:00 p.m. Afternoon Workshops (registration required with no fee)

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Greetings from the 2026 PROGRAM CHAIR



Melissa Ianetta
2026 Program Chair

Why go to the conference? What does being together in real time afford that print, digital, and asynchronous online interactions cannot? What do conferences offer that recent “un-conferences” cannot or do not?

—2026 CCCC Call for Proposals

The first steps to learning to think better, therefore, are learning to converse better and learning to establish and maintain the sorts of social context, the sort of community life, that foster the sorts of conversation members of the community value.

—Kenneth Bruffee, “Collaborative Learning and the ‘Conversation of Mankind’”

The call for this conference was, intentionally, a bit paradoxical. It asked us to look closely at the role our conference plays in shaping the profession even as it encouraged participants to think expansively about the ideas they wished to share. The theme was offered as an invitation to reflection—one grounded in the belief that writing studies is, at once, a field animated by a remarkable diversity of intellectual interests and a professional community bound together by shared commitments, values, and responsibilities.

This welcome carries a similar dual purpose. First, it is meant quite simply—and sincerely—to welcome you to this particular gathering in Cleveland and to encourage you to enjoy the extraordinary range of conversations represented in the sessions, workshops, roundtables, and informal exchanges that make up the CCCC Annual Convention. At the same time, it invites you to use this moment together to think more broadly about where we are as a field—and where we hope to go. In short, it asks us to pause and consider a deceptively simple question: why conference?

This is, of course, a question each of us answers differently. My hope is not that we arrive at a single response, but that we share our answers with one another—and with the organization we collectively sustain. My own thinking here echoes Kenneth Bruffee’s reflections on collaborative learning: conferences matter because they help us learn to think better, together. Over the course of my own twenty-something-year relationship with CCCC, I can see how this conference has shaped my understanding of what it means to be a writing studies specialist across the many stages of an academic life.

- Early in my career, CCCC was a place of observation and orientation—a space to see the many ways there are to be a writing scholar and writing teacher, to watch how others navigated research, pedagogy, and professional identity, and to imagine possible futures for myself.

- In my earliest years as a contributing researcher, it became a place to test ideas, to listen carefully to the work of others, and to engage in exchanges that sharpened my thinking and, I hope, contributed in small ways to the thinking of others as well.
- As my career progressed, I came to understand CCCC not only as a place to speak about teaching and research, but as a place to work—with others—to build the profession itself. Through service, collaboration, and sometimes difficult conversations, I learned how professional labor can foster both individual growth and collective possibility.
- More recently, as an advisor and mentor, I have re-encountered the conference through the experiences of those newer to the field—re-seeing writing studies through fresh eyes and appreciating anew the ways the organization strives, imperfectly but earnestly, to meet the evolving needs of its many members.

To name these moments is not to reduce CCCC to its best versions of itself. There is always work to be done to more fully realize our stated ideals, to attend to questions of access, equity, and belonging, and to ensure that our practices reflect our values. Moreover, at a time of increasing austerity across higher education, professional organizations must reckon seriously with how they articulate—and demonstrate—their value to both members and the institutions that employ them.

We find ourselves, then, at a crossroads. How we gather, how we converse, and how we imagine this conference in the years ahead will help shape the future contours of writing studies itself. As members of this organization and participants in this conference, we are—if only temporarily—residents of CCCC: CCCCitizens responsible not only for participating in the conference as it exists today, but also for helping to build the version of it we want future colleagues to inherit.

Your contributions—through scholarship, teaching, service, engaged conversation, and care—make that future possible. I invite you, then, to share your thoughts on *Why CCCC?* The QR code below links to a brief Qualtrics Comment Box where you can reflect on what this conference has meant to you and what you hope it might become. In next year’s Chair’s Address, I will share our aggregated reflections, in the hope that our collective thinking can help move the organization forward.

Before closing, I want to pause to acknowledge the people whose labor makes this gathering possible. First and foremost, I offer my gratitude and admiration to Kimberly Emmons, Chair of the Local Arrangements Committee and Case Western Reserve University’s WPA extraordinaire. Her hard work, deep disciplinary knowledge, and unflinching kindness have enriched this conference and my own work as Program Chair. The members of the Social Justice and Activism at the Convention Committee have, yet again, enriched the experiences of all participants—thanks to Gabrielle Isabel Kelenyi, Virginia Marie Schwartz, and the rest of the committee for the commitment in action that their work represents. Dr. Moinak Chodhury, the 2026 Assistant Program Chair, has made our Convention stronger through his focus, kindness, and organization. I also extend personal thanks to the NCTE staff who ensure that the countless visible and invisible pieces of this CCCC Annual Convention come together: Kristen Ritchie and

Lori Bianchini—your care, expertise, and behind-the-scenes labor do not go unnoticed. Thanks as well to graphic designer Geno Church, who gave this conference its visual identity—and graciously indulged my taste in color. Finally, my deepest thanks to you, the reader, for your participation and your belief in CCCC.

I hope this conference offers you intellectual challenge, meaningful professional connection, and genuine pleasure—and that it also prompts thoughtful engagement with the collective work ahead. **Welcome to CCCC 2026.**

CCCC Comment Box:



Huntington Convention Center of Cleveland

Welcome from the Local Arrangements Committee

Welcome to Cleveland!

We are thrilled to welcome you to Cleveland, Ohio, for the 2026 CCCC Annual Convention. We hope that you will find time to enjoy some of the city's diverse cultural offerings, to connect with colleagues and friends, and to reinvigorate your scholarly and pedagogical commitments. This year's invitation to think about the conversations and communities that draw us together resonates with the spirit of this area.



Cleveland itself can be read and experienced in many different ways: the city is sited on land claimed by the Colony of Connecticut as its Western Reserve without regard to the area's tribal populations; in the early twentieth century, the city was among the ten largest and most prosperous in the United States; a history of athletic disappointments has not fazed the city's sports fans, giving it the nickname, "Believeland." Over the course of a century, the Cuyahoga River, which winds through downtown, caught fire no fewer than thirteen times due to industrial pollution. The river's last fire (in 1969) inspired songs by Randy Newman and R.E.M., among others, and it became the namesake for the Great Lakes Brewing Company's Burning River Pale Ale. The fire also played a key role in the development of environmental protections such as the Clean Water Act and the National Environmental Policy Act (passed in 1972).

Today, our complex past informs the futures we imagine together for this "rust belt" region. For inspiration, we invite you to explore the work of the **Rust Belt Humanities Lab** (<https://www.rustbeltstudies.org>). To learn more about our city and region, we also invite you to peruse the *Encyclopedia of Cleveland History* (<https://case.edu/ech/>).

Enjoying the City

Cleveland is a city of a certain age, with lots of great walkable neighborhoods, interesting history, and a surprising foodie and music scene. We know you are here for the Convention, but we hope you will take advantage of our map and our recommendations to get to know some aspects of our city. We arranged the information based on our own experiences of being in new cities for the CCCC Annual Convention over the years. So that means that we sorted things according to the time and ease of getting to places from the hotels and Convention Center. And if you prefer to just jump to the map of our recommendations and places to know, you can scan the QR code below.

But you don't know us, so why trust us? If you want to create your own adventure, start with **Cleveland's Official Website** (<https://www.thisiscleveland.com/>). And, **Cleveland Scene** (<https://www.clevescene.com/>) provides great, up-to-date recommendations about current goings-on around the city.

Two notes: It is cold and windy in March, and the downtown sits right on Lake Erie. Dress warmly or in layers. Don't let the weather deter you! Get out and see the sights. It is relatively easy to get around the city on foot, using buses and trains, and/or ride shares. You can see your options in this **transportation guide** (<https://www.thisiscleveland.com/planning-tools/visitor-services/transportation>).

But here is what we suggest:

If you want to stick close to the hotel/Convention Center or take a short walk: Go to the **Rock & Roll Hall of Fame**. It is iconic and it is pricey, but it has great history, costumes, and special collections. Plus, it is a short walk from the Convention and sits right on the lake. There are also two districts nearby with good restaurants and bars: **Fourth Street** (popular for its many options and proximity to the Cavs and the Guardians) offers you the **House of Blues**, celeb chef **Michael Symon's Mabel's BBQ**, local brewery **Butcher & the Brewer**, and a super cute little eatery called **Cordelia** (get the burger box!). The **Warehouse District** sits adjacent to Tower City and the revitalized **Cleveland Public Square**, and provides your swankier steak and seafood options along with several good bars. We love the bar at **Blue Point Grill**. One of us is from Maine and vouches for (some of) the raw oysters.

If you want to venture out a little further (longer walk or a ride share): Check out one of our great neighborhoods. Just across the river, you can find **Ohio City** and **Tremont**—both trendy and walkable (once you get there) with beautiful architecture, great coffee shops, local breweries, funky bars, and a variety of locally owned restaurants. These are where the hip people hang. For the brewing (and food) scene, we recommend a tour of **Great Lakes Brewing**, **Saucy Brew Works**, **Market Garden Brewery**, as well as **Bookhouse Brewing**. Foodies will want to check out **Momocho** (mod mex), **Amba** (Indian), and **The Harp** (Irish).

In between, **the Flats** (historically in the news for negative reasons) is making a comeback with its own dining and drinking destinations: check out the nightlife there, plus it has a great view of the city from down along the twists and turns of the Cuyahoga River.

We must, of course, highly recommend taking the Healthline bus out to University Circle, our own little neighborhood where Case Western Reserve University is nestled

in among some great museums: **Cleveland Museum of Art (CMA)** is a world-class, free, and interactive art museum; the **Museum of Natural History** is newly renovated and provides the long view of the area; **Western Reserve Historical Society** offers a sense of history and community; and the **Museum of Contemporary Art (MoCA)**'s art spaces are as provocative as its always-changing modern art installations. That also puts you just a hop and a skip from our own Little Italy, offering **Mama Santa's** famous pizzas to **Etna's** cozy European vibe. Our favorite, though, is **Maxi's**—great service, drinks, and food, ranging from pizzas to pastas to seafood. And be sure to pop into **Presti's** for a delicious dessert.

If you are interested in getting out for some fresh air and exercise, Cleveland has an extensive collection of natural spaces, featuring the **Cleveland Metroparks** (<https://www.thisiscleveland.com/things-to-do/major-attractions/cleveland-metroparks>). Not too far away and probably worth the trek, you will find **Cuyahoga Valley National Park** (<https://www.thisiscleveland.com/planning-to>) with lots of trails and waterfalls and views that will give you a sense of the state and the Great Lakes region.

You'll find many of the neighborhoods, restaurants, breweries, and other sights mentioned above by scanning this QR code:



Northeast Ohio Writing Programs Visibility Project

In addition to welcoming you to our city, we are highlighting Northeast Ohio's diverse writing programs. These programs represent two- and four-year public and private institutions that provide writing instruction and support to thousands of students in the region. We aim to call attention to the regional concentration of expertise in rhetoric and composition to foster greater collaboration, professional development, and scholarly recognition for writing faculty and programs across the area. Our goal is to create a lasting network and to elevate the profile of local writing programs within the national conversation of composition studies. Please find links to these Northeast Ohio institutions at <https://bit.ly/3YbEP1o>. We invite you to stop by our table in the Action Hub to learn more about these programs.

We Are Glad You Are Here!

We appreciate this Convention's act of gathering—of setting aside time and space to be in community—and we look forward to sharing our city and region with you. Have a great Convention!

Kimberly Emmons, Case Western Reserve University
Local Arrangements Committee Chair

Acknowledgments

Thank you to the dedicated members of the Local Arrangements Committee, including William Breeze, Thom Dawkins, Martha Schaffer, and Erika Olbricht of Case Western Reserve University; Shayna Sharpe of Kent State University; and the many other accomplished volunteers without whom this Convention would not have been possible. Thank you also to Ada Hubrig for their consultation on inclusive justice; to Stephanie Wheeler, Khushi Patel, and Casie Cobos for their work on the Access Guide; to members of the Social Justice and Activism at the Convention committee, including Antonio Byrd, Erin Green, Wyatt Hermansen, Kathleen Lyons, Nicole Ramer, Tiffany Wong, Gabrielle Kelenyi, and Virginia Schwarz for tireless work on many fronts; and to the Handcrafted Rhetoric and Sound SIGs for their support of Convention events. Finally, the LAC appreciates the support of Program Chair Melissa Ianetta and the NCTE professional staff, including Lori Bianchini, Matt Burruss, and Kristen Ritchie.



CCCC Convention
Session Listing
(updated online
listing)

CCCC 2026 Land, People & Water Acknowledgment

As CCCC members gather for our Annual Convention in Cleveland, we offer the following statement to invite reflection on our geographic, historical, cultural, intellectual, and careweb communities.

On June 27, 2025, the “Advance Ohio Higher Education Act” (often referred to as SB1) went into effect in Ohio. The legislation prohibits state institutions of higher education from taking positions on “controversial” beliefs, which are defined as “any belief or policy that is the subject of political controversy, including issues such as climate policies, electoral politics, foreign policy, diversity, equity, and inclusion programs, immigration policy, marriage, or abortion” (Sec. 3345.0217.A.1). In response, public higher education institutions have issued directives against publishing statements such as land acknowledgments as part of official university business. As scholarly residents and visitors to Northeast Ohio, we encourage investigations into the histories of the places in which we live, work, and gather, including their forgotten and omitted legacies. Calling attention to the facts of Indigenous peoples’ removal from their homelands should spur reflection, corrective action, and accountability, not controversy.

We seek to build relationships with the Native American community and to bring awareness to—and to counteract—the ongoing impacts of colonialism and racism on the people, land, and water of this geographic region. We honor the original stewards of the land where we convene our conference, including the Cayuga, Delaware, Miami, Odawa, Ojibwe, Potawatomi, Seneca, Shawnee, and Wyandotte, as well as the unnamed tribes who have resided here. For millennia they occupied, traversed, lived from, and cared for these lands and waterways—indeed, the state’s name derives from *Ohi:yó*, an *Onöndowa’ga:*’ (Seneca) term meaning “beautiful river.”

We also recognize the thousands of Native Americans who now call Northeast Ohio home, including descendents of first peoples and other tribal members living here in diaspora. We express our gratitude to all whose stewardship and resilient spirit has cared for the land and waterways of this region, and we acknowledge the right of the land and waterways to heal. As scholars and citizens, it is our responsibility to pursue policies and practices that respect the land, waters, and peoples, and to restore our relationships with them.

Please visit <https://cccc.ncte.org/cccc/land-acknowledgement> for additional resources.

Acknowledgments

Thank you to our volunteer reviewers and coaches for their help in making the 2026 CCCC Annual Convention an amazing experience for our attendees.

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Amber Foster
Elle Fournier
Andy Frazee
Alanna Frost
Misty Fuller
Michelle Gabay
Priyanka Ganguly
Julia Garrett
Lauren Garskie
Tom Geary
Amy Gerald

Shreelina Ghosh
Cassandra Goff
Brian Gogan
Rochelle Gold
Caleb Gonzalez
Tarez Graban
Valerie Gramling
Sami Grayson
David Green
Barbara Green
Ann Green
Morgan Gresham
Teresa Grettano
Brett Griffiths
Charles Grimm
Leigh Gruwell
Anuj Gupta
Menuka Gurung
Kailyn Hall
Keira Hambrick
Valerie Hanson
Al Harahap
Brian Harrell
Rachel Hartnett
Ling He
Amy Kimme Hea
Sara Heaser
Stephanie Hedge
Doug Hesse
Alexandra Hidalgo
Matt Hill
Cody Hmelar
Jacquelyn Hoermann-Elliott
Analeigh Horton
Jeffrey Howard
Laura Howard
Peter Huk
Abdulsamad Humaidan
Liz Hutter
Tina Iemma
Lorie Jacobs
Brad Jacobson
Whitney James
Sandra Jamieson
Adrienne Jankens
Gavin Johnson
Jennifer Johnson

Rachael Jordan
Marissa Juarez
Sarbagya Kafle
Seth Kahn
Trent Kays
Caitlin Kelly
David Kelly
Elizabeth Kimball
Carolyne King
Lisa King
Abby Knoblauch
Yeqing Kong
Callie Kostelich
Bruce Kovanen
Juliet Kozee
Maxine Krenzel
Ashanka Kumari
Angela Laflen
Kristin LaFollette
Bri Lafond
Monica Lakhwani
Kayla Landers
Ben Lauren
Christina LaVecchia
Vee Lawson
Mary Le Rouge
Elizabeth Leahy
Eric Leake
Eunjeong Lee
JC Lee
Emily Legg
Roberto Leon
Stephanie Leow
Steven Lessner
Heather Lettner-Rust
Daisy Levy
Lynn Lewis
Xinqiang Li
Heather Lishartke
Andy Jiahao Liu
Meng-Hsien (Neal) Liu
Hannah Locher
Suresh Lohani
Elizabeth Lopez
Kim Brian Lovejoy
Kris Lowrey
Quang Ly

Nancy Mack
Mandy Macklin
Michael Madson
Shiva Mainaly
Jenn Mallette
Abderrahim Mamad
Bethany Mannon
Isabelle Marcellus
Travis Margoni
Jonathan Marine
Bruce Martin
Michelle Marvin
Lauri Mattenson
Ashley Riveron
Maverick
Michael McCamley
Michele McConnell
Andrea McCrary
Zoe McDonald
Megan McIntyre
Weena McKenzie
Marissa McKinley
Temptuous Mckoy
Finola McMahan
Olivia McMurray
Chaim McNamee
Cruz Medina
Lisa Meloncon
Annie Mendenhall
Megan Mericle
Nate Mickelson
Elizabeth Miller
Rich Miller
Rebecca Mitchell
Sharon Mitchler
Marie Moeller
Jennifer Mollberg
Larry Morgan
Dustin Morris
Jill Morris
Jenna Morton-Aiken
Mary Ellen Muesing
Anyeliz Pagán Muñoz
Lori Muntz
Emily Murai
Munira Mutmainna
Jessica Nastal

Beatrice Newman
Saundra Norton
Maria Novotny
Jim Nugent
Oluwatodimu Ogunade
Motunrayo
Ogunrinbokun
Olagbenro Oladipo
Erika Olbricht
Timothy Oleksiak
Wendy Olson
Megan O'Neill
David Ornelas
Lori Ostergaard
Matthew Overstreet
James Pacello
Sue Pagnac
Michael Pak
J. Palmeri
Parva Panahi
Shyam Pandey
Shankar Paudel
Yani (Janina) Perez
Emma Perry
Cree Pettaway
Adam Phillips
Laurie A. Pinkert
Patricia Poblete
Katelyn Prager
Campbell Pratt
Amanda Presswood
Sarah Prielipp
Maria Prikhodko
Sarah Primeau
Teresa Purvis
Clancy Ratliff
Lisa Reid
Lynn Reid
Dirk Remley
Stephanie Renteria
Jessica Restaino
Rebecca Richards
Jacob Richter
Jessica Ridgeway
Amy Robillard
Natasha Robinson
Luke Rodewald

Shelley Rodrigo
Laura Rogers
Jeanne Marie Rose
Jessica Rose
Lauren Rosenberg
Olivia Rowland
Sarah RudeWalker
Hannah Rule
Sheryl Ruszkiewicz
Donnie Sackey
Christina Saidu
Charlyne Sarmiento
Sana Sayed
Martha Schaffer
Carl Schlachte
Megan Schoen
Tricia Serviss
Sonia Sharmin
Joseph Sharp
Nathan Shepley
Jessica Shumake
Megan Simmermeyer
Kaia Simon
Sarah Singer
Ryan Skinnell
Amanda Sladek
Allegra Smith
Azlan Smith
Emily Smith
Linda Smith-Brecheisen
Robin Snead
Nancy Sommers
Jenny Spinner
Michelle Sprouse
Jeannine Stanko
Gabrielle Stecher
Gina Stinnett
Madeline Sutton
Alexis Teagarden
Andrew Testa
Jason Tham
Natalie Thompson
Desiree Thorpe
Darci Thoun
Marlene Tovar
Phuong Tran
Blessing Uwisike

Rosanna Vail
Melissa Valerie
Kyle Vealey
Jasmine Villa
Ryan Vojtisek
Heather Vorhies
Stephanie Wade
Clay Walker
Jeremy Wallace
Cong Wang
Zhaozhe Wang
Nicole Warwick
Caroline Webb

Sara Webb-Sunderhaus
Travis Webster
Kristen Weinzapfel
Sara West
Joanna Whetstone
Kate White
Carl Whithaus
Shauna Wight
Lydia Wilkes
Heidi Williams
Cat Williams-Monardes
s.j. williamson
Joseph Wilson

Stacy Wittstock
Jack Wolfram
Charles Woods
Yvette Woods
Lacey Wootton
Erin Workman
Wei Xu
RAsheeda Young
Deb Young
Chengyuan Yu
Dan Zhang
Yuan Zhao
Jingyi Zhu

Stage II Reviewers

Jacob Babb
Will Banks
Matt Davis
Neisha-Anne Green
Doug Hesse
Allison Hitt
Melissa Ianetta
Karen Keaton Jackson

Seth Kahn
Carolyn King
Chaim McNamee
Jolivette Mecnas
Amanda Morris
Timothy Oleksiak
Lori Ostergaard
Patti Poblete

Kelly Ritter
Sherita Roundtree
Rachel Sanchez
Kara Taczak
Christa Teston
Jason Tham
Darci Thoun
Jasmine Villa

2026 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 2026:

Dibya D. Adhikari
Masuma Akter
Purna Chandra Bhusal
Yvette Chairez
Misun Dokko
Anne Ruggles Gere
Charles C. Grimm
Yuan Gu
Menuka Gurung
Fangzhi He
Titcha Ho
Md Mozaffor Hossain
Adrienne Jankens

Raquel L. Johansen
Ananta Khanal
Kayla Landers
Christopher LeCluyse
Shiva Mainaly
Ashley McClelland
Patricia Carmichael Miller
Don Moore
Munira Mutmainna
Krystia Nora
Eugenia Novokshanova
Daune O'Brien

Ezinne Okonkwo
Megan Palmer
Khushi Patel
Thomas Reynolds
Mafruha Shifat
June C. Straight
Eva Thor
Rachael Tyler
Nicole Guinot Varty
Shauna Wight
Liping Yang
John Young

First Time at the Convention?

With pleasure, the CCCC Newcomers' Welcoming Committee welcomes all of you to the 2026 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 205A, Atrium Floor 2), 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., Room 26B, Ballroom Level), 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 (Thursday, 4:45–6:00 p.m., Room 26C, Ballroom Level) for proposing presentations and panels for the 2027 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,

The CCCC Newcomers' Welcoming Committee

Megan Busch, Chair
Whitney Adams
Jessica Jorgenson Borchert
Kate Comer
Alex Evans
Michael Harker
Wytinsea Jones
Travis Margoni

Dylan Maroney
Ben McCorkle
Eliot Parker
Ellen Payne
Lynn Reid
Matt Rome
Katie Silvester
Christine Tulley

General Convention Information

Registration

Convention registration is located in the Huntington Convention Center on the **Concourse Level Common Space, near the entrance to the Hilton Hotel.**

Registration is open the following hours:

- Wednesday, March 4: 7:00 a.m.–7:00 p.m.
- Thursday, March 5: 7:00 a.m.–7:00 p.m.
- Friday, March 6: 7:00 a.m.–5:00 p.m.
- Saturday, March 7: 7:30 a.m.–2:00 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 **Huntington Convention Center.**

Hospitality & Local Arrangements

The Hospitality and Local Arrangements counter is located in **Room 204.**

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 presenters and session chairs with guidelines that will make sessions more accessible to all Convention participants. These arrangements result from conversations between 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 2026 website or mobile app. Information is also available at the Access Table in the Action Hub in the **Grand Ballroom Foyer (Ballroom Level Concourse 4).**

Scooters and Wheelchairs

A limited number of scooters and wheelchairs are available at no charge beginning on Wednesday, March 4. They must be returned by 1:00 p.m. on Saturday, March 7. (Early reservation requests were made via the registration form or by talking with NCTE staff.) Stop by the CCCC Convention Registration Desk for assistance (**Concourse Level Common Space, near the entrance to the Hilton Hotel**).

Lactation Stations

The Lactation Stations (Mamava Lactation Pods) are located on **Floor 2 of the Atrium** (near Room 205B), on **Exhibit Hall Level C2** (near Room 9), and in the hallway between the **Concourse Level Common Space and the Atrium lobby.**

Gaming Room & Family Room

The Gaming Room and Family Room is located in **Room 301** (Atrium Level 3).

Hours:

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

Quiet Room

The Quiet Room is located in the **Loft Conference Room A** (Atrium Floor 4)

Hours:

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

Muslim Prayer Room

The Muslim Prayer Room is located in **Room 207 ABC** (Atrium Floor 2)

Hours:

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

Speaker Ready Room

The Speaker Ready Room is located in **Loft Conference Room C** (Atrium Floor 4)

Hours:

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

First Aid

All emergencies should be channeled through the Convention Center's 24-hour Security Command Center by calling **(216) 928-1601**.

When reporting an emergency, please give the following information:

- Location
- Nature of the emergency
- Number of persons involved
- Nature and extent of injuries, if any
- Any other pertinent information that may be helpful for responding emergency crews.

Exhibits & Action Hub

The Exhibit Hall and Action Hub are located in the **Grand Ballroom Foyer** (Ballroom Level Concourse 4).

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 2027 CCCC Annual Convention in Milwaukee, WI, April 14–17, are invited to meet Donnie Johnson Sackey, 2027 Program Chair, in **Room 26 C** (Ballroom Level Concourse 4), Thursday, March 5, from 4:45 to 6:00 p.m.

Wi-Fi

The Huntington Convention Center offers free public Wi-Fi in common areas. Please look for signage onsite with information on how to access.

CCCC Mobile App

The CCCC Annual Convention mobile app is available for Apple and Android devices. It provides a quick way to search Convention sessions and view maps of the Convention Center. The app is where the most up-to-date information about session locations, speakers, and events can be found. Any room changes will be updated in the app. To download the mobile app, search your app store for “eShow Events.” Once installed, open the app, search for the 2026 CCCC Annual Convention, and click “load.” The access code is **4C26** (case sensitive).

If you already have the eShow Events app from a previous event, open the app and select the “More” option on the bottom navigation menu. Select “eShow Events,” search for the 2026 CCCC Annual Convention, and click “load.” Prior to the Convention, all registered attendees will also receive an email inviting them to set up an account within the app.

Business Services

The UPS Store, a full-service business center, is located onsite within the Convention Center.

Hours: Monday-Friday: 7:30 a.m.–6:30 p.m.; Saturday: 10:00 a.m.–2:00 p.m.

(subject to change based on building occupancy)

Phone: 1-216-303-9360; Email: 6919@theupsstore.com

Sober Academics

Sober Academics is a peer-led recovery group for folks who are seeking sober community in academia. We affirm the sharing of diversities in pathways, philosophies, methodologies, and practices and approaches of recovery. Anyone who identifies as “sober academic” can attend. Whether you are staff, admin, students (undergrad, grad, or PhD), part-time or full-time faculty, this meeting is for you!

Note that this year's Sober Academics meeting is online, Friday, March 6, at 5:00 p.m.: <https://discord.gg/aJdKtHaS5M>

CCCC Annual Business Meeting

The CCCC Annual Business Meeting will be held Friday, March 6, 4:45–6:00 p.m., in Room **307 A** (Atrium Floor 3)

Code of Conduct

NCTE expects all participants to adhere to the following policies regarding the CCCC Annual Convention and TYCA National Conference. NCTE reserves the right to take action against any participant in the Convention whose conduct is inconsistent with these policies. Action may include dismissal from the Convention, revocation of speaking or attendance privileges for the current or future Convention(s), and/or termination of NCTE membership.

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 prohibited, including harassment related to sex, gender identity and/or expression, sexual orientation, disability, race, age, religion, political affiliation, or beliefs; intimidation, stalking, or following; sustained or repeated disruption of talks or events; inappropriate contact or unwelcome sexual attention; or any other conduct that NCTE leadership finds to be unreasonably hostile, offensive, or humiliating. Participants are expected to observe this policy at all times during NCTE activities or events. Contact eventcommunications@ncte.org if you believe this policy has been violated.

Demonstrations

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 and its designees may take photographs and video (by any means) and/or make sound recordings during the Convention 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.

Exhibitors may record people only within their contracted space. Any recordings by exhibitors must NOT include images of other exhibits, common spaces, or walkways in between exhibits. More specifically, the background within any visual recording must be limited to the exhibitor's own exhibit background.

Although such activities are not expressly prohibited by NCTE policy, individual attendees are strongly encouraged to respect presenters and other attendees when photographing, videoing, or sound recording any part of any Convention sessions or other content. This includes not recording any part of a presenter's presentation unless the presenter has expressly given permission for members of the audience to do so.

Healthy & Safety Policy

NCTE will 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 an in-person meeting based on their own circumstances.

Non-Solicitation and Non-Distribution Policy

In order to provide an environment free of unreasonable disruption and distraction for our members and attendees, NCTE maintains a non-solicitation and non-distribution policy covering all events associated with the Convention except during designated exhibition times in the exhibit hall and/or in compliance with our Demonstrations policy. NCTE does not allow solicitation or distribution of any kind during any other times or in any other spaces by an exhibitor, attendee, or guest. Examples of prohibited solicitation or distribution activity include, but are not limited to, unauthorized onsite distribution of printed or electronic materials including literature, signs, flyers, clothing, giveaways, invitations, tickets, forms, etc. (except business cards).

Any person and/or organization who violates this policy, in NCTE's sole discretion, may be expelled from the event without refund of registration fee(s). Violation of this policy may also result in disqualification from future events.

Exhibitor Application Policy

In order to be a Convention exhibitor, organizations must submit a completed application by the posted deadline. NCTE will evaluate each application and reserves the right to accept or deny applications within its sole discretion and without explanation.

#4C26 Action Hub

Visit the following organizations, events, and activities in the #4C26 Action Hub: Grand Ballroom Foyer (Ballroom Level Concourse 4).

Cs the Day

Cs 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 from graduate students to experienced teachers in professionally getting the most out of the Convention experience. After completing quests, return to the Action Hub for prizes: Cs the Day trading cards and Sparkleponies. Play the game. Win the Convention!

To play the game, pick up a game booklet at the Action Hub, go to <https://tinyurl.com/cstheyday2026>, or scan the QR code on your phone:



Digital Praxis Poster Sessions

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.

CCCC and NCTE Editors (hosted at the NCTE Central booth in the Exhibit Hall)

Editors and editorial team members representing various CCCC and NCTE journals and publications will be available to have conversations with attendees about the ideas for and the process of submitting articles or manuscripts. A schedule will be posted at the table listing when editors will be available for consultations.

CCCC Disability & Accessibility Action Hub

The Access Action Hub is staffed by volunteers interested in accessibility and whose work may also focus on disability studies and accessible pedagogy. We invite CCCC Convention attendees to come to the Access Table for the following:

- Handouts about accessible presentation practices
- Information for disability studies-related CCCC 2026 presentations and meetings
- Reporting accessibility issues: Volunteers will collect feedback on accessibility issues and communicate concerns to CCCC leadership.

CCCC Labor Caucus Organizer Hub

Stop by the Organizer Hub to connect with colleagues committed to justice in higher education. The Hub offers resources, conversations, and collaborative space for sharing strategies to support faculty, graduate workers, and all those fighting for fair working conditions. Whether you're new to organizing or experienced, the Hub is a place to build solidarity, learn from others, and strengthen collective efforts across campuses.

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. The 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.

Council of Writing Program Administrators

The Council of Writing Program Administrators is a national association of college and university faculty with professional responsibilities for (or interests in) directing writing programs. Members include directors of freshman composition, undergraduate writing, WAC/WID/CAC, and writing centers, as well as department chairs, division heads, deans, and so on. Faculty and graduate students with professional interests in writing program administration are cordially invited to join WPA.

Digital Archive of Literacy Narratives (DALN)

Started in 2007, the DALN (<https://www.thedaln.org/>) is a publicly available archive of over 10,000 individual personal literacy narratives in a variety of media, genres, and formats that provides a historical record of the literacy practices and values of contributors. It is regularly used in multiple contexts by teachers, researchers, and students affiliated with literacy studies.

Feminist Caucus

We encourage you to take an hour out of your hectic CCCC Convention schedule to sit down, create a quilt square, and maybe meet new or old colleagues at our makerspace action hub!

Global Society of Online Literacy Educators (GSOLE)

The Global Society of Online Literacy Educators supports instructors teaching writing and reading in fully online, hybrid, and digitally mediated contexts.

Latinx Caucus

The Latinx Caucus of NCTE/CCCC is a network of Latinx educators in composition and rhetorical studies, English studies, literacy, and language arts.

NE Ohio Writing Programs

Welcome to Cleveland! This table will host information and representatives from NE Ohio writing programs. Stop by to gather information, share your stories, or meet local program faculty and students. When not staffed, the table will still provide information about our regional activities.

***Peitho*, Journal of the Coalition of Feminist Scholars in the History of Rhetoric & Composition**

Learn more about *Peitho*, the Journal of the Coalition of Feminist Scholars in the History of Rhetoric & Composition. Get information about our submission types, publication process, and how to become a reviewer.

Remembering and Honoring Our Mentors; Sponsored by the Senior, Late-Career, and Retired Scholars in RWS

The Standing Group for Senior, Late-Career, and Retired Scholars will sponsor an interactive installation engaging participants in generative acts of kindness and gratitude.

Rhetoric and Composition Journal Editors

The Rhetoric and Composition Journal Editors Table provides a place where authors and prospective authors may stop and talk with journal editors. Stop by anytime for a chat or to look at the QR code/schedule to see when editors from particular journals will be available.

Social Justice and Activism at the Convention Committee (SJAC)

Hear from graduate students with social justice-oriented projects while you color, sit, and socialize at the SJAC Table!

Sweetland Digital Rhetoric Collaborative

The Sweetland Digital Rhetoric Collaborative—a joint project of the University of Michigan Sweetland Center for Writing and the University of Michigan Press—is an open access, multimodal book series and a community web space by and for scholars and teachers of computers and writing and digital rhetoric. Each year we sponsor a cohort of Graduate Student Fellows working in these fields. Stop by our table to learn more and visit <https://www.digitalrhetoriccollaborative.org/>.

Writing Program Administration Graduate Organization (WPA-GO)

WPA-GO is an organization comprised of graduate students, allies, and mentors who are dedicated to supporting graduate students in their preparation for writing program administration. We seek to strengthen mentoring and networking connections between graduate students and professional WPAs, as well as provide opportunities for awards, organizational service, and professional development.

Writing Studies Listserv

The Writing Studies Listserv is a distribution list for educators in writing and rhetoric studies to distribute information of interest within the field. It is intended to provide an inclusive space for scholars and educators of all backgrounds and rank to share information related to the field of writing studies.

Save the Date: April 14–17, 2027

Join us for the 2027 CCCC Annual Convention April 14–17 in Milwaukee, Wisconsin! The call for proposals and more information will be available soon at ccc.ncte.org/ccc/conv.

Social Justice at the Convention

The Social Justice and Activism 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 Antonio Byrd, Erin Green, Wyatt Paige Hermansen, Gabrielle Kelenyi, Kathleen Lyons, Nicole Ramer, Virginia Schwarz, and Tiffany Lynn Wong.

Several SJAC Committee events and activities are planned below. We hope you'll join us!

Participatory Action Research with Activists, for Activists

Friday, March 6, 8:00–9:15 a.m.
Room 203 (Atrium Floor 2)

This roundtable will discuss the affordances and challenges of participatory action research (PAR) with local activists. Using a PAR project-in-progress constructing a public-facing online repository that explores the role of writing and communication in activism, we will talk about how to establish a community-driven set of research protocols that remains sensitive to the needs and desires of participating activists and their respective communities.

Participants: Brian Bailie, University of Cincinnati, Blue Ash College
Antonio Byrd (chair), University of Missouri-Kansas City
Erin Green, University of North Carolina-Greensboro
Gabrielle Isabel Kelenyi, Lafayette College
Ifeoluwa Dorcas Komolafe, Florida State University
Christopher Wilkey, Northern Kentucky University
Local Cleveland Activists

“Rest as Resistance” Guided Meditation

Wednesday, March 4, 8:00 a.m.–5:00 p.m.
Thursday, March 5, 8:00 a.m.–5:00 p.m.
Friday, March 6, 8:00 a.m.–5:00 p.m.
Saturday, March 7, 8:00 a.m.–2:00 p.m.
The Loft Suite (Atrium Floor 4)

Take time to pause, breathe, and ground yourself during the CCCC Annual Convention. This designated mindfulness space promotes rest and care during the Convention. Come sit in the quiet, practice mindful breathing, or stretch your body. The space is open for conventiongoers to drop in at any time during the Convention to make use of the space.

Join a guided meditation session on **Friday, March 6, at 9:30 a.m.–10:30 a.m.**, with Insight Meditation Cleveland!

#4C26 Trivia Night

Thursday, March 5, 6:00–8:00 p.m.
Mallorca, 1390 W. 9th St., Cleveland, OH 44113

For a sponsored night out, meet the Local Arrangements Committee and Social Justice and Activism at the Convention Committee for an evening of food, drink, and pub trivia, including prizes. This event will include free appetizers for conference attendees and drinks/mocktails for purchase. Join us for a fun evening at Mallorca!

All-Attendee Event—4Cs Stitch & Spin

Friday, March 6, 7:30–9:30 p.m.
The Loft (Atrium Floor 4)

The Social Justice and Activism at the Convention Committee, Local Arrangements Committee, and Handcrafted Rhetorics SIG invite you to share your favorite tunes, get crafty, and make zines at the second annual 4Cs Stitch & Spin! Drop by to listen to music and flex your creative muscles over crafts. No experience necessary. Craft supplies will be on hand, including the Feminist Caucus's quilt project, though you can also bring your own. We encourage you to add a song to our collaborative Spotify playlist at <https://bit.ly/4C26playlist> to create the soundtrack for the night! Heavy appetizers will be provided with drinks for purchase. Visit <https://handcraftedrhetorics.org/> for more information.

Organizers: Antonio Byrd, University of Missouri, Kansas City
Megan Heise, Utah Tech University
Gabrielle Kelenyi, Lafayette College
Jason Luther, Rowan University
Kristi Prins, Cal Poly Pomona

Social Justice and Activism at the Convention Committee Meeting

The Committee will be meeting virtually following CCCC 2026. Please reach out to co-chairs Gabrielle Kelenyi, kelenyig@lafayette.edu, and Virginia M. Schwarz, vschwarz@sfsu.edu, for more information.



Two-Year College English Association National Conference

Our words and ideas enable us to find and create shelters, shaping the places we inhabit—their interactions forming our skylines—for better or for worse. We construct our shelters of identity, of commerce, of education—hewing them together sometimes roughly, with force or eloquence—not only to shelter us from the elements around us, but to create the patterns, terms, and structures of our lived realities. The shelters we create can give us safety, keep us ignorant, make us targets.

Our words also place us. They ground us where we are. They connect us with others. They are how we are construed and how we construe. When the words we need go missing, are stolen, redacted, or escape us, we can fall silent or we can seek other ways to get the message out there. As we choose to continue toward communication, we not only repurpose old structures but find new ways to build, taking necessary action to transform the lived conditions of the places we inhabit and the people in them.

Program Chair Kris Messer invited presentations on these ideas and more, to show our community how “our coming together serves as an opportunity to share our ways of continuing to build shelter and value the places we come from, as well as to shape the ones we go to.”



TYCA
Conference
Session
Listing

Shelter and Place: Grounding Action in Uncertain Times

Wednesday, March 4

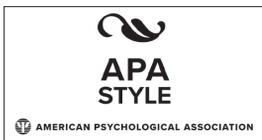
REGISTRATION INFORMATION:

TYCA Conference \$175; TYCA & CCCC Convention \$320

SCHEDULE:

8:00–9:20 a.m.	Opening Session
9:30–11:20 a.m.	Session Blocks 1 & 2
11:30 a.m.–12:30 p.m.	Roundtable Sessions/Networking Meetings
12:40–2:00 p.m.	Keynote Speaker & Awards
2:10–5:00 p.m.	Session Blocks 3, 4 & 5
5:10–5:40 p.m.	Closing Session
5:50–6:40 p.m.	Regional Meetings

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CCCC Sessions on Two-Year College Concerns

This is a sampling of sessions on two-year college concerns. Search the online listing of sessions to see more titles.

Thursday 3/5: Beyond the Final Exam: The Reflective Final in the Composition Classroom (CB.3)

Thursday 3/5: Intertextuality Prime: Recursive Fidelity, Coauthorship, and the Myth of Originality in AI-Mediated Classrooms (BB.2)

Thursday 3/5: Mutual Inquiry, Mutual Aid: Community-Based Writing Partnerships and the Two-Year College (DB.6)

Thursday 3/5: Peter and the Robots: Elbowian Freewriting and AI Text Generators in Building Students' Writing Self-Efficacy (AB.10)

Thursday 3/5: Radical Hospitality: Creating Pathways for Success for First-Generation and International Students in First-Year Writing at Two-Year Colleges (E.14)

Thursday 3/5: Self-Assessment of EFL Writing through an Analytic Scoring Scale (EA.6)

Thursday 3/5: Where Are They Now?: A Longitudinal Study on Student Perspectives on Literacy, FYW, and Transfer Ten Years Post-Composition (C.21)

Friday 3/6: Conversations across Continents: Community-Based Linguistic Work and Global Dialogue in Academia (GA.12)

Friday 3/6: Crafts and Crafts: Playing with Text(iles) in the FYC Classroom (G.13)

Friday 3/6: Invisible Conversations in Graduate Writing: Mentorship, Multilingualism, and Micro-Exclusions (GB.12)

Friday 3/6: Teaching Through: Principles and Practices from a Year of Collaborative Sequential Teaching in Community College Writing (IA.1)

Saturday 3/7: Faculty-Led Book Clubs in a Two-Year College: Rhetorical Conversations in Neoliberal Contexts (M.12)

Saturday 3/7: Pedagogies of Choice: An Auto-Ethnographic Study of Teaching English Comp as a Dual Credit Course to Alternative HS Students Using Choice Theory (LA.8)

Saturday 3/7: Re-Humanizing Tutoring: Cultivating Critical Consciousness through Acompañamiento (L.12)

Saturday 3/7: Words, Images, and Action: Teaching Rhetoric and Co-Constructing Knowledge (L.20)

CCCC Committee Meetings

Committee on Academic Freedom, Tenure/Renewal/ Reappointment, and Employment Security

Friday, March 6, 9:30–10:45 a.m. (Open)

Room 206 (Atrium Floor 2)

Co-Chairs: Seth Kahn, West Chester University of Pennsylvania
Cara Messina, Marist University, Poughkeepsie, NY

Committee on Disability Issues

Thursday, March 5, 4:45–6:00 p.m. (Open)

Room 24 (Exhibit Hall Level C2)

Co-Chairs: Dev Bose, University of California, Santa Cruz
Nicole Snell, Arizona State University

Language Policy Committee

Friday, March 6, 9:30–10:30 a.m. (Open)

Loft Conference Room B (Atrium Floor 4)

Co-Chairs: Elaine Richardson, The Ohio State University, Columbus
Denise Troutman, Michigan State University, East Lansing

Newcomers' Welcoming Committee

Thursday, March 5, 1:45–3:00 p.m. (Open)

Loft Conference Room B (Atrium Floor 4)

Chair: Megan Busch, Charleston Southern University

Nominating Committee

Thursday, March 5, 10:30 a.m.–12:30 p.m. (Open)

Friday, March 6, 12:30–2:30 p.m. (Closed)

Loft Conference Room B (Atrium Floor 4)

Chair: RASHeda Young, Rutgers University–New Brunswick

Resolutions Committee

Thursday, March 5, 5:30–6:30 p.m. (Open)

6:30–7:30 p.m. (Closed)

Room 206 (Atrium Floor 2)

Social Justice and Activism at the Convention Committee

The Committee will be meeting virtually following CCCC 2026. Please reach out to co-chairs Gabrielle Kelenyi, kelenyig@lafayette.edu, and Virginia M. Schwarz, vschwarz@sfsu.edu, for more information.

In Memoriam

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

Sheridan Blau
Jason Courtmanche
Janet Emig
Donald McQuade
Ollie Oviedo
Lynn Quitman Troyka



Wednesday, 8:00 a.m.–5:00 p.m.

Wednesday, March 4 Special Events and Meetings

“Rest as Resistance” Guided Meditation

Sponsored by the Social Justice and Activism at the Convention Committee

Wednesday, March 4, 8:00 a.m.–5:00 p.m.

Thursday, March 5, 8:00 a.m.–5:00 p.m.

Friday, March 6, 8:00 a.m.–5:00 p.m.

Saturday, March 7, 8:00 a.m.–2:00 p.m.

The Loft Suite (Atrium Floor 4)

Take time to pause, breathe, and ground yourself during the CCCC Annual Convention. This designated mindfulness space promotes rest and care during the Convention. Come sit in the quiet, practice mindful breathing, or stretch your body. The space is open for conventiongoers to drop in at any time during the Convention to make use of the space.

Join a guided meditation session on **Friday, March 6, at 9:30 a.m.–10:30 a.m.**, with Insight Meditation Cleveland!

Theory, Research Methodologies, and Praxis

Research Network Forum

Sponsored by the Research Network Forum

8:30 a.m.–5:00 p.m.

Atrium Ballroom A (Atrium Floor 1)

Celebrating our 39th year in 2026, 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.

Chairs: Risa Gorelick, New Jersey Institute of Technology

Jennifer K. Johnson, University of California Santa Barbara

Carrie Wastal, University of California San Diego

Presenter: Katherine Ahern, SUNY Cortland

Committee Members: Kathryn Baillargeon, University of California Santa Barbara

Kevin Rutherford, University of California Santa Barbara

Elizabeth Saur, University of California Santa Barbara

Carl Whithaus, University of California Davis

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.

Room 6 (Concourse Level C3)

The Qualitative Research Network (QRN), which meets annually at the CCCC 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.

Chair: William P. Banks, East Carolina University

Newcomers' Orientation

Sponsored by the Newcomers' Welcoming Committee

5:15–6:15 p.m.

Room 205 A (Atrium Floor 2)

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.

Chair: Timothy Oleksiak, University of Massachusetts Boston

Institutions: Labor Issues, Professional Lives, and Survival

Feminist Pedagogies “In These Times”—A Teach-In

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

6:00–8:00 p.m.

Room 203 (Atrium Floor 2)

Annual two-part session hosted by the Coalition of Feminist Scholars in the History of Rhetoric and Composition (CFSHRC): (1) awards ceremony and hands-on workshop about feminist teaching; (2) mentoring tables on topics from dissertation writing and feminist pedagogy to archive research methods and feminist administration practices.

Presenters: Cristy Beemer, University of New Hampshire

Jessica Enoch, University of Maryland

Rebecca Richards, University of Massachusetts Lowell

2026 IWCA Collaborative In-Person Meeting at the CCCC Annual Convention

Seeking Stability: Fortifying the Pillars of Our Practice

Sponsored by the International Writing Centers Association

8:00 a.m.–6:00 p.m.

Corporate College Conference Center, Cuyahoga Community College,
Highland Hills, Ohio

Wednesday, March 4

Morning Workshops

9:00 a.m.–12:30 p.m.

Writing Programs

MW.1 Assessment Artifacts Unpacked: A Collaborative Charrette for Writing Assessment Practitioners

Sponsored by the CCCC Writing Assessment Special Interest Group

This workshop supports participants in reimagining assessment practices by workshopping artifacts from their local contexts. Using the National Institute of Learning Outcomes Assessment's assignment charrette heuristic, attendees will participate in guided feedback conversations on assessment artifacts and leave with concrete strategies for further work.

Room 11 (Exhibit Hall Level C2)

Workshop Leaders: Jennifer Burke Reifman, San Diego State University, CA

Tricia Serviss, University of California Davis

Stacy Wittstock, Marist University, Poughkeepsie, NY

Community, Civic, and Public Contexts of Writing

MW.2 Community Writing Mentorship Workshop

Sponsored by the CCCC Coalition for Community Writing and Public Rhetorics Special Interest Group

This workshop offers peer-peer mentoring and feedback to attendees at any level of experience with research design, relevant scholarship, project evaluation, job and tenure evaluation strategies, ethics of community work, and more. This session is led by a diverse group of prominent, engaged scholars of community and public writing.

Room 7 (Concourse Level C3)

Workshop Leaders: Paul Feigenbaum, University at Buffalo, NY
Mohammed Iddrisu

Tobi Jacobi, Colorado State University, Fort Collins

Beverly Moss, The Ohio State University, Columbus

Lauren Rosenberg, The University of Texas at El Paso

Veronica House, Boston College, MA

Facilitators: Adrienne Jankens, Wayne State University, Detroit, MI

Elaine Richardson, The Ohio State University, Columbus

Approaches to Teaching and Learning

MW.3 Friction across the Process: A Pedagogy of AI-Assisted Struggle in First-Year Writing

This interactive workshop introduces a pedagogy of productive friction, where AI prompts deeper thinking at key stages of writing. Grounded in Process Theory and the AI Paradox, participants explore scaffolded activities that help students refine inquiry, assert interpretive control, and develop structural reasoning through semi-Socratic revision.

Room 304 (Atrium Floor 3)

Workshop Leader: Eugenia Novokshanova, Georgia State University-Perimeter College

Institutions: Labor Issues, Professional Lives, and Survival

MW.4 Intellectual Renewal: A Reflective Community Workshop on Unrealized Projects and Pedagogies

Reflection is a key part of writing studies. While prioritized in student learning, it is an implicit practice where dedicated space and time to reflect remain scarce. We offer participants space to revisit work that requires intellectual renewal through collective revitalization, community building, and dedicated time centering conversation, reflection, and writing.

Room 307 B (Atrium Floor 3)

Workshop Leaders: Devon Fitzgerald, Winthrop University, Rock Hill, SC
Heather Listhartke, Winthrop University, Rock Hill, SC

Information Literacy and Technology

MW.5 Learning through Experience: Applying the Community of Inquiry Framework to Online/Digital Peer Review in Writing Studies

Sponsored by the CCCC Online Writing Instruction Standing Group
Discover the potential of the community of inquiry framework in this hands-on workshop based on *The Community of Inquiry Framework in Writing Studies: Designing for Learning with Peer Review!* Explore how teaching, social, and cognitive presences can energize your online or digital peer review practices. Collaborate with OWI experts, build your own CoI, and connect with a vibrant mentoring group.

Room 5 (Concourse Level C3)

Standing Group or Caucus Chair: Kirsten Schwartz, San José State University, CA

Workshop Leaders: Jessie Borgman, Arizona State University, Tempe
Jennifer Cunningham, Kent State University, OH
Kevin E. DePew, Old Dominion University, Norfolk, VA

continued on next page

Wednesday, 9:00 a.m.–12:30 p.m.

Carrie Dickison, Wichita State University, KS
Ariel M. Goldenthal, George Mason University, Fairfax, VA
Lyra Hilliard, University of Maryland, College Park
Sarah M. Lacy, Old Dominion University, Norfolk, VA
Casey McArdle, Michigan State University, East Lansing
Mary Lourdes Silva, Ithaca College, NY
Mary Stewart, California State University San Marcos
Natalie Stillman-Webb, The University of Utah, Salt Lake City
Sean Tingle, Arizona State University, Tempe

Institutions: Labor Issues, Professional Lives, and Survival

MW.6 Organizing Responses to Attacks on Academic Freedom and Professional Autonomy

In this workshop, participants will learn strategies to strengthen academic freedom and professional autonomy on the job, such as designing a campaign and recruiting, organizing, and mobilizing people to action. Each participant will leave the workshop with plans for organizing responses to defend academic freedom and professional autonomy at their institution.

Room 6 (Concourse Level C3)

Workshop Leaders: Bethany Hellwig, University of Cincinnati, OH
Seth Kahn, West Chester University of Pennsylvania
Bruce Kovanen, North Dakota State University, Fargo
Amy Lynch-Binieck, Kutztown University, PA
Jennifer Grouling Snider

First-Year Writing

MW.7 Pedagogues as Procedural Rhetors: (Re)Shaping the Composition Classroom Experience

This workshop invites pedagogues to reframe their role in the writing and composition classroom as that of a procedural rhetor—that is, of one who imparts messages specifically through the procedures and processes they model for students.

Room 10 (Exhibit Hall Level C2)

Workshop Leader: Shannon Lodoen, Embry-Riddle Aeronautical University

Approaches to Teaching and Learning

MW.8 Practicing Well-Being through Writing

This workshop will introduce participants to practices designed to support well-being while writing, including meditation, journaling, and gentle movement. The broad aim is twofold: first, to expose participants to well-being practices that they can introduce into their own writing lives,

and second, to encourage them to consider how they might integrate these practices into their teaching.

Room 307 A (Atrium Floor 3)

Workshop Leader: Christopher Basgier, Auburn University, AL

Presenter: Katharine Brown, Auburn University, AL

Facilitator: Mincey Jones, Auburn University, AL

Inclusion and Access

MW.9 Reclaiming Our Time: Basic Writing and the Challenge of Speed

Sponsored by the CCCC Council on Basic Writing Standing Group

In this half-day writing workshop, participants will engage with recent conversations and research on accelerated learning. Noting some of the complications that have emerged after three decades of implementation, the workshop will hold space for the sharing of strategies and approaches for program development, maintenance, and sustainability.

Room 9 (Exhibit Hall Level C2)

Workshop Leaders: James Dunn, Medgar Evers College, CUNY

Barbara Gleason, City College of New York, CUNY

Nicole Hancock, Southwestern Illinois College, Belleville

Darin Jensen, Salt Lake Community College, UT

Leigh Jonaitis, Bergen Community College, Paramus, NJ

William Lalicker, West Chester University of Pennsylvania

Jack Morales, Pace University, New York, NY

Hope Parisi, Kingsborough Community College, CUNY

Lynn Reid, Fairleigh Dickinson University, Teaneck, NJ

RAsheda Young, Rutgers University, New Brunswick, NJ

Institutions: Labor Issues, Professional Lives, and Survival

MW.10 Writing Specialists as Grant Writers: Concrete Strategies for Making Your Scholarly Projects Fundable in These Challenging Times

Our scholarship in writing studies needs monetary support to reach its potential. In response to the current political climate and pending cuts to traditional funding sources, this workshop helps participants learn the conventions, expectations, and options for writing persuasive grant proposals, moving from “interesting” ideas to the rhetorical appeals that make a project fundable.

Room 12 (Exhibit Hall Level C2)

Workshop Leaders: John Dunn, Eastern Michigan University, Ypsilanti

Maisha Ostergren, Eastern Michigan University, Ypsilanti

Afternoon Workshops

1:30–5:00 p.m.

Institutions: Labor Issues, Professional Lives, and Survival

AW.1 Articulating Our Work as Leadership on the Job Market

This workshop offers graduate students and early career faculty a starting point for articulating their work as leadership on the job market. Our time together will focus on concrete strategies for using leadership as a frame in application materials, initial interviews, campus visits, and job offer negotiations.

Room 304 (Atrium Floor 3)

Workshop Leader: Charles McMartin, Florida State University, Tallahassee

Community, Civic, and Public Contexts of Writing

AW.2 Community, Care, and Collaboration in Prison Literacies and Pedagogies

Sponsored by the CCCC Prison Writing + Pedagogy Collective Standing Group

The goals of this workshop are to share our work; to reflect on what we are building toward; and to support one another's aims through resource-, strategy-, and materials-sharing.

Room 10 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Cory Spice Holding, University of Pittsburgh, PA

Presenters: Kimberly Drake, Scripps College, Claremont, CA

Nidhi Gandhi

Peter Huk, University of California Santa Barbara

Tobi Jacobi, Colorado State University, Fort Collins

Jenn Patel

Community, Civic, and Public Contexts of Writing

AW.3 Designing Community-Classroom Collaboration through Service-Learning Component in First-Year Composition Pedagogy: Challenges and Opportunities

In this workshop, a coordinator for a community-engaged learning (CEL) component within a first-year composition (FYC) program and a graduate student who taught the CEL course at a Hispanic-serving border institution, by sharing their innovative and success stories of service-learning

innovations, invite attendees to draft a service-learning component to transform their FYC program and pedagogy.

Room 307 A (Atrium Floor 3)

Workshop Leaders: Purna Chandra Bhusal, The University of Texas at El Paso

Maria Maier, The University of Texas at El Paso

Language, Literacy, and Culture

AW.4 Disrupting, Innovating, and Resituating the Conversation about Global and Non-Western Rhetorics in the US-Based Writing Classroom

Sponsored by the CCCC Global & Non-Western Rhetorics Standing Group

This workshop will focus on practical strategies and resources to effectively incorporate global and non-Western rhetorical perspectives into US-based writing classrooms.

Room 9 (Exhibit Hall Level C2)

Workshop Leader: Maria Prikhodko

Presenters: Moushumi Biswas, Virginia State University, Petersburg

Uma Krishnan, Kent State University, OH

Eda Özyesilpinar, Illinois State University, Normal

Maria Prikhodko

Hua Zhu, The University of Utah, Salt Lake City

Institutions: Labor Issues, Professional Lives, and Survival

AW.5 Editing without Editors: What Faculty Can Learn from Professional Editors to Improve Collaborative Feedback with Colleagues

This workshop supports faculty in developing editorial judgment, practicing feedback strategies, and using GenAI as a simulated writing partner.

Drawing on editorial theory, WAC research, and publishing studies, we'll practice draft/manuscript assessment and appropriate feedback strategies, building sustainable and humane practices for faculty self- and peer-editing.

Room 307 B (Atrium Floor 3)

Workshop Leaders: Heidi Nobles, University of Virginia, Charlottesville

Sarah Jane O'Brien, Sarah Jane O'Brien Editing

Approaches to Teaching and Learning

AW.6 Harnessing AI to Enhance Writing Instruction: Facilitating Effective Practice with Feedback

Artificial intelligence is reshaping educational practices, particularly in English writing instruction. This interactive workshop showcases practical

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Wednesday, 1:30–5:00 p.m.

ways AI applications can enhance writing instruction. Attendees will leave equipped with actionable strategies for leveraging AI, ultimately enriching writing instruction and cultivating dynamic, forward-thinking educational environments.

Room 7 (Concourse Level C3)

Workshop Leader: Randall Davies, Brigham Young University

Inclusion and Access

AW.7 NNESWIs' Conversations on Teaching and Research with Writing, about Writing, and for Writing

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

This workshop shares NNEswIs' conversations on teaching, writing, research, and personal experiences. Through two thematic roundtables grounded in theory, lived experience, and empirical inquiry, presenters explore the professional strengths that NNEswIs bring to writing instruction, as well as the personal dimensions of emotion, identity, and well-being that inform and sustain their work.

Room 11 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Ming Fang, Florida International University, Miami

Presenters: Emad Hakim, Illinois State University, Normal

Xuan Jiang

Xinqiang Li

Joseph Mayaki, The University of Utah, Salt Lake City

Lan Wang-Hiles, West Virginia State University, Institute

Ruilan Zhao, Florida International University, Miami

Approaches to Teaching and Learning

AW.8 Shared Labor with Students: Modeling Transparent Practices in Curriculum Co-Design

Sponsored by the CCCC Working-Class Culture and Pedagogy Standing Group

This panel explores how to expand a faculty peer-review model, the charrette, to include students in co-designing assignments and assessments. Grounded in working-class values and critical pedagogy, this process fosters transparency, agency, and community. Panelists will share research, artifacts, and hands-on strategies for collaborative, reflective, and inclusive curriculum design.

Room 12 (Exhibit Hall Level C2)

Workshop Leader: Bruce Martin, Lone Star College-North Harris, TX

Writing Programs

AW.9 You Don't Have to Be an AI Expert: WPAs Shaping Campus Conversations about Writing with AI

During this workshop, WPAs develop strategies to initiate campus-wide conversations about AI & WID/WAC. Two WPAs share their experiences leading a year-long seminar with faculty from diverse fields, modeling activities that resulted in the most productive shifts in writing pedagogy. Participants will leave with pedagogical principles, concrete resources, and hands-on practice.

Room 5 (Concourse Level C3)

Workshop Leaders: Carol Hayes, The George Washington University, Washington, DC
Phyllis Ryder, The George Washington University, Washington, DC

Language, Literacy, and Culture

AW.10 With Liberty and Justice for All: Multi- and Translinguistic Advocacy and Activism

Sponsored by the CCCC Second Language Writing Standing Group
This year's reinvented workshop forefronts interactive engagement, multidirectional mentorship, and realistic strategies for multi/translingual justice. Projects-in-progress from multiple career statuses emphasize methodological approaches for data-driven activism. Hands-on roundtables develop easily implementable applications for classroom and community action. Come practice praxis with us!

Room 202 (Atrium Floor 2)

Workshop Leader: Analeigh Horton, Fairleigh Dickinson University, Teaneck, NJ

Presenters: Hidy Basta, Seattle University, WA
Islam Farag, Indiana University of Pennsylvania
Ghada Gherwash, Colby College, Waterville, ME
Shao-wei Huang, Northeastern University, Boston, MA
Brooke Schreiber, Baruch College, CUNY
Lingyao Shu, University of Toronto
Zhaozhe Wang, University of Toronto
Jingjing Xing, University of Toronto
Qianqian Zhang-Wu, Northeastern University, Boston, MA
Yuan Zhao, University of Louisville, KY

All-Day Workshops

9:00 a.m.–5:00 p.m.

Theory, Research Methodologies, and Praxis

W.1 Embracing the Global with Conference and Conversation

Sponsored by the CCCC International Researchers Consortium Standing Group

Through a full-day series of discussions, 39 international colleagues (32 studies) along with workshop registrants meet to conference in the discipline of 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.

Room 302 (Atrium Floor 3)

Standing Group or Caucus Chairs: Tiane Donahue, Dartmouth College, Hanover, NH

Magnus Gustafsson, Chalmers University of Technology, Sweden

Workshop Leaders: Sunghee Ahn, Temple University, Japan Campus

Habiba Akter, North Dakota State University, Fargo

Saurabh Anand, University of Georgia, Athens

Lisa Arnold, North Dakota State University, Fargo

Purna Chandra Bhusal, The University of Texas at El Paso

Tyler Carter, University of Virginia, Charlottesville

Isabel Cuevas, Autonomous University of Madrid

Maki Ho, Obihiro University of Agriculture and Veterinary Medicine

Bouchra Houbad, Université Toulouse 2 Jean Jaurès, France

Mahvesh Khan, National Institute of Science and Technology

Ananta Khanal, The University of Texas at El Paso

Julie Kolgjini, Rochester Institute of Technology/RIT Kosovo (Prishtina)

Adriana Laputkova, University of Presov

Nattaporn Luangpipat, University of Wisconsin-Madison

Inas Mahfouz, American University of Kuwait

Abderrahim Mamad, EMSI (École Marocaine des Sciences de l'Ingénieur)

Federico Navarro, Universidad de O'Higgins, Chile

Halle Neiderman, American University of Beirut

Havva Zorluel Ozer, Syracuse University, NY

Sushil Paudel, St. Xavier's College, Maitighar, Kathmandu

Anselma Widha Prihandita, University of Washington, Seattle
Tzipora Rakedzon, Technion
Madina Sanatbekova, University of Tennessee, Knoxville
Ghada Seifeddine, Purdue University, West Lafayette, IN
Mafruha Shifat, The Ohio State University, Columbus
Ignacio Munoz Silva, Pontificia Universidad Católica de Chile
Susmita Davi Trisha, North Dakota State University, Fargo
Rene Venegas, Pontificia Universidad Católica de Valparaíso
Tong Zhang, Duke Kunshan University

Theory, Research Methodologies, and Praxis

W.2 Feminist Workshop: Food as Intersectional Feminist Work, Resistance, Hope, and Community

Sponsored by the CCCC Feminist Caucus Standing Group

The feminist workshop constellates intersectional feminist approaches to food pedagogy, research, and community partnerships. The workshop will be organized into three segments. The first will be a series of speakers. The second will be a Q&A panel. The third will be a roundtable discussion where all speakers join participants to workshop their works in progress.

Atrium Ballroom D (Atrium Floor 1)

Workshop Leaders: Jaelyn Fiscus-Cannaday, University of Minnesota, Minneapolis

Consuelo Salas, San Diego State University, CA

Presenters: Steven Alvarez

Ashley Beardsley, University of Massachusetts Dartmouth

Jennifer Cognard Black, St. Mary's College of Maryland

Ronisha Browdy

Abby Dubisar, Iowa State University, Ames

Kelli Gill, Montana State University, Bozeman

Melissa Goldthwaite, Saint Joseph's University, Philadelphia, PA

Cristina Hanganu-Bresch, Saint Joseph's University, Philadelphia, PA

Nabila Hijazi

Jennifer Lin LeMesurier, Colgate University, Hamilton, NY

Emiliya Mailyan, Middle Tennessee State University, Murfreesboro

Aurora Matzke, Cal Poly Pomona

Eileen Schell, Syracuse University, NY

Pritisha Shrestha, Syracuse University, NY

Jainab Tabassum, North Dakota State University, Fargo

Karen Tellez-Chaires, Cal Poly Pomona

Dianna Winslow, Cal Poly San Luis Obispo

Wednesday, 9:00 a.m.–5:00 p.m.

Approaches to Teaching and Learning

W.3 **Rage Against the (Literacy) Machine: Embodiment, DIY Ethics, and Handcrafted Pedagogies in the Age of AI**

Sponsored by the CCCC Handcrafted Rhetorics Special Interest Group

As we grapple with the effects of generative AI, climate change, and mental health crises, we suggest incorporating handicraft and a DIY ethos into writing instruction. Workshop participants will explore handcrafted pedagogies, first as students doing hands-on activities and then as educators designing their own assignments, curricula, and approaches to assessment.

Atrium Ballroom F (Atrium Floor 1)

Workshop Leaders: Susan Naomi Bernstein, Queens College, CUNY
Karen Deaver, The College of New Jersey, Ewing
Megan Heise, Utah Tech University, St. George
Danielle Koupf, Wake Forest University, Winston-Salem, NC
Jason Luther
Kristin Prins, Cal Poly Pomona

Theory, Research Methodologies, and Praxis

W.4 **So You Say You Need (Empirical) Transfer Research? A Workshop on Research Design and Cross-Institutional Connection**

This workshop introduces empirical research methods with a focus on writing transfer. In today's politically charged climate, demonstrating disciplinary expertise and program effectiveness is more critical than ever. Participants will leave with a potential research topic, a clearer understanding of how to begin their inquiry, and connections to a supportive network of collaborators.

Atrium Ballroom C (Atrium Floor 1)

Workshop Leaders: Sonja L. Andrus, University of Cincinnati Blue Ash College
Dylan Dryer
Rebecca Nowacek, Marquette University, Milwaukee, WI
Kara Taczak, University of Central Florida, Orlando
Elizabeth Wardle, Miami University, FL
Presenter: Laura Aull, University of Michigan, Ann Arbor

Thursday, March 5

Special Events and Meetings

Newcomers' Coffee Hour

Sponsored by the Newcomers' Welcoming Committee

7:30–8:15 a.m.

Room 26 B (Ballroom Level C4)

The CCCC Newcomers' Welcoming Committee looks forward to meeting you at the Newcomers' Coffee Hour, a congenial start to the first full day of activities, where you can begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

"Rest as Resistance" Guided Meditation

Sponsored by the Social Justice and Activism at the Convention Committee

Thursday, March 5, 8:00 a.m.–5:00 p.m.

Friday, March 6, 8:00 a.m.–5:00 p.m.

Saturday, March 7, 8:00 a.m.–2:00 p.m.

The Loft Suite (Atrium Floor 4)

Take time to pause, breathe, and ground yourself during the CCCC Annual Convention. This designated mindfulness space promotes rest and care during the Convention. Come sit in the quiet, practice mindful breathing, or stretch your body. The space is open for conventiongoers to drop in at any time during the Convention to make use of the space.

Join a guided meditation session on **Friday, March 6, at 9:30 a.m.–10:30 a.m.**, with Insight Meditation Cleveland!

Opening General Session

8:30–10:15 a.m.

Grand Ballroom AB (Ballroom Level C4)

Exhibit Hall & Action Hub

10:15 a.m.–6:00 p.m.

Grand Ballroom Foyer (Ballroom Level C4)

Thursday, 10:30 a.m.–7:00 p.m.

CCCC Nominating Committee

10:30 a.m.–12:30 p.m. (Open)

Loft Conference Room B (Atrium Floor 4)

Chair: RAsheda Young, Rutgers University–New Brunswick

Newcomers' Welcoming Committee

1:45–3:00 p.m. (Open)

Loft Conference Room B (Atrium Floor 4)

Chair: Megan Busch, Charleston Southern University

Committee on Disability Issues in College Composition

4:45–6:00 p.m. (Open)

Room 24 (Exhibit Hall Level C2)

Co-Chairs: Dev Bose, University of California, Santa Cruz

Nicole Snell, Arizona State University

Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2027

Sponsored by the Newcomers' Welcoming Committee

4:45–6:00 p.m.

Room 26 C (Ballroom Level C4)

Newcomers will develop ideas for sessions for the 2027 CCCC Convention with help from established teacher-scholars. The 2027 CCCC Program Chair Donnie Johnson Sackey will be present.

Resolutions Committee

5:30–6:30 p.m. (Open)

Room 206 (Atrium Floor 2)

Scholars for the Dream Reception

6:00–7:00 p.m.

Room 26 B (Ballroom Level C4)

#4C26 Trivia Night

Sponsored by the Social Justice and Activism at the Convention Committee

6:00–8:00 p.m.

Mallorca, 1390 W. 9th St., Cleveland, OH 44113

For a sponsored night out, meet the Local Arrangements Committee and Social Justice and Activism at the Convention Committee for an evening of food, drink, and pub trivia, including prizes. This event will include free appetizers for conference attendees and drinks/mocktails for purchase. Join us for a fun evening at Mallorca!

Anzaldúa Award Reception

7:00–8:00 p.m.

Room 26 B (Ballroom Level C4)

Reception Celebrating Late-Career and Retired Teacher-Scholars and Honoring Deceased Colleagues

Sponsored by the Senior, Late-Career, and Retired Professionals in Rhet-Comp/Writing Studies

Standing Group

7:30–8:30 p.m.

Atrium Ballroom C (Atrium Floor 1)

This event celebrates the careers and contributions to the field by late career and retired CCCC members and honors those who have recently passed on. We hope through this event to show our gratitude for the lifetime achievements of teacher-scholars whose work has so profoundly shaped research and teaching in the profession.

Thursday, 8:30–10:15 a.m.

Opening General Session (OGS)

8:30–10:15 a.m.

Grand Ballroom AB (Ballroom Level C4)

Presiding: Melissa Ianetta, Program Chair/CCCC Associate Chair, Georgia Institute of Technology, Atlanta

Greetings: Kimberly K. Emmons, Local Arrangements Chair, Case Western Reserve University, Cleveland, OH

Jamal A. Cooks, NCTE Vice President, Chabot College, Hayward, CA

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

Scholars for the Dream—2026 Recipients

to be announced

Scholars for the Dream Travel Award Committee

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

Co-Chair: J. Paul Padilla

Nabila Hijazi, George Washington University, Washington, DC

Romeo Garcia, The University of Utah, Salt Lake City

Tina Iemma, Medgar Evers College, CUNY

Suchismita Dutta, Emory University, Atlanta, GA

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.

For a listing of previous Scholars for the Dream recipients, please visit <https://cccc.ncte.org/cccc/awards/scholarsforthedream>

Chairs' Memorial Scholarship—2026 Recipients

to be announced

Chairs' Memorial Scholarship Award Committee

Chair: Lana Oweidat, Goucher College, Baltimore, MD
Frankie Condon, University of Waterloo, Ontario
Charissa Che, City University of New York
Asao Inoue, Arizona State University, Tempe

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.

Anis Bawarshi, recipient of the 2026 CCCC Exemplar Award, will speak.

Exemplar Award Committee

Chair: Aja Y. Martinez, University of Illinois Urbana-Champaign
Rasha Diab, The University of Texas at Austin
Terese Monberg, Michigan State University, East Lansing
Jacqueline Rhodes, The University of Texas at Austin
Zhaozhe Wang, University of Toronto, Ontario

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

Anis Bawarshi 2026 Exemplar Award of the Conference on College Composition and Communication



Anis Bawarshi

Dr. Anis Bawarshi represents the very best of our field in every way: he is a brilliant scholar and thinker who has made hugely impactful contributions in and beyond the field; he is a gifted expert in pedagogy who has skillfully trained scores of students and teachers; he is a wise and generous mentor and collaborator; and he is an exceptional leader with steadfast integrity. Dr. Bawarshi is committed to uplifting marginalized voices and working toward a more just future and exemplifies the highest standards of scholarly excellence, mentorship, and international and institutional leadership that this award recognizes.

