

2025 CCCC BALTIMORE  
APRIL 9-12, 2025

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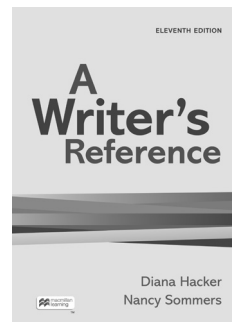
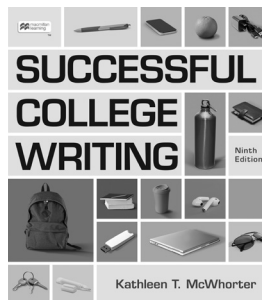
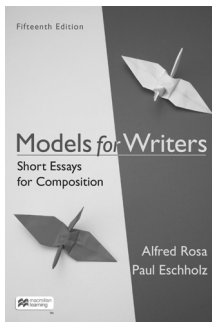


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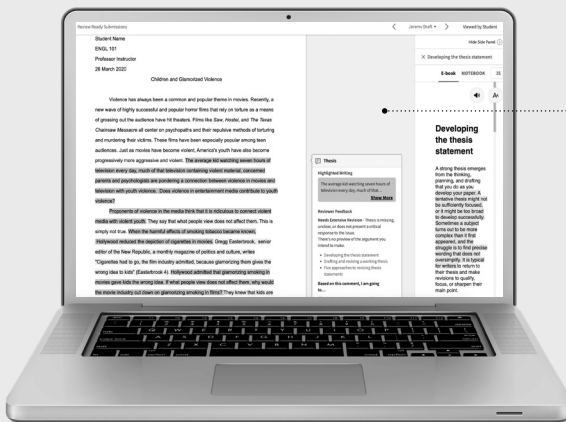
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**76th Annual Convention**  
**Conference on College Composition and Communication**  
**April 9–12, 2025**  
**Baltimore Convention Center**  
**Baltimore, Maryland**

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# Schedule at a Glance

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## Wednesday, April 9

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7:00 a.m.–7:00 p.m.	Registration
8:00 a.m.–5:00 p.m.	TYCA Conference (additional registration required)
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)
1:30 p.m.–5:00 p.m.	Qualitative Research Network
5:00 p.m.–10:00 p.m.	Special Events and Meetings
5:15 p.m.–6:15 p.m.	Newcomers' Orientation

## Thursday, April 10

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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 & 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, April 11

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7:00 a.m.–5:00 p.m.	Registration
8:00 a.m.–5:00 p.m.	Exhibit Hall & Action Hub Open
8:00 a.m.–9:15 a.m.	F Sessions
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
7:30 p.m.–9:30 p.m.	Evening All-Attendee Event

## Saturday, April 12

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7:30 a.m.–2:00 p.m.	Registration
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
8:00 a.m.–1:00 p.m.	Exhibit Hall & Action Hub Open
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)

### **Statewide Land Acknowledgement Statement Maryland State Arts Council**

Employees of the State of Maryland serve residents of Maryland who live across many different tribal lands. This statement acknowledges all tribes who maintain relationships with lands claimed by the State of Maryland.

This statement is based on one drafted by an elder of the Choptico Band of Indians, Piscataway-Conoy Tribe for the MSAC Land Acknowledgement Project.

Visit <https://msac.org/media/1206/download?inline> for an audio pronunciation guide.

We acknowledge the lands and waters now known as Maryland are the home of its first peoples: the Accohannock Indian Tribe, Assateague People’s Tribe, Cedarville Band of Piscataway Indians, Choptico Band of Indians, Lenape Tribe, Nanticoke Tribe, Nause-Waiwash Band of Indians, Piscataway Conoy Tribe, Piscataway Indian Nation, Pocomoke Indian Nation, Susquehannock Indians, Youghiogheny River Band of Shawnee, and tribes in the Chesapeake watershed who have seemingly vanished since the coming of colonialism. We acknowledge that this land is now home to other tribal peoples living here in diaspora. We acknowledge the forced removal of many from the lands and waterways that nurtured them as kin. We acknowledge the degradation that continues to be wrought on the land and waters in pursuit of resources. We acknowledge the right of the land and waterways to heal so that they can continue to provide food and medicine for all. We acknowledge that it is our collective obligation to pursue policies and practices that respect the land and waters so that our reciprocal relationship with them can be fully restored.

For additional land acknowledgement resources from the Maryland State Arts Council, visit <https://msac.org/resources/land-acknowledgements> and the MSAC Land Acknowledgement Project Overview and Resource Guide <https://msac.org/media/1401/download?inline>.

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

# Greetings from the 2025 PROGRAM CHAIR

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**Kofi Adisa**

2025 Program Chair

Thank you for attending the 2025 Conference on College Composition and Communication Annual Convention, and welcome to Baltimore, Charm City. You could be anywhere on Earth, but you chose to be here. So, again, thank you. I am honored to have you here in my home state, where 16 of the finest community colleges and 35 public and private four-year colleges and universities offer our citizens a world-class education. And, not to knock any other area in the US, but the best crabs come from Maryland.

But let me say that when I started writing this greeting, I had a severe mental block. I wondered what today would look like during the first 100 days of President Trump’s second term. I asked myself, again and again, who I would be greeting and what they want to hear from me or anyone. My mood at the time was somewhere between *meh* and *Good Lord!* A pending government shutdown was averted before his inauguration, and I could feel that this crisis would come back around again. With these thoughts weighing on me (and everyone), I couldn’t focus even though I knew how the political winds blew one way to the next. I reminded myself that what I felt at the time wasn’t new. Still, I needed more time to think through how I would greet you—colleagues, friends, teachers, scholars, activists, mamas, papas, sistas, brothas, sons and daughters, aunties and uncs, grannies and gramps.

So, as I hinted in the call for papers, I let the music guide me. I went from Neil Young & Crazy Horse to Grouplove to Chaka Khan to Cameo. Not necessarily in that order, but roughly. From there, I began to feel the pulse of my imagination thump, and a lightness lifted my spirits. At first, I wrote something poetic with rhythms keeping pace with my fingers across a laptop keyboard. The music was there, but the moment didn’t feel right. I sat with my initial greeting, which was political and cultural, for two days, and, as I often tell my students, I went back and rewrote the whole thing.

Like writing, music explores what’s in the minds, hearts, and souls of the singers, songwriters, and musicians. Like writing, the collaboration and melding of sounds, thoughts, emotions, and environment create kairos and exigencies that demand artists to do something to make us listeners move, groove, think, and shout. Like writing, how the notes are played and sung, how the harmonies, the “Mm-hms” and “Ooo Lords,” the syncopation of rhythms and beats, the interstitial space before hands clap, feet tap, or sing-along voices rise in chorus, there is that inexplicable need to get what’s in us out!

And as teachers/professors/scholars/activists, or however we see ourselves in this moment, our charge may be to find the harmony in the chaos, to remain vigilant in the face of nonsensical changes and overt violence to our profession, our students, and our lives. We have to lead, no matter the exhaustion, and believe me, we are exhausted; we have to strategize for the long term and celebrate short-term victories. We have to find our song, as Bynum tells Herald in August Wilson's *Joe Turner's Come and Gone*.

Our song is an obligation to remix what is now into what will be. Ours is a B-side to the darkness, a lighter note and melody to be heard and felt. Ours is a sample and an extended play that no matter how complicated, no matter how weary, we pull from each other, we learn from each other, and we build for each other, like Art Blakey and the Jazz Messengers or Prince and the New Power Generation or DJ Premier and any MC in the booth. Ours is a testimonial of resistance and resilience, of pivots and improvisations, of hopes and certainties, and of memories and dreams.

So, I welcome you to this year's Conference on College Composition and Communication Annual Convention. I encourage you to use the interactive "Fun Map" that our excellent local arrangement chair and her graduate students pulled together for us. I welcome all the community college professors and invite you to participate in TYCA and CCCC events.

**Here's the rundown for this week:**

TYCA Conference: Wednesday, 8:00 a.m.–5:00 p.m. (Rooms 309–310, Level 300)

Jennifer Sano-Franchini's 2025 Chair's Address: Thursday, 8:30–10:15 a.m. (Hall G, Level 100)

Action Hub & Exhibit Hall: 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. (Camden Lobby, Level 300)

Recognition of the Scholars for the Dream and the Gloria Anzaldúa Award recipients: Thursday, 6:00–8:00 p.m. (Room 317, Level 300)

SJAC, LAC, and Handcrafted Rhetoric's Record Nite: Friday, 7:30–9:00 p.m. (Rooms 309–310, Level 300)

Keynote Speaker and several events throughout the day and evening: Friday (See the Convention app and pages 174–175 of this Program for details.)

See also the CCCC 2025 Accessibility Guide at <https://bit.ly/3CxBFxS>

Lastly, I want to thank Geno Church for his designs and artistry. Thanks to the Local Arrangements Committee chaired by Mairin Barney. Your and the committee's sup-



port and planning made my job so easy. I don't have enough "thank yous" to express how indebted I am to all of you. A special shout-out goes to James Wright, David Kelly, Neisha-Anne Green, Isabell May, Michael Becker, and Mathew Pavesich. To Gianna Espinoza and Juniper Scott, the graduate students instrumental in creating the Fun Map and scoping out venues for us to play, eat, and enjoy, you rock!

I want to also thank the local artists, the Baltimore Teachers Union, and the vendors who have come to make this Convention even more spectacular. Thank you, thank you, thank you. To the Stage 1 and Stage 2 reviewers (see pages 13–16 for names), this Convention would be nothing without your careful consideration of the proposals. Thank you, thank you, thank you.

Once again, thank you, members and attendees, for coming to Baltimore during this politically charged moment. Enjoy, inspire, create, and make meaning and music from this experience. Our students need a new song to sing.

Peace!

Kofi J. Adisa  
2025 CCCC Annual Convention Program Chair



View the updated session details here!

# Welcome from the Local Arrangements Committee

## Welcome to Baltimore!

When you come to a place like Baltimore, it's hard not to consider our reputation. My hope is that your visit here will give you an opportunity to see our city from a different perspective. While it can be challenging to experience a place while staying at a hotel and participating in a conference, I encourage you to get out for a bit and experience some of Baltimore's charm.



Baltimore is a city of many nicknames and slogans: “Charm City,” “The City That Reads,” “Monument City,” “The Greatest City in America,” “Mobtown,” “Small-timore,” and many more . . . not all of them positive. Many names reflect Baltimoreans’ dreams for our city, while some are historical monikers and vestiges of past events. The nickname “City of Firsts” refers to the fact that America’s first railroad was built here. Baltimore is also the birthplace of the first all-Black musical on Broadway—the groundbreaking *Shuffle Along* by Baltimore ragtime legend Eubie Blake and lyricist Noble Sissle. Blended with these aspirational nicknames and historical slogans is an anti-urban narrative claiming that we are “The City That *Bleeds*,” which attempts to make the crime rate our defining feature. This narrative is underscored by the popularity of shows like *The Wire* and spurred on by a political discourse that pits urban life against “small-town America.” A bumper sticker seems to speak autoethnographically to those who perpetuate this narrative—“Baltimore: Actually, I Like It.” Still, why do those of us who *actually like* Baltimore feel the need to respond with defiance, reifying negative stereotypes about the city we love, even as we strive to position ourselves against them?

The truth is there is plenty to love about Baltimore. Take Ethel Ennis, or as she is known locally, Baltimore’s First Lady of Jazz. Ennis rose to prominence back when Pennsylvania Avenue in West Baltimore was the epicenter of Black arts and culture, and visitors could go to the Royal Theater or The Red Fox to catch Ennis, along with Baltimore natives Billie Holiday and Cab Calloway, not to mention a string of the most talented and groundbreaking singers and performers of the 20th century. Ennis was a regular on “The Avenue,” and eventually joined Benny Goodman on his European tour in 1958. Despite her initial recording success, Ennis refused a contract that required her to move to New York City and relinquish control over her song choices and appearance. Her choice was inspired by her grandmother, Honey, who always told her, “Never go against your grain for gain.”

If you visit Pennsylvania Avenue today, you might be inclined to judge the book by its cover, but I encourage you to pop into The Avenue Bakery, practically a neighborhood historical society, where baker and local activist James Hamlin will give you a glimpse into the neighborhood’s glittering past. And there are many activists, business owners, and regular citizens fighting for the preservation of Pennsylvania Avenue’s cultural legacy. For example, Innovation Village, a “multi-sector partnership initiative” that includes MICA, Coppin State, and the City of Baltimore, attracts tech start-ups to the neighborhood and provides resources like free internet access for residents of West Baltimore. And Maryland’s poet laureate and the Executive Director of Baltimore’s Black Arts and Entertainment District, Lady Brion, sets out to revitalize the historic neighborhood by fostering artistic development among its people, in the tradition of Ennis and other cultural luminaries.

For me, this is the essence of Baltimore—a drive to improve and support, to give back instead of just taking, to build up and preserve. Throughout your visit, I encourage you to look for evidence of this Baltimore spirit. In the guide below, I recommend specific neighborhoods where you can enjoy Baltimore in all its weird abundance.

### **What to Bring: Spring in Baltimore**

Baltimore Spring begins in February, when the air is unseasonably warm, and the cherry blossoms unfurl into a colorful palette of pink and white. In April, we may cycle through several different seasons in a single week, from “fool’s spring” to “the summer of deception” to “second winter.” In other words, temps in Baltimore can vary wildly—the daily temperature last April ranged from 30 degrees to 90, so bring layers!

### **How to Get Around**

Our interactive Fun Map will help you get out and experience the city with the comfort and ease of a local! Click the tabs along the left side to find transit directions, restaurant recommendations, historic sites, and local attractions. Just for fun, I’ve also mapped out all the local independent bookstores. (You’re Welcome!) Special thanks to my Writing Center tutors at Towson University, who helped create this interactive map for Convention attendees: Juniper Scott, Tre’ Fowlkes, and Gianna Espinoza.



It’s definitely possible to get around Baltimore using public transit. I recommend flying into the Thurgood Marshall BWI Airport and taking the light rail into the city. The fares are \$2.00, and you can get a day pass for \$4.60 (note that cash is the best way to pay). The stop you want is called “Convention Center,” and it’s about a block east of the Convention location. From the downtown area (a.k.a. “Inner Harbor”), you can take the light rail to explore Baltimore’s neighborhoods, and there is even a free Water Taxi service that takes people to different points around the harbor, including Federal Hill, Fells Point, Locust Point, and the Canton

Waterfront Park. The Water Taxi is a fun way to experience the Inner Harbor, and it gives visitors access to a wide range of attractions, parks, and restaurants.



If you need accommodations to get around, I recommend visiting <https://www.mta.maryland.gov/mobility> where you can find information about accessible transit. There is an eligibility requirement to use this service, and you can learn more by calling 410-764-8509.

### **Where to Hang Out: Mt. Washington, Fells Point, and Federal Hill**

Neighborhoods in Baltimore each have their own vibe. For a day of shopping local boutiques and exploring nature, check out Mount Washington. Exit the light rail at the Mount Washington stop, and you'll be close to the Mount Washington Arboretum, a lovely one-acre park, along with The Baltimore Clayworks, a community art center and gallery. It's easy to find good food in the neighborhood, but you can't go wrong at Mt. Washington Tavern.



Closer to the Convention Center, you'll find the Federal Hill neighborhood. At the center is Federal Hill Park, which is a great spot for history buffs. Once called "Signal Hill" for its role in signaling incoming ships, the name changed in 1789 to commemorate the ratification of the

US Constitution. From the top of the hill, you get a wonderful view of the harbor and downtown area. Check out the interactive map for great suggestions about restaurants and attractions in Federal Hill.

Fells Point is home to a historic covered market, unique shops, and a favorite pub of Edgar Allan Poe, according to local legend. It's also a great place to shop; check out The Sound Garden on Thames St, where you can grab a used record or buy some stickers with pithy sayings on them. Walk along the waterfront and enjoy some homemade chocolate from Kilwin's.



### **Where to Eat: Lauraville and Remington**

Baltimore is known for its seafood, especially crab cakes. Every Baltimore citizen has their favorite, and mine is Koco's Pub in Lauraville, where you can even get a gluten-free crab cake if you order in advance. The place is small and has a dive-bar aesthetic, but don't let that fool you will almost certainly need a reservation. While you're in Northeast Baltimore, stop by Zeke's Coffee, which is roasted in Lauraville and makes an excellent souvenir for all of your coffee-lovers back home. (You can also find Zeke's in Pigtown, closer to the Convention Center.)

Remington is a quirky neighborhood with lots of great restaurants. For gluten-sensitive folks, I recommend Sweet 27, a dedicated gluten-free Indian/pan-Asian restaurant and bakery. For a more John Waters-style experience, check out the Papermoon Diner, which serves breakfast and brunch. There is something for every diet at R. House, another Remington gem modeled after Baltimore's historic indoor markets, from tacos to Egyptian street food!

### **Where to Learn Something: Mount Vernon**

One of my favorite neighborhoods in Baltimore, Mount Vernon is home to amazing architecture and historic institutions, and it's always worth a visit on the light rail. Some refer to Mount Vernon as an "Arts District," and it is home to Baltimore's Artscape, an annual free art and music festival, but many think of it as Baltimore's "Gayborhood," with a rich history of queer culture and LGBTQIA+ friendly businesses. Excellent museums abound in Mount Vernon, including the Maryland Center for History and Culture (which has a very reasonable entrance fee) and the Walters Art Museum, a free museum dedicated to bringing art and people together.



If you're traveling to the Convention with small children, this can be an excellent place to spend an afternoon and keep the kiddos occupied, with self-guided tours and drop-in art-making workshops. If you're in the mood to visit notable literary sites, check out the walking tour sponsored by Maryland Humanities, which takes you through the literary history of Mount Vernon, including sites important to the likes of Gertrude Stein, Upton Sinclair, and Edna St. Vincent Millay. It is hard **not** to find good food in Mount Vernon, but I recommend The Land of Kush, a dedicated vegan soul food place that's also Black-owned. It's about one mile from the convention center, but just a quick 10-minute ride to get some LEGIT vegan "crab" cakes.

Don't leave Mount Vernon without stopping by Baltimore's famous Peabody Library, which has free admission. It's worth even a brief visit to get a glimpse of what many refer to as a "cathedral of books."

While you're there, you can snap a selfie at John Dos Passos's writing desk or simply twirl around and weep at the beauty and grandeur of the place. Their featured exhibit, Ethel's Place, celebrates the legacy and contribution of our First Lady of Jazz. This exhibit has free admission and runs through April 14.

Of course, there are many other great suggestions on the map!



It's fitting to close this guide with Ethel Ennis, who intentionally built spaces for her diverse community to converse, enjoy music and the arts, and connect as people. That, of course, is what our Convention is about. It's also the true legacy of Baltimore—where folks from different backgrounds come together to build connections and culture and flesh out what it means to be human in our dehumanizing world. If you search for beauty while you're here, I promise you will find it.

Have a great Convention!

E. Mairin Barney, Towson University  
Local Arrangements Committee Chair

### **Acknowledgments**

Thank you to the dedicated members of the Local Arrangements Committee, including James Wright and Isabell May of the University of Maryland Baltimore, David Kelly Jr. of the University of Baltimore, Ana Preger Hart of Stevenson University, Matt Pavesich of Johns Hopkins University, Michael Becker of Bowie State University, and Neisha-Anne Green of American University. Special thanks to Juniper Scott and Gianna Espinoza, graduate students at Towson University. The LAC appreciates the support of Program Chair Kofi Adisa and the NCTE to engage the Baltimore community in the Convention.

# Acknowledgments

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Thank you to our volunteer reviewers and coaches for their help in making the 2025 CCCC Annual Convention an amazing experience for our attendees.

## Online Coaches

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G. Edzordzi Agbozo	Patricia Dunn	Heather Lettner-Rust
Leslie Anglesey	Alex Evans	Jessica Nastal
Bradley Bleck	Charles Grimm	Sherry Rankins-Robertson
Dev Bose	Doug Hesse	Shelley Rodrigo
Carolyn Calhoon-Dillahunt	Christina LaVecchia	Nancy Sommers
Katie Comer	Steven Lessner	Clay Walker
Gita DasBender		

## Stage I Reviewers

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Brenda Abbott	Estee Beck	Brent Chappelow
Whitney Jordan Adams	Nicholas Behm	Charissa Che
G. Edzordzi Agbozo	Kristin Bennett	Polina Chemishanova
Nikki Agee	Patrick Berry	Chen Chen
Anthony Albright	Deborah Bertsch	Philip Choong
Christine Alfano	Shuv Raj Rana Bhat	Irene Clark
Maryam Alikhani	Ashok Bhusal	J. Elizabeth Clark
Steven Alvarez	Purna Chandra Bhusal	Geoff Clegg
Sara Alvarez	Michael Black	Kaitlin Clinnin
Kathy Anders	Bradley Bleck	David Coad
Deatra Anderson	Dev Bose	Kate Comer
Holly Anderson	Lauren Bowen	Lauren Connolly
Leslie Anglesey	Lauren Brentnell	Moira Connelly
Bhushan Aryal	Katie Brooks	Ginny Crisco
Charlotte Asmuth	Marilee Brooks-Gillies	Madeline Crozier
Maria Assif	William Christopher	Terry Cu
Sara Austin	Brown	Christine Cucciarre
Jacob Babb	Yavanna Brownlee	Caroline Dadas
Danielle Bacibianco	Morgan Buchs	Jill Dahlman
Lisa Bailey	Amber Buck	Francis Jay Damit
Katie Baillargeon	Megan Busch	Sarah Dammeyer
Paige Banaji	Carolyn Calhoon-	James Daniel
Angela Banfield	Dillahunt	Gita DasBender
Will Banks	Lillian Campbell	Adenike Davidson
Raj K. Baral	Terry Carter	Laura Davies
Jason Barrett-Fox	Ellen Cecil-Lemkin	Matthew Davis
Joshua Barszczewski	Sean Chadwick	Tom Deans
Zachary Beare	Soumi Chakraborti	Kate DeVoe

Norma Dibrell  
Bahar Diken  
Tiane Donahue  
Anna D’Orazio  
Chad Duffy  
Patricia Dunn  
Sarah Dwyer  
James Dyer  
Anthony Edgington  
Jennifer Escobar  
David Escoffery  
Alex Evans  
Jason Evans  
Kathy Evertz  
Jennifer Falcon  
Rob Faunce  
Jenn Fishman  
Andrew Fiss  
William FitzGerald  
Bonnie Flaherty  
Wilfredo Flores  
Crystal Fodrey  
Amber Foster  
Alanna Frost  
Scott Gage  
Christine Garcia  
Romeo García  
Zachary Garrett  
Lauren Garskie  
Tom Geary  
Amy Gerald  
Ghada Gherwash  
Cassandra Goff  
Brian Gogan  
Rochelle Gold  
Caleb González  
Tarez Graban  
Samira Grayson  
Ann Green  
David Green  
Cheryl Greene  
Morgan Gresham  
Teresa Grettano  
Charles Grimm  
Mariana Grohowski  
Anuj Gupta

Menuka Gurung  
Kailyn Hall  
Keira Hambrick  
Valerie Hanson  
Alysa Hantgan  
Brian Harrell  
Joel Heng Hartse  
Holly Hassel  
Becca Hayes  
Ling He  
Sara Heaser  
Sheri Henderson  
Amelia Herb  
Maggie Herb  
Wyatt Hermansen  
Doug Hesse  
Alexandra Hidalgo  
Millie Hizer  
Cody Hmelar  
Judy Holiday  
Analeigh Horton  
Jeffrey Howard  
Liz Hutter  
Lisa I. Reid  
Tina Iemma  
Joyce Inman  
Lorie Jacobs  
Brad Jacobson  
Whitney James  
Adrienne Jankens  
Cynthia Johnson  
Erika Johnson  
Gavin Johnson  
Jennifer Johnson  
Jay Jordan  
Rachael Jordan  
Seth Kahn  
Martha Karnes  
Trent Kays  
Santosh Khadka  
Lisa King  
Jeffrey Klausman  
Ashanka Kumari  
Charlotte Kupsh  
Angela Laflen  
Kristin LaFollette

Kayla Landers  
Sara Large  
Ben Lauren  
Christina LaVecchia  
Vee Lawson  
Geoffrey Layton  
Mary Le Rouge  
Beth Leahy  
Eric Leake  
Eunjeong Lee  
JC Lee  
Roberto Leon  
Steven Lessner  
Heather Lettner-Rust  
Daisy Levy  
Lynn Lewis  
Weijia Li  
Xinqiang Li  
Heather Listhartke  
Meng-Hsien Neal Liu  
Suresh Lohani  
Kris Lowrey  
Quang Ly  
Nancy Mack  
Michael Madson  
Stephanie Maenhardt  
Sabrina Mahfouz  
Shiva Mainaly  
Jenn Mallette  
Aimee Mapes  
Maria Conti Maravillas  
Travis Margoni  
Jonathan Marine  
Michelle Marvin  
Lauri Mattenson  
Ashley Riveron Maverick  
Michele McConnell  
Megan McIntyre  
Chaim McNamee  
Amy Mecklenburg-  
Faenger  
Cruz Medina  
Jaime Armin Mejía  
Lisa Meloncon  
Annie Mendenhall  
Kelly Metz-Matthews



Laura Micciche  
Nate Mickelson  
Elizabeth Miller  
Patricia Miller  
Susan Miller-Cochran  
Sharon Mitchler  
Marie Moeller  
Jeanetta Mohlke-Hill  
Katie Monthie  
Jenna Morton-Aiken  
Derek Mueller  
Mary Ellen Muesing  
Emily Murai  
Jessica Nastal  
Maria Novotny  
Adedoyin Ogunfeyimi  
Timothy Oleksiak  
Wendy Olson  
David Ornelas  
Lori Ostergaard  
Paul Padilla  
Michael Pak  
Heather Palmer  
J. Palmeri  
Mike Palmquist  
Parva Panahi  
Hem Lal Pandey  
Iswari Pandey  
Shyam Pandey  
Jagadish Paudel  
Shankar Paudel  
Michael Pemberton  
Sherry Wynn Perdue  
Emma Perry  
Adam Phillips  
Amanda Phipps  
Laurie A. Pinkert  
Patricia Poblete  
Vincent Portillo  
Pegeen Reichert Powell  
Sarah Prielipp  
Sarah Primeau  
Marie Pruitt  
Mijanur Rahman  
Sherry Rankins-Robertson  
Paula Rawlins

Joshua Rea  
Lynn Reid  
Dirk Remley  
Stephanie Renteria  
Dahliani Reynolds  
Becca Richards  
Serena Richards  
Jacob Richter  
Stephanie Roach  
Natasha Robinson  
Shelley Rodrigo  
Laura Rogers  
Kevin Roozen  
Lauren Rosenberg  
Laurie Rozakis  
Sarah RudeWalker  
Hannah Rule  
Sheryl Ruszkiewicz  
Donnie Sackey  
Christina Saidy  
Charlyne Sarmiento  
Dagmar Scharold  
Carl Schlachte  
Megan Schoettler  
Virginia Schwarz  
Stuart Selber  
Sonia Sharmin  
Joseph Sharp  
Heather Shearer  
Nathan Shepley  
Jessica Shumake  
Katie Silvester  
Kaia Simon  
Ryan Skinnell  
Amanda Sladek  
Allegra Smith  
Emily Smith  
Robin Snead  
Nancy Sommers  
Jenny Spinner  
Sarah Spring  
Michelle Sprouse  
Hannah Stevens  
Natalie Taylor  
Alexis Teagarden  
Andrew Testa

Chris Thaiss  
Darci Thoune  
Howard Tinberg  
Marlene Tovar  
Phuong Tran  
Anna Treviño  
Keli Tucker  
Rosanna Vail  
Melissa Valerie  
Kyle Vealey  
Jasmine Villa  
Ryan Vojtisek  
Megan Von Bergen  
Heather Vorhies  
Stephanie Wade  
Clay Walker  
Jeremy Wallace  
John Walter  
Zhaozhe Wang  
Nicole Warwick  
Sara Webb-Sunderhaus  
Travis Webster  
Kristen Weinzapfel  
Sara West  
Joanna Whetstone  
Carl Whithaus  
Kimberly Gail Wieser-  
Weryackwe  
Patty Wilde  
Lydia Wilkes  
Gabriella Wilson  
Joseph Wilson  
Jennifer Wingard  
Trent Wintermeier  
Stacy Wittstock  
Tiffany Wong  
Charles Woods  
Lacey Wootton  
Erin Workman  
Wei Xu  
Morris Young  
Deb Young  
Anna Zeemont  
Qianqian Zhang-Wu  
Griffin Zimmerman

## Stage II Reviewers

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Kofi Adisa

Yavanna Brownlee

Uzzie Cannon

Adrienne Jones Daly

Romeo García

Neisha-Anne Green

Melissa Ianetta

Chaim McNamee

Timothy Oleksiak

Jason Tham

Laura Yoo

## 2025 CCCC Convention Documentarians

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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 2025:

Lisa Bailey

Clarissa Codrington

Sarah Dammeyer

John Paul Dela Rosa

Stephanie Hedge

Adrienne Jankens

Mirna Jimenez

Kayla Landers

Elizabeth Lopez

Quang Ly

Jenny McFadden

Donald Moore

Havva Zorluel Özer

Stephen Quigley

Cindy Ross

Sukanto Roy

Lia Schuermann

Jennifer Grouling Snider

Evan Thomas

Katherine Tirabassi

Matthew Ussia

Nicole Weaver

Tom William



View the updated session details here!

# First Time at the Convention?

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With pleasure, the CCCC Newcomers' Welcoming Committee welcomes all of you to the 2025 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 307, Level 300, Baltimore Convention Center), where we will discuss how to navigate the Convention, how to use the program effectively, how to participate in the Convention's many events, and how to meet others. We also look forward to meeting you at the Newcomers' Coffee Hour on Thursday (7:30–8:15 a.m., Otterbein Lobby, Level 200, Baltimore Convention Center), 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, 3:15–4:30 p.m., Room 337, Level 300, Baltimore Convention Center) for proposing presentations and panels for the 2026 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

Jessica Jorgenson Borchert

Alex Evans

Michael Harker

Travis Margoni

Ben McCorkle

Sean Morey

Eliot Parker

Ellen Payne

Michael Rifenburg

Matt Rome

Katie Silvester

Christine Tulley

# General Convention Information

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## Registration

Convention registration is located near the Camden Lobby/Meeting Rooms 336–338 of the Baltimore Convention Center (Level 300). Registration is open the following hours:

- Wednesday, April 9: 7:00 a.m.–7:00 p.m.
- Thursday, April 10: 7:00 a.m.–7:00 p.m.
- Friday, April 11: 7:00 a.m.–5:00 p.m.
- Saturday, April 12: 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 Baltimore Convention Center.

## Hospitality & Local Arrangements

The Hospitality and Local Arrangements counter is located near the Camden Lobby/Meeting Rooms 336–338 of the Baltimore Convention Center (Level 300).

## Information for Attendees with Disabilities

CCCC is committed to making arrangements that allow all of its members to participate in the Convention. Wheelchair space is available in meeting rooms, and we have provided all speakers and session chairs with guidelines that will make sessions more accessible to all Convention participants. These arrangements result from conversations between the NCTE staff, the CCCC Program Chair, and the CCCC Committee on Disability Issues in Composition and Communication. Please download the Accessibility Guide from the CCCC 2025 website or mobile app. Information is also available at the Accessibilities Services counter, located near the Camden Lobby/Meeting Rooms 336–338 of the Baltimore Convention Center (Level 300).

## Scooters and Wheelchairs

A limited number of scooters and wheelchairs are available at no charge beginning on Wednesday, April 9. They must be returned by 1:00 p.m. on Saturday, April 12. (Early reservation requests were made via the registration form or by talking with NCTE staff.) Stop by the Accessibilities Services counter, located near the Camden Lobby/Meeting Rooms 336–338 of the Baltimore Convention Center (Level 300).

## Lactation Room

The Lactation Room is located near the Camden Lobby/Meeting Rooms 341–342 of the Baltimore Convention Center (Level 300).

## Family Room

The Family Room is located in Meeting Room 313 of the Baltimore Convention Center (Level 300).

Hours:

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

## Gaming/Play Studies Room

The Gaming/Play Studies Room is located in Meeting Room 312 of the Baltimore Convention Center (Level 300).

Hours:

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

## Neurodivergent/Quiet Room

The Neurodivergent/Quiet Room is located in Meeting Room 305 of the Baltimore Convention Center (Level 300).

Hours:

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

## Muslim/Arab Prayer Room

The Muslim/Arab Prayer Room is located in Meeting Room 306 of the Baltimore Convention Center (Level 300).

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 Meeting Room 304 of the Baltimore Convention Center (Level 300).

Hours:

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

## First Aid

The Baltimore Convention Center's Public Safety officers monitor all calls from the facility's landlines and are automatically notified when one is used to dial 9-1-1 in order to assume their duties as First Responders.

## Exhibits & Action Hub

The Exhibit Hall is located in the Camden Lobby of the Baltimore Convention Center (Level 300).

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 2026 CCCC Annual Convention in Cleveland, OH, March 4–7, are invited to meet Melissa Ianetta, 2026 Program Chair, in the Registration Area on Friday, April 11, from 11:00 a.m. to 12:00 p.m.

## Wi-Fi

The Baltimore Convention Center offers free public Wi-Fi in common areas and session rooms. 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 app, search for “eShow Events” in your app store and select the 2025 CCCC Annual Convention from within the app. The access code is **4C25** (case sensitive). Prior to the Convention, all registered attendees will also receive an email inviting them to set up an account within the app.

## **Business Services**

A Business Center is located off the Pratt Street Lobby (Level 300). A FedEx Office Print & Ship Center is located at 11 S. Charles Street (0.3 mi from the Convention Center), Phone: 1-410-625-5862; Hours: M-F 8:00 a.m.–7:00 p.m.; Sat. 9:00 a.m.–6:00 p.m.; Sun. 12:00 p.m.–6:00 p.m.

## **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!

- Virtual Zoom Meeting: Wednesday, April 9, 8:30 p.m. ET  
Meeting ID: 869 2148 2581; Passcode: 027882
- In-Person Meeting: Thursday, April 4, 6:00-7:00 p.m.  
Meeting Room 321 (Level 300)

## **CCCC Annual Business Meeting**

The CCCC Annual Business Meeting will be held Friday, April 11, 4:45–6:00 p.m., in Hall G (Level 100).

## **Code of Conduct**

NCTE expects all participants to adhere to the following policies while in attendance at 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 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 gender, gender identity and/or expression, sexual orientation, disability, race, age, religion, political affiliation, or beliefs; intimidation, stalking, or following; harassing photography or recording; 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 in regard to the Convention. Contact [eventcommunications@ncte.org](mailto:eventcommunications@ncte.org) if you believe this policy has been violated. All reports will be directed to NCTE leadership immediately.

## **Demonstrations Policy**

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

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

## **Use of Multimedia**

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

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

## **Healthy & Safety Policy**

NCTE welcomes any individual who chooses to wear a mask during meetings and encourages all attendees to show respect for individual choices. NCTE will continue to monitor applicable health guidelines to the extent there are any recommended changes and may add new health and safety guidance or requirements should the current situation change. Of course, each individual should make an informed decision regarding travel and attendance at in-person meetings based on their own circumstances.



# #4C25 Action Hub

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Visit the following organizations, events, and activities in the #4C25 Action Hub, Camden Lobby (Level 300).

## **Access Mentoring Hub**

Want to learn more about incorporating accessibility into your presentation, teaching, or research? Want to hang out with disability rhetoric scholars who are super cool and love talking access? Come visit! We will have accessibility resources, interaction badges, and more.

## **AEIC: Accountability for Equity and Inclusion Committee**

The Accountability for Equity and Inclusion Committee (AEIC) invites members and other participants in CCCC to share with the AEIC concerns about inequities or exclusionary experiences and structures within CCCC and its professional spaces. Our goal is to continue to push for structural changes to make the organization and its professional spaces more transparent, more equitable, and more inclusive. We will work to collaborate these efforts across member groups, such as caucuses and committees.

## **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 Wikipedia Initiative**

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

## **Digital Archive of Literacy Narratives (DALN)**

Cosponsored by The Ohio State University and Georgia State University, the DALN ([daln.osu.edu](http://daln.osu.edu)) is a publicly available archive of personal literacy narratives in a variety of media that together provide a historical record of the literacy practices and values of contributors, as those practices and values change over time. The DALN invites people of all ages, races, communities, backgrounds, and interests to contribute stories about how they learned to read, write, and compose meaning.

### **Feminist Caucus Quilt Makerspace**

The Feminist Caucus invites participants to follow in the tradition of women's ways of making by collaborating in the development of a quilt capturing our convention experience. We encourage you to take some time out of your hectic 4Cs schedule to sit down, create a square for this year's quilt, and spend time with colleagues—new and old!

### **Global Society of Online Literacy Educators (GSOLE)**

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

### **Journal Editors**

Stop by the Journal Editors table to have conversations with editors and editorial team members about the process of submitting articles, upcoming special issues, and possibilities for working with a range of journals from writing studies. We will have a schedule available at the table listing when editors from different journals will be available for consultations.

### **Latinx Caucus**

The Latinx Caucus of CCCC meets annually to network; exchange ideas; serve as a resource for members, the educational community, and the general public; and support activities that promote the learning and advancement of students and teachers of color.

### **Social Justice at the Convention Committee (SJAC)**

The Social Justice at the Convention (SJAC) Committee invites attendees to discuss issues currently impacting higher education, such as layoffs, enrollments, course cuts, class sizes, curricular changes, and/or anti-DEI efforts. Gather around our table to process in community through a range of action-oriented and/or reflective activities.

### **Sweetland Digital Rhetoric Collaborative**

The Sweetland Digital Rhetoric Collaborative (DRC)—a collaboration of the Gayle Morris Sweetland Center for Writing and the University of Michigan Press—is a book series and a community web space by and for scholars and teachers working in computers and writing and digital rhetoric. Visit our table to learn about our publications, our DRC Graduate Fellows program, and how to get involved with our website, [www.digitalrhetoriccollaborative.org](http://www.digitalrhetoriccollaborative.org)!

### **Writing Studies-Listserv**

The Writing Studies-Listserv (WS-L) is a listserv for disseminating information for writing teacher-scholars. We invite attendees to chat with list administrators and advisory board members about the list's capacities and potential as a disciplinary resource.

# Social Justice at the Convention

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

SJAC committee members include Antonio Byrd, Al Harahap, Gabrielle Kelenyi, Chris Lindgren, Bryan Lutz, Lauren Obermark, Nicole Ramer, Oscar Garcia Santana, and Virginia Schwarz.

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

## **A.27 Social Justice for Classroom Instructors: Contingent Labor Organizing Roundtable**

Thursday, April 10, 10:30–11:45 a.m.

Meeting Room 310 (Level 300)

*Chair:* Gabrielle Kelenyi, Lafayette College

*Panelists:* Ana Preger Hart, Stevenson University

Len Lazarick, Howard Community College

Anne McLeer, SEIU Local 500

This roundtable will celebrate the social justice work of local Baltimore-area contingent instructors. Roundtable participants will share their experiences working to form unions in Baltimore-area institutions and reflect on its impact on their work in classrooms; they will invite attendees to share. Attendees and participants will engage in an informal table discussion about the experiences shared, approaches to organizing in Baltimore, and ideas for how to approach consolidating strength to address the local issues that impact our own communities and institutions. Overall, this roundtable is designed to celebrate the important organizing work contingent instructors are doing in the Baltimore area to elevate their voices in their workplaces.

## **SJAC Action Hub Table and Local Artists**

We'll also feature the works of local Indigenous artists and Baltimore-based artists of color in the vendor space, located next to the Exhibit Hall. The Social Justice at the Convention (SJAC) table in the Action Hub will feature reflective writing activities. Visit us to learn more and to get involved!

## Exhibit Hall & Action Hub

Camden Lobby (Level 300)

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

Friday, April 11, 8:00 a.m.–5:00 p.m.

Saturday, April 12, 8:00 a.m.–1:00 p.m.

## Stitch & Spin: A Craft Slam/Record Nite Extravaganza

Friday, April 11, 7:30–9:00 p.m.

Rooms 309–310 (Level 300)

The Social Justice at the Convention Committee, Local Arrangements Committee, and Handcrafted Rhetorics SIG invite you to share your favorite tunes, get crafty, and make zines! 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 bring a record so we can play a few tracks and make a collaborative 4Cs mixtape! Heavy appetizers will be provided with drinks for purchase. Visit <https://handcraftedrhetorics.org/> for more information about the music formats that we can accommodate.

**Organizers:** Megan Heise, Gabrielle Kelenyi, Jason Luther, Kristi Prins

### Save the Date: March 4–7, 2026

Join us for the 2026 CCCC Annual Convention March 4–7 in Cleveland, Ohio! The call for proposals and more information will be available soon at [ccc.ncte.org/ccc/conv](https://ccc.ncte.org/ccc/conv).

## **In Memoriam**

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

John Brereton

Lillian Bridwell-Bowles

Peter Carino

Beth Daniell

Peter Elbow

Edmund James Farrell

William Hart-Davidson

John Stephen Newmann





# Two-Year College English Association National Conference

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Since George Orwell's iconic essay made clear the connection between rhetoric and politics, teachers of composition, literacy, and literature classes have endlessly explored with students the ways in which diction, form, subject matter, audience, and presentation shift according to our context (social, cultural, economic, political, etc.).

Community college instructors are continuously affected by the political climate, which can shift the population of the student body as well as the required curriculum of our courses. In addition, instructors witness the change in college readiness as various political movements alter the educational foundation of students in K–12 schools. English teachers provide a background for future academic success and employment opportunities for students. Our proficiency as literacy educators, compositional effectiveness, and critical thinking is intricately tied to the rhetoric of politics.

Program Chair Teresa Lopez invited presentations on these ideas and more, to show our community how the political world influences the materials of the classroom.

## Politics and the English Language

Wednesday, April 9

Baltimore Convention Center, Baltimore, MD

Held at the start of the 2025 CCCC Annual Convention

### REGISTRATION INFORMATION:

TYCA Conference Registration: \$170

Add on CCCC 2025 (Apr. 9–12) Registration: \$100

### SCHEDULE:

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

**CONTACT FOR QUESTIONS:** [tyca@ncte.org](mailto:tyca@ncte.org)

# CCCC Sessions on Two-Year College Concerns

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**A.1 Thursday 4/10:** Advocating for Students in Corequisite English Programs through the Collection and Use of Data

**BA.9 Thursday 4/10:** Remixing Reflections: Illuminations from the “B-side” Track of Students’ Writing Process

**BB.11 Thursday 4/10:** The “Monster Mash”: A B-side to FYW Research Projects

**CB.14 Thursday 4/10:** WPA Gentleness as a Strategy for Two-Year College Writing Program Leadership

**DB.10 Thursday 4/10:** This Is a Team Challenge: Building a Bridge Program to Empower Incoming Community College Nursing Students

**DB.13 Thursday 4/10:** Writing, Meaning, and Music: The Voices of Multilingual Students in Community College

**FB.2 Friday 4/11:** Bring in da Folk: The High Stakes of Professional Writing, AI, and English Language Learners in a Community Writing Center

**HB.12 Friday 4/11:** The Essay Reimagined: Remixing First-Year Composition with Multimodal Composition

**J.4 Saturday 4/12:** Building the Community Mixtape through the TYC Creative Writing Classroom

**K.11 Saturday 4/12:** Invention and Reinvention in the Writing Classroom: A Writing Professor, Music Therapist, and Professional Musician “Come Together, Right Now”

**KB.2 Saturday 4/12:** Enhancing Language and Digital Literacy Skills through Task-Based Language Teaching

# CCCC Committee Meetings

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## **Nominating Committee**

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

Friday, April 11, 12:30–2:30 p.m. (Closed)

Meeting Room 335 (Level 300)

*Chair:* Marcela Hebbard, The University of Texas Rio Grande Valley

## **Committee on Undergraduate Research**

Thursday, April 10, 1:45–3:00 p.m. (Open)

Meeting Room 335 (Level 300)

*Co-Chairs:* Jessie L. Moore, Elon University

Michael Neal, Florida State University

## **Newcomers' Welcoming Committee**

Thursday, April 10, 1:45–3:00 p.m. (Open)

Meeting Room 334 (Level 300)

*Chair:* Megan Busch, Charleston Southern University

## **Task Force on a Statement on Online/Social Media Engagement for Academic Purposes**

Thursday, April 10, 3:15–4:45 p.m. (Closed)

Meeting Room 335 (Level 300)

*Chair:* Michael Trice

## **Resolutions Committee**

Thursday, April 10, 5:30–6:30 p.m. (Open)

Thursday, April 10, 6:30–7:30 p.m. (Closed)

Meeting Room 335 (Level 300)

*Chair:* Ada Hubrig, Sam Houston State University

## **Committee for Decolonizing Writing, Rhetoric, and Communication Curriculum, Pedagogy, and Organizational Culture**

Friday, April 11, 2:00–3:15 p.m. (Open)

Meeting Room 334 (Level 300)

*Chair:* Cindy Tekobbe, University of Illinois Chicago

## **Committee on Disability Issues on College Composition**

Friday, April 11, 3:30–4:30 p.m. (Open)

Meeting Room 334 (Level 300)

*Chairs:* Dev Bose, University of California, Santa Cruz

Nicole Snell, Arizona State University



# Wednesday, April 9

## Special Events and Meetings

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*Theory, Research Methodologies, and Praxis*

### **Research Network Forum**

*Sponsored by the Research Network Forum*

8:30 a.m.–5:00 p.m.

Celebrating our 38th year in 2025, 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.

**Meeting Room 317 (Level 300)**

**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  
Ollie Oviedo, Eastern New Mexico University  
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.

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

**Meeting Room 327 (Level 300)**

**Chair:** William P. Banks, East Carolina University

### **Newcomers' Orientation**

*Sponsored by the Newcomers' Welcoming Committee*

5:15–6:15 p.m.

Join members of the Newcomers' Welcoming Committee for an orientation session.

Wednesday, 5:15 p.m.–8:00 p.m.

The committee will discuss how to navigate the Convention and share tips to get the most out of the Convention activities.

### Meeting Room 307 (Level 300)

*Chair:* Timothy Oleksiak, University of Massachusetts Boston

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

### **Let's Talk about It: Coalitional Conversations We Need to Have**

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

6:00–8:00 p.m.

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

### Meeting Room 308 (Level 300)

*Presenters:* Cristy Beemer, University of New Hampshire

Jessica Enoch, University of Maryland

Rebecca Richards

### **Sober Academics Meet-Ups**

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!

*Virtual Zoom Meeting*

8:30 p.m. ET

Meeting ID: 869 2148 2581

Passcode: 027882

*In-Person Meeting*

Thursday, April 10, 6:00–7:00 p.m. ET

Meeting Room 321 (Level 300)

*2025 IWCA Collaborative*

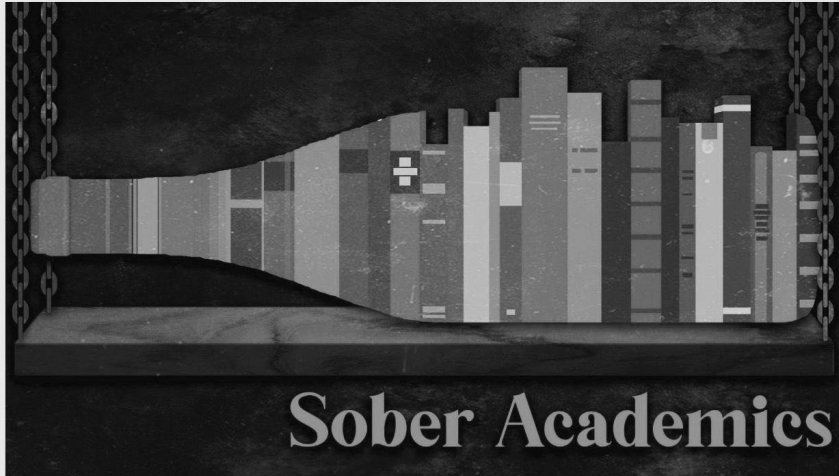
### **Writing Centers as Harbors or Ports: Spaces of Remix, Conflict, Collaboration, Resistance, and Play**

*Sponsored by the International Writing Centers Association*

Wednesday, 8:30 a.m.–5:30 p.m.

Southern Management Corporation (SMC) Center at the University of Maryland, Baltimore

Learn more at <https://writingcenters.org/events/2025-iwca-collaborative/>



## Sober Academics

Peer-led recovery group for folks who are seeking sober community in academia.

### *Mission Statement*

Our group endeavors to provide an inclusive weekly meeting place for folks in academia who encounter and counter the double stigma of being sober, and being sober in the alcogenic environment of academia.

Through our efforts of co-creating sober community we recognize there are many other kinds of marginalization in higher education and society at large.

### *Welcome*

We affirm the sharing of diversities in pathways, philosophies, methodologies, and practices and approaches of recovery.

### *Who Can Attend?*

Anyone who identifies as “sober academic”. Whether you are staff, admin, students (undergrad, grad, or PhD), part-time or full-time faculty, this meeting is for you!

### **Zoom Meeting Info.**

**Wednesdays 8:30 PM ET**

**Meeting ID: 869 2148 2581**

**Passcode: 027882**

### **Discord Chat**

**<https://discord.gg/aJdKtHaS5M>**

# Morning Workshops

## 9:00 a.m.–12:30 p.m.

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*These workshops require a separate registration and fee.  
Visit the Registration Desk to add a workshop to your registration.*

Inclusion and Access

### **MW.1 ACCESS in Action: Accessible and Inclusive Course Design Strategies**

This workshop will meet attendees where they are, whether they are working on the first or fifteenth iteration of a course. Participants will come away from this workshop with a Google folder of models, heuristics, and selected readings that they can employ for iterative, accessible course design.

Meeting Room 325 (Level 300)

**Presenters:** Cat Mahaffey, University of North Carolina Charlotte  
Ashlyn Walden, University of North Carolina Charlotte

*Approaches to Teaching and Learning*

### **MW.2 Effective and Ethical Approaches to Sentence-Level Feedback on Student Writing**

We will explore ethical and effective approaches to providing feedback on student writing, particularly at the sentence level, within the context of social justice concerns related to linguistic inclusion, racial equity, and generative AI. Ample time will be allotted for critically and collaboratively refining our approaches to feedback, an opportunity we teachers of writing are rarely afforded.

Meeting Room 326 (Level 300)

**Workshop Leaders:** Nidhi Gandhi, The City College of New York  
Nicole Gonzales Howell, University of San Francisco  
Danny Katch, The City College of New York  
Jennyville Labuga-Rumenik, The City College of New York  
Justine Matias, The City College of New York  
Kate Navickas, Cornell University  
Anna-Kay Rose, The City College of New York  
Rachael Shapiro, Rowan University  
Shawna Shapiro, Middlebury College  
Sunny Talero, The City College of New York  
Missy Watson, The City College of New York

*Information Literacy and Technology*

**MW.3 Extended Play: Exploring Generative AI in Online Writing Instruction**

*Sponsored by the CCCC Online Writing Instruction Standing Group*

During this hands-on workshop, attendees will actively use generative AI tools (e.g., ChatGPT). Facilitators will guide us through instructional applications of GenAI especially in asynchronous teaching modalities. In addition to dedicated assignment (re)design time, attendees will develop broader guideline/policy statements around ethical use of GenAI tools tailored to their local contexts.

Meeting Room 327 (Level 300)

**Workshop Leaders:** Jennifer Cunningham, Kent State University  
Carrie Dickison, Wichita State University  
Miranda Egger, University of Colorado Denver  
Ariel M. Goldenthal, George Mason University  
Sarah Z. Johnson, Madison Area Technical College, WI  
Nitya Pandey, Ohio University, Athens  
Mary Lourdes Silva, Ithaca College  
Jason Snart, College of Dupage

*Approaches to Teaching and Learning*

**MW.4 From Bad Ideas to Good Practices of AI and Writing in College**

This workshop reframes problematic ideas around AI and writing. Attendees will explore research-informed best practices on AI for the college classroom. They will participate in a framing segment before selecting one of three tracks: assignments, instructional strategies, and policy. Each track will include guided activities to create teaching resources before participants present in groups.

Meeting Room 328 (Level 300)

**Workshop Leaders:** Christopher Basgier, Auburn University  
Mandy Olejnik, Miami University  
Shyam Sharma, SUNY Stony Brook

Wednesday, 9:00 a.m.–12:30 p.m.

*Information Literacy and Technology*

### **MW.5 Generative AI and Writing Assessment**

*Sponsored by the CCCC Writing Assessment SIG and the MLA-CCCC AI Task Force*

This workshop aims to support participants as they consider how shifts in writing assessment, alongside the rise of generative AI, have altered both their approaches to assessment and their own working/labor conditions and as they make informed choices about the use of GenAI in classrooms and institutional assessment contexts.

**Meeting Room 337 (Level 300)**

**Workshop Leaders:** Sarah Z. Johnson, Madison Area Technical College, WI

Elizabeth Losh, William & Mary  
Stacy Wittstock, Marist College

*Inclusion and Access*

### **MW.6 Humanizing Basic Writers, Transforming Basic Writing Programs: Enacting Mike Rose’s Model of Remix, Collaboration, and Creativity**

*Sponsored by the CCCC Council on Basic Writing*

This workshop will, first, review the humanizing principles and practices Mike Rose applied to basic writers and the programs that served them. Then the workshop will guide participants to enact those principles in the site-specific contexts of their own institutions and communities. Participants will emerge with active steps to remix, collaborate, and create community in their programs.

**Meeting Room 338 (Level 300)**

**Standing Group Chair:** Jack Morales, Pace University

**Presenter:** William Lalicker, West Chester University

**Workshop Leaders:** James Dunn, Medgar Evers College CUNY

Barbara Gleason, City College of New York CUNY

Nicole Hancock, Southwestern Illinois College

Rachel Ihara, Kingsborough Community College

Darin Jensen, Salt Lake Community College

Leigh Jonaitis, Bergen Community College

Hope Parisi, Kingsborough Community College CUNY

Lynn Reid, Fairleigh Dickinson University

RAsheda Young, Rutgers University-New Brunswick

*Information Literacy and Technology*

**MW.7 Playing OUR Songs: CCCC Edits Wikipedia**

*Sponsored by the CCCC Wikipedia Initiative*

Join the CCCC Wikipedia Initiative to edit Wikipedia for knowledge equity and improve articles on key topics in composition and rhetoric.

Meeting Room 339 (Level 300)

**Workshop Leaders:** Sweta Baniya, Virginia Polytechnic Institute and State University

Zachary McDowell, University of Illinois Chicago

Matthew Vetter, Indiana University of Pennsylvania

Nicole Warwick, University of California Santa Barbara

*Information Literacy and Technology*

**MW.8 Remixing B-sides of AI in Writing Classrooms and Writing Programs**

Artificial intelligence (AI) is changing rapidly, and this half-day workshop aims to fill a need for faculty who struggle with understanding how or whether to work with or against AI in their writing assignments and programs. This intensive workshop focuses on understanding the nuances of working with AI and the ethical implications of embracing AI.

Meeting Room 340 (Level 300)

**Workshop Leaders:** Lindy Briggette, Fairfield University

Kim Gunter, Fairfield University

Mary Laughlin, Fairfield University

Rachel Robinson-Zetzer, Fairfield University

*Antiracism and Social Justice*

**MW.9 Remixing the Writing Classroom for Social-Global Justice**

This workshop is an opportunity for concerned writing teachers to work toward more justice-driven practices, a praxis we argue must begin on day 1 of every course. We ask: How do we want our teaching to function in the lived experiences of students and the communities with which we coexist? How can the writing produced in classrooms translate outside the university and impact the world?

Meeting Room 341 (Level 300)

**Workshop Leaders:** Bibhushana Poudyal, Washington State University

Lauren Rosenberg, The University of Texas at El Paso

*Writing Programs*

**MW.10 Writing Programmatic Self-Studies: Gathering Data and Advocating for Change**

Attendees will learn strategies for collecting data from diverse campus units about their writing program(s) and using it to compose self-studies that emphasize strengths, identify current needs, and advocate for change. Members of the CWPA Consultant-Evaluator panel will share insights about writing effective self-studies and work individually with attendees to begin the process themselves.

**Meeting Room 342 (Level 300)**

**Workshop Leaders:** Chris Anson, North Carolina State University  
Jonikka Charlton, The University of Texas Rio Grande Valley  
Dominic DelliCarpini, York College of Pennsylvania  
Tiane Donahue, Dartmouth and U. of Lille  
Anne Ruggles Gere, University of Michigan  
Jill Gladstein, University of California San Diego  
Joseph Janangelo, Loyola University Chicago  
Michael Pemberton, Georgia Southern University  
Mya Poe, Northeastern University  
Kelly Ritter, Georgia Institute of Technology  
Trixie Smith, Michigan State University  
Chris Thaiss, University of California, Davis

*Theory, Research Methodologies, and Praxis*

**MW.11 Writing Research Proposals Workshop**

*Sponsored by the CCCC Research Committee*

In this half-day workshop, participants are invited to come together to think about and write successful research studies and proposals. The workshop will cover both the CCCC Research Initiative and the Emergent Researcher Award criteria and best practices. The final 90 minutes of this session will include breakout sessions focused on applying for either the Research Initiative or the Emergent Researcher Award. Committee members will share specific strategies for successful applications and will provide participants individualized advice and feedback as time allows. Attendees will gain insights from both reviewers and past or current awardees. Graduate students and scholars of all ranks are welcome.

**Meeting Room 349 (Level 300)**

**Chair:** Kathryn Lambrecht, Arizona State University  
**Presenters:** Samira Grayson, Middle Tennessee State University  
Rochelle Gregory, University of North Texas  
Rebecca Babcock, The University of Texas Permian Basin  
Ligia Mihut, Barry University  
Christina Saidy, Arizona State University  
Laura Wilder, University at Albany SUNY



Wednesday, 9:00 a.m.–12:30 p.m.

*Inclusion and Access*

## **MW.12 Writing with Executive Dysfunction**

This workshop is for neurodivergent writers and those who work with them, featuring a mix of activities including timed writing, small-group discussion, and collaborative resource sharing.

**Meeting Room 344 (Level 300)**

**Chair:** Melissa Forbes, Gettysburg College

**Workshop Leader:** Aimée Morrison, University of Waterloo



## Afternoon Workshops

### 1:30–5:00 p.m.

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*These workshops require a separate registration and fee.  
Visit the Registration Desk to add a workshop to your registration.*

#### *Approaches to Teaching and Learning*

#### **AW.1 “Play at Your Own Risk”: Workshopping Risk and Failure Pedagogies**

What makes a risk worth taking—in writing and teaching? Our workshop plays with this question through creative, collaborative exercises. Participants will play with classroom activities that can foster risk-taking in their students and themselves and collaborate with others to expand their sense of the stakes involved in risk and failure pedagogies.

Meeting Room 337 (Level 300)

*Workshop Leaders:* Julie Bowman, University of Massachusetts Dartmouth  
Justin Mando, Millersville University of Pennsylvania  
Alexis Teagarden, University of Massachusetts Dartmouth

#### *Language, Literacy, and Culture*

#### **AW.2 Demystifying AI: How Large Language Models Call Us toward More Focused Attention to Language in Writing Classrooms**

Large language models (LLMs) like ChatGPT are becoming commonplace in our lives and classrooms, but understanding of how these models work is far less widespread. Our workshop offers a linguistically informed introduction to LLMs and presents classroom activities designed to help students see LLMs as a tool for exploring patterns in language, rather than a replacement for their own unique voices.

Meeting Room 338 (Level 300)

*Workshop Leaders:* Angie Carter  
Whitney Gegg-Harrison, University of Rochester  
Craig Hancock, University at Albany SUNY Emeritus  
Joleen Hanson, University of Wisconsin, Stout  
Cameron Mozafari, Cornell University  
Mijanur Rahman, California State University, Los Angeles

*Approaches to Teaching and Learning*

**AW.3 Generative AI and More: Wrestling with Controversial Issues in and around Multilingual Writing**

*Sponsored by the CCCC Second Language Writing Standing Group*

The workshop explores a range of controversial issues related to multilingual writing. Our opening panel discusses ethical concerns and pedagogical opportunities for digital technologies like generative AI. Several roundtables continue this discussion, while others consider related topics such as multimodality, intertextuality, interdisciplinarity, linguistic justice, and linguistic autobiography.

**Meeting Room 339 (Level 300)**

**Presenters:** Bee Chamcharatsri, University of New Mexico  
Sidury Christiansen

Chaoran Wang, Colby College

**Roundtable Leaders:** Sara Amani, Arizona Western College

Mahasweta Baxipatra, Indiana University Bloomington

Michelle Crow, Cornell University

Amber Engelson, Massachusetts College of Liberal Arts

Michelle Flahive, Notre Dame University

Analeigh Horton, Fairleigh Dickinson University

Tracy Iftikar, Arizona State University

Kevin Kato, Arizona Western College

Callie Kostelich, Texas Tech University

Stephanie Leow, Arizona State University

Ligia Mihut, Barry University

Shawna Shapiro, Middlebury College

Malavika Shetty, Boston University

Katie Silvester, Indiana University

Sarah Snyder, Arizona Western College

Xiao Tan, Utah State University

Marlene Tovar

Ekom Udoete

Katie Weiss

Wei Xu

Min Yang, Texas Tech University

Xueyi Yuan, Arizona State University

Qianqian Zhang-Wu, Northeastern University

*First-Year Writing*

**AW.5 Liberation through Writing: Remixing First-Year Composition through Unique Lenses**

Through revising a single English 101 unit based on *Writing about Writing* by Elizabeth Wardle and Doug Downs, we intend to provide four unique frameworks or lenses (Creative Writing, Indigenous Rhetorics, Digital Environments, and Antiracism and Black Voices) to empower first-year writing instructors to remix or revise their English 101 course assignments while maintaining curriculum integrity.

Meeting Room 341 (Level 300)

**Presenters:** Rebekah Crosson, University of Louisville  
Paige Enlow  
Jaimeson Oakley, University of Louisville

*Theory, Research Methodologies, and Praxis*

**AW.6 NNESWIs' Remixing: Integrating Professional (A-side) and Transnational, Cross-Cultural Knowledge (B-side) of Teaching and Research**

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

This workshop shares NNEswIs' teaching, learning, and research experiences, discusses their strengths and challenges, and demonstrates how they “remix” by integrating their professional strengths (A-side) and rich transnational and cross-cultural knowledge (B-side) in teaching and research to successfully establish themselves and maximize their students' learning experiences.

Meeting Room 342 (Level 300)

**Roundtable Leaders:**

**Roundtable #1:** Z. Z. Lehmborg, Northern Michigan University,  
“‘Talking with’ vs ‘Talking at’: Learning from Students”

**Roundtable #2:** Olalekan T. Adepoju, College of Staten Island CUNY,  
“Understanding the B-side of Working as a Non-Native English-Speaking Writing Center Consultant”

**Roundtable #3:** Ming Fang, Florida International University; Xuan Jiang, Florida International University; Lan Wang-Hiles, West Virginia State University, “Digital Literacy in Use: Facilitate Students' Translanguaging and Multimodal Creativity”

**Roundtable #4:** Xinqiang Li, Michigan State University, “Embracing Global Diversity: NNEswIs' Stories from around the World”

**Roundtable #5:** Lin Li, Virginia Tech, “Embracing NNEswIs' B-Sides: Translingual Pedagogy in First-Year Writing”

**Roundtable #6:** Emad Hakim, Illinois State University, “NNEswIs' B-side as a Space for Fostering Global Citizenship in Classrooms”

*Approaches to Teaching and Learning*

**AW.7 Persuasive Games: Rhetorically Remixing Games and Writing Assignments**

*Sponsored by the Council for Play and Game Studies*

This workshop will explore how writing teachers can remix existing games or assignments to recreate alternative ideological systems often aimed for social justice by rhetorically changing the game's mechanics, rules, and/or narrative. Participants will explore rhetorically remixing games by discussing, playing, and designing their own social justice games that teach writing and rhetoric.

Meeting Room 343 (Level 300)

**Workshop Leader:** Rebekah Shultz Colby, University of Denver

*Community, Civic, and Public Contexts of Writing*

**AW.9 Reclamation: A Handcrafted Rhetorics Approach to Remix**

*Sponsored by the CCCC Handcrafted Rhetorics SIG*

Disconnections between ourselves and our world are seen in the mental health issues in our classrooms and communities and in the health of our environment. This workshop argues that this can be addressed through handcrafted rhetorics, namely those based in reclamation. Participants will collage, fibercraft, and upcycle, exploring how we might reclaim our attention, material, and making.

Meeting Room 325 (Level 300)

**Workshop Leaders:** Jason Luther, Rowan University

Katie Monthie, University of Cincinnati

Kristin Prins, Cal Poly Pomona

*Approaches to Teaching and Learning*

**AW.10 Remixing Peer Review: Playful and Liberatory Pedagogies to Maximize Student Engagement**

This workshop previews playful and practical strategies for remixing peer review. Participants will bring a piece of their own writing to experience models of review from a student's perspective. They will also evaluate each model for accessibility, cultural responsiveness, and student engagement potential. Participants will leave with several concrete strategies for their own writing classroom.

Meeting Room 326 (Level 300)

*continued on next page*

Wednesday, 1:30–5:00 p.m.

**Workshop Leaders:** Lindsey Albracht, Queens College CUNY  
Sandra Cordoba, Queens College CUNY  
Al Harahap  
Francesca Hyatt, Queens College CUNY  
Lee Norton, Queens College CUNY  
Rebecca Suzuki, Queens College CUNY

*Community, Civic, and Public Contexts of Writing*

### **AW.11 Remixing Prison Literacies and Pedagogies**

*Sponsored by the CCCC Prison Literacies + Pedagogies Standing Group*

This workshop samples the pedagogical work and access points born of system-impacted scholar-writers, themselves remixing the writing classroom.

**Meeting Room 328 (Level 300)**

**Presenters:** Patrick Berry, Syracuse University  
Cory Spice Holding, University of Pittsburgh  
Tobi Jacobi, Colorado State University

**Roundtable Leaders:** Kimberly Drake, Scripps College  
Peter Huk, University of California, Santa Barbara  
Dustin Pendley, University of Nebraska Omaha  
Elizabeth Tacke

# All-Day Workshops

## 9:00 a.m.–5:00 p.m.

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*These workshops require a separate registration and fee.  
Visit the Registration Desk to add a workshop to your registration.*

*Theory, Research Methodologies, and Praxis*

**W.1 Creative-Critical Multimodal Play as Rhetorical Pedagogy and Practice**

This day-long workshop explores the scholarly and pedagogical uses of creative-critical play with theatrical exercises and multimodal texts. Creative critical practice, the facilitators argue, offers many opportunities to the writing classroom. Purposefully designed exercises that harness creative-critical play toward rhetorical and linguistic analysis can expand literacy practices.

Meeting Room 350 (Level 300)

**Workshop Leaders:** Liz DeBetta

Megan Jean Harlow, George Washington University

Fiona Harris-Ramsby, Bloomfield College of Montclair State University

Michelle LaFrance, George Mason University

Lydia McDermott, Whitman College

Amy Piwowarski, Bloomfield College of Montclair State University

Jacqueline Rhodes, The University of Texas at Austin

*First-Year Writing*

**W.2 Empowering Diverse Voices with Generative AI in Multilingual Composition Classrooms**

Generative AI as a writing tool empowers English language learner (ELL) voices and fosters equity in multilingual composition classrooms. Writers from diverse language backgrounds and cultural perspectives can use generative AI to enhance writing skills, spur creativity, and gain confidence while composing. Presenters will share experiences with generative AI in their composition curriculum.

Meeting Room 330 (Level 300)

**Workshop Leader:** Teresa Cusumano, Lehigh University

*Creative Writing and Publishing*

**W.3 Feminist Workshop: Can I Get a Beat? Or, Collaboration and Publication in the Field**

*Sponsored by the CCCC Feminist Caucus*

The Feminist Workshop focuses on the equity work needed in publication and editing. We center reverb to imagine publication as a storytelling place with consequences, the place the discipline bears witness as a collective “we.” We invite folx to join expert panelists in experiential reflection, examination, making, and conversation rooted in wanting inclusive publication-oriented opportunities.

**Meeting Room 314 (Level 300)**

***Workshop Leaders:*** Kris Lowrey, Alvernia University

Aurora Matzke, Chapman University

***Presenters:*** Eric Camarillo, Texas Tech University

Sheila Carter-Tod, University of Denver

Erica Cirillo-McCarthy, University of California, Davis

Angela Clark-Oates, California State University Sacramento

Todd Craig, New York City College of Technology

Matthew Davis, University of Massachusetts Boston

Celeste Del Russo, Rowan University

Amanda Fields, Central Connecticut State University

Jessica King, California State University Long Beach

Callie Kostelich, Texas Tech University

Elizabeth Leahy, University of Tennessee at Chattanooga

Isabella Mahar, Chapman University

Alexis McGee, University of British Columbia

Kate Pentelides, Middle Tennessee State University

Kristin Prins, Cal Poly Pomona

Romaisa Rahman, University of New Mexico

Olivia Rowland, The Ohio State University

Eileen Schell, Syracuse University

Anna Sicari, Southern Illinois University

Kara Taczak, University of Central Florida

Karen Tellez-Chaires, Cal Poly Pomona

Jason Tham, Texas Tech University

***Respondent:*** Biven Alexander, North Carolina State University

***Roundtable Leaders:*** Sarah Faye, University of California Davis

Tom Freidrich, Plattsburgh University

Regan Levitte, Plattsburgh University

Rabail Qayyum, University of Hawai'i

Megan Schoettler, West Chester University

Haley Swartz, Clemson University

Hannah Taylor, Duke University



*Theory, Research Methodologies, and Praxis*  
**W.4 International Writing Research: Remixing Perspectives through Collaboration**

*Sponsored by the CCCC International Researchers Consortium*

This annual International Researchers Consortium workshop connects writing researchers whose work crosses national borders, bringing international perspectives to CCCC. Consistent with the 2025 theme, participants will gather to engage, listen, collaborate, and remix by playing and sampling research projects representing globally diverse questions, methodologies, modalities, and sites.

**Meeting Room 315 (Level 300)**

***Standing Group Chairs:*** Jay Jordan, University of Utah  
Brooke Schreiber, Baruch College, CUNY  
Joseph Wilson

***Workshop Leaders:*** Kukunda Bacwayo, Uganda Christian University  
Fatima Zohra Benmostefa, Abou-Bekr Belkaid University  
Laxman Bhatta, Tribhuvan University  
Purna Chandra Bhusal, The University of Texas at El Paso  
Awatif Boudihaj, Al Akhawayn University  
Georgeta Cislaru, Sorbonne Nouvelle University  
Thais Cons, University of Arizona  
Tiane Donahue, Dartmouth College/U. of Lille  
Pradip Raj Giri, Tribhuvan University  
Sarah Humphreys, University of Victoria  
Marcela Jarpa, Pontificia Universidad Católica de Valparaíso, Chile  
Khem Raj Khanal, Tribhuvan University  
Julie Kolgjini, Rochester Institute of Technology/RIT Kosovo (Prishtina)  
Ke Li, Beijing New Oriental Vision Overseas Consulting Co., Ltd.  
Emmy González Lillo, Universidad de O'Higgins  
Annah S. Macha, University of Michigan, Ann Arbor  
Inas Mahfouz, American University of Kuwait  
M. Teresa Mateo-Girona, Complutense University of Madrid, Spain  
Hayat Messekher, Ecole Normale Supérieure de Bouzareah  
Anushmita Mohanty, University of Wisconsin-Milwaukee  
Halle Neiderman, American University of Beirut  
Havva Zorluel Özer, Syracuse University  
Nuriye In Polat, Ankara Sosyal Bilimler Üniversitesi  
Anselma Widha Prihandita, University of Washington-Seattle  
Mijanur Rahman, California State University, Los Angeles  
Ruwaida Abu Rass, Beit Berl College  
Jib Lai Sapkota, Tribhuvan University  
Maya Sfeir, American University of Beirut  
Jennifer Sizer, University of Reading

*continued on next page*

Zuleika Suliman, University of South Africa  
Luciana Tenani, São Paulo State University  
Toya Nath Upadhyay, Tribhuvan University  
Xiqiao Wang, University of Pittsburgh  
Zephra Weber, Oxford Brookes University  
Natasha Wellershhausen, Technical University of Munich  
Hafiz Yar, University of New Mexico

*Inclusion and Access*

**W.5 Latinx Caucus Workshop**

*Sponsored by the CCCC Latinx Caucus*

In this full-day workshop, members of the CCCC Latinx Caucus present on intersections of rhetoric and identity to then guide attendees in activities designed to help them teach about these issues in their courses.

**Meeting Room 316 (Level 300)**

**Workshop Leaders:** Sonia Arellano, Independent Researcher  
Christina Cedillo, University of Houston-Clear Lake  
José Cortez, University of Oregon  
Romeo García, University of Utah  
Eric House, New Mexico State University

*Approaches to Teaching and Learning*

**W.6 Mixing It Up: Composing Undergraduate Research Practices into a New Tune**

The workshop explores strategies for integrating undergraduate research (UGR) initiatives within writing studies. Drawing on research and speakers' experiences, practical tools and approaches for designing and implementing projects will be offered. Participants will leave with a concrete action plan for developing and sustaining undergraduate research initiatives in their writing programs.

**Meeting Room 329 (Level 300)**

**Workshop Leaders:** Crystal Bazaldua, The University of Texas Rio Grande Valley  
Crystal Bickford, Southern New Hampshire University  
Colin Charlton, The University of Texas Rio Grande Valley  
Christine Fena, Stony Brook University  
Crystal Fodrey, University of Louisville  
Bonnie Garcia, The University of Texas Rio Grande Valley  
Cynthia Lopez Guerrero, The University of Texas Rio Grande Valley  
Tomas Guerrero, The University of Texas Rio Grande Valley  
Marcela Hebbard, The University of Texas Rio Grande Valley

Amelia Hoskins, Southern New Hampshire University  
Stacy Hault, Valparaiso University  
Kristine Johnson, Calvin University  
Natalie Krivas, Valparaiso University  
Charles McGregor, The University of Texas Rio Grande Valley  
Sandra Smeltzer, Western University  
Kathleen Snyder, Southern New Hampshire University

*Information Literacy and Technology*

**W.8 The Generative AI Advantage in Teaching Writing**

This is the Age of AI, and AI has permanently changed everything in writing and humanities instruction. We can't go back, but few professors know how to move forward. In this full-day interactive workshop, Michelle Kassorla and Eugenia Novokshanova will equip you with the tools you need to unlock the power of AI in the writing classroom.

**Meeting Room 336 (Level 300)**

**Presenters:** Michelle Kassorla, Georgia State University/Perimeter College

Eugenia Novokshanova, Georgia State University/Perimeter College

Thursday, 7:30 a.m.–6:00 p.m.

## Thursday, April 10 Special Events and Meetings

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### **Newcomers' Coffee Hour**

7:30–8:15 a.m.

Otterbein Lobby (Level 200)

### **Opening General Session**

8:30–10:15 a.m.

Hall G (Level 100)

### **Exhibit Hall & Action Hub**

10:15 a.m.–6:00 p.m.

Camden Lobby (Level 300)

### **A.27 Social Justice for Classroom Instructors: Contingent Labor Organizing Roundtable**

*Sponsored by the Social Justice at the Convention Committee*

10:30–11:45 a.m.

Meeting Room 310 (Level 300)

This roundtable will celebrate the social justice work of local Baltimore-area contingent instructors. Roundtable participants will share their experiences working to form unions in Baltimore-area institutions and reflect on its impact on their work in classrooms; they will invite attendees to share. Attendees and participants will engage in an informal table discussion about the experiences shared, approaches to organizing in Baltimore, and ideas for how to approach consolidating strength to address the local issues that impact our own communities and institutions. Overall, this roundtable is designed to celebrate the important organizing work contingent instructors are doing in the Baltimore area to elevate their voices in their workplaces.

**Chair:** Gabrielle Kelenyi, Lafayette College

**Panelists:** Ana Preger Hart, Stevenson University

Len Lazarick, Howard Community College

Anne McLeer, SEIU Local 500

## **CCCC Nominating Committee**

10:30 a.m.–12:30 p.m. (Open)

Meeting Room 335 (Level 300)

*Chair:* Marcela Hebbard, The University of Texas Rio Grande Valley

## **Committee on Undergraduate Research**

1:45–3:00 p.m. (Open)

Meeting Room 335 (Level 300)

*Co-Chairs:* Jessie L. Moore, Elon University

Michael Neal, Florida State University

## **Newcomers' Welcoming Committee**

1:45–3:00 p.m. (Open)

Meeting Room 334 (Level 300)

*Chair:* Megan Busch, Charleston Southern University

*Inclusion and Access*

## **Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2026**

*Sponsored by the Newcomers' Welcoming Committee*

3:15–4:30 p.m.

Meeting Room 337 (Level 300)

Newcomers will develop ideas for sessions for CCCC 2026 with help from established scholar/teachers. The 2026 CCCC Annual Convention Program Chair, Melissa Ianetta, will be present.

*Chair:* Megan Busch, Charleston Southern University

## **Task Force on a Statement on Online/Social Media Engagement for Academic Purposes**

3:15–4:45 p.m. (Closed)

Meeting Room 335 (Level 300)

*Chair:* Michael Trice

## **Report on 4C Virtual Institute**

3:15–4:30 p.m.

Meeting Room 334 (Level 300)

All members of CCCC are invited to attend this structured conversation on our report following the 4C Virtual Institute. Our aim in this conversation is to refine our report and consider recommendations before circulating the document to members in its final form.

*Chairs:* Antonio Byrd, University of Missouri-Kansas City

Timothy Oleksiak, University of Massachusetts Boston

Thursday, 5:30–8:30 p.m.

## **Resolutions Committee**

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

Meeting Room 335 (Level 300)

*Chair:* Ada Hubrig, Sam Houston State University

## **Sober Academics**

6:00–7:00 p.m.

Meeting Room 321 (Level 300)

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!

## **Scholars for the Dream Reception**

6:00–7:00 p.m.

Meeting Room 317 (Level 300)

## **Anzaldúa Award Reception**

7:00–8:00 p.m.

Meeting Room 317 (Level 300)

## **Reception for Late Career and Retired Teacher-Scholars**

7:30–8:30 p.m.

Meeting Room 316 (Level 300)

This event is in celebration of the careers and contributions to the field by late career and retired CCCC members. 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.

*Chair:* Frankie Condon, University of Waterloo

# Opening General Session

8:30–10:15 a.m.

Hall G (Level 100)

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**Presiding:** Kofi J. Adisa, Program Chair/CCCC Associate Chair, Howard Community College, Columbia, MD

**Greetings:** E. Mairin Barney, Local Arrangements Chair, Towson University, MD  
Shelley Rodrigo, NCTE Past President, University of Arizona, Tucson, AZ  
Charissa Che, TYCA Chair, John Jay College CUNY, New York, NY

## Scholars for the Dream—2025 Recipients

Raj Baral, The University of Texas at El Paso  
Durga Bhusal, Minnesota State University, Mankato  
Thais Rodrigues Cons, The University of Arizona  
Anh Dang, The University of Arizona  
Suchismita Dutta, The University of Tampa  
Cody Hmelar, University of Pittsburgh  
Francis Issah, Wayne State University  
Eric Nuamah Korankye, Illinois State University  
Mehdi Mohammadi, University of New Mexico  
Shourya Mohaniya, University of Wisconsin–Madison  
Hem Lal Pandey, The University of Texas at El Paso  
John Paul Obillos Dela Rosa, Northern Illinois University  
Ty’kara Turner, Old Dominion University  
Vanessa Garcia Vazquez, Oregon State University  
Genoveva A. Vega, Washington State University  
Hui Wang, The University of Arizona  
Gabriella Wilson-Kopko, Syracuse University  
Danna Yunis, San Diego State University  
Dan Zhang, University of Illinois Urbana-Champaign

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

Thursday, 8:30–10:15 a.m.

## **Scholars for the Dream Travel Award Committee**

**Co-Chair:** Kimberly Harper, North Carolina Agricultural and Technical State University

**Co-Chair:** Kendra Mitchell, Florida A&M University

Nabila Hijazi, The George Washington University

Ashanka Kumari, East Texas A&M University

Michelle Grue (Petty), University of California, Santa Barbara

Laura Allen, York University

Gabriela Raquel Rios, University of Colorado Boulder

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

## **Chairs’ Memorial Scholarship—2025 Recipients**

Purna Chandra Bhusal, The University of Texas at El Paso

Julie Mi-Yeong Kidder, Carnegie Mellon University

Conor McMahon, University of Massachusetts Boston

Jagadish Paudel, The University of Texas at El Paso

## **Chairs’ Memorial Scholarship Award Committee**

**Chair:** Vershawn Ashanti Young, University of Waterloo

Asao Inoue, Arizona State University

Lana Oweidat, Goucher College

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.

Anne Ruggles Gere, recipient of the 2025 CCCC Exemplar Award, will speak.

### **Exemplar Award Committee**

**Chair:** Akua Duku Anokye, Arizona State University, Phoenix  
Jonathan Alexander, University of California, Irvine  
Tamika Carey, University of Virginia, Charlottesville  
Rasha Diab, The University of Texas at Austin  
Aja Y. Martinez, University of Illinois Urbana-Champaign

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

## **Anne Ruggles Gere 2025 Exemplar Award of the Conference on College Composition and Communication**



**Anne Ruggles Gere**

The Conference on College Composition and Communication (CCCC) Exemplar Committee is honored to announce Anne Ruggles Gere, professor of English and education, and the Arthur F. Thurnau Professor at the University of Michigan, as the 2025 Exemplar Awardee. The CCCC Exemplar Award is described as honoring a person whose “years of service as an exemplar for our organization represent the highest ideals of scholarship, teaching, and service to the entire profession.” The numerous nominators and the CCCC Exemplar Committee emphatically agree that the breadth and depth of Professor Gere’s commitment to our profession meets these high ideals and sets her apart as a trailblazer in her care and giving to her colleagues and students alike.

If there is a way to characterize her field-forming career, it is the assumption that we are better together. Described as a “goliath,” she is recognized by her nominators for the breadth of her field-shaping scholarship; wide-ranging service; and exemplary mentoring. They all acknowledge that she is a remarkable scholar, researcher, mentor, and leader within the broad fields of rhetoric, composition, and writing studies. Her tremendous research and scholarship, which has explored such broad topics as feminist rhetorics, writing across the curriculum, reading-writing relationships, religious rhetorics, and writing groups, is theoretically nuanced and deft. Specifically, her scholarship, which offered our field now-longstanding concepts such as the “extracurriculum of composition,” has helped a generation of scholars look beyond the traditional sites of writing and traditional notions of writers. This work, for example, in literacy development, has transformed our understanding of the literate life courses of our students, from elementary through collegiate educational experiences, and beyond.

What’s more, her selfless service is well recognized and far-reaching, including serving as the chair of the Conference on College Composition and Communication, president of the National Council of Teachers of English, and president of the Modern Language Association. This leadership has not only steadied the three major organizations for English educators, literacy and language scholars and workers, and writing teachers of every level, but it has also demonstrated her tireless capacity

to hold space for others, and to make sure that the highest quality scholarship and teaching in our field have the opportunity to be shared and disseminated. We would be remiss if we failed to mention Gere’s career-long service to the University of Michigan Sweetland Center for Writing, which has established institutions within our discipline.

Finally, and perhaps most important, her mentoring and advocacy for minority scholars exemplify a commitment to and an ethic of stewardship that her nominators celebrate. She has helped usher scores of researchers and teachers into our field. Her mentoring of students, especially graduate students, has contributed to its own transformation of the field. In fact, she has mentored multiple generations of scholars and teachers who build on, extend, and expand the work in the field that she, in so many ways, helped shape and solidify through her long career. As one nominator stated, “Anne Ruggles Gere is a trailblazer. I mean this in every sense of the word. Through achievements within her own sprawling career, she has made room and way for so many others to enter the field.” As she appraised her own career, the nominator added, “Many of us have been very fortunate to work with great teachers and mentors who have guided our paths. Unsurprisingly, if we trace the lineage of our own mentorship within this field, many of these lines lead right back to Anne Gere.”

Lest we forget, none of this work has been without cost. Gere’s tremendous collegiality, particularly at a time of increasing civil strife, serves as a model of one of the many ways in which we can continue to do our important work with grace and rigor, with intelligence and compassion. Each of these areas of impact has required Anne to sacrifice time, resources, and emotional labor. For these many reasons, the nominators, CCCC Exemplar Committee, and the profession mandate that Anne Ruggles Gere’s legacy must be understood as exemplary.

## Chair's Address

8:30–10:15 a.m.

Hall G (Level 100)

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### **Timely, (Un)Disciplinary, and Solutions-Oriented: Remembering and Enacting Abundance in These Times When We Just Have to Keep Going**



**Jennifer  
Sano-Franchini**

In the 2024 CCCC Annual Convention Call for Proposals, I invited readers to think with me about how “writing abundance,” as informed by “indigenous economies of abundance” (Fujikane) might serve as a heuristic and practice for resisting capitalist logics of scarcity, surplus, and competition circulating across our teaching, research, and program administration. I hoped that we might imagine (Jones and Williams) together sustaining possibilities for the discipline that would help us reckon with some of the ongoing, difficult, and pressing problems we’ve been facing—including but not limited to increasingly inhospitable labor conditions and unequal distribution of resources in the academy. I was heartened to come together

and see so many participants and attendees take this challenge on with me. It was an important reminder of the meaningful work you all are doing.

And yet since last April, the gravity of these problems seems only to have deepened and their implications proven even more expansive. Let me be clear—the work of writing teacher-scholars has never been easy. Past CCCC Chair’s Addresses can attest to that. At the same time, we must acknowledge that these times are materially different. As rhetoric, writing, and technical communication teacher-scholars, we’ve experienced dramatic shifts resulting from COVID, widespread austerity mandates in higher education, the public unveiling of generative AI, and the politicization of technology, information, education, and expertise—to name just a few factors—that have impacted job availability, our working conditions, the students we teach, the writing technologies we use, and the professional development opportunities we are able to take on. How might we make sense of these seemingly separate contexts together?

Indeed, it seems that we are now living in a time of tremendous, yet long-simmering, change and disruption. In perhaps my more dejected moments, I am confronted by all of the warning signs I’d missed. How many small moments of indifference, misplaced trust, distraction, misrecognition, compliance, and acquiescence were needed

to bring us to the precarious position we find ourselves in today? (Or maybe this feeling of overwhelm is merely a reflection of my harried headspace at the moment as I'm writing this?) How do we collect ourselves in a time of constant crisis and as so many forces seem to be pulling us apart? How do we take a big-picture view from where we are and work strategically to determine possible ways to move forward? And what can CCCC uniquely accomplish as a large flagship professional organization dedicated to writing, rhetoric, and communication research, teaching, and practice?

In the 2025 CCCC Chair's Address, I think through these questions—promising no definitive answers—by looking backward to look forward, remembering our abundances and how far we've come, and discussing timely, (un)disciplinary (Pough), and solutions-oriented approaches for reimagining the work that we do in these unprecedented times.

**Jennifer Sano-Franchini** is the Gaziano Family Legacy Professor of Rhetoric and Writing Studies and associate professor of English at West Virginia University, where she teaches courses on multimedia writing, professional writing theory, cultural rhetorics, and feminist interaction design. Her teaching is informed by her pedagogical background in composition studies, feminist and critical pedagogies, and the scholarship of teaching and learning; her professional experiences teaching college writing at four different postsecondary institutions since 2005; and her academic experiences as a first-generation college graduate.

Sano-Franchini's research interests are in the linkages between culture, meaning-making, technologies, and institutions, and her scholarship broadly centers on the relationship between computing technologies and the cultural production of knowledge. She has published on a range of topics including the affective politics of Facebook's user interface design, Asian American sonic rhetorics, and emotional labor on the academic job search in journals such as *College Composition and Communication*, *College English*, *Technical Communication Quarterly*, *Rhetoric Review*, *Kairos*, *Computers and Writing*, *Peitho*, and *enculturation*, and edited collections including *Equipping Technical Communicators for Social Justice Work*, *Rhetoric and Experience Architecture*, and *Rhetoric and the Digital Humanities*. She recently collaborated with Maggie Fernandes and Megan McIntyre on the website Refusing Generative AI in Writing Studies.