Dr. Bawarshi's extensive body of scholarship spans over three decades and includes two monographs, two edited collections, two textbooks, 30 articles and book chapters, and two guest-edited special issues, in addition to public scholarship and countless presentations. Although perhaps best known for his field-defining contributions to Rhetorical Genre Studies (RGS), Dr. Bawarshi has, since his earliest scholarship, insisted that historically marginalized communities remain at the center of our disciplinary conversations. This work began long before the social justice turn in writing, rhetoric, and technical communication. His groundbreaking articles in *College English* and *Written Communication* fundamentally reoriented the discipline from measuring students' learning outcomes to honoring their diverse "incomes"—the linguistic, community, and embodied knowledges students bring into classroom spaces. This intellectual move proved foundational to the development of translingual and transnational orientations to writing, as well as the "mobilities turn" in our discipline. These areas of scholarship have fundamentally reshaped how language and genre are conceptualized and researched not only as quantifiable texts but as social actions embedded in asymmetrical relations of power. In his signature writing style that delivers elegant and complex theorization in an engaging and accessible way, Dr. Bawarshi has worked tirelessly to expand the transnational boundaries of rhetoric and composition and to engage international scholars on their own terms. Dr. Bawarshi's work has not only defined contemporary rhetorical genre studies for our field, but also shaped genre scholarship at an international, multi-disciplinary level. In many ways, his work anticipated and paved the way for what later became known as the "Writing about Writing" movement, which is evidenced in his pedagogical suggestions to make genre and genre awareness a driver of a first-year writing curriculum.

Dr. Bawarshi exemplifies the ability to translate our discipline’s highest ideals regarding social justice and care for the most vulnerable into tangible administrative, mentoring, and teaching practices. Dr. Bawarshi served as WPA for over ten years at the University of Washington, as director of the UW writing center for nine years, and a six-year term as Chair of the UW English Department (a role he stepped into as the world entered the tumult of 2020). Dr. Bawarshi is lauded for his longstanding commitment to racial and linguistic justice through careful implementation of anti-racist, translingual, and transnational frameworks. Perhaps less visible to the discipline, however, are the behind-the-scenes efforts of Dr. Bawarshi to prioritize vulnerable graduate students and lecturers in labor negotiations, to prioritize the hiring of multiply-marginalized scholars, to protect recently-graduated students on the job-market, to privilege the needs of immunocompromised faculty, and to offer public teach-ins regarding decolonial rhetorics from his perspective as a Palestinian American scholar. Among all this labor, Dr. Bawarshi goes above-and-beyond in his commitment to supporting multiple students in rhetoric and composition. Of the 27 graduate students (and counting) whose dissertations Dr. Bawarshi has chaired over the last 20 years, he has mentored another 45 students (and counting) as a member of dissertation committees. He has taught 70 sections of rhetoric and composition courses over the course of his career, from the first-year to the doctoral level, as well as 24 independent studies at the undergraduate and graduate levels. Dr. Bawarshi has served as a formative mentor to countless key figures in rhetoric and composition, including now-established scholars such as Jaclyn Fiscus-Cannaday, Heather Hill, Melanie Kill, Amy Reddinger, Angela Rounsaville, Ann Shivers-McNair, Sumyat Thu, and Jennifer Zinchuk. Dr. Bawarshi’s generosity of intellectual labor—his willingness to meet students where they are and scaffold their thinking forward—now shapes how many of his students report practicing mentorship with their own students. Former students share a common practice of asking: “How would Anis approach this situation?” on an almost daily basis. This deep measure of exemplary mentorship demonstrates how Dr. Bawarshi’s mentorship transforms not only how his students think and write, but how they inhabit professional roles and advocate for those who come after them.

Drawing from Palestinian rhetorics and his identity as a Palestinian American scholar, Dr. Bawarshi has long urged the discipline to embrace Palestinian rhetorics in decolonial efforts—even as the discipline has largely treated Palestine as a “non-place.” His work has sought rhetorical paths for productive, harm-reductionist dialogue across Jewish and Palestinian rhetorics, informed by his lived experience in a Jewish-Palestinian household. These forms of care and deliberation across differences remain urgently necessary to our field. Through Dr. Bawarshi’s writing on uptake and multilingualism, and in his deeply humane reflections on the inability of dominant discourses to comprehend the historical and ongoing plight of the Palestinian people within US culture, he has demonstrated how genre theory can be a site for political and ethical intervention. His work has offered writing studies scholars, and genres studies scholars in particular, theories and methods to critique and reimagine the origins and futures of narrow and exclusionary uptakes that structure our academic and civic worlds. Dr. Bawarshi’s efforts to foreground Palestinian history and experience within the broader ethos of social justice at CCCC reflect his belief that scholarship and professional service must be inseparable from justice and care of others. His work in this regard has been largely invisible, but his work in this area has meant an enormous amount to many who’ve

Thursday, 8:30–10:15 a.m.

yearned for leadership and action in the academy and in professional organizations around the Palestinian cause. Dr. Bawarshi models how rhetorical analysis matters for understanding and potentially intervening in public discourse, as he vulnerably draws from his own Palestinian identity and his Jewish-Palestinian family to offer a vision for deliberation that leads to decolonial realities that rejects anti-Semitism in all forms.

Dr. Bawarshi’s exemplary career has been defined by a “spirit of abundance.” This philosophy models how to pause before any decision, classroom interaction, or administrative choice and ask: Who is being served? Who is being left out? Whose voice or history is being erased? What are the human consequences of our work? At the recent conclusion of Dr. Bawarshi’s term as Chair of the UW English Department he offered the following words—words that best encapsulate his selection as the 2026 CCCC Exemplar awardee:

Reflecting on our collective work, I have been thinking about a notion of abundance that I learned from my parents and the Lebanese-Palestinian community that I grew up in: defined not as extravagance or capital wealth or unlimitedness but as rooted in hospitality, generational friendships, generosity, reciprocity, and good relations. They modeled how to treat a spirit of abundance as something sacred and in need of care and maintenance.... While an abundance mindset alone does not address our many challenges and does not undo ideologies based in economic scarcity and competition, it allows us, I hope, to reimagine how things are held together and offers a sense of possibility.

The 2026 CCCC Exemplar Award Committee members are Aja Y. Martinez (chair), Rasha Diab, Terese Monberg, Jacqueline Rhodes, and Zhaozhe Wang.

Chair's Address

8:30–10:15 a.m.

Grand Ballroom AB (Ballroom Level C4)

Re/Imagining, Re/Mixing, and Re/Discovering the Music in the Writing Voice



Kofi J. Adisa

In the 2025 CCCC Annual Convention Call for Proposals, I invited readers to consider the power and play of technology, specifically how the talk box computerized Roger Troutman's voice from the funk band Zapp. Through computerization, Troutman's singing voice enhanced the funkiness and groove of the band's music. Other musicians have done similar things with Auto-Tune (Reynolds). But unlike masking or altering a singer's voice, technology in writing has been more or less an evolution of how writers write, not necessarily how we think, and, until recently, not necessarily how our writing voices sound.

What made the talk box and Auto-Tune experimentally unique was that listeners knew that Troutman, Riley, Cher, and others did not *actually* sound like computerized singers. Their voices were still very much present in their music. Yet, the use of technology was a blend, a mix, a reimagined harmony that danced between their *actual* singing voices and their computerized versions. As writers and scholars, many of us use technology, mainly word processors, to smooth out our writing voices while incorporating, blending, and sampling other voices we want to be in conversation with. Our voices, by and large, represent idealized versions of our professional selves. In this way, our use of computers is borne out of our love to express our views, concepts, theories, and scholarship.

We've been doing this love for years. From our first electric typewriter to our first laptop, we've relied on advances in technology to make our work, or its presentation, readable, acceptable, and teachable. And there is still a lot of play and imagination in how we present our work. Technology plays a role in this. However, since before our most recent Convention, I've been wrestling with how generative AI in particular has revealed and exploited what our writing voices sound like: monolingualistic, white, and middle-class. GenAI systems abuse the love we have for language and style. It mishandles the blossoming leaves of knowledge, rendering blues, purples, reds, oranges, yellows into tacky, bland, beige prose that reads and sounds stale and sterile.

Thursday, 8:30–10:15 a.m.

In my chair’s address, I show how we can help students find their writing voices by first finding the music in them. Hogan’s (2003) explanation of cognitive theories on music and writing informs much of what I argue as a de-musicification of the writing voice. Unlike poets, essayists, and fiction writers, when we teach writing to students, some of us leave the music or the mix (Banks 2011) out and settle for “conventions” and “standards” of academic writing, believing, I suspect, that students’ voices and dictions should be elevated to signal their intellectual selves. We don’t have them remix their voices or have them play with forms or styles as rhetorical practices. Instead, our classrooms, “The very place where our imaginations should be fostered is where that potential is routinely smothered” (Benjamin 36).

By leaving the music or the mix out, we, as their teachers, lose the rhythms, the beats, the hearts and souls of our students’ writing voices. How unsurprised is it when students know what we sound like (or at least what they think we should sound like) and submit GenAI papers that have no rhythms, no beats, no real dance steps . . . nothing? It’s not surprising because it’s unimaginative and unmusical. It’s not surprising that many of us can see through stale prose. It’s not surprising because we know what *we* sound like, but some of us lack the ears to hear our students. This isn’t an indictment of the entire higher education enterprise. My address only wants to “let the music play^[1]” in the voices of our student writers and have our ears ready and our mental dancing shoes on to jam with them.

Kofi J. Adisa is the assistant director of Towson University’s Writing Center and Chair of the Conference on College Composition and Communication. He is a member of the International Writing Centers Association and the Mid-Atlantic Writing Centers Association. He is also co-host with Sylvia Lee and Laura Yoo of the award-winning podcast *Bookish: A Casual Book Club*.

Originally from Washington, DC, Adisa has worked with students living in transitional housing, students at the now-defunct Lorton Prison College, service-learning students, middle-school students, and two-year college students since the late ’90s. His current research interests examine interventions to support Black and Brown male students in two- and four-year college courses. His other interests include the science of reading, literacy development, cognitive science, the short story, and the novel.

Adisa has contributed to two working papers for the MLA-CCCC Joint Taskforce on Writing and AI; he is co-chair of the CCCC Special Committee on Generative AI in College Composition and Writing Studies. He and Frankie Condon co-wrote “What’s the Future for Academic Conferences? What Should be Their Future” for *Composition Studies*. His creative works appeared in *The Long River Review* and *The Mandala Journal*. As J.A. Kelly, his journalism appeared in *The Washington Post*.

[1] “Let the Music Play” is a song from singer Shannon’s debut album of the same title, released in 1984.

Thursday, March 5

Poster Sessions Exhibit Level Common Space 10:30 a.m.–1:00 p.m.

College Writing and Reading

PS.1 Undergraduate Researcher Poster Session

Sponsored by the CCCC 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.

Session Chairs: Jessie Moore, Elon University

Sarah Singer

Presenters: Elena Adkins, Western Kentucky University, "Talking About the End of the World: The Rapture, Climate Crisis, and the Language of Apocalypse"

Emma Childress, Western Kentucky University, "The Farmer's Rhetoric: A Comparative Analysis of Ecological Farmers and Homesteaders"

Ryan Cobb, Western Kentucky University, "Where Is the Line Drawn: Showing Empathy to Humans versus Animals"

Drew Condella, Western Kentucky University, "AI in Conversation: Matters of Trust"

Charlie Dawson, Oakland University, "Peer Review Practices and Cultural Feedback Practices in the Classroom"

Brady Hall, Northern Kentucky University, "Supporting WAC Work through Embedded Consultant Initiatives"

Jasmine Haskell, Goucher College, "Empathizing the Writing Center: Empathy's Important Role in Tutoring Sessions"

Jayden Jones, Columbus State University, "Generative Artificial Intelligence: How Efficiency Poses Risks to the Integrity of Creative Fields"

Audrey Lin, University of California, Santa Barbara, "Translingual Pedagogy for the Creative Writing Classroom"

McKenna Mook, San Diego State University, "AI and Plagiarism: A Review of Pedagogical AI Policy"

Madelyn O'Ferrall, Nevada State University, "AI Overview: How Markers of Linguistic Uncertainty Shape How LLM's Present Research Findings from Writing Studies Scholarship to Popular Audiences"

Kate Shcherbakova, University of Illinois Chicago, "First Timers' Expectations and Perceptions on Peerness in the Writing Center"

Atiana Spivey, Western Kentucky University, "Promoting Legal Awareness by Improving Resources for English Language Learner (ELL) Community Members"

Michael White, Marquette University, "The American Dream?"

Miles Wine, Middle Tennessee State University, "'Dirty Fucking Clanker': The Function and Significance of Robot Slurs on TikTok"

Poster Sessions
Exhibit Level Common Space
1:45–3:00 p.m.

Theory, Research Methodologies, and Praxis

PS.2 Centering Craft Knowledge: Developing a Public Resource for Interview Research Methods

We share a project that supports interview research by making the craft work of scholarship visible for writing researchers at all levels. Our platform shares behind-the-scenes narratives, annotated artifacts, and methodological insights from diverse research projects. This poster showcases the platform, highlights the value of craft knowledge, and invites attendee contribution.

Presenters: Neil Baird, Bowling Green State University, OH
Bradley Dilger, Purdue University, West Lafayette, IN

Institutions: Labor Issues, Professional Lives, and Survival

PS.3 Confessions of a jWPA 2016–2023: An Autoethnographic Exploration

This poster presentation offers an autoethnographic look at the presenter's lived experiences as an untenured writing program administrator at a small private university for seven years that include the COVID-19 pandemic. The approach to this project includes humorous use of visual tropes from 1950s-era pulp novels and connects the presenter's experiences with recent scholarship on WPA work.

Presenter: Karrie Kaiser Lee, Purdue University, West Lafayette, IN

Inclusion and Access

PS.4 Disability and Accessibility in Technical and Professional Communication Scholarship: An Ignored Conversation

A content analysis of Technical and Professional Communication scholarship on disability reveals a disjunction between calls for change in how we do accessibility in the field and a lack of action in responding to those calls. This presentation highlights how doing accessibility uncritically and simplistically leads to ableism despite best intentions.

Presenter: Sarah Faye, University of California Davis

Approaches to Teaching and Learning

PS.5 Discourses on Writing and Learning to Write in the Era of Large Language Model AI: Perspectives from Secondary ELA Teachers

This presentation offers insights on the data gathered from an exploratory, qualitative study which focuses on the experiences of secondary ELA teachers and their beliefs about writing and the teaching of writing during the early years of easy-access, generative AI. It also seeks to develop a better understanding of secondary ELA teachers' AI literacy and related technological pedagogical content.

Presenter: Michelle Ratering, University of Michigan, Ann Arbor

Histories of Rhetoric

PS.6 In Their Own Words: Accounts of Literacy in the Federal Writers' Project's "Ex-Slave Project"

This poster presents archival research on literacy among the last generation of Americans to be enslaved. Using both excerpts from interviews and photos collected by FWP employees between 1936 and 1938, the poster examines how those who had once been enslaved sought, attained, or were denied opportunities for literacy, with particular attention to the impact of literacy on labor and voting.

Presenter: Betsy Bowen, Fairfield University, CT

First-Year Writing

PS.7 Reimagining Writing through Lotería: Multimodal Counterstorytelling in First-Year Composition

This poster session highlights a research project where students in a first-year composition course use lotería to compose multimodal counterstories that challenge deficit narratives, reclaim cultural identity, and reimagine academic writing as a space for resistance, reflection, and voice. Grounded in CRT, LatCrit, and translanguing approaches, this project fosters inclusive writing pedagogy.

Presenter: Adriana Diaz-Heppler

Poster Sessions
Exhibit Level Common Space
3:15–4:30 p.m.

Approaches to Teaching and Learning

PS.8 “We Are All Survivors”: An Argument for Trauma-Informed Pedagogy Serving Both Students and Instructors

How do we navigate supportive yet equitable student-instructor relationships while considering the traumas that impact us, our students, and the classroom today? We advocate for a trauma-informed pedagogy in which writing and the writing classroom create space for individual and collective healing. We will rely on our experiences and invite conference attendees to share their own experiences.

Presenters: Micaela Cuellar, Florida State University, Tallahassee
Sam Kronforst, Florida State University, Tallahassee

First-Year Writing

PS.9 “They Can Build a House”: Engaging First-Year Writing Students in Essay Organization

First-year writing students often struggle with engagement and confidence due to prior test-focused instruction, viewing essay writing as abstract and disconnected from their skills. The interactive program “They Can Build a House” uses a virtual house as an essay organization metaphor, to empower students by linking their familiarity with building-oriented games such as Minecraft to essay writing.

Presenter: Victoria Hopper, California State University, Fresno

Inclusion and Access

PS.10 Beyond Difficulties: An Intersectional Approach to Understanding the Educational Trajectories of Women with Restricted Access to Literacy in Chile

This presentation explores adult learners’ experiences in Chile’s YAE system through an intersectional lens. It highlights how gender, caregiving, and inequality shape literacy motivation, revealing gaps between policy and lived experience. Findings call for inclusive and justice-based approaches to adult education.

Presenter: Javier Rojas, Universidad de O’Higgins

Approaches to Teaching and Learning

PS.11 Blending Creativity and Persuasion: Multimodal Writing Transfer through the Composition of Op-Ed Essays

In this session, the speaker shares a multimodal op-ed assignment designed with an emphasis on writing transfer and valuing cross-cultural knowledge. She describes the design of assignment and scaffolding lessons and shares a student example, analyzing the student's adaptation of prior writing and cultural knowledge in the composing process.

Presenter: Kristin Raymond, Bentley University, Waltham, MA

Institutions: Labor Issues, Professional Lives, and Survival

PS.12 Composing and Enforcing Policies Together: AI, Integrity, and Collaborative Institutional Practices

In this presentation, I will first analyze the AI policies of various composition programs to understand the field's current, diverse approaches to promoting academic integrity. Then, I will consider how these strategies impact instructors, aiming to cultivate greater collaboration in the field's approach to crafting and enforcing AI policies.

Presenter: Alexandra Stallings, The University of Texas

Professional and Technical Writing

PS.13 Cultivating Trust: Peer Review as Care in the PTC Classroom

This poster provides an overview of the three streams that inform my teaching philosophy, a literature review of feedback and assessment practices, practical applications of activities I use in the classroom to enact my philosophy in light of best practices, and a discussion of my experience in developing this way of teaching over several semesters.

Presenter: Amber Chavez, University of Wisconsin-Milwaukee

Thursday, 8:30–11:45 a.m.

Livestream Sessions Thursday, March 5

The following sessions are available for viewing by in-person Convention attendees and by those not in attendance but who have registered for the Livestream option. All #4C26 registrants will have access to the *recorded* Livestream content after the Convention.

**Thursday, March 5
8:30–10:15 a.m.**

Opening General Session

The 2026 CCCC Exemplar Award, Scholars for the Dream Travel Award, and Chairs' Memorial Scholarships will be announced. CCCC Chair Kofi J. Adisa will share his chair's address.

Grand Ballroom AB (Ballroom Level C4)

10:30–11:45 a.m.

Professional and Technical Writing

A.1 Conferences and the Scholarly Conversation of Our Field

In this session, editors from CCCC-affiliated journals and book series reflect on how knowledge produced at the conference shapes—and is shaped by—publishing in our field. They discuss how the conference has supported their growth as writing-studies scholars, examine the current publishing landscape in relation to the conference, and share their hopes and concerns about the future of knowledge-making in our professional community.

Room 307 A (Atrium Floor 3)

Chair: Lori Ostergaard, Oakland University, Rochester, MI

Presenters: Kimberly Bain, Palm Beach Atlantic University, FL

Matthew Davis, UMass Boston

Darin Jensen, Salt Lake Community College, UT

Stephanie Kerschbaum, University of Washington, Seattle

Kara Taczak, University of Central Florida, Orlando



Lori
Ostergaard



Kimberly
Bain



Matthew
Davis



Darin
Jensen



Stephanie
Kerschbaum



Kara
Taczak

12:15–1:30 p.m.

Approaches to Teaching and Learning

B.1 Hay Resistencia En La Casa: Chicana Pedagogical Resistance through Rasquache, Pláticas, Zines, and Cultural Sustainability

This panel responds to a question common in many of our disciplinary and classroom conversations: How do we respond to the current moment? When the powerful use intimidation, cruelty, and AI to hurt our communities, this panel believes in homegrown resistance. Centering Chicana DIY and everyday practices, this panel will present pedagogical responses meant to support and empower our communities.

Room 307 A (Atrium Floor 3)

Presenters: Casie Cobos, Baylor University, Waco, TX
Marcos Del Hierro, Texas A&M University San Antonio
Ayde Enriquez-Loya, California State University, Chico
Marilyn Garcia, Texas A&M University San Antonio



Casie
Cobos



Marcos Del
Hierro



Ayde
Enriquez-
Loya



Marilyn
Garcia

1:45–3:00 p.m.

Antiracism and Social Justice

C.1 (Everybody Can't Be Outside, the Outside) Tomorrow Can't Be Borrowed: Hip-Hop Activism's Relevance to Teaching and Writing about Possible Lives

This panel makes a call to action during a crucial time for teacher-scholar activism. Because intellectual activism and radical pedagogy are under threat, the panelists acknowledge the need for deeper insights regarding hip-hop activism's contributions to pedagogical approaches in classrooms, on campuses, and in communities of HBCUs and two-year colleges, honoring their activist missions and histories.

Room 307 A (Atrium Floor 3)

Presenters: Damon Cagnolatti, Cerritos Community College, Norwalk, CA
David Green, Howard University, Washington, DC
Steve Lessner, Northern Virginia Community College, Wakefield



Damon
Cagnolatti



David
Green



Steve
Lessner

Thursday, 3:15–6:00 p.m.

3:15–4:30 p.m.

Inclusion and Access

D.1 Crip Composing in the Era of Generative AI: Balancing Ethical Challenges, Writerly Affordances, and Embodied Needs

Three disabled scholar-teachers explore the ethical complexities of using generative AI in writing, examining how these tools simultaneously offer access and perpetuate bias while reshaping disabled composition practices.

Room 307 A (Atrium Floor 3)

Presenters: Andrew Harnish, University of Alaska Anchorage
Millie Hizer, Southeastern Louisiana University, Hammond
Gabriella Wilson-Kopko, Towson University, MD



Andrew
Harnish



Millie
Hizer



Gabriella
Wilson-
Kopko

4:45–6:00 p.m.

College Writing and Reading

E.1 Reimagining Remediation, Basic Writing, and Course Placement: A Cross-Institutional Conversation

In this session, Basic Writing faculty from diverse institution types across the country will come together in conversation to reimagine commonplaces related to various models for Basic Writing instruction and course placement within and beyond their institutions.

Room 307 A (Atrium Floor 3)

Presenters: Anthony DeGenaro, Ohio Dominican University, Columbus
Ashleigh Fox, Community College of Allegheny County, Pittsburgh, PA
Angela Gaito-Lagnese, Community College of Allegheny County, Pittsburgh, PA
Charles Grimm, Georgia Highlands College, Rome
Amanda Sladek, University of Nebraska at Kearney

Respondent: Jessica Nastal, College of DuPage, Glen Ellyn, IL



Anthony
DeGenaro



Ashleigh
Fox



Angela Gaito-
Lagnese



Charles
Grimm



Amanda
Sladek



Jessica
Nastal

A Sessions: 10:30–11:45 a.m.

Professional and Technical Writing

A.1 **Conferences and the Scholarly Conversation of Our Field (Livestream)**

In this session, editors from CCCC-affiliated journals and book series reflect on how knowledge produced at the conference shapes—and is shaped by—publishing in our field. They discuss how the conference has supported their growth as writing-studies scholars, examine the current publishing landscape in relation to the conference, and share their hopes and concerns about the future of knowledge-making in our professional community.

Room 307 A (Atrium Floor 3)

Chair: Lori Ostergaard, Oakland University, Rochester, MI

Presenters: Kimberly Bain, Palm Beach Atlantic University, FL
Matthew Davis, UMass Boston

Darin Jensen, Salt Lake Community College, UT

Stephanie Kerschbaum, University of Washington, Seattle

Kara Taczak, University of Central Florida, Orlando

Institutions: Labor Issues, Professional Lives, and Survival

A.2 **(Still) Writing Together: Theories and Practices of Collaboration in the Context of Higher Ed Precarity**

This session showcases contributions from a forthcoming edited collection about collaborative writing. Collaborative writing can help navigate increasingly tenuous academic landscapes, demands for productivity, and rhetorics of austerity and precarity. Panelists build on the work of Ede and Lunsford as they write together to subvert, support, and thrive.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Anis Bawarshi, University of Washington, Seattle

Beth Buyserie, Utah State University, Logan

Erica Cirillo-McCarthy, University of California, Davis

Celeste Del Russo, Rowan University, Glassboro, NJ

Tabitha Espina, University of Washington Tacoma

Amanda Fields, Central Connecticut State University, New Britain

Lynce Gaillet, Georgia State University, Atlanta

Elena Garcia, University of Detroit Mercy

Lupe Garcia, Individual Researcher

Letizia Guglielmo, Kennesaw State University, GA

Elizabeth Leahy, University of Tennessee Chattanooga

Mary Jo Reiff, University of Kansas, Lawrence

Respondent: Andrea Lunsford, Stanford University, CA

Thursday, 10:30–11:45 a.m.

Writing Programs

A.3 Sustaining AI Response Strategies in Changing Conditions

This roundtable explores GenAI’s role in writing studies via program administration, training, and classroom practice. Presenters share situated strategies for sustaining ethical, adaptable AI pedagogy. Attendees will engage in dialogue around institutional, programmatic, and curricular approaches to AI integration, fostering a collaborative space for reflection and strategy sharing.

Atrium Ballroom D (Atrium Floor 1)

Presenters: Virginia Boyd, Florida Atlantic University, Boca Raton
Robin DeLaughter, Purdue University Fort Wayne
Wendy W. Hinshaw, Florida Atlantic University, Boca Raton
Sipai Klein, Florida Atlantic University, Boca Raton
Kate White, Purdue University Fort Wayne

Information Literacy and Technology

A.4 The “Where” and “Why” of AI: Using Spatialized Frameworks for Deploying AI in the Writing Classroom

This panel explores how place-based rhetorical frameworks can assist in the incorporation of AI platforms and AI-based writing exercises in both undergraduate and graduate-level composition courses. Each speaker will discuss how approaching AI writing activities through a spatialized interpretive framework can help other instructors balance the oft-abstract, virtual nature of AI-assisted writing.

Atrium Ballroom F (Atrium Floor 1)

Presenters: Zita Husing, The University of Texas at Tyler
Matthew Kelly, The University of Texas at Tyler
Natalia Menkina, The University of Texas at Tyler
Tara Propper, The University of Texas at Tyler

College Writing and Reading

A.5 Conferencing as Connection: Coaching, Commitment, and Collegiality

When New Zealand educator Mary Ellen Giacobbe highlighted three key elements to teaching writing—time, ownership, and response—years ago, she also identified the keys to substantive writing conferences. These conferences provide moments of connection, opportunities to coach and model, a possible antidote to the temptation of AI submissions, and building departmental collegiality.

Room 202 (Atrium Floor 2)

Presenters: Kellie Bond, Walla Walla University, College Place, WA
Susan Gardner, Walla Walla University, College Place, WA
Lindsey Gendke, Southwestern Adventist University, Keene, TX
Heidi Saenz, Southwestern Adventist University, Keene, TX

Writing Centers (including Writing and Speaking Centers)

A.6 **Precariously Centered: A Conversation about Writing Center Labor, Gender, and Contingency**

This presentation on our under-review book, *Precariously Centered*, reports on qualitative interview research with contingent women writing center administrators, presenting their stories about discrimination as indicative of the consequent feminization of writing centers. We will invite attendees to share stories of how gender, contingency, and their intersections impact their working conditions.

Room 203 (Atrium Floor 2)

Presenters: Clint Gardner, Salt Lake Community College, UT
Maggie Herb, SUNY Buffalo State University
Liliana Naydan, Penn State Abington

Creative Writing and Publishing

A.7 **A Case for Creative Grammar: Initiating and Sustaining Conversations about Language, Style, and Agency**

Conversations about grammar in creative writing classes are often limited to end-stage mechanics and error corrections. This panel challenges such prescriptive views and calls for more progressive approaches, offering research-backed methods that move grammar to more inclusive, descriptive, and curricular conversations, empowering faculty and students with tools, not rules, for the writing process.

Room 205 A (Atrium Floor 2)

Presenters: Paul Gibbons, University of California, Merced
Joseph Salvatore, The New School, New York, NY
Susan Varnot, University of California, Merced

Language, Literacy, and Culture

A.8 **Extending Rhetorics of Community Literacies: Public Writing, Place, and Linguistic Justice**

This panel explores existing rhetorics in community literacy scholarship alongside interdisciplinary concepts of public writing, place, and linguistic justice.

Room 25 A (Ballroom Level C4)

continued on next page

Thursday, 10:30–11:45 a.m.

Presenters: Elizabeth Keylon, University of Wisconsin-Madison
Eileen Lagman, University of Wisconsin-Madison
Blessing Uwisike
Respondent: Kate Vieira

A.9 Writing Belonging: Rhetorical Responses to Racial and Linguistic Injustice in the Academy

Sponsored by the CCCC Latinx Caucus

This panel examines how writing functions as a response to racialized and linguistic violence in academic spaces, especially within professional organizations. In times of crisis, writing public statements, organizing boycotts, and redefining belonging are not just political acts—they are rhetorical interventions that challenge the status quo and call for institutional accountability.

Room 25 B (Ballroom Level C4)

Presenters: Christina Cedillo
Cruz Medina
Iris Ruiz, University of California, Merced

Professional and Technical Writing

A.10 Developing Audience Awareness in a Technical Communication Course: Community-Engaged Writing for Aerospace Engineering Students

This session provides an overview of a collaborative project in a technical communication course. The project brings together aerospace engineering students with fifth graders who provide real, non-expert feedback. The session includes an overview of the project and the findings from an evaluation of the course as well as a collaborative brainstorming and problem-solving task.

Room 25 C (Ballroom Level C4)

Presenters: Jenny Aune, Iowa State University, Ames
Angela Hakim, Iowa State University, Ames
Kathrina O'Connell, Bemidji State University, MN
Brian Spears, Iowa State University, Ames

Institutions: Labor Issues, Professional Lives, and Survival

A.11 Old Friends and New Ideas, New Friends and Old Ideas: Practicing Rhetorics and Literacies of Generosity, Kindness, and Hope in Intergenerational Conversations

Sponsored by the CCCC Standing Group for Senior, Late-Career, and Retired Professionals

In bitter times, we must act with kindness, generosity, and hope. Roundtable speakers at various stages of their careers offer generative questions, provocative assertions, and experiential wisdom about ways these embodied rhetorical practices can sweeten our dialogue. We invite all session participants to share related insights, activities, and stories to enact a caring discursive community.

Room 26 A (Ballroom Level C4)

Presenter: Kathleen Shine Cain, Merrimack College, North Andover, MA
Roundtable Leaders: LewEllyn Hallett, University of Arkansas-Fayetteville
Alice Horning, Oakland University, Rochester, MI
Libby Falk Jones
William Lalicker, West Chester University of Pennsylvania
Donna Qualley, Western Washington University, Bellingham
Nancy Sommers, Harvard University, Cambridge, MA
Respondent: Cinthia Gannett, Fairfield University, CT

Inclusion and Access

A.12 Reimagining Conference Conversation through Graduate Students' Perspectives: Genre, Access, and Inclusion

Sponsored by the CCCC Graduate Student Standing Group

Graduate students are expected to participate in conferences as a key part of their professional development, but they frequently encounter structural and rhetorical barriers. Therefore, in this session, fourteen graduate students will share their experiences navigating these challenges and discuss how the conference conversations can be reimagined to be more inclusive, accessible, and equitable.

Room 26 B (Ballroom Level C4)

Roundtable Leaders: Purna Chandra Bhusal, The University of Texas at El Paso
Corie Mesa, Northeastern University, Boston, MA
Presenters: Dibya Darpan Adhikari, The University of Texas at El Paso
Farhana Akter, Missouri State University, Springfield
Lila R. Bimali, Florida State University, Tallahassee
Gehendra Raj Koirala, The University of Texas at El Paso
Sanjeev Niraula, The University of Texas at El Paso
Temitope Ojedele-Adejumo, Virginia Tech, Blacksburg
Shekhar Pokhrel, Syracuse University, NY
Prativa Poudel
Phatik Poudyal, West Virginia University, Morgantown
Jenny Rissen, Kennesaw State University, GA
Amar Sherma, The University of Texas at Arlington

continued on next page

Thursday, 10:30–11:45 a.m.

Kumar Shrestha, University of Cincinnati, OH
Mahendra Bahadur Thapa, The University of Texas at Arlington
Mohi Uddin, The University of Utah, Salt Lake City
Workshop Leader: Ananta Khanal, The University of Texas at El Paso

Language, Literacy, and Culture

A.13 Writing and Translating Cultures: Virtual Exchange as Intercultural Practice

My presentation explores international virtual exchange (VE) as a globally conscious practice that supports multilingual, collaborative, and project-based learning. My VE projects connect US and international students through shared writing and translation projects that cultivate curiosity, cultural awareness, accommodation skills, and career readiness.

Room 302 (Atrium Floor 3)

Presenter: Massimo Verzella, Penn State Erie, The Behrend College

Approaches to Teaching and Learning

A.14 AI Literacy, Collaborative Agency, and Performance: Fostering Student Learning, Building Confidence

This panel will discuss possibilities and strategies for using AI in writing classes that can foster student learning while maintaining academic integrity. Focusing on imitation, the panel will argue that working with AI in the classroom can provide students with process-oriented techniques and opportunities to perform habitually as writers, enabling them to develop understanding and confidence.

Room 304 (Atrium Floor 3)

Presenters: Irene Clark, California State University, Northridge
Caleb Corkery, Millersville University, PA
Craig Meyer, Jackson State University, MS

Institutions: Labor Issues, Professional Lives, and Survival

A.15 The Conference and the Caregiver: Addressing Conference Access for Caregivers and Those with Caregiving Needs

Highlighting how care and conferencing are linked, this panel, featuring five members of the caregiving community, explores the “behind-the-scenes work” attendees engage in to conference and how this disrupts traditional ideas of conferencing. The panel asks participants what current and future CCCC practices support inclusive, care-centered participation?

Room 6 (Concourse Level C3)

Presenters: Alanna Frost, The University of Alabama Huntsville
Alex Hanson, Syracuse University
Krys Ingman
Jessica Nastal, College of DuPage
Lisa Reid

Writing Programs

A.16 Writing Programs Speak: The Challenges and Rewards of Essayistic Pedagogy

Essayistic pedagogy offers opportunities to experiment with writing identities and writing forms—yet the risks of essay-oriented teaching mean writing programs are wary of adopting this framework. This panel will share WPA, faculty, and student voices to illuminate writing program experiences with such pedagogy and propose how programs can enter new relationships with the essay and its praxis.

Room 7 (Concourse Level C3)

Presenters: Ann Amicucci, University of Colorado Colorado Springs
Heather Fester, Colorado School of Mines, Golden
Erica Kaufman, Bard College, Annandale-on-Hudson, NY
Nicole Wallack, Columbia University, New York, NY

Institutions: Labor Issues, Professional Lives, and Survival

A.17 The 4C's of Conferencing with Carolinas WPA: Conversation, Community, Collaboration, and Connection

This roundtable offers Carolinas WPA as a case study of a successful regional organization providing support, mentoring, and allyship. We focus on our fall retreat as an example of how conferencing—bringing people together—meets needs for conversation, connection, and collaboration through shared togetherness and kinship. Participants will gain strategies for planning regional, restorative conferences.

Atrium Ballroom A (Atrium Floor 1)

Roundtable Leader: Robin Snead, University of North Carolina at Pembroke

Presenters: Shawn Bowers, Queens University of Charlotte
Natalie Dorfeld, Florida Tech
Magdelyn Helwig, Furman University, Greenville, SC
Tracy Ann Morse
Wendy Sharer, East Carolina University, Greenville, NC

Thursday, 10:30–11:45 a.m.

Information Literacy and Technology

A.18 Panic in the Disco(urse)! Examining the Impact of Technology on Writing Studies

This interactive session gives a historical overview of major technological impacts on the writing studies field. Speakers will explore eras of technological change and how they've led the field into a paradigm shift. The audience will engage in conversation on how we prepare a model of writing instruction to sustain any new technological advancements, learning from our past actions as a field.

Room 5 (Concourse Level C3)

Presenters: Jessie Borgman, Arizona State University, Tempe
Casey McArdle, Michigan State University, East Lansing
Heidi McCauley, University of Arkansas at Little Rock

AA Sessions: 10:30–11:00 a.m.

Language, Literacy, and Culture

AA.1 **Renovating the Essay’s Architecture: Liberating Students’ Literacy and Language Practices**

I discuss a collective case study that examined the literacy and language practices of bilingual college students as they moved through space and time. Employing a spatial framework, I reveal how teaching the essay’s architecture influenced the participants to construct their essays following that architecture by socially reproducing the essay and concealing their bilingualism.

Room 10 (Exhibit Hall Level C2)

Presenter: Timothy Foran, LIM College

Approaches to Teaching and Learning

AA.2 **“A Liberating Way to Take a Course”: Linguistically Just, Collaborative Feedback and Assessment in First-Year Writing**

Participants will explore how a student-inclusive assessment model and linguistically just feedback informed by question-based pedagogy can build confidence, trust, agency, and authentic learning in the first-year writing classroom. Participants will be invited to reflect on their own assessment and feedback models.

Room 11 (Exhibit Hall Level C2)

Presenter: Catherine Bowlin, Elon University, NC

Inclusion and Access

AA.3 **“If You Need Two Seats, You Should Pay for Them”: Anti-Obesity Rhetoric in Online Discussion of Southwest Airlines’ “Extra Free Seat” Policy**

Anti-obesity rhetoric is prevalent in American popular discourse, especially online. My presentation utilizes critical discourse analysis to analyze anti-obesity rhetoric in social media posts concerned with Southwest Airlines’ “free extra seat” policy. I will demonstrate that anti-obesity rhetoric online, while grounded in arguments of fairness, is too hostile to engage in civil policy debates.

Room 12 (Exhibit Hall Level C2)

Presenter: Emily Vero, Youngstown State University

Thursday, 10:30–11:00 a.m.

Community, Civic, and Public Contexts of Writing

AA.4 Decolonizing Civic Engagement in the Writing Classroom: Shifting Savior Mentality into Sustainable Partnership

This proposal explores how a reflective teaching praxis informed by Black feminist and postcolonial theory, as well as culturally responsive teaching, allows for more student-led, reciprocal learning with community-based partners in a civic tagged, first-year writing course.

Room 13 (Exhibit Hall Level C2)

Presenter: Jennifer Schonwetter, University of Miami, FL

First-Year Writing

AA.5 Teaching Children in College: CCP Programs and Generative AI in Today's First-Year Composition Course

My presentation explores the soaring number of CCP students in first-year composition courses, students who may be as young as twelve years old and imbued with AI. I discuss pedagogical issues when kids outnumber adults in this course, and I refer to scholars like Stephen Haidt and Rebecca Winthrop to enrich a conversation on teaching children in the contemporary first-year writing course.

Room 14 (Exhibit Hall Level C2)

Presenter: Joe Wagner, Bowling Green State University, OH

Theory, Research Methodologies, and Praxis

AA.6 An Archive of Feelings: Exploring Emotional Experiences of International Graduate Students as FYC Instructors

This presentation builds on Vygotsky's sociocultural perspective of cognitive development and Bernesch's critical poststructural approach to understanding emotions in teaching and learning. The speaker will present the results of a study that investigated the emotional experiences of five international graduate students who taught FYC as part of their graduate education training in the United States.

Room 15 (Exhibit Hall Level C2)

Presenter: John Paul Dela Rosa, Northern Illinois University, DeKalb

Professional and Technical Writing

AA.7 Scuba Diving in the Cornfields: Immersive Exhibits and Rhetorical Transportation at a Midwestern Children’s Museum

This presentation reports on a qualitative study of immersive museum exhibits designed to transport visitors to different times and places. Drawing from participant observations, personnel interviews, and exhibit analyses, we examine the material rhetorics that persuade visitors to engage in imaginative acts that are deeply embodied, socially supported, materially mediated, and affectively driven.

Room 16 (Exhibit Hall Level C2)

Presenters: Jeffrey Gerding, Xavier University, Cincinnati, OH
Kyle Vealey, West Chester University of Pennsylvania

College Writing and Reading

AA.8 What Are We Doing Here? Gathering Qualitative Data to Innovate FYW Curricula

This presentation describes the process of designing and piloting a survey to establish a qualitative baseline on students’ writing experiences and attitudes upon entering a small public university in Appalachia. Data collected will inform placement and academic support strategies to increase retention among first-generation and working-class students, who make up the majority of our population.

Room 17 (Exhibit Hall Level C2)

Presenter: Emily Smith, West Liberty University, WV

Professional and Technical Writing

AA.9 Vanishing Conversations in Scientific Research: A Look at Occluded Genres in the Research Process

Through the analysis of interview fragments and correspondence from a research center’s archive, this presentation will describe the principles and values of scientists as writers. Through a series of examples, I will show what may be at stake in the transformation of scientific knowledge production and publication practices, and what is threatened by the automation of scientific writing.

Room 18 (Exhibit Hall Level C2)

Presenter: Ana Cortés Lagos, SUNY Stony Brook University

Thursday, 10:30–11:00 a.m.

Community, Civic, and Public Contexts of Writing

**AA.10 Sacred Spectacle and Algorithmic Authority:
Rhetorics of Recruitment and Resistance in
Palmarian Webpace**

This project explores how the Palmarian Catholic Church utilizes rhetorical appeals to tradition to recruit Gen Z users on social media sites like TikTok—and how “orthobro” and Catholic commenters respond with their own rhetorical agency to both each other and the Palmarians in an aggressive digital space.

Room 19 (Exhibit Hall Level C2)

Presenter: Nicholas Canada, University of Pittsburgh, PA

College Writing and Reading

**AA.11 Unsettling Conversations about Purpose: Teaching
Reading with AI Tools**

As AI tools like ChatGPT influence how students approach reading, this presentation explores how they might be used to support purposeful engagement with texts. I'll offer classroom examples, raise questions about reading pedagogy, and invite discussion on the potential risks and affordances of teaching reading with AI tools.

Room 20 (Exhibit Hall Level C2)

Presenter: Daniel Keller, The Ohio State University, Newark

Language, Literacy, and Culture

**AA.13 Caribbean Conversations of Relevance to
Conferencing about US Composition**

Focusing on conversations in US composition regarding language difference and transnational composition, the speaker will briefly introduce attendees to Caribbean conversations regarding language and academic writing, then invite attendees to consider how knowledge of such Caribbean conversations might contribute to unleashing language power for liberation and inclusion in US composition classrooms

Room 22 (Exhibit Hall Level C2)

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

Theory, Research Methodologies, and Praxis

**AA.14 Tactical Feminism and Transnational Period
Advocacy: Communication Design in GLOW Global**

This session analyzes how GLOW Global activists use tactical technical communication and apparent feminist strategies to challenge menstrual stigma. The study draws from interviews and rhetorical analysis to explore how transnational advocacy fosters culturally responsive conversations across platforms and communities.

Room 23 (Exhibit Hall Level C2)

Presenter: priyanka ganguly, Texas Tech University, Lubbock

Theory, Research Methodologies, and Praxis

AA.15 WAC Leadership, Positionality, and Agency

This presentation provides a discussion of five forms of agency of WAC directors that acknowledge the affordances and constraints for WAC program development and sustainability. I draw on the experiences of four WAC leaders who used the Whole Systems Approach to develop WAC programs to demonstrate how these forms of agency function and explain why a focus on leadership traits is far less useful.

Room 24 (Exhibit Hall Level C2)

Presenter: Jeffrey Galin, Florida Atlantic University, Boca Raton

Information Literacy and Technology

AA.16 Critical Digital Literacy Development in Multilingual Learners: Navigating Cognitive, Affective and Cultural Tensions in Analyzing Misinformation

This research provides insights into how multilingual learners navigate the complex relationship between critical information literacy, emotional reactions to misinformation, and deeply held cultural beliefs.

Room 8 (Concourse Level C3)

Presenter: Rana Haidar, University of Toronto

AB Sessions: 11:15–11:45 a.m.

College Writing and Reading

AB.1 “Everything Old Is New Again”: Updating the Classical Progymnasmata for Modern, Diverse College Populations

How can writing instructors adjust to diverse college populations in an age of GAI? The ancients provide an answer: by using the teaching method of the progymnasmata. This series of exercises (from fable to thesis, and finally, law) can be adapted to foster cross-cultural connections, encourage analysis of pop culture, function with GAI, link disciplines, and support the goals of composition studies.

Room 10 (Exhibit Hall Level C2)

Presenter: Bonnie Devet, College of Charleston, SC

First-Year Writing

AB.2 Conferring to Empower the Student Voice in the Age of AI

By conferring with learners in first-year university writing classrooms and actively engaging them in conversations about the choices they make on the page, who they are as an individual, and what they believe in, we can help free learners from the confines of performative writing and the false idea that they should give away the power of their own unique voices as scholars to generative AI tools.

Room 11 (Exhibit Hall Level C2)

Presenter: William Given, University of California San Diego

First-Year Writing

AB.3 Building a First-Year Writing Curriculum for Linguistic Identity and Belonging at an HSI

Our presentation will discuss a revised FYW curriculum that cultivates students’ linguistic identities and builds community awareness of multilingualism both within and beyond the first-year writing classroom. We center play and flexibility with language practices and rhetorical choices, empowering students to explore their own linguistic repertoires and the linguistic resources around them.

Room 12 (Exhibit Hall Level C2)

Presenters: Tatum Petrich, Montclair State University, NJ
Jennie Snow, Montclair State University, NJ

Professional and Technical Writing

AB.4 Conversing with AI Personas in Case-Based Professional Writing Simulations: Toward an Ethic of Care

This qualitative study investigates how students interact in writing with AI personas in professional and technical writing case simulations. Results provide a more detailed description of how genre uptakes and conversation sequences unfold in AI-enhanced assignments and reveal strategies students use to navigate the ethical challenges posed by AI.

Room 13 (Exhibit Hall Level C2)

Presenter: Bryan Kopp, University of Wisconsin-La Crosse

College Writing and Reading

AB.5 Climate Change Is Multimodal: Exploring Issues of Sustainability across Cultures and Disciplines through Multimodal Writing

This presentation describes a cross-cultural multimodal project with students in the US, Finland, and South Africa, who explored the experiences of climate change through composing, sharing, and responding to photo and writing essays. Students explored ways to reimagine the scope of climate change, reflect on issues of audience and genre, and work toward greater critical empathy and agency.

Room 14 (Exhibit Hall Level C2)

Presenter: Bronwyn Williams, University of Louisville, KY

Professional and Technical Writing

AB.7 Challenging Ableist Discourse in Technical and Professional Conversations

This presentation applies (dis)ability deconditioning to evaluate ableism in standard professional discourse through disability justice. I use thematic coding to analyze the ableist values circulated by three national organizations designed to promote career success. Attendees will engage in conversation regarding ableist professional assumptions and consider methods to move beyond them.

Room 16 (Exhibit Hall Level C2)

Presenter: Kristin Bennett, University of Oklahoma, Norman

Thursday, 11:15–11:45 a.m.

College Writing and Reading

AB.8 Using Interdisciplinary Approaches, Carl Sagan Interviews, and Pseudoscience Warning Signs to Build Healthy Skepticism in Writing Foundations

In the information age, students struggle to navigate overwhelming amounts of information as researchers. This session shares evolving a skeptic vs. cynic activity into a course theme that shifts from cognitive bias toward healthy skepticism. Participants reflect on class goals, emphasized skills, and helping students value challenging both others' thinking and their own.

Room 17 (Exhibit Hall Level C2)

Presenter: William Eddins, East Carolina University, Greenville, NC

Information Literacy and Technology

AB.9 Automated Detection of Writing Phases: An Unsupervised Machine Learning Validation of the Hayes and Flower Cognitive Writing Model Using Keystroke Data

The Hayes and Flower cognitive writing model categorizes writing into three separate writing phases: Planning, Translating, and Revising. We present a novel unsupervised machine learning approach to validate this model. Using K-means clustering on 4,618 sessions from the KLiCKe corpus, we identified three distinct groups that strongly align with theoretical phase characteristics.

Room 18 (Exhibit Hall Level C2)

Presenters: Jaelyn Hui, University of Maryland, College Park/Cursive Technology
Joseph Thibault, Cursive Technology

First-Year Writing

AB.10 Peter and the Robots: Elbowian Freewriting and AI Text Generators in Building Students' Writing Self-Efficacy

We share what we learned from an empirical study of two-year college students' developing self-efficacy as they completed exercises that combined Peter Elbow's freewriting exercises with the use of AI text generators.

Room 19 (Exhibit Hall Level C2)

Presenters: Emily Kasper, Olympic College, Bremerton, WA
Meridith Reed, Brigham Young University, Provo, UT

Institutions: Labor Issues, Professional Lives, and Survival

AB.11 Institutional Isomorphism and DEI Bans in Higher Education

This talk presents ongoing research into the institutionalization of DEI bans at colleges and universities, specifically focusing on a case study of a school that began complying with a state executive order to eliminate DEI in 2023. As other universities similarly respond to new federal mandates, studying the rhetorical dimensions of institutional change will be crucial for our our field.

Room 20 (Exhibit Hall Level C2)

Presenter: Tyler Branson, University of Cincinnati, OH

Theory, Research Methodologies, and Praxis

AB.12 Notes toward a Rhetorical Theory of Rhetoric

This presentation proposes an approach to theory in rhetoric studies that forgoes theory-building in favor of cultivating a persistent and productive aporia.

Room 21 (Exhibit Hall Level C2)

Presenter: Raúl Sánchez, University of Florida, Gainesville

College Writing and Reading

AB.13 They-Say /I-Say as a Source-Reading Pedagogy

This presentation will propose a source-reading pedagogy that is built upon research we conducted on expert writers' source-reading practices. We suggest that effective source-reading should get students to recognize the they-say /I-say interaction within a source, identify its main I-say moves, and then, when citing, turn a source's main I-say moves into their they-say summaries.

Room 22 (Exhibit Hall Level C2)

Presenters: Aisha Mir, University of Toronto Mississa
Jonathan Vroom, University of Toronto Mississa

College Writing and Reading

AB.14 Self-Directed: How Scholars in Rhetoric and Composition Report Finding Meaningful Reading

This presentation shares an initial finding from The Meaningful Reading project. Fifteen scholars in rhetoric and composition (early, mid-, and late career) were asked to name academic readings they found meaningful and to explain why. Many scholars selected texts that they located independently, outside of structured environments, early in their careers. For many, meaningful reading is self-directed.

Room 23 (Exhibit Hall Level C2)

Presenter: Kelly Blewett, Indiana University East, Richmond

Thursday, 11:15–11:45 a.m.

Approaches to Teaching and Learning

AB.15 Conscious Teaching, Nontraditional Texts, and COIL: How Autoethnography Invites All Students to Have a Seat at the Table

This presentation explores how COIL, protest music, and autoethnography empower students to examine identity, language, and power in writing. Through global collaboration and conscious teaching, students critically reflect on lived experiences through nontraditional texts. This presentation also explores students' discontent with DEI themes and strategies that teachers can use in response.

Room 24 (Exhibit Hall Level C2)

Presenter: RAsheda Young, Rutgers University, New Brunswick, NJ

Approaches to Teaching and Learning

AB.16 The Risk of Reimagining: Developing Stories of Self through AI Images and Data

How do we grapple with AI's pressing harms? This presentation will strive to answer this question by showcasing a humanities-centered data science course "Storytelling with Data and AI: The Story of Self." This course relies on close reading and narrative development along data collection and analysis to reimagine and actionize a practice of learning that works across disciplines.

Room 8 (Concourse Level C3)

Presenter: Kelsey Dufresne, North Carolina State University, Raleigh

Information Literacy and Technology

AB.17 "In Conversation: Will Wilson": Reimagining University Museum Exhibits and Literacy in the Age of Extended Reality

Drawing from the works of rhetorician Caitlin Frances Bruce, and Gallagher and LaWare, using interview, observation, and rhetorical theory, this presentation will argue that tintype portraits laden with AR technology, as in the Wilson exhibit, function as spaces for encounter and attention that can extend literacy on cultures and identities of ethnic minorities.

Room 15 (Exhibit Hall Level C2)

Presenter: Isaac Ewuoso, Iowa State University

B Sessions: 12:15–1:30 p.m.

Approaches to Teaching and Learning

B.1 Hay Resistencia En La Casa: Chicax Pedagogical Resistance through Rasquache, Pláticas, Zines, and Cultural Sustainability (Livestream)

This panel responds to a question common in many of our disciplinary and classroom conversations: How do we respond to the current moment? When the powerful use intimidation, cruelty, and AI to hurt our communities, this panel believes in homegrown resistance. Centering Chicax DIY and everyday practices, this panel will present pedagogical responses meant to support and empower our communities.

Room 307 A (Atrium Floor 3)

Presenters: Casie Cobos, Baylor University, Waco, TX
Marcos Del Hierro, Texas A&M University San Antonio
Ayde Enriquez-Loya, California State University, Chico
Marilyn Garcia, Texas A&M University San Antonio

First-Year Writing

B.2 Enhancing First-Year Writing Instruction at Hispanic-Serving Institutions with Corpus-Informed Pedagogy

This panel reports on the use of student-authored texts to enhance first-year writing at Hispanic-Serving Institutions (HSIs). Through a fellowship model, we trained instructors in corpus-informed, equity-oriented pedagogy. We present data from four HSIs, share practical materials, and highlight how this approach supports culturally and linguistically responsive writing instruction.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Anh Dang, The University of Arizona, Tucson
Cynthia Martinez, Arizona Western College, Yuma
Weena McKenzie, Arizona Western College, Yuma
Respondents: Shelley Staples, The University of Arizona, Tucson
Meghan Moran Wilson, Northern Arizona University, Flagstaff

Thursday, 12:15–1:30 p.m.

Theory, Research Methodologies, and Praxis

B.3 Medical Rhetoric Roundtable: Conference as Care in Rhetorics of Health and Medicine

Sponsored by the CCCC Medical Rhetoric Standing Group (MRSg)

This roundtable invites conversation on how rhetorics of health and medicine contribute to and are shaped by the act of conferencing—as method, as praxis, and as care—through dialogue, pedagogy, digital spaces, and narrative reframing.

Atrium Ballroom D (Atrium Floor 1)

Roundtable Leader: priyanka ganguly, Texas Tech University, Lubbock

Presenters: Lilly Campbell, Marquette University, Milwaukee, WI

Melissa Guadrón, Western Washington University, Bellingham

Elena Kalodner-Martin

Marissa McKinley, Quinnipiac University, Hamden, CT

Linda Smith-Brecheisen, The University of Texas at Dallas

Christa Teston

Approaches to Teaching and Learning

B.4 Listening to the Ancients: What Prior Literacy Revolutions Reveal about the Future of Rhetoric and Writing in the Age of GenAI

The presence of GenAI potentially undermines rhetorical authenticity, eloquence, and agency. This panel uses classical and sophistic rhetoric alongside design thinking to reframe process-centered pedagogies. By strategically integrating GenAI into writing instruction, we demonstrate how educators can foster students' accessibility to rhetorical production.

Atrium Ballroom F (Atrium Floor 1)

Presenters: Mark Griffin, Purdue University, West Lafayette, IN

Richard Johnson-Sheehan, Purdue University, West Lafayette, IN

Juan Carlos Montoya, Purdue University, West Lafayette, IN

Approaches to Teaching and Learning

B.5 Storytelling as Subject and Method

This panel examines storytelling's role in our field through: 1) analysis of scholarly trends (1950–now), 2) indigenous storytelling as decolonial pedagogy, 3) approaches for pandemic-affected students, and 4) reflections on story in scholarly publishing. Together we show how storytelling functions as both subject and method, demonstrating its significance and knowledge-making potential.

Room 202 (Atrium Floor 2)

Presenters: Ron Brooks, Montclair State University, NJ
Jeaneen Canfield
Lynn Lewis, Penn State University
Autumn Meyer

Institutions: Labor Issues, Professional Lives, and Survival

B.6 Paths, Priorities, and Possibilities: Responding to Job Market(s) during and after Grad School

This roundtable addresses the realities of today’s shifting job market(s) in higher ed. Drawing from panelists’ diverse paths—tenure-track, postdoc, alt-ac, and beyond—we invite early-career graduate students, those preparing to go on the market, and their mentors and advisors into honest, strategic conversations and activities that support attendees as they navigate career planning.

Room 203 (Atrium Floor 2)

Roundtable Leaders: Rebecca Avgoustopoulos, University of Illinois Urbana-Champaign
Bri Lafond, Boise State University, ID
Megan Mericle, Georgia Institute of Technology, Atlanta
Yvaine Neyhard, Mount Holyoke College, South Hadley, MA
Dan Zhang, University of Houston-Downtown, TX

Approaches to Teaching and Learning

B.7 Reimagining the Classroom: Counterstories, Care, and Critical Pedagogies across Borders

Drawing from intersectional identities and lived experiences of international GTAs and immigrant instructors, this panel explores counterstory and autoethnography as critical pedagogies that challenge dominant narratives around language, authority, and belonging while also reimagining writing pedagogy as a space of resistance, collaboration, and global equity.

Room 205 A (Atrium Floor 2)

Presenters: Shuvro Das, Virginia Tech, Blacksburg
Jenna Zan, Virginia Tech, Blacksburg

Approaches to Teaching and Learning

B.8 Feedback in Flux: Rethinking Approaches to In-Class Peer Review and Writing Center Peer Tutoring in the Age of AI

Our roundtable examines how generative AI technologies shape students’ feedback literacy. We present findings from our study of students’

continued on next page

Thursday, 12:15–1:30 p.m.

experiences responding to human versus AI-generated feedback in both peer review and writing center tutorials. We focus on sites of productive friction in human and nonhuman feedback and explore implications for incorporating AI into both feedback contexts.

Room 205 B (Atrium Floor 2)

Presenters: Matthew Capdevielle
Michelle Marvin, University of Notre Dame, IN
Nathaniel Myers, University of Notre Dame, IN

Writing Centers (including Writing and Speaking Centers)

B.9 There Isn't Even a Table to Write On! Writing Centers Fostering Cultures of Writing in STEM

This panel considers how to respond to the changing demands on writing centers as they work to support STEM writers in increasingly difficult circumstances (austerity measures, over-glorification of efficiency, balancing writing with lab work, etc.). We advocate for a shift toward more direct advocacy pitched at fostering healthier cultures of writing in and across programs.

Room 25 A (Ballroom Level C4)

Presenters: Timothy Johnson
Annmarie Steffes, University of Louisville, KY
Yuan Zhao, University of Louisville, KY

Institutions: Labor Issues, Professional Lives, and Survival

B.10 La Rhetórica Live: Women of Color on Mentoring, Advocacy, and Collective Power

A live podcast session inviting women of color in rhetoric and composition to share conversations on mentoring, labor, advocacy, and collective power in the academy.

Room 25 B (Ballroom Level C4)

Presenter: Amanda Partin

Approaches to Teaching and Learning

B.11 Keeping the Conversation Human: Strategies for AI-Enhanced Learning That Preserves Student Agency

This session demonstrates integrating AI into collaborative learning while preserving human agency. Participants develop AI literacy through structured prompting grounded in Bruner's theory and TRACI framework, then apply skills to two strategies: AI-enhanced idea generation and peer review conferences. Both position AI as a facilitation assistant promoting student agency and reflection.

Room 25 C (Ballroom Level C4)

Presenters: Abram Anders, Iowa State University, Ames
Haley Greer, Iowa State University, Ames

Approaches to Teaching and Learning

B.12 The Role of Law in College Composition and Communication

Sponsored by the CCCC Legal Writing and Rhetoric Standing Group
Why do we bring discussions of legal rhetoric and legal writing to the college classroom and CCCC? The Legal Writing and Rhetoric Standing Group invites attendees to a robust roundtable centered on this question and led by participants with a variety of perspectives (teachers, scholars, practitioners, students) from a variety of disciplines (writing studies, communications, rhetoric, and law).

Room 26 A (Ballroom Level C4)

Presenters: Kimberly Bain, Palm Beach Atlantic University, FL
Jaime Bouvier
Melissa Ghrist
Lindsay Head, Widener University Delaware Law School
Lisa-Jane Klotz, University of California Davis
Brian Larson, Stetson University College of Law, Gulfport, FL
Karen McDonnell, James Madison University, Harrisonburg, VA

Writing Programs

B.13 Writing Across the Curriculum as Strategic Support: Generative AI in Writing, Freewriting in STEM, and Sensemaking for Change in Higher Education

Sponsored by the CCCC Writing Across the Curriculum Standing Group
The first presentation shares findings from a study of faculty attitudes toward generative AI in writing instruction. The second presentation provides examples of freewriting/exploratory writing from biochemistry classes. The third presentation shares strategies for assessing change that results from engaging higher education stakeholders in change initiatives in and beyond formal WAC programs.

Room 26 C (Ballroom Level C4)

Standing Group or Caucus Chair: Ashley Holmes, Oregon State University, Corvallis

Presenters: Emily Hall, University of Wisconsin-Madison
Ava Labracke, University of Wisconsin-Madison
Amy Lannin, University of Missouri, Columbia
Caitlin Martin, Embry-Riddle Aeronautical University

Thursday, 12:15–1:30 p.m.

Theory, Research Methodologies, and Praxis

B.14 Intertextuality as Conversation: Co-Creating Longitudinal Literacy Research

In this presentation, we trace instances of longitudinal storytelling, noting how researchers and participants are transformed through an intertextual, dialogic process. We ask: What is our ethical relationship to stories when they take on a life of their own? How do stories move past the project, and how do we learn by following them?

Room 302 (Atrium Floor 3)

Presenters: Amber Engelson, Massachusetts College of Liberal Arts, North Adams

Lauren Rosenberg, The University of Texas at El Paso

Katie Silvester, Indiana University Bloomington

Theory, Research Methodologies, and Praxis

B.15 Sonic Rhetorics, Sensory Methods

This panel explores field- and archive-based methods for sonic research that foreground sensation, attunement, and emplacement. Through presentations on immersive fieldwork, sound mapping, historical listening, and experimental audio, panelists offer innovative approaches to sonic rhetoric and writing that move beyond traditional research models.

Room 304 (Atrium Floor 3)

Presenters: Katherine Ahern, SUNY Cortland

Steph Ceraso, University of Virginia, Charlottesville

Steven Hammer, Saint Joseph's University, Philadelphia, PA

Jonathan Stone, The University of Utah, Salt Lake City

Language, Literacy, and Culture

B.16 Translingual Showcase: Conversations about the Linguistic Justice Framework in Writing Education

This roundtable session illustrates how a group of emerging scholars and advanced undergraduate and graduate students, along with their faculty mentor in a minority serving institution, navigated conversations on translingualism, the linguistic justice framework in writing studies, together. Speakers share how they found their own unique ways to join translingual conversations.

Atrium Ballroom A (Atrium Floor 1)

Roundtable Leader: Mijanur Rahman, California State University, Los Angeles

Presenters: Bryan Torres Carlos, California State University, Los Angeles

Noe A. Castillo, California State University, Los Angeles

Grayden D McIntyre, California State University, Los Angeles

Sergio Mora, California State University, Los Angeles

Kamran Niknia, California State University, Los Angeles
Caleb I. Rodriguez, California State University, Los Angeles
Michael-David T. Smith, California State University, Los Angeles

Inclusion and Access

B.17 Building a Bigger Table: Urgent Conversations about Composition's Role in Early College Programs

Early college experience (ECE) programs that center composition courses matter; they have a profound impact on educational equity and access, support historically underserved populations, and decrease academic and work-based equity gaps. This session explores how ECE reshapes writing instruction, labor, and access through co-taught models. We ask participants to imagine ECE on their own campuses.

Room 307 B (Atrium Floor 3)

Presenters: Jennifer DiGrazia
Sarah Heim, Westfield State University, MA
Wyatt Hermansen, Westfield State University, MA

Language, Literacy, and Culture

B.18 Reconsiderations of Liminality, Adaptation, and Agency among International Graduate Students

This panel reconsiders and recontextualizes contemporary experiences of international graduate students in rhetoric and composition. It presents and analyzes several cases of international grad students' cultural, pedagogical, and linguistic negotiations, which have sharpened and complicated through inter- and intranational conflict and rapidly changing immigration policies.

Room 5 (Concourse Level C3)

Presenters: Muhammad Shamsul Islam, The University of Utah, Salt Lake City
Jay Jordan, The University of Utah, Salt Lake City
Joseph Mayaki, The University of Utah, Salt Lake City
Mohi Uddin, The University of Utah, Salt Lake City

Inclusion and Access

B.19 Documenting the Traces of Basic Writing: Rhetorical Education and Its Local Histories

This panel discussion explores how the history of basic writing at our institution has influenced the development of our core writing sequence as well as our undergraduate writing major. Our approach depicts an effort to make basic writing the context of our curriculum rather than having our curriculum function as the context for basic writing.

Room 6 (Concourse Level C3)

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Thursday, 12:15–1:30 p.m.

Presenters: Alysa Hantgan
Jack Morales, Pace University, New York, NY
Robert Mundy, Pace University, New York, NY

Community, Civic, and Public Contexts of Writing

B.20 Designing Alt-Ac Partnerships for Community-Centered Knowledge Work

This panel explores non-traditional academic and alt-ac partnerships—from UX-driven networking at conferences to rural grant workshops and community outreach—to rethink knowledge work beyond campus.

Room 7 (Concourse Level C3)

Presenters: Daniel Liddle, Western Kentucky University, Bowling Green
Michael Salvo, Purdue University, West Lafayette, IN
John Sherrill, Michigan Technological University, Houghton

Antiracism and Social Justice

B.21 Conference and Our Conversations: Incorporating Antiracism and Social Justice in the Writing Classroom

This panel presents four approaches exploring how a social justice agenda can be integrated into the teaching classroom. Working from the assertion that writing instructors must adhere to equity, diversity, and inclusion to preserve democratic ideals, this panel foregrounds various perspectives on how to implement antiracist and social justice-oriented pedagogical practices in writing classrooms.

Room 9 (Exhibit Hall Level C2)

Presenters: Mustapha Bannerman, The University of Texas at El Paso
Gehendra Raj Koirala, The University of Texas at El Paso
Frank Nabi, The University of Texas at El Paso
Rajendra Kumar Panthee, Syracuse University, NY

Institutions: Labor Issues, Professional Lives, and Survival

B.22 Navigating Academic Parenthood: Crafting Stories of Resilience and Overcoming

Sponsored by the CCCC Mothers in Rhetoric and Composition Special Interest Group

Presenters share narratives of navigating parenthood in academia, drawing from well-being and mindfulness studies, and offer strategies for recognizing and supporting our strengths, resiliency, creating boundaries, and care. Participants will write and share their stories of resilience to learn tools for self-care and presence to apply either in or outside of the classroom.

Room 26 C (Ballroom Level C4)

Presenters: Jennifer Consilio, Lewis University, Romeoville, IL
Lucy Manley, Clemson University, SC

88 Ghada Seifeddine, Purdue University, West Lafayette, IN

BA Sessions: 12:15–12:45 p.m.

Information Literacy and Technology

BA.1 Writing in AI-Infused Landscapes: Exploring Authorship Statements and Their Implications for Students and Teachers of Composition

In this session, the presenters report on an analysis of the ways that professional organizations and journals (e.g., NIH, NSF, JAMA) position authorship within an AI-infused landscape. The talk explores the range of positions that such organizations take and proposes key tenets we can introduce to students of composition who may be writing within and across disciplines in AI-infused landscapes.

Room 21 (Exhibit Hall Level C2)

Presenters: Victor Milanes

Laurie A. Pinkert, University of Central Florida, Orlando

Writing Programs

BA.4 Budget Cuts, Burn Out, and LLMs . . . Oh My! Revamping a College Writing Program in a Time of Uncertainty

We made changes to our college writing program in response to budget cuts, increased class sizes, and students determined to use large language models. To accomplish these changes, we collaborated inside and outside our program, embedded assessment as we crafted new assignments, and used Bertram Gallant's and Rettinger's *The Opposite of Cheating: Teaching for Integrity in the Age of AI*.

Room 24 (Exhibit Hall Level C2)

Presenters: Carrie Wastal, University of California San Diego

Marion Wilson, University of California San Diego

Approaches to Teaching and Learning

BA.5 Handle with Care: Student Voices and Pedagogies of Belonging across Institutions

This presentation explores how writing instructors can build cultures of compassion, trust, and belonging while fostering student responsibility. Drawing on surveys and interviews from two institutions, we examine how trauma-informed and care-based pedagogies shape student experience across diverse English courses. We offer pedagogical guidance based on findings, strategies, and student voices.

Room 8 (Concourse Level C3)

continued on next page

Thursday, 12:15–12:45 p.m.

Presenters: Alexis Baker, Kent State University at Stark, OH
Tom Pace, John Carroll University, University Heights, OH

First-Year Writing

BA.7 “What Is My Job?” Teaching in the First-Year Writing (or Is It Composition?) Class

In order to open a discussion among attendees, the speaker positions their teaching with varying writing classes, at different universities and colleges, in conversation with other scholars of writing to determine: “What is my job?” as a teacher of writing. The goal is to work toward a framework of values in writing instruction that can serve us in current and future sociopolitical moments.

Room 11 (Exhibit Hall Level C2)

Presenter: Misty Fuller, University of Tampa, FL

Theory, Research Methodologies, and Praxis

BA.8 How Students Write with AI: Comparing Self-Regulation Strategies across ChatGPT and Claude

In this presentation, we introduce interplay as a methodological lens to better understand and study student writing with AI. We build on socio-cognitive models of self-regulated learning to develop a two-column coding framework that captures both internal self-regulatory strategies (e.g., goal setting, monitoring, self-reflection) and external interplay dynamics (e.g., initiating prompts, evaluating AI output, adapting or rejecting suggestions).

Room 12 (Exhibit Hall Level C2)

Presenter: Susan Tanner, University of Louisville, Louis D. Brandeis School of Law, KY

Respondent: Ryan Roderick, Husson University, Bangor, ME

Language, Literacy, and Culture

BA.9 Styles as Philosophies: Let’s Teach Them before the Bots Degrade Them

This presentation introduces five conceptual styles of writing—practical, oratorical, classic, romantic, and reflexive—to analyze the limits of large language models and enrich writing pedagogy. It argues that a style is not just a series of “moves” but a guiding goal (telos), a construction of reality (ontology-epistemology), and an inquiry into the truth (dialectic).

Room 13 (Exhibit Hall Level C2)

Presenter: Edward Hahn, North Hennepin Community College, Brooklyn Park, MN

First-Year Writing

BA.10 Reframing Community Engagement through Photovoice in First-Year Composition

This presentation introduces a photovoice-based assignment in FYC to enhance community awareness and engagement in writing. Students collaborate with local participants to collect and analyze visual data, creating multimodal compositions grounded in lived experiences. This approach positions students as co-creators of knowledge through ethical research, critical reflection, and public engagement.

Room 14 (Exhibit Hall Level C2)

Presenter: Renuka Khatiwada, The University of Texas at El Paso

First-Year Writing

BA.11 From Knowing to Doing: Equipping First-Year Students with Critical Reading Skills

While many students understand what critical reading entails, they often struggle to apply those skills when working with academic texts. This presentation shares practical strategies and adaptable tools to help educators support their students in moving from passive reading to active engagement, developing stronger comprehension and deeper analysis, and improving transitions from reading to writing.

Room 15 (Exhibit Hall Level C2)

Presenter: Yasmine Telwana, University of Minnesota Twin Cities

Language, Literacy, and Culture

BA.12 Adoption Is Trauma: Creating Discursive Space for Adult Adoptees and Women Who Have Relinquished Children

In the tradition of counterstorying, this presentation disrupts dominant cultural narratives of child adoption in the US through centering the voices of adult adoptees and women who have relinquished children. By offering underrepresented perspectives, this presentation reveals the limitations of dominant narratives of adoption while creating space for historically marginalized discourses.

Room 16 (Exhibit Hall Level C2)

Presenter: Andrea Efthymiou, Queens College, CUNY

Thursday, 12:15–12:45 p.m.

Antiracism and Social Justice

**BA.13 Eminent Domain and the Rhetoric of Autonomy:
Seneca Village**

This presentation uses the history of Seneca Village to examine how Black communities have employed and transformed rhetorical strategies in pursuit of autonomy, resistance, and self-determination. By highlighting the contrast between Black and dominant cultural rhetoric, this session reveals the enduring impact of Black rhetorical practices and the ongoing erasure by institutional narratives.

Room 17 (Exhibit Hall Level C2)

Presenter: Nicene McNeil, University of Pittsburgh, PA

Professional and Technical Writing

**BA.14 Teaching Intercultural Communication through
Data Visualization: Toward an Aesthetic Pedagogy
Approach**

Aesthetics has become an important aspect of contemporary data visualization, and this proposal aims to employ aesthetics to enhance intercultural understanding in writing classes. To this end, I will design a pedagogical approach that instructors can implement to meet various rhetorical goals, with a focus on emotional appeals fostered by visual aesthetics.

Room 18 (Exhibit Hall Level C2)

Presenter: Daocheng Lin, Iowa State University, Ames

Inclusion and Access

**BA.15 Why You're Wrong about Rubrics: A Perspective
from Disability Studies**

Students with ADHD, autism, and SLDs can be greatly benefited by online writing instruction (OWI) but can be harmed by inaccessible grading criteria or vague expectations. Creating accessible and transparent rubrics while implementing lessons learned through disability studies can create clarified expectations that greatly benefit both students with and without these disorders.