Sano-Franchini has held leadership roles in several professional organizations in rhetoric and writing studies. She is CCCC Chair and she served as Program Chair of the 2024 CCCC Annual Convention in Spokane, Washington. She is also a member of the Modern Language Association (MLA) Rhetoric, Composition, and Writing Studies (RCWS) History and Theory of Rhetoric Forum Executive Committee. In 2022, she co-organized the Association of Teachers in Technical Writing (ATTW) Virtual Conference with Kristen Moore and Donnie Johnson Sackey, and she previously served as an at-large member of the Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC). In CCCC, she has served as a co-chair of the Asian/

Thursday, 8:30–10:15 a.m.

Asian American Caucus, as an elected member of the Executive Committee, as a member and chair of the James Berlin Memorial Outstanding Dissertation Award Committee, and Stage 1 and Stage 2 reviewer.

Sano-Franchini completed her BA and MA degrees in English at the University of Hawai‘i at Mānoa, and her PhD in Rhetoric and Writing at Michigan State University. She also has seven years of previous industry experience as a document designer and professional writer.

# Thursday, April 10

**Poster Sessions**  
**Pratt Street Lobby (Level 300)**  
**10:30 a.m.–1:00 p.m.**

*Theory, Research Methodologies, and Praxis*

## **PS.1 Undergraduate Researcher Poster Session**

*Sponsored by the Committee on Undergraduate Research*

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

**Chair:** Jessie Moore, Elon University

**Presenters:** Hannah Benton, University of Central Florida, “Fanfiction as a Reflection of Available Representation: A Critique on Mass Media”

Jupiter Berrysmith, Goucher College, “Workshops for Writers: Re-envisioning the Undergraduate Creative Writing Workshop through the Lenses of Inclusion and Exploration”

Tristyn Brown, Miasia Timmons & Devin Turk, Goucher College, “Remixing Queer Writing and Rhetoric at the Goucher College for a Free Palestine Encampment”

Taryn Deckard, Western Kentucky University, “Is It Queer Enough? Rhetorical In/Exclusivity in Church Welcome Messages”

Nic Filipowski, Cate Harding, Wayne Reynolds & Sophia Westfall, Rutgers University-Camden, “Designing a Writing Consultants Handbook”

Lauren Gracias, Syracuse University, “More than Prompt Engineering: Using Generative AI Generatively”

Signe Karlstrom, Ohio University, “The Shared Rhetoric of Anti-war and Environmental Activists”

Percival Koontz & Oslene Vanyanbah, Ithaca College, “Academic Reboot: A Critical Analysis of IDEA Initiatives in First-Year Writing”

Andy Lisheng, Wesleyan University, “The University and AI: Oeuvres at the Writing Center”

Jay Little, Nevada State University, “‘MAP’ping Creativity: A Study of Writing in Multi-Animator Projects”

Teri Mullins, Sam Houston State University, “AI—Technology’s Newest Challenge for Technical Writers”

Rileigh Ann Raspa, Goucher College, “Romanticizing the Writing Center: A Case for Joy”

Jaida Rhea, Goucher College, “Social Justice Rhetoric: How Transnational Feminist Activists Are Utilizing Rhetorical Agency to Communicate Risk in the Face of Climate Change and the Struggle for Human Rights”

Ileana Zuckerman, University of California Santa Barbara, “Aspasia beyond Her Ideology: Grounding Her Historical Existence”

**Poster Sessions**  
**Pratt Street Lobby (Level 300)**  
**1:30–3:00 p.m.**

**PS.2 “Benevolent Paternalism” and the Contingent Writing Faculty Experience: Developing an Action-Oriented Contingent Faculty Development Model**

This presentation details a study involving “B-side” writing program faculty that revealed feelings of isolation among contingent faculty when they were purposefully excluded from professional communities and development programs. A faculty development model that purposefully included contingent faculty was created, successfully mitigating issues with community inclusiveness and instructional support.

*Presenter:* Mikayla Beaudrie, University of North Florida

**PS.3 A Community Building Remix: Zine Workshop in a University Learning Center**

This project aims to support community building among peer tutors across the learning center of a large university. This poster will focus on the outcome of a zine workshop that acts as a remix to traditional community building and writing practices and speaks to the emotional labor of tutors across disciplines. The researchers will also discuss how other learning centers can use zines.

*Presenters:* Cassandra Dumas, James Madison University  
Mackenzie Hammack, James Madison University

**PS.5 Communicating Heat Health in Rural Mexico: Formulating Rhetorical Decolonial Approaches to Research Challenges**

This poster will feature preliminary findings from a Wellcome-funded project to address heat-related illness in Chiapas, Mexico. More specifically, this collaborative project will focus on the rhetorical elements and decolonial challenges of cross-cultural health care work.

*Presenters:* Antonio Trejo Acevedo, Department of Environmental and Population Health, Regional Center for Research in Public Health, Tapachula, Chiapas, Mexico  
Beth Bee, East Carolina University  
Erin Clark, East Carolina University  
Norma Edith Rivero Perez, Department of Environmental and Population Health, Regional Center for Research in Public Health, Tapachula, Chiapas, Mexico



**PS.6 Decoding Bias and Diversity: Analyzing Representation in AI-Generated Wedding Imagery through Visual Communication and Social Justice Perspectives**

The study examines AI-generated wedding imagery through visual communication and social justice frameworks, incorporating representation theory, visual cues, and the 5Rs. By employing content analysis, we uncover biases, stereotypes, and ideological structures in AI visuals while proposing frameworks to analyze and mitigate bias in AI-generated content.

*Presenters:* Chenxing Xie, University of Cincinnati  
Jiaxin Zhang, University of North Texas

**PS.7 From Exigence to Compassion: Remixing Rhetoric, Making It Real**

This poster presents a small, high-impact assignment that enhances students' rhetorical education through the context of remote community engagement. Students write short responses to poems by young, incarcerated poets posted on an online blog. The exigence of this "remixed" real-world writing context leads them to highly engaged, deep, and compassionate learning.

*Presenter:* Erika Scheurer, University of St. Thomas

**PS.8 Reading Identity and Oppression in Composition Reading Scholarship: A Content Analysis Intended to Improve Disciplinary Specialization in Reading**

This presentation shares findings of a content analysis of composition scholarship on reading that addresses the following questions: What is the presence of reading identity in composition works on reading? What associations are there between this and oppression as defined by Iris Marion Young (1988)? What are practical implications for compositionists?

*Presenter:* Emily Sok, George Mason University

**PS.9 Remixing Writer Authority through Collaboration: How Writing Tutors Orient to Writer and Tutor Authority**

This poster analyzes how tutors and writers negotiate authority, with a particular focus on variations in conferences with L1 and L2+ writers. More specifically, we analyzed six conferences via categories that describe orientations to writer authority and tutor authority, including their orientations to expertise, how to handle disagreement, process decisions, and the oral revision space.

*Presenter:* Rebecca Nowacek, Marquette University

## A Sessions: 10:30–11:45 a.m.

### *Inclusion and Access*

#### **A.1 Advocating for Students in Corequisite English Programs through the Collection and Use of Data**

Presenters from diverse institutions speak about how they engaged in programmatic research and used the resulting data to navigate competing demands and diverse audiences, to improve programming, and to advocate for students.

Meeting Room 327 (Level 300)

*Chair:* Marc Scott, Shawnee State University

*Presenters:* Sonja L. Andrus, University of Cincinnati Blue Ash College  
Victoria Appatova, University of Cincinnati Clermont College  
Sonya Eddy, Texas A&M University San Antonio  
Danielle Petrovich, Shawnee State University  
Thomas Slagle, University of Pittsburgh-Bradford

### *Writing Programs*

#### **A.2 Contemplating Multiple Systems Perspectives: Is a Writing Program an Ecology, an Information Flow, or a Set of Power Relations?**

I trace three different systems theories back into the intellectual projects from which they derive: ecology, operations research, and critical race theory. I present three different diagrams of a single writing program, each using the concepts and elements from one of the systemic models. Panel participants will be provided with a list of terms and time to create sketches of their own programs.

Meeting Room 325 (Level 300)

*Presenter:* Ann Dean, University of Massachusetts Lowell

### *Approaches to Teaching and Learning*

#### **A.3 Developing Rhetorical Reasoning for Critical Generative AI Tool Literacy**

This session explores using LLM-generated corpora and instructional strategies for developing students' baseline skills for critical awareness of generative AI tools. The presenters draw upon data from student writers enrolled in a range of foundational university writing courses, ranging from first-year writing to introductory professional communication.

Meeting Room 339 (Level 300)

**Chair:** Danielle Zawodny Wetzel, Carnegie Mellon University  
**Presenters:** Alan Kohler, Carnegie Mellon University  
Ben Markey, Carnegie Mellon University  
Jungwan Yoon, Carnegie Mellon University

*College Writing and Reading*

**A.4 From Cool Reads to Academic Feeds: Bridges and Boundaries between Domains of Writing**

We discuss results from an inquiry that engaged with ten students during their fourth year of university at a Chilean public institution. Using a purposive sample with different profiles of academic performance, field of study, gender, and socioeconomic status, we sought to understand how they identify connections between literacy in everyday life and in educational settings.

Meeting Room 349 (Level 300)

**Presenters:** Federico Navarro  
Natalia Ávila Reyes, Pontificia Universidad Católica de Chile

*Community, Civic, and Public Contexts of Writing*

**A.5 Glimmering “Nows”: Communal Writing and Storying as Un/Stable Liberatory Collaboration**

Right now we’re together at the CCCC Convention. Soon we’ll be apart again. This panel examines un/stable community interactions as opportunities for educators, creators, activists, and students to co-create transformative social change. Extending Rustom Bharucha’s interweaving of theater and ongoing communal becoming, we ask, When a class—or poem, or photo series—ends, what begins? What do we make together?

Meeting Room 328 (Level 300)

**Chair:** Stacey Waite, University of Nebraska-Lincoln  
**Presenters:** Keolanani Kinghorn, University of Utah  
Tina Le, University of Nebraska-Lincoln  
Finola McMahon, University of Illinois Urbana-Champaign  
Azlan Smith, University of Illinois Urbana-Champaign

*Writing Centers (including Writing and Speaking Centers)*

**A.6 Jamming with Administrative AI: Automated Writing Center Session Notes as Case Study**

AI writing tools have the potential to transform everyday administrative writing in higher education. Presenters provide a case study of a writing center using AI to automate writing session notes to demonstrate how using AI in routine writing tasks can have reverberating effects at various levels of scale, from streamlining individual consultations to shifting an institution's culture.

Meeting Room 343 (Level 300)

**Presenters:** Laurie Ann Britt-Smith, College of the Holy Cross  
Ava Cloghessy, College of the Holy Cross  
Gabriel Morrison, College of the Holy Cross  
Anna-Lisa Norman, College of the Holy Cross

*Information Literacy and Technology*

**A.7 Library Instruction as Extended Play: Writing Teachers, Libraries, and Research Skills in Concert**

This concurrent panel consists of a first-year writing lecturer, a writing program administrator, and a librarian presenting on the development of a flexible and scalable library instruction program in our first-year writing curriculum. Our goal is to show how library instruction can be integrated into writing classes through a combination of multimodal live and asynchronous instruction.

Meeting Room 322 (Level 300)

**Presenters:** Christine Fena, Stony Brook University  
Robert Kaplan, Stony Brook University  
Andrea Paldy, Stony Brook University

*Community, Civic, and Public Contexts of Writing*

**A.8 Nuanced Melodies in Drug Narratives: Policy Writing, Ketamine Clinics, and Psychedelic Playlists**

This panel explores diverse aspects of composing related to drugs in community, civic, and public contexts, including drug policy narratives, co-constructed writing within a nonprofit ketamine clinic, and the role of musical playlists in shaping psychedelic experiences.

Meeting Room 302 (Level 300)

**Presenters:** Nese Devenot, Johns Hopkins University  
M. Todd Harper, Kennesaw State University  
Stephen Lett  
Amanda Pratt, Kennesaw State University

*Information Literacy and Technology***A.9 Perception and Uptake of AI in Workplace, Educational, and Creative Contexts—and Implications for Writing Programs**

Our panel responds to the need for more empirical data on LLMs. Despite vast uptake, some lag behind due to lack of training/policy. We report findings from three studies that show how disciplinary beliefs are embedded in AI uptake, how writing programs need extended instruction to help writers automate sophisticated writing tasks, and how creative writers feel about their writing training LLMs.

Meeting Room 338 (Level 300)

**Presenters:** Cydney Alexis, Kansas State University  
Theresa Merrick Cassidy, Kansas State University  
Tim Laquintano, Lafayette University  
Carly Schnitzler, Johns Hopkins University  
Annette Vee, The University of Pittsburgh

*Community, Civic, and Public Contexts of Writing***A.10 Profiteers, Bad-Faith Actors, and Democracy: The Urgent Need for Rhetorical Education beyond the University**

A rhetorical education has never been realized in the United States, and now profiteers control that space. Traditional rhetorical education is not sufficient for countering arguments of the bad-faith actors gaining control of educational systems. Their attacks on higher education are leading to post-democracy. Given this scenario, what are the responsibilities and opportunities for our field?

Meeting Room 341 (Level 300)

**Chair:** Elizabeth Wardle, Miami University of Ohio  
**Presenters:** Jennifer Maher, University of Maryland Baltimore County  
Jennifer Wells, New College of Florida

*First-Year Writing***A.11 Remixing First-Year Writing and Contesting Standardized English: Music as Inspiration in the Classroom**

This panel demonstrates the power of FYW assignments that challenge the dominance of standardized English, inviting students to incorporate all of the Englishes and other languages that they read, hear, and speak on a daily basis. With a specific focus on infusing hip hop, haikus, and other lyrical genres into writing, panelists showcase how they raise engagement in their FYW classes.

Meeting Room 319 (Level 300)

**Presenters:** Gabrielle Alcala, The City College of New York  
Nidhi Gandhi, The City College of New York  
Alexander Moser, Southern New Hampshire University

*Histories of Rhetoric*

**A.12 Remixing Retóricas de México Antiguo: Comparative Religions, Oral Traditions, and Pedagogies of Liberation**

We now live in an era of remixing media by incorporating oral histories, religions, and pedagogies, similar to the cultures of ancient Mexico. For the Aztecs, codices and “difrasismo” were primary modes of rhetorical appeal. Comparing these remixed media can reveal the collective trauma of colonialism’s attempted erasure of Indigenous peoples, such as the ongoing genocide of Palestinian peoples.

Meeting Room 301 (Level 300)

**Presenters:** Alma Albertos, The University of Texas Rio Grande Valley  
Alyssa Bocanegra, The University of Texas Rio Grande Valley  
Briana Garcia, The University of Texas Rio Grande Valley  
Alberto Luyando, The University of Texas Rio Grande Valley

*Community, Civic, and Public Contexts of Writing*

**A.13 Social Media’s B-side: Activism through Social Media Affordances**

This panel highlights how activists use corporate social media platforms to engage in digital activism. We frame activists’ use of “strategic illegibility”—in which activists shape content to reach targeted audiences and cultivate counterpublics—as social media’s “B-side” playing under more mainstream discourse.

Meeting Room 337 (Level 300)

**Presenters:** Amber Buck, University of Alabama  
Christina Cedillo, University of Houston-Clear Lake  
Bri Lafond, University of Illinois Urbana-Champaign  
Cindy Tekobbe, University of Illinois Chicago

*College Writing and Reading*

**A.14 Student Goals as Culturally Sustaining Literacy Pedagogy and Assessment in Developmental and First-Year Composition Contexts**

Raciolinguistic Justice is a culturally sustaining approach to supporting literacy and linguistic dexterity in developmental and first-year composition contexts. Self-regulation is essential to students’ goal attainment. This session summarizes a program-wide implementation of metacognitive goal setting, explicating how self-regulated learning can support antiracist, asset-based pedagogy.

Meeting Room 342 (Level 300)

**Presenter:** Emily Suh, Texas State University

*Inclusion and Access*

**A.15 Supporting International Students and Multilingual Experiences: Studies of Immigration, Policy, and Translingual Writing Pedagogy**

This panel considers how to support the holistic experiences of international students who are multilingual. We examine language and immigration policies, as well as translingual writing pedagogies, with a call to recognize how international students represent their own form of difference that is distinct from forms of difference bracketed within a US nation-state.

Meeting Room 336 (Level 300)

*Presenters:* Carolyn Commer, Virginia Tech  
Lin Li, Virginia Tech  
Shakil Rabbi, Virginia Tech

*Approaches to Teaching and Learning*

**A.16 The Labor of Extended Play: Reflections on “Edutainment” and Access in the Writing and Rhetoric Classroom**

We contend that merging entertainment with education is not only considerate to our students, but also ourselves. This is because, as we will argue, edutainment is at its core about labor, both our labor as instructors and that of our students. Edutainment is an opportunity for us, as teachers, to harness the transgressive potential of “play” in the rhetoric/writing classroom.

Meeting Room 344 (Level 300)

*Presenters:* Meaghan Fritz, Northwestern University  
Alexander Helberg, Trinity College, Hartford, CT  
Nicholas Marino, Trinity College, Hartford, CT

*Language, Literacy, and Culture*

**A.17 Translanguaging from Two- to Four-Year Track: Remix, Replay, Revise**

As instructors of multilingual writers at two- and four-year institutions, our panel explores a progression of remixing languages: philosophy and creative writing college preparatory courses, generative exercises for multilingual college first-years, and finally upper-level translanguaging projects. Attendees will learn practical strategies to encourage translanguaging across educational settings.

Meeting Room 340 (Level 300)

*Presenter:* Derek Cavens, University of Virginia

*Approaches to Teaching and Learning*

**A.18 Recursive, Remixed, Reflective Scavenging: Making and the Writer’s Identity Vulnerability in Multimodality**

We explore multimodal/remix projects and vulnerability, guiding the participants through a mini-project to develop definitions of vulnerability and discuss the question: how do we effectively use multimodality to help students engage in unfamiliar modes to see themselves in new ways, in essence developing a “mixtape” identity where their personal narratives are remixed with their educational story?

Meeting Room 350 (Level 300)

**Presenters:** Tania de Sostoa-McCue, Michigan State University  
Elise Dixon, California State University Monterey Bay  
Sarah Prielipp, Michigan State University  
Bree Straayer, Michigan State University

*College Writing and Reading*

**A.19 Singing in the (Acid) Rain: Musical Ways to Write about Climate Crises**

Pulling from work by Timothy Morton and other ecophilosophers and critics, this Engaged Learning Experience session will encourage participants to consider incorporating musical responses to climate crises into writing classrooms as a way to encourage increased student engagement both with environmental issues specifically and nature writing in general.

Meeting Room 311 (Level 300)

**Presenter:** Megan Russell, Ohio University

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

**A.20 Where Policy Meets Position: Articulating Usable Disciplinary Knowledge for Administrative Spaces**

This session will engage participants in institutional literacy, exploring impactful data for diverse audiences, effective communication, and activating disciplinary knowledge. We aim to create a blueprint for using evidence-based knowledge across audiences, serving coordinators and administrators, and will be a launching point for combining expertise and literature to support change work.

Meeting Room 317 (Level 300)

**Presenters:** Kirsti Cole, North Carolina State University  
Holly Hassel, Michigan Technological University



*Antiracism and Social Justice*

**A.21 “Which Side Are You On?” Anti-Capitalist Composition Pedagogy at the Neoliberal University**

This roundtable session gathers scholars engaged in anti-capitalist pedagogy. Speakers discuss a variety of pedagogical methods, including oral history, raciolinguistics, and labor narratives, linking these practices to larger political economic crises in higher education and contemporary global society.

Meeting Room 314 (Level 300)

**Roundtable Leaders:** Taiko Aoki-Marcial, University of Washington, “Student Writing and Engagement at the Intersection of Culturally Sustaining and Anti-Capitalist Pedagogy”

James Daniel, Seton Hall University, “Who’s Afraid of Anti-Capitalism?”

Kathleen Dillon, University of Nebraska-Lincoln, “Practicing a Slow [Anarchist] Resistance in the Writing Classroom”

Timothy Johnson, University of Louisville, “‘How Much Did They Pay You to Move That Many iPhones?’ Exploring Capitalism through Students’ Writing about Their Work Lives”

Jack Morales, Pace University, “Resisting the Contentification of Writing: An Introduction”

Jacob Wilson, University of Washington, “The Labor of Writing about Labor: Pursuing Anti-Capitalist Composition Pedagogy as a Graduate Student”

*Approaches to Teaching and Learning*

**A.22 Collaborating beyond Comfort: Risk-Taking, Writing, and Teaching in High School and College**

How do we foster intellectual risk-taking in student writers? A collaboration of high school English and college first-year writing teachers lead roundtables on the role intellectual risk-taking plays in their approach to teaching writing, and provide classroom-tested activities that foster creative idea generation and deliberation among choices. Participants will get to try out sample exercises.

Meeting Room 309 (Level 300)

**Chair:** Alexis Teagarden, University of Massachusetts Dartmouth

**Roundtable Leaders:** Will Higgins, Dartmouth High School/University of Massachusetts Dartmouth

Wesley Lima, Dartmouth High School

Amanda Rioux, University of Massachusetts Dartmouth

*Theory, Research Methodologies, and Praxis*

**A.23 Computer Love in Rhetorics of Health and Medicine**

*Sponsored by the CCCC Medical Rhetoric Standing Group*

This roundtable, sponsored by the Medical Rhetoric Standing Group, aims to foster interactive discussions of reenvisioning and reimagining of RHM as both a catalyst and a mediator of “Computer Love.”

Meeting Room 308 (Level 300)

**Chair:** Priyanka Ganguly, Texas Tech University

**Roundtable Leaders:** Jessica Jorgenson Borchert, Iowa State University, “The Kairos of the Postpartum Body in Online Communities”

Adrianna M. Deptula, Purdue University, “Mapping the Body in Pain: Accounting for Hexis and Western Conceptions of Disease in Patient Intake Documentation”

Tyler Easterbrook & Sarah Ann Singer, University of Central Florida,

University of Idaho, “Secondary Ethos and ‘Computer Love’ in RHM”

Elena Kalodner-Martin, Massachusetts Institute of Technology, “Platforms in Flux: Facilitating Sustainable Digital Research in RHM”

Martha Sue Karnes, Curry College, “Listening to Patients in Search of ‘B-Sides’”

Manushri K. Pandya, North Carolina State University, “Understanding the Visual Networked Components of COVID-19 Infographics”

*Community, Civic, and Public Contexts of Writing*

**A.24 Rhetoric of Science in (Times of) Crisis**

This roundtable session remixes rhetoric of science and/as current crises of science communication and pedagogies. The panelists reflect on the role of rhetoric of science in reaching audiences impacted by scientific controversies including abortion, COVID-19, and the commodification of wellness.

Meeting Room 316 (Level 300)

**Chair:** Mya Poe, Northeastern University

**Presenters:** Lisa deTora, Hofstra University, “The Abortion Wrangle: Rhetorical Ingenuity and Personal Agency”

Cristina Hanganu-Bresch, St. Joseph’s University, “Bodily Optimization and Popular Science Podcasts: The Case of the Huberman Lab”

Kate Maddalena, University of Toronto, “Engaging Holisms: Rhetorical Approaches to the Probiotic Turn”

Ryan Mitchell, Stonybrook University, “Reckoning with Asymptomatic Disease: Masking, Embodiment, and the Limits of Communicating Risk”

Gwendolynne Reid, Emory University, “‘A Science Excellent’: Using Rhetorical Genre History to Teach Critical Scientific Literacy”

*Theory, Research Methodologies, and Praxis*

**A.25** **Storytelling and Engaging with Indigenous Stories in Scholarly Writing Practice: A Story Circle**

This roundtable offers reflections on storytelling as a scholarly writing practice based on panelists' engagement with Indigenous stories, including telling, talking about, and recovering stories. Encouraging audience participation, roundtable discussants tell stories as they reflect on the possibilities and affordances of story as both form and content in academic writing.

Meeting Room 315 (Level 300)

**Roundtable Leaders:** Katelen Cowger, The University of Oklahoma  
Rachel Jackson, The University of Oklahoma  
Clarissa McIntire, The University of Oklahoma  
Sarah Moore  
Lauren Skaggs  
Linnea Vogel, The University of Oklahoma  
Michelle Wilk

*Language, Literacy, and Culture*

**A.26** **Strategic Illegibility: Rhetorics of Nontranslation**

This roundtable presents an extended conversation on the topic of strategic illegibility, which we define as the refusal of minoritized or marginalized groups to translate their texts and other communications into dominant idioms, language, and codes. Contributors will discuss strategic illegibility's manifestation across a range of cultural, ethnic, and geographical contexts.

Meeting Room 307 (Level 300)

**Chair:** Raúl Sánchez, University of Florida  
**Roundtable Leaders:** Sabita Bastakoti, Mitzi Ceballos & Romeo García, University of Utah, "Hauntings, Walking, and Plática"  
René De los Santos, San Diego State University, "Translating the Word of God: The Creation of the Concilio Interdenomenacional Mexicano de Iglesias Cristianas"  
Julia Kiernan, Lawrence Technological University, "The Material Circumstances of STEM Communication: A Transdisciplinary Turn"  
Lisa King, University of Tennessee, Knoxville, "No, Sequoyah Isn't Buried Here: An Indigenous Mound, Settler Discomfort, and the Distortion of Settler Claims to Place"  
Alexander Slotkin, Florida Atlantic University, "Strategic Illegibility: A Rhetoric of Refusal"  
Stella Takvoryan, University of Kentucky, "No, Sequoyah Isn't Buried Here: An Indigenous Mound, Settler Discomfort, and the Distortion of Settler Claims to Place"

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

**A.27 Social Justice for Classroom Instructors: Contingent Labor Organizing Roundtable**

*Sponsored by the CCCC Social Justice at the Convention Committee*

This roundtable will celebrate the social justice work of local Baltimore-area contingent instructors. Roundtable participants will share their experiences working to form unions in Baltimore-area institutions and reflect on its impact on their work in classrooms; they will invite attendees to share. Attendees and participants will engage in an informal table discussion about the experiences shared, approaches to organizing in Baltimore, and ideas for how to approach consolidating strength to address the local issues that impact our own communities and institutions. Overall, this roundtable is designed to celebrate the important organizing work contingent instructors are doing in the Baltimore area to elevate their voices in their workplaces.

Meeting Room 310 (Level 300)

**Chair:** Gabrielle Kelenyi, Lafayette College

**Roundtable Leaders:** Ana Preger Hart, Stevenson University

Len Lazarick

Anne McLeer, SEIU Local 500

*Writing Programs*

**A.28 (Re)Generative Moments with Writing Minors and Writing-Related Minors**

*Sponsored by the CCCC Independent Writing Departments and Programs Affiliate*

Drawing on four diverse institutional contexts, this panel explores the successes and challenges involved with designing, maintaining, and collaborating around writing and writing-related minors.

Meeting Room 329 (Level 300)

**Chair:** Denise Comer, Duke University

**Presenters:** Rebecca Babcock, The University of Texas Permian Basin

Laurie Britt-Smith, College of the Holy Cross

Alice Myatt, University of Mississippi

*Approaches to Teaching and Learning*

**A.29 Teaching for Transfer Sponsored Panel: Research & Adaptations**

*Sponsored by the CCCC Teaching for Transfer Standing Group*

This panel presents four adaptations of the Teaching for Transfer (TFT) curriculum: an assignment remix around key terms analysis; an antiracist and culturally sustaining approach explicitly applied to writing about college education; instructor preparation for a TFT-informed shared curriculum; and TFT connections to writing transfer, including Writing about Writing and Writing Disciplinarily.

Meeting Room 303 (Level 300)

**Presenters:** Keira Hambrick, Buffalo State University SUNY

Anthony Lince, San Diego Mesa College

Liane Robertson, University of South Florida

Katherine Rothschild, Stanford University

Kara Taczak, University of Central Florida

## AA Sessions: 10:30–11:00 a.m.

### *Language, Literacy, and Culture*

#### **AA.1 “The Money Grows on Trees”: Remixing, Reconstituting, and Reclaiming Country Music**

Modern country music has served to reify a nostalgic, “ideal” American imaginary by drawing on a mythological and homogenous representation of country music listeners. This presentation will examine how modern country and folk artists are “remixing” their music, working to reclaim and reimagine country music in the way they write and sing about class, race, gender, and sexuality.

Meeting Room 321 (Level 300)

*Presenter:* Brooke Boling, University of Cincinnati

### *First-Year Writing*

#### **AA.2 “Music That Moves Us”: An Innovative Framework for a Music-Focused FYC Experience Promoting Student Engagement, Creativity, and Success**

This presentation will unpack a flexible model semester curriculum featuring several successful and innovative formative and summative task approaches. It displays how implementing a universal theme of musical experience within first-year writing improves the classroom environment and results in student products that are more authentic, engaging, and representative of students’ diverse and valid voices.

Meeting Room 318 (Level 300)

*Presenter:* Chris Prince, Georgia State University

### *Antiracism and Social Justice*

#### **AA.3 “Remixing” Socially Just Writing Pedagogy through Digital Archives**

This presentation centers digital archives as an object through which to implement socially just writing pedagogy in the composition classroom. In particular, the presentation will examine this topic through an analysis of the course design for a course on the rhetoric of digital archives.

Meeting Room 320 (Level 300)

*Presenter:* Alexandra Gunnells, The University of Texas at Austin

*Writing Centers (including Writing and Speaking Centers)*

**AA.4 “Is Linguistic Justice a Privileged Pursuit?”: Tutors’ Beliefs and Insights on Linguistic Justice Praxis**

Linguistic justice, an antiracist languaging pedagogy, is of growing interest to writing center scholarship, yet little is known about how tutors perceive it. To address this gap, fourteen diverse writing center tutors were interviewed regarding their definitions and practices of linguistic justice. Findings suggest the possibility of remixing linguistic justice as a threshold concept.

Meeting Room 323 (Level 300)

*Presenter:* Faith Thompson, Salisbury University

*First-Year Writing*

**AA.5 “More Meaningful, Less Stressful”: Collaborative Grading as a B-side to Writing Assessment**

This session describes a collaborative grading model in which individual students and their instructor work together to determine grades at multiple points in a term. Drawing on student reflections and survey responses from a 10-section pilot implementation of the model, the speaker considers the potential for collaborative grading to create more inclusive and supportive assessment frameworks.

Meeting Room 324 (Level 300)

*Presenter:* Deborah Bertsch, Columbus State Community College

*College Writing and Reading*

**AA.6 “Stop, Collaborate, and Listen”: Remastering K–12 Reading Literacy Assessments**

English and education scholars collaborate to address a gap in reading literacy assessments—a small-scale reading assessment for college freshmen. Large-scale mechanisms for reading placements provide some insights but are cost-inhibitive and discriminatory. This presentation provides a small-scale reading literacy assessment and invites participation in a longitudinal study.

Meeting Room 326 (Level 300)

*Presenters:* Erin Chandler, Huntingdon College  
Kristin Zimbelman, Huntingdon College

*First-Year Writing*

**AA.7 Decadent AI and “Draft Aesthetics” in First-Year University Writing**

Drawing from 19th-century literary decadence and recent developments in hyperpop, glitch, and indie music, I make the case for prioritizing “draft aesthetics” in teaching first-year writing and moving away from the notion of a polished final product. Rethinking the status of flaws can allow students not to rely on AI as a corrective tool but to indulge in their own generative imperfections instead.

Meeting Room 348 (Level 300)

*Presenter:* Erag Ramizi, Columbia University

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

**AA.8 Preparing Writing Studies and English Department Graduate Students for Successful Two-Year-College Teaching Careers**

We describe central goals, gains, and complications in preparing writing studies and English department graduate students for successful two-year-college (TYC) teaching careers. This session is intended for graduate students and graduate faculty interested in preparing themselves, and their students, for successful TYC teaching careers.

Meeting Room 333 (Level 300)

*Presenters:* Alice Horning, Oakland University  
Joseph Janangelo, Loyola University Chicago  
Erin Lehman, Ivy Tech Community College

*Writing Programs*

**AA.9 Reciprocal Mentoring for Career Readiness: A Remixed Model for Faculty and Students in Writing Programs**

Pressures from varied stakeholders to show degree program career viability create stress in our mentoring systems. Mutually beneficial developmental networks offer a critical support for faculty and students, and reciprocal mentoring creates a more level playing field for mutual support. This presentation offers a mentoring network model from a predominately Black institution perspective.

Meeting Room 345 (Level 300)

*Presenter:* Elizabeth Lopez, Georgia State University



*First-Year Writing*

**AA.10 Recomposing Student Perceptions of First-Year Writing:  
Creating Space for Introspective Engagement**

As a framework for developing rhetorical knowledges, introspective engagement provides an actionable format that prioritizes deliberacy in student learning. In a new curriculum, researchers remix the structure of first-year composition with the first-year seminar format and advocate for a new set of student learning outcomes to challenge the possibilities of composition and its identity.

Meeting Room 332 (Level 300)

*Presenter:* Emma Streberger, Arizona State University-Tempe

*Community, Civic, and Public Contexts of Writing*

**AA.11 Remixing Multimodality in WAC Discourses:  
Conversations in Technology and Community  
Engagement in the Writing Classroom**

My presentation explores remixing multimodal projects and community engagement in undergraduate writing courses to develop communication skills and community awareness. Using the “Public Interest Technology for First-Year Engineers” initiative, I highlight ethical engagement, practical experience, and the challenges and benefits of combining these approaches in writing pedagogy.

Meeting Room 347 (Level 300)

*Presenter:* Suchismita Dutta, University of Tampa

*Professional and Technical Writing*

**AA.12 The Darwin (Typing) Mixtape: Remixing Structured  
Authoring with Generative Artificial Intelligence**

What happens when a gold standard collides with the new kid in technical writing? This presentation walks through a deliberate remix between a well-established structured authoring technology (DITA) and a generative artificial intelligence tool (ChatGPT), with the goal of challenging what each component can or cannot do in the pursuit of a more human technical communication pedagogy and practice.

Meeting Room 330 (Level 300)

*Presenter:* Emily Gresbrink, Minnesota State University, Mankato

Thursday, 10:30–11:00 a.m.

*Language, Literacy, and Culture*

**AA.13 True Crime Podcasts: Remediating Discourses on Justice**

This presentation examines true crime podcasts' circulation of problematic tropes and narratives of criminality on one hand and amplification of research into marginalized histories on the other. The medium's use of evidence, the affordances of aurality, and the strong affective responses of listeners all make the genre an interesting point of exploration in rhetoric and composition classrooms.

Meeting Room 331 (Level 300)

*Presenter:* Emily Smith, West Liberty University

*Community, Civic, and Public Contexts of Writing*

**AA.14 When the Band Breaks Up: Remixing Service-Learning into Opportunities for Critical AI Literacy**

This presentation presents a critical AI literacy assignment emerging from the context of a failed service-learning partnership for a STEMComm class to develop AI policy proposals for a local industry partner.

Meeting Room 346 (Level 300)

*Presenter:* Evan Thomas, South Dakota School of Mines & Technology

## **AB Sessions: 11:15–11:45 a.m.**

### *Antiracism and Social Justice*

#### **AB.1 Cross-Cultural FYW as the B-side: Cultivating Diversity through Course Design Play**

This presentation advocates for the implementation of cross-cultural first-year writing courses (FYWC) as an alternative to traditional mainstream FYWC, likening the former to the “B-side” of a record. Through strategic course design, these cross-cultural FYWC prioritize cultural and linguistic awareness and inclusivity, thereby enriching students’ educational experiences.

Meeting Room 330 (Level 300)

*Presenter:* Ghada Gherwash, Colby College

### *Approaches to Teaching and Learning*

#### **AB.2 Punk Rock Pedagogies: Facilitating Clash in the Classroom**

This session proposes a “Punk Rock Pedagogy,” which embraces ideas clashing in classroom spaces and explores how the ethos of punk spaces can be embodied in classrooms. This work celebrates and advocates for a mode of interaction oriented toward the “mashing” of ideas. In doing so, we resist narrow definitions of solidarity, care, and joy in favor of a more complex classroom discourse.

Meeting Room 331 (Level 300)

*Presenters:* Chelsey Barber, Teachers College, Columbia University  
Kelsey Hammond

### *College Writing and Reading*

#### **AB.3 ChatGPT as Bootleg Recording: Key Rhetorical Differences between LLM-generated and Human-authored Texts**

This presentation extends ongoing work into distinctions between generated and authored texts by exploring key rhetorical differences between the two. Additionally, I discuss implications of these differences in light of assignments that invite students to use LLMs in writing classrooms.

Meeting Room 324 (Level 300)

*Presenter:* Ben Markey, Carnegie Mellon University

*Writing Programs*

**AB.4 Faculty-Driven Writing Assessment Re-Visioning: From Single Piece to Portfolio**

Undergraduate multilingual students used to be assessed on a single in-class timed essay on an unfamiliar topic. This did not suit our teaching philosophy or students' needs. Therefore, we are in the process of pivoting to portfolio assessment. In this presentation, we will describe the process and challenges of re-visioning a high-stakes writing exam and the writing curriculum with the faculty involved.

Meeting Room 333 (Level 300)

*Presenters:* Barbara Kruchin, Columbia University

Brittany Ober, Columbia University

*Inclusion and Access*

**AB.5 Never Being Bored: ADHD Cognitive Styles as a Model Forms of Intrinsic Motivation and Active Learning**

Using Dodson's framework, this paper repositions ADHD "challenging behaviours" in educational settings as consonant with research into progressive pedagogy, active and intrinsic motivation: that is, that ADHDers' non-compliance with busywork, complaints of boredom, and inability to sit still are responses to dysfunctional learning environments.

Meeting Room 347 (Level 300)

*Presenter:* Aimée Morrison, University of Waterloo

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

**AB.6 Non-Tenure-Track Writing Center Directors at Small Liberal Arts Colleges: The Overlooked B-side of Writing Studies Administration**

Like the B-sides of albums, which typically don't receive adequate attention, the work of writing center directors at small liberal arts colleges remains an overlooked area of research. This presentation examines the working lives of writing center directors at small liberal arts colleges, echoing the need for more research on the labor of mostly non-tenure-track writing center directors.

Meeting Room 318 (Level 300)

*Presenter:* Amanda Presswood, Southern New Hampshire University

*Community, Civic, and Public Contexts of Writing*

**AB.7 Queerly Imagined: Women Claiming Public Space**

This presentation explores how queer women wrote themselves into public space via the magazine *Off Our Backs*, a publication that ran from 1970 to 2008.

Meeting Room 348 (Level 300)

*Presenter:* Caroline Dadas, Montclair State University

*Language, Literacy, and Culture*

**AB.8 Remixing Literacy through the Sonic Intervention of High-End Country**

This presentation argues against normative discourses in literacy by asking us to rethink sound's relationship to space or place as promises of rhetorical power. I argue that hip hop offers a rhetorically reflexive approach in literacy studies that invites us to rethink and remix the relationship between space and literacy.

Meeting Room 346 (Level 300)

*Presenter:* Eric House, New Mexico State University

*Language, Literacy, and Culture*

**AB.9 Remixing Modes, Languages, and Cultures: Translanguaging in Digital Storytelling**

This presentation will demonstrate how remixing of modes, languages, and cultures in digital story writing shapes non-English speakers' identities and promotes multicultural understanding. Based on the results of qualitative arts-based study, the speaker will share the ways educators can utilize translanguaging and multimodality in their classrooms, enabling dialogue across transnational contexts.

Meeting Room 323 (Level 300)

*Presenter:* Alexandra Krasova, Indiana University of Pennsylvania

*Histories of Rhetoric*

**AB.10 Reviving Classics, Inciting Rage: Classical Education and Rhetorics of Grievance**

This talk examines the history of a growing conservative educational movement and its connection to right-wing political activity. I will then provide an analysis of the use of anger and grievance in the movement's public-facing rhetorical performances.

Meeting Room 345 (Level 300)

*Presenter:* Chelsea Schaper, University of Louisville

*College Writing and Reading*

**AB.11 Unveiling Digital Deceptions: An Interdisciplinary Approach to Analyzing Conspiracy Theories in the Age of AI for Gen Z Advanced Writing Classes**

How can the integration of Mike Caulfield’s SIFT argument theory into a Gen Z advanced writing class enhance students’ ability to critically analyze persuasive arguments, specifically conspiracy theories, in the digital era, particularly in navigating a landscape shaped by political turmoil, evolving facts, and the proliferation of fake news and AI technology?

Meeting Room 320 (Level 300)

*Presenter:* Ana Katz, University of Utah

*Community, Civic, and Public Contexts of Writing*

**AB.12 We Bees Da Heart: Tracking Sponsorship across 826Valencia and Beyond**

This session examines the effects on literacy and community building at 826Valencia through an examination of musical sponsorship material, specifically folk album *You Be My Heart* by Devon Reed, a benefit compilation album whose proceeds went to fund programming for the public writing center, whose mission is “to explore endless possibilities through the power of writing.”

Meeting Room 332 (Level 300)

*Presenters:* Devaughn Harris, The Graduate Center CUNY  
Adam Koehler, Manhattan University

*First-Year Writing*

**AB.13 Writing about Writing, Embedded Writing Consultants, and Laboratory Teaching: Centerpieces to Developing a WID Program at SUNY Polytechnic**

This panel will discuss findings from our experimental curriculum aimed at closing gaps between first-year and upper division student writing. The presenters’ design, using Writing about Writing, laboratory teaching, and embedded consultants in the classroom, was developed through collaborative efforts across campus as we look to develop a WID approach at SUNY Polytechnic.

Meeting Room 321 (Level 300)

*Presenter:* Donald Moore, SUNY Polytechnic

## B Sessions: 12:15–1:30 p.m.

*Community, Civic, and Public Contexts of Writing*

### **B.1 Incarceration, Music, and Writing: The Playlist of a Collaborative Writing Workshop with Former Lifers**

The panel includes two institutionally affiliated professors and two writing workshop participants who have been incarcerated. Accompanied by a running playlist, we explore the ways that music, rhythm, and dissonance have allowed us to “remix” roles in our writing workshop and engage in a feminist rhetorical practice “anchored in an ethos of care, respect, and humility.”

Meeting Room 341 (Level 300)

**Chair:** Emily Artiano, University of Southern California

**Presenters:** Stephanie Bower

John Njoroge

Daryl Thompson

*Information Literacy and Technology*

### **B.2 A Critical Language Awareness Approach to AI Literacy**

This panel looks at how the tools of critical language awareness (CLA) can be used to critically engage with generative AI in teaching composition, improving students’ reading comprehension, and writing center tutor training. Speakers consider the impact of generative AI on linguistic justice and language diversity, the need for AI literacy, and using AI tools ethically in the classroom.

Meeting Room 302 (Level 300)

**Presenters:** Ghada Gherwash, Colby College

Meghan Hancock, Marshall University

Katherine Miscavige, George Mason University

Malavika Shetty, Boston University

*Community, Civic, and Public Contexts of Writing*

**B.3 B-side Tracks: Making, Performing, Archiving, and Sustaining a Feminist Writing Group**

The speakers present on the history, evolution, and impact of the Women’s Writing Pilgrimage, a feminist writing and performance group in Boone, NC. Speakers share their experiences as participant-scholars and present the group as a model for bringing writing, making, and performing together to engage in sustainable community literacy work and feminist consciousness raising.

Meeting Room 329 (Level 300)

*Presenters:* C.C. Hendricks, University of New Hampshire  
Julie Karaus, Appalachian State University  
Kelly Terzaken, Appalachian State University  
Sarah Zurhellen, Appalachian State University

*First-Year Writing*

**B.4 B-side(s) Text(book)s: Remixing First-Year Writing with Textbook-Free Strategies**

This panel explores how to break away from the traditional, limited textbook model in the FYW classroom. We will discuss how leveraging collaboration, inclusivity, and interdisciplinarity can enhance the learning experience. The focus will be on the necessary steps at both the programmatic and individual levels to create space for this approach, encouraging a dynamic remix of teaching methods.