Room 19 (Exhibit Hall Level C2)

Presenter: Jennifer Greenlee, The University of Utah, Salt Lake City

BB Sessions: 1:00–1:30 p.m.

Theory, Research Methodologies, and Praxis

BB.2 Intertextuality Prime: Recursive Fidelity, Coauthorship, and the Myth of Originality in AI-Mediated Classrooms

This session introduces intertextuality prime, a framework for understanding how students' rhetorical identities are shaped by institutional, technological, and symbolic systems. Attendees will explore how large language models complicate authorship and how composition pedagogy can evolve through recursive, coauthored meaning-making.

Room 11 (Exhibit Hall Level C2)

Presenter: Dean Straight, Great Basin College, Elko, NV

First-Year Writing

BB.4 Mitigating the Social Stakes to Encourage Authentic Peer Response in Writing Classrooms

Why do we ask students to conference? And why are they often so ambivalent about giving each other feedback on their writing? This presentation argues instructors' typical attempts to correct for students' ambivalence about peer response would be better focused on mitigating the social stakes of peer response that students report interfere with their desire to give each other authentic feedback.

Room 13 (Exhibit Hall Level C2)

Presenter: Kaia Simon, University of Wisconsin-Eau Claire

Institutions: Labor Issues, Professional Lives, and Survival

BB.5 Reducing D/F/Withdraw Rates through Meaningful Interventions during Budget Cuts

When budgets are cut, support services become superfluous, and increased faculty workloads give students less places to go when they need help. Because of this, early and meaningful interventions are necessary. We will discuss intervention strategies structurally integrated within the FYW classroom and a writing center intervention offered to support professors of classes with high DFW rates.

Room 14 (Exhibit Hall Level C2)

Presenters: Erin Fujinami, California State University, Fresno
Courtney Hughes, California State University, Fresno

Thursday, 1:00–1:30 p.m.

First-Year Writing

BB.7 Patterns of Engagement: Empirical Insights into Student AI Use in First-Year Writing

A majority of undergraduates use AI for writing, yet we lack empirical data on what these interactions actually look like in the absence of teacher guidance. In our session, we'll share transcripts from first-year writers independently engaging with AI and outline a taxonomy of their behaviors. Participants will learn to craft interventions based on these authentic patterns of student interaction.

Room 16 (Exhibit Hall Level C2)

Presenters: Julia Mason, Grand Valley State University, Allendale, MI
Jessalyn Richter, Grand Valley State University, Allendale, MI

First-Year Writing

BB.8 Students as Active Readers: Understanding Reading in the Composition Classroom through Agency and Community

Presenters will walk attendees through survey findings related to undergraduate student reading habits before they enter the first-year writing classroom. Respondents are 18-and-older first-year writing students at one four-year, public institution. Our project analyzes two common themes among respondents regarding their relationship to reading: (1) agency and (2) reading as a communal act.

Room 17 (Exhibit Hall Level C2)

Presenters: B. Beasley, The University of Southern Mississippi, Hattiesburg
Arleigh Rodgers, Stony Brook University, NY

Approaches to Teaching and Learning

BB.9 Sparring with AI: A Case Study of Critical AI Literacy as Rhetorical Resistance

This presentation reflects on an upper-division course that framed GenAI as a thinking partner capable of influencing students' thinking and rhetorical choices. Students challenged GenAI outputs, interrogated its logic, and refined their ideas—thereby deepening their critical AI literacy through reflection, resistance, and engagement in the writing process.

Room 18 (Exhibit Hall Level C2)

Presenter: Jacqueline Amorim, Florida International University, Miami

First-Year Writing

BB.10 Helping Students See Synthesis: A GenAI-Adapted Infographic Approach for Teaching Synthesis Writing and AI Literacy Skills

In first-year writing courses, teaching only the “how” of synthesis may not support students’ deeper understanding, and preventing their use of GenAI is not realistic. This session shares a project where students create and reflect on GenAI-adapted infographics to explore synthesis conceptually and critically engage with GenAI, fostering more mindful, reflective writers.

Room 19 (Exhibit Hall Level C2)

Presenter: Ju-A Hwang, University of Delaware, Newark

Community, Civic, and Public Contexts of Writing

BB.11 Rhetoric of Environmental Activism: Anchoring Environmental Crises in the Transnational Public Sphere

This presentation explores how Ghanaian environmental activists and diaspora communities use physical protest and digital rhetoric on platforms like Instagram and X to resist illegal mining activities. Using multimodal discourse analysis, it examines the transnational public sphere as a rhetorical space for coalition-building and environmental justice.

Room 20 (Exhibit Hall Level C2)

Presenter: Gideon Kwawukumey, Virginia Tech, Blacksburg

Approaches to Teaching and Learning

BB.12 Learning Radically, Collaborating across Contexts: Justice-Informed Peer Tutor Education and the Teaching of Intimate Partner Discourse

This session takes a cross-disciplinary approach to explore radical pedagogical practices in writing center education and the study of intimate partner relationships within a first-year writing seminar. Presenters will share practical strategies for redistributing power and amplifying student voice in writing-centered learning environments.

Room 21 (Exhibit Hall Level C2)

Presenters: DaJuan Ferrell, University of Pennsylvania, Philadelphia
Carmen Meza, University of Pennsylvania, Philadelphia

Thursday, 1:00–1:30 p.m.

Community, Civic, and Public Contexts of Writing

BB.13 Grant Writing, Community Engagement, and Supporting Immigrant Communities

This presentation provides guidance about three dimensions of community-engaged teaching and student project work in support of a small nonprofit, specifically through grant writing collaborations. It offers insights about the most effective strategies for supporting immigrant communities during a time of heightened policing harassment and immense uncertainty.

Room 22 (Exhibit Hall Level C2)

Presenter: Julia Garrett, Northeastern University, Boston, MA

First-Year Writing

BB.14 Examining Writing Skill Improvement across Proficiency Levels and Language Backgrounds in a Canadian First-Year Writing Course

This presentation discusses an assessment of a new first-year writing course at a Canadian comprehensive university. The assessment found differences in writing improvement varied by students' L1 and initial proficiency level. This study adds to existing scholarship supporting the efficacy of a required first-year writing course and models a methodology for assessing writing development.

Room 23 (Exhibit Hall Level C2)

Presenters: Mark Blaauw-Hara, University of Toronto Mississauga
Ji-young Shin, University of Toronto Mississauga

Inclusion and Access

BB.15 To Name a Way Forward: Preventing and Recovering from Interpersonal Violence in Graduate School Settings

Students experiencing interpersonal violence in graduate school settings— behavior that can include assault, harassment, and psychological abuse— often encounter silence when seeking to understand their experiences. This presentation shares actionable steps for creating graduate school environments that support survivors, prevent violence, and challenge patterns of oppression in graduate education.

Room 24 (Exhibit Hall Level C2)

Presenter: Brenna Swift, Colorado State University Pueblo

C Sessions: 1:45–3:00 p.m.

Antiracism and Social Justice

C.1 **(Everybody Can't Be Outside, the Outside) Tomorrow Can't Be Borrowed: Hip-Hop Activism's Relevance to Teaching and Writing about Possible Lives (Livestream)**

This panel makes a call to action during a crucial time for teacher-scholar activism. Because intellectual activism and radical pedagogy are under threat, the panelists acknowledge the need for deeper insights regarding hip-hop activism's contributions to pedagogical approaches in classrooms, on campuses, and in communities of HBCUs and two-year colleges, honoring their activist missions and histories.

Room 307 A (Atrium Floor 3)

Presenters: Damon Cagnolatti, Cerritos Community College, Norwalk, CA
David Green, Howard University, Washington, DC
Steve Lessner, Northern Virginia Community College, Wakefield

Institutions: Labor Issues, Professional Lives, and Survival

C.2 **Blurred Boundaries: Stories of Gender, Identity, and Academic Labor in Times of Change**

Rethinking the nature of work by providing narratives and critical reflection as key sources of evidence, panelists explore ways the conflation of events in 2020 played out in the lives of women, reflecting on issues that academic laborers and administrators must address to achieve gender equity in the present moment and beyond.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Danielle De Arment-Donohue, Laurel Ridge Community College, Middletown, VA

Ashley Holmes, Oregon State University, Corvallis

Laura Matravers, Chattanooga State Community College, TN

Jessica McCrary, Emory University, Atlanta, GA

Elizabeth Miller, Mississippi State University, Starkville

Mary P. Sheridan, University of Louisville, KY

Mary Lourdes Silva, Ithaca College, NY

Heidi Williams, Tennessee State University, Nashville

Respondent: Lyncee Gaillet, Georgia State University, Atlanta

Writing Centers (including Writing and Speaking Centers)

C.3 **Borderless Community: International Writing Center Directors in Conversation**

This roundtable consists of 13 members of the OSUN writing center working group representing 12 institutions from 8 countries. It demonstrates how the group enacts borderless conversation, a model of community building that uses open, imaginative thinking to create conversations between institutions that honor the particularities of each, while giving space to imagine new possibilities together.

Atrium Ballroom D (Atrium Floor 1)

Presenters: Julia Carey Arendell, Bard Early College New Orleans, LA
Fouad Asfour, University of the Witwatersrand, Johannesburg, South Africa

Nancy Bonvillian, Simon's Rock

Jeffrey Champlain, Bard College Berlin

Lori Enns, Parami University

Mya Guarnieri, Florida Atlantic University, Boca Raton

Pamela Nichols, University of the Witwatersrand, Johannesburg, South Africa

Fahmida Rahman, BRAC University

Annie Shields, Bard Early College

Jen Sweeney-Risko, Bard Early College

Roundtable Leader: Steven London, American University of Bulgaria

Institutions: Labor Issues, Professional Lives, and Survival

C.4 **“Learning on the Bones”: Life after Writing Program Administration**

Administration becomes both a personal and professional identity. Yet, scholarship on affect in writing program administration tends toward overcoming obstacles, generating strategies for survival, and transformative narratives. This roundtable offers the administrator lifecycle of moving on. Participants will share their experiences and contribute, if desired, to an edited collection.

Atrium Ballroom F (Atrium Floor 1)

Roundtable Leaders: Casie Fedukovich, North Carolina State University, Raleigh

Joyce Inman, The University of Southern Mississippi, Hattiesburg

Paula Patch, Elon University, NC

Sherry Rankins-Robertson, University of Central Florida, Orlando

Respondents: Cheryl Glenn, Penn State University, University Park

Eileen Schell, Syracuse University, NY

Thursday, 1:45–3:00 p.m.

Approaches to Teaching and Learning

C.5 Beyond the Lab: One-on-One Co-Requisite Support as Embedded Pedagogy

This session introduces a replicable co-requisite model for first-year writing that embeds one-on-one writing consultations into the course. Aligned with major assignments, this approach supports sustained development and contributes to scholarship on embedded tutoring, co-regulation, and developmental education reform.

Room 202 (Atrium Floor 2)

Presenters: Ryan Roderick, Husson University, Bangor, ME
Aaron Thibodeau
Sandip LeeAnne Wilson, Husson University, Bangor, ME

Language, Literacy, and Culture

C.6 Evaluating a Redesigned FYW Course for Multilingual Writers: Exploring Language Diversity, Multimodality, and Critical AI Literacy

This roundtable discussion provides an overview of a newly designed FYW course for multilingual writers as well as a discussion of the findings from an evaluation of the course. The FYW course has been redesigned to draw on students' linguistic diversity and to follow an asset-based, genre-informed, and multimodal curricular approach, and to integrate teaching toward critical AI literacy.

Room 203 (Atrium Floor 2)

Presenters: Lesley Bartlett, Iowa State University, Ames
Angela Hakim, Iowa State University, Ames
Amy Walton, Iowa State University, Ames

Antiracism and Social Justice

C.7 Queer Archival Approaches to Comp/Rhetoric Scholarship

With a radical Queer approach, these panelists explore what their divergent lessons in the archives taught them, and how we might turn to these methods to cultivate antiracist, abolitionist, and Queer-positive pedagogy in our classrooms.

Room 205 A (Atrium Floor 2)

Presenters: Kimberly Drake, Scripps College, Claremont, CA
Valerie Fryer-Davis, Arcadia University, PA
Mark McBeth, John Jay College of Criminal Justice & The Graduate Center/CUNY

First-Year Writing

C.8 Make That Table Round: Multimodal Making and Inclusive Pedagogy in First-Year Writing

In our roundtable, we will explore how multimodal approaches in first-year writing instruction shape innovative, engaged, and equitable writing activities and assignments. Each presenter will share an example of an assignment that asks students to compose multimodally to better understand rhetorical processes, like invention and arrangement, and that promotes inclusive pedagogical practices.

Room 205 B (Atrium Floor 2)

Presenters: Cara Byrne, Case Western Reserve University, Cleveland, OH
Denna Iammarino, Case Western Reserve University, Cleveland, OH
Kristine Kelly, Case Western Reserve University, Cleveland, OH
Michelle Lyons-McFarland, Case Western Reserve University, Cleveland, OH

Professional and Technical Writing

C.9 If I Can Help It: Students and Faculty in Conversation about Undergraduate Writing, Expertise, and Generative AI from a Longitudinal Study

This panel shares initial findings from a longitudinal study at NYU Tandon. The panel focuses on how undergraduate engineering students and faculty are grappling with generative AI's contradictory role as both an enhancement and threat to writing expertise and learning.

Room 25 A (Ballroom Level C4)

Presenters: Michele Hanks, New York University, NY
Jeannie Im, New York University, NY
Abigail Rabinowitz
Christina Van Houten, New York University, NY

College Writing and Reading

C.10 Incorporating Strategic Reading into Writing Studies: A Postsecondary Literacy Approach to Building Academic Community

This session invites participants to apply explicit reading strategies as a means of supporting academic literacy development as a culturally sustaining, critical literacy-informed, and equity-oriented practice. Join this interactive Engaged Learning Experience session to practice building academic community with our students by articulating and supporting their goals and purposes for reading, writing, and being in college.

Room 25 B (Ballroom Level C4)

Presenter: Emily Suh, Texas State University, San Marcos

Thursday, 1:45–3:00 p.m.

Writing Programs

C.11 “Don’t Talk Back to Me!” Initiating Pedagogical Partnerships That Increase Student Participation in Faculty Development

In this Engaged Learning Experience session, two SLAC faculty (writing center director and WPA) and two students (both writing consultants) come together to tackle student involvement in faculty development workshops on teaching with writing. In addition to sharing our experiences, we review scholarship on mentoring and collaborating. We break into problem-solving groups to enact best practices and inspire future initiatives.

Room 25 C (Ballroom Level C4)

Presenters: Sara Lindey, Saint Vincent College, Latrobe, PA
Sophia Nelson, Saint Vincent College, Latrobe, PA
Mallory Saylor, Saint Vincent College, Latrobe, PA
Kennedy Sheriff, Saint Vincent College, Latrobe, PA

Theory, Research Methodologies, and Praxis

C.12 Writing Studies in the Other Americas: Two Decades of Building Transnational Writing Research Communities

Sponsored by the CCCC Transnational Composition Standing Group

As part of the forthcoming book *Writing Studies in Latin America: Seminal Works*, this panel aims to foster South-North transnational dialogue by presenting research from leading Latin American scholars, offering US-based composition educators and scholars a perspective on postsecondary writing research and pedagogies from other global traditions.

Room 26 A (Ballroom Level C4)

Standing Group or Caucus Chair: Nancy Bou Ayash, University of Washington

Presenters: Vera Cristóvão, Universidade Estadual de Londrina

Tiane Donahue, Dartmouth

Judith Kalman, CINVESTAV

Ángela Kleiman, UNICAMP

Ana Cortés Lagos, SUNY Stony Brook University

Estela Ines Moyano, Universidad Nacional Guillermo Brown/Universidad de Flores

Federico Navarro, Universidad de O’Higgins, Chile

René Venegas, PUCV

Virginia Zavala, PUCP

Language, Literacy, and Culture

C.13 Embodiment, Language, and Materiality in Transnational Rhetoric and Writing Studies

Sponsored by the CCCC Asian/Asian American Caucus

This SIG panel examines three interrelated projects exploring embodiment, language, and materiality across transnational spaces (Korean DMZ) and writing pedagogy. Ann Kim investigates the DMZ as a site of embodied meaning-making and global citizenship; Tracy Iftikar critiques raciolinguistic hierarchies in first-year writing; and Sojin Cho reimagines writing through tactile, multimodal storytelling.

Room 26 B (Ballroom Level C4)

Standing Group or Caucus Chair: Xiaobo (Belle) Wang, Sam Houston State University, TX

Theory, Research Methodologies, and Praxis

C.14 Writing Successful Research Proposals

Sponsored by the CCCC Research Committee

Members of the CCCC Research Committee will discuss their experiences serving as reviewers for the two CCCC research grants: the Research Initiative grant and the Emergent Researcher Award. While we will be speaking of strategies broadly applicable to putting together strong research and grant proposals, this panel presents an opportunity to discuss applications for these two grants specifically.

Room 26 C (Ballroom Level C4)

Committee Members: Rebecca Babcock, The University of Texas Permian Basin

Kathryn Lambrecht, Arizona State University, Tempe

Ligia Mihut, Barry University, Miami Shores, FL

Patrick Sullivan, Connecticut State University

Laura Wilder

Professional and Technical Writing

C.15 Co-writing the Future: Curricular Research and Innovations with GenAI in Professional Writing

This panel examines how professional writing instructors integrate GenAI into teaching and research. Speakers share curricular innovations, students' and instructors' perspectives on ethics and agency, a scientific writing case study, and strategies for using GenAI to improve collaboration and content workflows. The session offers practical, research-informed teaching practices engaging with AI.

Room 302 (Atrium Floor 3)

continued on next page

Thursday, 1:45–3:00 p.m.

Presenters: Jianfen Chen, Towson University, MD
Yeqing Kong, Georgia Institute of Technology, Atlanta
Yingying Tang, Sam Houston State University, Huntsville, TX
Chenxing Xie
Jiaxin Zhang, University of North Texas, Denton

First-Year Writing

C.16 Synergizing Conference Conversations and Classroom Praxis: Designing Justice-Oriented Pedagogy in First-Year Composition Classrooms

In this panel, four first-year composition (FYC) instructors from a Hispanic-serving institution examine how conference conversations advance justice-oriented FYC pedagogy. They discuss and exemplify three justice-driven FYC pedagogical activities each by incorporating current dialogues (re) occurring in the CCCC conventions, thereby advocating for anti-oppressive and justice-driven FYC pedagogy.

Room 304 (Atrium Floor 3)

Presenters: Purna Chandra Bhusal, The University of Texas at El Paso
Ananta Khanal, The University of Texas at El Paso
Sanjeev Niraula, The University of Texas at El Paso
Shankar Paudel, The University of Texas at El Paso

Writing Programs

C.17 Talking, Building, Writing, Sustaining: The Journey of a Community-Engaged Learning Program

Faculty from the composition program at an urban research university describe their development of a community-engaged learning program connecting students to the essential interdisciplinary community-driven and non-profit work supporting social justice in their city. Speakers dialogue about community partnerships, networking, and systematic integration of high-impact practices.

Atrium Ballroom A (Atrium Floor 1)

Presenters: Jared Grogan, Wayne State University, Detroit, MI
Adrienne Jankens, Wayne State University, Detroit, MI
Christopher Susak, Wayne State University, Detroit, MI
Jule Thomas, Wayne State University, Detroit, MI
Nicole Varty, Wayne State University, Detroit, MI
Respondent: Amy Latawiec, Wayne State University, Detroit, MI

Professional and Technical Writing

C.18 Risky Click: The Rhetorical Closeting of Queer Desire

This panel expands Cox’s “Working Closets” to explore issues of NSFW- and NSFW-adjacent queer spaces and desires, while destabilizing the normative assumptions at the heart of working closets as a whole through discussions of queer technical and professional communication and implications for content moderation, transgender comics, and industry “professionalism.”

Room 307 B (Atrium Floor 3)

Presenters: Emily Gresbrink, Minnesota State University, Mankato
Rachael Jordan, University of South Carolina, Columbia
Zoe Wendler, Ferris State University, Big Rapids, MI

Writing Programs

C.19 From Skepticism to Stewardship: A Collective Impact Model for a Restructured Writing Program

This panel explores how one first-year writing program restructured its leadership model using collective impact. Panelists share how faculty transformed from skeptics to stewards through shared governance, strategic planning, and emotional labor.

Room 5 (Concourse Level C3)

Presenters: Lori Chastaine, Boise State University, ID
Mark Horton, Boise State University, ID
Ti Macklin, Boise State University, ID
Christopher Michas, Boise State University, ID
Carrie Seymour, Boise State University, ID

Theory, Research Methodologies, and Praxis

C.20 The Promises and Challenges of Using Participatory Methods in Writing Studies Research

This session explores the what, why, and how of participatory methods in our field. Grounded in epistemological justice, participatory methods are co-designed approaches to knowledge creation that blur lines between research subject and collaborator. Panelists will tell stories about a range of projects and facilitate a participatory dialogue about the promises and challenges of these methods.

Room 6 (Concourse Level C3)

Presenters: Laura Gonzales
Bethany Monea, University of the District of Columbia
Rachael Shah, University of Nebraska-Lincoln

Thursday, 1:45–3:00 p.m.

First-Year Writing

C.21 Where Are They Now? A Longitudinal Study on Student Perspectives on Literacy, FYW, and Transfer Ten Years Post-Composition

This panel presents a study that interviewed 39 former students who took FYW in 2014 on the present role of reading and writing in their lives, their memories of FYW, and their suggestions for FYW teachers. We ultimately consider how students' perspectives on FYW and literacy can help us reconceptualize the purpose of TYC composition.

Room 7 (Concourse Level C3)

Presenters: Michelle Gabay, Kingsborough Community College, CUNY
Rachel Ihara, Kingsborough Community College, CUNY
Maxine Krenzel, Kingsborough Community College, CUNY
Carl Schlachte, Kingsborough Community College, CUNY
Cheryl Hogue Smith, Kingsborough Community College, CUNY

Writing Centers (including Writing and Speaking Centers)

C.22 Past Lives, Present Practice: A Dialogue on Professional Consultant Identity and Labor in Writing Centers

This panel will present the discourse analysis of a dialogue among five full-time professional writing consultants. The questions informing this dialogue give voice to the lived experiences of professional tutors/consultants, and emergent themes aim to demonstrate how varied professional and educational experiences inform our labor practices and conceptualization of professional tutor identity.

Room 9 (Exhibit Hall Level C2)

Presenters: Jacqueline Borchert, Purdue University, West Lafayette, IN
Brent Cameron, Purdue University, West Lafayette, IN
Matt Del Busto, Purdue University, West Lafayette, IN
Noah Patterson, Purdue University, West Lafayette, IN
Alexis Pitchford, Purdue University, West Lafayette, IN

CA Sessions: 1:45–2:15 p.m.

Language, Literacy, and Culture

CA.1 Cush-Cush Language: A Pedagogy and Poetics of Cajun/Creole Translanguaging

Cajuns/Creoles in South Louisiana have been pressured to participate in the erasure of their languages and culture, but linguistics and anthropology classes have been shown to reverse this trend. The downside is that these research classes create an “otherizing” effect for the ethnically marginalized students. Incorporating a poetics of translanguaging on top of research can resolve this tension.

Room 21 (Exhibit Hall Level C2)

Presenter: Nichole Stanford, University of Louisiana at Lafayette

Information Literacy and Technology

CA.3 Developing AI Literacy in Composition Courses

This presentation covers an AI literacy curriculum in composition that helps students develop three “domains” of AI literacy according to Stanford’s framework: functional literacy, ethical literacy, and rhetorical literacy. The curriculum includes instruction on each domain, applied practice, activities designed to develop students’ skills, and various reflective and metacognition activities.

Room 23 (Exhibit Hall Level C2)

Presenter: Elizabeth Melick, Lindenwood University, St. Charles, MO

Information Literacy and Technology

CA.4 Online Technical Writing and Genre Course: How to Reduce Isolation and Foster Belonging and Empathy to Enhance Learning and UX among Statewide Students

This study entails a one credit course for students who want to improve their technical writing and genre skills. The researcher will gather quantitative and qualitative data to measure isolation, belonging, and UX online. Tools will include a pre/post survey, a meeting, and personal journal entries. The proposed outcomes of this study are reduced isolation and improved belonging to enhance online learning.

Room 24 (Exhibit Hall Level C2)

Presenter: Cara Haderlie, Utah State University, Logan

Thursday, 1:45–2:15 p.m.

First-Year Writing

CA.5 AI Literacy: A Required and Forced Implementation Unit within General Education Writing Courses

An AI literacy unit was developed and required to be taught in all general education writing courses for fall 2025. Anonymous feedback was collected about this unit from both instructors and students to open conversations about its use, place, and effectiveness within these courses.

Room 10 (Exhibit Hall Level C2)

Presenter: Jamie Hinojosa, St. Edward's University, Austin, TX

Inclusion and Access

CA.6 RSVP Yes: Inviting Students to Collaborate in Creating More Accessible Writing Pedagogies

Drawing on results from two studies about students with disabilities navigating disclosure and accommodations, this presentation furthers Hitt's call to invite students into conversations about their access needs. This presentation will share the successes and pitfalls of initiating conversations, implementing student feedback, and imagining future possibilities for accessible writing practices.

Room 11 (Exhibit Hall Level C2)

Presenters: Ashley Barry, Bentley University, Waltham, MA
Rachel Roy, Mercy University, Macon, GA

Approaches to Teaching and Learning

CA.7 Centering Student Voices: Rethinking Student-Facing Tools and Teaching through Sensemaking

Drawing on the long history in composition studies centering on instructors' pedagogical choices and approaches when it comes to tool integration and the method of collective sensemaking, we explore how writing instructors and students can collaborate to learn and make sense of student-oriented tools and their implications for writing and learning.

Room 12 (Exhibit Hall Level C2)

Presenters: Cameron Cavaliere, Miami University, Oxford, OH
Rena Perez, Miami University, Oxford, OH

Community, Civic, and Public Contexts of Writing

CA.8 Literacy Genealogies in Community Writing Contexts

Drawing from a qualitative study of a community writing group, this presentation forwards the concept of literacy genealogies: a set of writing practices and an orientation toward writing that is thought to be inherited along family lines, but that indexes powerful identifications with emplaced communities, highlighting the transnational and transhistorical affordances of community writing.

Room 13 (Exhibit Hall Level C2)

Presenter: Stacie Klinowski, University of Massachusetts Amherst

Writing Programs

CA.9 Exploring WPA Longevity: Learning about Mid- and Later-Career WPAs

The enticements and complications of long-term WPA work will be discussed in this session. The audience for this session are seasoned WPAs who may relate to the topic and scholars seeking to help graduate students explore WPA work as a career choice.

Room 14 (Exhibit Hall Level C2)

Presenter: Joseph Janangelo, Loyola University Chicago

Inclusion and Access

CA.10 Accommodation Time: The Different Models of Conversations about Accommodation and Time

This project analyzes how students and faculty understand the process of learning about accommodation needs—what I call “accommodation time.” Using data from eighteen interviews with students with disabilities and faculty, I explore the importance on conversating the complexities about time and how that is needed for students to learn about their accommodation needs.

Room 15 (Exhibit Hall Level C2)

Presenter: Hunter Whitt, University of Minnesota, Minneapolis

Inclusion and Access

CA.11 The Non-Human Agent of Abnormal Discourse: Disruptions to Composition Studies within and beyond Conference Spaces

Bruffee argued that “normal discourse” maintains but does not create disciplinary knowledge; “abnormal discourse” challenges normal discourse and can bring change. Today, abnormal discourse from non-human agents disrupts composition studies and threatens its existence. Academic conferences must evolve to ensure that collaborative conversations—and knowledge-making in the field—can continue.

Room 16 (Exhibit Hall Level C2)

Presenter: Theresa Evans, Miami University, Oxford, OH

Thursday, 1:45–2:15 p.m.

Approaches to Teaching and Learning

CA.12 Competition and Collaboration: Student Writing Awards in a Labor-Based Writing Classroom

While composition has traditionally viewed competition as antithetical to collaboration, this session argues peer competition can enhance both student motivation and collaborative learning. Through a student-nominated awards system within labor-based grading, competition becomes a tool for celebrating writing excellence and fostering critical engagement while maintaining equity-focused pedagogy.

Room 17 (Exhibit Hall Level C2)

Presenter: Benjamin Hojem, Duke University, Durham, NC

Community, Civic, and Public Contexts of Writing

CA.13 “At Your Service”: Self-Determination, Safety, and Care in the Work of Lulu Livingston

This paper discusses a set of abolitionist rhetorical practices used in the work of Lulu Livingston “At Your Service,” an activist with the Kansas City Homeless Union from its inception in 2021 until her death in 2025. Livingston’s activism, this paper argues, offers models for shifting the terms of public debate around housing, public safety, and care.

Room 18 (Exhibit Hall Level C2)

Presenter: Brynn Fitzsimmons, The University of Alabama, Tuscaloosa

Antiracism and Social Justice

CA.14 Beyond Linguistic Tourism: Unpacking the Affective Potential and Perils of the Translingual Classroom

This individual presentation examines the emotional toll of translanguaging on multilingual students in the writing classroom, at home, and within their communities. Drawing on the writing and survey responses of multilingual first-year writing students across two semesters and autoethnographic research, I explore the affective implications of translingual writing pedagogies on student agency.

Room 19 (Exhibit Hall Level C2)

Presenter: Charissa Che, John Jay College of Criminal Justice, CUNY

Antiracism and Social Justice

CA.15 The Biggest Change Is the Chilling Effect and My Own Fears: Public College and University Writing Instructors' Perceptions of the Impacts of DEI Restrictions

This session presents the results of a mixed-methods study that explored writing instructors' perceptions of the impacts of DEI restrictions on their teaching practices and teaching identity. In doing so, this session aims to promote discussion of how composition studies can and should develop new disciplinary paths forward for instructors navigating a shifting policy landscape.

Room 20 (Exhibit Hall Level C2)

Presenter: Jennifer Killam

Inclusion and Access

CA.16 Access for Whom? Interrogating the Ableism Embedded in Academic Conferencing

This presentation challenges the ableist norms embedded in academic conferencing. It uses a disability-informed rhetorical analysis of the CCCC 2026 CFP to interrogate how presence, participation, and belonging are constructed. Concluding with a call to align disciplinary practice with our stated values of access and inclusion, it asks: If “conference is conversation,” who is being excluded?

Room 8 (Concourse Level C3)

Presenters: Kelsey Hawkins, Indiana University Indianapolis
Khushi Patel, University of Central Florida, Orlando

Theory, Research Methodologies, and Praxis

CA.17 Entangled Conversations: Co-Arising as Norm in the Age of Generative AI

In this paper, I discuss human-machine entanglements in writing, drawing on the Buddhist concept of dependent origination, which sees existence as co-arising. This principle resists assigning agencies to individuals alone, instead recognizing distributed agency among multiple actors.

Room 22 (Exhibit Hall Level C2)

Presenter: Jagadish Paudel, Clemson University, SC

CB Sessions: 2:30–3:00 p.m.

Writing Centers (including Writing and Speaking Centers)

CB.1 **Accidental Power: Interactions between Tutors and Multilingual Tutees**

The speaker shares how inequalities in power and authority exist in interactions between tutors and multilingual writers. Tutors' discourse choices may unintentionally bolster linguistic dominance, diminishing ML students' voices; thus, tutors can adapt their approaches while also identifying discourse choices that lead to constructive, collaborative interactions.

Room 10 (Exhibit Hall Level C2)

Presenter: Lisa Dimaio, Drexel University, Philadelphia, PA

College Writing and Reading

CB.2 **We Kill No Readers Here: Fostering Lifelong Reading in Required Undergraduate English Courses**

This presentation demonstrates methods to prevent college-level illiteracy and redress previous harm. Participants will leave with resources that justify a required course centered on the practice of self-selected reading, activities students can use to (re)discover their pleasure reading priorities and methods, and guidance for instructors as they build an engaging and delightful course.

Room 11 (Exhibit Hall Level C2)

Presenter: Courtney Bates, University of Findlay, OH

College Writing and Reading

CB.3 **Beyond the Final Exam: The Reflective Final in the Composition Classroom**

This session will showcase the design and implementation of a reflective final exam as an alternative to the traditional final exam essay in a composition course. Participants will see how a reflection-based final exam—structured around guided open-ended/short-answer questions and portfolio review—can assess both content mastery and personal development.

Room 12 (Exhibit Hall Level C2)

Presenter: Amelia Magallanes Arguijo, Laredo College, TX

Theory, Research Methodologies, and Praxis

CB.4 Beyond the Triangle: Rhetorical Assemblages and Distributed Agency in the Age of Generative AI

This presentation reframes the rhetorical situation as a rhetorical assemblage to better understand generative AI's role in writing instruction. Drawing from assemblage theory, it explores AI-human collaboration, offering pedagogical strategies that emphasize critical analysis, ethical reflection, and equitable access in composition classrooms.

Room 13 (Exhibit Hall Level C2)

Presenter: Adam Phillips, University of South Florida, Tampa

Institutions: Labor Issues, Professional Lives, and Survival

CB.5 Community as Touchstone: Community Building for Academics and Students

This session explores how building community among faculty, staff, and students helps MSIs navigate challenges like institutional mergers, the pandemic, and AI in education. Presenters share strategies and classroom approaches that center community strengths and invite participants to develop their own context-based solutions.

Room 15 (Exhibit Hall Level C2)

Presenters: Brandon Fralix, Bloomfield College of Montclair State University, NJ

Nora McCook, Bloomfield College of Montclair State University, NJ

First-Year Writing

CB.6 Labor, Literacy, and AI: Contract Grading as a Response to Generative Text Technologies in Open-Access Classrooms

This session shares instructor findings and student feedback on contract grading in ENC 1101 sections at a two-year college. Centering labor, care, and process, the model fosters student agency and reflection. Attendees will gain strategies for designing writing tasks that invite ethical AI conversations, shift focus from correctness to engagement, and affirm writing as recursive learning.

Room 16 (Exhibit Hall Level C2)

Presenter: Kara K. Larson, Hillsborough Community College, Tampa, FL

Thursday, 2:30–3:00 p.m.

Writing Programs

CB.7 What Do We Value (and Love)? Redesigning the Introduction to the English and Writing Major

Synthesizing West-Puckett, Caswell, and Bank's *Failing Sideways: Queer Possibilities for Writing Assessment* and Reid's *Rethinking Your Writing: Rhetoric for Reflective Writers*, this presentation explores the redesign of an introduction to the English and writing major course. It invites the audience to consider how reflection-based grading and a failure-orientated assessment model together can inspire our teaching practices and reflect what we value as writing instructors.

Room 17 (Exhibit Hall Level C2)

Presenter: Lauren Garskie, Gannon University, Erie, PA

Professional and Technical Writing

CB.8 Reimagining STEM Writing through Spatial Repertoires: Toward Translingual and Antiracist Genre Pedagogies

This presentation will share research data showing how multilingual STEM graduate students employ spatial and semiotic repertoires in their academic writing, thereby challenging monolingual norms. Drawing on translingual and antiracist frameworks, it offers pedagogical strategies to make STEM writing instruction more inclusive, multimodal, and equity-driven.

Room 18 (Exhibit Hall Level C2)

Presenter: Md. Fahad Hossain, North Dakota State University, Fargo

Antiracism and Social Justice

CB.9 From Error to Engagement: Critical Grammar Praxis across Writing Contexts

This session introduces critical grammar praxis (CGP), an approach that reframes grammar and error as racialized, ideological, and rhetorical—but also as generative tools for student agency and voice. Participants will explore how CGP supports multilingual and first-generation writers while creating space for linguistic justice in writing centers and classrooms.

Room 19 (Exhibit Hall Level C2)

Presenter: MiSun Garrison, University of Washington, Seattle

First-Year Writing

CB.10 AI Made Me Do It: Using Experiential Learning to Build Writing Confidence across Disciplines

This presentation will share (1) how certain high-impact practices affect students' confidence and motivation to learn, (2) how that confidence impacts their perception of and use of generative AI, and (3) how our first-year writing program is responding to this data to refine policies and create opportunities for teacher training and community engagement.

Room 20 (Exhibit Hall Level C2)

Presenter: Kimberly Tweedale, East Tennessee State University, Johnson City

Institutions: Labor Issues, Professional Lives, and Survival

CB.11 Sparrows in the Meadhall: A Discourse Analysis of Failure in CCCC Chairs' Addresses (2000–2025)

This session analyzes twenty-five years of CCCC Chairs' Addresses from the perspective of how failure is rhetorically framed and operationalized in the field of writing studies. Using critical discourse analysis, it examines how failure functions as a catalyst for what is referred to as “resilience rhetorics,” raising questions about structural failures, matters of inclusion, and the cost of resilience.

Room 21 (Exhibit Hall Level C2)

Presenter: Andre Jones, Virginia Tech, Blacksburg

First-Year Writing

CB.12 Making the Teaching of Research More Robust in a First-Year Writing Course

This presentation showcases a first-year writing program that, with the aid of a university grant, has created teacher training materials for graduate teaching assistants—with varying research and teaching experience themselves—to better teach the concept of research/information literacy in its argumentation unit.

Room 22 (Exhibit Hall Level C2)

Presenters: Seth Muller, Northern Arizona University, Flagstaff
Meghan Moran Wilson, Northern Arizona University, Flagstaff

Thursday, 2:30–3:00 p.m.

Antiracism and Social Justice

CB.13 Myriad Shades of Privilege: Exploring Stories of the Various Shades of Brownness of South Asian Skins

The presentation will explore the layered meanings of brownness in South Asian experiences through a digital essay built on a pixelated image of my face, created with my daughter. Each brown pixel, coded with a skin tone, reveals personal and cultural narratives about race, caste, gender, and privilege. This interactive project reflects on skin tone bias in media, family, and diaspora.

Room 23 (Exhibit Hall Level C2)

Presenter: Shreelina Ghosh, Gannon University, Erie, PA

Inclusion and Access

CB.14 Empty Rooms, Missed Voices: A Call to Reimagine Conference Presence and Community-Building for Emerging Scholars through the Concept of Sawubona

Why are emerging scholars' panels often empty while senior scholars speak to full rooms? Drawing on the African relational philosophy of Sawubona, meaning "I see you," this presentation reimagines conference presence as a rhetorical act of recognition and relationality, asking how we might build a scholarly community by distributing our presence in support of emerging scholars and voices.

Room 24 (Exhibit Hall Level C2)

Presenter: Mohammed Iddrisu

Antiracism and Social Justice

CB.15 Arabic Proverbs: Beyond Gender, Racism, and Toxic Masculinity

Join this session to learn about Egyptian Arabic proverbs and how they shape self-perception and identity formation of its users. My project celebrates the beauty of the Arabic language while simultaneously critiquing its misuse (or abuse) through proverbs that condone sexism, racism, and toxic masculinity.

Room 8 (Concourse Level C3)

Presenter: Soha Youssef, Thomas Jefferson University, Philadelphia, PA

D Sessions: 3:15–4:30 p.m.

Inclusion and Access

D.1 **Crip Composing in the Era of Generative AI: Balancing Ethical Challenges, Writerly Affordances, and Embodied Needs (Livestream)**

Three disabled scholar-teachers explore the ethical complexities of using generative AI in writing, examining how these tools simultaneously offer access and perpetuate bias while reshaping disabled composition practices.

Room 307 A (Atrium Floor 3)

Presenters: Andrew Harnish, University of Alaska Anchorage
Millie Hizer, Southeastern Louisiana University, Hammond
Gabriella Wilson-Kopko, Towson University, MD

Inclusion and Access

D.2 **Addiction and/as Disability**

This roundtable examines the rhetorical implications of framing addiction as a disability, specifically in rhetoric and composition studies. It explores how this framing affects pedagogy and access for students with substance use disorders, legal issues, and biases. The discussion will engage with debates on viewing addiction as a brain disease and the inclusiveness of disability rhetorics.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Andrew Appleton Pine, University of Michigan, Ann Arbor
Deena Walker, Oregon Health & Science University, Portland, OR
Patricia Wilde

First-Year Writing

D.3 **Equitable Assessment and Student Well-Being in the First-Year Composition Classroom: Results from a Two-Year Pilot Study**

This roundtable presents a two-year pilot of equitable assessment in a first-year composition program, showing how labor-based grading improved student well-being, motivation, and writing agency. Speakers will share data, findings, and practical strategies for implementing equitable assessment across diverse institutional contexts.

Atrium Ballroom D (Atrium Floor 1)

Session Chair: Madeline Crozier Sutton, University of Tennessee,
Knoxville

continued on next page

Thursday, 3:15–4:30 p.m.

Presenters: Sean Morey, University of Tennessee, Knoxville
Megan Von Bergen, Murray State University, KY

Community, Civic, and Public Contexts of Writing

D.5 **Becoming Public Intellectuals: How to Reach Wider Audiences while Writing for Fun, Profit, and Intellectual Engagement on Substack**

This panel explores the “blogosphere” coalescing around Substack, which offers new approaches to public-facing scholarship. It showcases the ongoing work of three academic Substackers, who’ll share their individual approaches, their strategies for connecting with audiences, making their work count for promotion, and the joy they’ve found in this kind of writing.

Room 202 (Atrium Floor 2)

Presenters: Collin Brooke, Syracuse University, NY
Alexandra Hidalgo, University of Pittsburgh, PA
Annette Vee, University of Pittsburgh, PA

Community, Civic, and Public Contexts of Writing

D.6 **Food Studies in Rhetoric and Writing: Taking Stock of Our Next Steps**

This roundtable will take stock of scholarship and teaching in food rhetoric and writing and its connection to interdisciplinary food studies. Participants explore how engaging in food-related teaching, scholarship, and activism is particularly important in our kairotic and chaotic national and global moment of food insecurity, climate change, and threats of tariffs.

Room 203 (Atrium Floor 2)

Presenters: Cori Brewster, Eastern Oregon University, La Grande
Abby Dubisar, Iowa State University, Ames
Veronica House, Boston College, MA
Callie Kostelich, Baylor University, Waco, TX
Eileen Schell, Syracuse University, NY

Institutions: Labor Issues, Professional Lives, and Survival

D.7 **Slowness as Resistance to Capitalism in Academic Practice**

One of 3 coordinated panels exploring the theories, pedagogies, and practices of slow work within contemporary higher education structures within the United States. This panel develops slowness as a method of anticapitalist resistance broadly, including perspectives from technical and professional communication, cultural anthropology, and composition.

Room 205 A (Atrium Floor 2)

Presenters: Avery Edenfield, Utah State University, Logan
Angela Glotfelter, University of Maryland College Park
Márcia Rego, Duke University, Durham, NC
Olivia Rowland, The Ohio State University, Columbus
Respondent: K. Dillon, University of Nebraska-Lincoln

Community, Civic, and Public Contexts of Writing

**D.8 Composing What Could Be and Could Have Been:
How Everyday Artifacts Write Identity**

Our roundtable explores everyday routines—choosing outfits, transferring knowledge, online self-curation, collecting objects, and getting tattoos—as acts of composing. We draw from lifespan and multimodal literacy research to show how these practices situate bodies, affect, and identity in a writing process, inviting us to consider lived experiences of composing in our teaching and research.

Room 205 B (Atrium Floor 2)

Presenters: Anna D’Orazio, University of Cincinnati, OH
Katie Monthie, University of Cincinnati, OH
Nic Muranaka

Blake Steinnecker, University of Cincinnati, OH

Roundtable Leader: Christine Ochs-Naderer, University of Cincinnati, OH

Creative Writing and Publishing

**D.9 Expansion in Compression: Composing and
Conversing about Tiny Literacy Narratives**

“Tiny texts”—highly compressed writing that captures something poignant, funny, or profound about experience—can inspire as much thoughtful composing as texts of more conventional lengths. Join us to write a 100-word literacy narrative, share it with others, and engage in conversation about the instructional potential of including compression amidst our usual focus on expansion and elaboration.

Room 25 B (Ballroom Level C4)

Presenters: Chris Anson, North Carolina State University, Raleigh
Nancy Sommers, Harvard University, Cambridge, MA

First-Year Writing

**D.10 Discipline-Specific by Design: Cross-Disciplinary
Approaches to Experiential FYW Instruction**

This session presents a first-year writing sequence rooted in experiential learning theory for business students. Together, we will outline and discuss our two-course design process from inception to implementation, offer rationale for our approach, and provide structured activities to support

continued on next page

Thursday, 3:15–4:30 p.m.

application in discipline-specific contexts, emphasizing the sequence’s cohesion and impact.

Room 25 C (Ballroom Level C4)

Presenters: Sarah Ghoshal, Montclair State University, NJ
Nate Huseman, Montclair State University, NJ
Jacqueline Regan, Montclair State University, NJ

Approaches to Teaching and Learning

D.11 **AI Literacies and Writer Agency: Considering Frameworks and Centering Student Insights and Recommendations**

In this panel, we four, an instructor and three undergraduate professional writing majors, share insights and recommendations on how instructors might foster AI literacies and writer agency, drawing from published scholarship, AI literacy frameworks, and our experiences teaching and learning with AI.

Room 26 A (Ballroom Level C4)

Presenters: Kayla Angus, Miami University, Oxford, OH
Heidi McKee, Miami University, Oxford, OH
Kennedy Monroe, Miami University, Oxford, OH
Cheyenne Worrell, Miami University, Oxford, OH

Histories of Rhetoric

D.12 **Religious Rhetorics and “Conference and Our Conversations”**

Sponsored by the CCCC Rhetoric and Religious Traditions Standing Group

This session examines many aspects of religious rhetorics of interest to scholars and teachers of writing and rhetoric. We conceive of religious rhetorics broadly and inclusively, and the session’s topics range widely, including the material rhetoric of church architecture; demagogic rhetoric by key historical figures in American history; New Monasticism’s rhetoric of community, church, and empire; and how a theology of labor challenges the technocratic redefinition of writing and work in the age of automation.

Room 26 B (Ballroom Level C4)

Standing Group or Caucus Chair: TJ Geiger, Texas Tech University, Lubbock

Presenters: Andrea Dickens
Lenny Grant, Syracuse University, NY
Martin Antonio Guerra-West
William Ordeman
Kurt Stavenhagen, SUNY College of Environmental Science and Forestry

Inclusion and Access

D.13 How Can Teaching Grammar Be an Inclusive Practice?

This session provides a linguistically informed framework to help writing instructors teach and talk about grammar in inclusive ways. Audience members will leave with new pedagogical approaches to language variation and change in linguistically diverse classrooms.

Room 26 C (Ballroom Level C4)

Presenters: Anne Curzan, University of Michigan, Ann Arbor
Anne Ruggles Gere, University of Michigan, Ann Arbor

Language, Literacy, and Culture

D.14 Fostering Translingual Community: Antiracist Pedagogies and Multimodal Literacies in First-Year Writing

Exploring how translingual antiracist pedagogy benefits from the integration of new literacies, multimodality, and emerging technologies, we highlight student perspectives/artifacts and share practices that position multilingual international students' languages, literacies, and cultures as assets for learning. Each speaker discusses implications of their pedagogy for disrupting racist discourse.

Room 302 (Atrium Floor 3)

Chair: Marylou Gramm

Presenters: Jialei Jiang, University of Pittsburgh, PA
Xiqiao Wang, University of Pittsburgh, PA
Lindsey Williams, University of Pittsburgh, Pittsburgh, PA

Approaches to Teaching and Learning

D.15 Composing Well-being and Belonging: Writing Pedagogies for Diverse Student Populations

Amid rising student stress and institutional uncertainty, how can writing instructors support student well-being? This panel offers data-driven, equity-informed pedagogies for first-gen, system-impacted, FYC, graduating, and doctoral writers—addressing affective challenges with interventions grounded in care, community, and linguistic justice.

Room 304 (Atrium Floor 3)

Presenters: Katie Baillargeon, University of California, Santa Barbara
Peter Huk, University of California, Santa Barbara
Jennifer K. Johnson, University of California, Santa Barbara
Elizabeth Saur, University of California, Santa Barbara

Thursday, 3:15–4:30 p.m.

Theory, Research Methodologies, and Praxis

D.16 Breaking Bad Premises: Decolonizing Writing Studies from the Ground Up

In this roundtable, speakers identify several foundational assumptions that underlie research and teaching in writing studies and are problematically based on colonial epistemology. The presenters analyze these tenets through a decolonial lens, examining various areas of writing scholarship, followed by a discussion about next steps for the field based on these analyses.

Atrium Ballroom A (Atrium Floor 1)

Presenters: Habiba Akter, North Dakota State University, Fargo
Emma Borah, North Dakota State University, Fargo
Fredrick Gaisie, University of Illinois Urbana-Champaign
Louisa Gambah, The Ohio State University, Columbus
Mafruha Shifat, The Ohio State University, Columbus
Nazifa Tasnim, North Dakota State University, Fargo
Respondent: Lisa Arnold, North Dakota State University, Fargo

Antiracism and Social Justice

D.17 Pushing Back and Pressing In: Cultivating Resistance and Refusal as Community

In alignment with the conference theme, “Resistance as an Integral Part of Community,” this panel reimagines rigor, literacy, and pedagogy through refusal and resistance. It challenges traditional research norm, and invites the field of composition to consider care, relationality, resistance, and listening as radical, rhetorical acts.

Room 307 B (Atrium Floor 3)

Presenters: Jackie Chicalese, University of Nebraska-Lincoln
Elva Moreno Del Rio, Southeast Community College, Lincoln, NE
Aja Martinez, University of Illinois Urbana-Champaign
Khirsten Scott, University of Pittsburgh, PA
Stacey Waite, University of Nebraska-Lincoln

Language, Literacy, and Culture

D.18 Adoption and Resistance of AI: Student Perspectives from an HSI

This interactive session reports on a study conducted at an HSI that explored two research questions: What are students’ perceptions of their own writing? What are students’ perceptions of LLMs and GenAI tools in their writing? Amid pressures for instructors to quickly adopt these tools, we advocate for research that centers marginalized voices, considering the impact of this technology.

Room 5 (Concourse Level C3)

Presenters: Tait Arnold, San Diego State University, CA

Beau Pihlaja, Texas Tech University, Lubbock
Consuelo Salas, San Diego State University, CA
Lizbett Tinoco, Texas A&M University-San Antonio

Community, Civic, and Public Contexts of Writing

D.19 Cultural Rhetorics Pedagogy and Research in the US South

This panel brings together the work of a teaching professor and two undergraduate students developing cultural rhetorics pedagogy and research in the US South. The three presentations are linked by a commitment to research and pedagogy that highlight the creation of whiteness and white supremacy, antiracist resistance, and embodied historical inquiry.

Room 6 (Concourse Level C3)

Presenter: Vani Kannan, Emory University, Atlanta, GA

Inclusion and Access

D.20 From Submission to Alignment: The Power of Relationships, Divestment, and (Un)Belonging in Minoritized Faculty Writer Development

This panel draws on a longitudinal study of faculty writers to trace the developmental pathways of three women whose intersectional identities made them academic outsiders. Featuring “metanoic moments” that sparked meaningful change, we reveal a common arc from submission to alignment. From these scholars’ stories, we extrapolate ways to more holistically support faculty as writers and as people.

Room 7 (Concourse Level C3)

Presenters: Zachary Beare, North Carolina State University, Raleigh
Shari Stenberg, University of Nebraska-Lincoln
Sandra Tarabochia, The University of Oklahoma, Norman

First-Year Writing

D.21 This Is What I Believe: How Students Reflect on Generative AI Use and Their Writing Identities

While disciplinary conversations about GenAI remain a tense pro/con binary, this panel intervenes by adding student perspectives. We share findings from a cross-institutional research study of first-year writers and their beliefs about GenAI and writing as shared in a writing philosophy assignment. These findings show the complex ways students use GenAI and make decisions in their writing.

Room 9 (Exhibit Hall Level C2)

Presenters: Laura Davies, SUNY Cortland
Kate Navickas, Cornell University, Ithaca, NY

DA Sessions: 3:15–3:45 p.m.

Inclusion and Access

DA.1 Beyond the C’s and the Present-to-Publish Pipeline: Exploring the Challenges and Opportunities of Postconference Publishing

Exploring the challenges and opportunities that exist for scholars who present their work at the CCCC Annual Convention to find support and engage in opportunities for developing and honing their research for publication.

Room 10 (Exhibit Hall Level C2)

Presenters: Kimberly Bain, Palm Beach Atlantic University, West Palm Beach, FL
Lori Ostergaard, Oakland University, Rochester, MI

Language, Literacy, and Culture

DA.2 If These Texts and Experiences Could Talk: A Rhetoric and Composition Scholar’s Reflections on Using Disciplinary Histories and Experiences to Envision the Future

The presenter will discuss scholarship and experiences to respond to Ianetta’s question, “Why go to the conference?” Attendees will be invited to consider how they can respond to Logan’s calls for upholding disciplinary values in these times and revise the “might just be” part of Pough’s point, “But there might just be a reason that our logo is the sun. . . . And, we own writing . . . ” to “is.”

Room 11 (Exhibit Hall Level C2)

Presenter: Sharieka Botex, Duke University, Durham, NC

Inclusion and Access

DA.3 Respect, Agency, and Mental Labor in the Counterstories of Type 1 Diabetes Rhetorics

This presentation will be a series of counterstories that showcase the rhetorical work and mental labor that those with type 1 diabetes (T1D) must take on to regain respect and agency often lost with diagnosis disclosure. These counterstories will demonstrate how individuals with T1D must become defenders and educators against misinformation spilled over from type 2 diabetes.

Room 12 (Exhibit Hall Level C2)

Presenter: Emma Thomas, San Diego State University, CA

Theory, Research Methodologies, and Praxis

DA.4 From Urgency to Fulfillment: Reimagining Rhetorical Exigence

After twenty-five years of writing from urgency, I seek a shift from exigence as crisis to exigence as fulfillment. This talk reexamines rhetorical exigence discussed by Bitzer, Miller, and Killingsworth, proposing a framework grounded in respect, imagination, and relationality. Inspired by Pezzullo, Plumwood, and Brown, I offer rhetorical fulfillment as a more sustainable, compassionate approach.

Room 13 (Exhibit Hall Level C2)

Presenter: Kate Ryan, Montana State University, Bozeman

First-Year Writing

DA.5 Making Time for Practice: A Kairotic Approach to First-Year Composition for NNES Students

My presentation offers a rethinking of writing pedagogy for non-native English-speaking (NNES) students from a kairotic lens that prioritizes “practice” as a rhetorical, relational, and agentive act. Participants will recognize that making time for practice not only fosters participation but also transforms how NNES students view themselves as writers, speakers, and learners in English.

Room 14 (Exhibit Hall Level C2)

Presenter: Olalekan Adepoju, College of Staten Island, CUNY

Inclusion and Access

DA.6 The Performative Inclusivity of Access: Remaking Podcast Studies for Disability

Podcast studies celebrates access, intimacy, and disruption but largely ignores disability. I argue that accessibility in podcasting too often performs inclusivity without delivering it. Drawing on transcript studies, survey results, and user research, I propose a richer, more accountable model of access that centers disabled listeners and reimagines transcription.

Room 15 (Exhibit Hall Level C2)

Presenter: Sean Zdenek, University of Delaware, Newark

Thursday, 3:15–3:45 p.m.

Writing Centers (including Writing and Speaking Centers)

DA.8 Turn-Taking and Feedback in Academic Mentoring: A Conversation Analysis of Writing Center Session

Conversation Analysis (CA) is the empirical study of naturally occurring interactions, ranging from everyday conversations between acquaintances and friends to structured institutional discourse. The key phrases in Strauss and Feiz’s definition are “empirical study,” “naturally occurring,” and “situated interaction.”

Room 17 (Exhibit Hall Level C2)

Presenter: Lila R. Bimali, Florida State University, Tallahassee

Information Literacy and Technology

DA.9 Teaching Students to Ethically Edit AI-Generated Writing in Composition Classrooms

This session proposes a framework for integrating AI literacy into the writing classroom by teaching students to critically edit machine-generated language to not only “humanize” student writing but also create awareness of voice, style, and audience. Grounded within the framework of critical pedagogy and inquiry-based writing, the essay will focus on three strategies that can be implemented in writing.

Room 18 (Exhibit Hall Level C2)

Presenter: Suchismita Banerjee, Indian River State College, Fort Pierce, FL

Inclusion and Access

DA.10 “Can You Repeat That?” Disability and Delay in the Posthuman Composition Classroom

This presentation reimagines pedagogical “delays”—moments when instructors ask students to repeat themselves—not as deficits, but as relational revision. Drawing on disability studies, writing pedagogy, and posthuman theory, this presentation examines what occurs when we pause not by design, but by necessity, and what new insights about writing, revision, and relationality emerge from those pauses.

Room 19 (Exhibit Hall Level C2)

Presenter: Mary Landry, Texas A&M University, College Station

Approaches to Teaching and Learning

DA.11 Taking the Pulse: Enacting Trauma-Informed Pedagogy in Writing Classrooms

Developed through an extensive literature review, this session aims to “take the pulse” of current scholarship to examine the continuing development

of trauma-informed writing pedagogy. The session will provide a guiding definition and conceptual model of trauma and offer trauma-informed practices for instructors across educational contexts to take up in their writing classrooms.

Room 20 (Exhibit Hall Level C2)

Presenter: Ethan Voss, University of Michigan, Ann Arbor

First-Year Writing

DA.12 Teaching Ethos, Teaching Citizenship

The word citizenship, even as it appears frequently in descriptions of writing classes, is fiercely contested. The idea of “citizenship” is currently used not only to promote social mobility and equality but also to foster exclusion, expulsion, and even violence. What does it mean to teach citizenship in the writing classroom? How can and should ideas of citizenship inform our writing pedagogy?

Room 21 (Exhibit Hall Level C2)

Presenter: Aaron Ritzenberg, Columbia University, New York, NY

Antiracism and Social Justice

DA.13 Feminism for Dummies: What Informal Feminist Activist Spaces Can Teach Us about Feminist Work

The presenter will be sharing reflections from their recently published dissertation study titled, “Don’t Bring Your Feminism Here!/: The African Hair Braiding Salon as a Rhetorically Charged Space for Feminist Activism.”

Presenter: Efe Plange, St. John’s University, Queens, NY

Antiracism and Social Justice

DA.14 Conferences Going/Coming: Forging Antiracist and Marginal Discourse Communities

Traditionally, academic conferences are regarded as gatherings of academics and scholars who share their ideas and knowledge with (un)like-minded audiences. However, conferences such as the CCCC Annual Convention, as I have witnessed, are also places for diasporas of color and other marginalized identities to forge marginalized discourse communities and share otherwise marginalized or racialized ideas.

Room 23 (Exhibit Hall Level C2)

Presenter: Chitra Karki, University of Waterloo

Thursday, 3:15–3:45 p.m.

Writing Centers (including Writing and Speaking Centers)

DA.15 Showcasing through Instagram: How Co-Mentorship Builds a WC into a Community of Practice in Student Research

Building on a feminist community of practice (CoP), we explore how our WCA-tutor ecosystem contributes to transforming a WC into a site of co-mentoring for mutual growth. We start with an Instagram post of 15 peer tutors' testimonies as a virtual representation of our CoP. We offer insight into how Instagram amplifies co-mentorship in WCs, strengthening tutor visibility and professional identity.

Room 24 (Exhibit Hall Level C2)

Presenters: Maria Galiano, Florida International University, Miami
Xuan Jiang

Professional and Technical Writing

DA.16 Reimagining Capstones: Student Experience, Institutional Infrastructure, and Data-Driven Approaches

Building on the success of the 2025 CCCC capstone roundtable, this panel describes three data-driven redesign cases of capstone courses across undergraduate and graduate programs. With a particular focus on rhetoric and technical and professional writing curricula, we emphasize the role of institutional infrastructure and student experiences in responsive capstone designs.

Room 25 A (Ballroom Level C4)

Presenters: Stacey Pigg, North Carolina State University, Raleigh
Jim Ridolfo, University of Kentucky, Lexington

Writing Centers (including Writing and Speaking Centers)

DA.17 Tutors' Transferable Skills and Knowledge from their Writing Center Experience: A Review of Previous Research Findings

This presentation will share two benefits that current and prospective writing center tutors gain through their tutoring experiences: development of knowledge and skills applicable in (1) career development and (2) teaching preparation. The primary audience involves first-year composition (FYC) teachers and writing center administrators.

Room 8 (Concourse Level C3)

Presenters: Jun Akiyoshi, Penn State University, University Park, PA
Larry Sugisaki, Methodist University, Fayetteville, NC

DB Sessions: 4:00–4:30 p.m.

Writing Centers (including Writing and Speaking Centers)

DB.1 **From Policing to Possibility: Writing Center Practices with Generative AI**

As writing centers grapple with the evolving realities of generative AI, we need to clearly articulate our relationship to this technology—not only through internal staff training but through the external materials that introduce us to writers. Sharing the results of systematic review of writing center websites’ policies on genAI, this presentation shares trends and best practices.

Room 24 (Exhibit Hall Level C2)

Presenter: Megan Palmer, Northeastern University, Boston, MA

Approaches to Teaching and Learning

DB.3 **Are Compositionists and Schools of Education Science on the Same Page? GenAI as a Test Case**

This session explores the disciplinary divide and potential for collaboration between faculty in colleges of education and compositionists as they confront the pedagogical challenges and opportunities posed by generative AI, drawing on a case study of an NSF-funded University of California, Irvine, upper-division engineering writing course that integrates AI literacy and generative AI tools.

Room 12 (Exhibit Hall Level C2)

Presenters: Daniel Gross, University of California, Irvine
Tamara Tate, University of California, Irvine

Approaches to Teaching and Learning

DB.4 **Teachable Video Games for the Writing Classroom**

This talk presents research about the genre of “teachable games.” Specifically, the speaker outlines the genre characteristics that explain why game studies professors and writing professors continually gravitate to similar titles as course texts, despite disciplinary differences. The presentation also provides attendees with a heuristic for selecting video games for their writing classrooms.

Room 13 (Exhibit Hall Level C2)

Presenter: Rebecca Richards, UMass Lowell

Thursday, 4:00–4:30 p.m.

Community, Civic, and Public Contexts of Writing

DB.6 Mutual Inquiry, Mutual Aid: Community-Based Writing Partnerships and the Two-Year College

This presentation addresses the union of public writing initiatives and community partnerships at the two-year college. Drawing from theories of service-learning and civic engagement, inquiry-based pedagogy, and participatory action research, this work presents administrators, educators, and community partners with a framework for building two-year writing programs situated in the community.

Room 15 (Exhibit Hall Level C2)

Presenter: Gregory Bruno, Kingsborough Community College, Brooklyn, NY

Approaches to Teaching and Learning

DB.7 Bruffee in Practice: One-on-One Cross-Cultural Writing Conference

This case study examines one-on-one writing conferences with native and non-native English-speaking students in a first-year composition course. It explores how language and cultural background shape students' engagement with the instructor's feedback. The study calls for more inclusive, translanguaging conferencing practices to foster equity and engagement across language differences.

Room 16 (Exhibit Hall Level C2)

Presenter: Farhana Akter, Missouri State University, Springfield

Writing Centers (including Writing and Speaking Centers)

DB.8 Writing Center Tutors' Performances of Emotional Labor

This presentation will focus on our work as a writing center director and assistant director in preparing our tutors to perform the emotional labor that their role requires. We will discuss how emotional intelligence can serve as a framework for writing center training to this end. We will further highlight insights gained from a focus group conducted with our tutors.

Room 17 (Exhibit Hall Level C2)

Presenters: Amy Latawiec, Wayne State University, Detroit, MI
Grace Williams, Lansing Community College, MI

Inclusion and Access

DB.9 Conversations at the Table: Marking Hard of Hearing Identity in Higher Education Disclosure Narratives

Through short narratives, I will focus on my own disability identity and how I've begun to form, reshape, and understand my identity as a hard of hearing multiply disabled person; especially as it relates to the experiences I have had as a writing center tutor, a graduate student, a full-time staff member, and a writing instructor.

Room 18 (Exhibit Hall Level C2)

Presenter: Janelle Capwell, The University of Arizona, Tucson

Histories of Rhetoric

DB.10 Rhetoric as Response-ability

This co-presentation reimagines the origins of rhetorical history by asking the following question: If rhetoric begins not in the ancient human world but in the natural world, how does this change the way that we teach the history of rhetoric? Where do we begin?

Room 19 (Exhibit Hall Level C2)

Presenters: Sarah Allen, University of Hawai'i at Manoa
Yasmina Benachour, University of Hawai'i at Manoa

First-Year Writing

DB.11 Metacognitive Dialogue Exchange: Teacher-Student Rubric Co-Construction to Enhance EAP Writing Instruction

This study explores how teacher-student rubric co-construction in an academic writing course fosters metacognitive development and writing expertise. Using surveys and interviews, it highlights how collaborative rubric design enhances student reflection, engagement, and understanding in L2 contexts.

Room 20 (Exhibit Hall Level C2)

Presenter: Tong Zhang, Duke Kunshan University

Writing Programs

DB.12 The Writing Program Administrator as Public Advocate

What's the Writing Program Administrator's role today when universities and public goods face political attacks? I describe the public advocate WPA, relate it to prior descriptions such as the activist WPA and the creative administrator, and provide two primary focuses for the WPA: to demonstrate

continued on next page

Thursday, 4:00–4:30 p.m.

writing programs' roles and to create a space of trust in universities and the public.

Room 21 (Exhibit Hall Level C2)

Presenter: Ryan Vojtisek, University of Wisconsin-Milwaukee

Inclusion and Access

DB.13 (Re)Defining Basic Writing in the Contemporary Moment

Drawing on Chi, Glaser, and Farr's work on theorizing expertise, the presenter will argue that basic writing's access-oriented mission is often misrepresented by stakeholders outside of the discipline, thereby limiting access to higher education for a population of students that is too often rendered invisible in postsecondary education.

Room 22 (Exhibit Hall Level C2)

Presenter: Lynn Reid, Fairleigh Dickinson University, NJ

Language, Literacy, and Culture

DB.14 Conversations on GenAI: Expanding Access for Second Language Writing and Multilingual Writers

We draw on existing scholarship to discuss how educators can expand access for multilingual writers through context-specific, localized frameworks that foster a nuanced and experiential understanding of GenAI literacy while also promoting its ethical use.

Room 23 (Exhibit Hall Level C2)

Presenter: Sanjana Srivastava, The University of Texas at El Paso

Theory, Research Methodologies, and Praxis

DB.15 “I Hope They Know”: Documenting Generative AI Impacts through Exploratory Student Interviews

Troubling disconnects have emerged between everyday student experiences with generative AI and university policymaker awareness. This presentation documents an ongoing research project that uses one-on-one student interviews and qualitative data analysis to illuminate diverse student perspectives on generative AI's impacts. Presenters will share project findings, materials, and design tips.

Room 8 (Concourse Level C3)

Presenters: Robert Cochran, Brandeis University, Waltham, MA
Scott Moore, Brandeis University, Waltham, MA

Writing Programs

DB.16 Reimagining First-Year Composition: Mapping Students' Literacy Histories as Digital Bricoleurs in a Decolonial Rhetorical Ecology

The presentation explores reimagining first-year composition through decolonial pedagogy that honors students' literacy histories as digital bricoleurs. Findings challenge deficit models of academic writing norms and advocate for re-envisioning inclusive pedagogy by recognizing rhetorical agency, valuing linguistic and cultural repertoires, and promoting digital mapping and multimodal practices.

Room 14 (Exhibit Hall Level C2)

Presenter: Durga Bhusal, Clemson University, SC

E Sessions: 4:45–6:00 p.m.

College Writing and Reading

E.1 Reimagining Remediation, Basic Writing, and Course Placement: A Cross-Institutional Conversation (Livestream)

In this session, Basic Writing faculty from diverse institution types across the country will come together in conversation to reimagine commonplaces related to various models for Basic Writing instruction and course placement within and beyond their institutions.

Room 307 A (Atrium Floor 3)

Presenters: Anthony DeGenaro, Ohio Dominican University, Columbus
Ashleigh Fox, Community College of Allegheny County, Pittsburgh, PA
Angela Gaito-Lagnese, Community College of Allegheny County,
Pittsburgh, PA

Charles Grimm, Georgia Highlands College, Rome
Amanda Sladek, University of Nebraska at Kearney

Respondent: Jessica Nastal, College of DuPage, Glen Ellyn, IL

Community, Civic, and Public Contexts of Writing

E.2 The Fierce Urgency of Now: An Appeal to Strategically Reimagine Our Discipline's Initiatives and Responsibilities (Featured)

This panel argues for an urgent reimagining of our discipline's responsibilities and rhetorical initiatives, given the attacks on education, equity, and democratic institutions.

Room 304 (Atrium Floor 3)

Presenters: Jennifer Maher, University of Maryland Baltimore County
Kelly Ritter, Georgia Tech, Atlanta
Elizabeth Wardle, Miami University, Oxford, OH
Jennifer Wells, New College



Jennifer
Maher



Kelly
Ritter



Elizabeth
Wardle



Jennifer
Wells

Institutions: Labor Issues, Professional Lives, and Survival

E.3 Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2027

Sponsored by the CCCC Newcomers' Orientation Committee

Newcomers will develop ideas for sessions for the 2027 CCCC Annual Convention with help from established teacher-scholars. The 2027 CCCC program chair will be present.

Room 26 C (Ballroom Level C4)

Presenters: Megan Busch, Charleston Southern University, SC
Alex Evans, University of Cincinnati Blue Ash College, OH

Community, Civic, and Public Contexts of Writing

E.4 Struggling through Together: Building Community as Non-Tenured and Alt-Ac Academics

This roundtable considers best practices for fostering and maintaining both in-person and digital academic communities, with a focus on non-tenure track and alt-ac academics. We invite participants to consider how we can strengthen communities both within the physical spaces of our own institutions and the digital spaces beyond.

Atrium Ballroom D (Atrium Floor 1)

Presenters: Rusty Bartels, Syracuse University, NY
Lacey Nisbett, Western Governors University, Millcreek, UT
Stephanie Parker, Rice University, Houston, TX
Amanda Stevens, Miami University, Oxford, OH

College Writing and Reading

E.5 Free for All: Perceptions and Rationales of Writing Instruction in the Age of Unclear Generative AI Policies

Academic policies on generative AI in higher education remain inconsistent, creating uncertainty for students. This panel explores policy gaps in relation to writing instruction, pedagogical rationales surrounding this uncertainty, and student perspectives on AI's impact. Using empirical data, we advocate for clearer, student-focused AI policies that foster meaningful engagement with writing.

Atrium Ballroom F (Atrium Floor 1)

Presenters: Antonio Hamilton, University of Illinois Urbana-Champaign
Sydney Miller, University of Illinois Urbana-Champaign
Cong Wang

Thursday, 4:45–6:00 p.m.

College Writing and Reading

E.6 Applying Alternative Assessment and Universal Design in Texas Corequisite Writing Courses

Drawing on principles from alternative assessment and universal design, presenters discuss efforts to develop inclusive, scaffolded assessment methods in coreq writing courses that account for state, federal, and institutional requirements and enrollment trends. We will describe custom workbooks that foster an engaged writing process that is flexible, student-centered, and accessible.

Room 202 (Atrium Floor 2)

Presenters: Hillary Coenen, Midwestern State University, Wichita Falls, TX
Breanna Cotner, Midwestern State University, Wichita Falls, TX
Amber Hunsaker, Midwestern State University, Wichita Falls, TX

Writing Programs

E.8 It Takes a Village: Prioritizing FYC Corequisite Success through Conversation and Collective Action

Bringing together perspectives from across the university, this presentation will discuss how a composition program, provost office, and student success center worked collaboratively to re-imagine co-requisite education at a public four year institution through initiatives related to writing campus, drop in tutoring lab, and peer mentor programs.

Room 205 A (Atrium Floor 2)

Presenters: Michelle Davidson, The University of Toledo, OH
Alex Derosa, The University of Toledo, OH
Anthony Edgington, The University of Toledo, OH
Shannon Neumann, The University of Toledo, OH

Histories of Rhetoric

E.9 Dialectic Remix: Conferencing with Plato on Generative AI

This roundtable of graduate student and early career instructors returns to Plato's critique of writing in Phaedrus as a model for productive interrogation of the place of GenAI technology in the writing classroom. Our roundtable remixes the ancient practice of dialectic in conjunction with our modern concerns about new and evolving pedagogical responses to GenAI in the composition classroom.

Room 205 B (Atrium Floor 2)

Roundtable Leader: Jesse Crombie, Indiana University Bloomington

Presenters: Philip Choong, University of San Francisco, CA
Rebecca Ottman, Texas A&M University at Galveston

Community, Civic, and Public Contexts of Writing

E.10 Leadership as Conversation: Toward Relationship-Centered Leadership in Prison Literacy Collaborations

This panel builds on a tradition of relationship-centered approaches to community literacy. We will explore the concept of Leadership as Conversation, focusing on Exchange for Change (E4C), a network of prison literacy partnerships based in South Florida. E4C programs are co-designed by inside students, who assume leadership roles amid spaces that routinely deny them agency and autonomy.

Room 25 A (Ballroom Level C4)

Presenters: Paul Feigenbaum, University at Buffalo
Kathie Klarreich
Ana Luszczynska
Nicholas Vagnoni

Approaches to Teaching and Learning

E.11 Moving from “Should Do’s” to Knowing What You Do: Updating Metacognitive Assessment Tools for Graduate Readers

Grad education continues to operate by the belief that effective reading practices are learned by osmosis, if not dispiriting rounds of trial and error. This Engaged Learning Experience session explores what grad readers do as they read and how they make sense of disciplinary practices, using an updated tool for assessing readerly metacognition. Participants will use the tool to spark discussion on their practices.

Room 25 B (Ballroom Level C4)

Presenters: Lizzie Hutton, Miami University, Oxford, OH
Carolyne King
Michelle Sprouse

Inclusion and Access

E.12 It’s Giving Community: Empowering First-Generation Black Female Students through Critical Discourse

This panel features the Department of English chair, an English professor, and two undergraduate students from Oklahoma’s only HBCU. We explore the challenges faced by first-generation Black female college students, including financial hardships and navigating academic environments. Participants will engage in storytelling and discussions, gaining strategies for fostering inclusive mentorship.

Room 25 C (Ballroom Level C4)

continued on next page

Thursday, 4:45–6:00 p.m.

Presenters: Ja’Nas Allen, Langston University, OK
Amalia Davis, Langston University, OK
Yaisa Mann, Langston University, OK
Cindy Ross, Langston University, OK

Antiracism and Social Justice

E.13 Coming Together as an Ummah for Social Change and Inclusion

Sponsored by the CCCC Arab/Muslim Caucus

In this session, we come together as members of the Arab/Muslim Caucus with diverse research interests including Arab-Islamic rhetorical tradition, inclusive design practices, Muslim women’s rhetorics, and the concept of the ummah as a unifying force for social justice.

Room 26 A (Ballroom Level C4)

Standing Group or Caucus Chair: Soha Youssef, Thomas Jefferson University, Philadelphia, PA

Presenters: Dominic DelliCarpini, York College of Pennsylvania, Grantley Samaa Gamie, Lincoln University, PA
Tamara Issak, St. John’s University, Queens, NY
Munira Mutmainna, St. John’s University, Queens, NY
Lana Oweidat, Goucher College, Baltimore, MD

First-Year Writing

E.14 Radical Hospitality: Creating Pathways for Success for First-Generation and International Students in First-Year Writing at Two-Year Colleges

This presentation describes the importance of cross-institutional collaborations in cultivating a culture of inclusion and success for first-generation and international students in the writing classroom.

Room 302 (Atrium Floor 3)

Presenters: Robert Chapman-Morales, Schoolcraft College, Livonia, MI
Helen Ditouras, Schoolcraft College, Livonia, MI
Travis Michalak, Schoolcraft College, Livonia, MI

First-Year Writing

E.15 Self-Governance: Writing-Program Autonomy in the Curriculum and Classroom

In this roundtable, we present how writing programs and instructors can assert autonomy through a range of powerful choices, including collaborative interdisciplinarity, instructor resistance, and student empowerment. We look forward, also, to hearing from fellow composition

teachers about how autonomy has been threatened and defended at their own institutions.

Atrium Ballroom A (Atrium Floor 1)

Presenters: Charles Brown, Tulane University, New Orleans, LA
Emily Capdeville
Isa Murdock-Hinrichs
Ebony Perro
Matthew Sumpter, Tulane University, New Orleans, LA
T.E. Winningham

Approaches to Teaching and Learning

E.16 Empathy Shouldn't Be Empty: Creating Sustainable Classroom Practices

The facilitators will share data from their research study on empathy, explore practical and sustainable empathetic classroom practices, and examine the negative impact nonempathetic policies/practices have on students and professors. Before leaving, participants will create a specific empathetic practice, policy, or assignment they can incorporate into their next syllabus or class.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Jessica L. Parker, Metropolitan State University of Denver
Jane Vigil, Metropolitan State University of Denver

Writing Programs

E.17 The Blame Game: Examining Conversations across Instructional Communities

The general public, educators, and even writing scholars often look for someone to blame for students' lagging writing skills. To better understand why it's so easy to join the writing skills blame game and to explore what can be done about it, this concurrent panel will examine the issue from four perspectives: K–12 education, first-year composition, writing center work, and WAC programs.

Room 307 B (Atrium Floor 3)

Presenters: Brandie Bohney, North Central Ohio Educational Service Center
Clayton Chiarelott, Bowling Green State University-Firelands
Annie Cigic, Bowling Green State University & Suvoda
Rachel Flynn, Heritage University, Toppenish, WA

Thursday, 4:45–6:00 p.m.

First-Year Writing

E.18 Teaching for Transfer across Contexts: Adaptations, Innovations, and Insights

Sponsored by the CCCC Teaching for Transfer Standing Group

This panel explores how knowledge transfer is understood and practiced in higher education, especially through the Teaching for Transfer (TFT) curriculum. Presenters highlight how TFT can be adapted across contexts, modalities, and student populations to support writing transfer beyond first-year composition.

Room 5 (Concourse Level C3)

Standing Group or Caucus Chair: Kara Taczak, University of Central Florida, Orlando

Presenters: Sonja Andrus, University of Cincinnati Blue Ash, OH

Peter Fields

Keira Hambrick

Robert Murdock, University of Cincinnati Blue Ash, OH

Katherine Field Rothschild, Stanford University, CA

Inclusion and Access

E.19 Slow Rhetoric, Fast Tech: Centering Inclusive Writing Values in GenAI Pedagogy

As GenAI enters classrooms, instructors face new questions about inclusion, labor, and ethics. This panel addresses student engagement, grading, disclosure, and multilingual access, proposing the frameworks already developed in writing studies around access and inclusion as more pedagogically grounded alternatives to productivity-based GenAI discourse.

Room 6 (Concourse Level C3)

Presenters: Moinak Choudhury

Dori Coblenz, Georgia Institute of Technology, Atlanta

Sean Dolan

Luke Rodewald, Florida International University, Miami

First-Year Writing

E.20 The Talk That Builds a Course: The Crucial Role of Dialogue in Designing a Composition with Support Class

Amid shrinking budgets and uneven student preparedness, we piloted a support-focused composition course shaped by layered dialogue—across institutional, instructional, and student levels. This panel examines how conversation functions as both a design principle and sustaining force. Speakers will reflect on the pilot year’s lessons and the evolving future of the course.

Room 7 (Concourse Level C3)

Presenters: Sarah Osborn, University of Nebraska Omaha
Melanie Seitzer, University of Nebraska Omaha
James Vnuk, University of Nebraska Omaha

Approaches to Teaching and Learning

E.21 **Reading Like a Student: Interactive Investigation of Grading Language, Power, and Equity in Course Syllabi**

We share findings from a study of California postsecondary writing course syllabi. We describe how grading language in syllabi is both pervasive and often difficult to identify, revealing underlying issues of power, hierarchy, and equity. Our interactive presentation asks participants to adopt the grading language lens as a kind of reflective pedagogical practice.

Room 9 (Exhibit Hall Level C2)

Presenters: Tricia Serviss, University of California Davis
Julia Voss
Tanner WouldGo, University of California Santa Cruz

Respondents: Angela Clark-Oates, Sacramento State University, CA
Jennifer Burke Reifman, San Diego State University, CA

EA Sessions: 4:45–5:15 p.m.

College Writing and Reading

EA.1 AI Integration with Instructor Intervention: Designing a Multilingual Composition Course for the Future

I will explore the integration of AI tools in multilingual composition classrooms, emphasizing the critical role of instructor intervention in shaping student learning. I will focus on the practical and ethical considerations of combining AI technology with human feedback to support multilingual writers by sharing practical strategies.

Room 10 (Exhibit Hall Level C2)

Presenter: Jainab Banu, North Dakota State University, Fargo

Professional and Technical Writing

EA.2 Writing with Ghosts: Enron, AI, and the Hidden Legacy of Corporate Language

This session explores how AI writing tools adopt trust building tones shaped by corporate discourse, such as the Enron email corpus, where employees used polished communication to mask fraud before the company's collapse. It examines how these AI personas influence student confidence, tone, and authorship, and discusses the implications for writing pedagogy.

Room 11 (Exhibit Hall Level C2)

Presenter: Kassia Shaw, University of Wisconsin-Madison

Approaches to Teaching and Learning

EA.3 Moving Knowledge, Making Place: Land, Mobility, and Writing

This presentation examines how the mobility of place-based knowledge reshapes writing ecology, using the Gurung community's land-based knowledge across Nepal and the US to show how traditional epistemologies adapt in new environments. It highlights classroom activities and student works to envision writing as a relational practice unfolding across space, culture, and knowledge systems.

Room 12 (Exhibit Hall Level C2)

Presenter: Menuka Gurung, The University of Texas at El Paso

Community, Civic, and Public Contexts of Writing

EA.4 Conferences and the Composition of Individual Histories in the Age of AI

The labor exploitation linked to AI, overseen by private tech companies, raises concerns about the potential loss of ownership over written work.

Organizing writing classes as public events, such as conferences, can address this issue by increasing individual visibility and recognition. As the impact of AI grows, writing personal histories is intertwined with an engagement in the public sphere.

Room 13 (Exhibit Hall Level C2)

Presenter: Lior Rosenfeld, Michigan Technological University, Houghton

Information Literacy and Technology

EA.5 Navigating Algorithmic Literacy Practices among Digital Feminists and Activists in the Global South

This presentation explores how Global South feminists and activists use algorithmic literacy on social media for advocacy, resistance, and shared identity construction. Based on the findings, the presentation opens a space for audiences to have critical discussions on challenging oppressive digital practices and dismantling rooted misogyny while contributing to the social justice turn in TPC.

Room 14 (Exhibit Hall Level C2)

Presenter: Kalpana Shrestha, East Carolina University, Greenville, NC

Histories of Rhetoric

EA.7 Feminist Rhetors across Time: Christine de Pizan and Begum Rokeya's Rhetoric from Medieval France to Colonial Bengal

This study examines the rhetorical contributions of Christine de Pizan and Begum Rokeya, two feminist thinkers who, despite belonging to vastly different historical and cultural contexts, used their writing to challenge patriarchal norms and advocate for women's education and empowerment.

Room 16 (Exhibit Hall Level C2)

Presenter: Masuma Akter, Northern Illinois University, DeKalb

Writing Centers (including Writing and Speaking Centers)

EA.8 The Missing Link: Reflecting on Peer-to-Peer Tutor Mentorship Programs in a Multilingual Writing Center

The primary goal of this session is to explore how peer-to-peer mentorship programs in multilingual writing centers can support cultural literacy and tutor preparedness in diverse academic contexts. Specifically, the session aims to highlight the interconnectedness of language, literacy, and culture, and how these elements shape academic writing norms and peer mentoring dynamics.

Room 17 (Exhibit Hall Level C2)

Presenter: Tshepang Mashiloane, Michigan State University, East Lansing

Thursday, 4:45–5:15 p.m.

Language, Literacy, and Culture

**EA.9 Negotiating Selves: A Ukrainian American
Compositionist Singer’s Reflection on Voice in
Writing, Peter Elbow at CCCCs, and Student Writers**

In this presentation, I reflect upon how being a Ukrainian American compositionist and singer led me to ask students to define voice in writing to actively connect students with composition history, theory, and sociolinguistics. I also recount how I was influenced by Peter Elbow’s career of championing the term “voice” and his yearly advocacy at the CCCC Annual Convention for what he later termed “vernacular eloquence.”

Room 18 (Exhibit Hall Level C2)

Presenter: Krystia Nora, Milwaukee Area Technical College, WI

Approaches to Teaching and Learning

**EA.10 Toward a Restorative Justice Composition
Pedagogy: What Can Restorative Justice Practices
Offer to Composition Pedagogy in US Colleges?**

In this presentation, the speakers report on a qualitative research study that they conducted with BIPOC and transnational writing instructors teaching composition courses in a US college. The study focuses on these instructors’ proactive, interventive, restorative practices and what guides their relationships with their students.

Room 19 (Exhibit Hall Level C2)

Presenters: Khadidja Belhadi, Illinois State University, Normal
Lisya Seloni, Illinois State University, Normal

Theory, Research Methodologies, and Praxis

**EA.11 “Talking about God, I Think, and Memory”: Jewish
Identity and the Composition Studies Community**

Religion is considered inappropriate in the college classroom due to the assumption that “faith” and “questioning” are mutually exclusive, but what this perspective misses is that “faith” is assumed to mean “Christian.” If composition theory considers other religious perspectives, it can expand as a field and encourage students. This paper explores this idea through using Jewish theology.

Room 20 (Exhibit Hall Level C2)

Presenter: Julia Unger, Virginia Tech, Blacksburg

Writing Centers (including Writing and Speaking Centers)

EA.12 Travelling Concepts and the Importance of Conversations in Developing a Localized Writing-Enriched Curriculum (WEC) Model at a UK University

This presentation charts how the writing development approach at a UK university is moving from a WID into a WEC (Writing-Enriched Curriculum) model as a result of “travelling concepts” derived from US-based WEC programs. The goal is for participants to gain understanding of how WEC concepts are travelling internationally and becoming localized through models in higher education around the world.

Room 21 (Exhibit Hall Level C2)

Presenter: Lisa Ganobcsik-Williams, Centre for Academic Writing,
Coventry University

Theory, Research Methodologies, and Praxis

EA.13 “Six Days Shalt Thou Labor” (Exodus 20:9): Christian Rhetorics of Labor and Dignity for the AI Writing Classroom

Christian rhetorics of labor, especially from Catholic Social Teaching and Protestant theology, offer a humanistic response to AI-driven redefinitions of writing. We examine how spiritual conceptions of authorship and dignity can enrich composition theory and pedagogy in the digital age.

Room 22 (Exhibit Hall Level C2)

Presenters: Lenny Grant, Syracuse University, NY
Kurt Stavenhagen, SUNY College of Environmental Science and Forestry

Information Literacy and Technology

EA.14 AI Technical Debt and What Students Have to Say about What They Need

This session argues that students are vulnerable users of AI and that we should advocate for them and collaborate with them to establish critical, research-based responses to commercial deployment of AI. It is based on a review of research on AI and a course that invites students to study research on AI, document their own experience, and take a position on the deployment of AI for learning purposes.

Room 23 (Exhibit Hall Level C2)

Presenter: Christine Ross, Rochester Institute of Technology, NY

Thursday, 4:45–5:15 p.m.

College Writing and Reading

EA.15 Bridging the Void: Recommendations for Preparing Writing Studies Professionals to Support Reading Development

Critical literacy and multimodal reading are essential for college success. Based on a review of the Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC), this session argues for enhancing reading instruction in graduate writing studies programs. The session offers practical recommendations for preparing graduate faculty and undergraduate instructors to support students' literacy development.

Room 8 (Concourse Level C3)

Presenters: Alice Horning, Oakland University, Rochester, MI
Emily Suh, Texas State University, San Marcos, TX
Lance Womack, Texas State University

EB Sessions: 5:30–6:00 p.m.

Theory, Research Methodologies, and Praxis

EB.1 Handshakes, Hallways, and Hybridity: Reimagining Conference Conversation as Emergent Methodology

This presentation reimagines conference conversation itself as an emergent, epistemic methodology—where affective encounters, intellectual improvisations, and radical relationalities converge. By legitimizing fleeting exchanges as vital sites of scholarly invention, we reconceive the conference not as backdrop, but as a living architecture of collaborative knowledge in motion.

Room 10 (Exhibit Hall Level C2)

Presenter: Shiva Mainaly, University of Memphis, TN

Writing Programs

EB.2 The Assessment of a Writing Program in the Context of Higher Education in Argentina

This paper presents the assessment of a writing program implemented in a higher education institution in Argentina. The program is outlined in order to describe its principles and the strategies employed for its implementation and sustainability. Then, the methodology for the assessment is proposed in detail as well as the results obtained, including some proposes for its improvement.

Room 11 (Exhibit Hall Level C2)

Presenter: Estela Ines Moyano, Universidad Nacional Guillermo Brown/
Universidad de Flores

First-Year Writing

EB.3 Exploring Student Writers' Perceptions and Practices of Peer Response: A Case Study of a Cross-Cultural First-Year Composition Class

This presentation explores how multilingual and mainstream students perceive and engage with peer response in a first-year writing course. Reflective questionnaires and observations reveal positive attitudes alongside significant challenges. The findings suggest that composition instructors adopt strategies to meet the diverse needs of students in composition classrooms.

Room 12 (Exhibit Hall Level C2)

Presenter: Keshari Rana Thapa, Minnesota State University

Thursday, 5:30–6:00 p.m.

Inclusion and Access

EB.4 Assembling Community: Informal Conference Spaces, Community Listening, and the Pedagogies of Belonging

This proposal argues that informal interactions at academic conferences—such as hallway conversations and shared moments—are crucial for fostering scholarly belonging and knowledge exchange. Drawing on assemblage theory and community listening, it explores how these unscripted encounters shape academic identity, inclusion, and support beyond traditional formal sessions.

Room 13 (Exhibit Hall Level C2)

Presenter: Ambir Khadka, The University of Texas at El Paso

Writing Programs

EB.5 Starting Small: Beginning a Longitudinal Study on Class Size, Student Success, and Student Belonging in First-Year Composition

This session introduces a longitudinal, mixed-methods study examining how class size shapes student success, students' perceptions of learning and belonging, and faculty workload in FYC. Presenters will share research design, institutional context, preliminary findings, and early tactics for data-driven advocacy.

Room 14 (Exhibit Hall Level C2)

Presenters: Crystal Fodrey, University of Louisville, KY
Andrea Olinger, University of Louisville, KY

Approaches to Teaching and Learning

EB.6 Writing, AI, and the Fight for Higher Education: Toward Principle-Based Sensemaking in Faculty Development

This presentation shares a WAC-based faculty development model grounded in sensemaking in community, helping educators navigate AI's impact on writing and teaching. Drawing from qualitative research, it offers a practical heuristic for building long-term, principle-driven programming that supports proactive responses to ongoing challenges in higher education.

Room 15 (Exhibit Hall Level C2)

Presenter: Mandy Olejnik, Miami University, Oxford, OH

Language, Literacy, and Culture

EB.7 Omissions in the Archive: Examining Identity Formation and Archival Performance through the Opacities of Language

This presentation focuses on narrative omissions and opacities—what we define as gaps and diverging perspectives that arise among and between familial immigration stories, through the lenses of language use, loss, and translation. This discussion is based on the creation of a digital archive that houses narratives of familial immigration and descendancy in the Asian diaspora across the Americas.

Room 16 (Exhibit Hall Level C2)

Presenters: Sidra Arshad, The University of Pittsburgh, PA
Maria Alexandra Arana Blas, The University of Pittsburgh, PA

Community, Civic, and Public Contexts of Writing

EB.8 Service-Learning and the Strange Case of the Brooklyn Hero Supply Company

This proposal describes a project that critically assesses the results of a first-year writing course that interacts with the surrounding New York City community. The project aims to argue for the benefits of being together and writing together in real time at the Brooklyn Hero Supply Company.

Room 17 (Exhibit Hall Level C2)

Presenters: DeVaughn Harris, CUNY Graduate Center
Adam Koehler, Manhattan University, Bronx, NY

Approaches to Teaching and Learning

EB.9 Using Feminist Digital Embodiment to Teach Undergraduate Research and Writing

This presentation will describe how feminist digital embodiment is an intersectional theoretical lens that attends to the experiences of people (particularly marginalized people) across contexts and can help us make change through our teaching practices by describing student interview data from a pedagogical study of a class grounded in feminist digital embodiment.

Room 18 (Exhibit Hall Level C2)

Presenter: Destiny Brugman, University of Indianapolis, IN

Thursday, 5:30–6:00 p.m.

Writing Centers (including Writing and Speaking Centers)

EB.10 Moving the Conversation Forward: Centering Race in Research on Writing Center Directors of Color

Attendants will review key methods and initial takeaways from a study on seventeen writing center directors of color and their labor. Specifics about the presenter's approach to centering race and utilizing grounded theory in their mixed methods data collection will be shared. Findings will be discussed on how directors of color find value and connection in relationship to their positionality.

Room 19 (Exhibit Hall Level C2)

Presenter: Eduardo Mabilog, The Ohio State University, Columbus

First-Year Writing

EB.11 How to Care: Exploring Nonprofit Writing Spaces in a Community-Engaged FYW Classroom

Both FYW teachers and those interested in community-engaged, public writing are invited to consider how nonprofit writing spaces are generative sites for FYW assignments and how writing with community invites our students to care. Using a collaborative grant writing project, the session will imagine how FYW can bridge the gap between classrooms and local communities.

Room 20 (Exhibit Hall Level C2)

Presenter: Maggie Bell, Auburn University, AL

Information Literacy and Technology

EB.12 GenAI and Reading Annotation: Integrating Critical AI Literacy in First-Year Research Writing

This session shares the results of an IRB-approved study on the impact of first-year writers' use of GenAI as part of their research and critical reading processes. The session explores a series of first-year writing activities that integrate AI literacy objectives with critical reading as part of students' prewriting for a literature review. We then consider a sample of student work.

Room 21 (Exhibit Hall Level C2)

Presenter: Salena Anderson, Georgia Southern University, Statesboro

Approaches to Teaching and Learning

EB.13 Teaching Geographic Rhetorics through Digital Maps

This session provides an overview of a digital mapping assignment and thinks through how digital tools help students mediate their embodied, spatial experiences of space and place.

Room 22 (Exhibit Hall Level C2)

Presenter: Kara Mae Brown, University of California Santa Barbara

First-Year Writing

EB.14 A Digital Commons as Homeplace

Inspired by *The Composition Commons*, Jessica Yood’s new book, and grounded in Ann E. Berthoff’s writing pedagogy, this presentation explores the role of the writing commons in cultivating homeplace for vulnerable communities.

Room 23 (Exhibit Hall Level C2)

Presenter: Nicole Walker, CUNY-Lehman

First-Year Writing

**EB.15 Mapping Ideological Tensions in Composition
Classrooms: Digital Rhetoric and First-Year Writing**

This presentation adopts Elbow’s “embracing contraries” and stresses the need for the inclusion of controversial topics into first-year writing to foster critical thinking, rhetorical agility, and ethical participation. The presenter will share his 17-week observations of misogynistic activities of Anthony Dream Johnson on X (Twitter) as a case study and offer some practical teaching strategies.

Room 8 (Concourse Level C3)

Presenter: Amar Sherma, The University of Texas at Arlington

Thursday, 6:30–7:30 p.m.

Thursday Special Interest Group Meetings

6:30–7:30 p.m.

Language, Literacy, and Culture

TSIG.1 Council for Play and Game Studies Business Meeting

Sponsored by the CCCC Council for Play and Game Studies

The Council for Play and Game Studies (CPGS) provides pedagogical and scholarly resources to teacher-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.

Room 10 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Rebekah Shultz Colby, University of Denver, CO

Presenter: Matt Hill, University of Denver, CO

Community, Civic, and Public Contexts of Writing

TSIG.2 Environmental Rhetoric and Advocacy Standing Group

Sponsored by the CCCC Environmental Rhetoric and Advocacy Standing Group

This Standing Group 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 collaboration on presentations for national and regional conferences.

Room 11 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Michael Geary, Bristol Community College, Fall River, MA

Professional and Technical Writing

TSIG.3 Annual Business Meeting of the Legal Writing and Rhetoric Standing Group

Sponsored by the CCCC Legal Writing and Rhetoric Standing Group

The annual business meeting of the Legal Writing and Rhetoric Standing Group. We invite all interested conference attendees to join!

Room 12 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Lindsay Head, Widener University
Delaware Law School

Inclusion and Access

TSIG.4 Jewish Caucus Gathering and Business Meeting

Sponsored by the CCCC Jewish Caucus

This is the annual gathering for current and prospective members of the Jewish Caucus.

Room 13 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Mara Lee Grayson, Hillel
International

Institutions: Labor Issues, Professional Lives, and Survival

TSIG.5 Mothers in Rhetoric and Composition SIG

Sponsored by the CCCC 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 14 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Jennifer Consilio, Lewis University,
Romeoville, IL

Approaches to Teaching and Learning

TSIG.6 SIG for ePortfolios and Multimodal Composition

Sponsored by the CCCC SIG for ePortfolios and Multimodal Composition

Drawing on the AAEEBL Digital Ethics in ePortfolio 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 15 (Exhibit Hall Level C2)

Presenters: Morgan Gresham, University of South Florida, St.
Petersburg

Megan Mize, Old Dominion University, Norfolk, VA

Sarah Zurhellen, Appalachian State University, Boone, NC

Thursday, 6:30–7:30 p.m.

Theory, Research Methodologies, and Praxis

TSIG.7 Teaching for Transfer Standing Group Meeting

Sponsored by the CCCC Teaching for Transfer Standing Group

This Teaching for Transfer (TFT) Standing Group meeting brings together scholars and instructors to share ideas, updates, pedagogical strategies, and research initiatives connected to TFT. We collaboratively discuss current research, classroom adaptations, and potential projects that support writing transfer across and among contexts, populations, institutions, and more.

Room 16 (Exhibit Hall Level C2)

Standing Group or Caucus Chairs: Katherine Field Rothschild,
Stanford University, CA
Kara Taczak, University of Central Florida, Orlando

Writing Programs

TSIG.8 WAC Standing Group Business Meeting

Sponsored by the CCCC 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.

Room 17 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Ashley Holmes, Oregon State
University, Corvallis

Presenters: Kristi Girdharry, Babson College, Wellesley, MA
Elizabeth Wardle, Miami University, Oxford, OH

Theory, Research Methodologies, and Praxis

TSIG.9 Writing About Writing Network Standing Group

Sponsored by the CCCC Writing About Writing Standing Group

This is the annual business meeting of the Writing About Writing Network Standing Group.

Room 18 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Ryan Roderick, Husson University,
Bangor, ME

Presenters: Maria Assif
Rebecca Babcock, The University of Texas Permian Basin, Odessa
Diana Epelbaum
Joseph Robertshaw, The University of Alabama in Huntsville
Samuel Stinson, Minot State University, ND

Antiracism and Social Justice

TSIG.10 Asian/Asian American Caucus Business Meeting

Sponsored by the CCCC Asian/Asian American Caucus

This is the annual business meeting of the CCCC Asian/Asian American Caucus.

Room 19 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Florianne Jimenez, University of New Hampshire, Durham

Presenters: Chen Chen

Xiaobo (Belle) Wang, Sam Houston State University, Huntsville, TX

Institutions: Labor Issues, Professional Lives, and Survival

TSIG.11 IWDPA Standing Group Business Meeting

Sponsored by the CCCC IWDPA: Independent Writing Departments and Programs Association Standing Group

Join us for the business meeting of the Independent Writing Departments and Programs Association Standing Group.

Room 20 (Exhibit Hall Level C2)

Presenter: Denise Comer, Duke University, Durham, NC

TSIG.12 Medical Rhetoric Standing Group (MRSB) Business Meeting

Sponsored by the CCCC Medical Rhetoric Standing Group (MRSB)

The Medical Rhetoric Standing Group (MRSB) 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 2026–2027. Everyone is welcome!

Room 21 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Kristin LaFollette, University of Southern Indiana, Evansville

Approaches to Teaching and Learning

TSIG.13 Studio Plus

Sponsored by the CCCC Studio Plus Special Interest Group

The Studio Plus SIG works to support Studio approaches and programs being used across various educational contexts.

Room 22 (Exhibit Hall Level C2)

continued on next page

Thursday, 6:30–7:30 p.m.

Presenters: Nina Ringer, The College of New Jersey, Ewing
Mark Sutton, Midlands Technical College, West Columbia, SC

Community, Civic, and Public Contexts of Writing

TSIG.14 Internship Special Interest Group

Sponsored by the CCCC Internship Special Interest Group

The Internship Special Interest Group (SIG) will discuss the important role internships play in our discipline. Internships are one of the most significant ways for academic programs to bridge the gap between classroom and workplace settings. The SIG seeks to enlarge discussions of internships and serve as a potential resource for internship directors and instructors.

Room 23 (Exhibit Hall Level C2)

Presenter: Dauvan Mulally, Grand Valley State University, Allendale, MI

Histories of Rhetoric

TSIG.15 National Archive of Composition and Rhetoric (NACR) Special Interest Group

Sponsored by the CCCC National Archive of Composition and Rhetoric

The NACR working group will contribute to the conversation of the field across generations by sharing new pilot archival projects that broaden the field's archival spaces and enact the organization's emerging vision for linking and creating regional and digital archival sites across the country. We invite all participants to share their projects and help develop an accessible, inclusive network.

Room 24 (Exhibit Hall Level C2)

Presenters: Bradfield Dittrich, Southern New Hampshire University
Cynthia Gannett, Fairfield University, CT
Neal Lerner, Northeastern University, Boston, MA
Katherine Tirabassi, Keene State College, NH

Antiracism and Social Justice

TSIG.16 Queer Caucus Meeting

Sponsored by the CCCC Queer Caucus

This is the annual meeting of the CCCC Queer Caucus in which we discuss any yearly business or issues related to caucus projects and queer/LGBTQ+ visibility within the conferences and disciplines.

Room 25 A (Ballroom Level C4)

Standing Group or Caucus Chairs: Wilfredo Flores, University of North Carolina at Charlotte
Ruby Mendoza, California State University, Sacramento

Language, Literacy, and Culture

**TSIG.17 Transnational Composition Standing Group
Business Meeting**

Sponsored by the CCCC Transnational Composition Standing Group

This is an annual meeting for ongoing and new members of the transnational writing community at CCCC.

Room 25 B (Ballroom Level C4)

Standing Group or Caucus Chair: Nancy Bou Ayash, University of Washington, Seattle

Writing Programs

**TSIG.18 Untenured and Alternative-Academic WPA
Standing Group Business Meeting**

Sponsored by the CCCC Untenured and Alternative-Academic WPA Standing Group

We facilitate discussion among untenured and alternative-academic WPAs to determine the group's interests and priorities. All who do WPA work are welcome. Our meeting will inform the Executive Team's work for the following year, especially as we craft the CFP for our sponsored panel. The discussion will also facilitate nominations for and election of a new Secretary to the Executive Team.

Room 25 C (Ballroom Level C4)

Presenters: Elizabeth Burrows, Auburn University at Montgomery, AL
LewEllyn Hallett, University of Arkansas, Fayetteville
Ashley Lyons, The University of Chicago, IL
Kem Roper, Athens State University, AL

Professional and Technical Writing

TSIG.19 Writing and STEM Standing Group Meeting

Sponsored by the CCCC Writing and STEM Standing Group

A group for people interested in teaching writing in and about the STEM disciplines: Science, Technology, Engineering, and Mathematics.

Room 26 A (Ballroom Level C4)

Standing Group or Caucus Chairs: Amelia Herb, The University of Arizona, Tucson

Robby Nadler, Victoria University of Wellington, New Zealand

Presenters: Rebecca Chenoweth

Holly Gallagher, University of Georgia, Athens

Clay Walker, University of Michigan, Ann Arbor

Thursday, 6:30–7:30 p.m.

Inclusion and Access

TSIG.20 Disability Studies Standing Group Annual Meeting

Sponsored by the CCCC Disability Studies Standing Group

This group is for, and about, people studying, teaching, and researching at the intersection of disability studies and rhetoric/composition. We engage in advocacy, networking, and community building.

Room 5 (Concourse Level C3)

Standing Group or Caucus Chairs: Millie Hizer, Southeastern Louisiana University, Hammond
Gabriella Wilson-Kopko, Towson University, MD

Community, Civic, and Public Contexts of Writing

TSIG.22 CCCC Intellectual Property in Composition Studies Standing Group Business Meeting

Sponsored by the CCCC Intellectual Property in Composition Studies Standing Group

The standing group addresses IP topics relevant to composition studies such as copyright, fair use, text ownership and authorship, remixing, open sharing, appropriation, and generative AI.

Room 7 (Concourse Level C3)

Standing Group or Caucus Chairs: Mike Edwards, Washington State University, Pullman
Kim Gainer, Radford University, VA
Roundtable Leaders: Kyle Stedman, Rockford University, IL
Charles Woods, East Texas A&M University, Commerce

Institutions: Labor Issues, Professional Lives, and Survival

TSIG.23 CCCC Labor Caucus Business Meeting

Sponsored by the CCCC Labor Caucus

This meeting of the CCCC Labor Caucus discusses academic labor, organizing, and caucus-related business. Newcomers are welcome!

Room 8 (Concourse Level C3)

Standing Group or Caucus Chair: Bruce Kovanen, North Dakota State University, Fargo

Information Literacy and Technology

TSIG.24 CCCC Standing Group on Online Writing Instruction (OWI): 2026 Business Meeting

Sponsored by the CCCC Online Writing Instruction (OWI) Standing Group

The annual meeting of the Online Writing Instruction (OWI) Standing Group is open to everyone interested in online and hybrid writing pedagogy and research.

Room 9 (Exhibit Hall Level C2)

Standing Group or Caucus Chair: Jennifer Cunningham, Kent State University, OH

TSIG.25 Second Language Writing Standing Group Business Meeting

This session, open to anyone, reviews Standing Group business, scholarly trends in second language writing, and emphasizes community building.

Room 26 C (Ballroom Level C4)

Standing Group or Caucus Chair: Analeigh Horton, Fairleigh Dickinson University, Teaneck, NJ

Facilitators: Titcha Ho, Baruch College, New York, NY
Chaoran Wang, Colby College, Waterville, ME
Qianqian Zhang-Wu, Northeastern University, Boston, MA

Friday, March 6

Special Events and Meetings

“Rest as Resistance” Guided Meditation

Friday, March 6, 8:00 a.m.–5:00 p.m.

Saturday, March 7, 8:00 a.m.–2:00 p.m.

The Loft Suite (Atrium Floor 4)

Take time to pause, breathe, and ground yourself during the CCCC Annual Convention. This designated mindfulness space promotes rest and care during the Convention. Come sit in the quiet, practice mindful breathing, or stretch your body. The space is open for conventiongoers to drop in at any time during the Convention to make use of the space.

Join a guided meditation session on **Friday, March 6, at 9:30 a.m.–10:30 a.m.**, with Insight Meditation Cleveland!

Exhibit Hall & Action Hub

8:00 a.m.–5:00 p.m.

Grand Ballroom Foyer (Ballroom Level C4)

Participatory Action Research with Activists, for Activists

Sponsored by the Social Justice and Activism at the Convention Committee

Friday, March 6, 8:00 a.m.–9:15 a.m.

Room 203 (Atrium Floor 2)

This roundtable will discuss the affordances and challenges of participatory action research (PAR) with local activists. Using a PAR project-in-progress constructing a public-facing online repository that explores the role of writing and communication in activism, we will talk about how to establish a community-driven set of research protocols that remains sensitive to the needs and desires of participating activists and their respective communities.

Participants: Brian Bailie, University of Cincinnati, Blue Ash College
Antonio Byrd (chair), University of Missouri-Kansas City
Erin Green, University of North Carolina-Greensboro
Gabrielle Isabel Kelenyi, Lafayette College
Ifeoluwa Dorcas Komolafe, Florida State University
Christopher Wilkey, Northern Kentucky University
Local Cleveland Activists

Friday, 9:30 a.m.–7:15 p.m.

Language Policy Committee

9:30 a.m.–10:30 a.m. (Open)

Loft Conference Room B (Atrium Floor 4)

Co-Chairs: Elaine Richardson, The Ohio State University, Columbus
Denise Troutman, Michigan State University, East Lansing

Committee on Academic Freedom, Tenure/Renewal/ Reappointment, and Employment Security

9:30 a.m.–10:45 a.m. (Open)

Room 206 (Atrium Floor 2)

Co-Chairs: Seth Kahn, West Chester University of Pennsylvania
Cara Messina, Marist University, Poughkeepsie, NY

All-Attendee Session (AAS)—Conversations That Carry Us Forward: Perspectives from Past CCCC Chairs

11:00 a.m.–12:15 p.m.

Grand Ballroom AB (Ballroom Level C4)

In this conversational panel, past CCCC chairs draw on their experiences as program chairs to reflect on the role of the annual convention in our disciplinary and professional lives. Guided by shared questions, the panel will explore the past, present, and future of the conference and its place in building scholarship and community. Panelists will consider the balance between tradition and innovation, examining how membership and belonging are supported—or sometimes hindered—by our longstanding practices and organizational structures, and what possibilities might shape the conference's future.

Moderator: Holly Hassel (2022 chair; 2021 program chair)

Panel: Carolyn Calhoun-Dillahunt (2018 chair; 2017 program chair)

Doug Hesse (2005 chair; 2004 program chair)

Gwendolyn Pough (2011 chair; 2010 program chair)

Vershawn Young (2020 chair; 2019 program chair)

Annual Business Meeting (ABM) & Awards

4:45 p.m.–7:15 p.m.

Room 307A (Atrium Floor 3)

Sober Academics - online meeting on Discord

Friday, March 6, 5:00 p.m.

Sober Academics is a peer-led recovery group for folks who are seeking sober community in academia. We affirm the sharing of diversities in pathways, philosophies, methodologies, and practices and approaches of recovery. Anyone who identifies as “sober academic” can attend. Whether you are staff, admin, students (undergrad, grad, or PhD), part-time or full-time faculty, this meeting is for you!

Note that this year’s Sober Academics meeting is online: <https://discord.gg/aJdKtHaS5M>

All-Attendee Event—4Cs Stitch & Spin

Friday, March 6, 7:30–9:30 p.m.

The Loft (Atrium Floor 4)

The Social Justice and Activism at the Convention Committee, Local Arrangements Committee, and Handcrafted Rhetorics SIG invite you to share your favorite tunes, get crafty, and make zines at the second annual 4Cs Stitch & Spin! Drop by to listen to music and flex your creative muscles over crafts. No experience necessary. Craft supplies will be on hand, including the Feminist Caucus’s quilt project, though you can also bring your own. We encourage you to add a song to our collaborative Spotify playlist at <https://bit.ly/4C26playlist> to create the soundtrack for the night! Heavy appetizers will be provided with drinks for purchase. Visit <https://handcraftedrhetorics.org/> for more information.

Organizers: Antonio Byrd, University of Missouri, Kansas City
Megan Heise, Utah Tech University
Gabrielle Kelenyi, Lafayette College
Jason Luther, Rowan University
Kristi Prins, Cal Poly Pomona

Friday, 5:00 p.m.



PEER-LED RECOVERY GROUP
FOR FOLKS WHO ARE SEEKING
SOBER COMMUNITY IN ACADEMIA

WHY SOBER ACADEMICS?

Our Vision

Sober Academics strives to provide an inclusive meeting place for academics who encounter and counter the double stigma of being sober, and being sober in the alcoholic environment of academia.

Welcome

We affirm the sharing of diversities in pathways, philosophies, methodologies, and practices and approaches of addiction recovery and substance abuse treatment.

CHAT WITH US TODAY!



SOBER ACADEMICS
DISCORD COMMUNITY



Meeting Info.

Fridays 5:00 PM ET
Sober Academics
Discord Server
Voice Channel
"meeting"
SoberAcademics385@gmail.com



Friday, March 6

Poster Sessions Exhibit Level Common Space 8:00–9:15 a.m.

Approaches to Teaching and Learning

PS.15 Situating Game Studies Student Research Paper “Research” as Genuine Inquiry: Assessing One Approach

This poster session presents a collaborative project—exigence, research design, revision, and early results—undertaken in a game studies pilot course. The session aims to spotlight the potential of instructor-librarian collaboration and building a writing course on a foundation of student interest in, even passion for, a topic that teaches key concepts in writing and research in the process.

Presenter: Seth Hudson, George Mason University, Fairfax, VA

College Writing and Reading

PS.16 Teachers in Conversation on the Secondary- University Writing Continuum

In this poster presentation, we report on a work-in-progress collection of conversations between and among teachers from a range of institutional, professional, and personal positionalities. Our poster display will include a description of the larger project, brief descriptions of conversation themes, our methods for analyzing themes, and visual representations of teacher conversations.

Presenters: Brad Jacobson, The University of Texas at El Paso
Christina Saily, Arizona State University

First-Year Writing

PS.17 Teaching Audience Awareness through User Experience Design

This presentation shares a first-year writing project where students design, user test, and revise instructional texts. Grounded in UX-design and rhetorical theory, the assignment gives students a real audience, making writing more interactive and engaging.

Presenter: Amanda Athon, Governors State University, University Park, IL

Friday, 8:00–9:15 a.m.

Approaches to Teaching and Learning

PS.18 The Learner’s Journey: Reimagining Threshold Concepts

This presentation provides a new perspective on lenses through which to view a field (otherwise known as threshold concepts). It explores terms such as motivation, engagement, learning outcomes, and threshold concepts to bridge the gap between individualized learner experiences and general threshold concept frameworks through a three-part model.

Presenter: Eva Thor, Michigan State University, East Lansing

First-Year Writing

PS.19 The Pandemic, AI, and More: Examining a Decade of the Forces Shaping Concurrent Transfer for First-Year Writing Students Who Work

This poster will share the findings from a two-part IRB-exempt study of working first-year writing college students and what connections they make (or don’t) between their FYW courses and jobs.

Presenter: LeAnne Laux-Bachand, University of Washington Tacoma

Poster Sessions
Exhibit Level Common Space
12:30–1:45 p.m.

Approaches to Teaching and Learning

PS.20 Networking Student Writers in a Health Sciences Writing Course: Audience, Conversation, and Knowledge Production

This poster presents a networked course design in a health sciences writing course, connecting students' writing through platforms like OneDrive and Discord and scaffolded prompts. By requiring students to read, respond to, and cite peers' work in their major assignments, the design aims to support audience awareness, foster dialogue among students, and help them identify as knowledge-producers.

Presenter: Tara Knight, University of Wisconsin-Milwaukee

Institutions: Labor Issues, Professional Lives, and Survival

PS.21 What Does It Mean to Serve on an RCWS Hiring Committee? A Study on Best Practices

This study in rhetoric, composition, and writing studies (RCWS) calls for structural changes to hiring practices to better reflect DEI values. Based on nationwide survey data and job ad analysis, it offers actionable steps like revising hiring guidelines, standardizing inclusive language, and broadening ad reach to support equity across academic institutions.

Presenter: Claire Lutkewitte, Nova Southeastern University, Davie, FL

Approaches to Teaching and Learning

PS.23 Why Open Education Resources (OER)? State Data and Personal Experience

This poster session will present state-level data on student success and engagement achieved through open educational resources (OERs), as well as anecdotal evidence from the presenter's experiences authoring and revising an OER textbook and creating an open pedagogy assignment with basic writing students.

Presenter: Patricia Lynne, Framingham State University, MA

Friday, 12:30–1:45 p.m.

Professional and Technical Writing

PS.24 Writing Science with Generative AI: Science-Society Roles and Relationships in Synthetic Science Popularizations

Generative AI has been heralded as a boon for public access to science. This poster analyzes popularizations of scientific research articles generated by four popular GAI platforms. The study investigates the science-society relationships currently typified in synthetic science popularizations and the implications for public critical engagement with science and for teachers of writing.

Presenters: Elie Lee, Oxford College of Emory University, Oxford, GA
Gwendolynne Reid, Oxford College of Emory University, Oxford, GA
Arash Zeya, Oxford College of Emory University, Oxford, GA

Livestream Sessions Friday, March 6

The following sessions are available for viewing by in-person Convention attendees and by those not in attendance but who have registered for the Livestream option. All #4C26 registrants will have access to the *recorded* Livestream content after the Convention.

Friday, March 6
11:00 a.m.–12:15 p.m.

All-Attendee Session

Conversations That Carry Us Forward: Perspectives from Past CCCC Chairs

In this conversational panel, past CCCC chairs draw on their experiences as program chairs to reflect on the role of the annual convention in our disciplinary and professional lives. Guided by shared questions, the panel will explore the past, present, and future of the conference and its place in building scholarship and community. Panelists will consider the balance between tradition and innovation, examining how membership and belonging are supported—or sometimes hindered—by our longstanding practices and organizational structures, and what possibilities might shape the conference’s future.

Grand Ballroom AB (Ballroom Level C4)

Moderator: Holly Hassel (2022 chair; 2021 program chair)

Panel: Carolyn Calhoon-Dillahunt (2018 chair; 2017 program chair)

Doug Hesse (2005 chair; 2004 program chair)

Gwendolyn Pough (2011 chair; 2010 program chair)

Vershawn Young (2020 chair; 2019 program chair)



Holly
Hassel



Carolyn
Calhoon-
Dillahunt



Doug
Hesse



Gwendolyn
Pough



Vershawn
Young

4:45–6:00 p.m.

CCCC Annual Business Meeting

All members and nonmembers of CCCC are invited to attend and vote at the business meeting.

Room 307 A (Atrium Floor 3)

Friday, 6:00–7:15 p.m.

6:00–7:15 p.m.

CCCC Awards Presentation

At this reception we announce the recipients of the 2026 CCCC and select TYCA awards. Past CCCC Chairs, distinguished guests, and international participants will be recognized.

Room 307 A (Atrium Floor 3)

F Sessions: 8:00–9:15 a.m.

Community, Civic, and Public Contexts of Writing

F.1 **Expanding Our Communities and Our Leadership Praxis: When an Academic Department Goes Public Humanities**

How does a shift in departmental identity—from featuring literary and writing studies to featuring public humanities—influence the rhetoric of how our administrators lead and our faculty and doctoral students teach and research? Our panel inquires how the rhetoric of our department and disciplinary identities have been impacted and what strategies we are relying on to navigate our new course.

Atrium Ballroom A (Atrium Floor 1)

Presenters: Brie Blasi, University of Wyoming, Laramie
Rick Fisher, University of Wyoming, Laramie
Phillip Goodwin, University of Wyoming, Laramie
Kelly Kinney, University of Wyoming, Laramie
Misty Brodiaea Springer, University of Wyoming, Laramie
Nancy Small, University of Wyoming, Laramie

Histories of Rhetoric

F.2 **Modalities of Memory: Rhetorics of the Queer Archive**

This panel extends a rich body of scholarship on the rhetoricity of archives to explore how queer archives both enable and complicate memory work across diverse forms—from musicals and periodicals to documentary film and pseudonymous multigenre writing. We approach this inquiry as an urgent yet playful intervention amid growing assault on queer identities.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Jean Bessette, University of Vermont, Burlington
Caroline Dadas, Montclair State University, NJ
Jessica Enoch, University of Maryland, College Park

Approaches to Teaching and Learning

F.3 **Wikipedia Engagement as Community-Centered Practice in Writing and Language Pedagogy**

Sponsored by the CCCC Wikipedia Initiative

This roundtable provides examples of how to integrate Wikipedia-based assignments into language and writing pedagogy as community-centered practices. Panelists discuss how engaging students in contributing to

continued on next page

Friday, 8:00–9:15 a.m.

Wikipedia enhances digital writing skills, fosters collaborative knowledge building, and builds critical information and AI literacy skills.

Atrium Ballroom D (Atrium Floor 1)

Presenters: David Cregar, New York University
Jennifer K. Johnson, University of California Santa Barbara
Alexandra Krasova, University of Indianapolis, IN
Karrie Kaiser Lee, Purdue University, West Lafayette, IN
Jason Luther
James P. Purdy, Duquesne University, Pittsburgh, PA
Malavika Shetty
Roundtable Leader: Matthew Vetter, Indiana University of Pennsylvania

College Writing and Reading

F.4 **Teaching Writing with GenAI: How Scenario-Based Assessments Can Increase Learning**

This panel reports findings from year one of a three-year grant project funded by the Institute of Educational Sciences. We are developing an open-access authoring tool that allows educators to easily create scenario-based assessments (SBAs). In year one, we piloted five SBA-like tasks in a first-year writing course that follows a Writing about Writing model, and this panel shares our work.

Atrium Ballroom F (Atrium Floor 1)

Presenters: Elliott Casal, University of Memphis, TN
Paul Dean
Katherine Fredlund, University of Memphis, TN
Tammy Jones
Piotr Mitros
Tenaha O'Reilly
Calen Verbist
Zuowei Wang

Antiracism and Social Justice

F.5 **Antiracist, Anti-Ableist, and Anti-Audist Writing Pedagogies?**

This panel centers antiracist, anti-ableist, and anti-audist pedagogy. We argue that antiracist writing pedagogy should be central to critical deaf writing pedagogy; conversely, scholars of antiracist writing pedagogy would benefit from the insights of critical deaf writing pedagogy, with its entwining of intersectionality, embodied rhetorics, and multimodal composition pedagogy.

Room 202 (Atrium Floor 2)

Presenters: Carla Garcia-Fernandez, Gallaudet University, Washington, DC
Matthew Houdek, Rochester Institute of Technology, NY
Rachel Mazique, Rochester Institute of Technology, NY
Onudeah Nicolarakis, Gallaudet University, Washington, DC
Martreece Watson, Gallaudet University, Washington, DC

F.6 **Participatory Action Research with Activists, for Activists**

Sponsored by the CCCC Social Justice and Activism at the Convention Committee

This roundtable will discuss the affordances and challenges of participatory action research (PAR) with local activists. Using a PAR project-in-progress constructing a public-facing online repository that explores the role of writing and communication in activism, we will talk about how to establish a community-driven set of research protocols that remains sensitive to the needs and desires of participating activists and their respective communities.

Room 203 (Atrium Floor 2)

Standing Committee or Caucus Chairs: Antonio Byrd, University of Missouri-Kansas City

Gabrielle Kelenyi, Lafayette College, Easton, PA

Presenters: Brian Bailie, University of Cincinnati, Blue Ash College, OH
Erin Green, University of North Carolina Greensboro
Ifeoluwa Dorcas Komolafe, Florida State University, Tallahassee
Christopher Wilkey, Northern Kentucky University, Highland Heights

Community, Civic, and Public Contexts of Writing

F.7 **Connecting Humanities Education to 21st Century Workplaces: Innovative Design with Community Partners**

Panelists describe projects funded by nonprofit/philanthropic organizations that invest in efforts to use humanistic skills to address problems or seize opportunities with community partners. Panelists demonstrate how innovative partnerships can create opportunities to leverage humanities education in community-centered projects that also respond to ever-changing workplace needs.

Room 205 A (Atrium Floor 2)

Presenters: Heather Adams, University of North Carolina Greensboro
Dominic DelliCarpini, York College of Pennsylvania
Scott Wible, University of Maryland, College Park

Friday, 8:00–9:15 a.m.

First-Year Writing

F.8 Developing Student Agency in Feedback and Assessment in FYW

Considering foundational knowledge of dispositions, labor-based contract grading, and best practices in online writing instruction, this panel focuses on building student agency in the first-year writing classroom through multiple methods, with support pulled from real-life experiences: collaborative rubric development, the creation of personalized feedback preferences, and multimodal feedback.

Room 25 A (Ballroom Level C4)

Presenters: Morgan Buchs, University of Cincinnati, OH
Shannon Hautman, University of Cincinnati, OH
Madelaine Pope, University of Findlay, OH

Theory, Research Methodologies, and Praxis

F.9 Writing Analytics and the Writing Classroom: Referencing, Reflecting, and Reviewing

This panel shares research that uses writing analytics to better understand three typical activities in the college writing classroom: referencing, reflecting, and reviewing.

Room 25 B (Ballroom Level C4)

Presenters: Brian Gogan, Western Michigan University, Kalamazoo
Megan Kane, Seton Hall University, Greensburg, PA
Ethna Lay, Hofstra University, Hempstead, NY

First-Year Writing

F.10 The Classroom Is Our Lab: GTAs' Experimental Pedagogy in the First-Year Writing Classroom

Four University of Kansas graduate teaching assistants gather to share teaching wins (and fails) as they have conducted pedagogical experiments in their first-year writing classrooms. These experiments, ranging from the incorporation of artificial intelligence to entire video-gamified course redesigns, push the boundaries of their labor positionalities as both teachers and students.

Room 25 C (Ballroom Level C4)

Presenters: Sunday Adegbenro, University of Kansas, Lawrence
Jasmine Holthaus, University of Kansas, Lawrence
Laura Northup, University of Kansas, Lawrence
Beth Plank, University of Kansas, Lawrence

Information Literacy and Technology

**F.11 “Extra Credit for a Class,” “Free Merch,” or “a Band”:
Incentivizing, Collecting, and Analyzing Students’ Evaluation of Information Sources**

Using interactive, web-based platforms and centering attendee discussion, this session both shares insights from a qualitative study of student learning and evaluation of information sources and invites attendees to consider ways they can collaborate with other faculty, implement their own unique information literacy sessions, and incentivize students to reflect on and share their experiences.

Room 26 A (Ballroom Level C4)

Presenters: Danielle French, Kent State University, OH
Tammy Voelker, Kent State University, OH

Language, Literacy, and Culture

F.12 Conversations with Myself: Collage as Autoethnographic Method for Exploring Linguistic Identity

Sometimes the most important conversations we have are the ones we have with ourselves. This session invites participants to create autoethnographic collages that explore their own linguistic histories, ideologies, and embodied experiences with language. Participants will engage in a reflective, creative process rooted in borderlands epistemologies and leave with a partially completed collage.

Room 26 B (Ballroom Level C4)

Presenter: Megan Palmer, Northeastern University, Boston, MA

Antiracism and Social Justice

F.13 Swipe, Speak, Survive: Queer/Trans Rhetorics of Navigation, Resistance, and Worldmaking

Sponsored by the CCCC Queer Caucus

This Queer Caucus-sponsored panel brings together work from the intersections of queer rhetorics, technical communication, and trans and queer futurities to explore how systems of classification, pedagogy, and digital platforms shape and constrain queer and trans lives—while also offering sites of resistance and reimagination.

Room 26 C (Ballroom Level C4)

Standing Group/Caucus Chair: Lauren Brentnell, Texas State University, San Marcos

Presenters: Leah Coppola, Brookdale Community College, Middletown, NJ
Shuvro Das, Virginia Tech, Blacksburg
David Ornelas, Texas Tech University, Lubbock

Friday, 8:00–9:15 a.m.

Institutions: Labor Issues, Professional Lives, and Survival

F.14 “Ya wanna talk? Let’s talk”: About How Higher Ed Has Always Been Anti-DEI in Practice Contributing to Anti-Intellectualism

This Engaged Learning Experience seeks to do the one thing this conference calls us to do: actually talk, converse. Guided by three facilitators, the session is intended to collaboratively problem-solve how to push our conversations to challenge anti-DEI work outside our ivory towers, because our community extends beyond our departments, our institutions, and the field—we need to reconnect with the public sphere and value that work too.

Room 302 (Atrium Floor 3)

Presenters: Roxanne Aftanas, Marshall University, Huntington, WV
Morgan Gresham, University of South Florida St. Petersburg
Molly MacLachlan, University of North Georgia, Gainesville

College Writing and Reading

F.15 GenAI and Embodied Perspectives: Graduate Research on the Influence of Generative AI in the Writing Classroom

Four graduate students present their research on generative AI’s impact on the field of writing studies. With a focus on transnational embodiment literacies, feminist theory, relational accountability, and threshold concepts, these graduate scholars hope to provide researched and situated insights on engaging with generative AI in the writing classroom.

Room 304 (Atrium Floor 3)

Presenters: Samuel Amoabeng, Miami University, Oxford, OH
Tommie McPhetridge, Miami University, Oxford, OH
Thomas Sargent, Miami University, Oxford, OH
Ashna Singh, Miami University, Oxford, OH

First-Year Writing

F.16 Navigating Control and Trust: A Study of Two Pedagogical Approaches to Teaching First-Year Writing with Generative AI

We report on a study investigating two different approaches to teaching first-year writing with generative AI integration: in one, faculty integrate AI in strategic, specific ways; in the other, students are required to use AI at some times and prevented from using it at others. Findings are based primarily on student surveys (n=99) and focus groups (n=33) from those enrolled in pilot sections.

Room 307 B (Atrium Floor 3)

Presenters: Julia Bleakney, Elon University, NC
Greg Hlavaty, Elon University, NC
Heather Lindenman, Elon University, NC

Approaches to Teaching and Learning

**F.17 Rhetorical Heartbeats: Valuing Embodied
Contemplative Writing Pedagogies through
Undergraduate, Graduate, and Instructor Voices**

The panel will discuss the power of embodied contemplative writing pedagogies to generate meaningful rhetorical conversation, both intrapersonal and interpersonal, to support students in writing classrooms and beyond. Panelists will share qualitative research findings from students and faculty, through the methodologies of teacher research, rhetorical feminism, grounded theory, and autoethnography.

Room 5 (Concourse Level C3)

Presenters: Juliette Holder, Texas Woman's University, Denton
Jennifer Judd, Texas Woman's University, Denton
Amy Ott, Texas Woman's College, Denton/North Central Texas College,
Gainesville

Information Literacy and Technology

**F.18 Convening around Modality: Frameworks,
Experiences, and Shared Resources for Hybrid
Writing Instructors and Writing Program
Administrators**

This Engaged Learning Experience session guides participants through an investigation of several frameworks (scholarship, teacher and student experiences, study findings, and program perspectives) for understanding the role of modality in hybrid courses. Participants will discuss how these frames are reflected in their own experiences and collaborate on a shared modality bibliography and resource pool.

Room 6 (Concourse Level C3)

Presenters: Ariel M. Goldenthal, George Mason University, Fairfax, VA
Christina Grieco
Shyam Patel, George Mason University, Fairfax, VA
Courtney Adams Wooten, George Mason University, Fairfax, VA

Writing Centers (including Writing and Speaking Centers)

F.19 IWCA Sponsored Research Panel

Sponsored by the International Writing Centers Association

This Standing Group Sponsored Session showcases grant-supported research projects from the International Writing Centers Association.

continued on next page

Friday, 8:00–9:15 a.m.

Research summaries and results of projects funded between summer 2024 and winter 2025 will be shared by the five presenters.

Room 7 (Concourse Level C3)

Presenters: Joshua Barszewski, Muhlenberg College, Allentown, PA
Maggie Herb, SUNY Buffalo State University
Rebecca Hallman Martini, University of Georgia, Athens
Amanda Presswood, Southern New Hampshire University
Jasmine Kar Tang, University of Minnesota—Twin Cities
Elizabeth Wayson, University of Georgia, Athens

First-Year Writing

F.20 Preparing Students for an Evolving Research Landscape: Introducing the WHY Method for Source Evaluation in FYC

Learn how the WHY Method, a source evaluation method co-developed with librarians, has been integrated into FYE curricula and how to replicate our successes. The product of more than a decade of research, the WHY Method is designed to equip novice researchers to evaluate sources from various media. We will provide materials and assignment ideas for your FYE course and reserve time for discussion.

Room 9 (Exhibit Hall Level C2)

Presenters: Kate Crane, Eastern Washington University, Cheney
James Rosenzweig, Eastern Washington University, Cheney
Annastacia Stegall, Gonzaga University, Spokane, WA
Mary Thill, Northeastern Illinois University, Chicago

Writing Programs

F.22 Building Autonomy, Shaping Culture: Lessons from Launching an “Independent” Writing Program

This panel explores the creation of an autonomous writing program at a selective STEM institution, offering practical strategies and critical reflections on governance, staffing, and culture. Presenters share lessons on institutional change and tools for building sustainable, inclusive, and values-driven writing programs.

Room 205 B (Atrium Floor 2)

Presenters: Justin Chandler, University of Michigan, Ann Arbor
Andy Frazee, Georgia Institute of Technology, Atlanta
Melissa Ianetta, Georgia Institute of Technology, Atlanta
Caitlin Kelly
Jessica Rose, Clayton State University, Morrow, GA

FA Sessions: 8:00–8:30 a.m.

Theory, Research Methodologies, and Praxis

FA.1 The Time It Takes the Light to Reach/Dim/Blink Out: Gauging a Discipline’s Temporal Bandwidth

This presentation will invite dialogue in response to provisional findings from a study designed to inquire into the timing of citations, extending from the following research questions: Does rhetoric and composition/writing studies abide a prevalent temporal bandwidth? How might published scholarship yield insights into the field’s ever-fluctuating temporal bandwidth, if so?

Room 11 (Exhibit Hall Level C2)

Presenter: Derek Mueller, University of Michigan, Ann Arbor

College Writing and Reading

FA.2 Writer Identity: Student Perceptions toward Using AI in Writing

I am interested in examining how students perceive the use of AI and how it has impacted their identity construction. This is a part of the beginning of my dissertation project.

Room 12 (Exhibit Hall Level C2)

Presenter: Saroj GC, University of Louisville, KY

Theory, Research Methodologies, and Praxis

FA.4 Traces of a Mind at Work: Comparing Student and Instructor Perceptions of Voice in Writing

This presentation will explore how students and faculty define and assess “voice” in student, published, and AI-generated texts. The presenters will examine voice as a trace of human thought, linking it to analysis and inquiry, and argue for pedagogical approaches that highlight intellectual presence in writing amid the rise of generative AI.

Room 14 (Exhibit Hall Level C2)

Presenters: Natalia Andrievskikh, Cornell University, Ithaca
Nate Mickelson, New York University, NY

Friday, 8:00–8:30 a.m.

Writing Programs

FA.5 Conversations about AI Policies for Writing Instruction

This presentation will introduce preliminary data from AI policies of roughly 25 percent of R1 universities across the US. We will present themes from the data assessing these in relation to the needs and nuances of writing instructors. We will look at the implications and significance of these policies, then discuss how these guidelines might be modified and adapted to support writing instruction.

Room 16 (Exhibit Hall Level C2)

Presenters: Belinda Kremer, University of California, Berkeley
Michal Reznizki, University of California, Berkeley

Language, Literacy, and Culture

FA.6 Talking Fatness and Femininity: Social Media Rhetorics of Girlhood as a Starting Point to Talk about Fatness in Writing Classes

While representations of many “othered” subjectivities are frequently discussed in our writing classrooms, fat subjectivities are largely ignored. This presentation takes rhetorics of fatness and femininity related to girlhood as a starting point to consider ways textual and visual representations of fatness impact all bodies and invites faculty to discuss fatness rhetorics in their classrooms.

Room 17 (Exhibit Hall Level C2)

Presenter: Jen Almjeld, James Madison University, Harrisonburg, VA

Theory, Research Methodologies, and Praxis

FA.7 Interviewing Plants: An Ethnographic Field Method for Environmental Writing Pedagogy

Sponsored by the CCCC Environmental Rhetoric Standing Committee

This presentation offers composition instructors a practical ethnographic field method for interviewing plants in environmental writing courses. Drawing on ecofeminist ethnography and material rhetoric, attendees will receive concrete pedagogical tools including assignments that engage students with plants as rhetorical agents, moving beyond library research toward embodied, place-based writing

Room 18 (Exhibit Hall Level C2)

Presenter: Lisa Phillips, Texas Tech University, Lubbock

Community, Civic, and Public Contexts of Writing

FA.9 Writing on the Line: Workplace Literacy and Community College Outreach at the Cleveland Ford Engine Plant

This presentation examines how the presenter’s mother applied rhetoric and composition theory from Case Western Reserve University to teach writing to Cleveland Ford auto workers in the 1980s. Using archival materials including teaching notes and assignments, this study reveals how emerging disciplinary theory addressed workplace literacy needs within Ford’s employee education programs.

Room 20 (Exhibit Hall Level C2)

Presenter: Christine Tulley, The University of Findlay, OH

First-Year Writing

FA.11 Evocalytic Autoethnography: Navigating My Journey and Experiences in Teaching First-Year Writing

This session presents a study that chronicles my teaching experiences as a multilingual Ghanaian-Ewe doctoral student and instructor of first-year writing in the United States through a methodological approach I term evocalytic autoethnography—a blending of evocative and analytic autoethnography. Drawing from both emotional and systematic reflection, I narrate my embodied teaching journey.

Room 22 (Exhibit Hall Level C2)

Presenter: Gideon Kwawukumey, Virginia Tech, Blacksburg

Language, Literacy, and Culture

FA.12 The Socio-Political Teacher: Rural, Indigenous Pedagogy in Guatemala

We present fieldwork in the study of language pedagogy in the indigenous communities of rural Guatemala and create a new model for conceptualizing the social and political role of the teacher. We conceive of the teacher as a political authority that imbues the teacher with more responsibility and obligation to the student than has been previously conceived in capitalist, settler theory.

Room 23 (Exhibit Hall Level C2)

Presenters: Fátima Díaz, Independent Scholar
Axel Gonzalez, Independent Scholar

Friday, 8:00–8:30 a.m.

Writing Programs

FA.13 Training Graduate Teaching Assistants on Trauma in the Writing Classroom

This presentation will explore a training developed for the University of Utah’s Writing and Rhetoric Studies Department that aimed to address needs within the department related to responding to disclosures of trauma. The presentation will discuss the training, the data gathered from participants, and potential suggestions for future trainings.

Room 24 (Exhibit Hall Level C2)

Presenters: Aubrey Fochs
Rachel Lott, University of Utah, Salt Lake City

College Writing and Reading

FA.14 AI, Care Work, and Writing Pedagogy: A Faculty Lead’s Conversation with Colleagues

This session contributes to the 2026 theme “Conference and Our Conversations” by reflecting on the collaborative, care-based work of supporting faculty across disciplines in teaching writing, particularly in response to generative AI.

Room 8 (Concourse Level C3)

Presenter: Jamie Crosswhite, St. Mary’s University

Language, Literacy, and Culture

FA.15 Developing a Multicultural Reader for First-Year Writing: A Backward Design Approach

This presentation showcases the redesign of a multicultural reader aimed at fostering intercultural competence among diverse domestic and international first-year writing students. It offers writing pedagogues a practical model for developing reading interventions that are pedagogically aligned, culturally inclusive, experiential in nature, and oriented toward students’ intercultural growth.

Room 15 (Exhibit Hall Level C2)

Presenter: Phuong Minh Tran, Embry-Riddle Aeronautical University

FB Sessions: 8:45–9:15 a.m.

First-Year Writing

FB.1 From Writing to Learn to Writing to Feel: Trauma-Informed Writing Pedagogy and the Affective Turn in First-Year Composition

My session, termed “writing to feel,” encourages FYC instructors to reconceptualize writing as a means of emotional engagement and healing, grounded in feminist ethics of care and trauma-informed pedagogy. I advocate for a radical reimagining of the “writing to learn” paradigm, instead proposing a theoretical framework that fosters more empathetic and supportive writing environments.

Room 10 (Exhibit Hall Level C2)

Presenter: Shane McCoy, Nashville State Community College, TN

First-Year Writing

FB.2 Centering the Margins: Empowering Linguistically Diverse Graduate Instructors in First-Year Writing

This presentation explores how linguistically diverse graduate instructors shape and are shaped by first-year writing pedagogy, advocating for inclusive mentoring, pedagogical training, and “conference literacy” to support their scholarly growth and amplify their contributions to composition studies.

Room 11 (Exhibit Hall Level C2)

Presenter: Mahendra Bahadur Thapa, The University of Texas at Arlington

Approaches to Teaching and Learning

FB.3 Learning Mindsets in the Classroom: Essay Assignment Routines Intervention to Promote GPS Mindset and Student Success

This presentation reviews the approach and results of a motivational intervention in a first-year, corequisite English class. Through intentional redesign of essay assignment routines using the GPS mindset approach to teaching and learning, the researcher was able to increase student confidence, reduce stress about writing essays, and improve student success on those assignments and in the course.

Room 12 (Exhibit Hall Level C2)

Presenter: Thomas W. Reynolds Jr., Northwestern State University, Natchitoches, LA

Friday, 8:45–9:15 a.m.

Inclusion and Access

FB.4 Access in Conversation: Connecting the Developmental Classroom to the Writing Center Using Disability Frameworks

In this session, the speakers will reflect on efforts to pilot an embedded writing center tutor program in developmental writing programs, centering interventions inspired by disability justice. They will consider how their own positions in the university informed what was possible, and speak on the successes and struggles they faced in hopes of adding onto conversations about what access means.

Room 13 (Exhibit Hall Level C2)

Presenters: Jason McCormick, University of Nebraska, Lincoln/The University of Southern Mississippi, Hattiesburg
Isabelle McGill, The University of Southern Mississippi, Hattiesburg

Approaches to Teaching and Learning

FB.5 Afrofuturism Can Teach Us a Thing or Two about AI

Afrofuturism has already been marked as an approach to teaching composition. This presentation expands that approach with specific attention to how Afrofuturism can serve as a guide for productive uncertainty as instructors seek to teach and navigate artificial intelligence in composition classrooms.

Room 14 (Exhibit Hall Level C2)

Presenter: Xaria Arthur, University of Central Florida, Orlando

Writing Programs

FB.6 How Does Placement Method Affect Students' Academic Success and Engagement?

Analyzing various data sets collected from participants placed into first-year writing (FYW) via two different methods, this study explores what effect, if any, placement method has on students' academic success and engagement in FYW. Further, this study explores the potential effects of placement methods on various student demographic groups (e.g., first-generation status, class, or race).

Room 15 (Exhibit Hall Level C2)

Presenters: Ben McCorkle, The Ohio State University at Marion
Carolyn Skinner, The Ohio State University at Newark

Information Literacy and Technology

**FB.7 Centering Counterstories in Writing Classrooms:
Using Video Composition to Emphasize Student
Voices**

This presentation explains how and why video composition projects encourage students to create counterstories that resist stock narratives. After highlighting the importance of counterstories in writing classrooms, each presenter will discuss how students analyzed and created their own counterstories by engaging video composition projects.

Room 16 (Exhibit Hall Level C2)

Presenters: Michael Blancato, Roosevelt University, Chicago, IL
Natalie Kopp, The Ohio State University, Columbus

Community, Civic, and Public Contexts of Writing

**FB.8 Working Women: Narrative and Affective Rhetorics
of Tradwife Influencers**

This presentation brings together rhetorical genre studies and multimodal public rhetorics in order to analyze the use of narrative and affective appeals by tradwife influencers. Studying these strategic, multimodal compositions allows us to explore the role of everyday genres in the production of political discourse by examining the appeals and strategies used to promote conservative gender roles.

Room 17 (Exhibit Hall Level C2)

Presenter: August Adent, University of Washington, Seattle

Theory, Research Methodologies, and Praxis

**FB.9 Everything Begins with an E: Enactive Cognition and
Writing to Learn beyond the Composition Classroom**

Emerging theories in what is called “4E cognitive science” provide a new framework for thinking about learning as embodied, embedded, extended, and activated through students’ use of writing to learn as a method of discovery. This presentation explores ways that writing-to-learn practices, informed by “E theories” of cognition, can be meaningfully extended into non-composition college courses.

Room 18 (Exhibit Hall Level C2)

Presenter: Jim Keller, Bard College, Annandale-on-Hudson, NY

Friday, 8:45–9:15 a.m.

College Writing and Reading

FB.10 We Enrolled Them, We Took Their Money, and We Need to Help Them: Growing a State University's Reading and Writing Programs for Low-Literacy Adults

In my presentation, I provide data and progress reports on our writing program's efforts to address the literacy crisis at UT Martin. Our data shows that hundreds of our students need significant reading assistance that our school has not provided. Our FYW program has developed multiple interventive initiatives, sparking conversation about the university's responsibility toward admitted students.

Room 19 (Exhibit Hall Level C2)

Presenter: Kelle Alden, University of Tennessee at Martin

Institutions: Labor Issues, Professional Lives, and Survival

FB.11 Black Literacy in the Academic Workplace: Afro-Pessimism into Kairotic Emergence

This presentation explores how African American literacy creates realities within the academic workplace that construct reality via a phenomenon called kairotic emergence. Namely, we will consider an institutional ethnographic project utilizing ecological frameworks, institutional logics, neo-institutional theory, and literacy studies.

Room 20 (Exhibit Hall Level C2)

Presenter: Floyd Pouncil

Histories of Rhetoric

FB.13 The Order of the Black Bodies: From Camera Obscura to Digital Camera

This work pushes the study of still photography in rhetoric beyond the nineteenth century to date, a period that constitutes the timeline for most of the existing studies in visual rhetoric. Instead of focusing on this period alone, the study invites us to also look at the earlier photographic camera inventions—camera obscura and camera lucida.

Room 22 (Exhibit Hall Level C2)

Presenter: Adedoyin Ogunfeyimi, University of Pittsburgh, PA

First-Year Writing

FB.14 What Social Media Arguments Might Tell Us about the Way We Teach First-Year Writing

Too often our public arguments are deliberately divisive and ultimately unproductive. What role have our own methods for teaching argument contributed to the way we argue now? How might we confront some of the uncomfortable echoes of argumentation as we teach our own first-year writing courses? How might we reimagine our methods, our curricula, and our pedagogies to support different approaches?

Room 23 (Exhibit Hall Level C2)

Presenter: Lisa Blansett, University of Connecticut, Mansfield

Inclusion and Access

FB.15 Learning to Exist: Entering the Conversation and Filling the Gaps as a Scholar, Bereaved Mother, and Chicana Feminist

I began my PhD journey amidst the COVID pandemic in 2020, just two months after the passing of my son. As a Chicana feminist, bereaved mother, and technical communicator, I questioned if my identity or experiences could exist in scholarship. It wasn't until the 2024 CCCC Annual Convention that I discovered the opportunity to join the larger body of scholarship of grief literacy, while validating my experiences.

Room 24 (Exhibit Hall Level C2)

Presenter: Raquel Johansen, Texas Tech University, Lubbock

First-Year Writing

FB.16 The *Kobayashi Maru* Is the AI Opportunity

Learning from Watson, *Jeopardy!*, and the limits of AI to transcend “AI panic” into opportunities for cultivating programmatic, pedagogic, and student growth.

Room 8 (Concourse Level C3)

Presenter: Robert Faunce, Temple University, Philadelphia, PA

G Sessions: 9:30–10:45 a.m.