Meeting Room 328 (Level 300)

*Presenters:* Al Rodriguez, North Carolina State University  
Bethany Van Scooter, North Carolina State University  
Laura Waldrep, North Carolina State University

*Information Literacy and Technology*

**B.5 Computer Meh: Posthuman Writing and the Politics of Ugly Feelings**

By contrast to “Computer Love,” we describe a cultural tendency toward “Computer Meh.” But this affect by no means signals disregard. It resembles what Sianne Ngai describes as an “ugly feeling,” a contradictory sensibility that is decidedly different from passion. Those feelings occasion an ethical check-in, potentially sparking intervention before ChatGPT fades into routine.

Meeting Room 337 (Level 300)



**Presenters:** Christopher Carter, University of Cincinnati  
Anna D’Orazio, University of Cincinnati  
Daniel Floyd, University of Cincinnati  
Nic Muranaka, University of Cincinnati

*College Writing and Reading*

**B.6 Cutting-Edge Practices for Crafting Clear, Meaningful, and Supportive Responses to Student Writing**

In college writing classes, students often encounter painful feedback loops that hinder their progress. This panel session explores innovative feedback practices to reduce the pain. Facilitators will introduce and discuss newly developed response practices, from reflecting on feedback to integrating technology. Participants will discuss how to apply such practices in their own response approaches.

Meeting Room 310 (Level 300)

**Presenters:** Madeline Crozier, University of Tennessee, Knoxville  
Grant Eckstein, Brigham Young University  
Joan J. Hwang, George Mason University  
Ju-A Hwang, University of Delaware  
Tamara Roose, University of California San Bernardino  
**Respondent:** Chris Anson, North Carolina State University

*Language, Literacy, and Culture*

**B.7 Hermanas Escritoras: Autohistoria Mixtapes of Undergraduate Chicana/Latinas in STEM**

The Hermanas Escritoras [Sister Writers] project introduces the autohistoria mixtape, a multimodal storytelling connecting personal experience, social realities, and reflexivity with music. Fourteen Chicana/Latinas in STEM at an R1 university wrote seven autohistoria tracks that revealed how they saw themselves as writers. The autohistoria mixtape is a possibility for self-recognition as writers.

Meeting Room 325 (Level 300)

**Presenter:** Anna Penalosa, University of California Davis

*Inclusion and Access*

**B.8 Leaning into the B Side: Lessons from Online Writing Instructors and Students with Disabilities**

This panel discusses lessons learned from teaching online, drawing on OWI and disability studies scholarship. It describes how teaching with disabilities and teaching students with disabilities has informed our writing pedagogy, presents technologies that will aid in creating accessible OWI, and facilitates reflection and discussion among participants on OWI and accessibility for all students.

Meeting Room 336 (Level 300)

**Chair:** Ashlyn Walden, University of North Carolina Charlotte

**Presenters:** Carrie Dickison, Wichita State University

Kathleen Turner Ledgerwood, Embry-Riddle Aeronautical University

Psyche Ready, University of Connecticut

*Writing Centers (including Writing and Speaking Centers)*

**B.10 Linguistic Justice on Shuffle (and Repeat): Remixing Writing Center Pedagogy and Curricula**

This panel addresses a SLAC writing center's process of designing and piloting two initiatives rooted in a new antiracist mission: writing Fellows training/support and curriculum/support for professional tutors teaching FYC corequisite labs. Speakers present an inclusive, collaborative approach to creating antiracist instructional modules intended to be remixed for various teaching/learning situations.

Meeting Room 338 (Level 300)

**Presenters:** Selena Wolf Berkley, Guilford College

Cynthia Nearman, Guilford College

*Language, Literacy, and Culture*

**B.11 Now That Generative AI Is Here, Is Translingualism Dead?**

This panel brings together six transnational writing instructors at US universities to systematically investigate what appears to be an existential danger posed by generative AI for a translingual framework in writing pedagogy. Panelists share their insights to help figure out possible courses of action to negotiate this AI threat on both intralingual and interlingual diversity in writing.

Meeting Room 327 (Level 300)

**Presenters:** Farhana Akter, Missouri State University

Mahmudul Haque, North Dakota State University

Fahad Hossain, North Dakota State University  
ABM Shafiqul Islam, Illinois State University  
Nilima Mow, George Mason University  
Mijanur Rahman, California State University, Los Angeles

*Antiracism and Social Justice*

**B.12 Promesas del Sur, Revealing B-side Tracks: Migrant Histories of Solitary Confinement, Gender Violence, Erasure, and Creativity**

The B-side of (im)migrant narratives in the US are fraught with silenced, obscured, and distorted colonial histories and institutions. What results are the dehumanizing projects which lead to violence—gendered, labor, and disability—against (im)migrants. The speakers on this panel force us to grapple with the B-side histories and testimonios of (im)migrant communities and landscapes in the US.

Meeting Room 301 (Level 300)

*Presenters:* Cruz Medina

Alejandra Ramirez, The University of Texas Rio Grande Valley

Ana Ribero, Oregon State University

*Respondent:* Iris Ruiz, University of California Merced

*First-Year Writing*

**B.13 Remixing and Revitalizing First-Year Writing: An Experiential and Multimodal Approach**

Geared especially for those seeking a fresh take on FYC models, this panel examines a remixed first-year composition curriculum that combines embodied learning, multimedia literacy, and collaborative technology use. Panelists will share Brandeis's remix process; experiential learning and multimodal pedagogy; and illustrative samples of course materials and student work.

Meeting Room 344 (Level 300)

*Presenters:* Ethan King, Brandeis University

Scott Moore, Brandeis University

Marsha Nourse, Brandeis University

*Writing Programs*

**B.14 Remixing Student Self-Placement Research for Diverse Student and Institutional Identities**

This session explores how student self-placement (SSP) is remixed to meet students' needs and identities across a wide range of contexts. Extending collaboration begun at #4C24, presenters share primary research on SSP conducted at their three institutions. Like most great musical collaborations, each scholar's unique voice contributes to a layered perspective of the subject.

Meeting Room 319 (Level 300)

**Presenters:** Sara Amani, Arizona Western College  
Kevin Kato, Arizona Western College  
Juval V. Racelis, Wentworth Institute of Technology  
Amanda Sladek, University of Nebraska at Kearney  
Sarah Snyder, Arizona Western College  
Kiley Truex, University of Nebraska at Kearney

*Histories of Rhetoric*

**B.15 Remixing the War on Drugs**

In this panel, speakers explore the potential of remix and sonic rhetoric as critical counter-hegemonic practices when used to combat the harmful “narco-rhetorics” deployed in the War on Drugs.

Meeting Room 322 (Level 300)

**Chairs:** Walter Lucken, Queens College CUNY  
Larry Morgan, Syracuse University  
**Presenter:** Andrew Appleton Pine, University of Michigan

*Approaches to Teaching and Learning*

**B.16 Risk, Play, Remix: The B-side Approach to Innovative Writing Pedagogy**

This panel embraces Porter and Sullivan's suggestion to “wander with purpose.” We explore classroom practices, writing assignments, activities, and curriculum that prioritize experimentation and play and prompt a reconsideration of how we blend scholarship and pedagogical praxis.

Meeting Room 340 (Level 300)

**Presenters:** Devon Fitzgerald, Winthrop University  
Jody Shipka, University of Maryland, Baltimore County  
Charles Woods, Texas A&M University Commerce

*Writing Centers (including Writing and Speaking Centers)*

**B.17 The A-sides and B-sides of Tutor Education: Seeking Harmony and Embracing Discord among Multiple Training Modalities**

A team of three undergraduate writing consultants and two writing center administrators critically assesses their roles in designing, implementing, and participating in two separate tutor education programs that were facilitated independently and in different modalities. They reflect on the cultural and pedagogical importance of diversity and community.

Meeting Room 342 (Level 300)

*Presenters:* Jacob Baumgartner  
Eric Joseph, Purdue University  
Vaishnavi Kuppa  
Anushka Majety  
Adeline Waltz

*Inclusion and Access*

**B.18 When Linguistic Diversity and Technology Intersect in Writing Programs: Implications for Assessment, Graduate-level Writing, and Multilingual Writing Placement**

In the age of advanced technology, multilingual writers are affected differentially in the spaces where their writing circulates. This panel focuses on the ethics of the use of digital tools for academic writing, implications of generative AI for graduate communication support programs, and the technological barriers in determining placement for multilingual populations.

Meeting Room 343 (Level 300)

*Presenters:* Michelle Crow, Cornell University  
Gita DasBender, New York University  
Gail Shuck, Boise State University

*Language, Literacy, and Culture*

**B.19 Writing Placement Listening Party: Rhythms and Harmonies in an L2 Placement Process**

This panel presents findings from a study of perceptions and outcomes of an L2 placement process at a large, selective university. Since presenting initial findings in Spokane, we have continued to seek data through a mixed-methods approach: additional surveys of students and faculty, and analyses of student writing from the pre-enrollment placement process and in their subsequent writing courses.

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### Meeting Room 339 (Level 300)

**Presenters:** David Cregar, New York University  
Menahem Haike, New York University  
Denice Martone, New York University  
Nate Mickelson, New York University  
Amira Pierce, New York University

#### *Professional and Technical Writing*

### **B.20 Feedback Fusion: Blending Business Practicality, Composition Peer-Response Instruction, and Question-Based Pedagogy to Improve Student Agency**

Speakers will discuss how strategic question-asking is an alternative to static, scripted peer response and will share methods developed in business writing classes for transferable skill-building. Participants will practice question-asking, reflect on that practice, and leave with techniques to help students solicit actionable feedback and increase agency in their writing process.

### Meeting Room 311 (Level 300)

**Presenters:** Dominique Bourg Hacker, University of Wisconsin-Madison  
Melanie Hoftyzer, Cornell University  
Emily Kohlhase, University of Wisconsin-Madison

#### *Antiracism and Social Justice*

### **B.21 Practice What You Teach: Remixing and Enacting Antiracist Pedagogies**

This Engaged Learning Experience session introduces participants to Practice What You Teach, a professional development series we designed to help writing teachers and consultants enact antiracist pedagogy. Participants will remix two writing exercises that they can apply in their own teaching/consulting practices and then discuss how to create similar antiracist programming at their own institutions.

### Meeting Room 317 (Level 300)

**Presenters:** Celine Aenlle-Rocha  
Kristie Schlauraff, Columbia University

#### *Antiracism and Social Justice*

### **B.22 Rhetorics of Kinky Hair**

The goal for this session is to showcase one of the many ways that music can be used in the classroom, showcasing possibilities for the future of education. Rather than focusing solely on traditional scholarship, multi-modal projects can inform the audience just as well.

Meeting Room 350 (Level 300)

*Presenter:* Brenna Tellames Williams, Syracuse University

*Information Literacy and Technology*

**B.23 This Programming Language Does Not Exist: Designing Coding Languages as Queer Creative Practice**

Drawing from the queer feminist practices and theories of the digital and computational, this learning experience aims to investigate how coding language structures can inform our rhetorical practices and lead to new types of thinking and expression. We will develop code without using machines, instead drawing from its structures to investigate modes of looking through reflective coding practice.

Meeting Room 303 (Level 300)

*Presenter:* Abby Rinaldi, North Carolina State University

*First-Year Writing*

**B.24 “Meet Them Where They’re At” . . . and Then What? Remixing First-Year-Composition Courses with/for/in Concurrent and Dual-Credit Settings**

In this roundtable session, speakers will share personal experiences as administrators and/or teachers of concurrent or dual-credit composition courses in order to discuss with attendees ways to reconsider or remix first-year composition in a concurrent/dual-credit setting.

Meeting Room 316 (Level 300)

*Presenters:* Holley Brewer, Southwestern Oklahoma State University  
Denise Landrum-Geyer, Southwestern Oklahoma State University  
Mandi McRay, Southwestern Oklahoma State University  
Amanda Smith, Southwestern Oklahoma State University  
Natasha Tinsley, Southwestern Oklahoma State University  
Kristy Weiberg, Weatherford High School

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

**B.25 Coalition as Remix: How the CFSHRC Blends Teaching, Scholarship, and Advocacy**

In this roundtable discussion, members, leadership, graduate students, and past leadership of the Coalition of Feminist Scholars in the History of Rhetoric and Composition (the Coalition) speak about how coalitional work in writing studies requires a messy and creative collaboration across intersecting identities.

Meeting Room 315 (Level 300)

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Thursday, 12:15–1:30 p.m.

**Chair:** Rebecca Richards

**Presenters:** Risa Applegarth

Cristy Beemer, University of New Hampshire

Rebecca Dingo

Nancy Myers, University of North Carolina Greensboro

*Language, Literacy, and Culture*

## **B.26 Feminist B-side: The Cultural Awakening of Menopause Rhetorics**

Menopause could be considered a woman's "b-side," a time that "distinguishes itself from the usual," as our call to conference describes. Resources for women in stages of menopause are often stagnant, sexist, and disempowering. These 5-minute (hot) flash talks focus on contemporary rhetorical shifts around women and aging that have brought menopause to the forefront of cultural awareness.

Meeting Room 307 (Level 300)

**Chair:** Bryna Siegel Finer, Indiana University of Pennsylvania, "What Women Say about Surgical Menopause"

**Presenters:** Lori Beth De Hertogh, James Madison University, "Monetizing Menopause"

Ann E. Green, Saint Joseph's University, "Perimenopause, Caregiving, and Dementia"

Cristina Hanganu-Bresch, Saint Joseph's University, "The Women's Health Initiative Study: A Rhetorical History"

Laura Micciche, University of Cincinnati, "Menopause and Teaching"

Cathryn Molloy, "Monetizing Menopause"

Jamie White-Farnham, University of Wisconsin-Superior, "Menopause Representations on Fictional Television Shows"

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

## **B.27 Remixing Recruitment, Retention, and Career Readiness: National Initiatives to Support the Academic Workforce in English, Writing, and Languages**

*Sponsored by the Modern Language Association*

This session will share as a case study the design, goals, and outcomes of programs meant to further strategic priorities developed by a national organization to address the promotion of the values of the humanities, the decline of enrollments, and the expansion of services and initiatives that improve the working conditions of those in languages, literatures, and writing.



Meeting Room 314 (Level 300)

*Chair:* Jason Rhody, Modern Language Association

*Roundtable Leaders:* Mary Clinkenbeard, Southern University and A & M College

Jean Grace, University of Pittsburgh

Amy Mossman, Western Illinois University

Christie Toth, University of Utah

Janine Utell, Modern Language Association

*First-Year Writing*

**B.28 Remixing the English Essay: A Literary-Composition Collaboration**

This roundtable discussion seeks to harmonize contingent faculty training in literary and cultural studies with increased demands for employment in composition and general education courses at two- and four-year institutions.

Meeting Room 309 (Level 300)

*Roundtable Leaders:* Sue Frankson, College of DuPage

Bonnie McLean, College of DuPage

Justin Ness, Purdue University Northwest

Therese Novotny, Carroll University

*Antiracism and Social Justice*

**B.29 Toward a Rhetoric of the Religious Left in the United States**

This roundtable explores intersections among religious rhetorics and contemporary progressive political and social movements in the US. Presenters study Senator Raphael Warnock, a multicultural church congregation, and writing faculty who honor marginalized religions. These figures, texts, and practices counter the conservative Christian rhetoric that has dominated academic and public discourse.

Meeting Room 308 (Level 300)

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Thursday, 12:15–1:30 p.m.

**Chair:** Bethany Mannon

**Roundtable Leaders:** Joshua Cohen

Nabila Hijazi

Bethany Mannon, Appalachian State University

Amanda Patterson Partin

*Language, Literacy, and Culture*

### **B.30 Jewish Modes of Meaning-Making in College Composition**

*Sponsored by the Jewish Caucus*

In this session, members of the Jewish Caucus will draw upon Jewish rhetorics scholarship, including our own, and our diverse experiences and conceptualizations of Jewish identity to explore the applications and implications of Jewish teaching, learning, and practices for the FYC classroom.

Meeting Room 349 (Level 300)

**Presenters:** Michael J. Benjamin

Maureen Daniels

Mara Lee Grayson, Hillel International

Lauri Mattenson

## BA Sessions: 12:15–12:45 p.m.

### *Community, Civic, and Public Contexts of Writing*

#### **BA.1 A WAC Remix: Integrating Community-Based Social Justice, Antiracism, and Public Digital Humanities into Writing-Intensive Courses**

This presentation discusses mixing social justice and antiracist practices into faculty development, pedagogy, and assessment for a new WAC program at a medium-sized, urban university. To drop this beat, the WPA launched a multistage public digital humanities project that fosters campus-community collaboration through writing-intensive courses in the new undergraduate core curriculum.

Meeting Room 324 (Level 300)

*Presenter:* Allen Brizee, Saint Louis University

### *Inclusion and Access*

#### **BA.2 Access to the Profession and the Trans WPA**

This presentation will consider how our professional organizations and scholarship construct a cisnormative image of the WPA, in both rhetorical and material ways, thus implicitly contributing to our larger national push toward trans elimination. It will also consider how the rhetoric of access and inclusion have shifted since 2016.

Meeting Room 333 (Level 300)

*Presenter:* Claire Jackson, SUNY Geneseo

### *Professional and Technical Writing*

#### **BA.3 Digital Narratives: Amplifying the Voices of Early Onset Alzheimer's Patients**

This session outlines the need, approach, and potential impact of digital narratives by early onset AD patients (EOAD), emphasizing the role of these narratives in enhancing understanding, challenging stereotypes, and advocating for social justice.

Meeting Room 331 (Level 300)

*Presenter:* Evelyn Saru Jimmy, Indiana University East

*First-Year Writing*

**BA.4 Dysfluency, Imitation, and AI in the FYC Classroom**

This proposal explores AI's role in teaching circumlocution and imitation in first-year composition classrooms. AI innovates educational methods by creating exercises, providing feedback, and offering gamified learning. By incorporating circumlocution and imitation, faculty and students can utilize AI to expand their writing toolbox while also practicing popular modes of writing.

Meeting Room 323 (Level 300)

*Presenter:* Craig A. Meyer, Jackson State University

*Language, Literacy, and Culture*

**BA.5 Let's Play the B-side: Healing the Sistahs in Academia**

This presentation sheds light on the B-side of Black women's relationships: the visible and invisible sisterhood that emerges as a Black feminist rhetorical practice when Black women enact communal healing across the diaspora (Browdy and Milu, 2022). I explore what it means to heal when Black women find community in a (1) Sistah Friend, (2) Sistah Scholar, and (3) Sistah Mentor in academia.

Meeting Room 345 (Level 300)

*Presenter:* Bridgette Sanders, Florida State University

*Antiracism and Social Justice*

**BA.6 Live on the Ground: Contemporary Youth Resistance and Public Media**

This presentation looks at how current student activists are harnessing visual, sonic, and digital media to unveil the university's complicity in imperial and white-supremacist violence, from financial investments in the Gazan genocide to sanctioned hyperpolicing of youth insurgency.

Meeting Room 348 (Level 300)

*Presenter:* Anna Zeemont, Buffalo State College SUNY

*College Writing and Reading*

**BA.7 No Time like the Present: The Influence of Temporal Experiences on Writing Processes and Identities**

I draw from research about the psychology of time to explore how students' affective and embodied temporal experiences of writing influence student processes and perspectives of writing and learning. I draw from student interviews to illustrate how the psychology of time offers distinctive perspectives through which we can help students understand their writing processes and identities.

Meeting Room 330 (Level 300)

*Presenter:* Bronwyn Williams, University of Louisville

*Creative Writing and Publishing*

**BA.8 Remixing Multimodality with Webcomics**

Webcomics are multimodal texts that encourage writers to remix by pulling in content, references, and frames from other works to create new meaning. Drawing on scholarship conducted by Dale Jacobs (2013), Kathryn Comer (2015), and Douglas Eyman (2015), this paper explores the benefits of using sound to remix webcomics to bring more expression, meaning, and reflection to people’s writing.

Meeting Room 346 (Level 300)

*Presenter:* Ty’kara Turner, Old Dominion University

*First-Year Writing*

**BA.9 Remixing Reflections: Illuminations from the “B-side” Track of Students’ Writing Process**

In this presentation, two writing instructors at two-year colleges will share findings from a qualitative study of students’ visual reflections and corroborated by students’ written alternative texts to complicate commonplace beliefs about the writing process and the labor associated with them, as well as the pedagogical practices and disciplinary conceptions about writing.

Meeting Room 326 (Level 300)

*Presenters:* Esther M. Gabay, The Ohio State University  
Tara Thompson, San Jacinto Community College

*Professional and Technical Writing*

**BA.10 Remixing Technical Writing Pedagogy with Git**

This paper will present an alternative technical writing pedagogy that makes use of Git for version control as part of the writing process. It argues that instructing students in the use of Git as a writing tool improves revision, metacognition, and collaboration, as well as liberating students from restrictive, non-free writing ecosystems.

Meeting Room 318 (Level 300)

*Presenter:* Ben Wirth, University of Washington

*Writing Centers (including Writing and Speaking Centers)*

**BA.11 The “B” Side Is for “Belongs Here”: A Study of Inclusive (or Not-So-Inclusive) Practices in Recruiting and Hiring Writing Center Tutors**

This presentation explores the findings of a recent study of over seventy writing center administrators who described their practices and values around recruiting and hiring writing center tutors. The presentation will discuss staffing trends as well as present the complexities around hiring with diversity, equity, and inclusion at the forefront.

Meeting Room 332 (Level 300)

*Presenter:* Beth Towle, Salisbury University

*First-Year Writing*

**BA.12 The B-side of Traditional Assessment Methods: Analyzing and Enhancing the FYW Experience through Analysis of Students’ FYW Exit Reflections**

This presentation investigates how reflective practices can serve as the B-side of traditional FYW assessment methods. We will assess students’ FYW end-year reflection writing, and we will form FYW student exit profiles. By analyzing the data, we hope to provide insights into students’ writing development/motivations and offer recommendations for enhancing pedagogical practices in FYW placement.

Meeting Room 320 (Level 300)

*Presenters:* Bonnie Lini Markowski, The University of Scranton  
Bianca Sabia Moore, The University of Scranton

*First-Year Writing*

**BA.13 The Use of Multimodality across Cultures in Remix: A Virtual Course Link between First-Year Writing and Technical Communication**

Drawing upon qualitative methods, this study aims to discuss the use of multimodality across cultures in creating remix in first-year writing classrooms through a course link in the Trans-Atlantic & Pacific Project created by North Dakota State University. This research might bear implications for enhancing students’ transcultural awareness in using multimodality in first-year writing classrooms.

Meeting Room 321 (Level 300)

*Presenter:* Yu Meng, North Dakota State University

*First-Year Writing*

**BA.14 Visual Rhetorics in First-Year Writing: Collaborating on a Curricular Exhibition for First-Year Writing in the University Art Museum**

This session shares the praxis and outcomes of an interdisciplinary collaboration between the Zimmerli Art Museum at Rutgers University New Brunswick and the faculty of the Rutgers Writing Program as we designed a curricular exhibition with classroom and in-gallery activities to support the learning objectives of first-year writing through object-centered pedagogy and engagement with visual arts.

Meeting Room 347 (Level 300)

**Presenters:** Mihaela Carla Caponegro, Rutgers University  
Elizabeth Decker, Rutgers University

## BB Sessions: 1:00–1:30 p.m.

### *Language, Literacy, and Culture*

#### **BB.1 Child Language Brokers: B-sides of Translation**

The presenter discusses the complex labors and linguistic and rhetorical resources child language brokers develop when translating across diverse contexts, arguing that these resources should be validated and integrated in the classroom. The presenter further highlights the potential and constraints of technology and GAI to support the brokers.

Meeting Room 323 (Level 300)

**Presenter:** Gitte Frandsen, Marquette University

### *First-Year Writing*

#### **BB.2 Complete Upheaval: A New Assignment Sequence for Teaching the Literacy Narrative**

Face it: teaching the literacy narrative is difficult. As a first composition assignment, the literacy narrative often falls flat and feels overwhelming to teach. This presentation will outline a new assignment sequence; provide example in-class activities and assigned readings; and give you the tools to scaffold the literacy narrative in a new, refreshing way.

Meeting Room 318 (Level 300)

**Presenter:** Emmett Christolear, University of Alabama

### *Approaches to Teaching and Learning*

#### **BB.3 Critical Genre Awareness in the AI Age**

I present ongoing teacher research on integrating AI-generated writing into a course on critical genre awareness to foster more critical use of AI writing technologies and to adapt critical genre pedagogy to our current needs as writing teachers.

Meeting Room 320 (Level 300)

**Presenter:** Claire Silva, University of South Carolina



*Professional and Technical Writing*

**BB.4 Equitable, Sustainable Feedback Loops in the Technical Writing Classroom**

This talk considers how traditional methods of formative assessment in composition might be adapted for the technical writing classroom in light of cognitive research on retrieval practice and recent applications of alternative grading in STEM pedagogy.

Meeting Room 321 (Level 300)

**Presenter:** Elyse Vigiletti, University of Michigan

*Professional and Technical Writing*

**BB.5 Interdisciplinarity in Public Health and Science Communication**

As part of a Quality Enhancement Plan focusing on “interdisciplinarity,” I remixed an undergraduate science writing course to guide students to intentionally integrate epistemologies and practices from rhetoric, digital design and podcasting, and cultural understanding to enhance students’ interdisciplinary learning. I discuss the process, products, and reflections from an undergraduate class.

Meeting Room 346 (Level 300)

**Presenter:** G. Edzordzi Agbozo, University of North Carolina Wilmington

*Approaches to Teaching and Learning*

**BB.6 Recuerdame/Mis Noches Sin Ti, Communicating Memory**

Sampling remembrance and music in Latin American folk music to encourage multimodal composition, analysis, and cultural appreciation in undergraduate English class settings.

Meeting Room 348 (Level 300)

**Presenter:** zaira girala munoz, The Ohio State University

*Information Literacy and Technology*

**BB.7 Remixing Scholarship Hits: Humanistic Digital Literacies for Today’s Classroom**

This talk introduces the audience to the forthcoming NCTE book *Digital Literacies for Human Connection*, which (1) demonstrates how the field’s longstanding humanistic values around digital literacies can be remixed for emerging technologies such as GAI that are disrupting our classes today and (2) makes these theories easily applicable in the classroom.

Meeting Room 324 (Level 300)

**Presenters:** David Coad, Santa Clara University  
Anuj Gupta, University of Arizona

Thursday, 1:00–1:30 p.m.

*First-Year Writing*

**BB.8 Student Experiences with AI Assessment Prior to College**

This proposal aims to explore the possible implications of large-scale reliance on CATs (computerized adaptive testing) during college admissions and first-year writing placement considerations.

Meeting Room 347 (Level 300)

**Presenter:** Gissell Del Castillo, University of Pittsburgh

*First-Year Writing*

**BB.9 Student Peer Review: A Collaborative Remix**

To achieve a transformed peer review process that empowers students to compose well-designed and well-written essays, composition instructors can integrate three synergistic methods: structured peer review workshops, systematic essay design procedures, and reflective discussions.

Meeting Room 333 (Level 300)

**Presenter:** Cassandra White-Elliott, College of the Desert

*Community, Civic, and Public Contexts of Writing*

**BB.10 Teaching like Lives Depend on It: Using Service-Learning to Teach about Human Atrocities**

This presentation focuses on service-learning as a means of teaching students about human rights violations. Specifically, the presenter discusses how they used service-learning in a first-year composition course to teach Holocaust history. Key components/methods in this course included digital creativity, collaborative writing, professional communication, and public memory.

Meeting Room 326 (Level 300)

**Presenter:** David Williams, Clemson University

*First-Year Writing*

**BB.11 The “Monster Mash”: A B-side to FYW Research Projects**

This presentation will examine the limits of traditional research pedagogy within FYW, claiming that a B-side approach is necessary. This approach will be anchored in disrupting the norm by prioritizing student engagement through experimentation with diverse research methods, digitality, and using monster theory as the critical lens that guides this dynamic process.

Meeting Room 331 (Level 300)

**Presenter:** Aleisha Balestri, College of DuPage

*Inclusion and Access*

**BB.12 The Hidden Curriculum's B-side: Documenting Graduate Students' Reading Practices**

This presentation describes the process of developing a collaborative, interdisciplinary, cross-institutional website, The Graduate Reading Exchange, which documents a variety of strategies graduate students and junior scholars use to read for different purposes. Presenters share how they drew on their different positionalities to challenge dominant, normative conceptions of reading and readers.

Meeting Room 330 (Level 300)

*Presenters:* Haley Beasley, University of Southern Mississippi  
Charlotte Asmuth, Duke University

*Language, Literacy, and Culture*

**BB.13 The Rise of AI: The Rise of Linguistic Justice, Too?**

AI has seemingly dominated scholarly conversation almost overnight. With many professors making drastic decisions to prevent AI plagiarism, we suggest that they can instead turn toward principles of linguistic justice. We argue that by returning to expressivist approaches to student writing, we can enact linguistic justice during this kairotic moment of increasing GenAI.

Meeting Room 332 (Level 300)

*Presenters:* Lauren Hatch Pokhrel, Salisbury University  
Faith Thompson, Salisbury University

*First-Year Writing*

**BB.14 Tuning in to Touch: First-Year Writing and the Haptic Mode**

This presentation explores remixing FYW using the haptic/tactile mode. The speaker will discuss a scrapbook-based rhetorical analysis assignment, a sampling of physics used to promote critical thinking, tactilely grounded mindfulness practices, and touch as a means of cultivating environmental responsibility. The speaker will invite audience participation and highlight fusions of touch and sound.

Meeting Room 345 (Level 300)

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

## C Sessions: 1:45–3:00 p.m.

### *First-Year Writing*

#### **C.1 Confronting Radiohead’s “Detuned Radio”: Mitigating Anxiety and Empowering Well-Being in the 2020s FYW Classroom**

In 2023 Jonathan Haidt declared Gen Z the “Anxious Generation.” We’re teaching a student cohort forged in the ambient techno-dread Radiohead foretold in its millennial albums, and the FYW course adds its own anxious bass line to the mix. This panel will define and address four sites of student anxiety. How do we retune the FYW radio—that disquieting static present in our culture and our classrooms?

Meeting Room 322 (Level 300)

**Presenters:** Andrew De Silva, University of Southern California  
Angela Geosits, American University  
JJ Strong, American University  
Yance Wyatt, University of Southern California

### *Creative Writing and Publishing*

#### **C.2 Transforming Creative Writing Spaces into Sites of Radical Queer Belonging**

Facilitators must transform creative writing spaces in universities and community writing venues through embracing “antinarratives,” recognizing how multi-marginalized writers construct identity and challenge normative readings through such antinarratives, and create writing prompts and peer response norms which encourage and honor queer(ed) meaning-making through writing.

Meeting Room 341 (Level 300)

**Presenter:** Emily Brier, Western Carolina University

### *Language, Literacy, and Culture*

#### **C.3 A Different Kind of Love: AI, Affect, and Authenticity**

While the integration of generative AI into writing pedagogy is seen as inevitable, some teacher-scholars resist this technological destiny. Our panel worries and plays with AI integration, remixing “A Different Kind of Love” that invites resistance as a vital aspect of exploring the potentially transformative uses of AI in writing pedagogy.

Meeting Room 328 (Level 300)

**Chair:** Bonnie Lenore Kyburz, North Central College  
**Presenters:** Brandy Deiterle  
Dennis Jerz, Seton Hill

*Information Literacy and Technology*

**C.4 Auditing Generative AI as a Foil for Metacognition in the Composition Classroom**

Composition instructors at three different institutions will present data from their AI literacy teaching experiments. By treating AI systems as a foil for metacognition as opposed to a labor-replacing tool, students gain further opportunities to grapple with original composition learning objectives that the teaching of prompt-ology might obfuscate entirely.

Meeting Room 302 (Level 300)

**Presenters:** Kirkwood Adams, Columbia University  
Maria Baker, Pratt Institute and Columbia University  
Alessia Palanti, New York University

*Theory, Research Methodologies, and Praxis*

**C.5 Collaboration (Intentional and Serendipitous) as Wayfinding and Remix**

Our panel draws upon a study of University of California alumni from three different campuses, examining how post-collegiate writers orient themselves to different forms of collaboration. Analyzing the funky collaborations of college alumni demonstrates how remix and wayfinding allow us to trace how writers work together, particularly in collecting and sharing information, ideas, and writing.

Meeting Room 329 (Level 300)

**Presenters:** Jonathan Alexander, University of California Irvine  
Karen Lunsford, University of California Santa Barbara  
Carl Whithaus, University of California Davis

*Theory, Research Methodologies, and Praxis*

**C.6 Composition Is Not Writing Studies: Remixing Disciplinary Boundaries Yet Again**

This panel looks at the shifting and complex boundaries between composition, rhetoric, and writing to ask what these developments imply for a field that seems resistant to defining itself. Why are we using this rather than composition, rhetoric, rhetoric and composition, or just rhet/comp? Panelists examine the historical, disciplinary, and theoretical developments.

Meeting Room 339 (Level 300)

**Chair:** David Grant, University of Northern Iowa  
**Presenters:** Scot Barnett, Indiana University Bloomington  
Derek Handley, University of Wisconsin-Milwaukee  
Elizabethada Wright, University of Minnesota Duluth

*Professional and Technical Writing*

**C.7 Crafting Expertise: Student Engagement with GenAI in Engineering Curricula**

This panel argues for a nuanced understanding of GenAI's role in shaping academic literacy and expertise in STEM curricula through a study of engineering students' use of GenAI at a large R1. It explores the use of GenAI and positionality in qualitative coding, how GenAI affects disciplinary identity in FYW, and how GenAI impacts the academic expertise in senior writing and design courses.

Meeting Room 337 (Level 300)

**Presenters:** Colleen Hart, University of Michigan  
Mariel Krupansky, University of Michigan  
Clay Walker, University of Michigan

*Community, Civic, and Public Contexts of Writing*

**C.8 Don't Forget This Tune: Memory, Writing, and Pedagogy**

As students, faculty, and community members engage with multiple histories through curricula, archives, memorials, and the physical spaces of campus, what can we learn about memory as a pedagogical resource? Using concepts of public memory, this panel explores vernacular memorials, digital archives, and historical markers as pedagogical tools that work to uncover a more complete song of community.

Meeting Room 303 (Level 300)

**Presenters:** Alexandra Chakov, University of Wisconsin-Madison  
Taylor Dickson, University of Wisconsin-Madison  
Sydney Goggins, University of Wisconsin-Madison

*Approaches to Teaching and Learning*

**C.9 Engaging Personal and Cultural Narratives through Sonic Autoethnographies in Health Science Writing**

This presentation explores sonic autoethnographies in health science writing, merging personal narrative with cultural analysis. Techniques in digital soundwriting elements and storywork pedagogy enrich student narratives, fostering deeper engagement and understanding. This approach prepares students to be effective communicators and empathetic professionals in nutrition and health writing.

Meeting Room 344 (Level 300)

**Presenter:** Nicole Cunningham-Frisbey, University of New Hampshire/  
Tufts University

*Inclusion and Access*

**C.10 In Search of Interstitiality: Finding Peace in Dissonance**

Creative remixes can reframe B-side Other(ed) sociocultural positionalities by texturizing and contextualizing elements of sound, film, and modality. The remix, in particular, offers opportunities to create interstices overlooked in the original. Supplanting the “A-side narrative,” this panel explores the layered “B-side” threads of re-telling, re-capturing, and re-envisioning of the self.

Meeting Room 325 (Level 300)

**Presenters:** Galen Faison, Clemson University  
Andrew Okai, Clemson University  
Holland Perry, Clemson University  
Jessica Reeher, SUNY Oswego  
Ashlyn Walden, University of North Carolina Charlotte

*Approaches to Teaching and Learning*

**C.11 Promoting the B-side of Learning (about) Writing: Self-Assessment, Narrative Argument, Creativity, and Counterstory**

This session explores the results of making lesser-valued elements of writing instruction more central. What do students learn when self-assessment is the only graded assignment? How can creativity studies support academic writing? How do students perceive narrative persuasion, and how might we teach it? What opportunities are there for teaching and producing counterstories at PWIs?

Meeting Room 336 (Level 300)

**Presenters:** Caylie Cox, Texas Christian University  
Hannah Davis, Duke University  
Whitney James, University of Notre Dame  
Carrie Leverenz, Texas Christian University

*First-Year Writing*

**C.12 Reimagining Writing Instruction in an Era of AI: How Can the Theory of Growth Mindset Motivate First-Year Writing Students?**

While engaging student writers has always been a challenge, artificial intelligence further complicates the issue of student motivation. This panel draws on a discourse analysis of AI syllabus policies, student surveys about AI use, and document analyses of student writing in a course with a growth-mindset emphasis to explore how to motivate student writers to forego AI and value their own writing.

Meeting Room 340 (Level 300)

**Presenters:** Jay Gordon, Youngstown State University  
Maria Conti Maravillas, Youngstown State University  
Diana Awad Scrocco, Youngstown State University

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

**C.13 Remixing the Job Market: Necessary Changes for Equity**

This panel proposes an incomplete list of academic job market remixes, drawing from panelists' application experiences and the panel chair's service as a search committee member. The panel offers lightning talks on each proposed remix before shifting to an interactive format—asking the audience to contribute remixes—with the goal of presenting actionable steps to make the job market more equitable.

Meeting Room 301 (Level 300)

**Chair:** Jessica Enoch, University of Maryland  
**Presenters:** Erin Green, University of Maryland  
Rachel Molko, MIT  
Hannah Taylor, Duke University  
Alexis Walston, Belmont University

*Information Literacy and Technology*

**C.14 Singing in Harmony: Exploring Diverse Pathways in Institutional Approaches to Preparing Writing Instructors and Tutors to Work with Students Online**

Three institutions discuss preparing writing instructors and tutors to work with students online. Speaker 1 (S1) shares remix traditions to evolve pedagogies for online spaces. S2 and S3 share how they leveraged the LMS for course-specific online composition resources and professional development. S4 explores multimodal graduate tutor training to build confidence in online synchronous sessions.

Meeting Room 319 (Level 300)



**Presenters:** Marc Azard, Collin College  
Amy Cicchino, Embry-Riddle Aeronautical University  
Rochelle Gregory, University of North Texas  
Janine Morris, Nova Southeastern University  
Beatrice Newman, The University of Texas Rio Grande Valley  
Kristen Weinzapfel, North Central Texas College

*Writing Centers (including Writing and Speaking Centers)*

**C.15 Storying Writing Center Labor for Anti-Capitalist Futures**

This panel coincides with the presenters' forthcoming book, *Storying Writing Center Labor for Anti-Capitalist Futures*, which uses remix culture to characterize and share the work of writing center practitioners though collecting and telling stories from workers in the field. Storying (and counterstorying) allows us to challenge typical narratives of capitalism and work.

Meeting Room 343 (Level 300)

**Presenters:** Genie Giaimo, Hofstra University  
Daniel Lawson, Central Michigan University  
**Respondent:** Rebecca Hallman Martini, University of Georgia

*Approaches to Teaching and Learning*

**C.16 The Meaningful Writing Project: Extensions, Adaptations, and Remixes**

In the Meaningful Writing Project, over 1,000 college seniors across three institutions describe the most meaningful writing of their undergraduate careers. Panelists in this session extend that initial research to offer participants insight into how meaningful writing can be harnessed as a pedagogical tool and analytical lens to better support student writing at a range of diverse institutions.

Meeting Room 327 (Level 300)

**Presenters:** Anne Ellen Geller, St. John's University  
Elizabeth Kimball, Drexel University  
Neal Lerner, Northeastern University  
Robyn Rohde, College of Southern Nevada  
Brendan Shapiro, College of Southern Nevada  
**Respondent:** Qianqian Zhang-Wu, Northeastern University

Thursday, 1:45–3:00 p.m.

*Approaches to Teaching and Learning*

**C.17 Spirituality as B-side to Academic Writing**

*Sponsored by the NCTE Assembly for Expanded Perspectives on Learning*

This panel considers the possibilities for addressing spirituality in the writing classroom from diverse traditions, including the secular and non-secular and across a variety of institutions.

Meeting Room 342 (Level 300)

**Presenters:** Teresa Grettano, The University of Scranton

Eric Leake, Texas State University

Hem Pandey, The University of Texas at El Paso

Scott Wagar, Santa Clara University

*Language, Literacy, and Culture*

**C.18 Translanguaging as A-sides: Establishing the Anti-Hegemonic, Linguistically Plural, Decolonial Home**

This Community of Practice home ethnography explores my family's translanguaging Spanish maintenance practices. I conclude that understanding our home language practices fosters an open linguistic stance in the composition classroom. Analyzing our translanguaging practices is humbling and exposes me to my family's authentic linguistic repertoire and makes me more receptive to my students'.

Meeting Room 338 (Level 300)

**Presenter:** Dalel Serda, College of the Mainland/University of Houston

*College Writing and Reading*

**C.19 B-side Insights: Using AI-Powered Remixes to Critically Examine Text, Genre, and Language**

Join us for an interactive session exploring the use of AI in language analysis and translation. Participants will use AI tools to remix songs and analyze the resulting texts to gain insights into rhetorical conventions. We will demonstrate how using AI to adapt text can help students compare language contexts, enhance communication skills, and critically examine the rules around language use.

Meeting Room 317 (Level 300)

**Presenters:** Lauren Anderson, National Louis University

Eric VanDemark, National Louis University

*Writing Centers (including Writing and Speaking Centers)*

**C.20 Remixing Approaches to Professionalization: Threshold Concepts as Rubrics to Identify Leadership Development Opportunities in Writing Centers**

Through empirical research, we have developed threshold concepts that encapsulate principles and practices vital to writing center leadership and created rubrics to identify the most transformative professional opportunities we can provide for future writing center leaders. In this Engaged Learning Experience session, we will guide attendees in applying these rubrics to their own institutional contexts.

Meeting Room 350 (Level 300)

**Presenters:** Jeffrey Howard, Converse University  
Caitlin Kelly, Georgia Institute of Technology

*Approaches to Teaching and Learning*

**C.21 The B-side of Teaching: Making an Environment of Hope**

By combining writing, craftivism, and an environmentally conscious pedagogy, we work to nurture an ethic of reflective and reciprocal thinking, decolonize the classroom, create species connection, and nurture hope in a shared future. Participants will experience hands-on learning activities transferable to any classroom, including story sharing, active rhetorical listening, and maker activities.

Meeting Room 311 (Level 300)

**Presenters:** Nanette Hilton, College of Southern Nevada  
Kelleen O'Connell, College of Southern Nevada

*Writing Programs*

**C.22 Writing to Learn in the Age of AI: Making the Case for a Writing-Enriched Curriculum**

Getting departments across campus to buy in to the value of writing as a tool for learning has always been a tough sell. In the age of artificial intelligence, it's gotten even harder. How do we persuade writing-enriched curriculum programming for those who believe that adding writing is pointless because of AI? Help generate an answer in this problem-solving session.

Meeting Room 349 (Level 300)

**Presenter:** Christine Cucciarre, University of Delaware

*First-Year Writing*

**C.23 Composition as Commons: Creativity, Collaboration, and the University We Need Now**

This roundtable session of students and scholars from MSIs makes the case that first-year composition practices and pedagogies—especially as enacted in nonprestige colleges—reorient the mission of the American university by cultivating an academic commons: a dynamic, diverse, present-facing public committed to shared histories, knowledges, and civic engagement.

Meeting Room 314 (Level 300)

**Chair and Speaker:** Jessica Yood, CUNY Graduate Center/Lehman College, “Composition as Commons”

**Presenters:** Tuka Al-Sahlani, CUNY Graduate Center, “A Composition Commons and Affective Pedagogy”

Maxine Krenzle, Kingsborough Community College, “‘You Belong Here’: Activating the Commons and Fostering Critical Belonging at the Two-Year College”

Chy Sprauve, Queensborough Community College CUNY, “The Free Floating First-Year Writing Classroom”

Rani Srinivasan, CUNY Graduate Center: “Dismantling a Mythologized University”

*Writing Programs*

**C.24 Making It Mainstream: Honoring Students’ Language Diversity and Experiences by Cultivating Program-wide Language Equity Initiatives**

Writing programs have increasingly sought to support students’ diverse language backgrounds and goals, although we have few narratives of this work on a programmatic scale. Presenters trace one program’s pathway through this work in four domains (professional development, policy, curriculum, and assessment) to offer participants examples and models for supporting students’ right to their own language (SRTOL) in their own programs.