Creative Writing and Publishing

G.1 Editing and Publishing in Writing Studies: Practical and Ethical Considerations in Scholarly Reviewing Practices

A moderated Q&A roundtable with editors and publishers from a broad range of journals, book series, and publishers in writing studies. Editors discuss how to craft effective peer reviews and how they interpret reviewer reports.

Atrium Ballroom A (Atrium Floor 1)

Presenters: Erin Kathleen Bahl, Kennesaw State University, GA

Zachary Beare, North Carolina State University, Raleigh

Julia Bleakney, Elon University, NC

Christopher Carter, University of Cincinnati, OH

Michelle Chen

Matthew Davis, UMass Boston

Dylan Dryer

Douglas Eyman

Mathew Gomes, Santa Clara University, CA

Al Harahap, Queens College, CUNY

Aja Martinez

Laura Micciche, University of Cincinnati, OH

Tracy Ann Morse

Lori Ostergaard, Oakland University, Rochester, MI

Archna Patel, Penn State University Press

Sherry Wynn Perdue

Patti Poblete, South Puget Sound Community College, Olympia, WA

Mya Poe

Wendy Sharer, East Carolina University, Greenville, NC

Kara Taczak, University of Central Florida, Orlando

Sandra Tarabochia, University of Oklahoma, Norman

Jason Tham, Texas Tech University, Lubbock

Lizbett Tinoco, Texas A&M University-San Antonio

Stacy Wittstock, Marist University, Poughkeepsie, NY

Roundtable Leaders: Jacob Babb, Appalachian State University, Boone, NC

Timothy Oleksiak, UMass Boston

First-Year Writing

G.2 How Young Is Too Young? Understanding the Impact of Age on Dual Enrollment Student Experiences.

Traditionally, dual enrollment (DE) programs focus on high school juniors and seniors; however, states like Ohio expand access to students as early as

the seventh grade. Our presentation examines the experience of DE students and compares survey and grade data of different student age groups as well as delivery modes and methods of DE participation.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Elisabeth Haen, Mahtomedi High School, MN
Amanda Perry, University of Rio Grande and Rio Grande Community College, OH

Marc Scott, Shawnee State University, Portsmouth, OH
Ashlee Slutz, Conotton Valley Union Local Schools, OH

First-Year Writing

G.3 **Designing and Testing First-Year Composition Curricula with Design Thinking**

This roundtable examines a case study where graduate student instructors engaged with design thinking, a user experience methodology, to design and test curricula for teaching FYC courses. We will discuss the curricula design approach, results of action-based projects, and reflections on how design thinking empowered graduate students to take ownership of their learning and teaching experiences.

Atrium Ballroom D (Atrium Floor 1)

Presenters: Sydney Boone, Chapman University, Orange, CA
Lashai Dowl, Chapman University, Orange, CA
Miranda Perdomo, Chapman University, Orange, CA
Nora Rivera, Texas Tech University, Lubbock
Alex Xu, Chapman University, Orange, CA

Roundtable Leader: Morgan Read-Davidson, Chapman University, Orange, CA

Writing Programs

G.4 **Valuing Student Voices: Using Critical Literacy Narratives to Create Conversations, Build Relationships, and Write Slowly in the Age of AI**

This roundtable explores how critical literacy narratives can center human relationships and slow writing processes amid AI's impact on literacy. Speakers will present strategies for using student narratives to strengthen instructor-student connections, peer workshops, and feedback practices. Attendees will discuss and interrogate ways to use critical literacy narratives to enrich their teaching.

Atrium Ballroom F (Atrium Floor 1)

Roundtable Leaders: Kelly Bradbury, Colorado State University, Fort Collins

Genesee Carter, Colorado State University, Fort Collins
Aly Welker, Colorado State University, Fort Collins

Friday, 9:30–10:45 a.m.

College Writing and Reading

G.5 Team Reading: Toward a Collaborative Axiology for the Writing Classroom

This panel details three methods of team reading—combined, segmented, layered—for use in the writing classroom. Each panelist (1) contextualizes use of a team reading method; (2) shares student feedback about the team reading experience; and (3) articulates the values supported by team reading pedagogy.

Room 202 (Atrium Floor 2)

Session Chair: Brian Gogan, Western Michigan University, Kalamazoo

Presenters: Eman Sari Al-Drou, Haverford College, PA

Emilie Helmbold, Virginia Tech, Blacksburg

Joshua Scheidler, Miami University, Oxford, OH

Savannah Xaver, Lorain County Community College, OH

Approaches to Teaching and Learning

G.6 Sticky Lessons: Activating and Creating Memories in an Evolving Composition Classroom

How can we design lessons that stick with students? Borrowing the framework of Indigenous philosopher Kyle Powys Whyte’s concept of spiraling time, we invite students to engage in conversations with past, present, and future versions of themselves to name what has stuck with them and why. We’ll discuss the social, sensory, and eccentric engagement styles at the core of these “sticky” lessons.

Room 203 (Atrium Floor 2)

Presenters: Jessica Campbell

Michael D’Addario, Culinary Institute of America

Respondent: Abby Melick, Columbia University, NY

Language, Literacy, and Culture

G.7 Toward a Linguistic and Design Justice Framework: Studies of Literacy and Rhetorical Practices in the Global South(s)

This panel decenters North American perspectives on the study and teaching of writing by bringing together a wide-ranging set of studies focused on the Global South: China, Nepal, Syrian immigrants in the US, and the occupied Palestinian territory. Grounded in decolonial frameworks, these studies offer accounts of literacy/design practices in classrooms, workplaces, and indigenous communities.

Room 205 A (Atrium Floor 2)

Presenters: Lisa Arnold, North Dakota State University, Fargo

Steven Fraiberg, Michigan State University, East Lansing

Marohang Limbu, Michigan State University, East Lansing

Xiaoye You, Penn State University, University Park, PA

Writing Programs

G.8 GenAI, Language Diversity, and Student Writing: Initial Results from a Longitudinal Study

This panel will present initial results from an ongoing, longitudinal study of student writers at a large, public research institution that pays particular attention to students' AI use and their linguistic diversity.

Room 205 B (Atrium Floor 2)

Presenters: Funmilola Fadairo, University of Maryland, College Park
Cameron Orefice, University of Maryland, College Park
Sara Wilder, University of Maryland, College Park

Respondent: Jessica Enoch, University of Maryland, College Park

Session Chair: Scott Wible, University of Maryland, College Park

Inclusion and Access

G.9 Graduate Students Attending Conferences: A Conversation of Pressures, Expectations, and Experiences

Per Lisa Ede's call for "thinking through practice" (Situating Composition), this panel presents four key themes about the graduate student experience at the conference site: expectations and insecurities, (in)visibility and representation, disability and access, and validation of embodied experiences—all shaped by our situatedness as graduate students at an R1 Hispanic-Serving Institution.

Room 25 A (Ballroom Level C4)

Presenters: Dibya Darpan Adhikari, The University of Texas at El Paso
Lizbeth Garcia Gonzalez, The University of Texas at El Paso
Sebastian Martinez, The University of Texas at El Paso
Carla Torres, The University of Texas at El Paso

Language, Literacy, and Culture

G.10 Rewriting Authority: International GTAs as Agents of Pedagogical Transformation

This panel explores how international GTAs describe their transitions into US composition pedagogy, how they navigate racialized listening and linguistic authority, and how they encounter emotional labor, identity, and institutional belonging.

Room 25 B (Ballroom Level C4)

Presenters: Pinki Rani Das, North Dakota State University, Fargo
Md Imran Hossain, North Dakota State University, Fargo
Kaniz Tahera, North Dakota State University, Fargo

Friday, 9:30–10:45 a.m.

Histories of Rhetoric

G.11 Microhistories: Four Tales of Leveraging the Micro to Understand the Macro

Through four microhistories based on archival materials from the University of New Hampshire, this panel demonstrates this methodology's capacious ability to complicate the field's grand narratives, evidencing how microhistory is the "ideal methodology for exploring composition's other histories" (McComiskey).

Room 25 C (Ballroom Level C4)

Facilitator: Christina Ortmeier-Hooper, University of New Hampshire, Durham

Presenters: Mali Barker, University of New Hampshire, Durham
Olivia Lawrance, University of New Hampshire, Durham
Rose O'Connor, University of New Hampshire, Durham
Samuel Rucks, University of New Hampshire, Durham

College Writing and Reading

G.12 Beyond Transactional Reading: Teaching Students How to Read Deeply and Why It Matters for Writing Instruction

This session explores the causes of recent declines in college students' reading and writing abilities. We will share current research, engage participants in creating lesson plans, prompts, and assignments for teaching analytical and reflective reading in writing classes, and offer ideas for further research and praxis to foster critical reading skills in our current educational landscape.

Room 26 A (Ballroom Level C4)

Presenter: Christopher LeCluyse, Westminster University

Workshop Leader: Christine Seifert, Westminster University

Institutions: Labor Issues, Professional Lives, and Survival

G.14 Tales from the Trenches: Academic Labor Organizing in Troubled Times

Sponsored by the CCCC Labor Caucus

In a time of increasing hostility toward academic workers from local, state, and federal governments, this panel argues for taking action to address precarity. Drawing from both graduate student organizers and full-time labor staff, this panel describes current efforts to organize graduate students and tenure-track faculty across three R1 universities.

Room 26 C (Ballroom Level C4)

Presenters: Andrew Bowman, Campus Faculty Association
Kathleen Dillon
Bethany Hellwig, University of Cincinnati, OH
Bruce Kovanen, North Dakota State University, Fargo

Theory, Research Methodologies, and Praxis

G.15 Word by Word: Charting a Decade of Lifespan Writing Research

Sponsored by the CCCC Writing through the Lifespan Standing Group

This roundtable marks a decade of lifespan writing research by exploring seven key terms—agency, identity, embodiment, memory, intergenerational research, materiality, and place. Speakers define and contextualize each, offering forward-looking insights into how these concepts reflect and shape the current and future scope of research on writing through the lifespan.

Room 302 (Atrium Floor 3)

Presenters: Risa Applegarth, University of North Carolina at Greensboro
Lauren Bowen, UMass Boston
Joe Cirio, Stockton University, Galloway, NJ
Ryan Dippre, University of Maine, Orono
Lynn Ishikawa, Indiana University of Pennsylvania
Mary Morgan, Belmont Abbey College, NC
Standing Group/Caucus Chair: Erin Workman

Information Literacy and Technology

G.16 Peer and AI Feedback as Ongoing Conversation: Using PAIRR to Shape Students' Revision Processes and Critical Engagement with Generative AI

This panel presents the ongoing work of the Peer & AI Review + Reflection (PAIRR) research group. Representing faculty from four community colleges, three state universities, and a research university, we discuss how faculty conversations about iterative prompting have impacted students' ideation, drafting and revision, and understanding of feedback and revision.

Room 304 (Atrium Floor 3)

Presenters: Hogan Hayes, Sacramento State University, CA
Anna Mills, College of Marin, Kentfield, CA
Lisa Sperber, University of California, Davis
Carl Whithaus, University of California, Davis

Friday, 9:30–10:45 a.m.

First-Year Writing

G.17 From Detection to Dialogue: Reimagining AI Pedagogy in FYC

In order to engage GenAI critically in the writing classroom, the teaching associate (TA) coordinator and graduate TAs at Sacramento State developed a three-part framework to foster students' rhetorical awareness of the tool. This panel details three instructors' perspectives on implementing this framework, specifically how it fostered student agency, rhetorical awareness, and pedagogical trust.

Room 307 B (Atrium Floor 3)

Presenters: Michelle Cook, Sacramento City College, CA
Angela Laflen, California State University, Sacramento
Gaby Meindl, California State University, Sacramento

Approaches to Teaching and Learning

G.18 Composing the Whole Person: Designing Pedagogy for Lives inside and outside the Classroom

How is composition education transformed when we acknowledge that we are inseparable from the world around us? This panel explores the “pedagogy of the whole person” as we share research on stoking student creativity; enabling students to thrive despite trauma; promoting instructors' authentic classroom engagement; and triangulating rhetoric, critical thinking, and interpersonal connection.

Room 5 (Concourse Level C3)

Presenters: Tamara Black, The Writing Program, University of Southern California, Los Angeles
Rory Lukins, University of Southern California, Los Angeles
Leah Pate, University of Southern California, Los Angeles
Jessica Piazza, University of Southern California, Los Angeles

Approaches to Teaching and Learning

G.19 Conversations about Theory and Practice: Storying Transformative Justice in Educator Development

This Engaged Learning Experience session examines how writing studies practitioners who lead programming to improve teaching and learning cultures engage equity-minded approaches to tutor, educator, and staff development. Participants can expect to engage storytelling to engage enduring questions around theory-and-practice integration and its challenges for educator developers.

Room 6 (Concourse Level C3)

Presenters: Amanda Hawks, Michigan State University, East Lansing
Bethany Meadows, Michigan State University, East Lansing
Nick Sanders, Oakland University, Rochester, MI

Creative Writing and Publishing

G.20 Making Creative Writing Visible through Our Work, Artist Statements, and Our Conversations

Sponsored by the CCCC Creative Writing Standing Group

This panel celebrates the dynamic life of creative writing within our field. Speakers will share artist statements and excerpts of their creative writing through what Felicia Rose Chavez describes as writing anyway. We make creative work visible, and create a space to talk about creative writing in our practices as writers, teachers, scholars, advocates, community members, and global citizens.

Room 7 (Concourse Level C3)

Standing Group/Caucus Chairs: Caleb González, Santa Clara University, CA

Erika Luckert, The University of Southern Mississippi, Hattiesburg

Presenters: Saurabh Anand, University of Georgia, Athens

Pamela Baker, University of Central Florida, Orlando

Justin Chandler, University of Michigan, Ann Arbor

Anthony DeGenaro, Ohio Dominican University, Columbus

Libby Falk Jones

Patricia C. Miller, Hofstra University, Hempstead, NY

Anselma Widha Prihandita, University of Washington, Seattle

Jon Udelson, Shenandoah University, Winchester, VA

College Writing and Reading

G.21 Why Emma Can't Read: Responses to "I Don't Know How to Teach Reading"

Expanding Wilner, Carillo, and Marzano's work, this panel explores interdisciplinary reading approaches for the FYW class. Speaker 1 posits rhetorical reading as a solution for teaching reading to research-writing students. Speaker 2 offers student reflections of academic readiness post dual enrollment. Speaker 3 focuses on Educational Psychology data to address reading prosody in FYW classes.

Room 9 (Exhibit Hall Level C2)

Presenters: Erin Chandler, Huntingdon College, Montgomery, AL

Chad Hoffman, Jacksonville State University, AL

Jennie Vaughn, Jacksonville State University, AL

GA Sessions: 9:30–10:00 a.m.

Antiracism and Social Justice

GA.1 Voices of Defiance: LGBTQ-BIPOC Memoirs as Resistance

This session explores how LGBTQ-BIPOC memoirs serve as rhetorical counterstories that challenge dominant narratives and foster antiracist, identity-driven writing pedagogy. Participants will engage with adaptable teaching materials and activities that center memoir as a tool for rhetorical analysis, cultural critique, and inclusive composition instruction.

Room 10 (Exhibit Hall Level C2)

Presenter: Tyrell Collins, Cuyahoga Community College, Highland Hills, OH

First-Year Writing

GA.2 Affect and Agency in Multimodal Composition: First-Gen Students in FYC

This session explores how first-generation students experience multimodal assignments in FYC—both emotionally and cognitively. It draws on Foucault and Bakhtin to argue that, with careful attention to affect and agency, multimodal work can shift from being alienating to empowering, especially during institutional instability.

Room 11 (Exhibit Hall Level C2)

Presenter: Prativa Poudel

Histories of Rhetoric

GA.3 Images, Constructed Narratives, and the Rhetoric of Invisibility: How the Journalistic Gaze Shapes Representations of Children in Trauma

This presentation examines how media narratives of children in trauma—amid war, deportation, labor, and neglect—create a “literacy of trauma” that normalizes suffering and renders children invisible. Platformed on the works of Berlant, Moeller, Freire, and Gee, I look at the intersection of rhetoric, public response, the journalistic gaze, and literacy as a possible route toward action.

Room 12 (Exhibit Hall Level C2)

Presenter: Beatrice Newman, The University of Texas Rio Grande Valley

Writing Centers (including Writing and Speaking Centers)

GA.4 Cultivating Solidarity in Writing Center Spaces: Rhetorical Strategies for Justice-Oriented Writing Center Work

The goal of this individual presentation is to encourage participants to consider how, and in what forms, activist rhetoric in writing centers may develop, and, in turn, how that activity may look in other contexts. Thus, this discussion looks to begin building a foundation for engaging in the modern movement of writing center activism.

Room 13 (Exhibit Hall Level C2)

Presenter: Don Moore, University of Florida, Gainesville

Institutions: Labor Issues, Professional Lives, and Survival

GA.5 The Space Between: Understanding Graduate Student Administrative Roles across Institutions

What role do graduate student administrators (GSAs) play at your institution? GSAs are often caught between gaining valuable admin experience and making progress academically. From division of labor to preparing for the job market and avoiding the “preprofessional” trap, we use an ongoing mixed methods study of 20 peer institutions to explore what GSA roles look like—and what they might become.

Room 14 (Exhibit Hall Level C2)

Presenters: Kat Greene, Ball State University, Muncie, IN
Charlotte Kupsh, Ball State University, Muncie, IN

Information Literacy and Technology

GA.6 Exploring Pedagogical Intentions and Instructional Practices in AI-Assisted Writing Assignments

Our presentation explores integration of AI into writing assignments across various teaching contexts. After introducing principles and strategies for using AI to enhance writing pedagogy, we share findings from a qualitative study of AI-assisted writing assignments, analyzing how instructors frame AI use in terms of pedagogical goals and practices, with implications for future assignment design.

Room 15 (Exhibit Hall Level C2)

Presenter: Parva Panahi, Metro State University

Respondent: Jianfen Chen, Towson University

Friday, 9:30–10:00 a.m.

Writing Programs

GA.7 Faculty Disposition and AI: Workshop Strategies for Reflection, Policy, and Practice

This panel examines how faculty dispositions toward GenAI shape pedagogy, policy, and classroom culture across two distinct institutions—a four-year public university and a small, private college of art and design. We share our approach to co-creating workshops that help instructors reflect on their beliefs about AI, navigate change, and foster trust through intentional, context-aware practices.

Room 16 (Exhibit Hall Level C2)

Presenters: Melanie Gagich, Cleveland State University, OH
Zach Savich, Cleveland Institute of Art, OH

Professional and Technical Writing

GA.8 Exploring Television Screenwriting as a Technical, Professional, Collaborative, Creative, and Posthuman Genre and Practice

This presentation explores the affordances and potentials of using television screenwriting as an object of inquiry and practice in undergraduate composition courses. In blending creative writing, technical and professional writing, collaborative writing, and posthumanist theories of writing, the television screenplay genre is a rich vehicle to engage with diverse writerly concerns.

Room 17 (Exhibit Hall Level C2)

Presenter: Steve Shoop, University of Louisville, KY

Information Literacy and Technology

GA.9 Framing Our Feedback Loops: What Does Writing “Feedback” Mean after Generative AI?

This presentation compares and contrasts cybernetic feedback loops, including those used by GAI platforms, with teacher and peer writing feedback loops. The purpose of this is to demonstrate areas where we are both similar to and different from cybernetic feedback loops in our language and repetitions, forcing us to consider recent ethical concerns with GAI outputs and what those can teach us too.

Room 18 (Exhibit Hall Level C2)

Presenter: Foster McNeece, Auburn University, AL

Language, Literacy, and Culture

GA.10 Ma’am, Y’all, and Other Words We Reckon Should Be in the Regional Student Writer’s Toolbox

The use of dialect is a tool necessary for communicative success for writers, and teaching students the import of such a tool is a worthwhile task in the college writing classroom, particularly in an era of AI-influenced compositions that contain evermore homogenized language.

Room 19 (Exhibit Hall Level C2)

Presenter: Megan Busch, Charleston Southern University, SC

Approaches to Teaching and Learning

GA.11 “I Don’t Feel So Isolated”: Using Video Discussion Boards to Create Engagement and Community in Online Graduate Courses

In this presentation, I analyze the experience of implementing video discussion boards in an online graduate course. Despite some initial discomfort and technical difficulties, students reported that the video discussion boards allowed us to build a stronger classroom community and encouraged engagement with the course material.

Room 20 (Exhibit Hall Level C2)

Presenter: Jennifer Enoch, Northwestern State University, Natchitoches, LA

Inclusion and Access

GA.13 Catching Smoke with Bare Hands: Understanding Neurodivergent Literacy Narratives through Discourse Analysis and Neuroscience

This interdisciplinary project analyzes literacy narratives of neurodivergent individuals from the Digital Archive of Literacy Narratives (DALN) using discourse analysis and insights from neuroscience. We explore how participants describe their literacy development, uphold and challenge dominant disability narratives, and offer perspectives that inform more inclusive writing pedagogies.

Room 22 (Exhibit Hall Level C2)

Presenters: Kelly Frantz, Bryn Mawr College, PA
Catherine Kirch, Columbia University, New York, NY

Friday, 9:30–10:00 a.m.

Writing Programs

GA.14 A Sensemaking Approach to Sustainability and Change: A Story of Revival and Resilience in a Long-Standing WAC Program

This presentation examines how integrating sensemaking into a whole-systems methodology can foster sustainable change. We use a large-scale curriculum enhancement initiative that helped academic units reimagine their writing-intensive courses as a case study. Our analysis offers practical insights for educational leaders seeking to initiate or reinvigorate institutional change efforts.

Room 23 (Exhibit Hall Level C2)

Presenters: Joan J. Hwang, George Mason University, Fairfax, VA
Thomas Polk, George Mason University, Fairfax, VA

Histories of Rhetoric

GA.15 Rhetoric for Validity in Writing Assessment

An examination of the history of validity and how we can use rhetorical concepts to control for the use of assessments for teaching and learning writing.

Room 24 (Exhibit Hall Level C2)

Presenter: William Morris, Kent State University, OH

Information Literacy and Technology

GA.16 Prompt Sensitivity—Talking to AI while Using It as a Writing Tool: I Think It Matters

This session explores prompt sensitivity (PS)—how the emotional tone of a writer’s prompt shapes both AI responses and the writer’s own experience. Based on teaching and personal practice, the presentation invites composition teachers and students to rethink how they interact with AI as a writing partner rather than a passive tool.

Room 8 (Concourse Level C3)

Presenter: Md Mozaffor Hossain, Ohio University, Athens

GB Sessions: 10:15–10:45 a.m.

Theory, Research Methodologies, and Praxis

GB.1 Marking Time: Bullet Journals as Ordinary Writing and Spaces of Women's Agency

Bullet journals are an emerging genre of ordinary writing that act as a site of women's agency. Building on studies of ephemera, material rhetoric, and human-tech interaction, this presentation traces the evolution of the genre and invites discussion toward a larger research project.

Room 10 (Exhibit Hall Level C2)

Presenter: Suzanne Rumsey, Purdue University Fort Wayne, IN

First-Year Writing

GB.2 Humanizing Group Discussions with AI and Identity Narratives in First-Year Writing

This session presents a pedagogical model using AI to support inclusive, humanizing group discussions in first-year writing. It combines scaffolded identity narratives, AI-generated prompts, and adda-inspired dialogue, a Bengali practice of informal, open-ended talk, to foster empathy, trust, and rhetorical listening across diverse student experiences.

Room 11 (Exhibit Hall Level C2)

Presenter: Suman Dey, North Dakota State University, Fargo

First-Year Writing

GB.3 Syllabi in Conversation: Preliminary Results of the First-Year Writing Syllabus Project

This presentation will report initial findings from the First-Year Writing Syllabus Project, a study of curricular structures of FYW programs in the US across diverse institutional types. We overview trends in three aspects of FYW classrooms: the most common frameworks, assignments, and readings.

Room 12 (Exhibit Hall Level C2)

Presenters: Cynthia Johnson, Missouri State University, Springfield
Enrique Paz, Southern Illinois University, Carbondale

Friday, 10:15–10:45 a.m.

Writing Centers (including Writing and Speaking Centers)

GB.4 Rethinking Required Writing Center Visits to Build Community through Collaboration

Writing center (WC) administrators at a STEM-focused university share results from a collaborative pilot between the WC and writing program faculty that requires first-year students to visit the WC. Presenters will share instructional resources and invite attendees to reflect upon their own institutional contexts and how writing program/WC collaboration might foster learning and strengthen community.

Room 13 (Exhibit Hall Level C2)

Presenters: Gabrielle Parkin, Case Western Reserve University, Cleveland, OH
Marion Wolfe, Case Western Reserve University, Cleveland, OH

Professional and Technical Writing

GB.5 Data Narratives for Community Engagement: Findings from a Workplace Writing Course Pilot

Our Writing for Workplaces course emphasizes data analysis, visualization, and presentation under the umbrella of data narrative, and activates that knowledge for community partners. We share our course design and findings from a pilot data narrative assignment, offering recommendations for those interested in integrating similar curriculum or aligning with community partners around data narratives.

Room 14 (Exhibit Hall Level C2)

Presenters: Lilly Campbell, Marquette University, Milwaukee, WI
Jenna Green, Marquette University, Milwaukee, WI

Histories of Rhetoric

GB.6 Never a “Proper Southern Lady”: The Life and Influence of Laura Bragg in Charleston, South Carolina

This presentation aims to introduce the audience to Laura Bragg, the first woman in the United States to lead a publicly funded natural history and art museum. The content of the presentation centers upon Bragg’s public and personal spheres and how the two spheres overlap to motivate Laura Bragg’s influence and legacy on Charleston, South Carolina.

Room 15 (Exhibit Hall Level C2)

Presenter: Lindsey Spring, The Citadel, Charleston, SC

Approaches to Teaching and Learning

GB.8 Fictional “Truths” about Language: Using Creative Fiction for Radical Inclusion and Critical Language Awareness

This presentation features a creative writing assignment to build critical language awareness and develop radical inclusivity in writing classes for four-year colleges. It features an easily adopted assignment supported by research and qualitative observations from its implementation in class, adding to the conversation of rethinking how we teach English more inclusively.

Room 17 (Exhibit Hall Level C2)

Presenter: Sean Oros, Thiel College, Greenville, PA

Theory, Research Methodologies, and Praxis

GB.9 The When of Writing: Observing Temporalized Student Writing Processes through Metadata

This study explores the overlooked temporal dimension of student writing: when students begin and manage their writing tasks. By analyzing metadata from word processors and learning management systems, it finds that students start writing late—often halfway through the allotted time—and submit close to deadlines. The findings suggest the need for interventions that promote earlier task engagement.

Room 18 (Exhibit Hall Level C2)

Presenter: Mark Pedretti, Providence College, RI

Inclusion and Access

GB.10 Queer User-Ability: Investigating GenAI’s Impact on Queer Voices in Composition

Our presentation examines how queer scholars and students interact with GenAI tools and how that can amplify or silence queer voices, pushing against heteronormative information in machine-generated language. This session offers critical insights, data, and pertinent information that we both are working on in our current research.

Room 19 (Exhibit Hall Level C2)

Presenters: David Ornelas, Texas Tech University, Lubbock
Angela Pennington

Friday, 10:15–10:45 a.m.

First-Year Writing

GB.11 Reassessing Technology: Critical Digital Literacy (CDL) as a Strategy for Ethical AI Integration in Writing Classrooms

This proposal reviews the integration of critical digital literacy (CDL) in writing classrooms. Aimed at balancing the expansion of GenAI with its impacts in academia, the assessments equip students with skills for ethical AI use. Grounded on Hinrichsen’s and Coombs’s model, this project unpacks five key constituents of critical AI literacy to facilitate writing independence through deconstructing generative AI outputs.

Room 20 (Exhibit Hall Level C2)

Presenter: Ezinne Okonkwo, The University of Alabama, Tuscaloosa

Writing Programs

GB.12 Invisible Conversations in Graduate Writing: Mentorship, Multilingualism, and Micro-Exclusions

This presentation uses autoethnographic reflection/informal peer narratives to surface struggles behind graduate writing, especially for students navigating race, language, and gender-based marginalization. I propose recommendations for faculty/writing program administrators: transparent mentorship, space for linguistic difference in writing support, and conferences that value diverse expression.

Room 21 (Exhibit Hall Level C2)

Presenter: Nilima Mow, George Mason University, Fairfax, VA

Professional and Technical Writing

GB.13 Honing “Your” Craft: Adapting to (Re)Defined Technical and Professional Communication Skills, Workflows, and Pedagogical Approaches in an AI-Powered World

By weaving together scholarship from technical and professional communication, computational rhetoric, and critical algorithm studies, this presentation offers a critical pedagogical approach to AI literacy that addresses emerging skills, evolving workflows, and ethical considerations for crafting various forms of communication in an increasingly AI-powered world.

Room 22 (Exhibit Hall Level C2)

Presenter: Fatima Zohra, University of Waterloo

Language, Literacy, and Culture

GB.14 Cold AI Writing: How Multilingual Writers Negotiate with and Resist AI under Contract Grading

How often and for what purposes do multilingual students use AI-based technology in a first-year writing course where contract grading is used for assessment? Learn how students develop a nuanced view of the affordances and constraints associated with generative AI tools and become sophisticated users who know how to modulate and adapt the tools for their needs but also resist them.

Room 23 (Exhibit Hall Level C2)

Presenter: Gita DasBender, New York University, NY

Creative Writing and Publishing

GB.15 Barriers to Transmedia and Storyworld Literature

New media is pushing storytelling in new directions, including transmedia narratives and the expansion of storyworld literature; however, before these new forms of literature can be fully supported, academic and social changes will need to be made.

Room 24 (Exhibit Hall Level C2)

Presenter: Maureen Fitzpatrick, Johnson County Community College, Overland Park, KS

H Sessions: 12:30–1:45 p.m.

Approaches to Teaching and Learning

H.1 **From DIY to FAAFO: Creating Community via Creative Processes and Failure in the Writing Classroom through Art**

Four speakers will discuss utilizing handicraft and art in the writing classroom, including the pedagogical and sociocultural movements which influence their activity and assignment creation, encouraging experimentation and collaboration among students, and modeling vulnerability as creators alongside students.

Atrium Ballroom A (Atrium Floor 1)

Presenters: Emily Brier, Western Carolina University, Cullowhee, NC
Jonathan Holland, University of Michigan, Ann Arbor
Jason Luther
Patricia Taylor

Institutions: Labor Issues, Professional Lives, and Survival

H.2 **Conferencing as Care: Coping with Threats to Our Work**

Using the community of care model as its impetus, this roundtable expands upon five large threats faced by writing teachers today and provides a direct opportunity for participants to discuss their own experiences and approaches to these threats. The purpose of the roundtable is to strengthen the community of care in which we work, support each other, and foster informed agency.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Stancy Bond, Northwest Missouri State University, Maryville
Robin Gallaher, Northwest Missouri State University, Maryville
Heather Hill, Northwest Missouri State University, Maryville
Ildi Olasz, Northwest Missouri State University, Maryville
Kenton Wilcox, Northwest Missouri State University, Maryville

Institutions: Labor Issues, Professional Lives, and Survival

H.3 **Feminist Faculty Leadership: Real Talk**

This roundtable is an invitation to join us—seven feminist women faculty of a certain age and professional generation—for a 75-minute slice of a much larger conversation about campus-based faculty leadership. As educators drawn to opportunities for making change, our primary interest on this occasion is identifying what has—and has not—consequentially changed regarding faculty leadership.

Atrium Ballroom D (Atrium Floor 1)

Presenters: Michelle Bachelor Robinson, Spelman College, Atlanta, GA
Sheila Carter-Tod, The University of Denver, CO
Jenn Fishman, Marquette University, Milwaukee, WI
Shevaun Watson, University of Wisconsin-Milwaukee
Respondents: Mary P. Sheridan, University of Louisville, KY
Darci Thoune, University of Wisconsin-La Crosse
Amy Wan, CUNY-Queens

Language, Literacy, and Culture

H.4 **What We Talk about When We Talk about Multiliteracies: Is It Still an Anti-Authoritarian, Multimodal, Liberatory Pedagogy for Our Times?**

Thirty years after the New London Group's "A Pedagogy of Multiliteracies," what conversations about literacy, power, and pedagogy do we need? This roundtable explores a curriculum rooted in multimodal composition and social justice, spotlighting how students' diverse literacies and languages can resist authoritarian, technocapitalist norms and reclaim literacy as a critical civic resource.

Atrium Ballroom F (Atrium Floor 1)

Presenters: Laura Clapper, University of Michigan, Sweetland Center for Writing
April Conway, University of Michigan, Sweetland Center for Writing
T Hetzel, University of Michigan, Sweetland Center for Writing
Simone Sessolo, University of Michigan, Sweetland Center for Writing
Naomi Silver, University of Michigan, Sweetland Center for Writing

College Writing and Reading

H.5 **Translingual Reading Practices in College Composition Classrooms: Enactment, Engagement, and Inclusion**

Over the past decade, translingualism has been widely explored in composition studies, though the conversation has primarily focused on writing. This emphasis has been valuable in challenging English-only norms and validating the fluid language practices of (multi)lingual writers. However, comparatively little attention has been given to how translingual approaches might inform reading practices.

Room 202 (Atrium Floor 2)

Presenters: Md Didar Hossain, Illinois State University, Normal
ABM Shafiqul Islam, Illinois State University, Normal

Friday, 12:30–1:45 p.m.

Language, Literacy, and Culture

H.6 **Informed Refusals: Theories, Pedagogies, and Methods for Imagining Consent in English Studies**

This roundtable discussion features guest editors and contributors to the special issue of *College English* on informed refusals. Scholar-teachers across English studies will consider what consent is, what it might be, and how thinking with consent might shape our work. We will make time for Q&A and for attendees to imagine with us the next steps for this project.

Room 203 (Atrium Floor 2)

Presenters: William P. Banks, East Carolina University, Greenville, NC
Nicole Caswell, East Carolina University, Greenville, NC
Angela Clark-Oates, Sacramento State University, CA
Violet Livingston, Landmark College, Putney, VT
Aurora Matzke, Cal Poly Pomona
Samuel Phillips
Stephanie West-Puckett, University of Rhode Island, South Kingstown
Zheng Zhang

Approaches to Teaching and Learning

H.7 **Reframing Invention: Or, Where Does the Thinking Happen?**

Students may dismiss invention as busywork, missing its value for learning. This panel reframes invention as a tool-centered space for teaching the stances of problem-posing and source engagement. The first speaker examines stance in annotated bibliographies, the second speaker explores atomic notes as invention tools, and the third speaker shows how these notes support iterative modular composing.

Room 205 A (Atrium Floor 2)

Chair: Pamela Takayoshi, Kent State University, OH
Presenters: Kory Lawson Ching, University of California, Davis
Tim Lockridge, Miami University, Oxford, OH
Derek Van Ittersum, Kent State University, OH

Institutions: Labor Issues, Professional Lives, and Survival

H.8 **Diffuse Identity: NTT Teaching Faculty, Programmatic Labor, and Writing Program Administration**

This roundtable explores the complex and precarious roles of non-tenure track (NTT) teaching faculty within writing programs, highlighting their often-overlooked contributions to administrative and programmatic work typically associated with writing program administrators (WPAs).

Room 205 B (Atrium Floor 2)

Presenters: Jay Barber, University at Buffalo, NY

Andrew Burgess, University at Buffalo, NY
Adam Drury, University at Buffalo, NY
Nicholas Hoffman, University at Buffalo, NY
Kellie Sharp, University at Buffalo, NY

Information Literacy and Technology

H.9 Our Robot Overlords: The Past, Present, and Future of Machine Writers and Teachers

We offer three responses to Zhaozhe Wang’s notion that we are entering a “post-rhetoric era,” as genAI writing bots overturn the agency that drives humans’ rhetorical decision-making. We share an archival history of failed attempts to make AI rhetorical, a mixed-methods study of student AI use, and a demo of a new digital writing platform that teaches students rhetorically driven writing.

Room 25 A (Ballroom Level C4)

Presenters: Hannah Davis, Duke University, Durham, NC
Alexander Landfair, New York University, NY
Susan Mendelsohn, Columbia University, NY
Eliana Schonberg, Duke University, Durham, NC

College Writing and Reading

H.10 Starting a Conversation: Using Anonymous Social Annotation to Open Discourse in a Time of Self-Censorship

We live in a time of self-censorship. Both students and professors may mitigate perceived risks by limiting the personal information they share. Students may become more likely to engage in deferent reading of texts. Presenters discuss best pedagogical practices to spur open discourse based on a study where students from four institutions anonymously annotated shared texts in a decentered LMS.

Room 25 B (Ballroom Level C4)

Presenters: Noel Holton Brathwaite, SUNY Farmingdale College
Christine Kervina, Northern Virginia Community College, Wakefield
Sana Sayed, University of California, San Diego
Mary Traester, University of Southern California, Los Angeles

Information Literacy and Technology

H.11 Generative Artificial Intelligence and Writing across the Curriculum: Data-Driven Insights into Student Use and Disclosure

Exploring students’ disclosure and uses of generative artificial intelligence (GenAI) tools across the disciplines, we highlight the impact of GenAI on

continued on next page

Friday, 12:30–1:45 p.m.

course policies, pedagogical practices, student learning, and ethical uses. Drawing from data-driven research, each speaker offers policy suggestions and pedagogical implications for GenAI uses in diverse writing across the curriculum fields.

Room 25 C (Ballroom Level C4)

Session Chair: Jialei Jiang, University of Pittsburgh, PA

Presenters: Brent Lucia

John Silvestro, Slippery Rock University, PA

Matthew Vetter, Indiana University of Pennsylvania

Respondent: Islam Farag, Indiana University of Pennsylvania

College Writing and Reading

H.12 **Feminist Neo-Expressivism and 21st-Century Embodied Pedagogy**

This panel approaches writing instruction in the twenty-first century from an array of embodied perspectives, exploring the ways wearable technology, disability justice, and the affordances of AI impact teacher and student bodies.

Room 26 A (Ballroom Level C4)

Presenters: Elizabeth Forsythe, University of Cincinnati, OH

Melissa Nicolas, Washington State University, Pullman

Prakash Paudel, Washington State University, Pullman

Sumaiya Sarker Sharmin, Washington State University, Pullman

Writing Centers (including Writing and Speaking Centers)

H.13 **Demystifying Edited Collections: What We Learned in Five Years about Getting a Book Published**

What does it take to co-edit a collection, particularly within Writing Center Studies? This roundtable's presenters, the co-editors of a forthcoming collection, *The Reluctant Supervisor*, seek to demystify the time and different kinds of labor involved in co-editing, particularly a process the co-editors hoped to carry out with kindness and transparency.

Room 26 B (Ballroom Level C4)

Presenters: Rachel Azima, University of Nebraska-Lincoln

Katie Levin, University of Minnesota—Twin Cities

Meredith Steck, Case Western Reserve University, Cleveland, OH

Jasmine Kar Tang, University of Minnesota—Twin Cities

Approaches to Teaching and Learning

H.14 **The Conscious Teacher: Teaching with Veritas as Resistance to Academic Policing**

Sponsored by the Assembly for the Expanded Perspectives on Learning

Participants will learn conscious teaching strategies that provide safe harbors of learning for all students.

Room 26 C (Ballroom Level C4)

Presenters: Liz DeBetta, Migrating toward Wholeness
Miranda Lutyens, UMass Amherst
RAsheda Young, Rutgers University, New Brunswick, NJ

Antiracism and Social Justice

H.15 “Who All Gon’ Be There?” *Sinners* and Imagining Black Futures in a Post-Post-DEI World

Sponsored by the CCCC Black Caucus

Through analyses of Ryan Coogler’s critically-acclaimed horror film *Sinners*, panelists will parse historic and contemporary methods and methodologies of Black cultural in/exclusivity to imagine futures of Black kinship and belonging. Participants can expect to learn tactics for continuing the work of the Black freedom struggles in a post-post-DEI landscape while considering how Black rhetorical traditions may inform productive responses.

Room 302 (Atrium Floor 3)

Presenters: Laura L. Allen, York University, Toronto, Ontario
Earl Brooks, University of Maryland, Baltimore County
Eric House, New Mexico State University, Las Cruces
Robyn Lyons-Robinson, Columbus State Community College, OH
Kendra Mitchell, Florida A&M University, Tallahassee
Shelagh Patterson, CUNY, Medgar Evers College
Mudiwa Pettus, CUNY, Medgar Evers College
Sherita Roundtree, Towson University, MD
Maurika Smutherfordman, North Carolina Central University, Durham

Writing Programs

H.16 Report on the 2025 Survey of Graduate Communication Support

The panelists have revised and expanded a graduate communication support survey conducted 10 years ago when the Consortium on Graduate Communication first formed. They will report on changes in graduate communication support over the last 10 years, current offerings of institutions and programs, program support and sustainability, and the professionals engaging in this work.

Room 304 (Atrium Floor 3)

Presenters: Michelle Crow, Cornell University, Ithaca, NY
Marilyn Gray, University of California, Los Angeles
Talinn Phillips, Ohio University, Athens

Friday, 12:30–1:45 p.m.

Information Literacy and Technology

H.17 Problem-Seeking over Answer-Getting: Auditing Generative AI to Cultivate Intellectual Curiosity

Instructors at four institutions will present new teaching experiments in AI literacy arising from a common methodology of “auditing” genAI systems. Speakers’ previous research treats genAI systems as a foil for metacognition as opposed to a labor-replacing tool. This session will focus our methodology on using genAI to cultivate students’ ability to approach writing as a form of inquiry.

Room 307 B (Atrium Floor 3)

Presenters: Kirkwood Adams, Columbia University, NY
Maria Baker
Alessia Palanti, New York University, NY
Valeria Tsygankova, Columbia University, NY

Institutions: Labor Issues, Professional Lives, and Survival

H.18 Hybrid Graduate Education: Possibilities, Challenges, Opportunities

This panel explores the possibilities, challenges, and opportunities of hybrid graduate programs with both online and onsite students. Presenters—graduate program directors and departmental administrators—provide brief talks that share theory, research, and data on the goals of hybrid graduate programs, student and faculty experiences, and the challenges of such programs.

Room 5 (Concourse Level C3)

Presenters: Michael Faris, Texas Tech University, Lubbock
Lisa Melonçon, Clemson University, SC
Daniel Richards, Old Dominion University, Norfolk, VA
Julia Romberger, Old Dominion University, Norfolk, VA
Respondent: Beau Pihlaja, Texas Tech University, Lubbock

College Writing and Reading

H.19 The Art of Online Annotations: Making Reading Visible and Fostering Community

Addressing the problems that our students have with reading, this Engaged Learning Experience session provides (1) hands-on experience using a social annotation platform (e.g., Perusall, Google Docs), (2) ideas for how reading is included in writing courses, (3) connections with other instructors using similar technologies, and (4) practical assignments and activities that can be included in writing courses.

Room 6 (Concourse Level C3)

Presenters: Logan Bearden

Kevin E. DePew, Old Dominion University, Norfolk, VA
Janine Morris, Nova Southeastern University, Davie, FL
Meghan Velez, University of Central Florida, Orlando

Approaches to Teaching and Learning

H.20 **Their Conference and Their Conversations: Building an Undergraduate Community through the Naylor Workshop and an Undergraduate Research Journal**

Sponsored by the CCCC Undergraduate Research Standing Group

Over the last decade, The Naylor Workshop on Undergraduate Research has provided over 300 students and mentors from 42 states a physical and intellectual space to gather as a community of researchers. Former attendees and mentors describe not only how it has fueled professional success for attendees, but also created an idealized university, rejuvenating emotional ties with our discipline's work.

Room 7 (Concourse Level C3)

Standing Group/Caucus Chair: Cody Hmelar, University of Pittsburgh, PA

Presenters: Whitney Adams, Berry College, GA

Maria Assif

Rebecca Babcock, The University of Texas Permian Basin

Dominic DelliCarpini, York College of Pennsylvania, Grantley

Doug Downs, Montana State University, Bozeman

Nidhi Gandhi

Jasmine Garcia, Florida International University, Miami

D. Alexis Hart, Allegheny College, Meadville, PA

Xuan Jiang

Hannah Locher, The Ohio State University, Columbus

Vanessa Kraemer Sohan, Florida International University, Miami

College Writing and Reading

H.21 **What Are Students Doing with Sources Now? How Undergraduate Source Use Has Evolved Since the Original Citation Project**

We share initial findings from our replication and updating of the Citation Project. Attendees engage with method artifacts before we share results including new coding elements that account for the complicated technological landscape of 2026.

Room 9 (Exhibit Hall Level C2)

Presenters: Ana Castellon, University of California, Davis

Andrea Hernandez, University of California, Davis

Casey Manogue, University of California, Davis

sasha osorio, University of California, Davis

Respondent: Tricia Serviss, University of California Davis

HA Sessions: 12:30–1:00 p.m.

Language, Literacy, and Culture

HA.1 **The Use of AI in Academic Writing for Hebrew- and Arabic-Speaking STEM Students: Impact on Coherence**

Coherence is central to academic writing, yet few studies explore how AI supports coherence in academic writing across language backgrounds. This study examines how Hebrew- and Arabic-speaking STEM students use a chatbot to improve coherence. Through text analysis and interviews, we compare outcomes, engagement, and perceptions, highlighting AI's role in inclusive writing instruction.

Room 10 (Exhibit Hall Level C2)

Presenters: Laila Haddad-Najjar, Technion
Tzipora Rakedzon, Technion

Theory, Research Methodologies, and Praxis

HA.2 **Rhetorical Listening in the Borderlands: A Practical Approach to Meaningful Conversations**

This session explores the intersection of rhetorical listening (Ratcliffe) and social justice pedagogies (Alim, Paris, Martinez, Baca, Baker-Bell, and Eodice). Participants will learn how rhetorical listening can deepen classroom conversations about identity, power, and language, while developing a shared lexicon. The session will include theory, as well as examples and discussion of praxis.

Room 11 (Exhibit Hall Level C2)

Presenter: Amy Garrett Brown, The University of Arizona, Tucson

Institutions: Labor Issues, Professional Lives, and Survival

HA.3 **Teaching in the Matrix: Writing Teachers' Emotional Labor in Responding to AI Use in Students' Work**

This CCCC-funded project investigates the emotion labor writing teachers experience when responding to students' use of generative AI in academic writing. Drawing on interviews and reflective journals from ten diverse instructors, the study uses an empirical phenomenological approach to uncover how teachers navigate institutional expectations, pedagogical values, and emotional experiences.

Room 12 (Exhibit Hall Level C2)

Presenter: Xiao Tan, Utah State University, Logan

First-Year Writing

HA.5 Understanding Community College Instructors’ Perceptions of Corpus-Informed Writing Instruction

This paper shares research findings and instructor materials from a CCCC-funded grant focusing on workshops and implementations with community college instructors. Instructors received training to incorporate corpus-informed pedagogy that centers on an asset-oriented approach to student writing. Participants will leave with concrete ideas for how to integrate this pedagogy into their classrooms.

Room 14 (Exhibit Hall Level C2)

Presenters: Robyn Ferret, Cascadia College, Bothell, WA
Shelley Staples, The University of Arizona, Tucson

Antiracism and Social Justice

HA.6 What AI Can’t “Hear”: Conversations about Language, Identity, Voice, and Equity

This presentation explores how AI technologies shape language, identity, and access. Drawing on current research and teaching, it raises critical questions about how AI both mirrors and amplifies biases related to standardization and linguistic equity. Rather than offering conclusions, the session invites dialogue on the cultural assumptions embedded in AI tools.

Room 15 (Exhibit Hall Level C2)

Presenter: Ghada Gherwash, Colby College, Waterville, ME

Professional and Technical Writing

HA.7 Collaborative Writing in the Workplace: Teaching with Agile and Design Thinking to Navigate Culture, Tools, and Teamwork

This presentation demonstrates how design thinking and Agile project management can be applied to collaborative writing practice and pedagogy. Drawing from a forthcoming book and case studies, we offer frameworks and strategies to help educators design inclusive, effective team-writing processes for classrooms and professional contexts.

Room 16 (Exhibit Hall Level C2)

Presenter: Meghalee Das, James Madison University, Harrisonburg, VA

Friday, 12:30–1:00 p.m.

Information Literacy and Technology

HA.8 Toward an Engaged Conversation about AI: A Heuristic for Understanding and Teaching Academic Integrity in an Age of Generative AI

The speakers share a student-focused heuristic that navigates whether/when/how to use GAI as well as why/how/when to provide attribution. Presented as a decision tree, it asks questions about the nature of sources being used as well as how GAI was consulted, helping writing instructors support deeper learning about the nature of academic integrity and attribution in writing and research processes.

Room 17 (Exhibit Hall Level C2)

Presenters: Anuj Gupta, University of South Florida, Tampa
Susan Miller-Cochran, The University of Arizona, Tucson

Approaches to Teaching and Learning

HA.9 What Was I Writing, Typing, and Recording? Revisiting and Reconducting Multimodal Composition Research with Digital Technofeminism

Using a digital technofeminist lens to frame my reflection and work, I will revisit student research I conducted in 2016 to better understand students' relationships with the composition tools and technologies they use and/or prefer, and ultimately update and reconduct this research with a stronger digital technofeminist focus in an upcoming multimodal composition course I am teaching in the fall.

Room 18 (Exhibit Hall Level C2)

Presenter: Frank Macarthy, University of Washington, Seattle

Antiracism and Social Justice

HA.10 Composing Resistance: Conversation, Censorship, and the Future of Black Rhetorics

By centering practices of composition and conversation, this panel interrogates how Black rhetorics continue to cultivate liberatory intellectual life in a context where both speech and scholarship are increasingly under threat.

Room 19 (Exhibit Hall Level C2)

Presenter: Ashley Newby, University of Maryland

Language, Literacy, and Culture

HA.11 Our Ancestors Were Always Rhetoricians: Hoodoo as Literacies, Spiritual Healing, and Black Intellectual Sovereignty in Composition

This presentation explores Hoodoo as a rhetorical and spiritual literacy that fosters healing, survival, and Black intellectual sovereignty. It argues for centering African diasporic traditions—like conjure, divination, and griot storytelling—as foundational rhetorics that can reshape composition toward liberatory, ancestral, and embodied pedagogy.

Room 20 (Exhibit Hall Level C2)

Presenter: Rebekah Crosson, University of Louisville, KY

Community, Civic, and Public Contexts of Writing

HA.12 When Should You Change Your Mind? Wayne Booth and the New Rhetoricians Offer Some (Still Timely) Advice

The example of Wayne Booth, both his theory and especially his practice—a trained rhetorician applying his art in the midst of a politically fraught public sphere—provides a model for how writing specialists might cope with our own era of divisive political discourse, one in which, as journalist Matt Taibbi pointed out in the subtitle to his 2019 book, “today’s media makes us despise one another.”

Room 21 (Exhibit Hall Level C2)

Presenter: John Dunn, Eastern Michigan University, Ypsilanti

First-Year Writing

HA.13 Beyond the Library Tour: Meaningful Collaboration with Information Literacy Librarians in the Composition Classroom

This session highlights the vital partnership between composition instructors and information literacy librarians in supporting student research. It focuses on moving beyond one-off library sessions to co-designed, scaffolded activities and integrated research support. Attendees will learn practical strategies to build and sustain faculty-librarian collaborations that enhance information literacy.

Room 22 (Exhibit Hall Level C2)

Presenters: Jo Dienst
Kayla Landers, Alvernia University, Reading, PA

Friday, 12:30–1:00 p.m.

Language, Literacy, and Culture

HA.14 Let Her Cook: Bending Race and Gender in User-Generated Videos as Black Women’s Agency

In this presentation, the speaker will share analyses of user-generated videos from YouTube and Instagram that imagine or play with the possibility of the video’s subjects having the positionality and markers of Black womanhood that are agentic and resist normative constraints of race and gender.

Room 23 (Exhibit Hall Level C2)

Presenter: LaToya Sawyer, St. John’s University

Approaches to Teaching and Learning

HA.15 Differential Mediating Roles of L2 Grit: English Writing Anxiety and Writing Tasks

This mixed-methods study examines how L2 grit mediates the relationship between English writing anxiety and performance across integrated and independent tasks in senior high EFL learners. Results show that grit significantly mediates anxiety and continuation of writing performance in integrated tasks but has limited impact on performance of independent tasks. Pedagogical and theoretical implications will be discussed.

Room 24 (Exhibit Hall Level C2)

Presenter: Yuan Gu, University of Utah, Salt Lake City

Community, Civic, and Public Contexts of Writing

HA.16 Equity, Inclusion, Diversity, and Money: Let’s Talk about the “Bad” Words

The presentation addresses how anti-diversity, -equity, and -inclusion legislation can be combatted through the rhetorics and strategies defined via feminist leadership theories; further, it considers how faculty of writing and rhetoric negotiate their positions throughout their professional life cycle, potentially when navigating their own minority status.

Room 8 (Concourse Level C3)

Presenter: Wioleta Fedeczko, Utah Valley University, Orem

Language, Literacy, and Culture

HA.17 Hijab Literacy: Embodied Knowledge, Legibility, and the Politics of Covering

This session explores hijab literacy as a framework for understanding veiling as a form of embodied knowledge, cultural resistance, and self-definition beyond visibility.

Room 13 (Exhibit Hall Level C2)

Presenter: Zainab Aldaoseri, University of Arkansas

HB Sessions: 1:15–1:45 p.m.

Information Literacy and Technology

HB.1 **Inviting ChatGPT to the Conversation: How to Motivate Students Creatively and Ethically**

This speaker will discuss recent research positively correlating ChatGPT and second language learners' learning autonomy and motivation. These findings are shared alongside an advanced writing assignment sequence called "Choose Your Own Adventure" that asks students to "translate" texts across genres with the use of ChatGPT and critical reflection.

Room 10 (Exhibit Hall Level C2)

Presenter: Amanda Hobmeier, University of Southern California, Los Angeles

Institutions: Labor Issues, Professional Lives, and Survival

HB.2 **Refusing to Pivot: Fighting for Our Research through Conference and Conversation**

Trump's devastation of our research enterprise has led universities to encourage faculty to pivot their research away from "woke" but needed topics. As a former R&D proposal developer turned PhD student, I will explore this rhetorical manipulation of grants as a genre and give tips on how conferences can help us to not pivot away from our important research through conversation and community.

Room 11 (Exhibit Hall Level C2)

Presenter: Julia Hettiger, The University of Texas at El Paso

Information Literacy and Technology

HB.3 **A Human-Centered Approach to Teaching AI Competency in the Technical Editing Classroom**

This presentation describes a human-centered approach to teaching technical editing students how they might incorporate generative AI into their workflows. Presenters share a case study that demonstrates limits of AI in editing, while also sharing how instructors might teach technical editing students to critically assess AI output without sacrificing other core editing competencies.

Room 12 (Exhibit Hall Level C2)

Presenters: Holly Baker, Brigham Young University
Shelton Weech, Utah Valley University, Orem

Friday, 1:15–1:45 p.m.

Approaches to Teaching and Learning

HB.5 Your Party at the CCCC Annual Convention: A Site of Engagement for Post-Arrival Mentorships That Are Not Mentorships

This reflective narrative draws on mediated discourse theory to articulate stages and ranges of mentorship represented at the “parties” graduate programs organize each year at the CCCC Annual Convention.

Room 14 (Exhibit Hall Level C2)

Presenter: John Paul Tassoni, Miami University, Oxford, OH

Antiracism and Social Justice

HB.7 Shifting Racist Narratives of Gun Violence: An Antiracist Community Story Project in Reading, Pennsylvania

The proposed presentation analyzes an antiracist community storytelling project I facilitated in a majority Latinx city with high levels of gun violence. The forty-four stories underscore how structural racism creates conditions that promote violence. I critically engage my positionality and privilege and argue that the story project is marked by reciprocity, partnership, and centering community voices.

Room 16 (Exhibit Hall Level C2)

Presenter: Laurie Grobman, Penn State Berks

First-Year Writing

HB.8 Whose Voice Is Accessible? Exploring GenAI Pedagogies through Writerly Voice and Accessibility

This presentation is situated around the belief that we as writing instructors value voice as a complex, human-centric action—asking our students to consider what we as human beings bring to rhetorical situations. The speakers discuss a generative AI activity that they used in their classrooms to facilitate further conversations about writerly voice and accessibility.

Room 17 (Exhibit Hall Level C2)

Presenters: Alex Jennings, University of Pittsburgh, PA
Megan Simmermeyer, University of Pittsburgh, PA

Writing Centers (including Writing and Speaking Centers)

HB.9 Dual Positions and Unique Perspectives: A Survey of Tutor-Instructors’ Engagement with Student Writing

This presentation shares results from a survey inquiring about how writing center tutors who are also writing instructors (tutor-instructors) engage with

student writing in both positions. Using inductive coding of the responses, this presentation highlights how tutor-instructors' engagement with student writing has been influenced by their dual institutional positions.

Room 18 (Exhibit Hall Level C2)

Presenter: Helena Mazzarella, University of Pittsburgh, PA

Community, Civic, and Public Contexts of Writing

HB.11 Whole-Self Rhetoric and Supermax Confinement: Listening at the Limits of Relation

This presentation contributes to ongoing conversations in carceral rhetoric, rhetorical listening, and justice-centered composition by theorizing whole-self rhetoric as a counter to the logic of isolation/removal. Drawing from restorative justice and rhetorical listening, the presentation examines solitary confinement not only as a carceral practice but as a rhetorical act.

Room 20 (Exhibit Hall Level C2)

Presenter: Nadya Pittendrigh, University of Houston-Victoria

Antiracism and Social Justice

HB.12 Generative AI, Rubric Collaboration, and Self-Assessment: Toward a Techno-Antiracist Assessment Ecology

This presentation proposes a pedagogical model that applies antiracist writing assessment ecologies to address generative AI. In this ecology, students evaluate and experiment with GenAI through collaborative rubric design and self-assessment, with an emphasis on the relationships between GenAI literacies and linguistic (in)justice.

Room 21 (Exhibit Hall Level C2)

Presenter: Stephanie Leow, Arizona State University, Tempe

Language, Literacy, and Culture

HB.13 Tarot as Intuitive Literacy

This presentation explores tarot as a form of composing, develops a framework for what I term “intuitive literacy,” and offers a pedagogy and writing curriculum based on the Major Arcana—the “Fool’s Journey.” I offer analysis of tarot as text, the rhetorical situation of the tarot reading, and how this approach supports the development of habits of mind and key competencies.

Room 22 (Exhibit Hall Level C2)

Presenter: Jill Belli, New York City College of Technology, CUNY

Friday, 1:15–1:45 p.m.

College Writing and Reading

HB.14 The Development of Writing Expertise among Working-Class and First-Generation Honors Students: From Honors Comp to the Honors Thesis

This presentation leverages qualitative and ethnographic perspectives from students, faculty, and staff to develop a portrait of the experiences and needs of working-class and first-generation honors students and then deliver a rhetorical genre studies framework and action-oriented advice for remedying institutional failures to properly support students.

Room 23 (Exhibit Hall Level C2)

Presenter: Sean Chadwick, The University of Arizona, Tucson

Approaches to Teaching and Learning

HB.15 From Student to Advocate: Teaching Sustainable Advocacy in a Social Justice Course

In a social justice course, emotional overwhelm can disrupt students' learning as they are preparing to become advocates and activists. This presentation details a unit that teaches students about the Little Rock Nine, guiding them to process their emotions and use this story as a way to reframe the task ahead of them and expand the possibilities for what it might mean to make meaningful change.

Room 24 (Exhibit Hall Level C2)

Presenter: Megan Donelson, University of Dayton, OH

Community, Civic, and Public Contexts of Writing

HB.16 Teaching the Coalitional Leadership of Student Activists

Drawing on recent studies of student activists' coalitional leadership, this presentation offers a framework for helping students see past and present student activists' writing, organizing, and rhetoric as a collaborative problem-solving process that is concerned with enabling collective action.

Room 8 (Concourse Level C3)

Presenter: Charles McMartin, Florida State University, Tallahassee

Writing Programs

HB.17 Strategies for Creating “AI-Aware” Faculty Development Opportunities

This presentation discusses a pilot program at a public Hispanic-Serving Institution to prepare primarily contingent faculty for writing or revising a generative artificial intelligence syllabus statement and accompanying classroom materials. It shares recommendations for WPAs interested in designing similar programming who work with limited budgets against the backdrop of austerity.

Room 13 (Exhibit Hall Level C2)

Presenter: Lindsey Albracht, Queens College, CUNY

I Sessions: 2:00–3:15 p.m.

Inclusion and Access

I.1 **Bridging Disability Studies and Writing Assessment: Anti-Ableist Practices in Pedagogy and Scholarship**

Sponsored by the CCCC Writing Assessment Special Interest Group

This roundtable sponsored by the Writing Assessment SIG aims to address the gap in the scholarly conversation around disability and writing assessment. Speakers will discuss current research and pedagogical work while presenting strategies for better integrating knowledge of disability studies and anti-ableist practices into writing assessment pedagogies and scholarship.

Atrium Ballroom A (Atrium Floor 1)

Presenters: Timothy Dalton, Princeton University, NJ

J. W. Hammond, Michigan Technological University, Houghton

Brian Harrell, Northeast Ohio Medical University, Rootstown

Claire Jackson, SUNY Geneseo

Tara Wood, University of Northern Colorado, Greeley

Respondent: Ada Hubrig, Sam Houston State University, Huntsville, TX

Roundtable Leaders: Jennifer Burke Reifman, San Diego State University, CA

Stacy Wittstock, Marist University, NY

Creative Writing and Publishing

I.2 **Publishing in 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.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Taiko Aoki-Marcial, University of Washington, Seattle

Victor Del Hierro, University of Florida, Gainesville

Stephanie Kerschbaum, University of Washington, Seattle

Information Literacy and Technology

I.3 **Perspectives on Generative AI Refusal**

This roundtable discussion offers a variety of perspectives about generative AI refusal in rhetoric, composition, and writing studies. In particular, speakers discuss the educational, environmental, linguistic, embodied, labor, and political consequences of GenAI.

Atrium Ballroom D (Atrium Floor 1)

Presenters: Jonathan Alexander, University California, Irvine

Michael Black, UMass Lowell

Dustin Edwards, San Diego State University, CA
Maggie Fernandes, University of Arkansas
Amy Lynch-Binieck, Kutztown University, PA
Megan McIntyre, University of Arkansas
Cara Marta Messina, Marist University
Alfred Owusu-Ansah, University of Denver, CO
Elizabeth Palumbo, Syracuse University, NY
Jennifer Sano-Franchini, West Virginia University, Morgantown
Stacy Wittstock, Marist University

Institutions: Labor Issues, Professional Lives, and Survival

I.4 What the Institution Wants from Us: The Dangerous Others of Writing Studies

This panel focuses on clashes that many of us have experienced in academia—in our professional organizations, in our departments, in our institutional roles, in searching for work/life balance, in searching for “belonging,” or in attempting to question or rethink boundaries. We make space to rethink concepts of access and gatekeeping, conflict and boundaries, persistence and belonging.

Atrium Ballroom F (Atrium Floor 1)

Presenters: Meaghan Brewer, Pace University, NY
Kristen di Gennaro, Pace University, NY
Beth Howells, Georgia Southern University, Statesboro
Lisa Mastrangelo, Western New England University, Springfield, MA
Annie Mendenhall, Georgia Southern University, Statesboro
Cheri Lemieux Spiegel, Northern Virginia Community College, Wakefield, VA
Tiffany Wilgar, Fairfield University, CT

Antiracism and Social Justice

I.5 The Prison-to-Campus Pipeline: How Teaching in Prison Education Programs Informs Antiracist Pedagogy in Higher Education

We will discuss how the experience of teaching courses on writing, metacognition, and linguistic justice in prison classrooms informs approaches to teaching the same courses on our college campuses. It will focus on how teaching in prison exposes many of the white-empowering structures that continue to inform traditional pedagogies, particularly when it comes to language, literacy, and learning.

Room 202 (Atrium Floor 2)

Presenters: Timothy Arner, Grinnell College, IA
Katherine Ferraro, Grinnell College, IA
Erin Today, Iowa State University, Ames

Friday, 2:00–3:15 p.m.

Writing Programs

I.6 A Lens into Our Discipline: FYC Shadowing as Layered Learning for TAs

Four graduate TAs and their TA program coordinator offer reflective inquiry and theoretical provocations on experiences navigating a “shadowing program” designed to prepare TAs to teach FYC. Speakers detail a spectrum of mentorship strategies and pedagogical approaches, reflect on their teaching as shaped by shadowing, and offer considerations for building sustainable shadowing programs.

Room 203 (Atrium Floor 2)

Presenters: Vanessa Martin, Kennesaw State University, GA

Matt McGee, Kennesaw State University, GA

Sara Omer, Kennesaw State University, GA

Allison Rayburn, Kennesaw State University, GA

Roundtable Leader: Amanda Pratt, Kennesaw State University, GA

Theory, Research Methodologies, and Praxis

I.7 Collaboration Is (a)Happening: Performing a “Conference Panel”

Through dialogue, music, moving image, photographs, blocking and more, this performative take on the “conference panel” features five collaborators and a willing audience in an exploration of what happens behind the scenes in collaborative composing.

Room 205 A (Atrium Floor 2)

Presenters: Allison Carr, Coe College, Cedar Rapids, IA

Christina LaVecchia, University of Cincinnati, OH

Laura Micciche, University of Cincinnati, OH

Hannah Rule, University of South Carolina, Columbia

Jayne Stone, University of Cincinnati, OH

Inclusion and Access

I.8 Creating Community through Collective Access in Composition and TPC Classrooms

Speakers will discuss how they create collective access, one of the principles of disability justice, across writing pedagogy contexts in order to create collaborative accessibility and community. We will also invite attendees to reflect on how they can create collective access in their own writing pedagogies and additionally how we can build more accessible community at the conference.

Room 205 B (Atrium Floor 2)

Presenters: Sara Beam, University of Minnesota–Twin Cities

Mary Clinkenbeard, Southern University and A&M College, Baton Rouge,

LA

Mary Glavan, Rice University, Houston, TX
Molly Ubbesen, University of Minnesota Rochester
Anne-Marie Womack, Rice University, Houston, TX

Community, Civic, and Public Contexts of Writing

I.9 We Live amid and as Archives: Archiving the Self, Us, and Tomorrow

This panel reflects on the “We Live amid and as Archives” Workshop, a student workshop on memory, identity, and authorship. Featuring two facilitators and one student, the session explores performance, visual storytelling, and multimodal archiving as culturally rooted, relational practices that foster belonging, voice, and archival justice.

Room 25 A (Ballroom Level C4)

Presenters: Jessica Nichole Begay, University of Utah, Salt Lake City
Keolanani Kinghorn, University of Utah, Salt Lake City
Respondent & Standing Group/Caucus Chair: Romeo Garcia, University of Utah, Salt Lake City

College Writing and Reading

I.10 From Theory of Labor to the Practice of Slow Work in the Writing Classroom

One of three coordinated panels exploring the theories, pedagogies, and practices of slow work within contemporary higher education structures within the United States. Speakers in this panel focus on the challenges of slowing down as a pedagogical necessity.

Room 25 B (Ballroom Level C4)

Presenters: Kathleen Dillon
Kitty Geoghan, University of Michigan, Ann Arbor
Lindsey Novak, Arizona State University, Tempe
Timothy Oleksiak, UMass Boston

First-Year Writing

I.12 Code-Switching as a Revision Strategy

This Engaged Learning Experience session will share a writing strategy that has proven successful in reaching and resonating with students and offers a new way to utilize the popular concept of code-switching in the classroom.

Room 26 A (Ballroom Level C4)

Presenter: Yvette Chairez, Texas A&M University–San Antonio

Friday, 2:00–3:15 p.m.

First-Year Writing

I.13 Beyond Speculation: Student Voices Reshaping AI Composition Pedagogy

Through analysis of screen recordings and interviews, this Engaged Learning Experience session explores how students actually use generative AI for writing. Participants will examine students' simplistic ideation attempts and academic integrity concerns, then collaborate in problem-solving groups to develop evidence-based strategies that promote sophisticated AI engagement while alleviating ethical anxieties.

Room 26 B (Ballroom Level C4)

Presenters: Chioma Amadi, Bowling Green State University, OH
Holly Bird, Bowling Green State University, OH
Nuzaira Tarannum, Bowling Green State University, OH

Approaches to Teaching and Learning

I.14 Writing about Writing as Conference: Dialogic, Embodied, Resistant Pedagogies

Sponsored by the CCCC Writing about Writing Development Group

This panel explores what conference and conversations mean when engaging with this turbulent moment in time using a Writing about Writing pedagogy.

Room 26 C (Ballroom Level C4)

Session Chair: Ryan Roderick, Husson University, Bangor, ME

Presenters: Dibya Darpan Adhikari, The University of Texas at El Paso
Marcela Hebbard, The University of Texas Rio Grande Valley
Gehendra Raj Koirala, The University of Texas at El Paso

Respondent: Joseph Robertshaw, The University of Alabama in Huntsville

Inclusion and Access

I.15 Access, Mentoring, and Community in Times of Crisis: No Simple Answers

Sponsored by the CCCC Disability Studies Standing Group

The chair will introduce participants and explain the purpose of the session. Each participant will speak for about 6–7 minutes, offering a key question or provocation. A respondent will then lead attendees in a multi-modal discussion-generating exercise. We will reserve 30 minutes of the session for open discussion.

Room 302 (Atrium Floor 3)

Presenters: Angel Evans, Texas Woman's University, Denton
Jo Hsu, The University of Texas at Austin
Margaret Price, Spelman College, Atlanta, GA
Aja Martinez, University of Illinois Urbana-Champaign

Standing Group/Caucus Chair: Gabriella Wilson-Kopko, Towson University, MD

First-Year Writing

I.16 So Who’s Intelligent Now? Enthusiastic, Optimistic, and Reluctant Approaches to AI in the Composition Classroom

This panel brings together first-year writing instructors from the same institution and program with diverse perspectives on GenAI. Panelists will share classroom practices, policies, and assignments while inviting audience discussion on how GenAI is reshaping writing instruction and what thoughtful, intentional engagement with this technology can look like.

Room 304 (Atrium Floor 3)

Session Chair: Rachel Rickel, Cleveland State University, OH

Presenters: John Brentar, Cleveland State University, OH

Yvonne Bruce, Cleveland State University, OH

Joseph Kane, Cleveland State University, OH

Amanda Lloyd, Cleveland State University, OH

Language, Literacy, and Culture

I.17 AI-Infused Ethical and Empowering Writing Pedagogies: A Multilingual Perspective in a Large Hispanic-Serving Institution

This panel shares pedagogical strategies and reflections from a faculty development workshop on generative AI (GAI) in multilingual writing classrooms at a large HSI. We discuss how multilingual students’ linguistic flexibility and cultural dexterity position them to be critical and savvy AI users, and how instructors can ethically guide their use of GAI tools to empower authentic voices in writing.

Room 307 B (Atrium Floor 3)

Presenters: Ming Fang, Florida International University, Miami

Connie Viamonte, Florida International University

Mohamed Yacoub, Florida International University

Ruilan Zhao, Florida International University, Miami

Respondent: Reymond Levy, Florida International University, Miami

First-Year Writing

I.18 From Isolation to Collaboration: Classroom Activities That Build Community through Vulnerability and Risk-Taking

A sense of community is important for student engagement in first-year writing, but a productive writing community comes only when we embrace the classroom as a site of scaffolded risk-taking and support students through the vulnerability inherent in the writing process. This session is

continued on next page

Friday, 2:00–3:15 p.m.

for those seeking pedagogical practices and activities for building a deeper sense of community in classrooms.

Room 5 (Concourse Level C3)

Session Chair: Yasmine Telwana, University of Minnesota

Presenters: Danielle Hinrichs, University of Minnesota

Megan Mills-Rittmann, University of Minnesota

Hanan Saadi, University of Minnesota

Elise Toedt, University of Minnesota

Language, Literacy, and Culture

I.19 **Teaching in Community: Collaborating to Support Multilingual Students in First-Year Writing**

In an effort to support the variety of multilingual students enrolled in first-year writing, the speakers took up Ferris's recommendation that writing studies and TESOL instructors collaborate to best serve multilingual college students. We are eager to include session participants in our collaboration and share strategies for teaching topics like critical reading and using sources.

Room 6 (Concourse Level C3)

Presenters: Ling He, University of Illinois Chicago

Sarah Primeau, University of Illinois Chicago

Katharine Romero, University of Illinois Chicago

Professional and Technical Writing

I.20 **Assembling STEM and Multimodal Composition: Strategies for Juxtaposing Narrative, Foodir, and Travel Writing in the Technical Writing Classroom**

Sponsored by the CCCC STEM Writing Special Interest Group

Explore innovative approaches to engage STEM students in writing and various types of multimodal production, using narratives and UX concepts to enhance communication skills and reveal student identity formation within technical writing classrooms.

Room 7 (Concourse Level C3)

Presenters: Risa Gorelick, New Jersey Institute of Technology, Newark

Amelia Herb, The University of Arizona, Tucson

Elizabeth Martin, Montclair State University, NJ

Nathaniel T. Murray, University of Michigan, Ann Arbor

Approaches to Teaching and Learning

**I.21 Taking Up Wicked Problems in College Composition:
Lessons from Integrating Human-Centered Design in
a Research-Practice Partnership**

In this concurrent session, members of a research-practice partnership share their experiences as part of a professional learning community that explored human-centered design (HCD) as a way to address students' negative attitudes toward writing. We'll provide an overview of the study and writing instructors' uptake of HCD across courses in professional writing, writing pedagogy, and rhetoric.

Room 9 (Exhibit Hall Level C2)

Presenters: Katherine Gaffney, University of Illinois Urbana-Champaign
Carrie James, University of Illinois Urbana-Champaign
Weronika Kaczmarczyk-Smith, University of Illinois Urbana-Champaign
Dana Kinzy, University of Illinois Urbana-Champaign
Andrew Moss, University of Illinois Urbana-Champaign

IA Sessions: 2:00–2:30 p.m.

First-Year Writing

IA.1 Teaching Through: Principles and Practices from a Year of Collaborative Sequential Teaching in Community College Writing

In 2023–2024, five community college instructors united to “teach through” a sequence of pre-college and first-year writing classes, collaboratively studying the alignment of outcomes and the student experience. Our quantitative and qualitative results led to department- and college-wide initiatives of continuous improvement, emphasizing transparency, student support, and faculty mutual-mentoring.

Room 10 (Exhibit Hall Level C2)

Presenter: Taylor Donnelly, Clackamas Community College, Oregon City, OR

Approaches to Teaching and Learning

IA.2 Reimagining Rhetoric and Pedagogy through the *Bhagavad Gita*: A Non-Western Intervention in Higher Education

This presentation explores how the Bhagavad Gita can inform ethical and spiritual education in higher learning institutions. Drawing on Bharatavarshiya rhetoric, it proposes curricular, pedagogical, and epistemological interventions that reimagine knowledge, selfhood, and collective well-being in contemporary academia.

Room 11 (Exhibit Hall Level C2)

Presenter: Raj K. Baral, The University of Texas at El Paso

Writing Programs

IA.3 (Don’t) Trust Your Gut: WPAing and Embodied Praxis

We explore embodiment within the context of writing program administration. By integrating perspectives from fat studies, disability studies, and cultural rhetorics, we disrupt normative assumptions about bodies in academia, to advocate for an administrative praxis that recognizes the rhetorical weight of messaging about bodies, and how these messages filter into our decision-making.

Room 12 (Exhibit Hall Level C2)

Presenters: Elise Dixon, California State University, Monterey Bay
Rachel Robinson-Zetzer

Inclusion and Access

IA.4 Rethinking Access in Global Studies: Lessons and Adaptations from Makerspace and the Art Museum

Focused on affective and experiential learning, and imbued in disability studies, I invite the audience to engage in lessons for global studies FYW classes held in public spaces, such as makerspaces and art museums. For campuses without these resources, I offer adaptations for hands-on lessons for classes with limited access to shared public engagement space, and for FYW remote learning courses.

Room 13 (Exhibit Hall Level C2)

Presenter: Susan Naomi Bernstein, Queens College, CUNY

Antiracism and Social Justice

IA.5 Institutional Narrative: An Analysis and Application of the University of Kentucky's Strategic Plans on Diversity

This session examines institutional political contestation and narratives of belonging through cultural rhetoric, employing comparative rhetorical analysis of the University of Kentucky's strategic plans from 2015–2020 and 2020–present. It explores how strategic plans function as institutional storytelling, unveiling power structures and ideological positions regarding diversity initiatives.

Room 14 (Exhibit Hall Level C2)

Presenter: Johana Campos Sanchez, Michigan State University, East Lansing

Institutions: Labor Issues, Professional Lives, and Survival

IA.6 Graduate Student Writing Groups as Felt, Embodied Practice

This presentation utilizes an autoethnographic research style, including body-centered interviews and journal-style vignettes to arrive at the conclusion that engaging in communal writing with one another helps graduate students connect more fully with their embodied knowledge and avoid potential burnout.

Room 15 (Exhibit Hall Level C2)

Presenter: Anna McDonald, University of South Carolina, Columbia

Friday, 2:00–2:30 p.m.

First-Year Writing

**IA.7 Community and the Flexible Pathways Model:
Fostering Communities in the FYC Classroom for
Greater Student Agency and Equity**

The presenter describes a new approach to community-building in first-year composition classrooms, one that fosters student agency and results in a more equitable experience for virtually all students. The presenter invites attendees to think of how these approaches to writing courses can be adapted to their own institutional contexts.

Room 16 (Exhibit Hall Level C2)

Presenter: Matthew Varvel, University of Northern Colorado, Greeley

Institutions: Labor Issues, Professional Lives, and Survival

**IA.9 Interruptions, Pivots, and Fleshy Presences:
How Illness Stories Can Create Frameworks for
Navigating Academic Life with Cancer**

I tell my illness story of being “interrupted” by a diagnosis of Stage IV ALK+ lung cancer and how viewing *Crimes of the Future* (2022, dir. David Cronenberg) helped me chart a course forward in both my life and my scholarship. I reflect on the role that illness stories can play in our own individual careers, both in creating solidarity and in providing models for engaging with “interruptions.”

Room 18 (Exhibit Hall Level C2)

Presenter: Keith Mathias, Prince George’s Community College, Largo, MD

First-Year Writing

**IA.10 Emotions, Drafts, and “Flow”: What Student
Reflections Reveal about Revision Priorities**

This presentation draws on data from a study of first-year writing students’ revision and reflection practices at an institution without a shared FYW curriculum. Focusing on students’ preoccupation with “flow” and emotion in their reflections, the presenter articulates implications for the teaching of writing and for doing program research in diverse contexts.

Room 19 (Exhibit Hall Level C2)

Presenter: Charlotte Asmuth, Duke University, Durham, NC

Community, Civic, and Public Contexts of Writing

IA.11 Altered Memories: An Exploration of Digitization, Memorials, and Cultural Narratives

The digitization of and removal of materiality/physical space from memorials sanitizes the message of the monument resulting in a shift in the cultural narrative of the memorial. The National Memorial for Peace and Justice in Montgomery, Alabama, stands as a case study for how these practices can cause cognitive dissonance between the historical narrative and the cultural narrative of place.

Room 20 (Exhibit Hall Level C2)

Presenter: Vivian Scott, Auburn University, AL

Writing Centers (including Writing and Speaking Centers)

IA.12 To Honor the Space between Us: Relationality in the Marginal Comments of Asynchronous Consultations

The research investigates the rhetorical practices peer writing consultants employed to establish relationality with clients in asynchronous consultations. The data consists of eight interviews with writing consultants, each discussing two papers they completed for asynchronous consultations. I used Maxqda to code the data, which shows the intertwined nature of authenticity and relationality.

Room 21 (Exhibit Hall Level C2)

Presenter: Hidy Basta, Seattle University, WA

Antiracism and Social Justice

IA.13 Still Unfinished: Examining Dissonance in Linguistic Justice Pedagogies

This presentation shares findings from a qualitative study of writing instructors committed to linguistic justice. It explores how they define the concept, enact it in their teaching, and navigate tensions between values and practice. Attendees will gain insight into the challenges of implementing just language pedagogies in the classroom.

Room 22 (Exhibit Hall Level C2)

Presenter: Daniel Stefanelli, Florida State University, Tallahassee

Friday, 2:00–2:30 p.m.

First-Year Writing

IA.14 Understanding Writing Anxiety of First-Year Students in a Flipped Classroom through the Lens of Black Feminist Pedagogy and Multimodal Approaches

In this study, I combine Black feminist pedagogy with multimodal approaches, including teaching analytics, learning analytics, and AI chatbots, in a flipped classroom setting to address writing anxiety in first-year writing courses. Through qualitative survey methods and action research, collected data will be analyzed to foster holistic development and offer effective teaching practices.

Room 23 (Exhibit Hall Level C2)

Presenter: Elizabeth Labanna Harney, North Dakota State University, Fargo

Approaches to Teaching and Learning

IA.15 Revising in the Age of AI: How AI Feedback Shapes Student Perceptions and Writing Practices

This session presents findings from a semester-long study using an AI feedback tool in the first-year writing classroom. I'll share results from pre- and post-semester student surveys on the ethics and usefulness of AI feedback as part of the revision process, as well as linguistic analysis of student drafts composed with varying levels of AI feedback.

Room 24 (Exhibit Hall Level C2)

Presenter: Megan Kane, Seton Hall University, South Orange, NJ

IB Sessions: 2:45–3:15 p.m.

Theory, Research Methodologies, and Praxis

IB.1 **Going beyond Words: Multimodal and Multiperspectiv**

Approach to Data Analysis
Multimodal and multiperspectiv critical approach analyzes role relations of semiotic resources in a text, demonstrates how various semiotic resources interact with one another in the process of meaning-making, and brings to the fore the ideologies and values inherent in semiotic resources used by meaning makers.

Room 10 (Exhibit Hall Level C2)

Presenter: Shuv Raj Rana Bhat, Texas Christian University, Fort Worth

Theory, Research Methodologies, and Praxis

IB.2 **Time, Space, and Tools: A Materio-Cognitive Model of Digital Writing Process Development**

This presentation discusses a longitudinal study of digital writing processes. We charted change in process using a novel theoretical frame—materio-cognitivism. This approach unites elements of the sociocultural and cognitive research traditions via the concept of cognitive externalism. The presentation will introduce and justify this new approach, as well as discuss our findings.

Room 11 (Exhibit Hall Level C2)

Presenter: Matthew Overstreet, American University of Sharjah

Community, Civic, and Public Contexts of Writing

IB.3 **Bridging Borders: Academic Writing, Identity, and Community-Building for Bangladeshi International Students in US Universities**

This presentation explores the academic writing challenges, identity negotiations, and community-building experiences of Bangladeshi international students in US higher education. Drawing from personal narrative, recent research, and practical classroom strategies, the presentation offers insights and recommendations for adopting more equitable and supportive academic environments.

Room 12 (Exhibit Hall Level C2)

Presenter: Tasnuva Tabassum, Florida State University, Tallahassee

Friday, 2:45–3:15 p.m.

Approaches to Teaching and Learning

IB.4 Teaching Democracy in the Writing Classroom during the 2024 Presidential Election

This session will describe paired learning community courses about democracy and political rhetoric taught during the Fall 2024 presidential election. Presenters will present successes and challenges of the courses, and share strategies and invite discussion about teaching democracy, creating democratic classroom practices, and organizing engaged and respectful discussions on controversial topics.

Room 13 (Exhibit Hall Level C2)

Presenters: Danny Katch, City College of New York
Olivia Wood, City College of New York

First-Year Writing

IB.5 Digital Underlife in the First-Year Composition Classroom

This presentation applies the concept of underlife—behaviors that undercut institutional expectations—to the digital age. While landmark research has highlighted the importance of this concept in the first-year composition classroom, this presentation will address gaps in empirical research within the networked classroom.

Room 14 (Exhibit Hall Level C2)

Presenter: Shauna Wight, Utah Tech University, St. George

Approaches to Teaching and Learning

IB.6 Revisiting Literacy Practices: Crafting Writing Assignments to Worry Less about AI and More about Student Learning

Many fear that generative AI challenges writing instruction. Instead of policing its use or accepting AI into our pedagogy freely, we should return to focus on what makes good writing and writing practice. By designing assignments and activities that emphasize learning literacies and ethical practice, we can worry less about student use of AI and more about meeting outcomes with accessibility.

Room 15 (Exhibit Hall Level C2)

Presenter: Heather Listhartke, Winthrop University, Rock Hill, SC

First-Year Writing

IB.7 Implementing a Voice Study in FYW Classrooms: Motivating Post-Pandemic Students to Invest in Their Academic Writing and Revising in the Age of G.A.I.

This session addresses root causes of post-pandemic FYW students' anxiety toward the act of academic writing, which has been exacerbated by GenAI's accessibility. Instructors must grapple with students' lack of motivation to persist in the writing process broadly and in revision specifically. This paper advances a voice study as an intervention to increase student investment in cultivating their written work.

Room 16 (Exhibit Hall Level C2)

Presenter: John Young, Loyola Marymount University, Los Angeles, CA

Writing Centers (including Writing and Speaking Centers)

IB.8 From Data to Dialogue: Building Inclusive Writing Center Practices through Assessment

This presentation shares how one writing center uses assessment to support equitable, antiracist tutoring and multilingual learning. Findings from a survey study inform responsive tutor education rooted in linguistic justice, peer feedback, and inclusive practices. The speaker highlights writing centers' role in supporting communication across difference.

Room 17 (Exhibit Hall Level C2)

Presenter: Mandy Macklin, University of Washington, Seattle

Writing Programs

IB.9 Reflexive Journaling as Positionality Practice: A Qualitative Study of Graduate Student Instructors Teaching Writing

This panel will share early insights from a qualitative study that used reflexive journaling to help graduate student instructors (GSIs) examine how their positionalities shape pedagogy. Panelists will discuss early findings, highlight pedagogical shifts that emerged, and share how early engagement with reflexive praxis may foster culturally relevant teaching in writing classrooms.

Room 18 (Exhibit Hall Level C2)

Presenters: Stephanie Renteria, University of Michigan, Ann Arbor
Melissa Valerie, University of Michigan, Ann Arbor

Friday, 2:45–3:15 p.m.

Approaches to Teaching and Learning

IB.10 Addressing Student Voice in the Generative AI Conversation

Generative AI offers a renewed opportunity to discuss the concept of voice, which has fluctuated in disciplinary attention. Speaker 1 presents findings from a recent survey of students at a two-year Hispanic-Serving Institution (HSI). Speaker 2 builds on the results and discusses various generative AI voice implications and pedagogical considerations to support student writing.

Room 19 (Exhibit Hall Level C2)

Presenters: Brenta Blevins, University of Mary Washington, Fredericksburg, VA
Kathryn Horton

Writing Programs

IB.11 Rhetorical Writing Programs: Moving toward “Servingness”

Presenters in this session advocate for a rhetorical approach to serving students and engaging their voices, highlighting four key programmatic initiatives where student input helped shape the writing program’s processes and ecology, including placement redesign, course outcome revision, course modalities and scheduling, and professional development with classroom interventions.

Room 20 (Exhibit Hall Level C2)

Presenters: Carolyn Calhoon-Dillahunt, Yakima Valley College, WA
Travis Margoni, Yakima Valley College, WA

Approaches to Teaching and Learning

IB.13 Critical Pedagogies in the Composition Classroom: Sharing Successes and Failures from a Recent Attempt

This presentation is inspired by the critical pedagogical work of Paulo Freire and Ira Shor, whose vision of problem-posing education shaped my approach to teaching writing. Drawing on data from two college-level business writing sections, I explore successes and challenges in integrating critical pedagogical practices in the composition classroom.

Room 22 (Exhibit Hall Level C2)

Presenter: Emad Hakim, Illinois State University, Normal

Inclusion and Access

IB.14 Using Digital and Paper-Based Executive Function Technologies to Remove Barriers to Critical Research and Writing Skills

This research explores how composition instructors are operating under the bias or assumption that writing students will already have a strong foundation for necessary critical executive function skills or that all students will be able to sufficiently develop critical executive function skills without targeted intervention in their research and writing courses.

Room 23 (Exhibit Hall Level C2)

Presenters: Kisa Lape, University of Maryland
Daune O'Brien, University of Maryland

Inclusion and Access

IB.15 Accessible Composition and Communication in an American Sign Language News Program

This presenter analyzes a successful online news program in American Sign Language, The Daily Moth, and unpacks strategies for connecting with audiences and empowering communities. She builds on her analysis to discuss how teacher-scholars and students could create even more accessible compositions, interpret information clearly, and promote greater participation in our spaces of communication.

Room 8 (Concourse Level C3)

Presenter: Janine Butler, Rochester Institute of Technology, NY

First-Year Writing

IB.16 Close Reading Brainrot: New Media Content as Worthwhile Objects of Analysis

To reinvigorate student interest in rhetoric and composition, we must adapt first-year writing courses to embrace New Media as worthwhile objects of analysis. One way forward? Ask students to close-read “brainrot” and the ethics of “internet slop.”

Room 24 (Exhibit Hall Level C2)

Presenter: Abby Melick, Columbia University, New York, NY

Friday, 3:30–4:30 p.m.

Friday Special Interest Groups SG/SIG Sessions

3:30–4:30 p.m.

Language, Literacy, and Culture

FSIG.1 A Conversation about Language: Rhetorical Grammar as a Meaning-Making Tool in the Writing Classroom

Sponsored by the CCCC Progressive Approaches to Grammar Special Interest Group

Challenging the role traditional prescriptive grammar has held in our writing classrooms, this SIG will offer progressive approaches and fresh methods to teaching a descriptive, meaning-centered rhetorical grammar—remixing and revealing the array of grammatical choices and rhetorical effects available to all students.

Room 10 (Exhibit Hall Level C2)

Presenter: Joseph Salvatore, The New School, New York, NY

Theory, Research Methodologies, and Praxis

FSIG.2 Undergraduate Research Standing Group: Open Business Meeting

Sponsored by the CCCC Undergraduate Research Standing Group

The 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 11 (Exhibit Hall Level C2)

Presenters: Marcela Hebbard, The University of Texas Rio Grande Valley

Ethna Lay, Hofstra University, Hempstead, NY

Yan Li, Duke University, Durham, NC

Standing Group/Caucus Chair: Cody Hmelar, University of Pittsburgh, PA

Inclusion and Access

FSIG.3 American Indian Caucus Business Meeting

Sponsored by the CCCC American Indian Caucus

This is the annual meeting for folks interested in American Indian and Indigenous rhetorics and pedagogies, including both Indigenous scholars and allies/accomplices.

Room 12 (Exhibit Hall Level C2)

Standing Group/Caucus Chairs: Lisa King, University of Tennessee,
Knoxville

Cindy Tekobbe, University of Illinois Chicago

Creative Writing and Publishing

FSIG.4 Annual Meeting of the Creative Writing Standing Group

Sponsored by the CCCC Creative Writing Standing Group

We explore ways in which crafting creative work can transform our research and practice as teachers, scholars, and writers.

Room 13 (Exhibit Hall Level C2)

Presenters: Caleb González, Santa Clara University, CA

Standing Group/Caucus Chair: Erika Luckert, University of Southern
Mississippi, Hattiesburg

Inclusion and Access

FSIG.5 Arab/Muslim Caucus Business Meeting

Sponsored by the CCCC Arab/Muslim Caucus

The Arab/Muslim Caucus is not limited to those who identify as Arab and/or Muslim. We welcome all. Please join us to learn more.

Room 14 (Exhibit Hall Level C2)

Standing Group/Caucus Chair: Soha Youssef, Thomas Jefferson
University, Philadelphia, PA

Inclusion and Access

FSIG.6 Basic Writing Special Interest Group

Sponsored by the Council on Basic Writing

Every year the Council on Basic Writing sponsors a Special Interest Group meeting on basic writing in order to share insights, research studies, and a space of inquiry and planning for the upcoming year. This year, the Council on Basic Writing SIG will be honoring a basic writing program of distinction with the CBW Award for Innovation.

Room 15 (Exhibit Hall Level C2)

Presenter: Jack Morales, Pace University, New York, NY

Friday, 3:30–4:30 p.m.

Community, Civic, and Public Contexts of Writing

FSIG.7 Business Meeting: Appalachian Rhetorics and Literacies Standing Group

Sponsored by the CCCC Appalachian Rhetorics and Literacies Standing Group

This is the business meeting of the Appalachian Rhetorics and Literacies Standing Group.

Room 16 (Exhibit Hall Level C2)

Presenter: Sarah Morris, West Virginia University, Morgantown

Approaches to Teaching and Learning

FSIG.8 Editors SIG Meeting

Sponsored by the CCCC Editors Special Interest Group

This session provides a space for editors, editorial staff, and relevant interested colleagues to confer on significant issues of the moment related to editorial ethics and practices.

Room 17 (Exhibit Hall Level C2)

Presenters: Jacob Babb, Appalachian State University, Boone, NC

Zachary Beare, North Carolina State University, Raleigh

Michele Eodice

Michael Faris, Texas Tech University, Lubbock

Al Harahap, Queens College, CUNY

Brian Hendrickson, Roger Williams University, Bristol, RI

Elise Verzosa Hurley, Illinois State University, Normal

Aja Martinez, University of Illinois Urbana-Champaign

Sandra Tarabochia, University of Oklahoma, Norman

Jason Tham, Texas Tech University, Lubbock

College Writing and Reading

FSIG.9 The Role of Reading in Composition Studies

Sponsored by the CCCC 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.

Room 19 (Exhibit Hall Level C2)

Presenters: Carolyne King

Kenny Smith, University of California, Santa Barbara

Mary Traester, University of Southern California, Los Angeles

Language, Literacy, and Culture

FSIG.10 International Researchers Consortium Business Meeting

Sponsored by the CCCC International Researchers Consortium

The 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 20 (Exhibit Hall Level C2)

Presenter: Jay Jordan, University of Utah, Salt Lake City

Writing Centers (including Writing and Speaking Centers)

FSIG.11 International Writing Centers Association Business Meeting

Sponsored by the International Writing Centers Association

IWCA officers will overview the organization's mission to support writing center professionals and scholars across the globe. To do so, we will share current initiatives; discuss opportunities for professional learning via our webinars, mentor matching, conferences, and summer institute; describe our grants and scholarships; and review publication opportunities.

Room 21 (Exhibit Hall Level C2)

Presenters: Christopher Ervin, Oregon State University, Corvallis
Maggie Herb, SUNY Buffalo State University
Glenn Hutchinson, Florida International University, Miami

Creative Writing and Publishing

FSIG.12 Food for Thoughts (and Essays): Creative Nonfiction Standing Group Annual Business Meeting

Sponsored by the CCCC Creative Nonfiction Standing Group

Come chat about strategies for writing and teaching creative nonfiction related to food. Our featured discussion leader will be Melissa Goldthwaite, who frequently teaches food writing as a professor of English, writing, and journalism at Saint Joseph's University. Goldthwaite is also the editor of numerous collections, including *Good Eats: 32 Writers on Eating Ethically* (2024).

Room 22 (Exhibit Hall Level C2)

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Friday, 3:30–4:30 p.m.

Presenter: Melissa Goldthwaite, Saint Joseph's University, PA
Standing Group/Caucus Chair: Heather Fester, Colorado School of Mines, Golden
Jenny Spinner, Saint Joseph's University, PA

Community, Civic, and Public Contexts of Writing

FSIG.13 Handcrafted Rhetorics SIG

Sponsored by the CCCC 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/>.

Room 23 (Exhibit Hall Level C2)

Presenters: Jason Luther
Kristin Prins, Cal Poly Pomona

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.14 Feminist Caucus Open Meeting

Sponsored by the CCCC Feminist Caucus
The 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. We will host our annual business meeting and workshop this year.

Room 24 (Exhibit Hall Level C2)

Standing Group/Caucus Chairs: Brandy Dieterle, University of Central Florida, Orlando
Samira Grayson, Lipscomb University, Nashville, TN
Claire Oldham Griffith, Michigan State University, East Lansing
Alex Hanson, Syracuse University, NY
Megan McIntyre, University of Arkansas

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.15 High School/College Writing Connections SIG

Sponsored by the CCCC High School/College Writing Connections Special Interest Group

This SIG provides CCCC Convention attendees with the opportunity to gather with others interested in strengthening connections between writing instruction across grade levels, standing in the disciplinary and institutional gap between high school and college writing instruction. We especially invite those interested in developing cross-level research or project collaborations.

Room 25 A (Ballroom Level C4)

Presenter: Bethany Monea, University of the District of Columbia
Standing Group/Caucus Chair: Zachary Garrett, Murray State University, KY
Nicole Green, Denison University, Granville, OH

Community, Civic, and Public Contexts of Writing

FSIG.16 Prison Literacies and Pedagogies

Sponsored by the CCCC Prison Literacies and Pedagogies Collective Standing Group

The Prison Literacies and Pedagogies Collective will provide opportunities for participants to share models of and experiences with teaching, researching, and working in prisons. It will also create space for dialogue on the challenges and ethical dilemmas of working in such rewarding but often stressful environments and to imagine future collaborations.

Room 25 B (Ballroom Level C4)

Presenters: Cory Holding, University of Pittsburgh, PA
Peter Huk, University of California, Santa Barbara
Tobi Jacobi, Colorado State University, Fort Collins

Inclusion and Access

FSIG.17 NNESWIs Standing Group Business Meeting

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

This business meeting will bring together members of the NNEswIs Standing Group to share updates, review initiatives, and build community. Aligning with the 2026 conference theme, “Conference and Our Conversation,” the meeting will foster in-person dialogue around group goals and offer space for members to connect and collaborate.

Room 25 C (Ballroom Level C4)

Presenter: Ming Fang, Florida International University, Miami

Writing Programs

FSIG.18 Writing Assessment SIG Annual Meeting

Sponsored by the CCCC Writing Assessment Special Interest Group

The yearly Writing Assessment SIG will meet for graduate students, NTT faculty, TT/T faculty, and independent scholars who are interested in classroom/institutional writing assessment to discuss ongoing research, teaching, and administrative work. The SIG will also include updates/discussion about its organizational status, such as its mission, goals, and bylaws.

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Friday, 3:30–4:30 p.m.

Room 26 A (Ballroom Level C4)

Standing Group/Caucus Chairs: Jennifer Burke Reifman, San Diego State University, CA
Stacy Wittstock, Marist University

Inclusion and Access

FSIG.19 Scholars for the Dream Travel Award Winners' Special Interest Group

Sponsored by the CCCC Scholars for the Dream Travel Award

This Special Interest Group (SIG) aims to create a space for a deeper interaction, support, and mentoring among the Scholars for the Dream (SFD) travel award winners by creating networking opportunities within and beyond the SFD community, wherein established SFD winners will share their knowledge and offer mentoring opportunities for emerging scholars, enhancing the CCCC conversations.

Room 26 B (Ballroom Level C4)

Presenters: Purna Chandra Bhusal, The University of Texas at El Paso
Christina Cedillo

FSIG.20 CCCC Latinx Caucus Standing Group Business Meeting

Sponsored by the CCCC Latinx Caucus

Join us for the CCCC Latinx Caucus annual meeting.

Room 26 C (Ballroom Level C4)

Standing Group/Caucus Chairs: José Cortez, University of Oregon, Eugene
Romeo Garcia, University of Utah, Salt Lake City

First-Year Writing

FSIG.21 Dual Enrollment Standing Group Business Meeting

Sponsored by the CCCC Dual Enrollment Collective Standing Group

This is the business meeting of the dual enrollment standing group. We will announce election winners; recruit new members; review the work of the collective over the past year; introduce plans for next year; and gather names of interested parties.

Room 5 (Concourse Level C3)

Committee Members: Scott Campbell, University of Connecticut, Mansfield

Jim Webber, University of Nevada, Reno
Standing Group/Caucus Chair: Rebecca Babcock, The University of
Texas Permian Basin

Community, Civic, and Public Contexts of Writing

FSIG.22 Community Writing and Public Rhetorics

Sponsored by the CCCC Community Writing and Public Rhetorics

We provide ongoing collaborative space for participants to share their community writing projects, pedagogy, and research; to raise and problem-solve concerns; and to plan future presentations/publications. Especially in these difficult times, such conversation and shared community is essential, as we work together to support ethical, mutually beneficial partnerships that do/write justice.

Room 6 (Concourse Level C3)

Presenters: Veronica House, Boston College, MA
Joyce Meier, Michigan State University, East Lansing
Stephanie Wade

Theory, Research Methodologies, and Praxis

FSIG.23 SIG for Writing Analytics

Sponsored by the CCCC Writing Analytics Special Interest Group

This SIG explores writing analytics—a discussion space for researchers, WPAs, and developers at the intersection of large language models, big-data research, software, and ethical implications. As writing programs increasingly rely on data-driven research, we offer an opportunity for mentoring and networking for those interested in data, writing analytics, programmatic approaches to data, and related issues of fairness and justice.

Room 7 (Concourse Level C3)

Presenters: Tiffany Barney, University of Utah/Salt Lake Community
College
Morgan Gresham, University of South Florida, St. Petersburg

Theory, Research Methodologies, and Praxis

FSIG.24 Working-Class Culture and Pedagogy Standing Group Business Meeting

*Sponsored by the CCCC Working-Class Culture and Pedagogy Standing
Group*

This session is the business meeting for the CCCC Working-Class
Culture and Pedagogy Standing Group.

Room 8 (Concourse Level C3)

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Friday, 3:30–4:30 p.m.

Standing Group/Caucus Chair: Bruce Martin, Lone Star College-North Harris, Houston, TX

Language, Literacy, and Culture

FSIG.25 Writing through the Lifespan Standing Group Business Meeting

Sponsored by the CCCC Writing through the Lifespan Standing Group

The Writing through the Lifespan (WTTL) Standing Group is dedicated to supporting researchers interested in studying writing from a lifespan perspective. This annual business meeting will be used to promote and circulate lifespan writing research publications and guide the planning of the 10th anniversary celebration of the WTTL collaboration.

Room 9 (Exhibit Hall Level C2)

Standing Group/Caucus Chairs: Lauren Bowen, UMass Boston
Lydia Saravia, DePaul University, Chicago, IL
Yogesh Sinha, Ohio University, Athens
Erin Workman

Approaches to Teaching and Learning

FSIG.26 Cognition and Writing Standing Group Business Meeting

Sponsored by the Cognition and Writing Standing Group

This is the annual business meeting of the Cognition and Writing Standing Group meeting, open to anyone. This year, we will be hosting guest speakers to talk about publishing in the field of cognitive writing studies.

Atrium Ballroom F (Atrium Level 1)

Chair: Stephen Fain Riopelle, Indiana University
Presenters: Dylan Dryer, University of Maine
Mya Poe, Northeastern University
Bonnie-Vidrine Isbell, Biola University

Theory, Research Methodologies, and Praxis

Language, Literacy, and Culture

FSIG.27 Black Caucus Business Meeting

Sponsored by the CCCC Black Caucus

This time is to facilitate the CCCC Black Caucus annual business meeting.

Room 202 (Atrium Floor 2)

Standing Group or Caucus Chair: Sherita Roundtree, Towson University, MD

Friday, 4:45–6:00 p.m.

Annual Business Meeting (ABM)

4:45–6:00 p.m.
Room 307 A (Atrium Floor 3)

All members and newcomers of CCCC are invited to attend and vote at the business meeting.

Chair: Kofi J. Adisa, Towson University, MD

Associate Chair: Melissa Ianetta, Georgia Institute of Technology, Atlanta

Assistant Chair: Donnie Johnson Sackey, The University of Texas at Austin

Immediate Past Chair: Jennifer Sano-Franchini, West Virginia University,
Morgantown

Secretary: Becky Mitchell Shelton, Bluegrass Community and Technical College,
Lexington, KY

CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE Executive Director

CCCC Parliamentarian: Christina Sady, 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.

- 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

Friday, 4:45–6:00 p.m.

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 give 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.

Room 307 (Atrium Floor 3)

Chair: Melissa Ianetta, Program Chair/CCCC Associate Chair, Georgia Institute of Technology, Atlanta

At this reception we announce the recipients of the 2026 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: Christina M. LaVecchia, University of Cincinnati, OH
Erin Clark, East Carolina University, Greenville, NC
Todd Craig, The Graduate Center, CUNY, NY
Tom Geary, Tidewater Community College, Norfolk, VA
Kendall Gerdes, University of Utah, Salt Lake City
Jennifer LeMesurier, Colgate University, Madison County, NY
Annie Mendenhall, Georgia Southern University, Statesboro
Morris Young, University of Wisconsin, Madison

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

Friday, 6:00–7:15 p.m.

Berlin Outstanding Dissertation Award Committee

Chair: María Carvajal Regidor, University of Massachusetts Boston
Jessica Edwards, University of Delaware, Newark
Tabitha Espina, University of Washington, Seattle
Christie Toth, University of Utah, Salt Lake City
Qianqian Zhang-Wu, Northeastern University, Boston, MA

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 Annual 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: Sara Webb-Sunderhaus, Miami University, Oxford, OH
Laura J. Panning Davies, SUNY Cortland
Ben Kuebrich, West Chester University, PA
Gabrielle Stecher, Indiana University Bloomington
Amy J. Wan, Queens College and CUNY Graduate Center, CUNY, NY

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

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: Elena Kalodner-Martin, The Ohio State University, Columbus
Sweta Baniya, Virginia Tech, Blacksburg
G. Edzordzi Agbozo, University of North Carolina Wilmington
Kellie Sharp-Hoskins, New Mexico State University, Las Cruces
Huatong Sun, University of Washington Tacoma

For a listing of previous Outstanding Dissertation Award in Technical Communication recipients, please visit <https://cccc.ncte.org/cccc/awards/techcommdisertation>.

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: Miriam F. Williams, Texas State University, San Marcos
Michael L. Black, University of Massachusetts Lowell
Erin Brock Carlson, West Virginia University, Morgantown
Laura Gonzales, University of Florida, Gainesville
Natasha N. Jones, Michigan State University, East Lansing
Chris Lindgren, North Carolina State University, Raleigh
Nora K. Rivera, Texas Tech University, Lubbock

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 20 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

Friday, 6:00–7:15 p.m.

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: Gita DasBender, New York University, NY
Sheila Carter-Tod, University of Denver, CO
Megan McIntyre, University of Arkansas, Fayetteville
Patti Poblete, South Puget Sound Community College, Olympia, WA
Courtney Adams Wooten, George Mason University, Fairfax, VA

For a listing of previous Writing Program Certificate of Excellence recipients, please visit <https://cccc.ncte.org/cccc/awards/writingprogramcert>.

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 Annual Convention. 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: Jenn Blair, University of Georgia, Athens
Casie Cobos, Baylor University, Waco, TX
Jaquetta Shade-Johnson, University of Colorado Boulder

For a listing of previous Tribal College Faculty Fellowship recipients, please visit <https://cccc.ncte.org/cccc/awards/tribalcollegefellow>.

Announcement of the 2025–2026 CCCC Research Initiative and CCCC Emergent Researcher Award Recipients

Announcements will be made during the Awards session.

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: Kathleen Lyons, Fairleigh Dickinson University, Madison, NJ
Rebecca Hallman Martini, University of Georgia, Athens
Adam Phillips, University of South Florida, Tampa

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

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: Carmen Kynard, Texas Christian University, Fort Worth
Victor Del Hierro, University of Florida, Gainesville
Katherine Flowers, University of Massachusetts Lowell

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

LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS

Established in 2011, this award provides two \$1,000 travel reimbursement awards to scholars from Mexico, Central, or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.

Luiz Antonio Marcuschi Travel Awards—2026 Recipients

Javier Rojas Aranguiz, Pontificia Universidad Católica de Chile
Ignacio Muñoz, Pontificia Universidad Católica de Chile

For a listing of previous Luiz Antonio Marcuschi Travel Award recipients, please visit <http://www.ncte.org/cccc/awards/marcuschi>.

Friday, 6:00–7:15 p.m.

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—2026 Recipients

to be announced

Gloria Anzaldúa Rhetorician Award Committee

Chair: Erin Green, University of Maryland, Baltimore
Ruby Mendoza, Michigan State University, East Lansing
Stacey Waite, University of Nebraska–Lincoln
Olivia Wood, City University of New York

For a listing of previous Gloria Anzaldúa Rhetorician Award recipients, please visit <https://cccc.ncte.org/cccc/awards/anzaldua>.

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: Conā S. M. Marshall, University of Rochester, NY
Co-Chair: Jon M. Wargo, University of Michigan, Ann Arbor
Michael Faris, Texas Tech University, Lubbock
Wilfredo Flores, University of North Carolina at Charlotte
Kat Gray, University of Arkansas, Fayetteville
Keshia McClantoc, Southwestern Illinois College, Belleville

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship recipients, please visit <https://cccc.ncte.org/cccc/awards/lavender>.

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: Travis Webster, Virginia Tech, Blacksburg
Seth E. Davis, LeMoyne-Owen College, Memphis, TN
Ruby Mendoza, Santa Clara University, CA

For a listing of previous Stonewall Service Award winners, please visit <http://www.ncte.org/cccc/awards/stonewall>.

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— 2026 Recipients

to be announced

Disability in College Composition Travel Awards Committee

Chair: Kristin Bennett, University of Oklahoma, Norman
Dev Bose, University of California Santa Cruz
Laura Feibush, Penn State University, Harrisburg
Christina Cedillo, University of Houston, Clear Lake
Quang Chi Ly, University of Miami, FL

For a listing of previous Disability in College Composition Travel Awards recipients, please visit <https://cccc.ncte.org/cccc/awards/disability>.

Saturday, March 7

Special Events and Meetings

“Rest as Resistance” Guided Meditation

Saturday, March 7, 8:00 a.m.–2:00 p.m.

The Loft Suite (Atrium Floor 4)

Take time to pause, breathe, and ground yourself during the CCCC Annual Convention. This designated mindfulness space promotes rest and care during the Convention. Come sit in the quiet, practice mindful breathing, or stretch your body. The space is open for conventiongoers to drop in at any time during the Convention to make use of the space.

Join a guided meditation session on **Friday, March 6, at 9:30 a.m.–10:30 a.m.**, with Insight Meditation Cleveland!

Exhibit Hall & Action Hub

8:00 a.m.–1:00 p.m.

Grand Ballroom Foyer (Ballroom Level C4)

Approaches to Teaching and Learning

Teacher 2 Teacher

9:00 a.m.–12:00 p.m.

Room 205 A (Atrium Floor 2)

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

Presenters: Tara Prasad Adhikari, Florida State University

Jun Akiyoshi, Penn State University

Sayed Ali Reza Ahmadi, Kenai Peninsula College, University of Alaska Anchorage

continued on next page

Saturday, 8:00 a.m.–5:00 p.m.

Sophia Bamert, Brooklyn College, CUNY
Kathryn Burt, University of North Carolina Greensboro
David Cregar, New York University
Laura Decker, Nevada State University
Andrea Elbaum, Northern Virginia Community College; George Mason University
Laura Feibush, Penn State University Harrisburg
Jeff Gagnon, University of California San Diego
Breanna Gellings, Washburn University
Rhiannon Goad, University of Virginia
Ethan Jordan, Bowling Green State University
Heather Jordan, Bowling Green State University
Brady Hall, Miami University
Jenna Harte, University of West Georgia
Sylvia Hillo, California State University Northridge & William S. Hart School District
Jeanette Lehn, Barry University
Ruth Li, Alfaisal University
Neal Liu, Washburn University
Corie Mesa, Northeastern University
Dauvan Mulally, Grand Valley State University
Megan Palmer, Northeastern University
Shyam Pandey, Towson University
Kendra Schriener, Washburn University
Brianna Taormina-Barrientos, Washburn University
Nada Tayem, Indiana University Pennsylvania
Omar Yacoub, West Virginia University
Respondents: Sara Austin, AdventHealth University
Christine Cucciarre, University of Delaware
Chad Iwertz Duffy, Pepperdine University
Swan Kim, Brooklyn College
Craig A. Meyer, Jackson State University
Kristin VanEyck, Hope College
Elizabeth Walters, Columbia College
Kelly L Wheeler, Curry College

Postconvention Workshops

Locations and descriptions are listed in this program after the MB sessions.

2:00–5:00 p.m.

J Sessions: 8:00–9:15 a.m.

Approaches to Teaching and Learning

J.1 “Read Rage”: The Emotional Labor of Writing Pedagogy in the Age of AI

This Engaged Learning Experience session addresses instructors’ emotional responses to AI-generated writing, drawing on Driscoll and Powell’s 2016 concept of the “emotional manager” to help teachers monitor and manage “read rage.” Through shared stories and reflection, participants gain strategies to respond thoughtfully and transform frustration into teaching opportunities in writing pedagogy.

Room 6 (Concourse Level C3)

Presenter: Sandie Friedman, George Washington University, Washington, DC

Approaches to Teaching and Learning

J.2 “Teaching for Belonging”: Building a Faculty Learning Community, Bridging Disciplinary and Pedagogical Divides

This panel shares the development of a faculty learning community. Faculty from diverse disciplines came together to form “Teaching for Belonging,” a pilot teaching and learning community centered on inclusive pedagogy and mutual support. This panel shares what they learned and invites participants to reflect on how such communities might work in their own contexts.

Room 302 (Atrium Floor 3)

Presenters: Kimberly Bernhardt, New York University, NY
David Cregar, New York University, NY
Shaina Dymond, New York University, NY

First-Year Writing

J.3 Balancing State Mandates, Standardization, and Teacher Agency: Insights from a Public University Writing Program

Presenters share experiences navigating state-mandated changes at a large public university, prompting the first major curricular revision in decades and coinciding with a leadership transition. Speakers include interim and new WPAs, long-term faculty, and faculty supporting graduate instructor preparation. The panel contributes to discussions about curricular standardization and teacher agency.

Atrium Ballroom F (Atrium Floor 1)

continued on next page

Saturday, 8:00–9:15 a.m.

Presenters: Anna Kovalchuk, University of Oregon, Eugene
Emily Simnitt, University of Oregon, Eugene
Michelle Stuckey, University of Oregon, Eugene
Tom Tasker, University of Oregon, Eugene

Language, Literacy, and Culture

J.4 Beyond the Mountains: Exploring How Appalachians Negotiate Cultural Identity Away from Home

Sponsored by the CCCC Appalachian Rhetorics and Literacies Standing Group

In this panel, three Appalachian scholars explore how students and academics from the mountain region negotiate conflicts between home and school, both during college and throughout their professional lives.

Room 26 B (Ballroom Level C4)

Presenters: Katie Beth Brooks, College of Coastal Georgia, Brunswick
Sarah Morris, West Virginia University, Morgantown
Amanda Berardi Tennant
Sara Webb-Sunderhaus, Miami University, Oxford, OH

Institutions: Labor Issues, Professional Lives, and Survival

J.5 Career Counterstories: Pivots, Fallbacks, and Early Academic Identities (and Why CCCC Needs an Early-Career Special Interest Group)

While an institutional emphasis on placement numbers may quantify success for early career scholars, it also obscures the realities of the transition to permanent positions. This interactive roundtable reflects on those realities through a set of personal narratives that explore the compromises and discoveries that come with fostering and articulating an academic identity.

Room 307 A (Atrium Floor 3)

Presenters: Suchismita Dutta, Emory University, Atlanta, GA
Christopher Peace, Carnegie Mellon University, Pittsburgh, PA
Lainie Pomerleau, College of Coastal Georgia, Brunswick
Micheal Rumore, Georgia Institute of Technology, Atlanta
Franziska Tsufim, Wake Forest University, Winston-Salem, NC
Cameron Winter, Georgia Institute of Technology, Atlanta
Session Chair: Justin Chandler, University of Michigan, Ann Arbor

First-Year Writing

J.6 Concurrent Transfer, Design Thinking, and Teaching for Transfer with Students of Design-Focused Disciplines

This presentation reports on the results of a study utilizing a design thinking pedagogy with the teaching for transfer curriculum for students in design-

focused majors. I inquire into how students utilize design thinking to engage in concurrent transfer between writing and their majors using instructor observations, student surveys, and coding of an end-of-semester reflective writing.

Room 9 (Exhibit Hall Level C2)

Presenter: Michael Healy, Western Kentucky University, Bowling Green

Writing Programs

J.7 **CWPA Updates for CCCC Members**

Sponsored by the Council of Writing Program Administrators

Over the past several years, CWPA has taken meaningful steps to address underlying issues within our organization's culture and procedures, including a cultural audit and a conversation series about the results of the audit. Last year, the executive board published "Renewing Our Vows: Reflecting on a Year of Cultural Assessment Conversations." With a re-energized executive board and new leadership, CWPA refocuses on our work ahead and invites those doing writing program administration work to our table. Come to this session to learn more about CWPA and join the conversation.

Room 26 A (Ballroom Level C4)

Presenters: Jacob Babb, Appalachian State University, Boone, NC
Kelly Blewett, Indiana University East, Richmond
David Green, Howard University, Washington, DC
Erin Lehman, Ivy Tech Community College, New Castle, IN
Amanda Presswood, Southern New Hampshire University, Hooksett
Christel Seahorn, University of Houston, TX
Mary Lourdes Silva, Ithaca College, South Hill, NY
Darci Thoun, University of Wisconsin-La Crosse

Inclusion and Access

J.8 **Hidden and Concealed Conversations and Community: Grappling with Queer Spaces and Professional and Institutional Inaccessibility**

This panel seeks to engage access, erasure, and anxieties in institutional spaces as they relate to professional identity. Conversations and community are at the center of this year's CFP. Part of being in conversation and in community is rigorous engagement and at times disagreement. We grapple with hard questions, and we feel heard because of the conversations. We are better for them.

Room 202 (Atrium Floor 2)

Presenters: Matthew Cox, East Carolina University, Greenville, NC
Charley Fisher, East Carolina University, Greenville, NC
Alana Jones, East Carolina University, Greenville, NC

Saturday, 8:00–9:15 a.m.

Community, Civic, and Public Contexts of Writing

J.9 Higher Education for the Public Good: Rhetorical Strategies and Advocacy

Given current political and public policy challenges for higher education (elimination of DEI, orders restricting grant funding, international student visa loss, deportation, public questioning of institutional legitimacy and motivation), this panel addresses how scholars and teachers in our field can advocate for the value of our work as a public good.

Room 25 C (Ballroom Level C4)

Presenters: Carolyn Commer, Virginia Tech, Blacksburg
Katie Long, Virginia Tech, Blacksburg
Chloe Robertson, University of Memphis, TN
Molly Ryan, Virginia Tech, Blacksburg

First-Year Writing

J.10 Honest Conference Conversations of First-Year Composition Archiving

Considering the current political era, speakers explore both the tensions and possible archival futures through the First-Year Composition Archive (FYCA), an online repository for syllabi, assignments, and course materials. The panel will take up the meaning and practice of first-year composition archiving through a critical, communal, and digital lens in our work as teachers and researchers.

Room 304 (Atrium Floor 3)

Presenters: Dawn Formo, California State University, San Marcos
Caleb González, Santa Clara University, CA
Kimberly Robinson Neary, Los Angeles City College, CA
Respondent: Anthony Edgington, University of Toledo, OH

Inclusion and Access

J.11 How to Collaboratively Create an OER Textbook: A Conversation about Steps, Stumbles, and Successes

A conversation about a five-year journey to create an OER textbook for multimodal rhetoric and writing instruction (funded by a multi-institutional grant), focusing on: coauthoring OER texts; decolonizing OER instructional materials; creating and curating multimodal and interactive OER materials; designing mechanisms for student feedback and input; imagining the future of OER.

Room 205 B (Atrium Floor 2)

Presenters: Catherine Gabor, University of San Francisco, CA
Melisa Garcia, University of San Francisco, CA
Leigh Meredith, University of San Francisco, CA

Language, Literacy, and Culture

**J.12 Indigenous Rhetorics of Community and
Relationality: An Engaged Classroom Practice**

Sponsored by the CCCC American Indian Caucus

In this Engaged Learning Experience session, the speakers will present a framework for Indigenous rhetorics of community and relationality and guide participants through poetry writing that helps tell the story of “Where I’m From” (George Ella Lyon). Participants can then take the exercise back to their own classrooms to engage in interactive relationship-building that sustains community.

Room 26 C (Ballroom Level C4)

Presenters: Colleen Bond, NMSUA, IUP
Lisa King, University of Tennessee, Knoxville
Emily Legg, Miami University, Oxford, OH
Sarah Prielipp, Central Michigan University, Mount Pleasant

Approaches to Teaching and Learning

**J.13 Investigating Self-Regulation and Agency in
GenAI-Supported Writing Tasks**

We explore how writers self-regulate and demonstrate agency in AI-supported writing tasks. Addressing concerns that student use of such tools interferes with authentic authorial voice, this panel offers cases on how students assert ownership of their texts, negotiate revision decisions, and leverage (or dismiss) GenAI for writing tasks.

Room 307 B (Atrium Floor 3)

Presenters: Alan Kohler, Carnegie Mellon University, Pittsburgh, PA
Danielle Zawodny Wetzel, Carnegie Mellon University, Pittsburgh, PA
Jungwan Yoon, Carnegie Mellon University, Pittsburgh, PA

Institutions: Labor Issues, Professional Lives, and Survival

**J.14 Leading in Community: Tools and Strategies for
Program Leaders in the Humanities**

In this Engaged Learning Experience session, participants will learn what it means to lead in community, and gain tools and strategies for effective program leadership, drawing on the MLA’s successful model of leadership development for department chairs and program leaders in the humanities.

Room 5 (Concourse Level C3)

Presenters: Jason Rhody, Modern Language Association
Janine Utell, Modern Language Association

Saturday, 8:00–9:15 a.m.

Language, Literacy, and Culture

J.15 Multilingual Agency and Resistance in Writing Centers, Transnational Cyberspace, and Serious Games

This panel explores how multilingual/transnational students navigate and transform various literacy spheres—from writing center contact zones to precarious digital terrains to gamified classroom experiments. Together, the talks highlight tensions, agency, and pedagogical possibilities in multilingual writers' worlds.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Neal Lerner, Northeastern University, Boston, MA

Isabelle Lundin, Northeastern University, Boston, MA

Lingyao Shu, University of Toronto

Zhaozhe Wang, University of Toronto

Jingjing Xing, University of Toronto

Qianqian Zhang-Wu, Northeastern University, Boston, MA

Respondent: Lisa Arnold, North Dakota State University, Fargo

Antiracism and Social Justice

J.16 Opportunities for Deep Linguistic Justice in First-Year Writing

In anti-DEI environments, one of the best ways to forward equity work is to deeply embed it into our praxis so there's no DEI element to "extract." Panelists will summarize an ongoing classroom-based research project that integrates deep linguistic justice into curriculum and assessment practices, as well as fostering academic support services that support linguistic and racial equity.

Room 7 (Concourse Level C3)

Presenters: Stephanie Beckman, Madison College, WI

Jennifer Berne, Madison College, WI

Sarah Z. Johnson, Madison Area Technical College, WI

Antonella Pappolla, University of Wisconsin-Madison

First-Year Writing

J.17 Supporting Deep Engagement: Reporting on a Study of First-Year Writer Source Use

This session shares results from a 2024–25 empirical study comparing two research-based writing assignments—annotated bibliographies and worknets—in first-year composition. Presenters will share findings, methods, and curricular implications, offering data-driven insights into critical reading, source evaluation, and assignment design.

Atrium Ballroom D (Atrium Floor 1)

Respondents: Jennifer Clary-Lemon, University of Waterloo
Kate Pantelides, Middle Tennessee State University, Murfreesboro, TN
Roundtable Leaders: D-Jay Bidwell, Michigan Technological University, Houghton
Holly Hassel, Michigan Technological University, Houghton
Derek Mueller, University of Michigan, Ann Arbor
Jennifer Nish, Michigan Technological University, Houghton
Elizabeth Novotny, University of Wisconsin-Whitewater
Cornelius Suom-Kogle, Michigan Technological University, Houghton

Writing Programs

J.18 System Prompts: A Guide to AI Conversations for Writing Program Administrators

We will present the conversations emerging from our long-term cross-institutional project to help WPAs at two- and four-year colleges and universities talk productively and ethically about generative AI and LLM usage and policy with administrators and colleagues on their campuses.

Atrium Ballroom A (Atrium Floor 1)

Presenters: Julie Christoph, University of Puget Sound, Tacoma, WA
Kara Wittman, University of California, Berkeley

Approaches to Teaching and Learning

J.19 Teaching and Learning in These Unavoidable Bodies

This panel aims to put the body first, offering three case studies exploring teaching and learning as embodied practices. Drawing on medical humanities, disability studies, and fat studies as guideposts, each speaker argues for attention to the ways teachers and students—and our accompanying fields and ideologies—are always deeply embodied.

Room 25 A (Ballroom Level C4)

Presenters: Katherine DeLuca
Lauren Obermark, University of Missouri-St. Louis
Lauren Terbrock-Elmestad

Approaches to Teaching and Learning

J.20 Whose Voice Is This? Student Agency in the Age of AI

How can educators transform AI from a challenge into an opportunity for rhetorical inquiry? Drawing from multiple instructional and support contexts, presenters share strategies grounded in curiosity—not control—to support student voice, agency, and critical AI literacy. Discover practical tools that position students as reflective decision-makers who ethically navigate AI partnerships.

continued on next page

Saturday, 8:00–9:15 a.m.

Room 25 B (Atrium Floor 2)

Presenters: Elizabeth Gardner, University of North Carolina, Greensboro
Bethany Van Scooter, North Carolina State University, Raleigh
Nora Webb, University of North Carolina, Greensboro

First-Year Writing

J.21 Writing beyond the Pages: Reclaiming Research as Process, Presence, and Power in FYW Classrooms

In this roundtable, four speakers and one respondent explore how research genre assignments in FYW can be reimagined to prioritize process, presence, and student agency. Presenters offer pedagogical alternatives that center multilingualism, embodiment, accessibility, and personal connection, advancing inclusive and decolonial writing practices.

Room 203 (Atrium Floor 2)

Presenters: Alexandra Rowe, North Dakota State University, Fargo
Helen Sandoval, University of California, Merced
Madeline Crozier Sutton, The University of Tennessee, Knoxville
Mary Ann Zehr, Eastern Mennonite University, Harrisonburg, VA
Respondent: Mafruha Shifat, The Ohio State University, Columbus

JA Sessions: 8:00–8:30 a.m.

Theory, Research Methodologies, and Praxis

JA.1 “¡No Me Digas!”: Carving Out Counterspaces in the Academy through Latinx Chisme Literacies

This presentation examines chisme—a form of storytelling and meaning-making that circulates knowledge within marginalized communities, particularly among Latinx people—as a critical counter-storytelling practice in higher education. Drawing on my experiences in teaching undergraduate FYC and English graduate students, I highlight the transformative possibilities of chismeando in educational spaces.

Room 22 (Exhibit Hall Level C2)

Presenter: Melissa Texidor, University of Washington, Seattle

Antiracism and Social Justice

JA.2 Braids, Curls, and Culture: Exploring Identity and Counterstories in Black and Afro-Latina Children’s Literature through Hair

Our presentation will explore how picturebooks and graphic novels empower Black and Afro-Latina children to embrace their cultural identity, challenge societal biases, and foster pride through the celebration of natural hair and its rich cultural heritage.

Room 11 (Exhibit Hall Level C2)

Presenters: Edcel J. Cintron-Gonzalez, Illinois State University, Normal
Chamelia Moore, Illinois State University, Normal

First-Year Writing

JA.4 AI and Authorial Identity: What It Means to Author a Text

This presentation will explore the concept of authorial identity that can be assumed with the help of AI to operate more effectively in a new reality. The presenter will share unique experiences that bridge technology and human effort to encourage undergraduate students to develop their authorial voice and to strengthen their identity as writers without compromising academic integrity in the age of AI.

Room 12 (Exhibit Hall Level C2)

Presenter: Alexandra Krasova, University of Indianapolis, IN

First-Year Writing

JA.5 AI Illiteracy or Critical AI Refusal: Understanding Student Resistance to AI Instruction and Guidance

This project seeks to understand and characterize students' responses to receiving different kinds of AI instruction. Students were surveyed about their use of and attitudes toward AI, including whether they'd like more guidance and instruction. The majority of students resisted additional AI instruction. Follow-up surveys, assessment of classroom artifacts, and interviews supplement findings.

Room 17 (Exhibit Hall Level C2)

Presenter: Ashleigh Hardin, The Ohio State University, Columbus

Writing Programs

JA.6 Beyond the Syllabus: Understanding Faculty Adoption of Generative AI in FYC

Presenters will share data and conclusions about first-year composition instructors' knowledge, beliefs, and integration of GenAI in their classrooms. Presenters will share practical information for instructional use of AI and tips for designing professional development. This avoids one-size-fits-all training, supporting a context-sensitive progression toward more effective use of GenAI.

Room 20 (Exhibit Hall Level C2)

Presenters: Josh Barrows, The University of Arizona, Tucson
Maryam Vaezi, The University of Arizona, Tucson

Community, Civic, and Public Contexts of Writing

JA.7 Concrete Constraints: Physical Infrastructure as Affective Procedural Rhetoric in Civic Space

This presentation maps how concrete infrastructure functions as an affective rhetorical system, shaping behavior, emotion, and civic participation. It offers a framework for analyzing and challenging built environments through the lenses of spatial justice, access, and power.

Room 19 (Exhibit Hall Level C2)

Presenter: Emi Stuenkel, University of Wisconsin-Stout

Language, Literacy, and Culture

JA.8 Definitional Debate as Distraction: How the Rhetoric about Antisemitism Elides the Realities of Antisemitism

Sponsored by the CCCC Jewish Caucus

As rhetoricians and educators, we must be cognizant of the ways discourse can mislead rather than clarify. This presentation explores how debates about defining antisemitism serve as distractions from the lived realities of antisemitism and the dangers it poses for Jews, democracy, coalition, and scholarly knowledge production.

Room 18 (Exhibit Hall Level C2)

Presenter: Mara Lee Grayson, Hillel International

Approaches to Teaching and Learning

JA.9 Embodied Understanding: Practicing Rhetorical Listening through Affect

This presentation introduces “rhetorical affective reflexivity” as an embodied extension of Krista Ratcliffe’s rhetorical listening framework. Drawing on affect theory, embodied rhetoric, and circulation studies, it emphasizes how emotional responses shape rhetorical engagement, and it offers pedagogical methods and strategies to foster affective attunement and ethical rhetorical participation.

Room 23 (Exhibit Hall Level C2)

Presenter: Jessica Ouellette, University of Southern Maine, Portland

Writing Programs

JA.10 FYC Instructors’ Perceptions and Implementation of AI-Ethical Policies in Writing Classrooms

This study investigates how writing instructors articulate AI usage policies and promote critical awareness of ethical considerations surrounding AI in the classroom. By analyzing these pedagogical approaches, the research aims to inform the development of more thoughtful, responsible, and pedagogically sound AI policies in writing education.

Room 13 (Exhibit Hall Level C2)

Presenters: Islam Farag, Indiana University of Pennsylvania
Mahmoud Othman, Indiana University of Pennsylvania

Language, Literacy, and Culture

JA.11 Inviting Students’ Transidiomatic and Translingual Practices into the Classroom to Promote Multilingual and Multimodal Spaces

This presentation uses qualitative mixed methods, in an IRB-approved study, to share how transidiomatic and translingual practice became part of the everyday lives of university students and developed, in root-like, rhizomatic ways, beyond the classroom. Accordingly, I suggest teachers

continued on next page

Saturday, 8:00–8:30 a.m.

invite students to share and critically reflect on these diverse literacy practices inside the classroom.

Room 10 (Exhibit Hall Level C2)

Presenter: Julie Townsend, Cleveland State University, OH

Approaches to Teaching and Learning

JA.13 Please/Don't Tell Me What to Do: Emotional Safety in the Gen Z Writing Classroom

This presentation identifies a recent trend in the writing classroom: a widespread tendency for Gen Z students to both resist correction and crave feedback. I will share how to identify when this paradox might be in play and how to create a space safe enough for students to take risks in their writing and thinking and learn to trust you, themselves, and the process.

Room 16 (Exhibit Hall Level C2)

Presenter: Jayme Long, San Jacinto College, TX

Approaches to Teaching and Learning

JA.14 Revising with AI: Centering Process and Reflection in First-Year Student Writing

This talk shares findings from a study in an online FYW course where students wrote short biographies—with or without AI—and reflected on their revision process via video. I argue that focusing on revision over product, and allowing AI use in contexts where students are topic experts, fosters student engagement with writing and more meaningful assessment of labor.

Room 8 (Concourse Level C3)

Presenter: Jessica Estep, Georgia Institute of Technology, Atlanta

Antiracism and Social Justice

JA.15 Teaching the Hispanic Health Paradox

The aims of the presentation are two-fold: I will present rhetorical findings on how discourses around the Hispanic Health Paradox (the discrepancies between negative health determinants for Latinos living in the US and their longer life expectancies than white native-born populations) operationalize ability and construct a medicalized Latinx identity. I will also present a lesson plan, discussion prompts, and initial findings on teaching an undergrad level course about critiquing racialized health or disability discourses.

Room 24 (Exhibit Hall Level C2)

Presenter: zaira girala munoz, The Ohio State University, Columbus

Approaches to Teaching and Learning

JA.16 What Is Literacy to Project-Based Learning?

Project-based learning (PjBL) is on the rise across higher education. But gaps remain in our disciplinary understanding of how PjBL can help us teach writing and, conversely, how writing might bolster PjBL. Is it just a rebranding of work we already do, or are its methods measurably different? What is gained and lost when a “project” becomes the controlling “literacy sponsor” for student writers?

Room 21 (Exhibit Hall Level C2)

Presenter: Ryan Madan, Worcester Polytechnic Institute, MA

JB Sessions: 8:45–9:15 a.m.

Approaches to Teaching and Learning

JB.1 A Collaborative and Cross-Disciplinary Investigation of AI and Writing: Using Generative AI in Formative and Summative Writing Support and Assessment

Faculty in computer science, engineering, and English explore AI as an assessment tool and support system for students' writing. Forty student-authored memos are collected and assessed by humans and AI (GPT4 Pro and Gemini Pro), then compared with interrater reliability calculated. The results are presented and situated within student-involved negotiations, economic imperatives, and ongoing litigation.

Room 11 (Exhibit Hall Level C2)

Presenter: Bryan Lutz, Ohio Northern University, Ada

Antiracism and Social Justice

JB.2 Advocating for Language Preservation: Roles of the Institution of Higher Education on Language Acquisition for 2nd Generation American Non-Heritage Speakers

This presentation seeks to explore the phenomenon of desire for homeland language acquisition in second+ generation Americans who are unable to utilize traditional heritage language acquisition models. Using two case studies, it explores the role that institutions such as schools play in heritage cultural maintenance and deterioration and the importance of student and community advocacy.

Room 20 (Exhibit Hall Level C2)

Presenter: Cody Hmelar, University of Pittsburgh, PA

Information Literacy and Technology

JB.3 AI Grading and Feedback: Enhancing Not Replacing Human Expertise

AI grading tools can alleviate teachers' workload, essentially functioning as a teaching assistant. Integrating such technology into the classroom can save time, but only if the results are accurate and the feedback is actionable. This presentation will share the results of a study that evaluated the effectiveness and educational implications of using an AI-enabled grading tool.

Room 24 (Exhibit Hall Level C2)

Presenter: Holly Wood, Brigham Young University

Information Literacy and Technology

JB.4 Choosing Your Words: How Do Students and Instructors Navigate GenAI, Personal Authority, and Voice?

We report on preliminary results of our interviews with first-year writing instructors and students about their experiences understanding and valuing the idea of voice in the age of GenAI. At this moment in history, when students have to choose their words carefully from a hybridity of human-machine voice, this study examines how that process unfolds in real students' writing processes.

Room 12 (Exhibit Hall Level C2)

Presenters: David Coad
Loring Pfeiffer, Santa Clara University, CA

Information Literacy and Technology

JB.5 Decolonizing AI Writing Tools through Transnational/Translingual Collaborations

This presentation will discuss a translingual and transnational exchange about AI writing tools between an HSI in the United States and two universities in Mexico. Transnational conversations with writing programs in other countries can, according to Koch et al., be an attempt to “de-link the dominant entanglements of [Language Technology]” that can further colonize language and writing practices.

Room 17 (Exhibit Hall Level C2)

Presenter: Glenn Hutchinson, Florida International University, Miami

Inclusion and Access

JB.6 Disability and Community-Engaged Learning: Investigating Ableism in Service-Learning

This presentation will address ableism in service-learning courses and suggest strategies through which instructors can address and potentially mitigate such challenges. I will argue that an intersectional pedagogy that particularly considers disability and racial justice can change classrooms and communities.

Room 18 (Exhibit Hall Level C2)

Presenter: Ann E. Green, Saint Joseph's University

Saturday, 8:45–9:15 a.m.

Theory, Research Methodologies, and Praxis

JB.8 Identification Conversations: Tracing Threat and Othering in Rhetorics of Diagnosis and AI

This presentation explores how threat-based metaphors shape identification and institutional response in chronic pain diagnosis and GenAI use. Using Burkean theory and historiographic methods, we trace how ontological metaphors create moral hierarchies and exclusion, urging more conscious rhetorical engagement across various contexts.

Room 15 (Exhibit Hall Level C2)

Presenter: Kylie Frontczak, Arizona State University, Tempe

First-Year Writing

JB.9 Implementing Video Projects in First-Year Composition

I will present an examination of the teaching experiences of first-year composition instructors across US colleges and universities in relation to multimodal assignments, especially video projects, and offer recommendations in effectively teaching multimodal assignments from non-Western and minority frameworks.

Room 21 (Exhibit Hall Level C2)

Presenter: Ashok Bhusal, Texas Christian University, Fort Worth

Institutions: Labor Issues, Professional Lives, and Survival

JB.10 Labor and AI Instruction in the Composition Classroom

The speaker reflects on integrating AI tools in first-year writing courses, highlighting the labor involved and the risks of relying on AI detectors. Arguing for a proactive, instructional approach over punitive measures, this session offers practical insights for teaching with AI writing tools and encourages administrators and instructors alike to consider labor as well as ethics of AI use.

Room 13 (Exhibit Hall Level C2)

Presenter: Lori Arnold, University of Houston-Clear Lake, TX

Community, Civic, and Public Contexts of Writing

JB.11 Mapping Justice: How Community Writers Leverage Literacy, Reciprocity, and Relational Knowledge

This presentation explores how grassroots justice groups use mapping, storytelling, and advocacy writing to enact reciprocal literacy practices grounded in Indigenous and feminist methodologies. I introduce a leverage framework that shows how community organizers mobilize rhetorical tools to challenge institutional power and transform how knowledge is produced and valued.

Room 23 (Exhibit Hall Level C2)

Presenter: Nicole Cunningham-Frisbey, Massachusetts Institute of Technology/Tufts University/University of New Hampshire

Writing Programs

JB.12 Motivations, Institutional Value (\$), and WPA Labor

This presentation examines how WPAs can leverage what motivates them (often social, relational, and mission-driven work) to better advocate about the value of their labor and their working conditions. Drawing on a mixed-methods study of 17 WPAs, we explore how aligning motivation with advocacy can help make WPA work more visible and valued.

Room 8 (Concourse Level C3)

Presenters: Joshua Barszczewski, Muhlenberg College, Allentown, PA
Daniel Libertz, Baruch College, New York, NY

Inclusion and Access

JB.13 Rewriting Persistence: The Higher Ed History and Lifewide Writing of an Adult Student

This presentation examines the educational history and lifewide nonacademic writing experiences of a Black mother, veteran, dancer, social entrepreneur, and social work major. The case suggests possibilities for reconceptualizing persistence and writing toward a goal of developing more age-inclusive institutions and writing pedagogies.

Room 16 (Exhibit Hall Level C2)

Presenter: Collie Fulford, Syracuse University, NY

Saturday, 8:45–9:15 a.m.

Community, Civic, and Public Contexts of Writing

**JB.15 The Complementarity of Deliberative and
Oppositional Rhetorics: Bridging Two Approaches to
Community Literacy**

This presentation explores the tension between two dominant approaches to community literacy: those oriented around collaborative-deliberative approaches (à la Flower) and agonistic collective-resistance ones (à la Parks). Examining a case study of activism at a university, I explore how the two approaches are best seen as options on a spectrum that astute activists move back and forth between.

Room 19 (Exhibit Hall Level C2)

Presenter: Jimmy Lizama, Carnegie Mellon University, Pittsburgh, PA

K Sessions: 9:30–10:45 a.m.

Antiracism and Social Justice

K.1 **Conferring Entry: The “New” Admissions Essay Genre and Its Effect on College Composition Courses**

This roundtable explores admissions essays in the context of pedagogies of refusal, linguistic justice, and rhetorical decolonization. In an era of anti-DEI policy, affirmative action rulings, and renewed scrutiny of race and admissions, how do admissions essays prepare students for college composition courses? What are the costs of passage through the admissions essay?

Room 205 B (Atrium Floor 2)

Presenters: Finn Anderson, Columbia University, New York, NY
Kamal Belmihoub, Baruch College, CUNY
Jade Shiva, The University of Texas at Austin

Writing Programs

K.2 **Catalyzed to Action through the Conference Loop: The Untenured and/or Alternative-Academic WPA Standing Group–Sponsored Panel**

Sponsored by the CCCC Untenured and Alternative Academic WPA Standing Group

This sponsored panel showcases the impact of conferencing as a community loop. Presenters share how conferencing has catalyzed them to action despite (and because of) their untenured status. The speakers come from diverse institutional contexts and have sustained their inspiration across different trajectories, from immediate and cross-institutional to multiyear initiatives.

Room 26 A (Ballroom Level C4)

Presenters: Elizabeth Burrows, Auburn University at Montgomery
Garrett Cummins, Oregon State University, Corvallis
Brienna Duloz, Eastern Oregon University, La Grande
Callie Kostelich, Baylor University, Houston, TX
Callie Palmer, Eastern Oregon University, Corvallis
Phatik Poudyal, West Virginia University, Morgantown
Alison Wells, Texas Tech University, Lubbock
Standing Group/Caucus Chair: Ashley Lyons, The University of Chicago, IL

Saturday, 9:30–10:45 a.m.

Theory, Research Methodologies, and Praxis

K.3 Coming to the Table: Engaging Food Rhetorics in Composition and Professional Writing

This participatory roundtable brings together scholars in the field to reflect on the possibilities of engaging with food rhetorics, a growing area of research for scholars across multiple disciplines. While our primary focus is on food, the session will also be relevant to those interested in material rhetorics, pedagogical innovation, research methodologies, and issues of access and privilege.

Atrium Ballroom D (Atrium Floor 1)

Session Chair: Zachary Beare, North Carolina State University, Raleigh

Presenters: Ashley Beardsley, UMass Dartmouth

Kelli Gill, Montana State University, Bozeman

Erica Leigh, SUNY New Paltz

Jody Shipka, University of Maryland, Baltimore County

Melissa Stone, Appalachian State University, Boone, NC

Approaches to Teaching and Learning

K.4 Connection through Cognition: How Knowledge of Cognition Forges Stronger Connections with Student Writers

Sponsored by the CCCC Cognition and Writing Standing Group

To connect with a student is to connect with a mind. The panelists discuss (1) how the self discovered in literacy narratives is shaped by the genre; (2) how understanding cognitive load improves students' relationships to writing; (3) whether a growth mindset helps students retain agency while using AI; and (4) how tacit philosophies of mind shape students' actions around AI and writing.

Room 26 B (Ballroom Level C4)

Presenters: Irene Clark, California State University, Northridge

Whitney Gegg-Harrison, University of Rochester, NY

Tom Slagle, University of Pittsburgh, PA

Standing Group/Caucus Chair: Stephen Riopelle, Indiana University
Bloomington

Approaches to Teaching and Learning

K.5 Conversational Counterstory: Engaging Students in Symposium, Testimonio, and the Modern Griot

Composition instructors at three different institutions will present pedagogical frameworks for enacting counterstory in the writing classroom.

By approaching their research through active symposiums, students become modern griots who produce testimonios that challenge stock story narratives and embody citational justice.

Room 202 (Atrium Floor 2)

Presenters: Celine Aenlle-Rocha, New York University, NY
Emily Suazo, Columbia University, New York, NY
Tejan Green Waszak, Hofstra University, Hempstead, NY

Antiracism and Social Justice

K.6 **Counter Conferences: Conversations within and against the University**

What are the limitations of conferencing in the university? Considering Inoue's, Ahmed's, and Rhodes's critiques of institutions, this panel reconciles key critiques with the radical potential of conferencing for social justice. Presenters consider the institution's defanging of countermovements like DEI and examine the composition classroom as a site for reclaiming conferencing's potential power.

Room 302 (Atrium Floor 3)

Presenters: Amanda Peterson, Texas Christian University, Fort Worth
Kylie Rowland, University of Nebraska-Lincoln
Marcus Woodman, University of Minnesota Twin Cities

Antiracism and Social Justice

K.7 **Entering the Conversation: Addressing the Lack of Anti-Black and Anti-Asian Research in Multimodal Scholarship in Rhetoric and Writing Studies**

This panel takes a multimodal critical discourse analysis approach to examine how Black and Asian bodies were constructed in forty US online articles. By critically attending to how the visual, auditory, linguistic, textual, and gestural influence our understanding of race and racism, the panel examines how racialization requires a multimodal approach that promotes social and racial justice.

Room 25 B (Ballroom Level C4)

Presenters: Tom Do, California State University, Long Beach
John Ripetoe, California State University, Long Beach
Richmond Tran, California State University, Long Beach

Information Literacy and Technology

K.8 Guiding Writers with a GenAI Responsible Use Matrix: An Engaged Learning Experience

The goals for this Engaged Learning Experience session are to share our institution's process for developing a matrix for responsible use of AI in the writing classroom and guide attendees in the creation of their own responsible use matrix. Participants will benefit by engaging in AI use discussions in a guided manner that they can take back to their institutions for broader programmatic conversations.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Genius Amaraizu, Northwestern University, Evanston, IL
Jordan Dagenais, Michigan Technological University, Houghton

Respondent: D-Jay Bidwell, Michigan Technological University, Houghton
Holly Hassel, Michigan Technological University, Houghton
Jennifer Nish, Michigan Technological University, Houghton
Elizabeth Novotny, University of Wisconsin-Whitewater

First-Year Writing

K.9 Having the Conversations That Matter: Implementing and Assessing Support-Centered Self-Placement in First-Year Writing

This panel presents an innovative support-centered self-placement model implemented for all first-year students at a private university. Panelists describe the process and the reasoning behind its design, assess its efficacy, and demonstrate the ways in which it has changed institutional conversations around writing and student ability.