Meeting Room 307 (Level 300)

**Roundtable Leaders:** Hyunyoung Cho, George Mason University

Kelby Gibson, George Mason University

Anna Habib, George Mason University

Jennifer Janisch, George Mason University

Lisa Lister, George Mason University

Elizabeth Paul, George Mason University

James Savage, George Mason University

Courtney Adams Wooten, George Mason University

*First-Year Writing*

**C.25 Remixing First-Year Writing with a Critical Disability and Arts-Based Focus: First-Hand Accounts and Examples from Students**

A first-year writing instructor and four prior students answer the question: How did collaborating with a disability and arts community organization shape your understanding of equitable education? The session centers the first-hand accounts and writing samples of student presenters to share the merits and challenges of a long-term community partnership grounded in disability equity and the arts.

Meeting Room 315 (Level 300)

**Presenters:** Siham Ibrahim

Logan Isaac, University of Minnesota Twin Cities

Miller Pan

Elise Toedt, University of Minnesota Twin Cities

*First-Year Writing*

**C.26 Rocking the B-side: The Soundtrack of Low-Stakes Assignments**

Speakers share multimodal, low-stakes assignments that draw upon music—both literally and metaphorically. Using music as a lens, students connect to events, emotions, ideas, and cultural influences. Presenters detail the assignments and classroom activities and then facilitate discussion with audience members to consider the ways low-stakes assignments engage the B-side of composition.

Meeting Room 316 (Level 300)

**Presenters:** Emily Chick, Kennesaw State University

Emily Crocker, Kennesaw State University

Kim Haines-Korn, Kennesaw State University

Heather Voraphongphibul, Kennesaw State University

*Writing Programs*

**C.27 Writing Program Remixes at Hispanic-Serving Institutions (HSIs) and Emerging Hispanic-Serving Institutions (eHSIs)**

We explore the intersections between writing program remixes at Hispanic-Serving Institutions (HSIs) and emerging Hispanic-Serving Institutions (eHSIs) which together make up an entire third of all colleges and universities across the United States. Specifically, we share strategies for professional development related to the practice of servingness within minority-serving institutional contexts.

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Thursday, 1:45–3:00 p.m.

### Meeting Room 308 (Level 300)

**Presenters:** Alyssa Cavazos, The University of Texas Rio Grande Valley  
Sue Doe, Colorado State University  
Caleb Gonzalez, The University of Texas Rio Grande Valley

*Information Literacy and Technology*

#### **C.28 Remixing the Knowledge Playlist: Wikipedia-Based Education in an AI World**

*Sponsored by CCCC Wikipedia Initiative*

In this panel, sponsored by the CCCC Wikipedia Initiative, we explore how Wikipedia-based education practices can instill critical AI literacy, research skills, and rhetorical awareness while inspiring writers to contribute to one of the web’s most popular “knowledge playlists”—the free encyclopedia that anyone can edit.

### Meeting Room 310 (Level 300)

**Chair:** Robert Cummings, University of Mississippi

**Presenters:** Jennifer K. Johnson, University of California Santa Barbara  
Zachary McDowell, University of Illinois Chicago  
Matthew Vetter, Indiana University of Pennsylvania  
Nicole Warwick, University of California Santa Barbara

*First-Year Writing*

#### **C.29 The B-sides of Assignment Sequences: Experimental, Nuanced, and Lesser Seen Coursework**

B-sides allow artists to expand their ranges with new sounds, styles, and expressions. The goal is often to invite new listeners via the experimental. This roundtable features assignment B-sides that serve as invitations to new writers, remixing familiar forms, new goals, and prior knowledge. Participants are encouraged to develop, draft, or revise their own B-side assignments for production.

### Meeting Room 309 (Level 300)

**Presenters:** William Eddins, East Carolina University  
Cameron Eigner, East Carolina University  
Joshua Gardner, East Carolina University  
Gera Miles, East Carolina University  
Jennifer Sisk, East Carolina University

## CA Sessions: 1:45–2:15 p.m.

### *Language, Literacy, and Culture*

#### **CA.1 The Genealogy of Respectability Politics and Perceptions across Time and Space: From Colonization to Afrofuturism**

Despite the growing scholarship on gender equality and women empowerment, little attention has been paid to how popular culture has been used to trouble the notions of politics of respectability. In this study, we focus on uncovering the conceptualizations of politics of respectability across successive generations from colonization through to Afrofuturism.

Meeting Room 320 (Level 300)

*Presenters:* Felicity Dogbatse, University of Maryland  
Elizabeth Abena Osei, University of Maryland

### *Community, Civic, and Public Contexts of Writing*

#### **CA.2 The B-side of Research: Valuing Lived Experience through Community-Based Writing, Global Learning, and Design Thinking**

While antiracist pedagogies have chipped away at the overvaluing of dominant discourses, we continue to devalue the lived experience of underserved populations. This presentation demonstrates how a wider understanding of “valid and reliable evidence” can help us to be more inclusive in our teaching of research skills, while engaging our students in community-based and intercultural learning.

Meeting Room 324 (Level 300)

*Presenter:* Dominic DelliCarpini, York College of Pennsylvania

### *Inclusion and Access*

#### **CA.3 “The Cycle Will Continue”: Challenging the University’s Will to Assimilation through the Cyborg**

This project explores the university’s “will to assimilation” and how that will is enacted through two key sites: language and writing and DEI initiatives. Through an exploration of Bioware’s Mass Effect trilogy of video games, I challenge this will to assimilation and articulate a cyborgian pedagogy as an intervention to disrupt the university’s cycles of dominance and hegemony.

Meeting Room 321 (Level 300)

*Presenter:* Elizabeth Forsythe, Washington State University

*Information Literacy and Technology*

**CA.4 Digital Diversity: How Students Navigate Online Information in the Age of AI**

It is important to explore how diverse students navigate information environments that use algorithms in potentially disempowering ways as we identify strategies to help students access and use information today. This presentation shares results of a study focused on what diverse students already know about algorithms and how instructors can help students further cultivate algorithmic literacy.

Meeting Room 318 (Level 300)

*Presenter:* Angela Laflen, California State University Sacramento

*First-Year Writing*

**CA.5 Digital Duets: AI and Student Writers in Harmony**

Our algorithmic interactions follow us off the screen into our minds and the topics we compose about. Rather than dismiss students' social media scrolling as slothful or frame generative AI as academically dishonest, this presentation explores how students' algorithmic interactions can be used as tools of self-discovery and sites of dialogic writing practice.

Meeting Room 346 (Level 300)

*Presenter:* Chelsey Barber, Teachers College, Columbia University

*Community, Civic, and Public Contexts of Writing*

**CA.6 Framing Interest-Driven Sites through a Public Lens and Remixing Public Writing Pedagogy through the Mundane and Everyday**

Responding to the challenges of introducing public and activism writing into composition classrooms, this conceptual paper examines affinity spaces and fandoms through a public lens, framing these seemingly apolitical communities as supportive, low-stake, student-relevant publics for civic participation. Then a pedagogical model is introduced to illustrate how to leverage their affordances.

Meeting Room 326 (Level 300)

*Presenter:* Eva Jin, Arizona State University

*Professional and Technical Writing*

**CA.7 Free Jazz and Interdisciplinary Collaborative Course Design: Reenvisioning the Tech Comm Service Course**

I will discuss the results of an ongoing project identifying the—at times—discordant and dissonant perspectives and values of a disciplinarily diverse ensemble of collaborators regarding our English Dept.-housed tech comm



service course. In embracing and performing as many ways of seeing as possible, this project is enabling me to better design a course that meets broad stakeholder needs.

Meeting Room 348 (Level 300)

*Presenter:* Sam Dunn, Brigham Young University

*Information Literacy and Technology*

**CA.8 How Can We Make WAC Neuroinclusive?**

Our research asks: How do neurodivergent students experience writing assignments? Drawing on focus-group data and scholars/activists in the field of neurodiversity studies, we identify how WAC practices reinforce ableist assumptions and norms, and we advocate for a neuroinclusive writing pedagogy. Participants will leave with strategies for neurodiversifying WAC practices and pedagogy.

Meeting Room 332 (Level 300)

*Presenters:* Catherine Savini, Westfield State University  
Chalet Seidel, Westfield State University

*Language, Literacy, and Culture*

**CA.9 I Can't Stand the Rain: Remixing Afrofuturism and Missy Elliott into Classroom Soundscapes toward Imaginative and Playful Cultural Literacy Praxis**

In this presentation, I glean from Adam J. Banks, Ytasha Womack, and Cassandra L. Jones to demonstrate how Missy Elliott as an Afrofuturist provides an excellent example of how a soundscape classroom assignment demonstrates the opportunity to play with and compose Black futurity, for Black and non-Black students alike.

Meeting Room 347 (Level 300)

*Presenter:* Angela Mack, Texas Christian University

*Writing Programs*

**CA.10 Remix, Collaboration, and Creativity as DEI: Designing a Bilingual WAC Program at an HSI**

This presentation considers how to form stronger partnerships for diversity and inclusion by inviting WAC administrators to consider how collaborations between sites of writing and marginalized student support might be intentionally formed at the beginning of new WAC endeavors. Participants will learn about a case study of designing WAC programming for a bilingual AA degree program at an HSI.

Meeting Room 345 (Level 300)

*Presenter:* Analeigh Horton, Fairleigh Dickinson University

Thursday, 1:45–2:15 p.m.

*Information Literacy and Technology*

**CA.11 Remixing Intertext: AI as Facilitator of Undergraduate Research**

Chatbots, such as ChatGPT and its lesser-known counterparts, perplexity, ai and Claude, can serve as conversational agents that help students learn and write about topics of interest while demonstrating the conventions of academic discourse. The presentation discusses this methodology and its implications for writer development and creativity.

Meeting Room 330 (Level 300)

*Presenters:* Eric Arnold, University of Maine

*Histories of Rhetoric*

**CA.12 The B-side of Indigenous Rhetoric: An Analysis of the Rhetorical Approaches of Black Hawk and Lydia Maria Child**

This presentation analyzes rhetoric surrounding the Sac and Fox people in the mid-nineteenth century and extrapolates said rhetoric to broader discussions of Indigenous rhetorical sovereignty and the forms of activism taught in contemporary classrooms. In particular, this analysis examines the rhetoric of Lydia Maria Child, a nineteenth-century white activist, and Black Hawk, the Sac war chief.

Meeting Room 323 (Level 300)

*Presenter:* Caden Holbrook, University of Louisville

## CB Sessions: 2:30–3:00 p.m.

### *Approaches to Teaching and Learning*

#### **CB.1 Finding the Right Beat: Understanding Student Motivation and Classroom Experiences through Kelly’s Story**

This presentation delves into the intricacy of learning environments. Through fourteen interviews with “Kelly” spanning two semesters, I share how common teaching strategies intersect with her past experiences to shape her motivation and identity formation. This presentation invites educators and researchers to reassess conventional teaching practices and their efficacy in fostering learning.

Meeting Room 332 (Level 300)

**Presenter:** Dan Zhang, University of Illinois at Urbana-Champaign

### *Writing Programs*

#### **CB.2 Playing in Dissonance: Approaches to Valuing Collaboration, Diversity, and Difference in a Technical and Professional Writing Program**

We explore and operationalize dissonance as a “B-side” trope for directing a writing program that values collaborative writing and diversity. We invite attendees to play in dissonance as a metaphor that moves collaborative writing practices away from consensus as an implicit goal. Further, we offer ways that we have used dissonance as generative in developing a programmatic practices and values.

Meeting Room 333 (Level 300)

**Presenters:** Brigitte Mussack, University of Minnesota Twin Cities  
Thomas J. Reynolds, University of Minnesota Twin Cities

### *Approaches to Teaching and Learning*

#### **CB.3 “What’s Going On” with “Born in the USA”? Using Protest Songs to Teach Rhetorical Analysis in FYC**

Capitalizing on lessons learned from a specific pedagogical experiment at a community college, this presentation aims to share how students positively engaged with instruction regarding rhetorical style and analysis of two popular protest songs. The projects focused on how the combination of rhythm, melody, lyrics, and timing were all rhetorical elements that made the songs successful.

Meeting Room 330 (Level 300)

**Presenter:** August Immel, Old Dominion University

**CB.5 An Opportunity for Antiracist Practices in the Peer Review Process**

In this individual presentation, I integrate Asao Inoue’s notion of “racial habitus” with Timothy Oleksiak’s concept of slow peer review to advance an antiracist peer review praxis. By merging the concepts of racial habitus and slow peer review as a practice linked to the writing process, I show how peer review can be a collaborative remix with the goal of antiracism.

Meeting Room 324 (Level 300)

*Presenter:* Conor McMahon, University of Massachusetts Boston

*Language, Literacy, and Culture*

**CB.6 Conjurations of the Literacy Self: Afro-Latiné Youths’ Offline Ordinary Writing Practices**

In this paper we consider conjurations of the literacy self, what we note as queer and straight Afro-Latiné girls and femmes’ literacy practices about writing what Anzaldúa calls “preoccupations with the inner life of the Self.” We consider the personal writing Afro-Latiné youth engage in outside of classrooms as cultural capital they use to embrace a poetic of being.

Meeting Room 345 (Level 300)

*Presenters:* monét cooper, University of Michigan  
Catherine Ventura, University of Michigan

*First-Year Writing*

**CB.7 From Models to Modals: Protest Music in the FYW Classroom to Engage Media Literacy in the Precarious Media Landscape**

By utilizing the political music genre, this presentation offers fellow instructors a perspective on the teaching of writing and acknowledges the effect of how diverse teaching methods can elevate the learning experience for students; additionally, we highlight the need of preparing students to be writers in the evolving digital landscape, where they must prepare to engage with precarious public discourses.

Meeting Room 348 (Level 300)

*Presenter:* Robert Murray, University of Massachusetts Amherst

*Inclusion and Access*

**CB.8 Mentoring beyond the Classroom, Remixing Research: Structured Discussions into Diversity and Languageing with Students at an Urban R1**

Centering student voices remixes our actions as faculty supporting linguistic justice. We invite students from across the university into structured discussions about their experiences with languageing on campus and to participation in mentor-supported qualitative research. In this presentation we share our research and the experiences of students in their own voices (in visual maps and audio).

Meeting Room 318 (Level 300)

*Presenters:* Adrienne Jankens, Wayne State University  
Nicole Varty, Wayne State University

*First-Year Writing*

**CB.9 Reengaging Everyday Writing: Emphasizing Space/Place in the First-Year Writing Classroom**

This proposal describes a new type of spatial rhetorical analysis assignment implemented in the FYW classroom that addresses the physicality of everyday life writing so that students become more engaged with the spaces and places around them through the practice of visual, audio, and haptic rhetorical analyses.

Meeting Room 320 (Level 300)

*Presenter:* Alexandra Rowe, North Dakota State University

*First-Year Writing*

**CB.10 Remixing FYW for Transfer Students through Rhetorical Listening**

In this presentation, speakers will share lessons learned from teaching a series of pilot writing courses specifically designed for transfer students.

Meeting Room 326 (Level 300)

*Presenters:* April Chapman-Ludwig, University of Denver  
David Riche, University of Denver

Thursday, 2:30–3:00 p.m.

*Theory, Research Methodologies, and Praxis*

**CB.11 Remixing the Narrative: Teaching the Researched Family Profile Essay as Meaningful Culturally Sustaining Pedagogy and Counterstory**

This session explores an FYW assignment, a researched family profile, as a remix of multiple pedagogies and genres: meaningful writing, culturally sustaining pedagogy, and counterstory. Students use their cultural and familial knowledge and narrative writing skills, and they conduct academic and archival research. As a “meaningful” project, it allows students to find themselves represented in the university community.

Meeting Room 323 (Level 300)

**Presenter:** Amy Garrett Brown, University of Arizona

*Language, Literacy, and Culture*

**CB.12 Soundreading/Soundwriting: Remix, Agency, and Multimodal Presentation**

We will reflect on how students’ agency can best be centered through song lyric and podcast analysis assignments. We will prompt the audience to identify the areas where composition instructors can benefit from the affordances of songs and podcasts to lead students to take the role of experts and engage with the multimodality of sound through remix and remediation.

Meeting Room 331 (Level 300)

**Presenters:** Rachel Dean-Ruzicka, Georgia Institute of Technology  
Emiliano Gutierrez Popoca, Georgia Institute of Technology

*Inclusion and Access*

**CB.13 Under Pressure: Neuroscience behind the Neurodivergent Procrastination-Burnout Cycle**

This interdisciplinary presentation combines neuroscience and composition research in order to understand the procrastination-burnout cycle often experienced by neurodivergent writers. By centering the neurodivergent experience, findings disrupt current assumptions and offer a new framework for helping both neurodivergent and neurotypical writers break the cycle.

Meeting Room 346 (Level 300)

**Presenter:** Catherine Kirch, Columbia University

*Writing Programs*

**CB.14 WPA Gentleness as a Strategy for Two-Year College  
Writing Program Leadership**

This presentation offers an approach to writing program leadership called “WPA gentleness,” especially suited to the complex power and labor dynamics of teaching at two-year colleges, and characterized by emphases on distributed WPA agency and collective action.

Meeting Room 321 (Level 300)

***Presenter:*** Carl Schlachte, Kingsborough Community College CUNY

## D Sessions: 3:15–4:30 p.m.

### *Approaches to Teaching and Learning*

#### **D.1 Remixing the Genre Function: Antiracist Approaches to Remix and Genre in the Age of Generative AI**

Writing about antiracist genre systems, Tieanna Graphenreed and Mya Poe recognize how “genres have been deployed as a means to shape society and social interactions...we also shape and (re)invent genres to meet new social goals.” Acknowledging that genres shape social goals and interactions, this panel focuses on remixing familiar genres through assignment prompts and with new technologies.

Meeting Room 302 (Level 300)

**Presenters:** Alex Hanson, Syracuse University  
Brett Keegan  
Noah Wason

### *College Writing and Reading*

#### **D.2 Composition’s B-side: Advanced Writing as a Site of Pedagogical Improvisation**

Advanced composition is the last opportunity many undergraduate students have to work on their writing. As such, these courses let them explore their experiences, literacies, and writing histories in varied contexts. Through topics from AI to graduate instruction, this panel will contemplate the affordances and limitations of advanced writing, emphasizing pedagogical improvisation.

Meeting Room 339 (Level 300)

**Presenters:** Jennifer Bankard, University of Southern California  
Jim Condon, University of Southern California  
P.T. McNiff, University of Southern California  
David Tomkins, University of Southern California

### *First-Year Writing*

#### **D.3 Empowering Student Choice: an Assessment of a Guided Placement Program for First-Year Writing**

Guided self-placement (GSP) lets students self-assess their writing abilities, collaborate with advisers and faculty, and choose the first-year writing course for which they feel best suited. We will present our institution’s study results of a 2023–2024 GSP implementation. We use a mixed-methods approach, combining qualitative and quantitative data collection and analysis.



Meeting Room 341 (Level 300)

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

*Theory, Research Methodologies, and Praxis*

**D.4 Expanding Theory and Practice of Multilingual, Mobile Genres**

This panel presents genre work in three cases of multilingual, transnational writers: faculty writing across world systems; a graduate student writing across linguistic identities; and immigrant families collaborating in a community workshop. The panel expands understandings of social action in genre enactment, highlighting genres' potential for change in tandem with writers' changing worlds.

Meeting Room 327 (Level 300)

**Presenters:** Maryam Amiri, University of Massachusetts Amherst  
Rebecca Lorimer Leonard, University of Massachusetts Amherst  
Angela Rounsaville

**Respondents:** Anis Bawarshi, University of Washington  
Mary Jo Reiff, University of Kansas

*Theory, Research Methodologies, and Praxis*

**D.5 Health Narrative B-sides: Hidden Risks of Storying Health**

This presentation will explore the often-overlooked risks of storytelling in health contexts—that is, the B-side to health narratives. Attendees will encounter cases in which the risks accompanying health narratives are especially pronounced, and leave with practices that enable attendees to engage ethically and responsibly with these risks.

Meeting Room 301 (Level 300)

**Presenters:** Abby Bryan, University of North Carolina at Greensboro  
Leah Sink Haynes  
Jennifer Horton, University of North Carolina at Chapel Hill  
Elena Makarion, Wake Forest University

Thursday, 3:15–4:30 p.m.

*Approaches to Teaching and Learning*

**D.6 Hidden Tracks in Writing Classes: The Place of Students' Cultures in Writing Pedagogy**

We present recent revisions to our writing pedagogies that focus specifically on the significance of students' cultures. Our work makes use of cultural rhetorics to aid in making and explaining these revisions, which include attention to emotion and relationality, grounding writing skills in students' particular place and time, and opportunities for play and artistic creativity.

Meeting Room 342 (Level 300)

**Presenters:** Tom Chang, University of Wisconsin-Madison  
Nora Harris, University of Wisconsin-Madison  
Erin Miller, University of Wisconsin-Madison

*Theory, Research Methodologies, and Praxis*

**D.7 Is the First Cut the Deepest? Scratching beyond the Surface of Methodological Assumptions**

Panelists and a respondent consider the field's methodological defaults and argue for thinking past our first impulses as researchers. Examining research method genealogies, citation networks and landscapes, and systematic literature reviews, we ask: What methodological practices might we mix more prominently into our repertoire in order to build a diverse and supportive disciplinary culture?

Meeting Room 328 (Level 300)

**Chair:** Raúl Sánchez, University of Florida  
**Presenters:** Tiane Donahue, Dartmouth University/U. of Lille  
Christina LaVecchia, University of Cincinnati  
Benjamin Miller, University of Pittsburgh  
Gregory Palermo, Emory University

*Approaches to Teaching and Learning*

**D.8 Linguistic Diversity in STEM Writing: Inclusive Pedagogies for Scientific and Technical Writing Genres**

*Sponsored by the CCCC Writing and STEM Special Interest Group*

Approaches to linguistic diversity in STEM courses have historically focused on public-facing science genres more than professional genres. This panel will share strategies for teaching students to investigate and challenge conventions in ways that empower them to write materials that will be accepted rhetorically while allowing for a greater range of writing choices and imagined identities.

Meeting Room 319 (Level 300)

**Presenters:** Amy Flick, University of Pittsburgh  
Sidouane Patcha Lum, Portland State University  
Sarah Read, Portland State University  
Katherine Schaefer, University of Rochester

*Theory, Research Methodologies, and Praxis*

**D.9 Methodological Deep Cuts**

Through interactive presentations, this panel offers methodological deep cuts as a framework for expanding the approaches we take to study writing and rhetoric. Playing the methodological deep cuts from diverse projects—on river sonification, on sneaker culture, and on bikes—speakers will describe the joys and frustrations of deep engagements with communities, rhetorical actors, and things.

Meeting Room 336 (Level 300)

**Presenters:** Steph Ceraso, University of Virginia  
Charles Lesh, Auburn University  
Kevin Smith, University of Virginia  
**Respondent:** Karriann Soto Vega, Penn State University

*Approaches to Teaching and Learning*

**D.10 Mixing It Up: How Multiracial Scholars across the Curriculum Understand Disciplinarity and Identity**

Identity plays an important role in how students engage with writing, and with increasing student diversity, some remixing is needed to account for mixed-race communities understanding how they engage with their disciplines via writing. This panel seeks to share the experiences of several mixed-race scholars across the disciplines to remix discussions of identity in WAC and FYC spaces.

Meeting Room 343 (Level 300)

**Chair:** Morris Young, University of Wisconsin-Madison

**Presenters:** Grace Atkins, University of Wisconsin-Madison

Matthew Louie, University of Wisconsin-Madison

Jack Vincent, Boston University

*Language, Literacy, and Culture*

**D.11 More than Personal: Three Studies of Affect, Collaboration, and Embodiment in the Practice and Rhetorical Analysis of Life-Writing**

The panel presents three studies of affective, relational, and embodied approaches to life-writing and memoir.

Meeting Room 340 (Level 300)

**Chair:** Eileen Lagman, University of Wisconsin-Madison

**Presenters:** Gabriel Carter, University of Wisconsin-Madison

Kate Vieira

*Community, Civic, and Public Contexts of Writing*

**D.12 Placing Public Problems: Approaches to Rhetoric, Materiality, and Community Engagement**

This panel engages work on place, publics, and materiality through case studies that use archival, rhetorical, and field methods to explore structural racism/violence in everyday life and the possibilities for resisting inequity and negotiating a life in common across radical difference through placemaking, civic deliberation, activism, and community-based/public writing and rhetoric pedagogies.

Meeting Room 329 (Level 300)

**Presenters:** Rubén Casas, University of Washington Tacoma

Candice Rai, University of Washington Seattle

Fernando Sanchez, University of St. Thomas

**Respondent:** Derek Handley, University of Wisconsin-Milwaukee

*College Writing and Reading*

**D.13 Reclaiming Side B: Creating Remixes and Collaborative Connections between High School and College Writing Teacher**

This presentation shares remix and collaboration between writing teachers from different levels. The purpose is to bring the issue of connections across grade levels into the conversation by first looking at institutional background and history and then discussing two practical examples of how connections can be made in different contexts.

Meeting Room 344 (Level 300)

**Presenters:** Zachary Garrett, Murray State University  
Nicole Green, Denison University  
Michal Reznizki, University of California Berkeley

*College Writing and Reading*

**D.14 Remixing Approaches to Studying and Facilitating Writing Self-Efficacy in New University Students**

In this panel we present new approaches to investigating writing self-efficacy (WSE) in university students in developmental, multilingual, and first-year writing courses. Drawing from social cognitive theory, previous studies of WSE, and on our own recent research findings, we argue for reimagined, broader ways to study WSE and to facilitate it for new arrived university writers.

Meeting Room 338 (Level 300)

**Presenters:** Grant Eckstein, Brigham Young University  
Dana Ferris, University of California Davis  
Mikenna Modesto, University of California Davis  
Sabina Simon

*Approaches to Teaching and Learning*

**D.15 Remixing Trauma-Informed Pedagogies: Grief, Incarceration, and Disclosures of Sexual Violence in the Writing Classroom**

This panel features three speakers who explore how different instances of trauma (grief, incarceration, and sexual violence) affect the students who come into the writing classroom. Further, each speaker offers potential trauma-informed pedagogical strategies to address and respond to trauma in the writing classroom.

Meeting Room 325 (Level 300)

**Chair:** Kendall Gerdes  
**Presenters:** Aubrey Fochs, University of Utah  
Rachel Lott, University of Utah  
Joseph Mayaki, University of Utah

Thursday, 3:15–4:30 p.m.

*Professional and Technical Writing*

**D.16 Signal, Pitch, and Reverb: Remixing Professional Communication for Engineers at Johns Hopkins University**

This panel remixes technical and professional communication, pitching curriculum at a resonant frequency for the professional rhythms of engineering students. Rooted in the approach of the Johns Hopkins University Professional Communication Program, this panel shares a playlist of practices for facilitating a culture of creativity among STEM students.

Meeting Room 322 (Level 300)

**Presenter:** Andy Ross, Johns Hopkins University

*Creative Writing and Publishing*

**D.17 Less Is More: Teaching and Writing Tiny Texts**

Join us to discuss the writing and teaching of highly compressed “tiny texts.” We will create and share tiny teaching stories of 100 words, then discuss ways that we can assign tiny texts in various genres to build confidence, strengthen skills of expression and concision, and create opportunities for greater equity among students with diverse linguistic backgrounds and writing experiences.

Meeting Room 350 (Level 300)

**Presenters:** Chris Anson, North Carolina State University  
Nancy Sommers, Harvard University

*Language, Literacy, and Culture*

**D.18 Remix Epistemology: Creating Spaces for Translingual Praxis in the First-Year Composition Classroom**

First-year composition classrooms do not often provide opportunities for students to engage with their linguistic resources when standardized genre conventions are enforced. As such, this presented activity demonstrates how remix pedagogical techniques can promote language negotiation and rhetorical sensibility to develop.

Meeting Room 311 (Level 300)

**Presenters:** Angela Donahue, Florida State University  
Nicole Sirota, Florida State University

*Language, Literacy, and Culture*

**D.19 Remixing SAE Stock Stories: Understanding Multilingualism through Counterstory Composition**

In this Engaged Learning Experience session, the speakers will describe a counterstory composing assignment in a graduate pedagogy course on multilingualism. After speakers briefly share excerpts of their own stories, the audience will write and share their own counterstories about their own experiences with Black Language, code-meshing, translanguaging, and/or second language writing.

Meeting Room 310 (Level 300)

**Presenters:** Kevin Eric DePew, Old Dominion University  
Lacy Krell, Salem High School  
Marcella Prokop, Southeast Technical College  
Jennifer Rupp, University of Kansas

*Approaches to Teaching and Learning*

**D.20 Remixing the Résumé Workshop: Sampling the Corporate and the Artificially Intelligent in a Brooklyn Writing Center**

Discover how a CUNY writing center remixed résumé workshops with generative AI and product development frameworks to help students rethink their professional identities. Attendees will walk away with new perspectives on how to develop workshops that resonate with students and circumvent budgetary restraints, leaving ready to launch their own “mission”-based adventures within their institutions.

Meeting Room 303 (Level 300)

**Presenters:** Naila Butt, New York City College of Technology  
Anna Laura Falvey, New York City College of Technology  
Joseph Franklin, New York City College of Technology  
Annie Wang, New York City College of Technology

*Theory, Research Methodologies, and Praxis*

**D.21 The Archive in Your Closet: Remixing Archival Research with Personal Collections, Found Objects, and Everyday “Stuff”**

Traditional archives deserve a remix. This participatory session will explore the transformative power of everyday objects, personal collections, and discarded materials in research, uncovering their potential to democratize and transform archival studies. Participants will get hands-on with their own personal objects, considering their value in composition classrooms and future research.

Meeting Room 349 (Level 300)

**Presenter:** Christine Ochs-Naderer, University of Cincinnati

Thursday, 3:15–4:30 p.m.

*First-Year Writing*

**D.22 Remixing Research Projects: Sampling and Synthesizing FYC, AP Lit, the Library, and the Writing Center into a Master Mixtape**

This session will synthesize different disciplinary knowledge from first-year composition, AP English, the writing center, and library instruction to offer roundtable participants assignments, strategies, and tools to remix into their own practice.

Meeting Room 308 (Level 300)

**Roundtable Leaders:** Emily Alianello  
Amanda Click  
Catherine St. Pierre, USNA  
Nikki Wilson

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

**D.23 Stayin' Alive: Collaborative Writing as a Lifeline**

Collaborative writing is an opportunity to remix institutional contexts and limitations, forging a way to stay alive in hostile environments. Building on the feminist work of Ede and Lunsford and drawing on our edited collection on collaborative writing, we share our experiences, examine the values and purpose of collaborative writing, and theorize collaboration as a subversive activity.

Meeting Room 309 (Level 300)

**Roundtable Leaders:** Erica Cirillo-McCarthy, University of California, Davis  
Celeste Del Russo, Rowan University  
Amanda Fields, Central Connecticut State University  
Elizabeth Leahy, University of Tennessee at Chattanooga

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

**D.24 “Solidarity Forever!” Academic Labor, University Austerity, and the Student Movement for a Free Palestine**

*Sponsored by the CCCC Labor Caucus*

This panel discussion will examine actions in support of a free Palestine from a range of academic labor unions. Including a variety of textual materials from social media posts to picket signs, this panel takes a multimodal approach to understanding the rhetorical work of solidarity.

Meeting Room 317 (Level 300)

**Presenters:** Kathleen Dillon  
Jennifer Grouling Snider, Ball State University  
Bruce Kovanen, North Dakota State University  
Olivia Wood, City College of New York



*Writing Programs*

**D.25 The B-side of Graduate Education**

This roundtable will focus on various forms of remixed graduate education. Responding to increasing economic and institutional demands, speakers describe innovations in mentorship models, PhD and MA program restructuring, and graduate course design. We deploy feminist principles to address precarity, acknowledge emotional labor, and challenge graduate education “as usual.”

Meeting Room 307 (Level 300)

**Chair:** Cheryl Glenn, Penn State University

**Roundtable Leaders:** Heather Adams & Talia Gray, University of North Carolina Greensboro, “Graduate Coursework for Change”

Jean Bessette, University of Vermont, “Reimagining the Graduate Pedagogy Seminar”

David Gold, University of Michigan, “Sustainable Program Building in Impossible Times”

Courtney Rivard & Jordynn Jack, University of North Carolina Chapel Hill, “Creating Collaborative Models of Graduate Education through Humanities Labs”

Michelle Smith, Clemson University, “Building Bridges in Precarious Spaces”

**Respondent:** Jessica Enoch, University of Maryland

*Creative Writing and Publishing*

**D.26 Creative Composition: A Remix**

*Sponsored by the CCCC Creative Writing Standing Group*

We explore how the intersections between creative writing and composition studies can open space for extended play, collaboration, and remixes of our pedagogy. This panel sponsored and presented by the Creative Writing Standing Group will be conducted in the form of a robust interactive roundtable among the presenters and attendees.

Meeting Room 315 (Level 300)

**Presenters:** Patricia Carmichael Miller, Indiana University of Pennsylvania

Paul Gibbons, University of California Merced

Erika Luckert, University of Southern Mississippi

Tim Mayers, Millersville University of Pennsylvania

Susan Varnot, University of California Merced

Melissa Yang, Emory University

**Respondent:** Maryam Alikhani, County College of Morris

Thursday, 3:15–4:30 p.m.

*Writing Programs*

**D.27 Taking Up WAC Challenges in the Current Moment:  
AI, Antiracism, and Sustainability**

*Sponsored by the CCCC Writing Across the Curriculum Standing Group*

WAC programs in 2025 face a new set of challenges, even as historical challenges continue. This panel considers the responsibilities and opportunities open to WAC leaders around equity, AI, conceptions of writing, and strategies for financial sustainability.

Meeting Room 314 (Level 300)

**Chair and Respondent:** Elizabeth Wardle, Miami University of Ohio

**Presenters:** Megan Callow, University of Washington

Haivan Hoang, University of Massachusetts Amherst

Mandy Olejnik, Miami University of Ohio

*Community, Civic, and Public Contexts of Writing*

**D.28 The “B-sides” of Religious Rhetorics**

*Sponsored by the CCCC Rhetoric & Religious Traditions Standing Group*

These presentations on different aspects of religious rhetorics address increasing levels of scale (from the individual writer’s inner world, to representing an individual life through memoir, to community-engaged activism, to the transnational circulation of metaphor). Collectively, they illustrate the value of attending to the “B-sides” of religious rhetorics.

Meeting Room 316 (Level 300)

**Presenters:** Chris Battle, BattleField Farm & Gardens

T J Geiger, Texas Tech University

Joseph Jeyaraj, New York City College of Technology

Bethany Mannon, Appalachian State University

Jonathan Marine, George Mason University

Kelly Sauskojus, University of Tennessee, Knoxville

## DA Sessions: 3:15–3:45 p.m.

### *Information Literacy and Technology*

#### **DA.1 Glitching the Machine: Queer Experimentation as Pedagogical Praxis with Generative AI**

By intentionally “glitching” large language models (LLMs) with queer texts, we can expose biases, reveal power structures, and reimagine language and technology. This approach, grounded in queer feminist theory, empowers students to resist normative discourses and advocate for more equitable technological futures.

Meeting Room 348 (Level 300)

*Presenter:* Vee Lawson, San José State University

### *Writing Centers (including Writing and Speaking Centers)*

#### **DA.2 All Tangled Up: The Impact of Emotions, Race, and Language on Writing Center Tutorials**

Why should we prepare tutors to understand how both their own and their students’ identities can impact the emotions experienced in a session? This presentation hopes to address this question by exploring the connection between emotions and emotional labor, linguistic identity, and racial identity in writing center tutorial sessions.

Meeting Room 332 (Level 300)

*Presenter:* Danyea West, University of Massachusetts Amherst

### *Antiracism and Social Justice*

#### **DA.3 B-side Blues: Teacher-Scholars Under Attack by the Far Right**

This thirty-minute talk provides the audience with tools to prepare for, recognize, and survive politicized/legislated efforts to undermine instruction in critical race theory and LGBTQIA+ theory. The workshop draws on data from an AAUP white paper and research on gag orders to provide an update on resistance, in paper and digital takeaways, while also providing resources to protect/resist on the job.

Meeting Room 330 (Level 300)

*Presenter:* Christine Ross, Defense of Democracy

*Creative Writing and Publishing*

**DA.4 Chronic Narratives: Exploring Methodological Complexities in Illness Memoirs**

In recent years, there has been an increase in memoirs and personal essays written by women about their chronic illness experiences. This presentation explores not only how chronically ill writers speak back to harmful medical discourses, but also the methodological complexities and considerations that must be taken into account when conducting a rhetorical study of autobiographical writing.

Meeting Room 345 (Level 300)

**Presenter:** Caitlin Allen, The Citadel, the Military College of South Carolina

*First-Year Writing*

**DA.5 Fat Phobia, Weight Stigma, and the Persistence of Diet Culture in First-Year Writing**

This presentation will share the results of a mixed-methods study examining FYW instructor comfort and preparedness in interrupting fat phobic comments, discussions, and writing in FYW classes. The presenter will also share strategies for creating inclusive classroom spaces for students of all sizes and for challenging fat phobia, weight stigma, and diet culture in FYW classrooms and programs.

Meeting Room 333 (Level 300)

**Presenter:** Darci Thoune, University of Wisconsin-La Crosse

*Creative Writing and Publishing*

**DA.6 From Ways of Being/Knowing/Doing to Ways of Writing: Neuroqueering Academic Writing in the First-Year Writing Classroom**

Neuroqueering academic writing in the first-year writing classroom can serve as an epistemic corrective complementary to culturally and linguistically sustaining pedagogy while reflecting the always already neurodiversity of every FYW class population. In this presentation, critical lists and performative collage, as examples of neuroqueered academic writing, will be introduced and demonstrated.

Meeting Room 318 (Level 300)

**Presenter:** Carolyn Ann Schweitzer, University of California Berkeley

*Histories of Rhetoric*

**DA.7 Interrogating Justice: Pauli Murray and Embodied Inquiry**

This presentation examines how civil rights women used inquiry to expand Black freedom. Behind-the-scenes documents such as letters, meeting minutes, drafts, and retrospective accounts reveal how Pauli Murray spoke back to the male leaders of the movement, using creative inquiry to expose sexism in leadership.

Meeting Room 326 (Level 300)

*Presenter:* Elizabeth Miller, Mississippi State University

*Inclusion and Access*

**DA.8 Presenting Oneself: Rhetoric, the Disabled Body, and Health Care Students**

The speaker will discuss how traumatic diagnosis has been reshaped through speaking to future nurses about patient communication and care through embodied rhetoric. Specific to conferencegoers, this presentation focuses on how disability discourse can be reshaped to patient advocacy training using rhetorical pedagogy.

Meeting Room 324 (Level 300)

*Presenter:* Geoffrey Clegg, Washington State University

*Professional and Technical Writing*

**DA.9 Remixing Digital Writing: Transforming Digital Writing with AI and Human-Machine Collaboration**

This session explores AI's transformative impact on digital writing beyond multimodality in human-machine communication. I will examine how AI technologies update digital writing processes, genres, audiences, and mediums, advocating for a reimagined digital writing classroom. Participants will learn practical strategies for integrating AI into digital writing practice and pedagogy.

Meeting Room 347 (Level 300)

*Presenter:* Liping Yang, Georgia State University

*Community, Civic, and Public Contexts of Writing*

**DA.10 Remixing Narratives in Community Writing**

This presentation covers structuring a community writing project around the critically engaged civic learning (CECL) framework and applying principles of appreciative inquiry to enable composition students and Habitat homeowners to collaborate as coauthors on a shared article. The presenter will demonstrate the scaffolding steps necessary to implement similar community writing projects.

Meeting Room 331 (Level 300)

*Presenter:* Ania Payne, Kansas State University

*Theory, Research Methodologies, and Praxis*

**DA.11 Remixing Peer Review: A Posthuman Praxis for Peer Review**

A posthuman praxis for peer review in the age of machine learning.

Meeting Room 320 (Level 300)

*Presenter:* Ciaran Olmstead, University of Massachusetts Boston

*First-Year Writing*

**DA.12 Remixing Peer Review: Using Generative AI (GAI) as a Tool for Negotiation in the Introductory Composition Classroom**

Compositionists have begun exploring how GAI writing technologies can provide peer review feedback but have yet to examine student choices when using the tool alongside their own evaluations. Our study uses student focus groups and interviews to analyze perceptions and negotiations of a remixed GAI peer review activity to argue that it improves the experience and builds AI literacy.

Meeting Room 346 (Level 300)

*Presenters:* Shelby Ramsey, Florida State University  
Lauren Reilly, Florida State University

*Language, Literacy, and Culture*

**DA.13 The Multivocal Self: Remixing Multilingual Stories through Autoethnography**

This presentation explores the role of autoethnography in mobilizing multilingual and racially minoritized student voices. Through a study on the multimodal autoethnographic compositions of minority students at four- and two-year colleges, attendees learn to “remix” writing assignments to foster intercultural discourse and increase the visibility of historically underrepresented learners.

Meeting Room 321 (Level 300)

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

*First-Year Writing*

**DA.14 Transmodal Bodies: Toward a Queer and Trans Framework for Multimodal Composition in First-Year Writing**

This presentation will explore what it means to move transmodally, across different kind of embodiments (both texts/compositions and persons), and how transmodal pedagogies can provide access and equity for diverse bodies through metaknowledge and a focus on process. The presentation will include work and experiences by students at a premier conservatory and will be presented by trans faculty.

Meeting Room 323 (Level 300)

*Presenter:* Alex Gatten, The Juilliard School

## DB Sessions: 4:00–4:30 p.m.

### *First-Year Writing*

#### **DB.1 Remixing the B Side: Leveraging Sampling and Culturally Responsive Pedagogies from HBCUs in the 60s to Enhance Corequisite Program Success**

Considering HBCUs the “B-side” and mainstream PWIs the A-side, this presentation examines how remixing and sampling B-side pedagogies, past and present, with music and historical events enhances the writing process help corequisite students hone skills and develop the tools needed for academic success. HBCU faculty engaged critical pedagogies long before researchers theorized the terms.

Meeting Room 331 (Level 300)

*Chair:* Yaisa Mann, Langston University

*Presenter:* Cindy Ross, Langston University

### *Inclusion and Access*

#### **DB.2 AI behind the Walls: A Curriculum for Introducing Incarcerated Students to Critical AI Literacy**

This session offers a curriculum on teaching critical AI literacy to incarcerated students in an intensive introduction to college writing. The students learn critical AI literacy and engage with AI tools, mediated by their instructor, before critically evaluating the AI outputs. By fostering engagement with AI, this curriculum offers greater inclusion and access for a marginalized population.

Meeting Room 332 (Level 300)

*Presenters:* Matthew Capdevielle

Damian Zurro, University of Notre Dame

### *Writing Centers (including Writing and Speaking Centers)*

#### **DB.4 Listening to the Flip Side: Why Students Don’t Use the Writing Center**

This presentation offers preliminary findings from an interview study of undergraduate students who have never utilized the writing center before. The process of interrogating these students’ perceptions of writing center services and their reasons for avoiding writing help revealed themes of independence, apathy, and bravado, themes we’ll explore and consider responses to in this session.

Meeting Room 348 (Level 300)

*Presenter:* Rachel Rodriguez, Washington College



*Information Literacy and Technology*

**DB.5 Re-Tuning Language Models or How I Learned to Stop Worrying and Love the Algorithm**

This research project analyzes specific internal architecture elements of large language models (LLMs) to answer (1) how architectural characteristics of LLMs direct and constrain writers' intentional capacities; and (2) what specific implementable skills writing instructors can teach students to better align writing-with-LLMs with the conventional demands of writing praxis.

Meeting Room 345 (Level 300)

*Presenter:* Zoltan Majdik, North Dakota State University

*First-Year Writing*

**DB.6 Remixing Old-School: Writing Collaboratively to Reanimate the College Essay**

This session explores the “old school” remix of the traditional academic essay in a collaboratively written FYW assignment, using samples from students' essays on their own learning experiences. This assignment emphasizes the heteroglossic nature of academic writing and empowers student voices. The session will discuss choosing readings, assignment design, and collaborative writing strategies.