Room 304 (Atrium Floor 3)

Presenters: Gregory Cass, Lasell University, Newton, MA
Michelle Niestepski, Lasell University, Newton, MA
Annie Ou, Lasell University, Newton, MA
Sara Large, Lasell University, Newton, MA

Information Literacy and Technology

K.10 Hitting the Brakes or Learning to Steer: Fostering Informed AI Choices through Metacognition, Agency, and Inquiry

Students are told (implicitly and explicitly) to work efficiently, avoid errors, and earn A's—making AI an attractive option. But learning isn't fast. This panel doesn't slam the brakes on AI or jump blindly aboard the AI bus. Instead, we explore ways to support student agency—through literacy and

metacognition—so that students make informed rhetorical and research choices about AI.

Room 25 C (Atrium Floor 2)

Presenters: Cynthia Bair Van Dam, American University, Washington, DC
Lydia Fettig, University of Michigan, Ann Arbor
Chelsea Horne, American University, Washington, DC
Brad Knight, American University, Washington, DC
Lacey Wootton, American University, Washington, DC

Language, Literacy, and Culture

K.11 **Language Checkpoints: Navigating Monolingualism at Hispanic-Serving Institutions**

Two-year colleges often act as linguistic gatekeepers through the enforcement of monolingualism, contradicting the democratic claims of our profession. This panel offers translanguingual pedagogical approaches that three college instructors have used to invite their linguistically diverse students to cultivate civic selves, critically assess their education, and use their full rhetorical repertoires.

Room 9 (Exhibit Hall Level C2)

Presenters: Jason Evans, Prairie State College, Chicago Heights, IL
Bruce Martin, Lone Star College-North Harris, TX
Donald Penner, Cochise College, AZ

Institutions: Labor Issues, Professional Lives, and Survival

K.12 **Material Minds and Bodies: Three Memoirs of Navigating Change in Academic Space**

Three rhetoric and composition scholars speak from their identities as Nigerian feminist, queer MA graduate, and breast cancer survivor to make sense of how a scholarly teaching life allows for or ignores the body's role in making meaning and how the institutional space of higher education supports and/or complicates the materiality of mind and body.

Atrium Ballroom F (Atrium Floor 1)

Presenters: Funmi Adie, Kent State University, OH
Amber Keene, Kent State University, OH
Pamela Takayoshi, Kent State University, OH

Saturday, 9:30–10:45 a.m.

Theory, Research Methodologies, and Praxis

K.14 Our Story Continues: Cultural Rhetorics Today

This roundtable reunites authors of the foundational 2014 essay “Our Story Begins Here: Constellating Cultural Rhetorics” to discuss the current state of research and practice in cultural rhetorics. They will be joined by the current editor in chief of the journal *constellations: a cultural rhetorics publishing space*.

Room 307 A (Atrium Floor 3)

Respondent: Alexandra Hidalgo, University of Pittsburgh, PA

Roundtable Leader: Marilee Brooks-Gillies, Alma College, MI

Daisy Levy, American University, Washington, DC

Andrea Riley Mukavetz, Independent Scholar

Maria Novotny, University of Wisconsin-Milwaukee

Malea Powell, Independent (Emeritus) Scholar

Session Chair: Raúl Sánchez, University of Florida, Gainesville

Approaches to Teaching and Learning

K.15 Unwritten: A Trauma-Informed Ten-Minute Free Write

This Engaged Learning Experience session will be a recreation of the original pizza and trauma writing group which includes discussion of trauma-informed pedagogy, writing prompts in the form of music, poetry/prose, a ten-minute free write, creation of quilt squares, and a group poem.

Room 5 (Concourse Level C3)

Presenters: Hillorie McLarty, Middle Tennessee State University,
Murfreesboro

Elizabeth Myers, Middle Tennessee State University, Murfreesboro

Information Literacy and Technology

K.16 Pushing Back against Homogeneity: Conversations with Teachers about Linguistic Justice, Equity, and AI

How can we empower teachers and students to prioritize diverse languaging practices when GenAI tools are perpetuating standard language norms and “robot voice”? In this engaged learning session, we will discuss this question with a focus on (1) LJE and AI in faculty development, (2) LJE and critical AI literacy for students, and (3) LJE in the use of GenAI feedback tools, for a variety of contexts.

Room 6 (Concourse Level C3)

Presenters: Julie Gamberg, Glendale Community College, AZ

Sophia Minnillo, University of California, Davis

Ana Ruiz-Alonso-Bartol, University of California, Davis

Antiracism and Social Justice

K.17 Teaching in Precarious Contexts: Pedagogy, Identity, and Labor amid DEI Bans

At the federal and state level alike, writing studies is embedded in a hostile political ecology. In this roundtable, GTAs and faculty operating within statewide DEI bans share research, reflections, and practices for resistance and survival. This session invites audience members to share their own experiences in hopes of mobilizing a larger disciplinary response to DEI bans.

Atrium Ballroom A (Atrium Floor 1)

Presenters: Desire Ameigh
Amber Buck
Leigh Gruwell, Auburn University, AL
Zoe Smith

Information Literacy and Technology

K.18 The Role of Prior Knowledge in Developing Critical Rhetorical Skills for AI-Supported Composition

This session explores how different levels of AI exposure and prior genre knowledge inform composing practices with AI and discusses instructional materials that aim to address those differences by boosting the critical literacies and rhetorical skills of all students. The presenters draw upon data and pedagogical practice from FYW and technical and professional communication classrooms at four institutions.

Room 307 B (Atrium Floor 3)

Presenters: Alexander Helberg, Trinity College, Hartford, CT
Michael Laudenschick, New Jersey Institute of Technology, Newark
Ben Markey
Calvin Pollak, University of Washington, Seattle

Antiracism and Social Justice

K.19 Undergraduate Students Writing in Heightened Racialized Contexts

This panel includes presentations based on qualitative data from three higher education institutions. We explore how undergraduate students write and what they learn about writing in volatile racial landscapes and how this intersects with their identities. We discuss a range of themes, including emotions and affect, race and (anti)racism, and educational trauma.

Room 7 (Concourse Level C3)

Presenters: Haivan Hoang, UMass Amherst

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Saturday, 9:30–10:45 a.m.

Liane Malinowski, University of Minnesota–Twin Cities

Respondent: Stephanie Kerschbaum, University of Washington, Seattle

College Writing and Reading

K.20 Writing and Reading by Ear

At an event that highlights conference and conversation, we attend to the sounds of voices. Those voices come from Appalachian literacy collectives, academic writing centers, Taiwanese cookbooks, and debates about voice itself. Treating voice not as a metaphor but as a physiological experience, our roundtable joins Alexis McGee's effort to revitalize a conversation that has gone a little quiet.

Room 203 (Atrium Floor 2)

Presenters: Brooke Boling, Wilmington College, OH

Christopher Carter, University of Cincinnati, OH

Andy Cheng, University of Cincinnati, OH

Daniel Floyd, University of Cincinnati, OH

KA Sessions: 9:30–10:00 a.m.

Language, Literacy, and Culture

KA.1 “Esta Es Mi Historia”: Echoes from the Margins, a Rhetoric of Resistance

In this presentation, I offer a reflective exploration of my experiences with the trauma of learning a second language and the pain rooted in my encounters with language and racism. Drawing from my dissertation, I document my lived experiences as a person of color and highlight my efforts to render the “Other” visible.

Room 14 (Exhibit Hall Level C2)

Presenter: Maria Isela Maier, The University of Texas at El Paso

Approaches to Teaching and Learning

KA.2 “Overwhelmed and Anxious”: Conversations about Students’ Affective Motivations for ChatGPT Use

I draw on in-class conversations and semi-structured interviews with first-year English students to suggest that negative affect motivates students’ ChatGPT use. I situate their experiences within scholarship on affect and uptake, and I argue for reframing conversations with students about ChatGPT.

Room 20 (Exhibit Hall Level C2)

Presenter: Claire Silva, University of South Carolina, Columbia

College Writing and Reading

KA.3 A Cross-National Examination of Student Perspectives on Using Generative AI for Academic Writing

This presentation will report on the findings from a study which aims to understand the ways in which students from two distinctly different post-secondary institutions use generative AI (GAI) in the academic writing process, how such use influences their perceptions of the writing process, and how the perception of the writing process correlates to use or non-use of GAI.

Room 8 (Concourse Level C3)

Presenter: Tina Matuchniak, California State University, Long Beach

Saturday, 9:30–10:00 a.m.

Writing Programs

KA.4 Building a Network of Writing Programs across the Middle East and North Africa (MENA)

Developing a cross-border, regional network of shared knowledge first involves uniting networked actors and stakeholders. This talk will discuss how the documentation of multiple writing program practices, successes, and roadblocks initiates network building for the transnational university, ultimately enabling the development writing program theory away from the United States as center.

Room 11 (Exhibit Hall Level C2)

Presenter: Halle Neiderman, American University of Beirut

Antiracism and Social Justice

KA.5 Cross-Cultural Responses to Reflective Writing and the Pursuit of Linguistic Justice

Reflective writing is a deeply personal and linguistic act, with avenues for antiracist writing pedagogy. Through textual analysis and interview, our study explores how first-year students from diverse cultural and linguistic backgrounds, both in and outside the US, respond to reflective prompts. The findings raise key questions about enacting linguistic justice through reflective writing.

Room 15 (Exhibit Hall Level C2)

Presenters: Emily Bouza, James Madison University, Harrisonburg, VA
Nattaporn Luangpipat, Northwestern University in Qatar

First-Year Writing

KA.6 Entangled Voices: Ambient Composition and Student Identity

As students navigate identity, AI, and post-pandemic disconnection, this session explores how ambient rhetoric helps reframe voice as shaped by material, digital, and cultural forces. Attendees will gain theory-grounded, practical strategies for teaching voice as relational, emergent, and inclusive in first-year composition.

Room 21 (Exhibit Hall Level C2)

Presenter: Loren Smith, Ohio University, Athens

First-Year Writing

KA.7 Flexible or Boundless? FYW from Disciplinarily Diverse Instructors

For this presentation, I use interviews of FYW students taught by faculty outside rhetoric and writing studies to assert cautionary points for the field. In effect, I build a different kind of case for FYW programs to embrace their foundational status in college curricula.

Room 16 (Exhibit Hall Level C2)

Presenter: Nathan Shepley, University of Houston, TX

Professional and Technical Writing

KA.11 Participatory Frames: Tracing a History of Participation in Technical Communication

This presentation examines how early technical writing textbooks and nascent technical communication scholarship from the mid- to late 1900s conceptualized user participation. By situating these texts within their broader historical contexts, I show how participation in technical communication has never been a neutral concept, but one shaped by social, political, and economic forces.

Room 12 (Exhibit Hall Level C2)

Presenter: Fernando Sanchez, University of Minnesota

Theory, Research Methodologies, and Praxis

KA.12 Reimagining Transfer as Conversation: A Longitudinal Study of Writing across Contexts in Students' College Careers

This presentation reports a longitudinal study of writing transfer from first-year composition through various writing experiences across students' college careers. It explores transfer as a recursive process shaped by technology, evolving genres, and shifting rhetorical demands, and offers pedagogical recommendations to support transfer in WAC/WID, public, digital, and interdisciplinary settings.

Room 18 (Exhibit Hall Level C2)

Presenter: Wenqi Cui, Johns Hopkins University, Baltimore, MD

Language, Literacy, and Culture

KA.13 Rhetorical Interpellation: Unveiling the Power of Unconscious Forces in Islamic Religious-Political Discourse

This presentation investigates how Shi'i Islamic rhetoric employs sacred memory, religious symbols, and passionate discourses of suffering to form belief, political inclination, and collective identity.

Room 23 (Exhibit Hall Level C2)

Presenter: Shatha Alhubail, Miami University, Oxford, OH

Approaches to Teaching and Learning

KA.14 The Exigence and Classroom Strategies for Rhetorically Interrupting Anthropocentrism in the First-Year Writing Classroom

This presentation contends that we have the opportunity and responsibility to expose, challenge, and interrupt anthropocentrism as educators in the first-year writing and speaking classroom and as teachers of research, evidence, ethical argumentation, and the solving of complex problems. The speaker will offer a brief background on rhetorical interruption, offer five proven strategies for interrupting anthropocentrism in the first-year writing classroom, and ask attendees to share other strategies they may have for doing this work.

Room 22 (Exhibit Hall Level C2)

Presenter: Alexis Piper, Lakeland University, Plymouth, WI

Approaches to Teaching and Learning

KA.15 Using Problem-Based Learning in Secondary and Postsecondary Writing Classrooms

Typically used in science education, problem-based learning shows great promise in both secondary and postsecondary writing classrooms. In this presentation, participants will be introduced to problem-based learning, provided with example lessons at three different levels of courses (high school, first-year writing, and upper-level writing), and invited to co-create a lesson.

Room 17 (Exhibit Hall Level C2)

Presenter: Mary Morgan, Belmont Abbey College, NC

KB Sessions: 10:15–10:45 a.m.

Antiracism and Social Justice

KB.1 Accent as a Border: A Self-Reflective Embodied Border Storytelling of Linguistic Borders in Different Transnational Academic Spaces

This project signifies how accent as a border can transcend physical borders and affect the psychology and mind of bodies being bordered. The effect of such borders thus harms the bodies' notion of identity/linguistic identity in the form of linguistic racism. This session also emphasizes the notion of how difficult it is to abolish borders, particularly “accent as a border.”

Room 8 (Concourse Level C3)

Presenter: Abantika Dhar, Illinois State University, Normal

Antiracism and Social Justice

KB.2 Black Memes: Signifyin'(g) in the Digital Underground

When Black folk gather, we use words and memories to stitch meanings. We can interpret these meanings because we “already know.” That’s part of Signifyin'(g). In the Black Digital Underground, images do this work. Not because of what is seen, but because of what is known. This presentation explores the meaning-making power of memes as extensions of Signifyin'(g) in Black digital gathering spaces.

Room 14 (Exhibit Hall Level C2)

Presenter: June Straight, The University of Texas at El Paso

Inclusion and Access

KB.3 Class Families: Belonging and Collaborative Small Groups in First-Year Composition

“Class families” are collaborative small groups that start with about five students and remain mostly together for a semester. They complete discussions, worksheets, and oral reports. This presentation offers an approach to creating and managing class families, and my outcomes suggest that incorporating them in first-year composition correlates with learning, belonging, and retention.

Room 18 (Exhibit Hall Level C2)

Presenter: Misun Dokko, LaGuardia Community College/The City University of New York

Saturday, 10:15–10:45 a.m.

Theory, Research Methodologies, and Praxis

KB.4 Conferencing as Negentropic Praxis: Dialogic Resistance to Academic Capitalism

This session reframes conferencing as a negentropic praxis—an act of dialogic resistance to academic capitalism. Drawing on Bernard Stiegler’s theory of negentropy, it explores how co-present conversations at the CCCC Convention sustain disciplinary memory, foster scholarly care, and function as shared acts of intellectual and relational world-building.

Room 15 (Exhibit Hall Level C2)

Presenter: Mehdi Mohammadi, University of New Mexico, Albuquerque

Antiracism and Social Justice

KB.5 Culturally Sustaining Assessment and Composition Pedagogy

This presentation builds on conversations about culturally sustaining assessments (CSAs), which are growing in composition and in English education. After a brief review of literature, the speaker shares assessments designed to be culturally sustaining and undergraduate narratives about their responses to the assessments. Collectively, we offer reflection and guidance for developing CSAs.

Room 20 (Exhibit Hall Level C2)

Presenter: Mathew Gomes, Santa Clara University, CA

Antiracism and Social Justice

KB.6 CWPA Archive: A Dynamic Site of Rhetorical Power

Though the expressed objective of archiving is the safekeeping of important information for common access, archiving as a practice seems to serve the interest of dominant ideology. The presenter postulates that composition studies as a field and CWPA practices in particular visibly nurture racial bias and impose linguistic hegemony under the rhetorical veneer of diversity, equity, and inclusion.

Room 22 (Exhibit Hall Level C2)

Presenter: Navin Bhatt, University of Louisville, KY

Language, Literacy, and Culture

KB.7 Entering and Leaving School: Literacy Practices of Indigenous Youth in an Intercultural Community High School

This ethnographic study explores the relationship between out-of-school and school-based literacy practices among Indigenous high school students in an intercultural setting in Oaxaca, Mexico. Findings reveal the

interconnectedness of these practices and their implications for culturally responsive and critical literacy pedagogy.

Room 19 (Exhibit Hall Level C2)

Presenter: Ignacio Munoz Silva, Pontificia Universidad Católica de Chile

Language, Literacy, and Culture

KB.8 Hidden in Plain Sight: Third Culture Kids in First-Year Writing

The term “third culture kid” (TCK) refers to those who spent a significant part of their formative years outside their passport country. In this presentation, I draw on ethnographic interviews and discourse-based interviews to understand how TCK identity shapes experiences in the first-year writing course and how TCKs enact their complex identity in academic writing.

Room 12 (Exhibit Hall Level C2)

Presenter: Kristine Johnson, Calvin University, Grand Rapids, MI

College Writing and Reading

KB.9 Place-Based Reading Pedagogy in First-Year Writing

This presentation explores a place-based reading pedagogy that responds to new challenges regarding student reading. Place-based reading practices can help foster students’ multi-sensory reading engagement when instructors anchor reading of texts in purposeful places beyond the classroom, transform traditional classroom space, and ask students to cultivate and write about a “reading sanctuary.”

Room 23 (Exhibit Hall Level C2)

Presenter: Grace Wetzel, Saint Joseph’s University

Institutions: Labor Issues, Professional Lives, and Survival

KB.10 Strategies for Sustaining Curricular Change

With the current crisis of declining enrollments in the humanities, those involved with curricular revision must cultivate “peripheral vision that produces readiness for opportunity” (Maimon). Drawing from experience sustaining curricular reform, the speakers will discuss strategies of curriculum design and assessment for resisting the pull away from a shared center of a new curriculum.

Room 16 (Exhibit Hall Level C2)

Presenters: Christina McDonald, Virginia Military Institute, Lexington City, VA
Emily Miller

Saturday, 10:15–10:45 a.m.

Creative Writing and Publishing

KB.11 Student-Centered, Justice-Oriented: Responding to Creative Writing

Creative writing challenges many commonplaces in writing instruction. In this presentation, a writing center director and poet shares insights from a qualitative study into methods of responding to creative writing. The inventive and student-centered teaching techniques described in this research can be used by any writing instructor interested in linguistically just writing response.

Room 17 (Exhibit Hall Level C2)

Presenter: Emma Catherine Perry, University of Idaho, Moscow

Institutions: Labor Issues, Professional Lives, and Survival

KB.12 Teaching while Wanting to Die: Experiences of Chronic Suicidality in Academia

Teaching while wanting to die is hard. Often, bad days can be masked by performative aspects of teaching. But what about days when we do not want to be alive? There is no neat answer; recognizing that “suicidality exists on a continuum” (Borges), we will share our experiences as passively suicidal people to highlight the nebulous nuances of suicidality from the teacher-scholar perspective.

Room 21 (Exhibit Hall Level C2)

Presenters: Desireé Thorpe, Texas A&M University Corpus Christi
Hailey Rose Hanks

Theory, Research Methodologies, and Praxis

KB.13 The Alchemy of Respect in the First-Year Composition Classroom at The University of Texas at El Paso

This panel describes the role of respect in the first-year composition classroom and how undergraduate students perceive, define, and negotiate it within this context. There will be a discussion on the relevance of respect in the classroom, its various aspects, and its impact, supported by qualitative research results. The presenter invites attendees to reflect on how respect transforms their classrooms.

Room 10 (Exhibit Hall Level C2)

Presenter: Raphael Reyes Juarez, The University of Texas at El Paso

Information Literacy and Technology

KB.14 Undergraduate Student Perspectives on GenAI and Writing: Emerging Analysis from a National Study

Embedded in conversations around generative AI and the teaching of writing are assumptions about student use. This presentation describes emerging findings from a nationwide survey study that aimed to better understand how undergraduate students perceive and use GenAI, contextualizing student responses with contemporary research around GenAI and writing.

Room 11 (Exhibit Hall Level C2)

Presenter: Jennifer Burke Reifman, San Diego State University, CA

Respondent: Stacy Wittstock, Marist University, Poughkeepsie, NY

Antiracism and Social Justice

KB.15 Who Gets Heard? Black English, Courtroom Conversations, and the Rhetoric of Credibility

This session examines how Black English is perceived in courtroom discourse and how linguistic bias impacts credibility and legal outcomes. Using rhetorical and sociolinguistic frameworks, it offers strategies for fostering linguistic justice and invites reflection on how our field can better engage with language diversity in high-stakes contexts.

Room 24 (Exhibit Hall Level C2)

Presenter: Erin Rodriguez

Professional and Technical Writing

KB.16 Wrestling Power Back: Tactical Technical Communication for Social Media under Rising Authoritarianism

This presentation explores teaching social media writing amid rising authoritarianism and platform surveillance. Through tactical technical communication, students learn to navigate federated alternatives and the indie web, refining their technical literacies while creating user guides that help others resist digital surveillance and build community beyond corporate control.

Room 13 (Exhibit Hall Level C2)

Presenter: Vee Lawson, San Jose State University, CA

L Sessions: 11:00 a.m.–12:15 p.m.

Writing Programs

L.1 **Constructing a Socioculturally Informed First-Year Writing Program through Collective Actions at a Hispanic-Serving Institution**

The purpose of this roundtable is to share how a first-year composition (FYC) program at a large public university engaged in grassroots collective action to support the university's culturally and linguistically diverse students. The roundtable offers writing program administrators and writing instructors insight on constructing socioculturally informed values and practices in FYC programs.

Room 307 A (Atrium Floor 3)

Presenters: Pamela Baker, University of Central Florida, Orlando
Joel Bergholtz, University of Central Florida, Orlando
Meeghan Faulconer
Nikolas Gardiakos
Vee Kennedy
Natalie Madruga
Lissa Pompos-Mansfield
Emily Proulx, University of Central Florida, Orlando
Kenneth Tanemura
Shane Wood, University of Central Florida, Orlando

Writing Programs

L.2 **Critical Language Awareness Pedagogy in First-Year Writing: Possibilities and Challenges**

Sponsored by the CCCC Linguistics, Language, and Writing Standing Group

This panel reports on a 5-year effort in the English Department Writing Program (EDWP) at the University of Michigan, Ann Arbor, to develop and implement a FYW program designed to support linguistic justice through Critical Language Awareness (CLA) pedagogy.

Room 26 B (Ballroom Level C4)

Presenters: Laura Aull, University of Michigan, Ann Arbor
Annika Konrad, University of Michigan, Ann Arbor
Stephanie Renteria, University of Michigan, Ann Arbor
Melissa Valerie, University of Michigan, Ann Arbor

First-Year Writing

L.3 Don't Call It Professional Development: Extending Conversations in Dual Enrollment Composition

Sponsored by the CCCC Dual Enrollment Collective Standing Group

This panel explores dual enrollment professional development (PD) as a site for extending the conversation about professionalization and oversight. Panelists will share PD artifacts from a wide range of institutions and settings, providing a guided but also interactive conversation on this crucial element of the high school–college partnership.

Room 26 A (Ballroom Level C4)

Presenters: Jennie Baker, University of Washington, Seattle

Isaac Calles, Texas Woman's University, Denton

Scott Campbell, University of Connecticut, Mansfield

Nicole Diederich, University of Findlay, OH

Candice Rai, University of Washington, Seattle

Jeremy Ricketts, Utah State University, Logan

Frank Romanelli, University of Rhode Island, South Kingstown

Sheena Stief, The University of Texas Permian Basin

Jim Webber, University of Nevada, Reno

Approaches to Teaching and Learning

L.4 Efficacious Citizenship: Citizens as Rhetorical Listeners

The debate about whether/how citizenship should be a component of rhetorical education is taken up by this panel, which acknowledges problems associated with the concept of citizenship but argues that an efficacious citizenship is possible and that one way to achieve it may be through rhetorical listening.

Room 302 (Atrium Floor 3)

Presenters: Roxanne Mountford, University of Oklahoma, Norman

Krista Ratcliffé, Arizona State University, Tempe

Cassandra (Kasey) Woody, University of Oklahoma, Norman

First-Year Writing

L.5 First-Year Writing and Engagement: Fostering Classroom Connection in a Disconnected World

In this roundtable discussion, panelists will discuss different approaches to community in the first-year writing classroom and how their specific pedagogical uses of multimedia, critical literacy, prompt engineering, and ecocomposition can create bridges for improved engagement among students.

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Saturday, 11:00 a.m.–12:15 p.m.

Room 203 (Atrium Floor 2)

Presenters: Michelle Cockrum

John Hendrix

Julie Mengert, Virginia Tech, Blacksburg

Abigail Robinson, Virginia Tech, Blacksburg

Madison Sweezy

Institutions: Labor Issues, Professional Lives, and Survival

L.7 **Jobs in English and Transdisciplinary Studies: A Conversation on Distributed Mentoring Frameworks for Job Market Preparation**

This roundtable shares our experiences coordinating and participating in a job market prep workshop series. We discuss how to use distributed mentoring to support job seekers across diverse identities, roles, and institutions. Workshop alums share how it aided their job market prep. We offer advice for faculty mentoring job seekers and resources for students to participate in future workshops.

Atrium Ballroom D (Atrium Floor 1)

Presenters: Nasiba Norova, Metropolitan State University

Ghada Seifeddine, Purdue University, West Lafayette, IN

Allegra Smith, Georgia Institute of Technology, Atlanta

Marisa Yerace, Weber State University, Ogden, UT

Respondent: Bradley Dilger, Purdue University, West Lafayette, IN

Roundtable Leader: Kailyn Rogers, University of Tennessee-Martin

Approaches to Teaching and Learning

L.8 **Multimodal Transfer: Bringing Together Conversations**

This panel extends the conversations of multimodal composing and writing transfer to formulate an updated concept of “multimodal transfer.” Scholars and teachers working at these intersections will use their recent work to exemplify this concept. Audience members will have the opportunity to ask questions about using that work to further research and transform pedagogy in other contexts.

Room 202 (Atrium Floor 2)

Presenters: Matthew Davis, UMass Boston

Samira Rajabalipour, Northern Illinois University, DeKalb

Ryan Shepherd, Northern Illinois University, DeKalb

Kara Taczak, University of Central Florida, Orlando

Institutions: Labor Issues, Professional Lives, and Survival

L.9 Navigating the Composition and Rhetoric Job Market Together: Community, Support, and Sustaining Hope

This roundtable aims to foster community and support amongst job seekers navigating the composition and rhetoric job market. We'll explore challenges, share experiences, and discuss building resilience and hope, moving beyond isolation and competition. This session might be of interest to current/future job seekers and hiring committees.

Room 205 B (Atrium Floor 2)

Presenters: Sarah Fischer, University of Miami, Coral Gables, FL
Joanna Gordon, Indiana University Bloomington
Ben Luczak, University of Central Florida, Orlando

Roundtable Leader: Megan McCool, Oakland University, Rochester, MI

Language, Literacy, and Culture

L.10 Perspectives on Translingual Practices in English-Only Teaching and Learning among “Non-native Monolingual” Speakers of English

This panel aims to offer nuanced translingual perspectives for rethinking the dominance of English-only teaching, learning, and policies in non-native English-speaking (NNES) contexts. The presenters hope audience members will take away translingual strategies for disrupting the normative status of English-only pedagogy in NNES contexts through analyses of interviews and exploration of teaching experiences.

Room 25 B (Ballroom Level C4)

Presenters: Polina Belimova, College of Staten Island, CUNY
Amos Izerimana, Louisville Metro Government
Monica Lakhwani, Louisville Metro Government

Carina Jiaying Shi, University of Maryland, College Park

Respondent: Olalekan Adepoju, College of Staten Island, CUNY

Approaches to Teaching and Learning

L.11 Preparing Students for the Future: Incorporating Ethics into STEM-Related Fields

Sponsored by the CCCC Writing and STEM Standing Group

This panel calls for integrating a robust ethics education into STEM curricula to prepare students for a future characterized by scientific and technological innovations and dominated by AI. It introduces frameworks, tools, and learning experiences that can enhance students' understanding of today's STEM landscape, guide responsible decision-making, and help navigate ethical challenges.

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Saturday, 11:00 a.m.–12:15 p.m.

Room 26 C (Ballroom Level C4)

Presenters: Benjamin Breyer, Barnard College, New York, NY
Katrin Fischer, Brandeis University, Waltham, MA
Annah Macha, University of Michigan, Ann Arbor

Writing Centers (including Writing and Speaking Centers)

L.12 **Re-Humanizing Tutoring: Cultivating Critical Consciousness through Acompañamiento**

The pedagogy of acompañamiento is an invitation to rehumanize the way we relate to one another and critically interrogate the way power operates within our teaching, tutoring and languaging. You'll hear from scholar-activists in the borderlands and learn how acompañamiento can inform your learning spaces by helping students reclaim their sense of authorship and cultivate critical consciousness.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Kayla Burner, Southwestern Community College
Jennifer Corpuz
Stephanie Esparza, Southwestern Community College
Anthony Garcia
Zae Lester
Andrea Moreno

Inclusion and Access

L.13 **Reading (Aloud) about Reading: An Experiment in Creating Accessible Academic Audio Texts**

Presenters confront the need for academic audio texts by reflecting on a collaborative audio-text project made by and with graduate students. Covering the philosophical, logistical, and technological details, speakers explain how collaborating on reading a text created an embodied, relational literacy event with the potential to make reading in writing classrooms more collaborative and accessible.

Room 6 (Concourse Level C3)

Presenters: Sabrina Durso
Esther M. Gabay, The Ohio State University, Columbus
Jess Vazquez Hernandez, The Ohio State University, Columbus

Theory, Research Methodologies, and Praxis

L.14 **Reading and Researching Translingual Repertoires: Methods for Engaging Students' Writing at Micro and Macro Scales**

Researchers and teachers from three different studies, each grounded in close attention to student writing within translingual and anticolonial

frameworks, engage in conversation about methodological tools and practices for engaging ethically with student writing and resisting extractive, Eurocentric assessment and reading practices.

Room 7 (Concourse Level C3)

Presenters: Anis Bawarshi, University of Washington, Seattle
Stephanie Kerschbaum, University of Washington, Seattle
Kennia Lopez, University of New Mexico, Albuquerque
Anselma Widha Prihandita, University of Washington, Seattle

Institutions: Labor Issues, Professional Lives, and Survival

L.15 **Redesigning Teaching Observations for the 2020s: Where Faculty Agency Meets Institutional Support**

We will discuss updates to our program's teaching observation process, which shifts institutionally required observations to a collaborative model. As non-tenure-track faculty, we recognize observations as a key component of defining professional narratives to our university and a critical site for faculty agency, meaningful self-reflection, and the development of a community of teaching practice.

Room 25 C (Ballroom Level C4)

Presenters: Kate Bloomquist, Washington University in St. Louis
Meg Gregory
Peter Monahan, Washington University in St. Louis

Antiracism and Social Justice

L.16 **Rhetorical Listening in the Borderlands: A Practical Approach to Meaningful Conversations**

This Engaged Learning Experience session explores the intersection of rhetorical listening (Ratcliffe) and social justice pedagogies (Alim, Paris, Martinez, Baca, Baker-Bell, and Eodice). Participants will learn how rhetorical listening can deepen classroom conversations about identity, power, and language while developing a shared lexicon. The session will include theory, example, and discussion of praxis and group practice.

Room 5 (Concourse Level C3)

Presenter: Amy Garrett Brown, University of Arizona, Tucson

Theory, Research Methodologies, and Praxis

L.17 **Serving Students: Meaningful Writing at a Hispanic-Serving Institution**

Our panel shares research that builds upon *The Meaningful Writing Project* by Eodice, Geller, and Lerner (2017; 2025). Sharing data from our local context with over 500 participants at a large, land-grant Hispanic-Serving

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Saturday, 11:00 a.m.–12:15 p.m.

Institution (HSI), speakers examine the role of WAC curriculum, reflection, and student identities in meaningful writing experiences.

Atrium Ballroom F (Atrium Floor 1)

Chair: Neal Lerner, Northeastern University, Boston, MA

Presenters: Thais Cons, University of Arizona, Tucson

Aimee C. Mapes, University of Arizona, Tucson

Emily Jo Schwaller, University of Arizona, Tucson

Institutions: Labor Issues, Professional Lives, and Survival

L.18 **Supporting Mental Health of Graduate Teaching Assistants: One Size Does Not Fit All**

This panel draws attention to the academic culture of normalized stress and overwork and calls for prioritizing graduate students' mental health alongside academic success. The panel uses narratives of three graduate teaching assistants and two WPAs to illustrate the challenges of navigating current working conditions of our graduate students and ways writing programs can better support them.

Room 25 A (Ballroom Level C4)

Presenters: Rianna Decker

Lauren Harvey

Ebubechi Iwuh

Forhad Kasem

Mariya Tseptsura, University of Arizona, Tucson

Institutions: Labor Issues, Professional Lives, and Survival

L.19 **Unsettling Silence: Stories of Ongoing Labor in the Archives**

This panel brings together scholars examining archival silences as social justice praxis in rhetoric and composition. Drawing from anticolonial and Black feminist materialist theoretical frameworks, panelists investigate how unsettling traditional archival research methods can transform myriad institutional structures to promote harm reduction while centering historically marginalized communities.

Room 9 (Exhibit Hall Level C2)

Presenters: Lida Colón, Syracuse University, NY

Kendra Fullwood, Johnson University, Knoxville, TN

Lisa King, University of Tennessee, Knoxville

Joseph Wilson, Syracuse University, NY

Respondent: Jennifer LeMesurier, Colgate University, Hamilton, NY

Approaches to Teaching and Learning

L.20 Words, Images, and Action: Teaching Rhetoric and Co-Constructing Knowledge

Four composition instructors share teaching approaches to instill confidence in students' rhetorical knowledge. The instructors draw on different genres, including Indigenous poetry, "Tiny Love Stories," visual rhetoric, and real-life rhetorical engagement emphasizing dialogue in co-creating knowledge. Participants leave with specific ideas to implement into their own courses.

Room 304 (Atrium Floor 3)

Presenters: Colleen Bond, NMSUA, IUP

Patricia C. Miller, Hofstra University, Hempstead, NY

Lisa Parzefall, Western Illinois University, Macomb

Marta Shcherbakova, College of DuPage, Glen Ellyn, IL

LA Sessions: 11:00–11:30 a.m.

Information Literacy and Technology

LA.1 Artificial Intelligence’s Constraints in Assessing Student’s Composition

This article intends to showcase how using AI to evaluate students’ writings can be limiting if not checked critically on its affordances. AI has recently been made available to some students to navigate and assess their writings’ structural dimension, identifying its main ideas literally or critically to varying degrees. However, AI falls short at judging certain human qualities, especially rhetorical contexts, emotions, and tone.

Room 15 (Exhibit Hall Level C2)

Presenter: Milina Tamrakar Tuladhar, Florida State University, Tallahassee

Information Literacy and Technology

LA.2 Conversations in the Library: Assessing the Impact of In-Person Research Sessions versus Digital Library Technologies in FYC

This session shares the results of an information literacy assessment comparing the impact of in-person library research in six face-to-face sections with the digital library technologies used in six 100 percent online sections of first-year composition. The speakers will share strategies for improving both face-to-face and asynchronous online library research sessions, as well as how to conduct an interdisciplinary assessment plan.

Room 13 (Exhibit Hall Level C2)

Presenters: Moe Folk, Kutztown University, PA
Krista Prock, Kutztown University, PA

Theory, Research Methodologies, and Praxis

LA.3 Ethos Displacement and the Crisis of Expertise in the Post-Truth Era

This presentation introduces the concept of ethos displacement—the shift of authority from experts to “malexperts”—as a way to explain the erosion of trust in expertise. Drawing on Plato, Flat Earth rhetoric, and recent scholarship, it explores how misinformation thrives through eristic and antilogic rhetoric in today’s post-truth crisis.

Room 22 (Exhibit Hall Level C2)

Presenter: Jay Arns, University of Cincinnati, OH

College Writing and Reading

LA.4 Exploring Genre Play in Writing Classrooms: The Role of GenAI

Genre play has been acknowledged as an effective pedagogical strategy to enhance student writers' rhetorical flexibility and genre awareness. The advancement of GenAI addresses some challenges in practicing genre play in writing classrooms. This session exemplifies GenAI-assisted genre play activities in the US college writing classrooms and invites discussion on its affordances and challenges.

Room 11 (Exhibit Hall Level C2)

Presenters: Chaoran Wang, Colby College, Waterville, ME
Wei Xu, Northern Illinois University, De Kalb

Inclusion and Access

LA.5 Finding Disability Community in Research: Creating Care through Shared Disclosures

Drawing on qualitative data, this presentation considers how disability community spaces might emerge in ethnographic research. The presenter considers how research participants developed forms of networked care in and through shared reading groups and acts of reciprocal disclosure.

Room 17 (Exhibit Hall Level C2)

Presenter: Elizabeth Tacke, Eastern Illinois University, Charleston

Histories of Rhetoric

LA.6 Learning and Teaching Histories of Women's Rhetorical Education through Experiential Learning

Why does rhetorical education matter, in the past and today? This session presents data from an undergraduate pilot course called "Women's Rhetorical Education." Participants will leave the session with ideas about designing robust travel experiences as well as framing contemporary concerns about the value of rhetorical education in relation to historical ones.

Room 19 (Exhibit Hall Level C2)

Presenter: Sarah Polo, Cottey College, Nevada, MO

Saturday, 11:00–11:30 a.m.

First-Year Writing

**LA.7 Motion Picture Rhetorics for the FYC Classroom:
Opening a Dialogue on Pedagogical Possibilities of
Film and Television**

We propose what we've titled Motion Picture Rhetorics (MPR) as a pedagogical approach for FYC courses that reimagines "text" in the classroom by incorporating students' prior knowledge in the digital era to maximize learning transfer. Our theoretical intervention, qualitative analysis of student data, and personal narrative of pedagogical strategy open up a conversation on this approach.

Room 14 (Exhibit Hall Level C2)

Presenters: Amber Lee, Chapman University, Orange, CA
Samantha Wilson, Chapman University, Orange, CA

First-Year Writing

**LA.8 Pedagogies of Choice: An Auto-Ethnographic Study
of Teaching English Comp as a Dual Credit Course
to Alternative HS Students Using Choice Theory**

The presenter shares an auto-ethnographic account of English composition instruction as a dual credit course to alternative high school students. Guided by Glasser's *Choice Theory*, the speaker shows how student-selected topics empowered voice, enhanced engagement, and improved writing. The session concludes with pedagogical strategies for this student population.

Room 20 (Exhibit Hall Level C2)

Presenter: Padam Chauhan, Options Schools

Community, Civic, and Public Contexts of Writing

**LA.9 Prompting the Connection: How Reflective
Writing Creates an Opportunity for Check-In and
Metacognition in Internship Courses**

This presentation demonstrates how reflective writing assignments can be built into the student internship experience, providing models from writing studies internship programs across the US. The presenter claims such assignments provide an opportunity for internship coordinators to evaluate the conditions of the internship and foster the link between workplace practices and academic learning.

Room 16 (Exhibit Hall Level C2)

Presenter: Jenna Vinson, UMass Lowell

Theory, Research Methodologies, and Praxis

LA.12 The Re-Curricularization of “Man” in Rhetoric and Composition: Away from the Dissertation as an Index of Knowledge

The dissertation is not natural. It is an invention of/via Man intended to serve as an active curriculum for the dysselection of Others who do not conform to the prescriptive mandate of white able-mindedness. This presentation will question the dissertation as the only index of knowledge, point to existing alternative modes of assessment, and gesture toward more capacious possibilities.

Room 10 (Exhibit Hall Level C2)

Presenter: Cody Jackson, University of Central Arkansas

Theory, Research Methodologies, and Praxis

LA.13 Trans Memoirs, Trans Stories: The Rhetorics and Reception of Trans Autobiography

The need for trans voices to be heard is greater now than ever. Drawing on Sandy Stone’s “The ‘Empire’ Strikes Back: A Posttranssexual Manifesto” and other writings on the memoirs of transgender individuals, I seek to explore both how trans memoirs themselves function as rhetorical narratives and how their existence holds importance to the trans community at large.

Room 21 (Exhibit Hall Level C2)

Presenter: Thomas Gurinkas, Miami University, Oxford, OH

Writing Centers (including Writing and Speaking Centers)

LA.14 Writing Centers as Attention Technology

Comp studies takes as given that writing instructors should teach writing as a process, not simply require a product; now, we might add that we need to consciously teach attending, not simply require attention. Thinking of writing centers as an attention technology can give us new ways to explain our work and our value to students, tutors, faculty, and administrators.

Room 18 (Exhibit Hall Level C2)

Presenter: Tisha Turk, Grinnell College, IA

LB Sessions: 11:45 a.m.–12:15 p.m.

First-Year Writing

LB.1 “It’s Cool to Care!” Teaching Rhetorical Listening and Conspiracy Theories to Foster Empathy in the First-Year Writing Classroom

In this presentation, I discuss how I bridge rhetorical listening with conspiracy theories to encourage students to embrace empathy. This combination illustrates to students that underlying every belief is a value system, an experience, and most important, an individual worthy of being listened to. I conclude with two activities I do with students and theorize ways to continue to build empathy.

Room 16 (Exhibit Hall Level C2)

Presenter: Hannah Henry, Michigan State University, East Lansing

College Writing and Reading

LB.2 Boot Camp Composition: Supporting Underprepared Writers through a Summer Readiness Model

This session explores the design, implementation, and early outcomes of a developmental English summer bridge program funded by a grant from the Texas Higher Education Coordinating Board. The speakers will focus on how writing instruction is adapted to meet the needs of underprepared students in a compressed, online format.

Room 19 (Exhibit Hall Level C2)

Presenters: Billy Cryer, The University of Texas at Tyler
Miriam Rowntree, The University of Texas at Tyler

Approaches to Teaching and Learning

LB.3 Bridging the Gap: Perceptions of Humanities and Communication in a STEM-Dominated University

This session examines how students and faculty at a STEM-focused institution perceive humanities and communication courses. Findings from a mixed-methods study reveal gaps between student valuation and employer priorities, highlighting opportunities for integration and curriculum reform.

Room 15 (Exhibit Hall Level C2)

Presenter: Adonis Rogers, University of Central Florida, Orlando

Writing Centers (including Writing and Speaking Centers)

LB.4 Caught in the Middle: Writing Tutors' Multiple Identities in Cultivating Tutees' AI Literacy

This qualitative study investigates how writing tutors approach sessions involving AI-generated drafts. Findings show that their role as tutors holds them to a higher standard. They see themselves as facilitators, instead of whistleblowers; peer supporters, rather than rule-keepers. Training programs are necessary to help tutors exercise their agency in cultivating tutees' AI literacy.

Room 11 (Exhibit Hall Level C2)

Presenters: Fanzhi He, Davidson College, NC
Yanhong Zuo, Fashion Institute of Technology, New York, NY

Approaches to Teaching and Learning

LB.6 Cultivating Strategies for Teachers and Tutors to Foster Multilingual Writers' Success

Led by a rhetoric and writing studies faculty member and a writing center specialist, this session explores ways educators and administrators can support tutors and preservice teachers in developing strategies to foster multilingual writers' success. Speakers share practical classroom and tutor-training activities and resources for further exploration.

Room 10 (Exhibit Hall Level C2)

Presenters: Anastasiia Kryzhanivska, Bowling Green State University, OH
Kimberly Spallinger, Bowling Green State University, OH

College Writing and Reading

LB.8 Knowing the Conversation: Deep Reading in the AI Era

When LLMs shortcut student reading, how can we facilitate rich, persuasive engagement with others' ideas? This session presents a series of assignments in which students alternate between AI prompting and offline reading in order to prepare for argumentative writing tasks and to reflect on the promise and limitations of generative AI technology.

Room 12 (Exhibit Hall Level C2)

Presenter: Samuel Evola, Indiana University Bloomington

Saturday, 11:45 a.m.–12:15 p.m.

Writing Programs

LB.9 Rethinking GTA Training Models: How (Re) structuring International GTA Preparation Can Enhance Student Learning in First-Year Writing

I examine how international GTAs adapt to process-based pedagogy in US classrooms, highlighting the limits of one-week GTA training. Using autoethnography, peer reflections, and training material reviews, I identify gaps and propose a sustained, culturally responsive model with mentorship and semester-long classroom observation.

Room 18 (Exhibit Hall Level C2)

Presenter: Susmita Davi Trisha, University of Nevada Reno

Institutions: Labor Issues, Professional Lives, and Survival

LB.10 Organizing Conversations in Dangerous Times: Strategies for Collective Action in and around English and Writing Programs

Reactionary politicians and neoliberal administrators have had unprecedented success in damaging higher education as a civic good through their weaponization of fear, hopelessness, division, confusion, and inaction. Drawing on an influential text from the world of labor organizing, *Secrets of a Successful Organizer*, we show how their strategies can provide collective hope, unity, and clarity.

Room 13 (Exhibit Hall Level C2)

Presenters: Brian Henderson, Southern Illinois University, Edwardsville
Rob Kilgore, University of South Carolina, Beaufort

Professional and Technical Writing

LB.11 Preliminary Report on a Study of the Communication of Basic and Applied Biological and Biomedical Research

This presentation reviews the initial findings from a survey of biological and biomedical researchers and from the analysis of artifacts submitted by survey participants. The analyses focus on the relationship between the participants' site of research, the rhetorical considerations of participants as they communicate their research, and the rhetorical techniques they employ to do so.

Room 20 (Exhibit Hall Level C2)

Presenter: Natalie Aloï, The Ohio State University, Columbus

College Writing and Reading

LB.13 Teaching Academic Writing in Nepal: Gaps, Pressures, and Possibilities for Undergraduate Students

This presentation sheds light on the real pressures faced by students and faculty within Tribhuvan University-affiliated colleges, highlighting the systemic gaps in curriculum, training, and institutional support. Drawing from classroom experiences and grounded research, it offers not just critique but also context-sensitive possibilities for pedagogical reform. If you are an educator, researcher, or policy enthusiast interested in academic literacy, writing instruction, or South Asian education, this presentation will provide valuable perspectives and provoke meaningful discussion.

Room 8 (Concourse Level C3)

Presenter: Sushil Paudel, St. Xavier's College, Maitighar, Kathmandu

Writing Centers (including Writing and Speaking Centers)

LB.14 The Gap between Learning and Instruction: How the Writing Center Vantage Point Illuminates Genre Awareness Development

This session draws on a qualitative study of “genre talk” in a university writing center to examine how students negotiate unfamiliar genres. To vividly demonstrate the insights this data can yield, I will present a single holistic case analysis that reveals how the overlapping domains of curriculum, classroom, and writing center influence a student's developmental trajectory.

Room 22 (Exhibit Hall Level C2)

Presenter: Rhonda Reid, University of Buffalo

Professional and Technical Writing

LB.15 Reimagining Reflection in TPC Experiential Learning

This presentation will report on research that investigates whether GenAI can effectively enhance student reflection in experiential learning situations. The presenter discusses a pedagogical approach using a GenAI tool at their university to produce TPC internship reflections in an online course. The presentation will compare reflections facilitated with and without GenAI.

Room 14 (Exhibit Hall Level C2)

Presenter: Jennifer Bay, Purdue University, West Lafayette, IN

M Sessions: 12:30–1:45 p.m.

Community, Civic, and Public Contexts of Writing

M.1 **(Re)turn to Rhetoric’s Civic Role: Public, Place-Based, Community-Engaged Rhetorical Praxes and Pedagogies in Times of Crisis**

In response to our shared, overlapping crises, we argue for a (re)turn to rhetoric’s civic role in supporting collective action, coalition building, advocacy, and ethical collaboration across difference. Panelists explore public, place-based, and community-engaged pedagogies and praxes, each sharing the scholarship and commitments that inform their approaches before engaging the audience in conversation.

Room 205 B (Atrium Floor 2)

Presenters: Hamza Ahmad, University of Washington, Seattle
Abygail Gutierrez, University of Washington, Seattle
Jonathan Isaac, University of Washington, Seattle
Candice Rai, University of Washington, Seattle

Writing Programs

M.3 **Bridging the Gap between Perceptions of WPA Labor and Realities of Equitable Program Work**

Traditional views of WPA work don’t account for the program labor of CCCC members. Attendees will expand definitions of WPA labor to reflect the complexity of program work taking place within and outside of formal administrator positions. Participants will map out their own program labor experiences and receive an invitation to contribute to a national resource after the conference.

Room 9 (Exhibit Hall Level G2)

Presenters: Joanne Baird Giordano, Salt Lake Community College, UT
Stephanie Maenhardt, Salt Lake Community College, UT
Cassandra Phillips, University of Wisconsin-Milwaukee

Writing Centers (including Writing and Speaking Centers)

M.4 **Collaboration across Campus: Assessing Multiple Sites of Student Writing Instruction**

This session will describe a study conducted by various stakeholders on a university campus with a mutual investment in student writing development, demonstrate the benefits of combined assessment efforts, and offer a model for similar assessments on other campuses. Our study explores how peer instruction in the university writing center contributes to improvements in student writing.

Room 202 (Atrium Floor 2)

Presenters: Judith Levy, Oglethorpe University, Atlanta, GA
Courtney Mullis, Oglethorpe University, Atlanta, GA
Anna Patrick, Oglethorpe University, Atlanta, GA

Institutions: Labor Issues, Professional Lives, and Survival

M.5 Conferencing for Change: Transparency, Collaboration, and the Bottom-Up Construction of a Composition Curriculum

This session features a roundtable on how collaborative conferencing during curriculum reform reshaped pedagogy, professional culture, and community.

Room 307 A (Atrium Floor 3)

Presenters: Ryan Brown
Daniela Cornelius, The University of Alabama in Huntsville
Joseph Robertshaw, The University of Alabama in Huntsville
David St. John
Roundtable Leader: Beth Boswell, The University of Alabama in Huntsville

Language, Literacy, and Culture

M.6 Conferencing Transformed: Black Women Recovering Community

Conferences allow us to affirm our authority as voices of expertise, as opposed to the common practice of limiting Black women to one text. Speakers will explore the use of self-reflection, the role of community and connection for Black women recovering from substance abuse, and how Black women writing instructors develop pedagogies to strengthen students' connections to their chosen communities.

Room 25 B (Ballroom Level C4)

Presenters: Ronisha Browdy
Tamika Carey
Rhea Estelle Lathan, Florida State University, Tallahassee

Institutions: Labor Issues, Professional Lives, and Survival

M.7 Conversation as Collegial Support, Collaboration, and Survival

This panel interrogates how we envision conference space to foster deep and meaningful conversations that facilitate collaboration (whether via panels, joint articles, edited collections and other connective academic endeavors). Similar to Wendy Bishop's poem, our roundtable-style panel forwards a community-building model that includes learning, scholarly growth and humanity in a polarized space.

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Atrium Ballroom A (Atrium Floor 1)

Presenters: Todd Craig, City Tech and the CUNY Graduate Center
Shereen Inayatulla, York College, CUNY
Sherita Roundtree, Towson University, MD
Amy Wan, CUNY Queens
Anna Zeemont, SUNY Buffalo State University

Professional and Technical Writing

M.8 Conversations about UX in the TPC Classroom: Engaging Approaches for Changing University, Workplace, and Cultural Realities

Conversations about the state and future of User Experience research in Technical and Professional Communications programs and courses.

Room 304 (Atrium Floor 3)

Presenters: Joseph Bartolotta, Hofstra University, Hempstead, NY
Jessica Campbell
Julianne Newmark, University of New Mexico, Albuquerque

First-Year Writing

M.9 Embracing Embodiment, Productive Inefficiency, and Human Connection in Multimodal First-Year Composition

This panel considers how instructors can deploy multimodality in the first-year composition classroom to help students slow down, be present, and engage with the embodied process of communication. Each presenter will share an activity or assignment encouraging “productively inefficient” engagement with the writing process, offering observational classroom data and sample student work.

Atrium Ballroom C (Atrium Floor 1)

Presenters: Christie Debelius, Georgia Institute of Technology, Atlanta
Mandy Elizabeth Moore, Georgia Institute of Technology, Atlanta
Natalie Thompson, Medical University of South Carolina

Community, Civic, and Public Contexts of Writing

M.10 Environmental Rhetoric, Academic Freedom, and the Polycrisis: What We Say, What We Can't Say

Sponsored by the CCCC Environmental Rhetorical and Advocacy Special Interest Group

This panel explores how writing teachers use environmental rhetoric amid the polycrisis, balancing academic freedom and local constraints. Presenters from diverse US institutions share place-based approaches to teaching

weather, sustainability, and legislation, offering strategies for rhetorically navigating climate discourse in varied contexts.

Room 26 B (Ballroom Level C4)

Presenters: Michael Geary, Bristol Community College, Fall River, MA
Rochelle Gold, University of Southern California, Los Angeles
Clancy Ratliff, University of Louisiana at Lafayette
Yogesh Sinha, Ohio University, Athens

Approaches to Teaching and Learning

M.11 Faculty and Student Perspectives on Graduate-Level Pedagogy

Sponsored by the CCCC Consortium of Doctoral Programs in Rhetoric and Composition

Given the complex, diverse, always changing needs of graduate students, this panel hosted by the Consortium of Doctoral Programs in Rhetoric and Composition starts a conversation about graduate-level pedagogy from both faculty and student perspectives.

Room 26 A (Ballroom Level C4)

Presenters: Raj K. Baral, The University of Texas at El Paso
Lizzie Hutton, Miami University, Oxford, OH
Carolyne King
Laura Micciche, University of Cincinnati, OH
Anselma Widha Prihandita, University of Washington, Seattle
Michelle Sprouse
Gary Weissman, University of Cincinnati, OH

Approaches to Teaching and Learning

M.12 Faculty-Led Book Clubs in a Two-Year College: Rhetorical Conversations in Neoliberal Contexts

This 75-minute roundtable discussion will provide three unique perspectives on faculty-led book clubs as sites for culturally sustaining exchanges on pedagogies to address the needs of community college students and to argue for complicating the implementation of pedagogical practices in diverse disciplines.

Room 203 (Atrium Floor 2)

Roundtable Leaders: Cecilia Bonnor, Houston City College, TX
Abigail Estillore, Houston City College, TX
Deepika Mahara, Houston City College, TX

Saturday, 12:30–1:45 p.m.

First-Year Writing

M.13 From Trailblazing to the Beaten Path: Coming Full Circle in FYW Curriculum Innovation, Revision, and (Re)Invention

This session will share the history, creation, and revision of a FYW course's curriculum. From the creation of a corequisite FYW course with a multiple-measures and directed self-placement tool to the dismantling of this curriculum in favor of a more traditional approach, we will explore how curriculum creation and revision sometimes must fail to achieve what were likely the most obvious of goals.

Room 7 (Concourse Level C3)

Presenters: Sara Heaser, University of Wisconsin-La Crosse
Olivia Stoltman, University of Wisconsin-La Crosse
Darci Thoun, University of Wisconsin-La Crosse

Theory, Research Methodologies, and Praxis

M.14 Literacy as Conversation: Facing Challenges Together

A roundtable of friends influenced by Goldblatt and Joliffe's framework of literacy as conversation, we talk through our initiatives with English studies, humanities gen ed, science writing, and writing centers. We use these institutional conversations to ask: what do we have to say to those who would devalue postsecondary education and question the very idea of education itself?

Atrium Ballroom D (Atrium Floor 1)

Presenters: Eli Goldblatt, Temple University, Philadelphia, PA
Elizabeth Kimball, Drexel University, Philadelphia, PA
Sean McCarthy, Montclair State University, NJ
Rebecca Nowacek, Marquette University, Milwaukee, WI
Jessica Restaino, Montclair State University, NJ
Scott Warnock, Drexel University, Philadelphia, PA

Institutions: Labor Issues, Professional Lives, and Survival

M.16 Resilience and Visibility: Why Independent Programs? Why an Affiliate Organization for Them?

Sponsored by the CCCC IWDPA: Independent Writing Departments and Programs Association Standing Group

This Independent Writing Departments and Programs Association (IWDPA) Standing Group panel explores the institutional, intellectual, and practical stakes of independent writing programs and centers. Through three case studies in conversation with one another, we highlight several key—

distinctive and overlapping—affordances, vulnerabilities, and futures of independent writing programs.

Room 26 C (Ballroom Level C4)

Presenters: Rebecca Babcock, The University of Texas Permian Basin
Colin Charlton
Denise Comer, Duke University, Durham, NC

Institutions: Labor Issues, Professional Lives, and Survival

**M.17 Spaces of Safety, Healing, and Empowerment:
A Conversation about Curating and Inhabiting
Academic Spaces**

This panel explores the rhetoric that shapes classroom spaces that graduate students create and occupy, focusing on how these spaces can become sites of safety, healing, and empowerment. Using Black feminist theory, pedagogical practices of linguistic justice, and rhetorical space-making, we hope to start conversations about how we occupy and create spaces within varied institutional contexts.

Room 25 A (Ballroom Level C4)

Presenters: Ethan King, East Carolina University, Greenville, NC
Mariette Romero, East Carolina University, Greenville, NC

College Writing and Reading

**M.18 Strategies for Addressing the Gen Z Reading Gap in
the Composition Classroom**

Facilitators will provide an overview of research into how social media, generative AI, and changes in ELA instruction have detrimentally affected FYC students' reading habits and skills. At breakout tables, participants will have hands-on practice with pedagogies and digital tools targeting improved reading in the writing classroom, leaving the session with concrete strategies and resources.

Room 6 (Concourse Level C3)

Session Chair: Amy Lynch-Binieck, Kutztown University, PA
Presenters: Julie Fuglsang King, Kutztown University, PA
Kevin Mahoney, Kutztown University, PA
Thomas Simko, Kutztown University, PA
Jennifer Topale, Kutztown University, PA

Saturday, 12:30–1:45 p.m.

Theory, Research Methodologies, and Praxis

M.19 The Invisibility of Nonacademic Genres: Data-Based Implications for Teaching, Researching, and Assessing Student Genre Knowledge

This presentation is based on genre survey data—and student explanations of their survey responses—collected in a multiyear project developing a new genre assessment tool, a Genre Concept Inventory (GCI). We will discuss student struggles to attend to nonacademic genres even when repeatedly prompted to do so, with implications for teaching and research. We will also introduce Concept Inventories as assessment tools.

Room 25 C (Ballroom Level C4)

Presenters: Gwen Gorzelsky, University of Idaho, Moscow
Carol Hayes, The George Washington University, Washington, DC
Joseph Paszek, Arizona State University, Tempe

Institutions: Labor Issues, Professional Lives, and Survival

M.20 Understanding Slow Work in Institutional Contexts

This presentation is one of three coordinated panels exploring the theories, pedagogies, and practices of slow work within contemporary higher education structures in the United States. Speakers in this panel focus on workplace contexts of community colleges, the quarter system, and graduate student education and teaching.

Room 5 (Concourse Level C3)

Session Chair: Timothy Oleksiak, UMass Boston

Presenters: Kevin Lamkins
Neil Simpkins, University of Washington Bothell
S.J. Williamson, North Dakota State University, Fargo

Approaches to Teaching and Learning

M.21 What's "Critical" in the Age of AI?

Calls for critical responses to GenAI frequently conflate critical thinking and critical AI literacy (CAIL). In response, we detail how critical thinking has been defined in RCWS over time; theorize the relationship and distinction between critical thinking and CAIL; position ethical discernment in relation to both; and illustrate critical-ethical orientations to GenAI-aware writing assignments.

Room 307 B (Atrium Floor 3)

Presenters: Christopher Basgier, Auburn University, AL
Obehioye Omokhuale
Lydia Wilkes
Ashleah Wimberly

MA Sessions: 12:30–1:00 p.m.

Inclusion and Access

MA.1 “How Do I Matter Here?” Building Purpose, Belonging, and Agency in Online FYC Classrooms

What makes students feel like they matter in asynchronous writing classes? This session explores how identity, motivation, and affect shape student engagement in online writing instruction. Drawing from a fall 2025 FYC DE course, the presenter will share reflective practices and design strategies that support purpose, presence, and belonging in digital classrooms.

Room 18 (Exhibit Hall Level C2)

Presenter: Paige Enlow, University of Louisville

Inclusion and Access

MA.2 “The Mis/Nonrepresentation of Communities”: A Localized Analysis of Japanese American Culturing

This talk investigates how community activities situate community engagement for marginalized populations. I center an Asian/Asian American community in Michigan as I consider how Mahnke’s concern for the “mis/nonrepresentation” of communities operates and circulates through technology. I analyze how the Japanese American community is made visible through digital and physical “culturing.”

Room 17 (Exhibit Hall Level C2)

Presenter: Nicole Golden, Michigan State University, East Lansing

First-Year Writing

MA.3 Authoring a Place in the University: How an Oral History Project Can Counter Student Disengagement

This presentation explores how an oral history project focused on alumni experiences can help first-year writing students develop a sense of institutional belonging and a relationship to place and community through rhetorical listening and authorship.

Room 21 (Exhibit Hall Level C2)

Presenter: Natalie Taylor, University of Pittsburgh at Greensburg

Approaches to Teaching and Learning

MA.4 COIL or Virtual Exchange Pedagogies for Global Learning and Interdisciplinary Impact

The speakers partnered in a Collaborative Online International Learning Exchange pairing US and South African students to think, through shared

continued on next page

Saturday, 12:30–1:00 p.m.

readings and discussion, about learning/research paradigms that impact their teaching and research philosophies. We will share collected student feedback and products to examine the impact this pedagogy has on (inter) disciplinary learning and engagement.

Room 14 (Exhibit Hall Level C2)

Presenters: Ruth Aluko, University of Pretoria
Trixie Smith, Michigan State University, East Lansing

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

MA.5 Communities of Breast Cancer Survivors: Shining a Light on Survivorship and Conversations around Return to Work

Teaching while inhabiting nonvisible experiences can feel risky, particularly when much of what is being lived by instructors is largely invisible to students and colleagues and contradicts or confounds expectations. This presentation shares work on an active study that explores our own and our colleagues' often nonvisible experiences of returning to work as breast cancer survivors.

Room 12 (Exhibit Hall Level C2)

Presenter: Nadia Zamin, Fairfield University, CT

Community, Civic, and Public Contexts of Writing

MA.6 Going Back to Sleep? Negotiating FYC Outcomes after Conversations Are Curtailed

As chair of a state panel that reviews first-year composition courses for the state transfer guarantee program, I must spearhead the revision of statewide learning outcomes in response to recent legislation. Although this revision is clearly a work in progress, by the 2026 CCCC Convention I will be able to report how we negotiated these revisions and suggest ways other programs or institutions can approach similar challenges.

Room 20 (Exhibit Hall Level C2)

Presenter: Debra Knutson, Shawnee State University, Portsmouth, OH

Antiracism and Social Justice

MA.7 Our Past and Their Future: Reinforcing the Rhetorical Strategies of Native Hawaiians in Defending 'Aina

Scholars have highlighted the importance of appeals made by Native Hawai'ian people to recover their land, as well as their rhetorical approach in making these efforts known. However, scholars have yet to analyze the efficacy of modern Hawai'ian rhetorics. In order to create a Hawai'ian

population that can keep its attachment to its homeland, it is paramount that the Hawai’ian classroom be scrutinized to allow teachers to recognize the most effective approaches in teaching young Native Hawai’ians how to maintain their connection with their home culture.

Room 22 (Exhibit Hall Level C2)

Presenter: Kainoa Hamner, California State University, Long Beach

Information Literacy and Technology

MA.8 Pedagogy Isn’t a Place: Labor, Equity, and the Politics of Teaching Online

This session explores how online writing instructors are navigating institutional resistance by centering ethical, community-based pedagogy for students balancing work, care, and life responsibilities across diverse learning contexts. Grounded in research and lived experience, the talk reframes online teaching as labor-intensive, inclusive, and essential to rhetorical adaptability and civic life.

Room 11 (Exhibit Hall Level C2)

Presenter: Elizabeth Keller Kirycki, Purdue University Fort Wayne, IN

Community, Civic, and Public Contexts of Writing

MA.10 Restrictive Reproductive Policy: Ongoing Exigencies Shaping Community Conversation

This panel bridges work in rhetorics of health and medicine, feminist studies, and reproductive justice to analyze policies that dictate and surveil reproductive bodies. Panelists will contribute to public discourse on both abortion and (in)fertility treatment access, specifically examining the growing exigencies around reproductive injustices within the past few years in different legal and online spaces.

Room 19 (Exhibit Hall Level C2)

Presenters: Janie Raghunandan
Jessie Reynolds-Clay, Clemson University, SC

Language, Literacy, and Culture

MA.11 Rethinking Multiliteracies and Authorship in the Age of GenAI: Lessons from the Arabian Gulf

This dialogic presentation explores two approaches to teaching first-year undergraduate English writing to multilingual students in the GenAI age. By illuminating the ambiguity and the fluidity integral to multidisciplinary and multiliteracies of “English studies,” speakers will offer alternative strategies for teaching authorship, voice, authenticity, and identity in a “post-digital” age.

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Saturday, 12:30–1:00 p.m.

Room 23 (Exhibit Hall Level C2)

Presenters: Naqaa Abbas, Hamad bin Khalifa University/Texas A&M University at Qatar
Mary Queen, Carnegie Mellon University in Qatar

Community, Civic, and Public Contexts of Writing

MA.13 To Engage or Not to Engage? Navigating the Polemic in Student Writing

In the current tense political climate, how do we as writing instructors and consultants engage with the polemic within our students' writing? This presentation will explore the following question through surveying common pedagogical paradigms and introducing strategies for promoting the role of the writing instructor and consultant as an engaged generator and mediator for polemic discourse.

Room 16 (Exhibit Hall Level C2)

Presenter: Wally Suphap, Columbia University, New York, NY

Theory, Research Methodologies, and Praxis

MA.14 Unsettling the Magic Circle: Rhetoric of Place and Play at the Octagon Earthworks

Built ~2,000 years ago, the Octagon Earthworks in Newark, Ohio, is an architectural wonder aligning with the rises and sets of the moon. For the past century, it has been reduced to a golf course by the Moundbuilders Country Club. This presentation focuses on the material and rhetorical placemaking processes intersecting at the Earthworks as it is finally freed from the colonial imposition of golf.

Room 15 (Exhibit Hall Level C2)

Presenter: Spencer Myers, Bowling Green State University, OH

Institutions: Labor Issues, Professional Lives, and Survival

MA.15 Visualizing the Disciplinary Knowledge Networks of Rhetoric and Writing Studies Journals

Supported by a series of static and interactive visualizations, this presentation offers a view of the citational and institutional networks through which scholarly journals produce the knowledge of the field. By exploring a map of 33 scholarly journals and a network of citations within *College Composition and Communication*, attendees will develop their understanding of the conversations happening within their corner of the field.

Room 10 (Exhibit Hall Level C2)

Presenter: Marie Pruitt, University of Louisville, KY

MB Sessions: 1:15–1:45 p.m.

Antiracism and Social Justice

MB.1 “I Am We”: Building Community with Ubuntu in First-Year Writing

To better support first-year students in not only their writing abilities, but also to support them during a time of transition to their college experience, I have introduced students to the concept of Ubuntu, a Southern African philosophy grounded in a shared responsibility within our classroom and beyond.

Room 20 (Exhibit Hall Level C2)

Presenter: Nancy Grigg, Michigan State University, East Lansing

First-Year Writing

MB.2 A Conversation about Teaching for Transfer: Reconstructing, Extending, and Theorizing the Work of Kathleen Yancey and Co-researchers

This panel reports on two new extensions of teaching for transfer research. The presenter theorizes this new research applying Vygotsky’s theory of awareness and internalization and recent American psychological research from Pennebaker and Wilson. Also described will be two new teacher research studies conducted focusing specifically on student writing theory and written reflection assignments.

Room 11 (Exhibit Hall Level C2)

Presenter: James Zebroski, University of Houston, TX

Writing Programs

MB.3 A Reflective Teaching Journal Assignment: Restorying Reflection as a Cultural Rhetorics–Informed Pedagogical Practice

This presentation brings together a teaching practicum instructor and student in a dialogue about reflection, storytelling, and cultural rhetorics pedagogy. Speakers will focus on how a particular assignment, the reflective teaching journal, creates space for taking up these ideas in conversation with each other and extending reflections beyond the practicum course.

Room 17 (Exhibit Hall Level C2)

Presenters: Reina Nomura, DePaul University, Chicago, IL
Erin Workman

Saturday, 1:15–1:45 p.m.

Theory, Research Methodologies, and Praxis

MB.4 Agency (Flow) in Human-Machine Collaboration: Establish the Conference as a Reflective Space to Recenter Human Agency

This presentation explores issues of agency in AI-integrated administrative, instructional, and research efforts from the perspective of a writing program administrator. It examines how AI functions as a “rhetorical agent” in the writing process and proposes a reflection-based framework—using the conference as a reflective space—to re-center human agency in human–machine collaboration.

Room 16 (Exhibit Hall Level C2)

Presenter: Liping Yang, Georgia State University, Atlanta

Professional and Technical Writing

MB.5 ASTM, ADA, WCAG: Standards Literacy and Research Skills in the WID Classroom

This session advocates incorporating technical standards into the TPW classroom by reviewing the importance of standards literacy and presenting three example assignments: product design (ASTM standards), campus accessibility (ADA standards), and web usability (WCAG standards). This proposal fills a gap regarding standards in composition studies and provides practical guidance for instructors.

Room 14 (Exhibit Hall Level C2)

Presenters: Amy Baird, University at Buffalo, NY
Lauren Kuryloski, University at Buffalo, NY

Inclusion and Access

MB.6 Crip Collaboration in Practice: How Disabled and Neurodivergent Scholars Write Together

Neurodivergent and disabled scholars draw on a variety of strategies to keep up with academic publishing expectations. We draw from personal, scholarly, and community knowledge to discuss how disabled scholars use collaborative writing as an access tool. Attendees will gain an understanding of crip collaborative writing projects and the value of crip-centric research practices.

Room 12 (Exhibit Hall Level C2)

Presenters: Ellen Cecil-Lemkin, University of Wisconsin-Madison
Rachel Herzl-Betz, Nevada State University, Henderson

Approaches to Teaching and Learning

MB.7 Data-Driven Learning and Attention to Language in the WAC Classroom

This presentation discusses how data-driven learning (DDL) and corpus tools help students notice language patterns in disciplinary writing. Drawing on Richard Schmidt's noticing hypothesis, we show how DDL can enhance student attention to language and texts in WAC courses.

Room 18 (Exhibit Hall Level C2)

Presenters: Tyler Carter, University of Virginia, Charlottesville
Aleksandra Swatek, Old Dominion University, Norfolk, VA

Inclusion and Access

MB.8 Disability, Accessibility, AI, and Writing: Experiences and Perspectives of Disabled Students in Higher Education

This presentation will share interview-based and autoethnographic perspectives of disabled students and of the presenter, who is disabled and neurodivergent. I will consider how disabled students are using AI technologies in writing, what they think about AI, and how AI might cause harm and create further barriers, offering recommendations for writing instructors.

Room 22 (Exhibit Hall Level C2)

Presenter: Allison Stanich, Miami University, Oxford, OH

Professional and Technical Writing

MB.9 Imitation as a Strategy for Teaching Professional Writing Genres to Graduate Students

This presentation explores how PhD students in business and rhetoric/composition programs learn professional writing genres, such as job letters and teaching statements, and more. I will share findings from a comparative research project and present a course design and pedagogical strategies.

Room 10 (Exhibit Hall Level C2)

Presenter: Narjis Sherafati

Writing Centers (including Writing and Speaking Centers)

MB.10 Mirror Work: Using Reflection to Cultivate Growth Mindset in Writing Center Tutors

This session explores how reflective practices in writing centers help tutors manage imposter syndrome and develop a growth mindset. Attendees will

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Saturday, 1:15–1:45 p.m.

learn strategies like journaling and debriefs that build tutor confidence, rhetorical awareness, and self-efficacy through reflection-centered training.

Room 15 (Exhibit Hall Level C2)

Presenter: Ashley McClelland, Indiana University of Pennsylvania

Inclusion and Access

MB.11 Multimodal Narratives as Inclusive Writing Pedagogy in the First-Year Writing Class

This presentation explores the use of multimodal personal narrative assignments in first-year writing to foster student voice, agency, and inclusion. It offers a brief literature review, shares assignment design and outcomes, and provides practical strategies for incorporating culturally responsive, narrative-based, and student-centered pedagogy into the composition classroom.

Room 23 (Exhibit Hall Level C2)

Presenter: Rajwan Alshareefy, University of North Carolina at Charlotte

College Writing and Reading

MB.13 Songwriting as Multimodal Pedagogy for Critical AI Literacy in First-Year Composition

This session presents a songwriting module that builds rhetorical skill and critical AI literacy for first-year writers. Using student artifacts and mixed-method assessment, it integrates multimodal assignments—lyric writing, chord-chart reflections, peer performances—aligned with labor-based grading, AI pedagogy, and assessment rubrics, equipping instructors with replicable, human-centered tools.

Room 8 (Concourse Level C3)

Presenter: Tristan Graney, Texas Christian University, Fort Worth

First-Year Writing

MB.14 Transforming FYW Curricula through Food and Writing: Community and Conversations

This presentation shows how a writing program transformed from grammar-based pedagogies to transdisciplinary genre-based first-year writing courses to align with students' diverse academic interests, such as food systems and social issues, in order to meet their needs in a transdisciplinary curriculum. These changes also served to create space for student identities, agency, and linguistic practices.