Meeting Room 324 (Level 300)

*Presenter:* Benjamin Hojem, Duke University

*Information Literacy and Technology*

**DB.8 Supporting Digital Literacy Development with Social Media in First-Year Composition**

The goal of this session is to outline how a qualitative research study that I conducted can help instructors to more effectively support development of digital and social media literacies in their first-year composition pedagogies. By explaining the methods, findings, and analysis of this study, participants will leave with some best practices for supporting digital literacy with social media.

Meeting Room 347 (Level 300)

*Presenter:* Jacob Richter, The George Washington University

*Approaches to Teaching and Learning*

**DB.9 The B-side of Translingualism as a Decolonial Initiative: Translingualism in Predominantly Monolingual Writing Classes**

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Thursday, 4:00–4:30 p.m.

This presentation explores the B-side of translanguaging in predominantly monolingual writing classes. It addresses the misconception that translanguaging only involves using multiple languages, arguing instead for a perspective shift in understanding “linguaging” practices. Through classroom research and personal experience, I examine the value of translanguaging in monolingual settings.

Meeting Room 330 (Level 300)

*Presenter:* Emad Hakim, Illinois State University

*Inclusion and Access*

**DB.10 This Is a Team Challenge: Building a Bridge Program to Empower Incoming Community College Nursing Students**

Nursing programs at the community college level attract both multicultural and multilingual students. Summer bridge programs provide an opportunity for these incoming students to close knowledge and skill gaps as well as build relationships with peers, faculty, and staff. Our program is built around a contemporary theme (Top Chef) to both promote engagement and decrease attrition.

Meeting Room 320 (Level 300)

*Presenters:* Clarissa Codrington, MassBay Community College  
Deborah O’Dowd, MassBay Community College

*First-Year Writing*

**DB.11 What the Jason M. Allen Midjourney Court Case Means for FYC: What Is Original and Authentic Work?**

The presentation discusses the impact of generative AI on the concepts of originality and authenticity, framed through the academic journey of a student exploring these themes in a first-year writing course. It concludes that we need to actively instruct our students about our expectations for original work in the era of AI while allowing for it as an influence.

Meeting Room 321 (Level 300)

*Presenter:* Cynthia Davidson, Stony Brook University

*Writing Centers (including Writing and Speaking Centers)*

**DB.12 Writing Centers as Sites for Public Writing and Undergraduate Publishing: The Liner Notes**

This presentation will explore two public writing projects that reimagine the traditional one-to-one tutoring system and reinvent the role of the writing tutor as an advocate for student publishing. Speakers describe

how writing centers might serve as spaces for undergraduate publishing and what these projects can offer tutors and writers through professional development and rhetorical advocacy.

Meeting Room 326 (Level 300)

*Presenters:* Elizabeth Parfitt, Pennsylvania State University  
Kyli Ramsay, Pennsylvania State University

*First-Year Writing*

**DB.13 Writing, Meaning, and Music: the Voices of Multilingual Students in Community College**

The aim of this session is to show how writing is meaningful to community college students who are English language learners, and examine whether that meaning to them is intellectual, emotional...or perhaps something else.

Meeting Room 323 (Level 300)

*Presenter:* Ann DeCiccio, University of New Hampshire

*Community, Civic, and Public Contexts of Writing*

**DB.14 Toward the Furtherance of Rhetorical Listening and Civic Engagement through Music and Fandom**

This multimedia presentation explores ways in which centering “Rhetorical Listening” can expand Rhetoric and Composition students’ writing skills and civic engagement. Music(ians) provide us with audio-visually apparent potentialities in community-based world-building. Rhetorical listening and music(ians) both inform and compel our students to act upon important, existential social causes and contexts.

Meeting Room 333 (Level 300)

*Presenter:* Kurt Ramos, University of Central Florida

*Writing Centers (including Writing and Speaking Centers)*

**DB.15 Peer Review Remix: Remastering Demonstrations from the Writing Center**

Speakers offer ways of reframing the purpose of peer review to socially reluctant students by sharing with participants their revisions to writing center staff training on peer review presentations.

Meeting Room 346 (Level 300)

*Presenters:* Meaghan Dittrich, University of New Hampshire  
Cynthia Roll, University of New Hampshire

## **E Sessions: 4:45–6:00 p.m.**

### *Approaches to Teaching and Learning*

#### **E.1 Collaboration and Creativity: Extended Play in Playful and Arts-Based Pedagogies**

This panel discusses innovative teaching to foster creativity in writing and literacy via play and arts-based pedagogies. It includes perspectives from three institutions (R1 and SLAC). Presenter 1 focuses on class implementations and TA support, presenter 2 shares a cross-institutional research project's findings, and presenter 3 outlines a play-based professional development workshop series.

Meeting Room 328 (Level 300)

**Presenters:** Amy Berrier, North Carolina State University  
Brenta Blevins, University of Mary Washington  
Lindsay Sabatino

### *Approaches to Teaching and Learning*

#### **E.2 Disconnects and Tensions: Exploring Student and Faculty Talk about Writing vs. Textual Practices**

This panel explores the limits and possibilities of exposing disconnects between faculty and students' explicit knowledge and/or talk about writing vs. their actual textual practices. Speakers present findings from two mixed-methods research studies focusing on (1) students' academic writing and (2) faculty's pedagogical materials in order to explore implications for faculty development.

Meeting Room 302 (Level 300)

**Presenters:** Zak Lancaster, Wake Forest University  
Alisa Russell, Wake Forest University

### *First-Year Writing*

#### **E.3 From Audio Engineering to Playlists: Diversifying Literacies, Reprogramming Writing**

This panel brings together faculty across ranks to explore the creative potential of collaboratively reprogramming FYW. Speaker 1 shares ongoing program assessment and curricular revision efforts. Speaker 2 presents a qualitative study of one hip-hop composition classroom and new literacies in college. Speaker 3 discusses playlists as reflection and community building.

Meeting Room 342 (Level 300)

**Presenters:** Christopher Castillo, DePaul University  
Lydia Saravia, DePaul University  
Erin Workman, DePaul University

*Community, Civic, and Public Contexts of Writing*

**E.4 Fun Scary: Community-Engaged Learning as First-Year Writing Remix**

The session invites critical engagement with the work of designing mutually beneficial, sustainable partnerships for community-engaged learning in first-year writing courses. We feature program-level frameworks and instructor insights from four pilot sections at a large R1 public university that invite first-year students into writing through a social justice-focused, project-based experience.

Meeting Room 338 (Level 300)

*Chair:* Kris Cory

*Presenters:* Danielle Hinrichs, University of Minnesota Twin Cities  
Elise Toedt, University of Minnesota Twin Cities  
Allison Vincent, University of Minnesota Twin Cities

*Antiracism and Social Justice*

**E.5 Get Up Offa That Thing! Black Music, Language, Liberation, and the Writing Classroom, Writing Centre, and Writing Program Administration**

Speakers in this session address rhythms of resistance and remix for liberation. We explore the languages and rhetorics of blues, hip hop, Black country music, AI remix, and Barbadian Crop Over calypso and their significance and value for teachers, writing program administrators, and writing centre directors and tutors making actionable their commitments to linguistic and rhetorical justice.

Meeting Room 308 (Level 300)

*Chair:* Frankie Condon, University of Waterloo

*Presenters:* Neisha-Anne Green, American University  
David Kelly, University of Baltimore  
Doug Kern  
Steven Lessner  
Vershawn Young

*Antiracism and Social Justice*

**E.6 Griots in the House: Representatives Pearson and Jones of the Tennessee Three at the Table**

The political speeches of Reps. Jones and Pearson of “The Tennessee Three,” after their expulsion from office, are prime examples of Black Rhetoric in that they combine political and religious speech as well as unique forms of orality and repetition. This study analyzes the post-expulsion speech of Reps. Jones and Pearson as kairotic illustrations of Banks’s digital griot concepts.

Meeting Room 341 (Level 300)

*Presenter:* Emily Kemp, University of Tennessee at Chattanooga

*Professional and Technical Writing*

**E.7 Multimodality and Use of AI in Digital Definitions of Scientific Terms: Recent Trends and Challenges**

General dictionaries and specialized dictionaries of science define science terms for various audiences. They have been common genres used to communicate and define science for centuries. The goal of this presentation is to discuss how today's multimodality—and AI-related digital technologies—have been affecting the way science is defined in/by digital dictionaries.

Meeting Room 344 (Level 300)

*Presenter:* Olga Menagarishvili, Metro State University

*First-Year Writing*

**E.8 Potentialities and Challenges When Constructing AI as a Coauthor for FYC Students**

This panel presents four different experiences exploring how AI can be understood as a coauthor within FYC classroom. Working from the assertion that writing instructors must adapt to AI-inclusive pedagogy, this panel foregrounds the potentialities and challenges that AI brings to classroom writing practices to advocate that instructors similarly experiment with AI in their writing classrooms.

Meeting Room 339 (Level 300)

*Presenters:* Mustapha Bannerman, The University of Texas at El Paso  
Gehendra Koirala  
Frank Nabi  
David Tver, The University of Texas at El Paso

*Histories of Rhetoric*

**E.9 Progressive-Era Florida Clubwomen and the Royal Palm State Park: Collaborative and Creative Rhetorical Practices to Save the Everglades**

This talk presents the results of archival research examining the collaborative rhetorical effort of women in the Florida Federation of Women's Clubs to create the Royal Palm State Park near Homestead, Florida.

Meeting Room 343 (Level 300)

*Presenter:* Paige Banaji, Barry University

*First-Year Writing*

**E.10 Remixing Composition to Amplify Students’ Voices amid Antiracist Program Transformation**

After identifying some of the tracks and soundscapes of research on student writing, the three panelists and respondent (re)mix these tracks to suggest how we might listen to and learn from student voices amid our programs’ antiracist transformations and shifts toward equitable assessment and translanguaging praxis, as well as against the persistent drumbeat of AI.

Meeting Room 327 (Level 300)

**Presenters:** Stephanie Kerschbaum, University of Washington  
Miranda Lutyens, University of Massachusetts Amherst  
Amanda Tennant, West Virginia University  
**Respondent:** Bethany Mannon, Appalachian State University

*Writing Programs*

**E.11 Remixing Our Photos and Videos: Social Media in Higher Education, AI, and the Challenges of Digital Asset Management.**

This presentation overviews a writing program’s decisions with regard to social media, particularly the careful/considered creation of photos and videos, the digital asset management choices, and the possibilities for remixing, particularly with growing AI capabilities.

Meeting Room 322 (Level 300)

**Presenter:** Angela Crow, James Madison University

*Histories of Rhetoric*

**E.12 Remixing the “Why” of Feminist Rhetorical History**

Twenty-five years after Patricia Bizzell pronounced that “feminist research in the history of rhetoric presents the most trenchant challenges to traditional scholarly practices,” this panel considers how contemporary feminist historiography continues to remix rhetorical history and chart new pathways for composing feminism, rhetoric, and community.

Meeting Room 337 (Level 300)

**Presenters:** Jessica Enoch, University of Maryland  
Ruth Osorio, Old Dominion University  
Coretta Pittman, Baylor University  
Pamela VanHaitsma, Penn State University

*Theory, Research Methodologies, and Praxis*

**E.14 The B-side Collaboration: Remixing STEM and Education Tools in the Writing Classroom to Study Student Genre Awareness**

This panel explains the validation of a new tool—a Concept Inventory (CI)—for measuring student genre awareness. CIs are multiple-choice tests of student understanding of complex disciplinary concepts. A validated genre CI would efficiently assess student genre awareness in local and cross-institutional contexts. The panel will also discuss the value of a rhetorical validation process.

Meeting Room 329 (Level 300)

**Presenters:** Gwen Gorzelsky, University of Idaho  
Carol Hayes, George Washington University  
Joseph Paszek, Arizona State University

*Community, Civic, and Public Contexts of Writing*

**E.15 The Sounds of Change: The Rhetorical Power of Music in the Social Sphere**

This panel considers music not as metaphor or classroom prop but as cultural text worthy of scholarly analysis. Spanning genres and eras, speakers analyze the rhetorical power of music as situated in specific cultural contexts with an eye on analyzing repurposed and remixed music and related artifacts, and on revisiting music from the past within our current sociocultural and political moment.

Meeting Room 301 (Level 300)

**Presenters:** Alex Evans, University of Cincinnati  
Bethany Hellwig, University of Cincinnati  
Katherine King, Campbellsville University Harrodsburg  
Jayne Stone, University of Cincinnati

*Language, Literacy, and Culture*

**E.16 Twentieth-Century Countercultural Music Movements and Recontextualization in the Writing Classroom**

Examining the complexities of three historical, countercultural music movements, this panel utilizes Mao's recontextualization as an embodied working for just, social change. We ask, "How might recontextualization push against technological, whitewashed layering of knowledge from a 'joint' past? In imperfect (re)membering and experience of memory, what is the future for remixing?"

Meeting Room 325 (Level 300)

**Presenters:** Christopher Davidson, Biola University  
Aurora Matzke, Chapman University  
Karen Tellez-Chaires, Cal Poly Pomona



*Information Literacy and Technology*

**E.17 Duel, Dual, or Duet? Harmonizing Instructor Choices and Student Approaches to Synchronous and Asynchronous Learning in Hybrid Writing Courses**

This Engaged Learning Experience draws on surveys and interviews with students in hybrid writing courses to present insights on braiding synchronous and asynchronous instruction with flexibility, equity, and transparency. Participants will then have the opportunity to collaboratively assess and address these three aspects of their own hybrid courses through course design remix activities.

Meeting Room 303 (Level 300)

*Presenters:* Ariel M. Goldenthal, George Mason University  
Christina Grieco  
Shyam Patel, George Mason University

*Approaches to Teaching and Learning*

**E.18 Global Writing Partners: Uniting, Collaborating, and Composing through Technology!**

Collaborative Online International Learning (COIL) enriches students' learning experiences, fosters language development, and cultivates cross-cultural perspectives. Presenters will share COIL pedagogy and prior COIL experiences, discuss instructional benefits and challenges to COIL, and lead attendees through a reflective workshop to examine the suitability of COIL in their own classrooms.

Meeting Room 311 (Level 300)

*Presenters:* Teresa Cusumano, Lehigh University  
Jessica Harbaum, Lehigh University  
Chris Harvey, Lehigh University

*First-Year Writing*

**E.19 Let's [not] Just ChatGPT Our Way Through: Harnessing Accidents, Genre Play, and Peer Feedback for Student Growth in FYW Classrooms**

Two first-year writing instructors propose an Engaged Learning Experience “jam session” for and about feedback. Drawing from innovations that arose during the pandemic and ongoing racial injustices, and with an emphasis on genre play and peer-to-peer response, the speakers will invite participants to collaborate on new pedagogical approaches to mitigate students' reliance on ChatGPT.

Meeting Room 349 (Level 300)

*Presenters:* Danielle DeRise, James Madison University  
Michael Hickman, James Madison University

Thursday, 4:45–6:00 p.m.

*Information Literacy and Technology*

**E.20 Remixing Writing Pedagogies with Writing Code and Data through Exploratory Data Analysis**

What is our discipline's role in teaching and advocating for critical approaches to writing data? The facilitator and attendees will work through a computational notebook together that conducts exploratory data analysis. This coding and data process is meant to facilitate discussion to learn more about what writing and technical communication can bring to data practices.

Meeting Room 350 (Level 300)

**Presenter:** Chris Lindgren, North Carolina State University

*Creative Writing and Publishing*

**E.21 The Present and Future State of Editing and Publishing in Writing Studies**

A moderated Q&A roundtable with current and former editors and publishers from the field's established journals and book publishers.

Meeting Room 307 (Level 300)

**Chair:** Jacob Babb, Appalachian State University

**Presenters:** Zachary Beare, North Carolina State University

David Blakesley, Clemson University/Parlor Press

Christopher Carter, University of Cincinnati

Michael Cripps, University of New England

Dylan Dryer, University of Maine

Elise Hurley, Illinois State University

Tracy Ann Morse, East Carolina State University

Timothy Oleksiak, University of Massachusetts Boston

Patti Poblete, South Puget Sound Community College

Mya Poe, Northeastern University

Wendy Sharer, East Carolina University

*Inclusion and Access*

**E.22 Welcome to Our Anxiety Playlist: Writing Obsession, Rumination, and Intrusive Thoughts into the Curriculum**

*Sponsored by the CCCC Disability Studies Standing Group*

This roundtable resituates anxiety and obsession within rhetoric and writing studies, across a variety of contexts. Speakers reflect on anxieties about writing, how obsession mediates time and pacing, scrupulosity and anxiety as mad methods, how therapeutic texts narrativize anxious writers, hostile legislation's rhetorical enactment of cultural panics, and care as a kind of perseverance.

Meeting Room 309 (Level 300)

**Roundtable Leaders:** Christina Cedillo, University of Houston–Clear Lake  
Rachel Herzl-Betz, Nevada State University  
Millie Hizer, Southeastern Louisiana University  
Dale Ireland, The Graduate Center CUNY  
Jessie Male, University of Pittsburgh  
Psyche Ready, University of Connecticut  
Erika Strandjord, University of California Davis  
Megan Von Bergen, Murray State University  
M. Remi Yergeau, Carleton University

*Histories of Rhetoric*

**E.23 “Sound and Body”: At the Intersections of Music and Writing in Black Expressive Culture**

*Sponsored by the CCCC Black Caucus*

Black scholars, from W.E.B. Du Bois to Geneva Smitherman and beyond, have acknowledged and explored the critical role of sound in our collective ability to navigate the world. Taking stock of that tradition, this roundtable offers a discussion of Black music that carves out a contemporary “golden era” for Black sonic rhetorical studies in the field of rhetoric and writing studies.

Meeting Room 316 (Level 300)

**Presenters:** Earl Brooks, University of Maryland, Baltimore County  
A.D. Carson, University of Virginia  
Todd Craig, New York City College of Technology  
Andre Johnson, University of Memphis  
Alexis McGee, University of British Columbia  
Ersula Ore, Arizona State University  
Damariye Smith, San Diego State University

*Language, Literacy, and Culture*

**E.24 Everything Is Connected: Indigenous Material, Digital, and Cultural Rhetorics in Classrooms, AI, and Online**

*Sponsored by the CCCC American Indian Caucus*

Bringing together material, digital, and cultural rhetorics, as well as the perils of AI and online cultural appropriation, this panel discusses creating space for and engaging Indigenous peoples’ physical, cultural, and digital makings. Emphasis is placed on pedagogy, program support, classroom connections, applications, and interventions.

Meeting Room 317 (Level 300)

**Presenters:** Yavanna Brownlee, University of Northern Colorado  
Chelsea Murdock, Clemson University  
Cindy Tekobbe, University of Illinois Chicago

*Language, Literacy, and Culture*

**E.25 Global Rhetorics, Linguistic Justice, and Cultural  
“Co-optation” In Writing Studies**

*Sponsored by the CCCC Global and Non-Western Rhetorics Standing Group*

This roundtable session aims to support an inclusive, empathic discussion about some challenges of teaching with global rhetorical frameworks or through global rhetorical methodologies alongside antiracist and justice-focused agendas.

Meeting Room 310 (Level 300)

**Presenters:** Lisa Arnold, North Dakota State University  
Moushumi Biswas, Langston University  
Tarez Graban, Florida State University  
Uma Krishnan, Kent State University  
Keith Lloyd, Kent State University  
Xiaoye You, Pennsylvania State University

*Approaches to Teaching and Learning*

**E.26 Identity, Connections, and Intersections: Pedagogical  
Remixes to Better Serve Military-Affiliated Students**

*Sponsored by the CCCC Writing with Current, Former, and Future Members of the Military Standing Group*

Identifying as composition and veterans studies scholars, panelists explore conversations related to the need for pedagogical remixes centering student veterans and military-affiliated students and address intersectionality concerns. Panelists share independent work about military-affiliated students impacted by different needs but together call for a further exploration of the students’ issues.

Meeting Room 336 (Level 300)

**Chair:** Meghan Velez, University of Central Florida  
**Presenters:** Sarah Eilefson, University of Minnesota Duluth  
Tara Hembrough, University of the Incarnate Word

*Professional and Technical Writing*

**E.27 Remixing Legal Writing & Rhetoric Classrooms**

*Sponsored by the CCCC Legal Writing and Rhetoric Standing Group*

Sponsored by the Legal Writing and Rhetoric Standing Group, this session invites Convention attendees to remix legal writing pedagogy by prioritizing learning transfer, anticipating arguments with the help of AI, and emphasizing rhetorical perspectives on persuasion and argumentation.

Meeting Room 314 (Level 300)

**Presenters:** Delia Conti

Antonio Elefano, University of Southern California

Mark Hannah, Arizona State University

Lindsay Head, Jacksonville University College of Law

Lisa-Jane Klotz, University of California Davis

Melissa Love Koenig

Heidi Willers, Arizona State University

*Language, Literacy, and Culture*

**E.28 Transnationalism and Translingualism in Writing  
Research and Education: The Legacies of Bruce Horner**

*Sponsored by the CCCC Transnational Composition Standing Group*

Taking stock of past and recent developments in transnational and translingual writing scholarship and pedagogy, this panel celebrates and cultivates Bruce Horner's work and contributions in the field.

Meeting Room 315 (Level 300)

**Chair:** Nancy Bou Ayash, University of Washington

**Presenters:** Sara P. Alvarez, Queens College CUNY/CUNY-IIE

Tiane Donahue, Dartmouth/U. of Lille

Vanessa Kraemer Sohan, Florida International University

*Professional and Technical Writing*

**E.29 Beyond the Informed Consent Form: Remixing Rhetorical  
Abundance in Times of Precarity**

This presentation will present findings on the rhetorical strategies displayed by a group of clinical vaccine researchers located in a semiperipheral country (Chile).

Meeting Room 319 (Level 300)

**Presenter:** Ana Cortés Lagos, Stony Brook University

*Language, Literacy, and Culture*

**E.30 Extending Literacy Narratives: B-sides in Kinship, the  
Unconscious, and Alternative Temporalities**

This panel challenges traditional tropes in literacy narratives by exploring narratives that foreground kinship, emotion, music, and alternative temporalities.

Meeting Room 340 (Level 300)

**Presenters:** Therese Jasperson, University of Wisconsin-Madison

Oluwatoyin Olanipekun, University of Wisconsin-Madison

Aurora Shimshak, University of Wisconsin-Madison

**Respondent:** Eileen Lagman, University of Wisconsin-Madison

## EA Sessions: 4:45–5:15 p.m.

*Community, Civic, and Public Contexts of Writing*

**EA.1 GitHub Remixed for “996ICU Movement”: How Chinese Programmers “Play” against Tech Industry Overwork Culture with Interest-Driven Networks**

This qualitative study investigates the discourses revolving around “996ICU movement” and explores how Chinese programmers transformed GitHub into a platform for collective resistance against the 996 (9 a.m.–9 p.m., 6 days/week) work schedule in China’s tech industry. We will uncover the dynamics of public rhetoric and activism in a non-Western context.

Meeting Room 331 (Level 300)

*Presenter:* Eva Jin, Arizona State University

*Community, Civic, and Public Contexts of Writing*

**EA.2 Playing It by Ear: Community Listening and Visual Composition in Water Conservation Messaging**

In this presentation, I use “playing it by ear” as metaphor to describe the process by which community feedback and needs were sought out, incorporated, and centered in the development of signage designed by students partnering with a local council investing in the construction of a water conservation park to support sustainability in their city.

Meeting Room 347 (Level 300)

*Presenter:* Kathryn Lambrecht, Arizona State University

*Information Literacy and Technology*

**EA.3 Deciphering the Role of Artificial Intelligence in Archival Research: A Student-Focused Inquiry into Challenges and Possibilities of Using ChatGPT**

This session explores the intersection of AI and archival research in writing studies. It investigates the challenges AI faces in archival assignments, the reasoning behind students’ use of AI, and the comparative quality of research papers produced with and without AI. The proposal also offers strategies for fostering academic creativity and responsible AI use in academia.

Meeting Room 326 (Level 300)

*Presenter:* Quang Ly, University of Miami

*Theory, Research Methodologies, and Praxis*

**EA.4 A Punk Rock Attitude: Media Archaeology, “B-side Technologies,” and Composition**

This presentation responds to an issue writing teacher-scholars know well: the difficulty of keeping up with emerging technologies. Using media archaeology, the presenter explores the field’s history with “B-side” technologies, or the obsolete and discarded technologies from composition’s past. This analysis reveals insights into composition’s relationship with technology, both past and current.

Meeting Room 321 (Level 300)

**Presenter:** Eric D. Brown, Adams State University

*Information Literacy and Technology*

**EA.6 Creative Conversations in the Recording Studio: What Music Production May Teach Us about Composing with Sound**

Participants in this session will be introduced to preliminary research findings about tacit knowledge among collaborators in a music recording studio. The discursive conventions and visual and embodied communication strategies that musical collaborators draw upon may be adapted to student collaborative and/or sonic composition projects.

Meeting Room 348 (Level 300)

**Presenter:** Joe Schicke, Texas Tech University

*First-Year Writing*

**EA.7 From Destiny’s Child to Beyoncé: Using Group Work to Establish Skills for Strong Solo Writing**

We love a great solo album, but the artist’s craft is often honed in the many years experimenting and practicing in bands. Would Beyoncé have demanded a ring without Destiny’s Child’s “Say My Name”? As in music, collaboration is key for writing success despite images of the solitary writer. Join us to examine ways to use groups in first-year writing for more equitable learning and lasting success.

Meeting Room 333 (Level 300)

**Presenters:** Erin Fujinami, Fresno State  
Courtney Hughes, Fresno State

*Information Literacy and Technology*

**EA.8 Leveraging AI Technology to Support Learning in Writing: A Constructivist Approach with a DIY Ethic**

To impact students meaningfully, writing instructors must empower active learning. This proposal leverages AI in writing education through a constructivist approach inspired by the DIY ethic of punk rock. AI tools provide personalized feedback, facilitate collaboration, and engage students, mirroring how independent musicians create and share work. This approach aims to transform education.

Meeting Room 332 (Level 300)

**Presenter:** Christopher Thacker, Texas Tech/Towson University

*Professional and Technical Writing*

**EA.9 Managing Projects, Managing Emotions: Understanding Student Dispositions toward Collaboration in Technical Communication**

This presentation details the results of a mixed-methods study into student dispositions toward, and emotions experienced during, collaboration in technical communication courses. It will provide pedagogical strategies for how reflection can be used within technical communication to help students develop emotional intelligence as they work through the conflict-laden process of collaboration.

Meeting Room 323 (Level 300)

**Presenter:** Grace Williams, Wayne State University

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

**EA.10 Mapping Genre Systems in a Union Bargaining Team**

This research project examines the production, reception, distribution, and representation of genre sets in a graduate worker union's bargaining team over the course of contract negotiations. Through an investigation of varying assemblages of genres, this project argues that genres are central to socialization and key to configuring semiotic activity.

Meeting Room 330 (Level 300)

**Presenter:** Bruce Kovanen, North Dakota State University



*First-Year Writing*

**EA.11 Multilingual Repertoire and Rhetorical Choices:  
Transcending Multimodality as a Trans-Literacy Approach  
in Composition Classrooms**

In this presentation, I explore multimodality as a trans-literacy approach to address multilingual learners' diverse linguistic repertoires and rhetorical choices. The findings challenge traditional monolingual practices and foster inclusive pedagogy, recognizing multilingual repertoires, promoting home language sustenance, agency, collaboration, and the use of multiple modes of literacies.

Meeting Room 326 (Level 300)

*Presenter:* Durga Bhusal, Minnesota State University Mankato

*First-Year Writing*

**EA.12 Remixing Expertise: Using Familiar Genre Distinctions to  
Teach Essay Structure**

While scholars have suggested using remix as a method of composing, I argue that we use remix as a mode to shift expertise in the classroom. When we focus on the genre expertise that already resides in students—of TV shows, rap feuds, and TikTok memes—we can help students structure their writing in more complex ways, make more complex claims, and signal their belonging in scholarly communities.

Meeting Room 324 (Level 300)

*Presenter:* Aaron Ritzenberg, Columbia University

*Writing Programs*

**EA.13 Undergraduate Writing Consultants Remixing Activity  
Systems: Exploring the B-side of WAC/WID Work through  
an Engineering First-Year Design Class**

Writing fellows programs have long been the B-side of WAC/WID work. This joint presentation of an IRB-approved research study by a writing center director and undergraduate writing consultant/mechanical engineer shows how the B-side, writing fellow-driven WAC work, can achieve greater success than the A-side, faculty-driven WID work, both at the level of pedagogy and research.

Meeting Room 318 (Level 300)

*Presenters:* Sage Cooley, Duke University  
Eliana Schonberg, Duke University

## EB Sessions: 5:30–6:00 p.m.

### *Information Literacy and Technology*

#### **EB.1 A vs. B vs. Alphabet Soup: Mashups, Patchwriting, and Renewing the Genre of the Scholarly Essay**

This presentation spotlights opportunities for developing assignments grounded in mashup models. Mashup strategies help students get a feel for overtly dependent modes of composition. They also prompt helpful classroom conversations regarding varying degrees of dependence upon others' texts and the range of ownership claims and authority that a composer can bring to a specific project.

Meeting Room 347 (Level 300)

*Presenter:* John Logie, University of Minnesota-Twin Cities

### *Writing Programs*

#### **EB.2 Cite Lines: Faculty Perceptions of Citation Instruction in Disciplinary Courses**

This presentation seeks to understand how graduate faculty implicitly or explicitly teach citation styles. I have been researching faculty's dispositions toward citation instruction, their understanding and relationship to the citation styles of their disciplines and the courses they teach, and their willingness to try out new instructional models based on our conversations with them.

Meeting Room 318 (Level 300)

*Presenter:* Geoffrey Stacks, University of Denver

### *First-Year Writing*

#### **EB.3 Composition Instructors' Perspective and Experiences with Generative AI in the College Composition Classroom**

In this session, the speakers will share their research findings on 14 college composition teachers' perceptions of AI in writing classrooms. The speakers will mainly report on two findings: (1) the specific concerns that composition teachers perceive in relation to "ChatGPT and writing education," and (2) the participants' perceived pedagogical benefits of ChatGPT in writing class.

Meeting Room 346 (Level 300)

*Presenters:* Jun Akiyoshi, Pennsylvania State University  
Rajwan Alshareefy, University of Delaware

*First-Year Writing*

**EB.4 Developing Audience Awareness in Translingual Writing: A Study of Chinese International Students' Perceptions and Practices in First-Year Writing**

My research responds to the 2025 CCCC call for understanding theories of learning to write by investigating how Chinese international students adapt their writing to meet the expectations of different audiences in First-Year Writing courses through the lens of translingualism. The findings of this study have the potential to inform pedagogical approaches that support linguistic diversity.

Meeting Room 348 (Level 300)

*Presenter:* Lin Li, Virginia Tech

*College Writing and Reading*

**EB.5 Helping Students Develop as Readers: Assumptions, Options, and Pesky Questions**

How do we want students to develop as readers, what readings and assignments might promote that development, and how can we balance this pedagogy with other curricular responsibilities? This presentation draws on a range of scholarship to offer options for these questions.

Meeting Room 321 (Level 300)

*Presenter:* Daniel Keller, The Ohio State University Newark

*First-Year Writing*

**EB.6 Mixing and Memeing: Encouraging Remix and Stylistic Creativity with Internet Memes**

This presentation considers the benefits of introducing internet memes, a particular kind of remixed media, into the first-year writing classroom. Drawing on concepts from rhetorical style, it argues that internet memes are best used during the prewriting process to help students discover, develop, and revise their ideas and arguments.

Meeting Room 331 (Level 300)

*Presenter:* Anthony Box, University of Houston

*Information Literacy and Technology*

**EB.7 Playing Rhetcomp YouTube’s Greatest Hits: Reflections on the Field through a Video Lens**

This presentation tracks the top ten YouTube videos across 4 results: (1) writing, (2) rhetoric, (3) composition, and (4) how to write a paper. The speaker will talk about how these videos reflect core values in the field(s) as well as what makes them engaging presentations of writing.

Meeting Room 345 (Level 300)

*Presenter:* Daniel Liddle, Western Kentucky University

*Language, Literacy, and Culture*

**EB.8 Preset Playlists: Rehearsing the Performance of Military Deference through Classroom Letter Writing**

This presentation seeks to offer an analysis of military appreciation letter writing and care package assembly activities at the elementary level as an epideictic value performance. Guided by theories of nationalism, homeland child-rearing, and rhetorical visions of care, the project hopes to offer a unifying account via critical account of this preset playlist that remains popular in classrooms.

Meeting Room 333 (Level 300)

*Presenter:* Cecilia Montufar, Carnegie Mellon University

*Approaches to Teaching and Learning*

**EB.9 Remixing Reflection: Using Extended and Directed Reflection as Professional Development for Graduate TAs to Reveal Dynamism and Complexity**

This presentation stems from a series of reflective interviews with composition GTAs in which they were prompted to consider the influences on their teaching. Their responses revealed the complex, interconnected experiences that affect their identities and growth. With purposefully crafted reflection questions and a revised reflection model, TAs, PDs, and WPAs can foster TAs’ professional growth.

Meeting Room 330 (Level 300)

*Presenter:* Emily Staudt, George Mason University

*College Writing and Reading*

**EB.10 Remixing Understandings of Reading: Harmonizing Literacy Studies Approaches to Developmental and Corequisite Courses**

Integrating key findings from a thematic analysis of writing studies journals with literacy studies research, this study addresses gaps in reading instruction in first-year composition and developmental courses. We offer practical strategies to help all students succeed and highlight the importance of an integrated approach to teaching reading and writing.

Meeting Room 326 (Level 300)

**Presenters:** Ali Dezhkameh, Texas State University  
Nasim Layegh, Texas State University  
Emily Suh, Texas State University  
Lance Womack, Texas State University

*Language, Literacy, and Culture*

**EB.11 Remixing with a Purpose: Cultural Preservation and Invitation to Active Multimodal Listening**

This presentation introduces the remixing of organic house music through the insertion of Palestinian sound bites by disc jockeys (DJs) as an act of cultural preservation. It focuses on the possibilities and intersections of DJs and sonic rhetoricians and draws inspiration from indigenous cultures' active listening practices while encouraging multimodal listening.

Meeting Room 332 (Level 300)

**Presenter:** Danna Yunis, San Diego State University

*Approaches to Teaching and Learning*

**EB.12 Resisting the Surveillance Classroom: A Framework for Remixing AI and Writing**

This presentation suggests alternatives to the surveillance classroom characterized by instructor suspicion of generative AI and to the uncritical integration of AI into writing assignments. We propose a “remix”: a new framework for developing writing assignments that reimagines what student writing output looks like and that helps students and instructors cultivate critical AI literacy.

Meeting Room 323 (Level 300)

**Presenter:** Emily Hall, University of Wisconsin-Madison

Thursday, 5:30–6:00 p.m.

*Approaches to Teaching and Learning*

**EB.13 Teaching through Technologies: Reflections of Digital Technofeminist Pedagogies**

Drawing upon theories of technofeminism and digital rhetoric, I am proposing a digital technofeminist methodology to study and unpack the complex relationship between technologies and bodies. Ultimately, I will establish the exigency for my proposed methodology, discuss the technofeminist influences on my past teaching, and share my vision for the future of digital technofeminism in the classroom.

Meeting Room 320 (Level 300)

*Presenter:* Frank Macarthy, University of Washington

*Professional and Technical Writing*

**EB.14 The Side B of Scientific & Technical Writing: Teaching Future Clinicians the Importance of Remixing Discourse for Accessibility**

This proposed session aims to explore pedagogical approaches to teaching scientific and technical writing for future clinicians (e.g., pre-med and nursing students) in a way that emphasizes the importance of remixing discourse for accessibility, especially considering the health communication, literacy, and misinformation crises that materialized during COVID-19.

Meeting Room 324 (Level 300)

*Presenter:* Brittany Smart, Indiana University

## Thursday Special Interest Group Meetings

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6:30–7:30 p.m.

- Institutions: Labor Issues, Professional Lives, and Survival*
- TSIG.1 American Indian Caucus Business Meeting**  
*Sponsored by the CCCC American Indian Caucus*  
The American Indian Caucus invites Indigenous rhetoricians and scholars of Indigenous rhetorics to attend our open meeting.  
Meeting Room 307 (Level 300)
- Caucus Chairs:* Lisa King, University of Tennessee Knoxville  
Joaquin Munoz, University of British Columbia  
Cindy Tekobbe, University of Illinois Chicago  
Kimberly Wieser-Weryackwe, University of Oklahoma
- Institutions: Labor Issues, Professional Lives, and Survival*
- TSIG.2 Arab/Muslim Caucus Business Meeting**  
*Sponsored by the CCCC Arab/Muslim Caucus*  
In our yearly business meeting, we will discuss professional development and collaborative opportunities among our current members as well as potential means to increase membership and outreach.  
Meeting Room 310 (Level 300)
- Caucus Chair:* Kefaya Diab, The University of North Carolina at Charlotte  
*Presenter:* Soha Youssef, Thomas Jefferson University
- Theory, Research Methodologies, and Praxis*
- TSIG.3 B-sides, Remix, Collaboration, and Creativity: NNESWIs' Teaching and Research Practices**  
*Sponsored by the CCCC Non-Native English-Speaking Writing Instructors (NNEswIs) Standing Group*  
To echo the CCCC 2025 Convention theme, “Computer Love: Extended Play, B-sides, Remix, Collaboration, and Creativity,” we, NNEswIs, take this opportunity to reflect on both our A-side and B-side to better understand ourselves and wisely balance our lives. We would also like to present ourselves to a wider audience, increasing our visibility through remixing.  
Meeting Room 327 (Level 300)
- Presenter:* Lan Wang-Hiles, West Virginia State University

Thursday, 6:30–7:30 p.m.

*Inclusion and Access*

**TSIG.4 Black Caucus Business Meeting**

*Sponsored by the CCCC Black Caucus*

This time is to facilitate the CCCC Black Caucus annual business meeting.

Meeting Room 308 (Level 300)

**Caucus Chairs:** Alexis McGee, University of British Columbia  
Ersula Ore, Arizona State University

*Community, Civic, and Public Contexts of Writing*

**TSIG.5 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.

Meeting Room 314 (Level 300)

**Chair:** Mike Edwards, Washington State University

**Standing Group Chair:** Kim Gainer, Radford University

**Roundtable Leaders:** Karen Lunsford, University of California Santa Barbara

James P. Purdy, Duquesne University

Kyle Stedman, Rockford University

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

**TSIG.6 CCCC Labor Caucus Business Meeting**

*Sponsored by the CCCC Labor Caucus*

This meeting of the CCCC Labor Caucus discusses academic labor and caucus-related business. Newcomers are welcome!

Meeting Room 315 (Level 300)

**Presenter:** Bruce Kovanen, North Dakota State University

*College Writing and Reading*

**TSIG.7 CCCC Standing Group on Online Writing Instruction (OWI): 2025 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.



Meeting Room 329 (Level 300)

**Presenter:** Jennifer Cunningham, Kent State University

*Approaches to Teaching and Learning*

**TSIG.8 Cognition and Writing Business Meeting**

*Sponsored by the CCCC Cognition and Writing Standing Group*

This session is the business meeting for the Cognition and Writing Standing Group.

Meeting Room 303 (Level 300)

**Chair:** Courtney Weber, Lake Superior State University

*Community, Civic, and Public Contexts of Writing*

**TSIG.9 Community Writing and Public Rhetorics**

*Sponsored by the Community Writing and Public Rhetorics SIG*

This special interest group session provides ongoing collaborative space for participants to share their practice, research, and pedagogy; to raise and problem-solve concerns; and to plan future initiatives. SIG members will also connect with facilitators of the Coalition for Community Writing, and highlight the upcoming Conference on Community Writing, which will take place in Detroit in Fall 2025.

Meeting Room 333 (Level 300)

**Chairs:** Veronica House, University of Denver

Stephanie Wade

**Presenter:** Joyce Meier, Michigan State University

*Approaches to Teaching and Learning*

**TSIG.10 Council for Play and Game Studies Business Meeting**

*Sponsored by the Council for Play and Game Studies*

The Council for Play and Game Studies (CPGS) provides scholars interested in the application of play and game studies to writing pedagogy and practice. To support their mission, CPGS offers networking opportunities and scholarly resources.

Meeting Room 331 (Level 300)

**Chair:** Rebekah Shultz Colby, University of Denver

**Presenter:** Dylan Altman, Oxnard College/Council for Play and Game Studies

Thursday, 6:30–7:30 p.m.

*Inclusion and Access*

**TSIG.11 Council on Basic Writing Special Interest Group**

*Sponsored by the Council on Basic Writing*

The annual special interest group sponsored by the Council on Basic Writing offers graduate students, teachers, program administrators, and scholars of basic writing an opportunity to share insights and establish and grow their professional networks.

Meeting Room 322 (Level 300)

*Standing Group Chair:* Jack Morales, Pace University

*Inclusion and Access*

**TSIG.12 Disability Studies Standing Group Annual Meeting**

*Sponsored by the CCCC Disability Studies Standing Group*

The annual meeting of the CCCC Disability Studies Standing Group is open to anyone interested in disability studies within the field of writing studies.

Meeting Room 336 (Level 300)

*Chair:* Ruth Osorio, Old Dominion University

*First-Year Writing*

**TSIG.13 Dual Enrollment Collective Standing Group Business Meeting**

*Sponsored by Dual Enrollment Collective Standing Group*

Time to network with other dual enrollment instructors and administrators. Announcement of election results and the planning of the coming year's activities will take place.

Meeting Room 349 (Level 300)

*Standing Group Chair:* Scott Campbell, University of Connecticut

*Presenter:* Rebecca Babcock, The University of Texas Permian Basin

*Community, Civic, and Public Contexts of Writing*

**TSIG.14 Environmental Rhetoric & Advocacy Standing Group Meeting**

*Sponsored by the CCCC Environmental Rhetoric & Advocacy Standing Group*

The Environmental Rhetoric & Advocacy Standing Group allows educators to discuss pedagogy related to environmentalism and associated social justice issues. This meeting will allow attendees to connect with a network of scholars who share concerns about environmentalism and utilize this topic in writing courses across all levels of undergraduate and graduate coursework.

Meeting Room 343 (Level 300)

**Presenter:** Michael Geary, Bristol Community College

*College Writing and Reading*

**TSIG.15 High School/College Writing Connections SIG**

*Sponsored by the CCCC High School/College Writing Connections Special Interest Group*

In this group, CCCC attendees have the opportunity to gather with writing teachers who are interested in learning about and collaborating with teachers of writing across grade levels.

Meeting Room 330 (Level 300)

**Chair:** Nicole Green, Denison University

**Presenter:** Zachary Garrett, Murray State University

*Writing Centers (including Writing and Speaking Centers)*

**TSIG.16 International Writing Centers Association Business Meeting**

*Sponsored by the International Writing Centers Association*

Open meeting for all IWCA members.

Meeting Room 301 (Level 300)

**Presenter:** Maggie Herb, SUNY Buffalo State University

*Inclusion and Access*

**TSIG.17 Jewish Caucus Business Meeting**

*Sponsored by the CCCC Jewish Caucus*

This is the open business meeting for members of the Jewish Caucus. New members are welcome.

Meeting Room 309 (Level 300)

**Chair:** Mara Lee Grayson, Hillel International

*Professional and Technical Writing*

**TSIG.18 Legal Writing & Rhetoric Standing Group Business Meeting**

*Sponsored by the CCCC Legal Writing and Rhetoric Standing Group*

The annual business meeting of the Legal Writing & Rhetoric Standing Group, a research-oriented association of faculty, researchers, and students in legal writing and rhetoric whose purposes are to facilitate collaboration, provide mutual pedagogical support, and contribute to the professional development of our members. All interested conference attendees are invited to participate.

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Thursday, 6:30–7:30 p.m.

Meeting Room 341 (Level 300)

**Presenter:** Lindsay Head, Jacksonville University College of Law

*Community, Civic, and Public Contexts of Writing*

**TSIG.19 Medical Rhetoric Standing Group Business Meeting**

*Sponsored by the CCCC Medical Rhetoric Standing Group*

The Medical Rhetoric Standing Group invites scholars, teachers, and anyone else interested in the intersection of rhetoric, research, health and medicinal practices, patient advocacy, scholarship, and teaching to join us at our annual business meeting, where we will discuss ideas, make connections, and plan our work for 2025-26. Everyone welcome!

Meeting Room 340 (Level 300)

**Presenter:** Lillian Campbell, Marquette University

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

**TSIG.20 Mothers in Rhetoric and Composition SIG**

*Sponsored by the CCCC Mothers in Rhetoric and Composition*

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 for, mentor, and support each other and to provide visibility to our members' work.

Meeting Room 328 (Level 300)

**Presenter:** Jennifer Consilio, Lewis University

*Histories of Rhetoric*

**TSIG.21 National Archives of Composition & Rhetoric SIG**

*Sponsored by the CCCC National Archives of Composition & Rhetoric*

For this annual National Archives of Composition and Rhetoric gathering, members of the NACR Working Group will share updates to realizing the organization's vision for linking to and creating new regional and digital archival sites across the country. We will invite all participants to join us in considering new ways to develop an accessible, inclusive network of archival sites.

Meeting Room 338 (Level 300)

**Chair:** Cinthia Gannett, Fairfield University

**Presenters:** Meaghan Dittrich, University of New Hampshire

Robert Schwegler, University of Rhode Island

Katherine Tirabassi, Keene State College

*Approaches to Teaching and Learning*

**TSIG.22 Second Language Writing Standing Group Business Meeting**

*Sponsored by the CCCC Second Language Writing Standing Group*

This is a space for those interested in L2 writing to plan, network, and explore issues in research, pedagogy, and advocacy for multilingual students. We will brainstorm the upcoming sponsored workshop/panel topic for CCCC 2026 and help members find collaborators while encouraging wider participation by those who are new to SLW.

Meeting Room 350 (Level 300)

**Standing Group Chair:** Xiao Tan, Utah State University

**Committee Members:** Analeigh Horton, Fairleigh Dickinson University  
Chaoran Wang, Colby College  
Qianqian Zhang-Wu, Northeastern University

*Approaches to Teaching and Learning*

**TSIG.23 ePortfolios and Multimodal Composition SIG**

Drawing on the AAEEBL Digital Ethics in ePortfolios Task Force, the goal of this SIG is to provide CCCC members with an opportunity to discuss research-based practices for ePortfolios and multimodal composing strategies. It is an opportunity for mentoring, networking, and support for those interested in multimodal practices, ePortfolio privacy and ethics, and authentic assessment strategies.

Meeting Room 344 (Level 300)

**Committee Members:** Morgan Gresham, University of South Florida  
St. Petersburg

Megan Mize, Old Dominion University

Sarah Zurhellen, Appalachian State University

*Approaches to Teaching and Learning*

**TSIG.24 Teaching for Transfer Standing Group Business Meeting**

*Sponsored by the CCCC Teaching for Transfer Standing Group*

The Teaching for Transfer Standing Group will hold its annual business meeting where participants can share current research projects and topics, ask questions about the teaching and research of TFT, and participate in guided workshop-style questions. Participants will also take part in the business meeting (e.g., nominating new people into leadership roles such as Chair and Associate Chair).

Meeting Room 337 (Level 300)

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Thursday, 6:30–7:30 p.m.

**Standing Group Chairs:** Liane Robertson, University of South Florida  
Kara Taczak, University of Central Florida

*Community, Civic, and Public Contexts of Writing*

**TSIG.25 The Internship Special Interest Group Meeting**

*Sponsored by the CCCC Internship SIG*

The Internship special interest group session 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 seeking models and practical suggestions for designing and assessing internship programs.

Meeting Room 332 (Level 300)

**Presenter:** Dauvan Mulally, Grand Valley State university

*College Writing and Reading*

**TSIG.26 The Role of Reading in Composition Studies**

*Sponsored by the CCCC Role of Reading in Composition Studies SIG*

This special interest group session 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.

Meeting Room 342 (Level 300)

**Chair:** Carolyne King, Salisbury University

**Presenter:** Mary Traester, University of Southern California

*Theory, Research Methodologies, and Praxis*

**TSIG.27 Undergraduate Research Standing Group: Open 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.

Meeting Room 302 (Level 300)

**Standing Group Chairs:** Ethna Lay, Hofstra University  
Marcela Hebbard, The University of Texas Rio Grande Valley  
Yan Li, Duke University

**Presenter:** Cody Hmelar, University of Pittsburgh

*Writing Programs*

**TSIG.28 Untenured and Alternative-Academic WPA Standing Group: Business Meeting**

*Sponsored by the CCCC Untenured and Alternative-Academic WPA Standing Group*

At this business meeting, we facilitate discussion among untenured and alternative-academic WPAs to determine the group's interests and priorities. The 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.

Meeting Room 339 (Level 300)

**Chairs:** Lew Ellyn Hallett, University of Arkansas  
Ashley Lyons, The University of Chicago Writing Program  
Kem Roper, Athens State University

*Writing Programs*

**TSIG.29 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

Meeting Room 319 (Level 300)

**Standing Group Chairs:** Crystal Fodrey, Louisville  
Ashley Holmes, Georgia State University  
Elizabeth Wardle, Miami University of Ohio

*Professional and Technical Writing*

**TSIG.30 Workplace Writing SIG**

*Sponsored by the CCCC Workplace Writing SIG*

This session is the business meeting for the CCCC Workplace Writing Special Interest Group.

Meeting Room 325 (Level 300)

**Chair:** James Schirmer, University of Michigan-Flint

Friday, 8:00 a.m.–7:15 p.m.

# Friday, April 11

## Special Events and Meetings

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### **Exhibit Hall & Action Hub**

8:00 a.m.–5:00 p.m.

Camden Lobby (Level 300)

### **Keynote Address**

11:00 a.m.–12:15 p.m.

Hall G (Level 100)

See the Convention App for details.

### **2025 CCCC Nominating Committee**

12:30–2:30 p.m. (Closed)

Meeting Room 335 (Level 300)

*Chair:* Marcela Hebbard, The University of Texas Rio Grande Valley

*Committee Members:* G. Edzordzi Agbozo, University of North Carolina  
Wilmington

Laura L. Allen, York University

Jacob Babb, Appalachian State University

Joanne Baird Giordano, Salt Lake Community College

Marilee Brooks-Gillies, Alma College

Frankie Condon, University of Waterloo

### **Committee on Disability Issues on College Composition**

3:30–4:30 p.m. (Open)

Meeting Room 334 (Level 300)

### **Annual Business Meeting/Town Hall & Awards**

4:45–7:15 p.m.

Hall G (Level 100)



## **Stitch & Spin: A Craft Slam/Record Nite Extravaganza**

7:30–9:30 p.m.

### **Rooms 309–310 (Level 300)**

The Social Justice at the Convention Committee, Local Arrangements Committee, and Handcrafted Rhetorics SIG invite you to share your favorite tunes, get crafty, and make zines! 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 bring a record so we can play a few tracks and make a collaborative 4Cs mixtape! Heavy appetizers will be provided with drinks for purchase. Visit <https://handcraftedrhetorics.org/> for more information about the music formats that we can accommodate.

**Organizers:** Megan Heise, Utah Tech University  
Gabrielle Kelenyi, Lafayette College  
Jason Luther, Rowan University  
Kristi Prins, Cal Poly Pomona

## Friday, April 11

**Poster Sessions**  
**Pratt Street Lobby (Level 300)**  
**12:30–2:00 p.m.**

### **PS.10 Alternative Assessment: Prevalent Scholarly Conceptions and Models**

This poster session will provide an overview of prevailing models of alternative assessment—ranging from labor-based contract grading, to specifications grading, to true ungrading, and more—that are common in writing studies and higher education literature to compare, contrast, and provide advice not only for implementation but for adapting to specific course and institutional contexts.

*Presenter:* Jacob Weston, Texas Tech University

### **PS.11 AI Remix of First-Year Writing and Research Courses: Insights from a Pilot Study**

This poster presents findings from a teaching pilot that integrated GAI tools into six sections of first-year writing and research courses. It includes key findings from exit surveys reflecting students' experiences, uses, and perceptions of the value of GAI in courses that integrated a critical embrace of GAI to remix traditional pedagogy.

*Presenters:* Pary Fassihi  
Sarah Madsen Hardy, Boston University  
Chris Mcvey  
Matt Parfitt, Boston University

### **PS.12 Bans, Challenges, Curation, and Trash: When Private Interests Dictate Public Resources**

This project examines the repercussions of physical book bans leading to trashed books. What happens when books are trashed? Where do they go? Into whose hands might they fall? Is it possible that an approach of increasing bans—rather than “challenges,” “curation,” or “quarantines”—might have the effect of wider dissemination, less institutional control, and easier access to the banned texts?

*Presenter:* Sherrin Frances, Saginaw Valley State University

### **PS.13 Conversations and Collaborations: Mapping the Landscape of Secondary-University Writing**

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 will include a

description of the larger project, including teacher areas of interest; contextual and historical background; and a mapping of the current conversations and collaborations.

**Presenters:** Brad Jacobson, The University of Texas at El Paso  
Jessica Rivera-Mueller, Utah State University  
Christina Saidy, Arizona State University

**PS.14 Creating Accessible Texts with Adaptive Technologies:  
Remixing Access and Accessibility**

This poster presents a writing pedagogy geared toward Creating Accessible Texts with Adaptive Technologies (CATWAT). CATWAT features three learning modules, oriented toward teaching students to use accessibility tools while making their own texts accessible. The poster will suggest instructional designs for writing courses, providing strategies that instructors can mine, adapt, and adopt.

**Presenter:** Jeanne Marie Rose, Penn State University, Berks

**PS.15 Developing Critical Reading and Feedback Skills: An  
Experimental Study of a Peer Review Unit in First-Year  
Composition**

This presentation builds upon prior work by Hansen and Liu (2005), Cahill (1999), and Paton (2002) on productive peer review in first-year writing courses. Findings from the study suggest that when students receive comprehensive instruction on peer review, they are better equipped to provide constructive feedback to their peers.

**Presenter:** Evans Mensah, Northern Illinois University

**PS.16 Embedding Analytical Writing in a Core Texts Program:  
A Case Study from the Humanities Program at Revelle  
College, UC San Diego**

This poster presents a digital curriculum developed in the Humanities Program at Revelle College, UC San Diego, to standardize writing instruction. Assessments show that by improving consistency in teaching practices, the curriculum has shifted the equity landscape from being instructional-model-based to being influenced by students' diverse backgrounds and experiences.

**Presenter:** Kristina Markman, University of California San Diego

### **PS.17 Ex Machina: Remixing AI through the Personalities of Classical Rhetoric**

How can machines help students produce rhetoric that enables them to feel more comfortable in the writing classroom? In this project I was concerned with combining classical rhetorical theories with modernity, specifically generative AI software, to understand uses that promote equity and inclusion, with particular attention to how students work alongside assignments.

*Presenter:* Anastasia Pestova, George Mason University

### **PS.18 Longitudinal Study of Student Reading**

This poster presentation reports on the methodologies of a multi-year study of college-level reading development as well as baseline data from a cohort of 25 first-year students in fall of 2024. The study investigates how college students develop as proficient, critical readers and how is LLMs are impacting this development.

*Presenter:* Bess Fox, Marymount University

### **PS.19 Remixing ELA Pedagogy with FRACAS: Enhancing Information Literacy through Play**

FRACAS is a card game that enhances middle school students' information literacy by challenging their ability to correctly distinguish between reliable and unreliable online resources. The game fosters critical thinking, collaboration, and engagement. Pre- and post-game surveys measure the game's impact on students' confidence, skills, attitudes, and awareness of evaluating digital information.

*Presenter:* Madison Moore, American University

### **PS.20 Tactical Workplace Literacy across Industries: Creative Workarounds and Remixes**

This poster explores fifty-one long-form narrative-based interviews—part of a larger, cross-institutional IRB-approved project about workplace writing. It will demonstrate how professionals rethink/remix institutional practices—sometimes in the name of advocacy on behalf of vulnerable outsiders and sometimes to simply get work done that is otherwise made difficult by institutional hierarchies and rules.

*Presenters:* Brian Fitzpatrick, George Mason University  
Jessica McCaughey, George Washington University

## F Sessions: 8:00–9:15 a.m.

### *Writing Abundance*

#### **F.1 “Performances of Pleasure”: A Collective Ode to Higher Ed’s B-side**

This panel offers performances of where and how we locate “pleasure” as a practice that sustains our work across scenes of higher education, including in that of CCCC, which in 2024 marked its 75th anniversary. We invite attendees to not only reflect on the potential of pleasure in their own institution-related work but also provide embodied moments where attendees may find pleasure.

Meeting Room 350 (Level 300)

**Presenters:** Ames Hawkins

Rebecca Hayes, University of Missouri

Abigail Lambke, Avila University

Maria Novotny, University of Wisconsin-Milwaukee

Teigha VanHester, Butler University

### *Community, Civic, and Public Contexts of Writing*

#### **F.2 “Heart Work”: How Community-Accountable, Black Feminist Love Ethics Guide the Community Literacies Collaboratory**

This roundtable examines the Community Literacies Collaboratory (CLC), a university affiliated community literacies center that facilitates and supports literacy programs ranging from scholarly research, education, and policy initiatives to community programming centered on empowerment and advocacy through a vision centered on an ethics of justice, imagination, community accountability, and love.

Meeting Room 308 (Level 300)

**Presenters:** Jackie Chicalese, University of Nebraska-Lincoln

Stephanie D. Keene, Organizer, Philadelphia, PA

**Roundtable Leader:** Eric Darnell Pritchard, University of Arkansas/  
Community Literacies Collaboratory

*Creative Writing and Publishing*

**F.3** **Already Mixed: Conceptualizing Advancements in Creative Writing Across the Curriculum**

The speakers on this panel argue that CWAC initiatives may serve as a kind of amplifier to boost emotional connections across disciplines, innovate outcomes of writing programs, and offer new approaches to WAC planning, development, and rollout.

Meeting Room 337 (Level 300)

**Presenters:** Bee Chamcharatsri, University of New Mexico  
Justin Nicholes, University of Wisconsin-Stout  
Jon Udelson, Shenandoah University

*College Writing and Reading*

**F.4** **Can Students Enjoy Their Writing Classes? Ludic Learning as Antidote to Apathy**

The four presenters in this panel explore how collaborative and creative pedagogy can increase student engagement in writing classes. Prompted by student apathy and professor burnout to look for new ways to promote meaningful engagement, the panelists advocate for ludic learning, which taps into the power of humor, play, and social interaction as integral parts of the educational process.

Meeting Room 329 (Level 300)

**Presenters:** Tawnya Azar, George Mason University, “The B-Side of Writing Studies: Collaborative Community Composition Projects”  
Leigha High McReynolds, University of Maryland, College Park, “Creatively Assessing Creative Learning”  
Emily Philbrick, Prince George’s Community College  
Jennifer Linhart Wood, George Mason University

*Writing Programs*

**F.5** **Creative Play with AI: Building Space for Artificial Intelligence Initiatives across a Writing Program**

This panel explores programmatic responses to generative artificial intelligence (GAI). Initiatives include surveying students about GAI use, cultivating GAI literacy in first-year writing, positioning students as project leaders in a professional writing elective, and facilitating WAC faculty workshops. The speakers contend that GAI creates space for faculty to playfully remix writing pedagogy.

Meeting Room 349 (Level 300)

**Presenters:** Michael Creeden, Florida International University  
Kimberly Harrison, Florida International University  
Christine Martorana, Florida International University  
Luke Thominet, Florida International University  
Ruilan Zhao, Florida International University

- Institutions: Labor Issues, Professional Lives, and Survival*
- F.6 Cross-Campus Co-Mentoring: A Remix of DEIA Innovations at the University of California**
- In larger public university systems, such as the University of California, NTT instructors often feel siloed, impacting the sense of community required for creating a nurturing learning environment. We will report our experiences in a centrally funded co-mentorship program and how our DEIA pedagogy and approaches to our work changed during the course of our academic-year mentoring pilot.
- Meeting Room 340 (Level 300)
- Presenters:* Kathryn Baillargeon, University of California Santa Barbara  
Peter Huk, University of California Santa Barbara  
Christopher Ramirez, University of California Merced  
Bay Van Wagenen, University of California Merced
- Professional and Technical Writing*
- F.7 Exploring Genre Approaches to Science Communication Pedagogy**
- When situated in writing programs, science communication courses can take on the status of programmatic “B-sides.” Yet such courses are also often the sites of innovative pedagogy, largely because of the exigencies prompted by public-facing genres. How does a genre approach in the science comm classroom help better define the intellectual and social action that takes place there and in public?
- Meeting Room 341 (Level 300)
- Presenters:* Megan Shields Formato, Stanford University  
Kevin Moore, Stanford University  
Sarah Peterson Pittock, Stanford University
- Language, Literacy, and Culture*
- F.8 Getting from “B” to “Z”: The Possibility of B-side Literacies in the Classroom and Beyond**
- This panel applies the B-side to interrogate literacy practices that are not given primacy in our academic classrooms. It explores what is possible when we take play literacies seriously, look to community literacies to inform the academy instead of the other way around, and use digital literacies to expand our prototype and capacity for activism.
- Meeting Room 342 (Level 300)
- Presenters:* Jenn Patel, St. John’s University  
LaToya Sawyer, St. John’s University  
Andrew Schlosser, St. John’s University

*Writing Programs*

**F.9 How Writing Studies Can Address the Challenges of Faculty Writing Support**

Faculty writers are under increased pressure to generate higher levels of scholarly productivity. Institutions must respond to these pressures with additional structured support. Writing programs (broadly defined) are well-suited to provide that support.

Meeting Room 325 (Level 300)

**Presenters:** Jacob Babb, Appalachian State University  
Bradley Smith, Governors State University  
Trixie Smith, Michigan State University

*Language, Literacy, and Culture*

**F.10 Playing Literacy’s “B-side”: Multiliteracies and Multimodalities in First-Year Writing**

Peterson says, “Literacy is more than just reading and writing”; it is a multifaceted, multimodal practice that cannot be separated from lived experiences. Like Peterson, we expand on the New London Group’s call to broaden literacy to include multiple cultures, discourses, texts, and technologies that students encounter and produce. We engage students on the playful B-side of literacy.

Meeting Room 343 (Level 300)

**Presenters:** Salena Parker, Texas Woman’s University  
Lia Schuermann, Texas Woman’s University  
Margaret Williams, University of Cincinnati Clermont College

*Histories of Rhetoric*

**F.11 Remixing a Culinary Icon: Tracking the Rhetorical Futurity of Julia Child**

Tracking how the legacy of culinary icon Julia Child is celebrated and historicized, this project uses Laurie Gries’s concept of rhetorical futurity to show how rhetorical performances are remixed in new and unpredicted ways across time. As a way into futurity, I use archival material alongside characterizations of Child in recent media to explore circulation, transformation, and consequentiality.

Meeting Room 344 (Level 300)

**Presenter:** Lindy Brigette, Fairfield University



*Community, Civic, and Public Contexts of Writing*

**F.12 Remixing Exposition: Storymaking through Space and Time**

Remixing top-down institutional requirements with current trends and media that are familiar to students, this presentation offers ways to re/think student approaches to information in a process of queer world[re/]making through collaged relationality—re/forming standard learning outcomes in tracks that are more accessible to a wider range of students—especially in digital learning environments.

Meeting Room 328 (Level 300)

**Presenter:** Jason Michálek, Indiana University

*Approaches to Teaching and Learning*

**F.14 Remixing Professional Development to Enhance Post-COVID Online Writing Instruction (OWI)**

This panel reinvigorates a focus on online writing instruction (OWI) postpandemic by applying remix culture to OWI professional development. Speakers will cover remix theory in OWI, share personal ePortfolio experiences, and present practices for robust OWI professional development. Attendees will explore methods for remixing pedagogy for online teaching and brainstorm sustainable OWI support.

Meeting Room 302 (Level 300)

**Chair:** Amy Cicchino, Embry-Riddle Aeronautical University

**Presenters:** Sarah Faye, University of California Davis

Nitya Pandey, Ohio University, Athens

Meghan Velez, University of Central Florida

*College Writing and Reading*

**F.15 Remixing Reversion: Using Lyrics, Music, and Songwriting to Disrupt Language Homogeneity in the Diverse Writing Classroom**

As generative AI use becomes more normalized, how can writing instructors ensure the survival of diverse discourse communities? Instructors from the University at Albany's Educational Opportunity Program discuss how lyrics, music, and personal creativity can help challenge a potential reversion to linguistic and cultural homogeneity in classrooms of marginalized and under represented students.

Meeting Room 338 (Level 300)

**Chair:** Craig Hancock, University at Albany SUNY, Emeritus

**Presenters:** Amber Jackson, University at Albany SUNY

*continued on next page*

Friday, 8:00–9:15 a.m.

Casandra Murray, University at Albany SUNY  
Victorio Reyes Asili, University of Tampa  
Joshua Sheridan, University at Albany SUNY

*Theory, Research Methodologies, and Praxis*

**F.16 Repurposing *Women, Race and Class* by Angela Y. Davis as Inspiration for Rhetorical B-sides**

Composition teacher-scholars practice rereading as an act of reflection, a method of layering our current perspectives upon those of our earlier selves. This panel offers a rereading, a revisiting, and a remixing of *Women, Race and Class* by Dr. Angela Y. Davis, a text that continues to shape the way we experience and perceive the gendered, racialized, and rhetorically constructed world around us.

Meeting Room 303 (Level 300)

**Chair:** Michael MacDonald, University of Michigan-Dearborn

**Presenters:** Raquel Coy, York College CUNY

Andrew Heerah, York College CUNY

Shereen Inayatulla, York College CUNY

*Community, Civic, and Public Contexts of Writing*

**F.17 Soundwriting and Publics**

This panel considers soundwriting as a means of public formation and mobilization.

Meeting Room 336 (Level 300)

**Presenters:** Kaela Depaoli-Peterson, University of Nevada Reno

Maddie Gauthier, University of Nevada Reno

Keegan Shepherd, University of Nevada Reno

Jim Webber, University of Nevada Reno

*First-Year Writing*

**F.18 Soundwriting First-Year Compositions**

Contemporary music gives a range of possibilities for examining music as a set of cultural discourses that shape our perception of what counts as “real.” This panel takes up that challenge in disparate ways, remixing similar words and sounds for students, encouraging them to come to their own conclusions about what makes authentic writing.

Meeting Room 301 (Level 300)

**Presenters:** Russ Brakefield, University of Denver

David Daniels, University of Denver

Matt Hill, University of Denver

*Community, Civic, and Public Contexts of Writing***F.19 The B-sides of Christian Rhetorics: (Trans)National Discourses of Spirituality and the Politics of Place**

The “B-sides” of Christian rhetorical inquiry are often multiply marginalized communities seeking to maintain a spiritual identity while rejecting the conservative, racist, and colonial projects of dominant white Western Christian organizations. This panel considers the rhetorical practices of such communities, emphasizing politics of place in negotiating Christian rhetorics from the margins.

Meeting Room 322 (Level 300)

**Presenters:** Josie Portz

Holland Prior, Point Loma Nazarene University, San Diego, CA

Joseph Wilson

**Respondent:** Brooke Boling, University of Cincinnati

*Approaches to Teaching and Learning***F.20 Writing Courses, Syllabi, Assignments, and the Genre of the GenAI Prompt**

Drawing upon linked dialogue processes that inform writing, this panel offers GenAI prompting strategies that writing teachers can use to design writing course instruction at the course, the syllabus, and the assignment levels.

Meeting Room 327 (Level 300)

**Presenters:** Brian Gogan, Western Michigan University

Eman Sari Al-Drou, University of Delaware

Joshua Scheidler, Miami University of Ohio

Savannah Xaver, Western Michigan University

*First-Year Writing***F.21 Writing in Concert: Remastering Narrative, Analysis, and Research Assignments in College Composition**

FYW courses often feature a range of assignments meant to harmonize: the personal narrative explores individuality; the analysis assignment deconstructs realities; the research essay puts forth a rational argument. Without repeated innovations, however, these genres become tired formulas. This panel presents assignments that remix the standards and introduce new melodies of collectivity and community.

Meeting Room 339 (Level 300)

**Presenters:** Danny Katch, The City College of New York CUNY

Justine Matias, The City College of New York CUNY

Kate Navickas, Cornell University

Sunny Talero, The City College of New York CUNY

*Community, Civic, and Public Contexts of Writing*

**F.22 From Niche Article to Public Pitch: Remixing Scholarly Research to Reach Popular Audiences**

This Engaged Learning Experience session presents opportunities, strategies, and resources for sharing scholarly research with popular audiences through op-eds, essays and articles, podcasts, filmmaking, and more. Participants will work collaboratively to reimagine their scholarly work and begin to identify genres and publications to share their work more widely.

Meeting Room 309 (Level 300)

**Chair:** Charlotte Hogg, Texas Christian University

**Presenters:** Charlotte Hogg, Texas Christian University

Nancy Reddy, Stockton University

James Chase Sanchez, Middlebury College

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

**F.23 What the \_\_\_\_\_ Is That? Institutional Remixing for Resilience and Resistance**

This Engaged Learning Experience session creates inter-institutional remixing, led by facilitators from diverse contexts—four-year, two-year, and secondary schools—whose teaching and research engage in crossing boundaries around teaching writing. Facilitators will invite participants to engage across institutional boundaries to imagine mutually beneficial and ethically concerned partnerships.

Meeting Room 310 (Level 300)

**Presenters:** Christian Aguiar, University of the District of Columbia  
Community College

Amber Jensen, Brigham Young University/Central Utah Writing Project

Darin Jensen, Salt Lake Community College

Christine Kervina, Northern Virginia Community College

Bethany Monea, University of the District of Columbia

Robyn Russo, Northern Virginia Community College

Bruno Yupanqui, Dominion High School

*Writing Abundance*

**F.25 Abundant Knowledge about Writing: Amplifying Student and Faculty Voices through Coauthorship**

This roundtable session explores the existing abundance of knowledge about writing that emerges more fully when undergraduates and faculty coauthor presentations, publications, and other consequential texts.

Through conversation among themselves and with audience members,

the speakers will articulate and interrogate frameworks and strategies for faculty-undergraduate coauthorship.

### Meeting Room 307 (Level 300)

**Chair:** Xuan Jiang, Florida International University

**Roundtable Leaders:** Teresa Contino, Claremont Graduate University  
Abby M. Dubisar, Iowa State University, “Destabilizing and Restabilizing Hierarchies in Faculty-Undergraduate Coauthoring”

Isabella Gomez, Santa Clara University

Letizia Guglielmo, Kennesaw State University, “Feminist Pedagogy and Coauthorship: Decentered Meaning-Making and Valuing Students’ Authentic Voices”

Amy Lueck, Santa Clara University, “Nested Coauthorship: A Framework for Building Productive Undergraduate Research Experiences”

Leah Senatro, University of California, Irvine

Vanessa Sohan, Florida International University, “Researching Feminist Communities of Practice via Faculty-Undergraduate Coauthorships at a Hispanic-Serving Institution”

*Theory, Research Methodologies, and Praxis*

## F.26 **Boss(y) Genres and the Embodied Rhythms of Rhetoric and Composition**

Speakers challenge many of our taken-for-granted boss genres and pedagogical frameworks in order to push back about controlling modes and models for writing studies and provide spaces in our disciplinary thinking for alternative approaches to teaching.

### Meeting Room 316 (Level 300)

**Chair:** Timothy Oleksiak, University of Massachusetts Boston

**Roundtable Leaders:** Will Banks, East Carolina University, “Queering Metacognition: (Re)Productive Forgetting and the Limits of Knowledge-Making”

Lynn Lewis, Pennsylvania State University, “Boss Decorum: White-Gloved, Wily, and Weaponized”

Timothy Oleksiak, University of Massachusetts Boston, “Bottoming Drafts: A Queer Orientation toward Revision”

Stephanie West-Puckett, University of Rhode Island, “Dammit Janet! Searching for Repressed Desire in GenAI”

**Respondent:** Ruby Mendoza, California State University Sacramento

*Information Literacy and Technology*

**F.27 First-Year Writing and Technical Communication Courses: A Shared Departmental Response to Generative AI**

We explore challenges and opportunities of GenAI for our Writing Studies department, which includes an FYW program, technical communication undergraduate major, and highly enrolled WI courses. We focus on responding to AI in ways that are grounded in our guiding values, that explicitly support critical AI literacy, and that sustain and develop our community of reflective practitioners.

Meeting Room 315 (Level 300)

**Presenters:** Kris Cory

Amy Lee

Brigitte Mussack, University of Minnesota Twin Cities

Molly Vasich

Jessa Wood, University of Minnesota Twin Cities

*Theory, Research Methodologies, and Praxis*

**F.28 Intertextuality as Collaborative Remix: Theory, Research, Praxis**

Through brief presentations of intertextual projects ranging from US-based writing classrooms to transnational community writing projects, we aim to invite participants into a vibrant discussion of intertextuality as a collaborative remix across institutional, social, and epistemological boundaries.

Meeting Room 314 (Level 300)

**Chair:** Amber Engelson, Massachusetts College of Liberal Arts

**Presenters:** Catherine Chaterdon

Joanna Gordon

Anna Alexis Larsson

Megan McCool

Adrian Rivera

Katie Silvester, Indiana University

*Approaches to Teaching and Learning*

**F.29 Exploring the Role of Generative AI in Approaches to Writing about Writing**

*Sponsored by the CCCC Writing about Writing Standing Group*

This roundtable session explores innovative approaches, the challenges and possibilities presented by AI technologies, and their implications for teaching and learning in courses taking up a writing-about-writing approach.

Meeting Room 317 (Level 300)

**Chair:** Samuel Stinson, Minot State University

**Presenters:** Gabby Bunko, Arizona State University-Tempe

Diana Epelbaum, Marymount Manhattan College

Mary Laughlin, Fairfield University

Katie Manthey, Salem College

Julie Mengert, Virginia Tech

Shakil Rabbi, Virginia Tech

*Theory, Research Methodologies, and Praxis*

**F.30 Mentoring for Publication: How We Can Help Our Undergrads through Research**

*Sponsored by the CCCC Undergraduate Research Standing Group*

Undergraduate students in writing courses are the B-sides to writing studies research. They complement the A-side by bringing unique experiences and skills that broaden our traditional research approaches. Learn from journal editors how to help your students through the publication process for various venues in this Undergraduate Research Standing Group-sponsored roundtable.

Meeting Room 311 (Level 300)

**Committee Members:** Ethna Lay, Hofstra University

Yan Li, Duke University

**Presenters:** Crystal Bazaldua, The University of Texas Rio Grande Valley

Cynthia Lopez Guerrero, The University of Texas Rio Grande Valley

Marcela Hebbard, The University of Texas Rio Grande Valley

Cody Hmelar, University of Pittsburgh

## FA Sessions: 8:00–8:30 a.m.

### *Writing Programs*

#### **FA.1 (Don't) Trust the Process: Unspooling Software-Based Arguments across the Curriculum through Critical Applications of Procedural Rhetoric**

As students' writing lives are increasingly refigured by software processes, it may be worth revisiting what it means to teach "process." This presentation reports on one instructor's efforts to emphasize procedural rhetoric across three distinct spaces in a vertical writing program: a first-year composition course, an upper-division professional writing course, and a university writing center.

Meeting Room 345 (Level 300)

*Presenter:* Matthew Bryan, University of Central Florida

### *College Writing and Reading*

#### **FA.2 An Investigation of Learning Transfer in Multilingual Writers' Digital Multimodal Composing (DMC) Tasks and Academic Writing**

The goals of this session are to (1) share findings from a study that examined what multilingual students learned when they engaged with a digital multimodal composing tasks, (2) discuss what multilingual students applied to a print-based task, and (3) explain the pedagogical implications of the study.

Meeting Room 320 (Level 300)

*Presenter:* Marlene Tovar

### *Community, Civic, and Public Contexts of Writing*

#### **FA.3 Coffee-Shop Graffiti: A Strategy for Transformation and Community Engagement**

This presenter examines a coffee shop that uses graffiti-style art to remix stereotypical narratives of incarceration. This presenter employs a methodology of becoming that looks for where communities strategically intra-act in ways that acknowledge the constant enaction of realities and includes a praxis of becoming that gives community members concrete tactics for community transformation.

Meeting Room 326 (Level 300)

*Presenter:* Lydia Allison, University of Cincinnati



*Writing Centers (including Writing and Speaking Centers)*

**FA.4 Crying Is a Free Action: Playing through Tutor Training**

This presentation focuses on using play in writing center tutor training. Recent projects have considered integrating play into writing center work. This presentation expands that research to include integrating approaches from role-playing and board games to help tutors practice common (and less common) situations that arise in the center.

Meeting Room 347 (Level 300)

*Presenter:* Jamie Henthorn, Catawba College

*Information Literacy and Technology*

**FA.5 Exploring the B-side of AI Public Rhetoric Research Assignments in First-Year Writing**

This presentation will report on results from an IRB study on teaching first-year writing students to use ChatGPT as a data collector and analyst for public rhetoric research projects. Audiences will take away concrete deliverables in the forms of shareable instructions for how to incorporate the assignments used in the study in their own classes.

Meeting Room 330 (Level 300)

*Presenters:* Kellie Gray, Texas Tech University  
Steve Holmes, Texas Tech University

*Professional and Technical Writing*

**FA.6 Human Remains, Humanizing Language, and Bioarchaeological Reports**

Bioarchaeological reports are constructed from notes taken during the recovery and documentation of human remains, and the typical language used in these reports objectifies and commodifies the people represented by the remains. This presentation, then, advocates for people of the past through the adoption of humanizing language in bioarchaeological reports.

Meeting Room 332 (Level 300)

*Presenter:* Kristin LaFollette, University of Southern Indiana

*College Writing and Reading*

**FA.7 Incorporation of AI into Policy and Practice**

This presentation will analyze and discuss the implementation of various AI policies within writing courses at St. Edward's University by discussing the collection and dissemination of course syllabi from 30 courses alongside anonymous surveys from students and faculty underscoring their assumptions and reflections of the use of AI in the classroom and beyond.

Meeting Room 331 (Level 300)

*Presenter:* Jamie Hinojosa, St. Edward's University

*Approaches to Teaching and Learning*

**FA.8 Challenges and Opportunities of Developing a Writing Course: A Collaborative Auto-ethnographic Study**

The presentation describes the challenges and opportunities of developing a writing course in a Global South context, resulting in a teacher-scholar's sustained professional growth, including integration in the global scholarly community and enhanced writing pedagogy.

Meeting Room 318 (Level 300)

*Presenter:* Kamal Belmihoub, CUNY

*Writing Centers (including Writing and Speaking Centers)*

**FA.9 Playing on Loop: Justice, Equity, and the Possibilities of Online (Inter)Professional Development through the Baltimore Writing Center Project**

This presentation offers the Baltimore Writing Center Project as a B-side possibility for reimagining justice- and equity-based writing center professional development by sampling across institutions, statuses, digital technologies, pedagogies, scholarship, and interprofessional perspectives.

Meeting Room 348 (Level 300)

*Presenters:* Rasha Haitham Alkhateeb, University of Maryland  
James Wright, University of Maryland Baltimore

*Approaches to Teaching and Learning*

**FA.10 Question Formulation Technique: A Cohesion of Music, Advocacy, and Protest**

This workshop/presentation will highlight and utilize the "Question Formulation Technique" to help students engage with various forms of media and texts in higher education and secondary settings.

Meeting Room 323 (Level 300)

*Presenter:* Madison Naimo, Monmouth University

*Community, Civic, and Public Contexts of Writing*

**FA.11 Remixing History: Multimodality and Student Curatorial Work**

This presentation describes multimodal composition skills that students can develop through curatorial work by developing accessible text, audio and visual components; and interactive elements. Ultimately, when prompted to think creatively about how best to communicate historical materials to the public, students embraced multimodality as both a rhetorical strategy and an ethic.

Meeting Room 321 (Level 300)

**Presenter:** Jess Libow, Haverford College

*First-Year Writing*

**FA.12 Remixing Pedagogies of Research Writing in Corequisite Composition**

Mandates for corequisite developmental writing courses aim for accessibility, but teaching and assessing research writing in students' first semester of college challenges fifteen-week term limits and equitable practices in developmental writing. Remixing pedagogies of multimodality, portfolios, and collaborative grading supports scaffolded learning and meaningful, transferable writing processes.

Meeting Room 346 (Level 300)

**Presenter:** Hillary Coenen, Midwestern State University

*Information Literacy and Technology*

**FA.13 Remixing the Discipline: Data Visualization, Rhetoric, and Reciprocal Learning in an English Course**

This presentation features two university English professors, a tenured professor, and a first-year post-doc lecturer, who worked together to remix the disciplinary lines of an English course to combine data visualization and rhetoric, resulting in a discussion of datafied personal soundtracks and a model of the reciprocal learning relationship between colleagues with diverse career trajectories.

Meeting Room 333 (Level 300)

**Presenters:** Marina Ellis, University of Maryland College Park  
Oliver Gaycken, University of Maryland College Park

## FB Sessions: 8:45–9:15 a.m.

*Theory, Research Methodologies, and Praxis*

### **FB.1 Being Human: Remixing Post-GAI Authorship**

Grounded in original research, this presentation offers a theoretical framework of authorship that values humans and messy human writing processes. I explore the A- and B-sides of writers and readers attempting to pinpoint what is human in texts, to offer a way for us to be proactive as teachers of writing in this post-generative AI moment.

Meeting Room 348 (Level 300)

**Presenters:** Olivia Cadwell, The New School for Social Research  
Julie Christoph, University of Puget Sound

*Writing Centers (including Writing and Speaking Centers)*

### **FB.2 Bring in da Folk: The High Stakes of Professional Writing, AI, and English Language Learners in a Community Writing Center**

Using ethnographic methods, this study will consider the benefits and challenges of using artificial intelligence (AI) in teaching professional forms (e.g., resumes and cover letters) to English language learners in a community writing center. The participants are community members enrolled in bilingual workforce development programs, so the writing they do may help open doors to new careers.

Meeting Room 333 (Level 300)

**Presenter:** Heidi Rosenberg, Madison College

*Information Literacy and Technology*

### **FB.3 College EFL Writers' Engagement with Social Advocacy through Digital Multimodal Composing Practices**

Drawing on data from student reflections, assignments, and surveys, I examine the experiences and perceptions of Turkish EFL writers about digital multimodal composing practices. I report on the perceived benefits and challenges of digital multimodal composition, which was a first-time experience for most students within the context of this study, supporting and adding to previous research.

Meeting Room 323 (Level 300)

**Presenter:** Havva Zorluel Özer, Syracuse University

*Information Literacy and Technology*

**FB.4 Does Generative Artificial Intelligence Love Our Writing?  
A Study of GenAI as Coach, Grader, and Peer Reviewer**

This presentation will share empirical data regarding how six generative AI platforms taking on three assessment roles—coach, grader, and peer reviewer—give feedback on two novice and two professional academic writing samples. The speaker argues that understanding GenAI’s potentials and pitfalls for writing assessment is crucial as GenAI can shape how teachers grade and students write and revise.

Meeting Room 321 (Level 300)

**Presenter:** James P. Purdy, Duquesne University

*Community, Civic, and Public Contexts of Writing*

**FB.5 Filling the Gap with Digital Platforms: Self-Published and Indie Children’s Literature about Breast Cancer**

Self-published children’s lit authors provide an authentic view of personal breast-cancer journeys; however, these books may be deemed inadequate in terms of known genre standards and may be affecting future standards for children’s lit. This study investigates (a) how self-published authors approach breast cancer in children’s lit; and (b) how authors negotiate content under a quality paradigm.

Meeting Room 331 (Level 300)

**Presenters:** Angelica Dasilva, Middle Tennessee State University  
Madonna Kemp, The University of Tennessee at Chattanooga

*Theory, Research Methodologies, and Praxis*

**FB.6 First-Year Students’ Experiences with Writing and AI:  
A Gender-based Analysis**

There has been little complexity given to the gendered nature of attitudes toward and use of AI in writing. Meanwhile, there is ample research demonstrating that technologies are experienced differently across genders. Using qualitative and quantitative methods, this presentation shares identity-based findings from 585 survey responses and 8 focus groups with first-year writing students.

Meeting Room 326 (Level 300)

**Presenter:** Lillian Campbell, Marquette University

*Language, Literacy, and Culture*

**FB.7 Las Sad Girlz; Lejos de Nuestra Tierra (The Sad Girlz; Far from Our Land): Connecting Indigenous, Mexican, and Punjabi Cultural Folk Music to FYW**

Drawing off Chilenas de la Mixteca, Corridos, and Punjabi Boliyan, we will connect language, culture, literacy, and writing by providing a decolonial framework through a lens of cultural music. Through this framework, we hope to help instructors of FYW navigate engagement with their students through music with an emphasis on collaboration, storytelling, and cultural preservation/blending.

Meeting Room 345 (Level 300)

*Chair:* Consuelo Salas, San Diego State University

*Presenter:* Genoveva Vega, Washington State University

*Writing Programs*

**FB.8 Remixing Instructor Evaluation: Formative Learning Ecology Assessment**

Let's remix the traditional summative instructor evaluation. Instead of framing evaluations as "customer satisfaction" surveys, what if evaluations were rooted in the full ecology of the class experience beyond the instructor and timed to be formative, allowing students and instructors to course correct? Such an assessment complements and counteracts the end-of-semester evaluation.

Meeting Room 330 (Level 300)

*Presenter:* Mary Hedengren, Brigham Young University

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

**FB.9 Remixing the Lab: Reflections on Research Groups and Applications for Writing Studies Mentorship**

Distributed research groups present opportunities for peer-to-peer mentorship and merit more discussion on applications in writing studies for empowering junior scholars. Tying together scholarship and personal reflections on research teams, this speaker discusses how teams can be structured and how communication platforms create opportunities for valuable collaboration.

Meeting Room 332 (Level 300)

*Presenter:* Marisa Yerace, Weber State University

*Writing Centers (including Writing and Speaking Centers)*

**FB.10 Resilience in the Writing Center**

The writing center can be a place where writers can safely navigate the university's expectations for their writing and their own language needs. I will argue for how a culture of resilience can play a crucial role in allowing consultants and writers to fulfill the different goals of their writing. I will describe different techniques for administrators to build resilience in their centers.

Meeting Room 324 (Level 300)

*Presenter:* Jolie Finley, University of Louisville

*College Writing and Reading*

**FB.11 Teaching Students to Write Effective AI Prompts in Higher Education**

This presentation will discuss and demonstrate a module developed by the Writing Program at Brandeis University to guide faculty how to teach students to write effective AI prompts (prompt engineering). The module can be used and adapted by anyone in higher education.

Meeting Room 318 (Level 300)

*Presenter:* Lisa Rourke, Brandeis University

*Inclusion and Access*

**FB.12 The B-side of DEI and Access to Graduate Education at a Texas Institution**

This presentation discusses how a program navigated the constraints set forth after the Supreme Court's affirmative action decision and Texas SB 17 in 2023. Specifically, it describes examples of rhetorical asset-based, tactical, and action-based practices and offers a set of heuristic questions for participants.

Meeting Room 346 (Level 300)

*Presenter:* Lucia Dura, The University of Texas at El Paso

Friday, 8:45–9:15 a.m.

*Inclusion and Access*

**FB.13 The B-side of Teaching: Teaching in Collaboration with CART Captioning**

By exploring the access intimacy created by the CART captioning relationship between captioner and instructor, the implication for pedagogy, and the classroom culture that develops around teaching with a visible and disclosed disability, this presentation will encourage remixed approaches to imagining pedagogical futures that support both learner AND teacher access and disability.

Meeting Room 347 (Level 300)

**Presenter:** Janelle Capwell, University of Arizona

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

**FB.14 Visualizing the (Net)Work of RCWS Journals: Quantitative Research as a B-side to Discipliniography**

Offering an alternative view of RCWS's disciplinarity, this presentation provides participants with data-driven visualizations of the field's network of scholarly journals. Through quantitative analyses of disciplinary metadata, this presentation will offer both current and future RCWS scholars and practitioners insight on the way knowledge is written, recorded, and preserved by journals.