Room 21 (Exhibit Hall Level C2)

Presenter: Su Yin Khor, College of the Atlantic, Bar Harbor, ME

Saturday, 1:15–1:45 p.m.

Theory, Research Methodologies, and Praxis

MB.15 Updating a Method Map: Clustering Doctoral Programs by Dissertation Methods

I previously identified four distinct patterns in dissertation methods used at RCWS grad programs in 2001–2015. This presentation updates the map of programs' methodological output with data from 2016–2025. In addition to sharing the new clusters and noting where programs have shifted over the ten years since the first dataset, I reflect on the limits and advantages of my own analytical methods.

Room 19 (Exhibit Hall Level C2)

Presenter: Benjamin Miller, University of Pittsburgh, PA

Afternoon Workshops

2:00–5:00 p.m.

Creative Writing and Publishing

SW.1 **Now You Must Write Your Own: Creative Nonfiction Writing in Community**

Sponsored by the Creative Nonfiction Writing Standing Group

This interactive workshop offers dedicated time for attendees to write creatively about their own lives and the knowledge embedded there. Experienced teachers of writing present a series of short, guided prompts; attendees write and then converse in small groups. Participants leave with early drafts for four nonfiction pieces along with ideas for translating prompts for their own classes.

Room 307 B (Atrium Floor 3)

Presenters: Maryam Alikhani

Leonora Anyango

Pamela Baker, University of Central Florida, Orlando

Sandra Cordoba, Queens College, CUNY

Tony DeGenaro

LewEllyn Hallett, University of Arkansas-Fayetteville

Diantha Hopkins, Brigham Young University-Idaho

Libby Falk Jones

Patti Miller

Samuel Stinson, Minot State University, ND

Melissa Yang, Emory University, Atlanta, GA

Christy Zink, The George Washington University, Washington, DC

SW.2 **Addressing Generative AI Literacy in Writing Courses**

Sponsored by the CCCC Special Interest Group: Becoming a Social Justice Educator

This workshop offers strategies to design AI-literate writing assignments that promote critical thinking, inclusivity, and language justice. Attendees will explore ways to address equity gaps in AI literacy and gain practical tools for creating AI-integrated, equity-focused writing courses.

Room 7 (Concourse Level C3)

Standing Group or Caucus Chair: Aparna Sinha, Cal Poly Solano

Workshop Leader: Kendon Kurzer, University of California Davis

Institutions: Labor Issues, Professional Lives, and Survival

SW.3 Capturing Community Conversations: An Audio Storytelling Workshop

Sponsored by the CCCC Sound Studies and Writing Collective Standing Group

This workshop invites participants to compose and record audio narratives of our academic stories. Participants will develop skills in writing for audio, recording the voice, and considering the rhetorical force of sound. All experience levels and abilities are welcome. By working together, participants will support each other and continue developing our growing sonic rhetoric community.

Room 6 (Concourse Level C3)

Workshop Leaders: Kati Ahern, SUNY, Cortland
Harley Ferris, University of Findlay, OH
Steven Hammer, Saint Joseph's University, Philadelphia, PA
Stephanie Parker, Rice University, Houston, TX
Shankar Paudel, The University of Texas at El Paso
Kyle Stedman, Rockford University, IL
Jonathan Stone, The University of Utah, Salt Lake City

Information Literacy and Technology

SW.4 Developing Critical AI Literacy: Definitions, Frameworks, and Classroom Practices

This workshop defines critical literacy through shared frameworks, introduces ethical GenAI practices and prompt engineering, and supports participants in creating individualized GenAI integration to develop students' critical AI literacy.

Room 302 (Atrium Floor 3)

Workshop Leader: Paul Shovlin, Ohio University, Athens
Presenters: Sara Abdelrahman, Ohio University, Athens
Erin Morgenstern, Ohio University, Athens
Megan Russell, Ohio University, Athens

Institutions: Labor Issues, Professional Lives, and Survival

SW.5 From Draft to Acceptance: A Hands-on, How-to Workshop on Publishing in Peer-Reviewed Journals

The editors of *Teaching English in the Two-Year College*, *College English*, and *College Composition and Communication* propose a half-day Saturday afternoon workshop for PhD students, early career faculty, and scholars engaging in new areas of research. Participants will bring a manuscript to work on throughout five interactive mini-presentations and five longer work sessions.

continued on next page

Atrium Ballroom C (Atrium Floor 1)

Presenters: Matthew Davis, UMass Boston
Darin Jensen, Salt Lake Community College, UT
Jim Nugent, Oakland University, Rochester, MI
Lori Ostergaard, Oakland University, Rochester, MI
Kara Taczak, University of Central Florida, Orlando

Institutions: Labor Issues, Professional Lives, and Survival

SW.6 Leveraging Creative Design Tools to Tell the Story of Your Teaching Philosophy

This workshop, inspired by the Branding Your Teaching Excellence faculty development framework developed by Gabrielle Stecher Woodward and Miranda Rodak, encourages faculty and graduate students to embrace the creative spirit of their teaching by reframing their approach to writing the teaching philosophy statement, a central document for academic hiring and promotion. Through guided exploration of creative platforms like Adobe Express and Canva, participants will learn strategies to remediate their teaching philosophy into a visually engaging, multimodal artifact. Participants will explore how such platforms can help them articulate the cohesive connections, guiding values, and narrative arc that define their pedagogical identity.

Atrium Ballroom F (Atrium Floor 1)

Workshop Leader: Gabrielle Stecher Woodward, Indiana University
Bloomington
Presenter: Miranda Rodak

Language, Literacy, and Culture

SW.7 Play Matters: Games and/as Writing Assignments

Sponsored by the CCCC Council for Play and Game Studies Standing Group

While often treated as trivial, games are powerful modes of learning and rhetorical action. In this workshop, facilitators will share exercises designed to help participants craft assignments that integrate games into their courses. Such assignments are useful for teaching not only rhetoric but also cultural literacies, audience awareness, problem-solving, and collective action.

Room 307 A (Atrium Floor 3)

Workshop Leader: Rebekah Shultz Colby, University of Denver, CO
Presenters: Richard Colby
Sarah Dwyer, Texas A&M University, San Antonio
Matt Hill, University of Denver, CO
Sheila McQuaid
David Riche

Saturday, 2:00–5:00 p.m.

Writing Centers (including Writing and Speaking Centers)

SW.8 Supporting the Growth of Graduate Writers in the Writing Center

In this workshop, participants will explore how they might support graduate writers in a writing center context. Participants will view portions of the co-created film series *Supporting the Growth of Graduate Writers: A Film* (2022), by Talinn Phillips and Rachael Ryerson, then respond to those scenes through both large- and small-group discussions, freewriting, and role-playing.

Atrium Ballroom D (Atrium Floor 1)

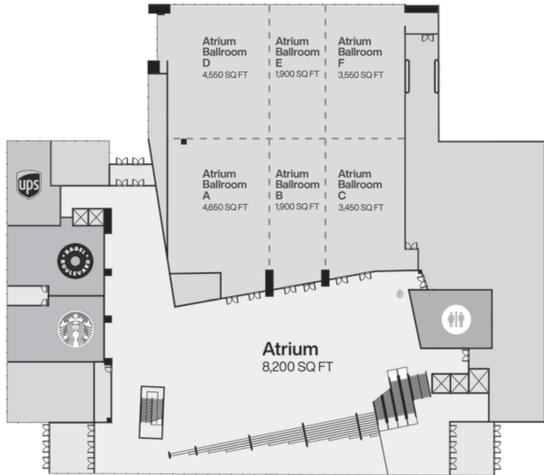
Workshop Leaders: Talinn Phillips, Ohio University, Athens
Rachael Ryerson, Eastern Illinois University, Charleston

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2025—Jennifer Sano-Franchini	1986—Lee Odell
2024—Frankie Condon	1985—Maxine Hairston*
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2018—Carolyn Calhoun-Dillahunt	1979—William F. Irmscher*
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2016—Joyce Locke Carter	1977—Richard Lloyd-Jones*
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2013—Chris Anson	1974—Richard L. Larson*
2012—Malea Powell	1973—James D. Barry*
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2000—Keith Gilyard	1961—Erwin R. Steinberg
1999—Victor Villanueva, Jr.	1960—Glen Leggett*
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1997—Nell Ann Pickett*	1958—Robert E. Tuttle
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1993—Anne Ruggles Gere	1954—T. A. Barnhart*
1992—William W. Cook	1953—Karl W. Dykema*
1991—Donald McQuade*	1952—Harold B. Allen*
1990—Jane E. Peterson	1951—George S. Wykoff*
1989—Andrea A. Lunsford	1950—John C. Gerber*
1988—David Bartholomae*	1949—John C. Gerber*
	*Deceased

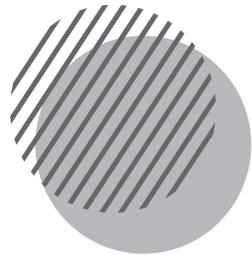
Huntington Convention Center of Cleveland

FLOOR 1

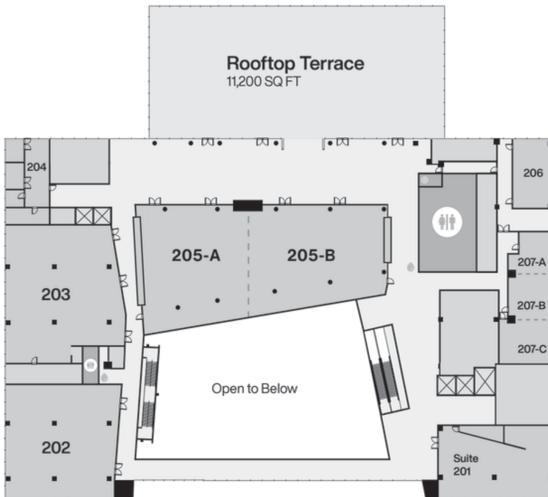


Atrium Ballroom
 Total 20,000 sqft

Common Space
 8,200 sqft



FLOOR 2



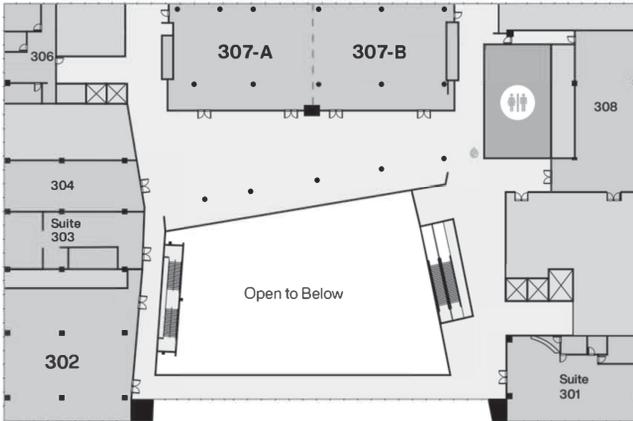
Lactation Station

Common Space
 9,700 sqft

207 Combinations
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 207-AB 1,050 sqft
 207-BC 1,325 sqft

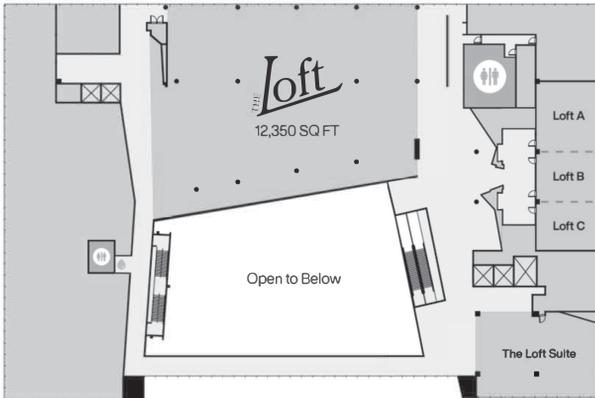


FLOOR 3



Common Space
15,750 sqft

FLOOR 4



THE Loft

The Loft Conference ABC Combinations

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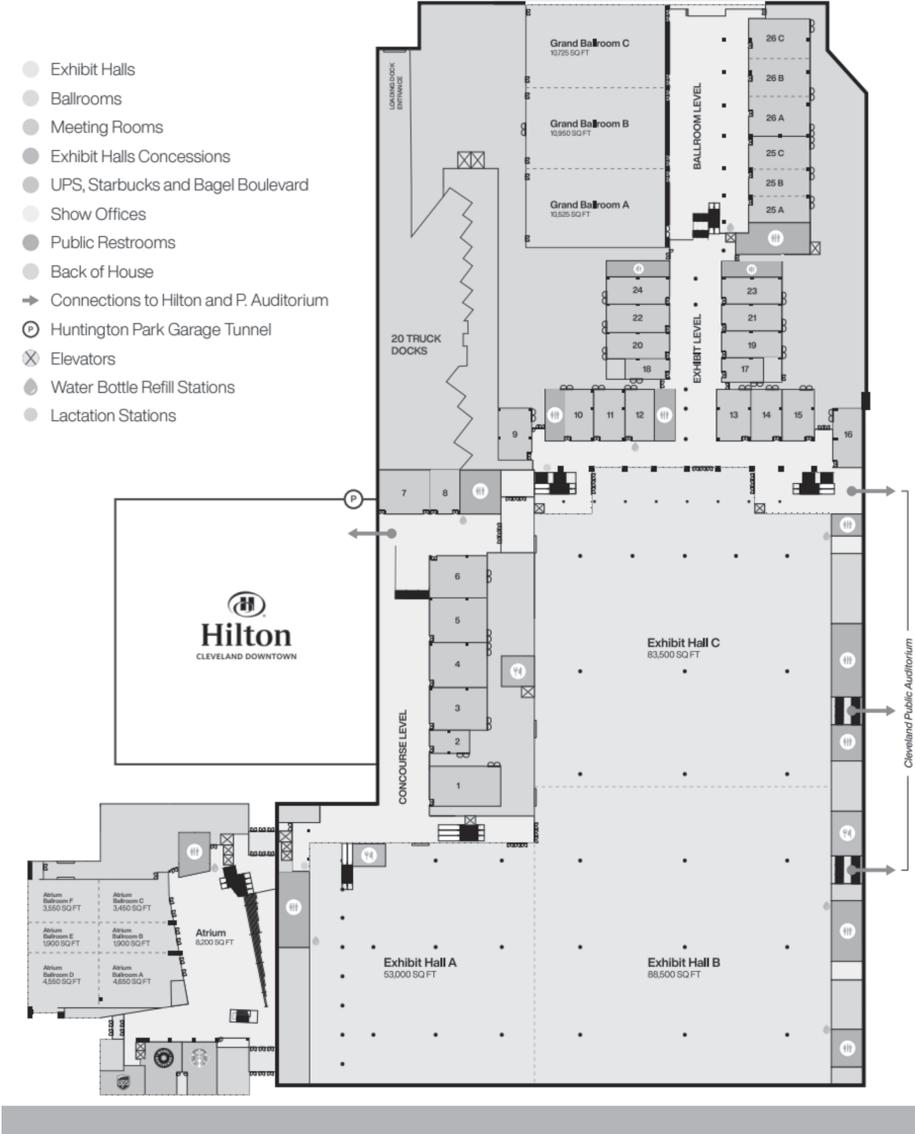
Common Space
2,600 sqft

Map and Center Overview

Huntington Convention Center of Cleveland



- Exhibit Halls
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- Meeting Rooms
- Exhibit Halls Concessions
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- Show Offices
- Public Restrooms
- Back of House
- ➔ Connections to Hilton and P. Auditorium
- Ⓞ Huntington Park Garage Tunnel
- ⊗ Elevators
- Water Bottle Refill Stations
- Lactation Stations



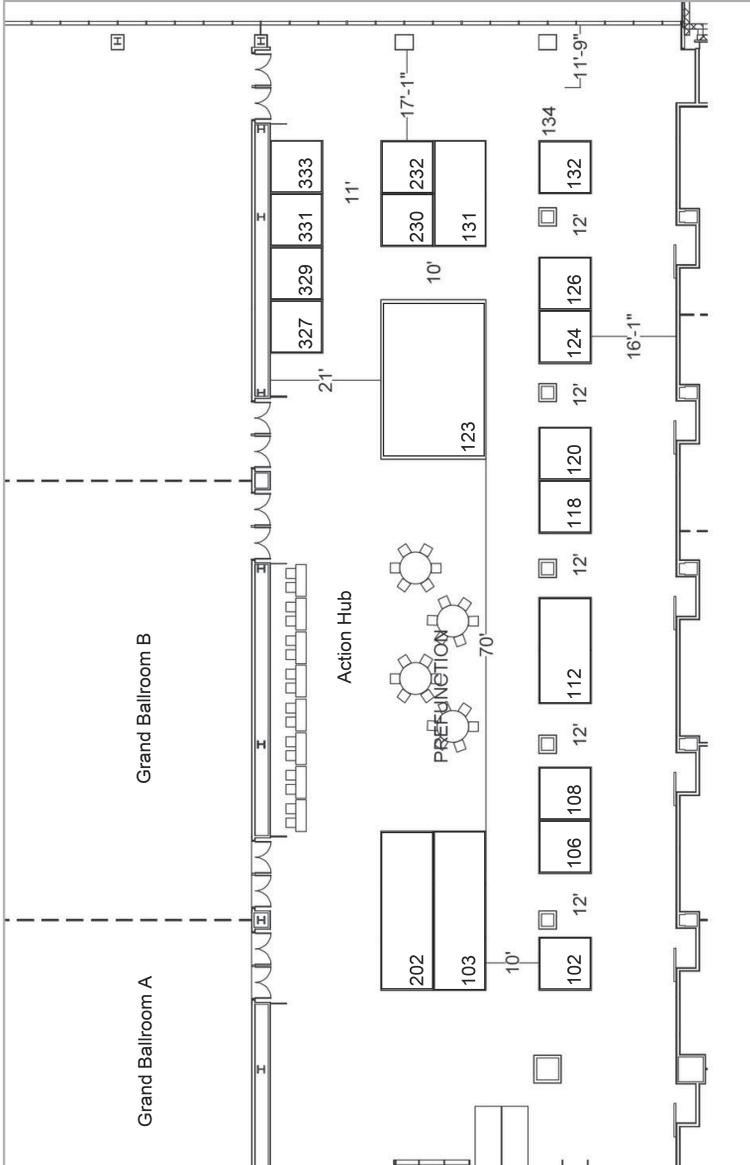


EXHIBIT HALL HOURS

THURSDAY, MARCH 5
10:15 a.m. – 6:00 p.m.

FRIDAY, MARCH 6
8:00 a.m. – 5:00 p.m.

SATURDAY, MARCH 7
8:00 a.m. – 1:00 p.m.

2026 Exhibitors

Grand Ballroom Foyer (Ballroom Level Concourse 4)

Huntington Convention Center of Cleveland

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Friday, March 6: 8:00 a.m.–5:00 p.m.

Saturday, March 7: 8:00 a.m.–1:00 p.m.

123 NCTE Central

<http://www.ncte.org>

NCTE Central will feature the latest NCTE publications. Browse a selection of NCTE/ SWR books, pick up a free journal sample, and discuss NCTE and CCCC membership with staff.

108 American Psychological Association (APA)

www.apa.org

The American Psychological Association (APA) is the leading content provider in psychology. We provide valuable resources to libraries, including APA PsycInfo®; APA PsycArticles®; APA Style®; the new seventh edition of *The Publication Manual*, a Wall Street Journal and USA Today bestseller; scholarly and professional books; Magination Press children's books; instruments for research; and streaming and DVD videos to keep users informed of the latest developments in psychology.

202–206 Bedford St. Martin's/Macmillan Learning

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131–133 Broadview Press

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102 The Chicago Manual of Style

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112–114 McGraw-Hill Education

<http://www.mhhe.com>

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106 Modern Language Association

www.mla.org

For more than a century, the Modern Language Association and its members have worked to strengthen the study and teaching of language and literature. We offer digital products such as the MLA International Bibliography and MLA Handbook Plus, along with an annual convention, webinars, and advocacy.

118 Penguin Random House

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124 University of Pittsburgh Press

<https://upittpress.org/>

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120 Utah State University Press

<https://upcolorado.com/utah-state-university-press>

Utah State University Press, an imprint of the University Press of Colorado is a refereed scholarly publisher specializing in composition, rhetoric, and writing studies.

103-107 W.W. Norton & Company

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FROM NCTE!

Teaching Composition at the Two-Year College, Volume 2

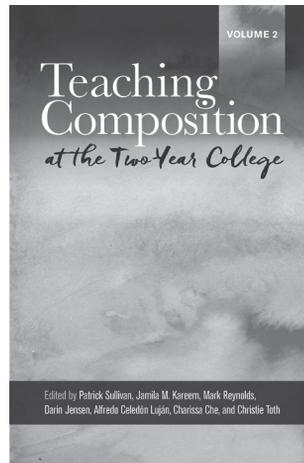
Patrick Sullivan, Jamila M. Kareem, Mark Reynolds, Darin Jensen, Alfredo Celedón Luján, Charissa Che, and Christie Toth, editors

This sequel to *Teaching Composition at the Two-Year College* (2016) provides busy two-year college literacy instructors with key up-to-date professional readings focusing on important issues that have emerged since the first book was published.

Most of the sixty-three selections were previously published in scholarly journals and books, including *Teaching English in the Two-Year College* and *College English*. Additional essays by current and recently graduated two-year college students give on-the-ground insight, while introductions to the individual sections by the volume editors and others provide valuable context for the variety of articles.

Featured sections in this collection include

- Practical Advice from Students to Two-Year College Teachers
- Working Conditions for Teachers Are Learning Conditions for Students
- Hiring Diverse Faculty and Staff
- Students' Right to Their Own Language
- Grading and Assessment
- Developmental Education Reform
- Working with Diverse Students



983 pp. 2026. College.



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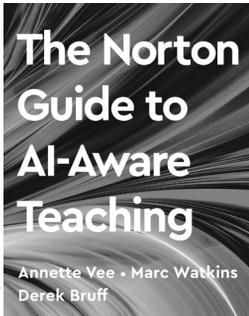
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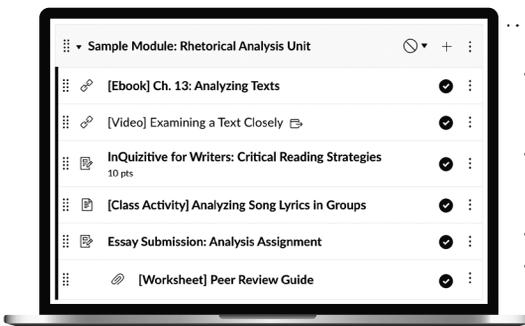
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**Building Literate Communities:
In Conversation with Sheridan Blau**

Kathleen (Buchan) Kelly, Ruth Vinz & Paul Rogers, Editors



362 pp. 2024. Grades 7–College.



Building Literate Communities: In Conversation with Sheridan Blau offers a rich collection of essays that honors and extends the contributions of Sheridan Blau to the fields of English education.

It is required reading for educators and researchers committed to advancing learning, instruction, and practice. It is an essential resource for anyone invested in writing studies, literature instruction, literacy, or teacher education.

Blau and his work invite all of us into a conversation about how to best serve learner needs. This volume demonstrates the beauty of and need for building literate communities through collaboration, discussion, and action. Learn how Blau's work promoted a richer, more collaborative approach to literacy learning and education, and how his principles and practices continue to inform composition and literature studies. You'll also hear from scholars in the field about the history of and projected future for English education, and discover innovative approaches to meeting the needs of students and teachers in a rapidly changing educational landscape.

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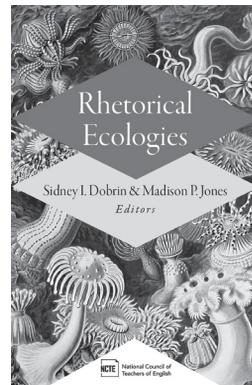
Rhetorical Ecologies

Sidney I. Dobrin & Madison P. Jones, editors

Rhetorical Ecologies invites you on a transformative journey through the history of writing and rhetoric studies' adoption of ecology, situating this history in rich discussions about:

- the potential that ecology holds for rhetoric and writing studies;
- the untapped potential of ecology in fostering inclusive, equitable, and justice-oriented approaches to rhetorical inquiry; and
- the diverse and dynamic nature of rhetoric ecologies.

Rather than attempting to outline a complete map of rhetorical ecologies as a unified concept, this book and its contributors are more interested in the idea that rhetorical



380 pp. 2024. College

ecologies are multiple, divergent, and highly situated knowledge-making practices. The variety of perspectives presented in this book provide a solid foundation for understanding how the ecological model of writing can help students become better writers.

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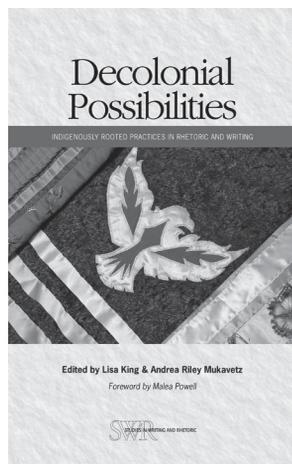
Decolonial Possibilities: Indigenously Rooted Practices in Rhetoric and Writing

Lisa King and Andrea Riley Mukavetz, editors

Decolonial Possibilities takes up the call to decolonize the university in whatever ways possible, from teaching to administrative work to publishing. Curating perspectives from cultural and Indigenous rhetorics scholars associated with the NCTE/CCCC American Indian Caucus, editors Lisa King and Andrea Riley Mukavetz emphasize nourishing the intricate and diverse pathways necessary for meaningful decolonial work—work that requires intentional relationships with Native American and Indigenous communities within and beyond the university.

Tribal Nations and Indigenous people are diverse, and this collection of essays does not offer a universal approach to decolonizing the university. Rather, it aims to improve how those in rhetoric and composition think about and approach decoloniality and decolonization in their research, teaching, and professional interactions.

Contributors draw attention to the challenges, pitfalls, joys, and labor of embedding decolonial theories, practices, and models into every facet of our discipline, while being attentive to the contributions, perspectives, and grassroots movements of Tribal Nations and Indigenous people.



216 pp. 2025. College.



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ABM: Annual Business Meeting, Friday, 4:45 p.m.
PS: Poster Sessions, Thursday 10:30 a.m., 1:45 p.m., 3:15 p.m.
Friday 8:00 a.m., 12:30 p.m.

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Botex, Sharieka, DA.2
Bouvier, Jaime, B.12
Bouza, Emily, KA.5
Bowen, Betsy, PS.6
Bowen, Lauren, G.15, FSIG.25
Bowers, Shawn, A.17
Bowlin, Catherine, AA.2
Bowman, Andrew, G.14
Boyd, Virginia, A.3
Bradbury, Kelly, G.4
Branson, Tyler, AB.11
Brathwaite, Noel Holton, H.10
Brentar, John, I.16
Brentnell, Lauren, F.13
Brewer, Meaghan, I.4
Brewster, Cori, D.6
Breyer, Benjamin, L.11
Brier, Emily, H.1
Brooke, Collin, D.5
Brooks, Earl, H.15
Brooks, Katie Beth, J.4
Brooks, Ron, B.5
Brooks-Gillies, Marilee, K.14

Browdy, Ronisha, W.2, M.6
Brown, Amy Garrett, HA.2, L.16
Brown, Charles, E.15
Brown, Kara Mae, EB.13
Brown, Katharine, MW.8
Brown, Ryan, M.5
Bruce, Yvonne, I.16
Brugman, Destiny, EB.9
Bruno, Gregory, DB.6
Buchs, Morgan, F.8
Buck, Amber, K.17
Burgess, Andrew, H.8
Burner, Kayla, L.12
Burrows, Elizabeth, TSIG.18, K.2
Burt, Kathryn, T2T
Busch, Megan, E.3, GA.10
Butler, Janine, IB.15
Buyserie, Beth, A.2
Byrd, Antonio, F.6
Byrne, Cara, C.8

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Cagnolatti, Damon, C.1
Cain, Kathleen Shine, A.11
Calhoun-Dillahunt, Carolyn, AAS, IB.11
Calles, Isaac, L.3
Cameron, Brent, C.22
Campbell, Jessica, G.6
Campbell, Jessica, M.8
Campbell, Lilly, B.3, GB.5
Campbell, Scott, FSIG.21, L.3
Canada, Nicholas, AA.10
Canfield, Jeaneen, B.5
Capdevielle, Matthew, B.8
Capdeville, Emily, E.15
Capwell, Janelle, DB.9
Carey, Tamika, M.6
Carlos, Bryan Torres, B.16
Carr, Allison, I.7
Carter, Christopher, G.1, K.20
Carter, Genesee, G.4
Carter, Tyler, W.1, MB.7
Carter-Tod, Sheila, H.3
Casal, Elliott, F.4
Cass, Gregory, K.9
Castellon, Ana, H.21
Castillo, Noe A., B.16
Caswell, Nicole, H.6
Cavaliere, Cameron, CA.7
Cecil-Lemkin, Ellen, MB.6
Cedillo, Christina, A.9, FSIG.19
Ceraso, Steph, B.15

Chadwick, Sean, HB.14
Chairez, Yvette, I.12
Champlain, Jeffrey, C.3
Chandler, Erin, G.21
Chandler, Justin, F.22, G.20, J.5
Chapman-Morales, Robert, E.14
Charlton, Colin, M.16
Chastaine, Lori, C.19
Chauhan, Padam, LA.8
Chavez, Amber, PS.13
Che, Charissa, CA.14
Chen, Chen, TSIG.10
Chen, Jianfen, C.15, GA.6
Chen, Michelle, G.1
Cheng, Andy, K.20
Chenoweth, Rebecca, TSIG.19
Chiarelott, Clayton, E.17
Chicalese, Jackie, D.17
Childress, Emma, PS.1
Ching, Kory Lawson, H.7
Choong, Philip, E.9
Choudhury, Moinak, E.19
Christoph, Julie, J.18
Cigic, Annie, E.17
Cintron-Gonzalez, Edcel J., JA.2
Cirillo-McCarthy, Erica, A.2
Cirio, Joe, G.15
Clapper, Laura, H.4
Clark, Irene, A.14, K.4
Clark-Oates, Angela, E.21, H.6
Clary-Lemon, Jennifer, J.17
Clinkenbeard, Mary, I.8
Coad, David, JB.4
Cobb, Ryan, PS.1
Coblentz, Dori, E.19
Cobos, Casie, B.1
Cochran, Robert, DB.15
Cockrum, Michelle, L.5
Coenen, Hillary, E.6
Colby, Rebekah Shultz, TSIG.1, SW.7
Colby, Richard, SW.7
Collins, Tyrell, GA.1
Colón, Lida, L.19
Comer, Denise, TSIG.11, M.16
Commer, Carolyn, J.9
Condella, Drew, PS.1
Cons, Thais, L.17
Consilio, Jennifer, B.22, TSIG.5
Conway, April, H.4
Cook, Michelle, G.17
Cooks, Jamal A., OGS
Coppola, Leah, F.13
Cordoba, Sandra, SW.1
Corkery, Caleb, A.14

Cornelius, Daniela, M.5
Corpuz, Jennifer, L.12
Cortez, José, FSIG.20
Cotner, Breanna, E.6
Cox, Matthew, J.8
Craig, Todd, M.7
Crane, Kate, F.20
Cregar, David, F.3, J.2, T2T
Cristóvão, Vera, C.12
Crombie, Jesse, E.9
Crosson, Rebekah, HA.11
Crosswhite, Jamie, FA.14
Crow, Michelle, H.16
Cryer, Billy, LB.2
Cucciare, Christine, T2T
Cuellar, Micaela, PS.8
Cui, Wenqi, KA.12
Cummins, Garrett, K.2
Cunningham, Jennifer, MW.5, TSIG.24
Cunningham-Frisbey, Nicole, JB.11
Curzan, Anne, D.13

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Dadas, Caroline, F.2
Dagenais, Jordan, K.8
Dalton, Timothy, I.1
Dang, Anh, B.2
Das, Meghalee, HA.7
Das, Pinki Rani, G.10
Das, Shuvro, B.7, F.13
DasBender, Gita, GB.14
Davidson, Michelle, E.8
Davies, Laura, D.21
Davies, Randall, AW.6
Davis, Amalia, E.12
Davis, Hannah, H.9
Davis, Matthew, A.1, G.1, L.8, SW.5
De Arment-Donohue, Danielle, C.2
Dean, Paul, F.4
Deaver, Karen, W.3
Debelius, Christie, M.9
DeBetta, Liz, H.14
Decker, Laura, T2T
Decker, Rianna, L.18
DeGenaro, Anthony, E.1, G.20, SW.1
Del Busto, Matt, C.22
Del Hierro, Marcos, B.1
Del Hierro, Victor, I.2
Del Russo, Celeste, A.2
Dela Rosa, John Paul, AA.6
DeLaughter, Robin, A.3

DelliCarpini, Dominic, E.13, F.7, H.20
DeLuca, Katherine, J.19
Demorest, Zebadiah, M.17
DePew, Kevin E., MW.5, H.19
Derosa, Alex, E.8
Devet, Bonnie, AB.1
Dey, Suman, GB.2
Dhar, Abantika, KB.1
di Gennaro, Kristen, I.4
Díaz, Fátima, FA.12
Diaz-Heppler, Adriana, PS.7
Dickens, Andrea, D.12
Dickison, Carrie, MW.5
Diederich, Nicole, L.3
Dienst, Jo, HA.13
Dieterle, Brandy, FSIG.14
DiGrazia, Jennifer, B.17
Dilger, Bradley, PS.2, L.7
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Dillon, Kathleen, G.14, I.10
Dimaiio, Lisa, CB.1
Dippre, Ryan, G.15
Ditouras, Helen, E.14
Dittrich, Bradfield, TSIG.15
Dixon, Elise, IA.3
Do, Tom, K.7
Dokko, Misun, KB.3
Dolan, Sean, E.19
Donahue, Tiane, W.1, C.12
Donelson, Megan, HB.15
Donnelly, Taylor, IA.1
D'Orazio, Anna, D.8
Dorfeld, Natalie, A.17
Dowl, Lashai, G.3
Downs, Doug, H.20
Drake, Kimberly, AW.2, C.7
Drury, Adam, H.8
Dryer, Dylan, W.4, FSIG.26, G.1
Dubisar, Abby, W.2, D.6
Duffy, Chad Iwertz, T2T
Dufresne, Kelsey, AB.16
Duloz, Brienna, K.2
Dunn, James, MW.9
Dunn, John, MW.10, HA.12
Durso, Sabrina, L.13
Dutta, Suchismita, J.5
Dwyer, Sarah, SW.7
Dymond, Shaina, J.2

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Eddins, William, AB.8
Edenfield, Avery, D.7

Edgington, Anthony, E.8, J.10
Edwards, Dustin, I.3
Edwards, Mike, TSIG.22
Efthymiou, Andrea, BA.12
Elbaum, Andrea, T2T
Emmons, Kimberly, OGS
Engelson, Amber, B.14
Enlow, Paige, MA.1
Enns, Lori, C.3
Enoch, Jennifer, GA.11
Enoch, Jessica, F.2, G.8
Enriquez-Loya, Ayde, B.1
Eodice, Michele, FSIG.8
Epelbaum, Diana, TSIG.9
Ervin, Christopher, FSIG.11
Esparza, Stephanie, L.12
Espina, Tabitha, A.2
Estep, Jessica, JA.14
Estillore, Abigail, M.12
Evans, Alex, E.3
Evans, Angel, I.15
Evans, Jason, K.11
Evans, Theresa, CA.11
Evola, Samuel, LB.8
Ewuoso, Isaac, AB.17
Eyman, Douglas, G.1

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Fadairo, Funmilola, G.8
Fang, Ming, AW.7, I.17, FSIG.17
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Faris, Michael, H.18, FSIG.8
Faulconer, Meeghan, L.1
Faunce, Robert, FB.16
Faye, Sarah, PS.4
Fedeczko, Wioleta, HA.16
Fedukovich, Casie, C.4
Feibush, Laura, T2T
Feigenbaum, Paul, MW.2, E.10
Fernandes, Maggie, I.3
Ferraro, Katherine, I.5
Ferrell, DaJuan, BB.12
Ferret, Robyn, HA.5
Ferris, Harley, SW.3
Fester, Heather, A.16, FSIG.12
Fettig, Lydia, K.10
Fields, Amanda, A.2
Fields, Peter, E.18
Fischer, Katrin, L.11
Fischer, Sarah, L.9
Fiscus-Cannaday, Jaclyn, W.2
Fisher, Charley, J.8

Fisher, Rick, F.1
Fishman, Jenn, H.3
Fitzgerald, Devon, MW.4
Fitzpatrick, Maureen, GB.15
Fitzsimmons, Brynn, CA.13
Flores, Wilfredo, TSIG.16
Floyd, Daniel, K.20
Flynn, Rachel, E.17
Fochs, Aubrey, FA.13
Fodrey, Crystal, EB.5
Folk, Moe, LA.2
Foran, Timothy, AA.1
Formo, Dawn, J.10
Forsythe, Elizabeth, H.12
Fox, Ashleigh, E.1
Fraiberg, Steven, G.7
Fralix, Brandon, CB.5
Frantz, Kelly, G.13
Frazee, Andy, F.22
Fredlund, Katherine, F.4
French, Danielle, F.11
Friedman, Sandie, J.1
Frontczak, Kylie, JB.8
Frost, Alanna, A.15
Fryer-Davis, Valerie, C.7
Fujinami, Erin, BB.5
Fulford, Collie, JB.13
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Gabay, Michelle, C.21
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Gaffney, Katherine, I.21
Gagich, Melanie, GA.7
Gagnon, Jeff, T2T
Gaillet, Lynee, A.2, C.2
Gainer, Kim, TSIG.22
Gaisie, Fredrick, D.16
Gaito-Lagnese, Angela, E.1
Galiano, Maria, DA.15
Galin, Jeffrey, AA.15
Gallagher, Holly, TSIG.19
Gallaher, Robin, H.2
Gambah, Louisa, D.16
Gamberg, Julie, K.16
Gamie, Samaa, E.13
Gandhi, Nidhi, AW.2, H.20
ganguly, priyanka, AA.14, B.3
Gannett, Cynthia, A.11, TSIG.15
Ganobcsik-Williams, Lisa, EA.12

Garcia, Anthony, L.12
Garcia, Elena, A.2
Garcia, Jasmine, H.20
Garcia, Lupe, A.2
Garcia, Marilyn, B.1
Garcia, Melisa, J.11
Garcia, Romeo, I.9, FSIG.20
Garcia-Fernandez, Carla, F.5
Gardiakos, Nikolas, L.1
Gardner, Clint, A.6
Gardner, Elizabeth, J.20
Gardner, Susan, A.5
Garrett, Julia, BB.13
Garrett, Zachary, FSIG.15
Garrison, MiSun, CB.9
Garskie, Lauren, CB.7
GC, Saroj, FA.2
Geary, Michael, TSIG.2, M.10
Gegg-Harrison, Whitney, K.4
Geiger, TJ, D.12
Gellings, Breanna, T2T
Gendke, Lindsey, A.5
Geoghan, Kitty, I.10
Gerding, Jeffrey, AA.7
Gere, Anne Ruggles, D.13
Gherwash, Ghada, AW.10, HA.6
Ghosh, Shreelina, CB.13
Ghoshal, Sarah, D.10
Ghrist, Melissa, B.12
Gibbons, Paul, A.7
Gill, Kelli, W.2, K.3
Giordano, Joanne Baird, OGS, M.3
Girdharry, Kristi, TSIG.8
Given, William, AB.2
Glavan, Mary, I.8
Gleason, Barbara, MW.9
Glenn, Cheryl, C.4
Glotfelter, Angela, D.7
Goad, Rhiannon, T2T
Gogan, Brian, F.9, G.5
Gold, Rochelle, M.10
Goldblatt, Eli, M.14
Golden, Nicole, MA.2
Goldenthal, Ariel M., MW.5, F.18
Goldthwaite, Melissa, W.2, FSIG.12
Gomes, Mathew, G.1, KB.5
Gonzales, Laura, C.20
Gonzalez, Axel, FA.12
González, Caleb, G.20, FSIG.4, J.10
Gonzalez, Lizbeth Garcia, G.9
Goodwin, Phillip, F.1
Gordon, Joanna, L.9
Gorelick, Risa, RNF, I.20

Gorzelsky, Gwen, M.19
Gramm, Marylou, D.14
Graney, Tristan, MB.13
Grant, Lenny, D.12, EA.13
Gray, Marilyn, H.16
Grayson, Mara Lee, TSIG.4, JA.8
Grayson, Samira, FSIG.14
Green, Ann E., JB.6
Green, David, C.1, J.7
Green, Erin, F.6
Green, Jenna, GB.5
Green, Nicole, FSIG.15
Greene, Kat, GA.5
Greenlee, Jennifer, BA.15
Greer, Haley, B.11
Gregory, Meg, L.15
Gresbrink, Emily, C.18
Gresham, Morgan, TSIG.6, F.14, FSIG.23
Grieco, Christina, F.18
Griffin, Mark, B.4
Griffith, Claire Oldham, FSIG.14
Grigg, Nancy, MB.1
Grimm, Charles, E.1
Grobman, Laurie, HB.7
Grogan, Jared, C.17
Gross, Daniel, DB.3
Gruwell, Leigh, K.17
Gu, Yuan, HA.15
Guadrón, Melissa, B.3
Guarnieri, Mya, C.3
Guerra-West, Martin Antonio, D.12
Guglielmo, Letizia, A.2
Gupta, Anuj, HA.8
Gurinskas, Thomas, LA.13
Gurung, Menuka, EA.3
Gustafsson, Magnus, W.1
Gutierrez, Abygail, M.1

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Haddad-Najjar, Laila, HA.1
Haderlie, Cara, CA.4
Haen, Elisabeth, G.2
Hahn, Edward, BA.9
Haidar, Rana, AA.16
Hakim, Angela, A.10, C.6
Hakim, Emad, AW.7, IB.13
Hall, Brady, PS.1, T2T
Hall, Emily, B.13
Hallett, LewEllyn, A.11, TSIG.18, SW.1
Hambrick, Keira, E.18
Hamilton, Antonio, E.5

Hammer, Steven, B.15, SW.3
Hammond, J. W., I.1
Hamner, Kainoa, MA.7
Hancock, Nicole, MW.9
Hanganu-Bresch, Cristina, W.2
Hanks, Hailey Rose, KB.12
Hanks, Michele, C.9
Hanson, Alex, A.15, FSIG.14
Hantgan, Alysya, B.19
Harahap, Al, G.1, FSIG.8
Hardin, Ashleigh, JA.5
Harney, Elizabeth Labanna, IA.14
Harnish, Andrew, D.1
Harrell, Brian, I.1
Harris, DeVaughn, EB.8
Hart, D. Alexis, H.20
Harte, Jenna, T2T
Harvey, Lauren, L.18
Haskell, Jasmine, PS.1
Hassel, Holly, AAS, J.17, K.8
Hautman, Shannon, F.8
Hawkins, Kelsey, CA.16
Hawks, Amanda, G.19
Hayes, Carol, AW.9, M.19
Hayes, Hogan, G.16
He, Fangzhi, LB.4
He, Ling, I.19
Head, Lindsay, B.12
Healy, Michael, J.6
Heaser, Sara, M.13
Hebbard, Marcela, I.14, FSIG.2
Heim, Sarah, B.17
Heise, Megan, W.3
Helberg, Alexander, K.18
Hellwig, Bethany, MW.6, G.14
Helmbold, Emilie, G.5
Helwig, Magdelyn, A.17
Henderson, Brian, LB.10
Hendrickson, Brian, FSIG.8
Hendrix, John, L.5
Henry, Hannah, LB.1
Herb, Amelia, TSIG.19, I.20
Herb, Maggie, A.6, F.19, FSIG.11
Hermansen, Wyatt, B.17
Hernandez, Andrea, H.21
Hernandez, Jess Vazquez, L.13
Herzl-Betz, Rachel, MB.6
Hesse, Doug, AAS
Hettiger, Julia, HB.2
Hetzl, T., H.4
Hidalgo, Alexandra, D.5, K.14
Hijazi, Nabila, W.2
Hill, Heather, H.2

Hill, Matt, TSIG.1, SW.7
Hilliard, Lyra, MW.5
Hillo, Sylvia, T2T
Hinojosa, Jamie, CA.5
Hinrichs, Danielle, I.18
Hinshaw, Wendy W, A.3
Hizer, Millie, D.1, TSIG.20
Hlavaty, Greg, F.16
Hmelar, Cody, H.20, FSIG.2, JB.2
Ho, Maki, W.1
Ho, Titcha, TSIG.25
Hoang, Haivan, K.19
Hobmeier, Amanda, HB.1
Hoffman, Chad, G.21
Hoffman, Nicholas, H.8
Hojem, Benjamin, CA.12
Holder, Juliette, F.17
Holding, Cory Spice, AW.2, FSIG.16
Holland, Jonathan, H.1
Holmes, Ashley, B.13, C.2, TSIG.8
Holthaus, Jasmine, F.10
Hopkins, Diantha, SW.1
Hopper, Victoria, PS.9
Horne, Chelsea, K.10
Horning, Alice, A.11, EA.15
Horton, Analeigh, AW.10, TSIG.25
Horton, Kathryn, IB.10
Horton, Mark, C.19
Hossain, Md Didar, H.5
Hossain, Md Imran, G.10
Hossain, Md Mozaffor, GA.16
Hossain, Md. Fahad, CB.8
Houbad, Bouchra, W.1
Houdek, Matthew, F.5
House, Eric, H.15
House, Veronica, MW.2, D.6, FSIG.22
Howells, Beth, I.4
Hsu, Jo, I.15
Huang, Shao-wei, AW.10
Hubrig, Ada, I.1
Hudson, Seth, PS.15
Hughes, Courtney, BB.5
Hui, Jaelyn, AB.9
Huk, Peter, AW.2, D.15, FSIG.16
Hunsaker, Amber, E.6
Hurley, Elise Verzosa, FSIG.8
Huseman, Nate, D.10
Husing, Zita, A.4
Hutchinson, Glenn, FSIG.11, JB.5
Hutton, Lizzie, E.11, M.11
Hwang, Joan J, G.14
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Iammarino, Denna, C.8
Ilanetta, Melissa, OGS, F.22, ABM
Iddrisu, Mohammed, MW.2, CB.14
Ihara, Rachel, C.21
Im, Jeannie, C.9
Inayatulla, Shereen, M.7
Ingman, Krys, A.15
Inman, Joyce, C.4
Isaac, Jonathan, M.1
Ishikawa, Lynn, G.15
Islam, ABM Shafiqul, H.5
Islam, Muhammad Shamsul, B.18
Issak, Tamara, E.13
Iwuh, Ebubechi, L.18
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Jackson, Claire, I.1
Jackson, Cody, LA.12
Jacobi, Tobi, MW.2, AW.2, FSIG.16
Jacobson, Brad, PS.16
James, Carrie, I.21
Janangelo, Joseph, CA.9
Jankens, Adrienne, MW.2, C.17
Jennings, Alex, HB.8
Jensen, Darin, A.1, MW.9, SW.5
Jiang, Jialei, D.14, H.11
Jiang, Xuan, AW.7, DA.15, H.20
Jimenez, Florianne, TSIG.10
Johansen, Raquel, FB.15
Johnson, Cynthia, GB.3
Johnson, Jennifer K., RNF, D.15, F.3
Johnson, Kristine, KB.8
Johnson, Sarah Z., J.16
Johnson, Timothy, B.9
Johnson-Sheehan, Richard, B.4
Jonaitis, Leigh, MW.9
Jones, Alana, J.8
Jones, Andre, CB.11
Jones, Jayden, PS.1
Jones, Libby Falk, A.11, G.20, SW.1
Jones, Mincey, MW.8
Jones, Tammy, F.4
Jordan, Ethan, T2T
Jordan, Heather, T2T
Jordan, Jay, B.18, FSIG.10
Jordan, Rachael, C.18
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Kahn, Seth, MW.6
Kalman, Judith, C.12
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Karki, Chitra, DA.14
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Kasper, Emily, AB.10
Katch, Danny, IB.4
Kaufman, Erica, A.16
Keene, Amber, K.12
Kelenyi, Gabrielle, F.6
Keller, Daniel, AA.11
Keller, Jim, FB.9
Kelly, Caitlin, F.22
Kelly, Kristine, C.8
Kelly, Matthew, A.4
Kennedy, Vee, L.1
Kerschbaum, Stephanie, A.1, I.2, K.19, L.14
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Keylon, Elizabeth, A.8
Khadka, Ambir, EB.4
Khan, Mahvesh, W.1
Khanal, Ananta, W.1, A.12, C.16
Khatiwada, Renuka, BA.10
Khor, Su Yin, MB.14
Kilgore, Rob, LB.10
Killam, Jennifer, CA.15
Kim, Swan, T2T
Kimball, Elizabeth, M.14
King, Carlyne, E.11, FSIG.9, M.11
King, Ethan, M.17
King, Julie Fuglsang, M.18
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Kirkpatrick, Emily, ABM
Kirycki, Elizabeth Keller, MA.8
Klarreich, Kathie, E.10
Kleiman, Ángela, C.12
Klein, Sipai, A.3
Klinowski, Stacie, CA.8
Klotz, Lisa-Jane, B.12
Knight, Brad, K.10
Knight, Tara, PS.20
Knutson, Debra, MA.6
Koehler, Adam, EB.8

Kohler, Alan, J.13
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Kopp, Bryan, AB.4
Kopp, Natalie, FB.7
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Koupf, Danielle, W.3
Kovalchuk, Anna, J.3
Kovanen, Bruce, MW.6, TSIG.23, G.14
Krasova, Alexandra, F.3, JA.4
Kremer, Belinda, FA.5
Krenzel, Maxine, C.21
Krishnan, Uma, AW.4
Kronforst, Sam, PS.8
Kryzhanivska, Anastasiia, LB.6
Kupsh, Charlotte, GA.5
Kuryloski, Lauren, MB.5
Kurzer, Kendon, SW.2
Kwawukumey, Gideon, BB.11, FA.11

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Lacy, Sarah M., MW.5
Laffen, Angela, G.17
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Lagman, Eileen, A.8
Lagos, Ana Cortés, AA.9, C.12
Lakhwani, Monica, L.10
Lalicker, William, MW.9, A.11
Lambrech, Kathryn, C.14
Lamkins, Kevin, M.20
Landers, Kayla, HA.13
Landfair, Alexander, H.9
Landry, Mary, DA.10
Lannin, Amy, B.13
Lape, Kisa, IB.14
Laputkova, Adriana, W.1
Large, Sara, K.9
Larson, Brian, B.12
Larson, Kara K., CB.6
Latawicz, Amy, C.17, DB.8
Lathan, Rhea Estelle, M.6
Laudenbach, Michael, K.18
Laux-Bachand, LeAnne, PS.19
LaVecchia, Christina, I.7
Lawrance, Olivia, G.11
Lawson, Vee, KB.16
Lay, Ethna, F.9, FSIG.2

Leahy, Elizabeth, A.2
LeCluyse, Christopher, G.12
Lee, Amber, LA.7
Lee, Elie, PS.24
Lee, Karrie Kaiser, PS.3, F.3
Legg, Emily, J.12
Lehman, Erin, J.7
Lehn, Jeanette, T2T
Leigh, Erica, K.3
LeMesurier, Jennifer, L.19
Leow, Stephanie, HB.12
Lerner, Neal, TSIG.15, J.15, L.17
Lessner, Steve, C.1
Lester, Zae, L.12
Levin, Katie, H.13
Levy, Daisy, K.14
Levy, Judith, M.4
Levy, Reymond, I.17
Lewis, Lynn, B.5
Li, Ruth, T2T
Li, Xinqiang, AW.7
Li, Yan, FSIG.2
Libertz, Daniel, JB.12
Liddle, Daniel, B.20
Limbu, Marohang, G.7
Lin LeMesurier, Jennifer, W.2
Lin, Audrey, PS.1
Lin, Daocheng, BA.14
Lindenman, Heather, F.16
Lindey, Sara, C.11
Lithartke, Heather, MW.4, IB.6
Liu, Neal, T2T
Livingston, Violet, H.6
Lizama, Jimmy, JB.15
Lloyd, Amanda, I.16
Locher, Hannah, H.20
Lockridge, Tim, H.7
Lodoen, Shannon, MW.7
London, Steven, C.3
Long, Jayme, JA.13
Long, Katie, J.9
Lopez, Kennia, L.14
Lott, Rachel, FA.13
Luangpipat, Nattaporn, KA.5
Luangpipat, Nattaporn, W.1
Lucia, Brent, H.11
Luckert, Erika, G.20, FSIG.4
Luczak, Ben, L.9
Lukins, Rory, G.18
Lundin, Isabelle, J.15
Lunsford, Andrea, A.2
Luszczynska, Ana, E.10
Luther, Jason, W.3, F.3, H.1, FSIG.13
Lutkewitte, Claire, PS.21

Lutyens, Miranda, H.14
Lutz, Bryan, JB.1
Lynch-Binieki, Amy, MW.6, I.3, M.18
Lynne, Patricia, PS.23
Lyons, Ashley, TSIG.18, K.2
Lyons-McFarland, Michelle, C.8
Lyons-Robinson, Robyn, H.15

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Mabilog, Eduardo, EB.10
Macarthy, Frank, HA.9
Macha, Annah, L.11
Macklin, Mandy, IB.8
Macklin, Ti, C.19
MacLachlan, Molly, F.14
Madan, Ryan, JA.16
Madruga, Natalie, L.1
Maenhardt, Stephanie, M.3
Magallanes Arguijo, Amelia, CB.3
Maharaj, Deepika, M.12
Maher, Jennifer, E.2
Mahfouz, Inas, W.1
Mahoney, Kevin, M.18
Maier, Maria Isela, AW.3, KA.1
Mailyan, Emiliya, W.2
Mainaly, Shiva, EB.1
Malinowski, Liane, K.19
Mamad, Abderrahim, W.1
Manley, Lucy, B.22
Mann, Yaisa, E.12
Manogue, Casey, H.21
Mapes, Aimee C., L.17
Margoni, Travis, IB.11
Markey, Ben, K.18
Martin, Bruce, AW.8, FSIG.24, K.11
Martin, Caitlin, B.13
Martin, Elizabeth, I.20
Martin, Vanessa, I.6
Martinez, Aja, D.17, G.1
Martinez, Aja, I.15, FSIG.8
Martinez, Cynthia, B.2
Martinez, Sebastian, G.9
Martini, Rebecca Hallman, F.19
Marvin, Michelle, B.8
Mashiloane, Tshepang, EA.8
Mason, Julia, BB.7
Mastrangelo, Lisa, I.4
Mathias, Keith, IA.9
Matravers, Laura, C.2
Matuchniak, Tina, KA.3
Matzke, Aurora, W.2, H.6
Mayaki, Joseph, AW.7, B.18

Mazique, Rachel, F.5
Mazzarella, Helena, HB.9
McArdle, Casey, MW.5, A.18
McBeth, Mark, C.7
McCarthy, Sean, M.14
McCauley, Heidi, A.18
McClelland, Ashley, MB.10
McCook, Nora, CB.5
McCool, Megan, L.9
McCorkle, Ben, FB.6
McCormick, Jason, FB.4
McCoy, Shane, FB.1
McCrary, Jessica, C.2
McDonald, Anna, IA.6
McDonald, Christina, KB.10
McDonnell, Karen, B.12
McGee, Matt, I.6
McGill, Isabelle, FB.4
McIntyre, Grayden D, B.16
McIntyre, Megan, I.3, FSIG.14
McKee, Heidi, D.11
McKenzie, Weena, B.2
McKinley, Marissa, B.3
McLarty, Hillorie, K.15
McMartin, Charles, AW.1, HB.16
McNeece, Foster, GA.9
McNeil, Nicene, BA.13
McPhetridge, Tommie, F.15
McQuaid, Sheila, SW.7
Meadows, Bethany, G.19
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Meier, Joyce, FSIG.22
Meindl, Gaby, G.17
Melick, Abby, G.6, IB.16
Melick, Elizabeth, CA.3
Melonçon, Lisa, H.18
Mendelsohn, Susan, H.9
Mendenhall, Annie, I.4
Mendoza, Ruby, TSIG.16
Mengert, Julie, L.5
Menkina, Natalia, A.4
Meredith, Leigh, J.11
Mericle, Megan, B.6
Mesa, Corie, A.12, T2T
Messina, Cara Marta, I.3
Meyer, Autumn, B.5
Meyer, Craig, A.14, T2T
Meza, Carmen, BB.12
Micciche, Laura, G.1, I.7, M.11
Michalak, Travis, E.14
Michas, Christopher, C.19
Mickelson, Nate, FA.4
Mihut, Ligia, C.14
Milanes, Victor, BA.1

Miller, Benjamin, MB.15
Miller, Elizabeth, C.2
Miller, Emily, KB.10
Miller, Patricia C., G.20, L.20, SW.1
Miller, Sydney, E.5
Miller-Cochran, Susan, HA.8
Mills, Anna, G.16
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Milson-Whyte, Vivette, AA.13
Minnillo, Sophia, K.16
Mir, Aisha, AB.13
Mitchell, Kendra, H.15
Mitros, Piotr, F.4
Mize, Megan, TSIG.6
Mohammadi, Mehdi, KB.4
Monahan, Peter, L.15
Monea, Bethany, C.20, FSIG.15
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Monthie, Katie, D.8
Montoya, Juan Carlos, B.4
Moock, McKenna, PS.1
Moore, Chamelia, JA.2
Moore, Don, GA.4
Moore, Jessie, PS.1
Moore, Mandy Elizabeth, M.9
Moore, Scott, DB.15
Mora, Sergio, B.16
Morales, Jack, MW.9, B.19, FSIG.6
Moreland, Kelly, T2T
Moreno Del Rio, Elva, D.17
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Morey, Sean, D.3
Morgan, Mary, G.15, KA.15
Morgenstern, Erin, SW.4
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Morris, Sarah, FSIG.7, J.4
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Morse, Tracy Ann, A.17, G.1
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Mountford, Roxanne, L.4
Mow, Nilima, GB.12
Moyano, Estela Ines, C.12, EB.2
Mueller, Derek, J.17
Mulally, Dauvan, TSIG.14, T2T
Muller, Seth, CB.12
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Mundy, Robert, B.19
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Murdock, Robert, E.18
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Murray, Nathaniel T., I.20
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Newby, Ashley, HA.10
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Newmark, Julianne, M.8
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Nickoson, Lee, T2T
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Niknia, Kamran, B.16
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Nobles, Heidi, AW.5
Nomura, Reina, MB.3
Nora, Krystia, EA.9
Norova, Nasiba, L.7
Northup, Laura, F.10
Novak, Lindsey, I.10
Novokshanova, Eugenia, MW.3
Novotny, Elizabeth, J.17, K.8
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O'Connor, Rose, G.11
O'Ferrall, Madelyn, PS.1
Ogunfeyimi, Adedoyin, FB.13
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Olejnik, Mandy, EB.6
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Ornelas, David, F.13
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Oros, Sean, GB.8
Ortmeier-Hooper, Christina, G.11
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osorio, sasha, H.21
Ostergaard, Lori, A.1, DA.1, G.1, SW.5
Ostergren, Maisha, MW.10
Othman, Mahmoud, JA.10
Ott, Amy, F.17
Ottman, Rebecca, E.9
Ou, Annie, K.9
Ouellette, Jessica, JA.9
Overstreet, Matthew, IB.2
Oweidat, Lana, E.13
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Palanti, Alessia, H.17
Palmer, Callie, K.2
Palmer, Megan, DB.1, F.12, T2T
Palumbo, Elizabeth, I.3
Panahi, Parva, GA.6
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Pappolla, Antonella, J.16
Parisi, Hope, MW.9
Parker, Jessica L., E.16
Parker, Stephanie, E.4, SW.3
Parkin, Gabrielle, GB.4
Partin, Amanda, B.10
Parzefall, Lisa, L.20
Paszek, Joseph, M.19
Patch, Paula, C.4
Pate, Leah, G.18
Patel, Archana, G.1
Patel, Jenn, AW.2
Patel, Khushi, CA.16
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Paudel, Prakash, H.12
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Paudel, Sushil, W.1, LB.13
Paz, Enrique, GB.3
Peace, Christopher, J.5
Pedretti, Mark, GB.9
Penner, Donald, K.11
Pennington, Angela, GB.10
Perdomo, Miranda, G.3
Perdue, Sherry Wynn, G.1
Perez, Rena, CA.7
Perro, Ebony, E.15
Perry, Amanda, G.2
Perry, Emma Catherine, KB.11
Peterson, Amanda, K.6
Petrich, Tatum, AB.3
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Phillips, Adam, CB.4
Phillips, Cassandra, M.3
Phillips, Lisa, FA.7
Phillips, Samuel, H.6
Phillips, Talinn, H.16, SW.8
Piazza, Jessica, G.18
Pigg, Stacey, DA.16
Pihlaja, Beau, D.18, H.18
Pine, Andrew Appleton, D.2
Pinkert, Laurie A, BA.1
Piper, Alexis, KA.14
Pitchford, Alexis, C.22
Pittendrigh, Nadya, HB.11
Plange, Efe, DA.13
Plank, Beth, F.10
Poblete, Patti, G.1
Poe, Mya, FSIG.26, G.1
Pokhrel, Shekhar, A.12
Polk, Thomas, G.14
Pollak, Calvin, K.18
Polo, Sarah, LA.6
Pomerleau, Lainie, J.5
Pompos-Mansfield, Lissa, L.1
Pope, Madelaine, F.8
Poudel, Prativa, A.12, GA.2
Poudyal, Phatik, A.12, K.2
Pough, Gwendolyn D., AAS
Pouncil, Floyd, FB.11
Powell, Malea, K.14
Pratt, Amanda, I.6
Presswood, Amanda, F.19, J.7
Price, Margaret, I.15

Prielipp, Sarah, J.12
Prihandita, Anselma Widha, W.1, G.20, L.14,
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Prikhodko, Maria, AW.4
Primeau, Sarah, I.19
Prins, Kristin, W.3, FSIG.13
Prock, Krista, LA.2
Propper, Tara, A.4
Proulx, Emily, L.1
Pruitt, Marie, MA.15
Purdy, James P., F.3

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Rajabalipour, Samira, L.8
Rakedzon, Tzipora, W.1, HA.1
Rana Bhat, Shuv Raj, IB.1
Rana Thapa, Keshari, EB.3
Rankins-Robertson, Sherry, C.4
Ratcliffe, Krista, L.4
Ratering, Michelle, PS.5
Ratliff, Clancy, M.10
Rayburn, Allison, I.6
Raymond, Kristin, PS.11
Read-Davidson, Morgan, G.3
Reed, Meridith, AB.10
Regan, Jacqueline, D.10
Rego, Márcia, D.7
Reid, Gwendolynne, PS.24
Reid, Lisa, A.15
Reid, Lynn, MW.9, DB.13
Reid, Rhonda, LB.14
Reiff, Mary Jo, A.2
Reifman, Jennifer Burke, MW.1, E.21, I.1,
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Renteria, Stephanie, IB.9, L.2
Restaino, Jessica, M.14
Reynolds Jr., Thomas W., FB.3
Reynolds-Clay, Jessie, MA.10
Reznizki, Michal, FA.5
Rhody, Jason, J.14
Richards, Daniel, H.18

Richards, Rebecca, DB.4
Richardson, Elaine, MW.2
Riche, David, SW.7
Richter, Jessalyn, BB.7
Rickel, Rachel, I.16
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Ridolfo, Jim, DA.16
Riley Mukavetz, Andrea, K.14
Ringer, Nina, TSIG.13
Riopelle, Stephen, FSIG.26, K.4
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Rissen, Jenny, A.12
Ritter, Kelly, E.2
Ritzenberg, Aaron, DA.12
Rivera, Nora, G.3
Robertshaw, Joseph, TSIG.9, I.14, M.5
Robertson, Chloe, J.9
Robinson Neary, Kimberly, J.10
Robinson, Abigail, L.5
Robinson, Michelle Bachelor, H.3
Robinson-Zetzer, Rachel, IA.3
Rodak, Miranda, SW.6
Roderick, Ryan, BA.8, C.5, TSIG.9, I.14
Rodewald, Luke, E.19
Rodgers, Arleigh, BB.8
Rodriguez, Caleb I, B.16
Rodriguez, Erin, KB.15
Rogers, Adonis, LB.3
Rogers, Kailyn, L.7
Rojas, Javier, PS.10
Romanelli, Frank, L.3
Romberger, Julia, H.18
Romero, Katharine, I.19
Romero, Mariette, M.17
Roper, Kem, TSIG.18
Rose, Jessica, F.22
Rosenberg, Lauren, MW.2, B.14
Rosenfeld, Lior, EA.4
Rosenzweig, James, F.20
Ross, Christine, EA.14
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Rothschild, Katherine Field, E.18, TSIG.7
Roundtree, Sherita, FSIG.27, H.15, M.7
Rowe, Alexandra, J.21
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Rowland, Olivia, D.7
Rowntree, Miriam, LB.2
Roy, Rachel, CA.6
Rucks, Samuel, G.11
Ruecker, Todd,
Ruiz, Iris, A.9
Ruiz-Alonso-Bartol, Ana, K.16
Rule, Hannah, I.7
Rumore, Micheal, J.5

Rumsey, Suzanne, GB.1
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Rutherford, Kevin, RNF
Ryan, Kate, DA.4
Ryan, Molly, J.9
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Sackey, Donnie Johnson, ABM
Saenz, Heidi, A.5
Saidy, Christina, PS.16, ABM
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Salvatore, Joseph, A.7, FSIG.1
Salvo, Michael, B.20
Sanatbekova, Madina, W.1
Sanchez, Fernando, KA.11
Sanchez, Johana Campos, IA.5
Sánchez, Raúl, AB.12, K.14
Sanders, Nick, G.19
Sandoval, Helen, J.21
Sano-Franchini, Jennifer, ABM, I.3
Saravia, Lydia, FSIG.25
Sargent, Thomas, F.15
Saur, Elizabeth, RNF, D.15
Savich, Zach, GA.7
Sawyer, LaToya, HA.14
Sayed, Sana, H.10
Saylor, Mallory, C.11
Scheidler, Joshua, G.5
Schell, Eileen, W.2, C.4, D.6
Schlachte, Carl, C.21
Schonberg, Eliana, H.9
Schonwetter, Jennifer, AA.4
Schreiber, Brooke, AW.10
Schriner, Kendra, T2T
Schwaller, Emily Jo, L.17
Schwartz, Kirsten, MW.5
Scott, Khirsten, D.17
Scott, Marc, G.2
Scott, Vivian, IA.11
Seahorn, Christel, J.7
Seifeddine, Ghada, W.1, B.22, L.7
Seifert, Christine, G.12
Seitzer, Melanie, E.20
Seloni, Lisyia, EA.10
Serviss, Tricia, MW.1, E.21, H.21
Sessolo, Simone, H.4
Seymour, Carrie, C.19
Shah, Rachael, C.20
Sharer, Wendy, A.17, G.1

Sharmin, Sumaiya Sarker, H.12
Sharp, Kellie, H.8
Shaw, Kassia, EA.2
Shcherbakova, Kate, PS.1
Shcherbakova, Marta, L.20
Shelton, Becky Mitchell, ABM
Shepherd, Ryan, L.8
Shepley, Nathan, KA.7
Sherafati, Narjis, MB.9
Sheridan, Mary P., C.2, H.3
Sheriff, Kennedy, C.11
Sherma, Amar, A.12, EB.15
Sherrill, John, B.20
Shetty, Malavika, F.3
Shi, Carina Jiaxing, L.10
Shields, Annie, C.3
Shifat, Mafruha, W.1, D.16, J.21
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Shipka, Jody, K.3
Shiva, Jade, K.1
Shoop, Steve, GA.8
Shovlin, Paul, SW.4
Shrestha, Kalpana, EA.5
Shrestha, Kumar, A.12
Shrestha, Pritisha, W.2
Shu, Lingyao, AW.10, J.15
Silva, Claire, KA.2
Silva, Ignacio Muñoz, W.1, KB.7
Silva, Mary Lourdes, MW.5, C.2, J.7
Silver, Naomi, H.4
Silvester, Katie, B.14
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Simko, Thomas, M.18
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Simmitt, Emily, J.3
Simon, Kaia, BB.4
Simpkins, Neil, M.20
Singer, Sarah Ann, PS.1
Singer, Sarah, PS.1
Singh, Ashna, F.15
Sinha, Aparna, SW.2
Sinha, Yogesh, FSIG.25, M.10
Skinner, Carolyn, FB.6
Sladek, Amanda, E.1
Slagle, Tom, K.4
Slutz, Ashlee, G.2
Small, Nancy, F.1
Smith, Allegra, L.7
Smith, Cheryl Hogue, C.21
Smith, Emily, AA.8
Smith, Kenny, FSIG.9
Smith, Loren, KA.6
Smith, Michael-David T, B.16
Smith, Trixie, MA.4

Smith, Zoe, K.17
Smith-Brecheisen, Linda, B.3
Smurtherman, Maurika, H.15
Snead, Robin, A.17
Snell, Nicole,
Snider, Jennifer Grouling, MW.6
Snow, Jennie, AB.3
Sohan, Vanessa Kraemer, H.20
Sommers, Nancy, A.11, D.9
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Sprouse, Michelle, E.11, M.11
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Stallings, Alexandra, PS.12
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Stanich, Allison, MB.8
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Stillman-Webb, Natalie, MW.5
Stinson, Samuel, TSIG.9, SW.1
Stoltman, Olivia, M.13
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Straight, Dean, BB.2
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Stuckey, Michelle, J.3
Stuemke, Emi, JA.7
Suazo, Emily, K.5
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Tanemura, Kenneth, L.1
Tang, Jasmine Kar, F.19, H.13
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Taormina-Barrientos, Brianne, T2T
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Tasnim, Nazifa, D.16
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Tayem, Nada, T2T
Taylor, Natalie, MA.3
Taylor, Patricia, H.1
Tekobbe, Cindy, FSIG.3
Tellez-Chaires, Karen, W.2
Telwana, Yasmine, BA.11, I.18
Tennant, Amanda Beraardi, J.4
Terbrock-Elmestad, Lauren, J.19
Teston, Christa, B.3
Texidor, Melissa, JA.1
Tham, Jason, G.1, FSIG.8
Thapa, Mahendra Bahadur, A.12, FB.2
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Worker Writers: Community Archiving in Action

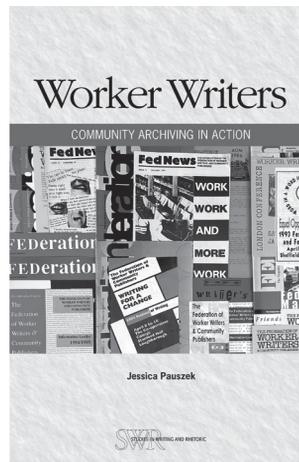
Jessica Pauszek

Worker Writers brings together conversations in community literacy, archival methods, and working-class studies to explore the process of collaboratively creating an archive focused on the Federation of Worker Writers and Community Publishers, a transnational writing network between 1976 and 2007.

Detailing a decade-long collaboration, Pauszek explores the FWWCP Archival Project, which has enabled the creation of a publicly accessible print and digital archive of thousands of working-class community publications and administrative documents.

Additionally, this book:

- Offers a framework for community partnership and archival work that explicitly accounts for working-class identities and class-based structures such as labor, finances, and precarious material resources.
- Provides insights on the embodied archival processes, useful for teams doing documentation work.
- Illustrates the possibilities of community-based archival work.
- Argues for the importance of preserving working-class writing and literacy.



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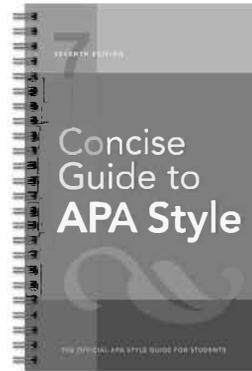
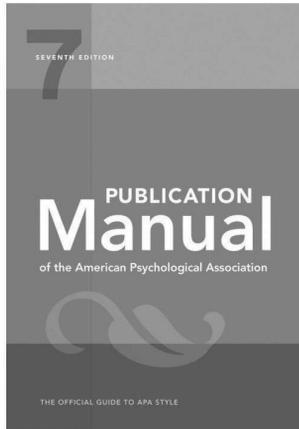
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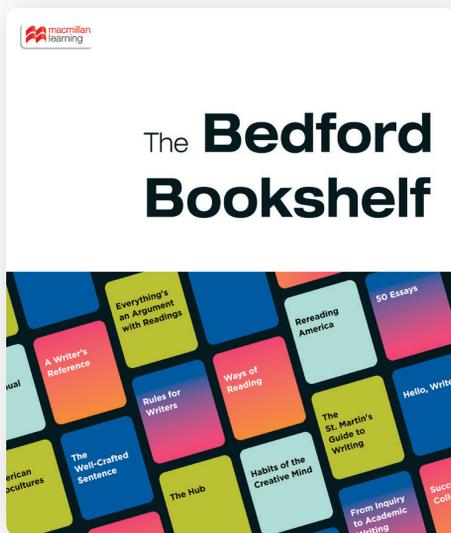


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