Meeting Room 320 (Level 300)

**Presenter:** Marie Pruitt, University of Louisville



## G Sessions: 9:30–10:45 a.m.

### *First-Year Writing*

#### **G.1 From “Brown Skin Girl” to Cowboy Carter: Integrating Beyoncé’s Discography into the FYW Classroom”**

This paper discusses integrating Beyoncé’s discography into first-year writing (FYW) curricula, focusing on the pedagogical use of the song “Brown Skin Girl” and the album *Cowboy Carter*. Through analysis, I demonstrate how these works enhance literacy narratives, encourage multimodal composing activities, and foster discussions on plagiarism, ethics, rhetorical situations, and genre expectations.

Meeting Room 350 (Level 300)

**Presenter:** Marisa Koulen, University of Houston

### *Theory, Research Methodologies, and Praxis*

#### **G.2 From Stories to Systems: Rhetorical Emergence through Small Actions, Lived Experiences, and Cultural Practices**

Drawing on emergence theory, our panel proposes “rhetorical emergence” as an embodied framework for identifying and understanding the rhetorical strategies that emerge from lived experiences, stories, and other social phenomena. Each panelist examines rhetorical emergence in different communities, contexts, and materials from decolonial studies to queer-crip theory to feminisms.

Meeting Room 328 (Level 300)

**Presenters:** Rofiat Olaitan Bello

Roland Dumavor

Claire Oldham Griffith, Michigan State University

Jeanetta Mohlke-Hill, Michigan State University

### *Antiracism and Social Justice*

#### **G.3 “Deep in the Heart”: Confronting Texas in Student Writing**

Our panel explores how we as writing, rhetoric, and literature teachers confront and reconcile with Texas in our framing of student writing. We focus particularly on what Adisa calls the “B-sides”: those practices that are set apart from the (Texan) norm. We reflect how our pedagogies draw on the resources, skills, and responsibilities our diverse students bring with them to our classrooms.

Meeting Room 301 (Level 300)

**Chair:** Liane Malinowski, University of Minnesota Twin Cities

**Presenters:** Sarah Dwyer, Texas A&M University-San Antonio

Matthew Heard, University of North Texas

Lisa Jennings

*First-Year Writing*

**G.4 AI as B-side: Four Creative Takes on AI in First-Year Writing**

What we need are pedagogical responses to generative AI that are tuned to first-year writing goals and contexts. This panel addresses linguistic and cultural discrimination within generative AI and FYW and showcases creative FYW assignments that ask students to critically reflect on, think about, and experiment with generative AI.

Meeting Room 339 (Level 300)

**Presenters:** Tracy Carrick, Cornell University  
Laura Davies, SUNY Cortland  
Nicole Gonzales Howell, University of San Francisco  
Kate Navickas, Cornell University

*Approaches to Teaching and Learning*

**G.5 Archive Building as a Collaborative, Creative, and Community Process: Constructing the bell hooks Digital Archive, with Love**

Presenters focus on the goals and processes of archive building, involving students at all stages, and on ways to use the archive's resources, particularly hooks's lesser-known work in poetry and spirituality and her community connections. Attendees will be invited to consider ways to contribute to the site as well as possibilities for designing an archive project of their own.

Meeting Room 343 (Level 300)

**Presenters:** Megan Feifer, Berea College  
L. Abby Houston, Berea College  
Libby Falk Jones, Berea College

*First-Year Writing*

**G.6 B-side Remix: Downloading Student Interests, Streaming Student Voices**

Four full-time lecturers discuss ways they remediate/remix the curricula to recognize diverse student voices and abilities by implementing multimodal assignments. Speakers focus on bringing music, play, and various technologies into the classroom. Participants receive suggestions for engaging diverse student voices, helping them recognize their ability to contribute to critical conversations.

Meeting Room 349 (Level 300)

**Presenters:** Noel Belinski, Monmouth University  
Jennifer Harpootlian, Monmouth University  
Lynn Kraemer-Siracusa, Monmouth University  
Linda Sacks, Monmouth University

*First-Year Writing*

**G.7 Bridging the Gap: Remixing First-Year Writing through Technological Literacy Assessment**

This panel will discuss the results of a five-year study of technology use among incoming first-year writing students to understand gaps in technological literacy that shape student experiences. Using results from the survey, the panel will track the impact of the pandemic as well as the rise in generative AI and explain how our findings have shaped our course and programmatic goals.

Meeting Room 319 (Level 300)

**Presenters:** Gregory Cass, Lasell University  
Sara Large, Lasell University  
Michelle Niestepski, Lasell University  
Annie Ou, Lasell University

*Theory, Research Methodologies, and Praxis*

**G.8 Cyborg Writing as Dangerous Knowledging**

This presentation explores cyborg writing—a fusion of human and AI efforts—as dangerous knowledging. It challenges traditional knowledge production by advocating for nondefinitive textual creation, promoting inclusive, transformative academic practices. It encourages rage against the corporatized frameworks of writing in academia by empowering marginalized students to voice their ideas.

Meeting Room 302 (Level 300)

**Presenter:** Mehdi Mohammadi, University of New Mexico

*Theory, Research Methodologies, and Praxis*

**G.9 Decolonizing Epistemology through Nyaya Epistemology**

In this paper, drawing ideas on Nyaya epistemology, I present the four processes of building knowledge: pratyaksha (perception), knowledge gained through the sense faculties; anumana (inference), knowledge gained through previous perception; upamana (comparison/analogy), knowledge gained through showing proximity/nearness/similarity; and sabda (authority/text/testimony).

Meeting Room 325 (Level 300)

**Presenter:** Jagadish Paudel, The University of Texas at El Paso

*Language, Literacy, and Culture*

**G.10 Lip-Syncing Academic Realities: Literacy Studies, Imposter Syndrome, and the Authentic but Academic Text**

Three speakers who met as students and their professor in a literacy studies doctoral course will give voice to questions and doubts we often deny ourselves space to explore. We'll consider how imposter syndrome has influenced our own paths in academia and address implications for teaching and responding to writing when our students' backgrounds differ from our own.

Meeting Room 329 (Level 300)

**Presenters:** Kenyatta Graves, University of the District of Columbia  
Jenny McFadden, Wor-Wic Community College/Salisbury University  
Tasha Norman, Salisbury University  
Robert Rohan, Hagerstown Community College/Salisbury University

*Inclusion and Access*

**G.11 Post-Pandemic Coreq + FYW Remix: Potentials, Barriers, and Revisions to Support Students in First-Year Writing**

We focus on FYW + corequisite courses: configurations, barriers to access, and institutional, pedagogical, and cultural evolutions. The panel provides a cross-institutional conversation and invites the audience to consider designs and remixes for FYW + coreq courses, with the intention of offering students additional support, and college credit often missing from basic writing courses.

Meeting Room 342 (Level 300)

**Presenters:** Susan Bernstein, City University of New York  
Marcia Buell, Northeastern Illinois University  
Laura Decker, Nevada State University  
Susan Pagnac, Central College  
Brianna Taormina-Barrientos, University of Nevada-Las Vegas  
Tina M. Villa, Northeastern Illinois University

*First-Year Writing*

**G.12 Rage against the Machine: Disassembling a Scientific Management Approach to First-Year Writing**

Writing program faculty draw on conceptions of attention as a form of vulnerability as well as on theories of musical collaboration and improvisation to examine curriculum, assignment designs, and assessments. Together these examinations displace the factory metaphor of education in favor of a more open-ended view of process that is amenable to the complexity of student projects and inquiries.

Meeting Room 322 (Level 300)

**Presenters:** Lisa Blansett, University of Connecticut  
Tom Doran, University of Connecticut  
Howard Fisher, University of Connecticut

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

**G.13 Remixing Data and Values for Institutional Arguments/  
Advocacy**

This panel speaks about the use of internal and external data in order to make arguments for writing programs. The panel explores the tensions between administrative and faculty values and explores ways to bridge these tensions to best advocate for programmatic results.

Meeting Room 344 (Level 300)

**Presenters:** Michael Farris, Texas Tech University  
Lisa Mastrangelo, Centenary University  
Jennifer Wingard, University of Houston

*College Writing and Reading*

**G.14 Remixing Writing Classrooms with Public Narratives,  
Roleplaying Games, and Video Essays**

This panel considers public narratives, roleplaying games, and video essays as alternative modes of composition that expand and remix the traditional undergraduate English curriculum. Each speaker pulls from their own research, recent scholarship, and teaching experiences to focus on a particular composing modality and offer pedagogical approaches for undergraduate writing courses.

Meeting Room 340 (Level 300)

**Presenters:** Josh Benjamin, University of North Carolina at Greensboro  
Kathryn Burt, University of North Carolina at Greensboro  
Janie Raghunandan, University of North Carolina at Greensboro

*Inclusion and Access*

**G.15 Sites of Faculty-Undergraduate Coauthorship: Students  
as Partners (SaP) Initiatives, First-Year Writing, and the  
Archives**

This panel invites audience members to reconceptualize Students as Partners (SaP) initiatives, first-writing courses at HBCUs, and the archives as generative sites where shared work between faculty and undergraduates can lead to coauthored presentations and publications. Panelists will demonstrate the alignment between faculty/undergraduate coauthoring and efforts to create more inclusive institutions.

Meeting Room 309 (Level 300)

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Friday, 9:30–10:45 a.m.

**Chair:** Jane Greer, University of Missouri, Kansas City  
**Presenters:** Lynée Gaillet, Georgia State University  
Shirley Faulkner-Springfield, N.C. A&T State University  
Kayla Moore, North Carolina Central University  
Heather Thomson-Bunn, Pepperdine University  
Mía Zendejas, Independent Scholar

*First-Year Writing*

**G.16 Stick Figures, Side Convos, and Collaboration:  
Cultivating Community and Student Relationships  
in FYW**

Seeking to develop a “B-side” to the individual growth at the heart of our course design, this panel will explore technologically informed practices that foster a sense of community and belonging among FYW students and offer methods to remix classrooms into “gracious spaces” that encourage risk-taking and learning in public through peer review, no-stakes collaboration, and play activities.

Meeting Room 337 (Level 300)

**Presenters:** Axel Gonzalez, Independent Scholar  
Jonathan Holland, University of Michigan  
Ryan McCarty, University of Michigan

*Inclusion and Access*

**G.17 The B-side of Equity: Opening Up New Conversations  
and Developing Interventions to Support Marginalized  
Populations**

The four presentations in this panel raise conversations about equity and access that have not been part of the standard playlist in writing studies. We examine the relationship between economic privilege and writing instruction, discuss new assignments and rhetorical strategies, consider the role of anti-fat bias in our classes, and explore persuasive strategies for reducing bias in medicine.

Meeting Room 336 (Level 300)

**Presenters:** Noah Hileman, Carnegie Mellon University  
Laura Wilder, University at Albany SUNY  
Joanna Wolfe, Carnegie Mellon University

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

**G.18 The Post-WPA Playlist: Songs and Stories to Help You Navigate What Is Next**

This panel explores the ways leadership positions in writing studies challenge institutional conceptualizations of administration in academe and the effects this has on individual WPAs and the faculty and students they serve.

Meeting Room 338 (Level 300)

**Presenters:** Casie Fedukovich, North Carolina State University  
Joyce Inman, University of Southern Mississippi  
Paula Patch, Elon University

*Community, Civic, and Public Contexts of Writing*

**G.19 Tuning in “Left of the Dial”: From Underground Radio to Writing Studies**

This panel features writing studies scholars who are also former underground radio DJs. Speakers will discuss how they’ve remixed their experiences in underground radio with the work that they do as researchers, teachers, and administrators in rhetoric, composition, and writing studies today.

Meeting Room 327 (Level 300)

**Presenters:** Kristin L. Arola, Michigan State University  
Donnie Sackey, The University of Texas at Austin  
Jennifer Sano-Franchini, West Virginia University  
Amy Wan, Queens College CUNY  
Scott Wible, University of Maryland College Park

**Respondent:** Todd Craig, New York City College of Technology

*Writing Programs*

**G.20 Writing Responsibility: Revisioning a Writing Program’s Work in a Contested Urban Context**

This panel discusses the integration of project-based learning in an urban Hispanic-serving university’s writing program. Students learn collaborative skills and engage with community partners, including FEMA and local nonprofits, to address local problems. PBL can be seen as the B-side of a standard writing curriculum, prioritizing students’ responsibility as writers within their communities.

Meeting Room 341 (Level 300)

**Presenters:** Kristine Acosta, Florida International University  
Marta Gierczyk, Florida International University  
Kimberly Harrison, Florida International University  
Shelley Wick

*Information Literacy and Technology*

**G.21 Language Love + Computer Love: Critical Language Awareness Meets Critical AI Literacy**

This session highlights intersections of critical language awareness (CLA) and critical AI literacy (CAIL), helping us shift from approaches that are rooted in banning or policing AI toward approaches that empower both students and faculty. We present four principles for integrating CLA and CAIL and invite attendees to apply these principles to their own teaching and possibly scholarship.

Meeting Room 311 (Level 300)

**Presenters:** Whitney Gegg-Harrison, University of Rochester  
Shawna Shapiro, Middlebury College

*Information Literacy and Technology*

**G.22 Modeling the Integration of Generative Artificial Intelligence Tools into the First-Year Composition Class**

This session aims to show how generative artificial intelligence (GenAI) tools may be integrated into a first-year writing curriculum to support instructors' efforts, enhance student learning, promote collaboration, and teach critical digital literacy. It will focus on the use of ChatGPT and AI Dungeon—an AI-powered text adventure game—in narrative, evaluative, and research writing lesson units.

Meeting Room 310 (Level 300)

**Presenters:** Qudus Ayinde Adebayo, The University of Alabama,  
Tuscaloosa  
Reliance Chekwubechukwu Enwerem, The University of Alabama,  
Tuscaloosa  
Kaiso Eddy Esua, Oklahoma State University

*Language, Literacy, and Culture*

**G.23 Tunes and Tales: Crafting Literacy Narratives in Concept Albums**

Explore the intersection of music and storytelling through literacy narrative writing as concept albums. Learn how to craft and teach literacy narrative writing using the rich narratives found in concept albums. The speaker will discuss her experience with using this style of storytelling in both personal creative writing and the first-year writing classroom.

Meeting Room 303 (Level 300)

**Presenter:** Bethany Van Scooter, North Carolina State University



*Writing Programs*

**G.24 Absence’s B-side: Surveying Students’ Attendance Patterns, Identifying Paths toward Greater Student Engagement**

In this roundtable session, panelists address national and their own institutional concerns regarding the precipitous drop in student attendance by sharing findings from a study on student attendance in the first-year writing classroom conducted at their university as well as their programmatic response given what they learned from the study’s results.

Meeting Room 315 (Level 300)

**Chair:** Jessica Enoch, University of Maryland

**Presenters:** Erin Green, University of Maryland

Lyra Hilliard, University of Maryland

Joshua Weiss, University of Maryland

*Approaches to Teaching and Learning*

**G.25 Coarticulating Pedagogies: Multiauthorship and Multimodality in the STEM Composition Classroom**

Writing on Black pop music, Alexander Weheliye argues that form coarticulates the human with emergent audio practices to expand notions of authorship and authenticity, opening the door to “other humanities.” Our roundtable session moves this claim into the STEM composition classroom, asking how more flexible framings of author, audience, and modality can remix the first-year composition experience.

Meeting Room 308 (Level 300)

**Roundtable Leaders:** Justin Chandler, Georgia Institute of Technology, “Revision and Creative Risk-Taking in the (STEM) First-Year Writing Classroom”

Lainie Pomerleau, College of Coastal Georgia, “Immersive Fantasy Game Narrative and the Collaborative Construction of Ethos in College Composition”

Micheal Rumore, Georgia Institute of Technology, “Remixed and Remastered: Sonic Pedagogy and the Authorial Voice”

Franziska Tsufim, Wake Forest University, “Breaking on through (to the Other Side): Co-Creating Dynamic AI Policies with STEM Composition Students”

Cameron Lee Winter, Georgia Institute of Technology, “Improvisation in the Composition Classroom; Yes, And, and the Internal Editor”

*Community, Civic, and Public Contexts of Writing*

**G.26 Community Listening: A Mixtape of Language, Literacy, and Culture**

This session celebrates *Community Listening: Stories, Hauntings, Possibilities*, a new edited collection. The roundtable is designed to feature and advance the work of this volume. Presenters will discuss what they have learned about community listening in the examples they discuss in their chapters, and they will reflect on the possibilities they see for community listening moving forward.

Meeting Room 307 (Level 300)

**Chair:** Romeo García, University of Utah

**Presenters:** Jenn Fishman, Marquette University

Lauren Rosenberg, The University of Texas at El Paso

Mary P. Sheridan, University of Louisville

**Respondents:** Tobi Jacobi, Colorado State University

Karen Tellez-Chaires, Cal Poly Pomona

Patty Wilde, Washington State University Tri-Cities

Wendy Wolters, Florida Atlantic University

*College Writing and Reading*

**G.27 Reflections on the Reverb: Echoing a Rhetoric of Collaboration and Negotiation in the College Writing Classroom**

Ranging in size and location, a composition classroom is a complex system of reverberating student voices and volumes. The sound field and listening ability of many comp/rhet scholars, however, is often clouded by interferences. This roundtable explores how we cultivate reverberations of student voices while negotiating acoustical problems specific to our public, social-justice seeking college.

Meeting Room 316 (Level 300)

**Chair:** Undergraduate Student, Medgar Evers College CUNY

**Presenters:** Tina Iemma, Medgar Evers College CUNY

Cristina Migliaccio, Medgar Evers College CUNY

Karen Pitt, Medgar Evers College CUNY

**Roundtable Leader:** Mudiwa Pettus, Medgar Evers College CUNY

*Writing Centers (including Writing and Speaking Centers)*

**G.28 The B-side to Writing Center Lore: How Critical Language Awareness Mixes with WC Identity to Create a Language Justice Beat We Can All Dance To**

It's time to remix the way standards of language use are considered in academic writing. We are writing center practitioners rearranging the score of established lore of standard writing practices for a "B-side" perspective that guides students using practical strategies to exercise linguistic justice.

We are doing so with an inclusive beat that all writing practitioners can groove with.

### Meeting Room 314 (Level 300)

**Roundtable Leader:** Susanne Treiber, Madison College

**Respondents:** Kimberly Bain, Palm Beach Atlantic University & Susanne Treiber, Madison College, “Applying CLA to Tutor Training for Writer-Centered Grammar Practices”

Sheila Batacharya, University of Toronto Mississauga & Phuong M. Tran, Embry-Riddle Aeronautical University, “Incorporating Critical Language Awareness in Asynchronous Writing Support Across Disciplines”

Allie Piippo, University of Michigan, “Supporting Multilingual Writers’ CLA Development”

Deirdre Vinyard, Johns Hopkins University, “Incorporating Writing Center CLA Perspectives into FYW Training”

Charitianne Williams, University of Illinois Chicago, “Conversations with ‘Pragmatists’”

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

## G.29 On the Distinct Material Conditions and Needs of International Graduate Students Enrolled in US Institutions

*Sponsored by the CCCC Doctoral Consortium in Rhetoric and Composition*

Speakers will offer lightning presentations on the conditions of international graduate students, including discussion of learning styles, language differences, cultural issues, economic concerns, discrimination, program support, health and health care, work-life balance, writing challenges, and developing a sense of belonging.

### Meeting Room 317 (Level 300)

**Chair:** Erin Clark, East Carolina University

**Presenters:** Mustapha Bannerman, The University of Texas at El Paso

Shuv Raj Rana Bhat, Texas Christian University

Purna Chandra Bhusal, The University of Texas at El Paso

Mina Bikhmohammadi, East Carolina University

Jay Jordan, University of Utah

Renuka Khatiwada, The University of Texas at El Paso

Weishun Lu, Embry-Riddle Aeronautical University

Manushri K. Pandya, North Carolina State University

Chloe Robertson, University of Memphis

Shalini Ajay Singh, Iowa State University

Josephine Walwema, University of Washington

*Writing Programs*

**G.30 Writing Studies-L Listening Session: From WPA-L to WS-L**

In 2021, the WPA-L listserv drew to a close and the list was relocated from the Arizona State University to the North Dakota University System with new list administrators, new practices, and new functions. Going on four years into its new incarnation, members of the advisory board and list moderators' teams are holding a listening session to gather feedback on the transition and to hear feedback about how to improve the list going forward.

Meeting Room 335

**Chair:** Charles Grimm, Georgia Highlands College  
Holly Hassel, Michigan Technological University  
Jada Patchigondla, UCLA

*Writing Programs*

**G.31 CWPA Cultural Assessment Report: Sharing Themes, Seeking Feedback**

In August 2024, CWPA published the Cultural Assessment Report on the organization website. This roundtable, led by members of the current Executive Board, will present the four themes of the report, as well as CWPA's process for gathering, analyzing, and preserving feedback on each of the four themes. Come to this session to learn more about the report and to join the conversation.

Meeting Room 310 (Level 300)

**Presenters:** Jacob Babb, Appalachian State University, "Building and Supporting the Intellectual Work of WPAs"  
Kelly Blewett, Indiana University East, "Three Moments with CWPA and What They Mean for the Future"  
Talisha Haltiwanger Morrison, University of Oklahoma, "Why I Finally Joined CWPA as a Black Woman WPA & WCD"  
Patti Poblete, South Puget Sound Community College, "Patti May or May Not Want to Talk about Being Asian"  
Michelle Bachelor Robinson, Spelman College, "Joining CWPA to Keep HBCUs in the Conversation"  
Mary Lourdes Silva, "The 3rd Wheel: Finding Stability in a Social Justice Framework"  
Darci Thoune, University of Wisconsin–La Crosse, "Putting out the Welcome Mat: The CWPA Summer Workshop"  
**Respondent:** Jacob Babb, Appalachian State University, "Building and Supporting the Intellectual Work of WPAs"

## GA Sessions: 9:30–10:00 a.m.

### *Approaches to Teaching and Learning*

#### **GA.1 “I Can Fix Them (No, Really I Can)”: Teaching Students Synthesis and Source Use through Music Metaphors**

When writers are directed to use sources, panic (or plagiarism) ensues. Learning how to use sources can be challenging for writers to process and for instructors to teach. This presentation will discuss a study on the efficacy of music metaphors in teaching synthesis and source use. Does music—which is everyday, interpersonal, and cross-cultural—make cryptic composition concepts more concrete?

Meeting Room 326 (Level 300)

*Presenters:* Laura Hardin Marshall, Webster University  
Kwan-Yin Willhoft, Webster University

### *Histories of Rhetoric*

#### **GA.2 A Melodious Approach to Anger: Seneca and Ancient Life Lessons for the Contemporary Composition Course**

In my presentation, I offer productive ways to work with the ancient Stoics’ thoughts on music (as a rational entity) and anger (as a form of madness) in today’s multicultural composition course. In this context, I touch on issues of style and voice, and I provide a number of possible assignments, from informal writing prompts and reflection letters to a longer argumentative project.

Meeting Room 321 (Level 300)

*Presenter:* Joe Wagner, Bowling Green State University

### *College Writing and Reading*

#### **GA.3 Bringing New Voices to the Mix: What Adult Students Can Offer and How Theory Should Come from Community Colleges**

Community colleges teem with voices and experiences that cannot be found in more traditional institutions, and the theory that can come from community colleges should influence where the field of compositions goes. This session will highlight the different voices that can be heard in community college classrooms, which we can remix to think more creatively about what we do in all classrooms.

Meeting Room 323 (Level 300)

*Presenters:* Jamey Gallagher, Community College of Baltimore County  
Kris Messer

Friday, 9:30–10:00 a.m.

*Theory, Research Methodologies, and Praxis*

**GA.4 Development and Validation of a Questionnaire on Meta-Awareness about Composition**

This presentation will build on the contributions of Wardle, VanKooten, and Chaterdon toward expanding the construct of meta-awareness in writing studies. The speaker conducted a research and development study wherein a survey questionnaire on meta-awareness about composition was crafted and validated. The questionnaire could better concretize meta-awareness in writing transfer.

Meeting Room 320 (Level 300)

**Presenter:** John Paul De la Rosa, Northern Illinois University

*Information Literacy and Technology*

**GA.5 Instructor Roles, Student Perceptions, and Remixing Pedagogical Approaches in Online Peer Reviews**

This presentation reports the results of a survey-based study of almost 300 students' experiences with online peer reviews. The speakers discuss the affordances of online peer reviews and how they are changing students' perspectives of instructors' role in the review process. The speakers suggest ways writing instructors can remix their teaching practices to address student expectations.

Meeting Room 348 (Level 300)

**Presenters:** Isadora Savage, University of Arizona  
Mariya Tseptsura, University of Arizona

*College Writing and Reading*

**GA.6 Listening in the Age of AI**

This presentation will explore how students can practice the art of listening in writing classrooms and extend this listening to machine writing.

Meeting Room 346 (Level 300)

**Presenter:** Maggie Bell, Auburn University

*Writing Centers (including Writing and Speaking Centers)*

**GA.7 On the B-side Is Belonging**

We introduce the cross-institutional and qualitative Tutor Exchange Project and extend an invitation to explore with us the B-side of undergraduate writing tutor research: belonging. We unmask dimensions of belonging through three case studies of tutor-researcher pairs and ask the audience to join us in discussing ramifications and remixes for writing centers and beyond.

Meeting Room 318 (Level 300)

*Chair:* Sipai Klein, Florida Atlantic University

*Presenter:* Lauren DiPaula, Georgia Southwestern State University

*Writing Centers (including Writing and Speaking Centers)*

**GA.8 Remixing Approaches to Multilingual Learning Support: One Writing Center's Assessment Story**

This presentation describes how a writing center at a large public university draws from a translation-centered approach to multilingual learning support services and how a program assessment research project was used to evaluate the center's support offerings.

Meeting Room 347 (Level 300)

*Presenter:* Mandy Macklin, University of Washington Seattle

*Theory, Research Methodologies, and Praxis*

**GA.9 Remixing Assessment Methods: Partnering with Undergraduate Researchers to Understand Student Agency in Self-Placement**

This presentation will detail the methodological practice of partnering with undergraduate students as co-researchers to understand student experience in writing programs. Specifically, the presenter will provide an overview of the "Student Research Partner" framework and detail the findings from an empirical study that sought to understand student agency in self-placement practices.

Meeting Room 332 (Level 300)

*Presenter:* Jennifer Burke Reifman, San Diego State University

Friday, 9:30–10:00 a.m.

*Language, Literacy, and Culture*

**GA.10 Rhetotropism: Writing Outer and Inner Landscapes toward Ecocultural Literacy in the College Writing Classroom**

This session presents research on the individualization of climate crisis responsibility as something that college writing instructors are uniquely equipped to engage and alter. By emphasizing the ecological dimensions of intersectionality, the session presents ecocultural identity as a lens through which rhetorical, ethical, and reparative potential of college writing classrooms can be activated.

Meeting Room 345 (Level 300)

*Presenter:* Maddi Melchert, University of Minnesota Twin Cities

*Approaches to Teaching and Learning*

**GA.11 Supporting College Composition TAs' Efforts to Enhance Writing Engagement**

In this presentation, we share the results of a study of TA perceptions of the value of a student self-assessment tool designed as a formative assessment of college composition students' engagement in writing. Our findings demonstrate the potential for TA perspectives on writing engagement to enhance student writing and learning in college composition classrooms.

Meeting Room 324 (Level 300)

*Presenter:* Jonathan Marine, George Mason University

*First-Year Writing*

**GA.12 Supporting Culturally and Linguistically Diverse Students in First-Year Writing Program through Inclusive Formative Assessment**

This session explores the effect of classroom-based formative assessment on engagement and academic writing development for culturally and linguistically diverse students at a US university. This study aims to enhance students' success in achieving their course goals and improve the effectiveness of teaching first-year writing.

Meeting Room 333 (Level 300)

*Presenter:* Ling He, University of Illinois Chicago



*First-Year Writing*

**GA.13 The Value of Digital Multimodal Composition in First-Year Composition Courses**

Engaging students through digital multimodal composition (DMMC) has great value for first-year composition students as they harness their creativity to convey, present, and share information with their audiences more powerfully and authentically. Projects, lessons, implementation, and rationale will be shared in this interactive session.

Meeting Room 330 (Level 300)

*Presenter:* Kayla Landers, Alvernia University

*Professional and Technical Writing*

**GA.14 Tinker Bell Got Towed: Using Songs to Introduce the Professional Report Writing Genre**

This session will show teachers how to incorporate songs into a professional and technical communication course to teach the genre of report writing. The speaker will provide examples of how a story included in a popular song can reveal issues in society that are also covered in formal reports and proposals, discussing how incidents become the subject of formal analysis and recommendation.

Meeting Room 331 (Level 300)

*Presenter:* Ken Baake, Texas Tech

## **GB Sessions: 10:15–10:45 a.m.**

### *Inclusion and Access*

#### **GB.1 Challenging “What We Are Hard-Wired to Do”: A Study of How and Why Students Participate in Writing Classrooms**

Considering the sociocultural nature of participation in writing classrooms, this presentation considers “the extended play of inclusion and access” by studying an alternative, “remixed” participation assessment that enabled multiple representations of engagement. Participants (n=42) explained their participation as related to their habits, self-management, benefits for learning, and “ease.”

Meeting Room 347 (Level 300)

*Presenter:* Mathew Gomes, Santa Clara University

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

#### **GB.2 “Pile on More, Right?” Exploring Faculty Perceptions of the Labor and Resources Needed to Teach in the Context of Generative AI**

This session presents the results of a survey study with 300 respondents aimed at understanding how faculty perceive the impact of generative AI on their workload and the labor, time, and resources teachers need to navigate this new technological and pedagogical context. The speakers will present results from their study and provide action items that participants can bring back to their campuses.

Meeting Room 331 (Level 300)

*Presenters:* Amy Lynch-Binieck, Kutztown University of Pennsylvania  
Stacy Wittstock, Marist College

### *Antiracism and Social Justice*

#### **GB.3 Beyond Monotones: Investigating Professional Identity Construction in Mixed-Race and Interracial Language and Writing Instructors**

This session argues that CRT has unintentionally perpetuated monoraciality and presents results from a 2024 mixed-methods study investigating how mixed-race writing and language instructors, as well as those in interracial relationships, construct their professional identities. It calls for considering multiracial theory to advance teacher identity research.

Meeting Room 318 (Level 300)

*Presenter:* Marcela Hebbard, The University of Texas Rio Grande Valley

*Writing Abundance*

**GB.4 Distorted Gaze: Settler Colonialism’s Illegal Remixes**

Hinging on new materialism and similar theories’ exclusion of Indigenous knowledges, this presentation explores settler implicit bias. I unpack the term “distorted gaze” through four facets of settler conditioning—assumed centrality, bifurcations, story branding, and unseeing text/technologies—in order to extend awareness of settler bias’s effect on our individual and collective knowledge-making.

Meeting Room 348 (Level 300)

*Presenter:* Jacquelyne Kibler, Arizona State University

*Inclusion and Access*

**GB.5 Engaging Writing Students with Mental Disability  
Knowledge and Theory as a B-side to Writing Pedagogy**

In this presentation, the speaker shares findings and the course design from their writing classroom–based study that merged disability studies values with the principles of knowledge transfer research to promote greater mental disability literacy within the classroom and across campus as well as build on current writing studies conversations on universal design and accessible pedagogies.

Meeting Room 321 (Level 300)

*Presenter:* Hunter Little, University of Washington Seattle

*Information Literacy and Technology*

**GB.6 Generative Artificial Intelligence in Second Language  
Writing: A Systematic Review of Pedagogical  
Applications and Impacts**

This study examines the use of generative AI in L2 writing classes by analyzing twenty-one empirical studies. It finds its effectiveness for language evaluation/feedback, modeling, and brainstorming, but also highlights challenges such as overreliance, cultural bias, and language assimilation. The study benefits educators with diverse pedagogical strategies across various L2 writing contexts.

Meeting Room 326 (Level 300)

*Presenters:* Anh Dang, University of Arizona  
Hui Wang, University of Arizona

Friday, 10:15–10:45 a.m.

*Professional and Technical Writing*

**GB.7 Genre Harmonics: Reimagining Grant-Writing Pedagogy**

Proposal-writing courses typically focus solely on proposals, as do textbooks and workshops associated with grant writing. This presentation describes and advocates for a specific research report prior to a full proposal, whether writers are aiming at nonprofit foundation funding or academic research funding. The report documents the grant seeker's research and argues for the best fit.

Meeting Room 324 (Level 300)

**Presenter:** Kathryn Northcut, Missouri University of Science and Technology

*Inclusion and Access*

**GB.8 Practicing Computer Love with Neurodiverse Writers**

Working with AI in writing classrooms can be especially effective for neurodiverse writers. We will discuss an ongoing collaboration between our Office of Disabilities Services and Writing Center that led each director to change the nature of written coursework. In the process, we suggest new methods that should allay faculty concerns about unethical uses of generative AI.

Meeting Room 330 (Level 300)

**Presenters:** Joe Essid, University of Richmond  
Cort Schneider, University of Richmond

*First-Year Writing*

**GB.9 Remixing GAI: Playing with Genre and Linguistic Features to Preserve Agency and Voice in a Time of ChatGPT**

Using ChatGPT can overwhelm student writers and reinforce the dominance of standardized English, but students can practice using ChatGPT in ways that support instead of supplant student agency and voice. This presentation will describe such practices and summarize one semester of student responses. The audience will take away ideas and materials they can apply in their own teaching.

Meeting Room 346 (Level 300)

**Presenter:** Joleen Hanson, University of Wisconsin-Stout

*First-Year Writing*

**GB.10 Remixing Peer Review through Standards-Based Assessment and Proficiency Scales**

While many writing instructors see the value of peer review, many first-year writing students find it challenging to provide quality feedback during peer review. In this session, the speaker will share their remix of the peer review process and how they synthesized standards-based assessment and proficiency scales popular in K–12 education in their first-year writing courses.

Meeting Room 345 (Level 300)

*Presenter:* Jennifer Peñaflorida, Pacific Union College

*Inclusion and Access*

**GB.11 Remixing Ungrading: Flipping Alternative Assessment toward Greater Inclusion and Accessibility**

Drawing on reflections and evaluations from ten ungraded writing courses and active voices in the field, this talk reveals ways ungrading can be less accessible and inclusive than traditional methods while providing strategies for mitigating these inequities. The discussion will provide practical and theoretical insight on alternative assessments focused on prioritizing inclusion and access.

Meeting Room 332 (Level 300)

*Presenter:* Janelle Wiess, University of Michigan-Flint

*Antiracism and Social Justice*

**GB.12 The A- and B-sides and Extended Play Versions of Singular *They*: Challenging Hegemonic Notions of Gender in Our Classrooms**

This session analyzes the ideological impacts of various uses of singular *they* on the gender system, concluding with a discussion of pedagogical applications of the material. Generic uses are presented as the A-side, while specific, definite uses are presented as the B-side. A queered space in which pronouns are unlinked from sex and gender is explored as an extended play version.

Meeting Room 323 (Level 300)

*Presenter:* Jennifer Mott-Smith, Towson University

Friday, 10:15–10:45 a.m.

*Approaches to Teaching and Learning*

**GB.13 The B-side of Writing Assessment: Student Experiences with Feedback Modalities and Practices in Graduate Education**

Recent research regarding writing assessment primarily focuses on first-year writing (FYW), composition, and undergraduate writing classrooms. In this presentation, we will hear perspectives from the B-side of the conversation within writing assessment: graduate student experiences with instructor feedback modalities and practices.

Meeting Room 333 (Level 300)

*Presenter:* Maddie Bruegger, The University of Texas at Austin

*Antiracism and Social Justice*

**GB.14 The Role of Audience Conjectures in Standard Language Ideologies: Critically Examining Writing Advice to Promote Linguistic Justice**

This presentation explores the kinds of audiences college composition instructors appeal to in their lessons and how these audience conjectures can perpetuate standard language ideologies. The findings support calls for cultivating critical language awareness in the writing classroom and suggest possibilities for future research.

Meeting Room 320 (Level 300)

*Presenter:* Kendon Smith, Madonna University

## H Sessions: 12:30–1:45 p.m.

### *Professional and Technical Writing*

#### **H.1 A Playlist for Editing Courses: Scaffolding Course Content across Three Levels of Professional Editing**

Editing courses are a staple of writing programs. However, Lang and Palmer (2017) contend that such courses have “remained relatively static” even though today’s jobs require skills that “go far beyond classical editing” to include multimodal editing. They issue a call for change in editing pedagogy. Panelists suggest new approaches: GenAI integration, sequenced courses, and community engagement.

Meeting Room 338 (Level 300)

**Presenters:** Jennifer Almjeld, James Madison University  
Cynthia Martin, James Madison University  
Karen McDonnell, James Madison University

### *Information Literacy and Technology*

#### **H.2 Attitudes toward GenAI and Writing: Student Perspectives and Faculty Perceptions of Student Perspectives at an R1 Research University**

This panel reports on results from a mixed-methods study about students’ and instructors’ attitudes toward generative artificial intelligence (GenAI) as a writing tool. Analysis revealed significant differences between students’ reported uses and instructors’ beliefs about their students’ uses. Agreement exists across populations regarding the concern that GenAI might jeopardize student learning.

Meeting Room 328 (Level 300)

**Presenters:** Grace Duncan, University of Tennessee Knoxville  
Chris Mayer, University of Tennessee Knoxville  
Jeff Ringer, University of Tennessee Knoxville  
Hooman Saali, University of Tennessee Knoxville

*College Writing and Reading*

**H.3 Coach Me if You Can: Embedding Academic Coaches into the First-Year Writing Classroom**

In the post-COVID era, colleges have had to redefine what “gateway momentum” looks like to support student success in first-year courses. As part of their reform efforts, two two-year institutions implemented embedded academic coaching in gateway corequisite courses, resulting in increased student persistence and pass rates.

Meeting Room 319 (Level 300)

**Presenters:** Haleh Azimi, Community College of Baltimore County  
Elizabeth Hart, Community College of Baltimore County  
Elsbeth Mantler, Community College of Baltimore County  
Kristin Sericati, Northeast Wisconsin Technical College

*Information Literacy and Technology*

**H.4 Cutting through the Noise: Data-Driven Research on Generative AI and the Teaching of Writing**

This panel explores data-driven research to understand the impact of generative AI on students’ writing practices and centers issues such as student disclosure, multimodal design, and digital life interventions in a diversity of curricular and demographic contexts.

Meeting Room 301 (Level 300)

**Presenters:** Daniel Hocutt, University of Richmond  
Jialei Jiang, University of Pittsburgh  
Brent Lucia, University of Connecticut  
Gustav Verhulsdonck, Central Michigan University  
Matthew Vetter, Indiana University of Pennsylvania

*Inclusion and Access*

**H.5 Expanding Access to Undergraduate Research Publishing**

A research panel exploring access to undergraduate research publication. Presenters from the outgoing and incoming editorial teams of *Young Scholars in Writing* explore historical trends in who has published in the journal, other opportunities for participation beyond authorship, and the benefits and challenges of trying to expand access through welcoming multilingual submissions.

Meeting Room 341 (Level 300)

**Presenters:** Colin Charlton, The University of Texas Rio Grande Valley  
Emily Cope, York College of Pennsylvania  
Gabriel Cutrufello, York College of Pennsylvania  
Tomas Guerrero, The University of Texas Rio Grande Valley  
Kimberly Peck, York College of Pennsylvania



*Theory, Research Methodologies, and Praxis*

**H.6 Extended Play: When the Listening Ain't Easy**

The three speakers—and the respondent—will address the difficulties of listening to hard issues: complaints, accusations, anxiety, feminist dissonance, and inconvenient ecological ethics. The panel will offer productive, purposeful rhetorical options for listening and responding.

Meeting Room 327 (Level 300)

**Chair:** Andrea Lunsford, Stanford University

**Presenters:** Cheryl Glenn, Penn State University

Roxanne Mountford, University of Oklahoma

Krista Ratcliffe, Arizona State University

**Respondent:** Andrea Lunsford, Stanford University

*Approaches to Teaching and Learning*

**H.7 Flipping the Student Voice from the B-side to the A-side: A Collaborative Remix between Question-Based Pedagogy and Peer Review**

This panel explores the transformative potential of question-based peer review as part of a question-based pedagogy (QBP). QBP decenters authority, empowering students to value peer feedback, fostering trust and empathy. Speakers will discuss how QBP mitigates peer review concerns, feature student responses showing QBP's benefits, and demonstrate how QBP builds writerly confidence and community.

Meeting Room 342 (Level 300)

**Presenters:** Shannon Baker, California State University San Marcos/  
Palomar College

Dawn Formo, California State University San Marcos

Lauren Springer, Mt. San Jacinto College

**Respondent:** Cynthia Headley, California State University San Marcos

*Information Literacy and Technology*

**H.8 Human-Centered AI Feedback: A Peer Review Remix**

A remix of peer review with AI feedback offers an entry point for building critical AI literacy. Research demonstrates that AI feedback is comparable to human feedback, yet the process must remain human-centered. We share insights from a study of ten composition courses and three large writing-intensive STEM courses using a metacognitive, hybrid approach to AI response.

Meeting Room 344 (Level 300)

**Presenters:** Marit MacArthur

Sophia Minnillo, University of California Davis

Lisa Sperber, University of California Davis

Nicholas Stillman, University of California Davis

*Antiracism and Social Justice*

**H.9 Introducing “Image Events” in the FYC Classroom: Teaching Composition by Combating Racial and Social (In)justice**

In this paper, I will present as examples two real-world image events—the deaths of George Floyd (from the US, a racial event) and Nabaraj BK (from Nepal, a caste-based event) in order to discuss how image events can be used in an FYC course to educate students how to use media to persuade the public and appeal for social activism.

Meeting Room 325 (Level 300)

**Presenter:** Jagdish Paudel, The University of Texas at El Paso

*Language, Literacy, and Culture*

**H.10 Language, Teaching, and Learning in Time of War: Voices of Ukraine**

This panel explores issues of language, teaching, and learning in the context of the war in Ukraine.

Meeting Room 336 (Level 300)

**Presenters:** Crystal Colombini, Fordham University  
John Duffy, University of Notre Dame  
Krystia Nora, Milwaukee Area Technical College  
Maria Prikhodko, DePaul University

*Information Literacy and Technology*

**H.11 Let’s Agree to Disagree: Extended Play with AI and Intertextuality**

*Sponsored by the CCCC Online Writing Instruction Standing Group*

Not all academics embrace the new digital writing landscape of generative AI. Like any new technologies, we are faced with new literacy challenges as well as opportunities to innovate or revisit instruction in rhetoric, research writing, and process. This panel is a microcosm of the national conversation about the current gains and losses of GAI writing technologies in the college classroom.

Meeting Room 350 (Level 300)

**Presenters:** Natalie Dorfeld, Florida Tech  
Mary Lourdes Silva, Ithaca College  
Jim Stafford, Ithaca College  
Michelle Stuckey, Arizona State University  
Joanna Whetstone, Lakeland Community College

*Community, Civic, and Public Contexts of Writing*

**H.12 Mail Call: Prison and the Complexity of Navigating Rhetorical and Physical Barriers of “Justice” Systems**

This panel features the complex relationship between the epistolary form and people writing from and to confined spaces in an effort to make visible the often extreme inequities and harms faced by prisoners in US institutions. We explore how confined people strategically navigate incarceration via letters to tell their stories, create spaces to explore their identities, and build community.

Meeting Room 322 (Level 300)

**Presenters:** Alexandra Cavallaro, California State University  
Tobi Jacobi, Colorado State University  
Austin Luzbetak, Colorado State University  
J Wells, University of Kentucky

*College Writing and Reading*

**H.13 Playing Sounds of College Literacies: Dialing In to Sonic Teaching**

This panel builds on scholarship in sound and writing studies by merging sonic elements with purpose-driven teaching concepts in college writing and reading. Speakers will explore intertwining relationships between voice, listening, soundscapes, and pedagogical emphases on process, multilingual learners, racial equity, and disability.

Meeting Room 339 (Level 300)

**Presenters:** Katherine Ahern, SUNY Cortland  
Jennifer Buckner, Gardner Webb University  
Danah Hashem, University of Massachusetts Boston  
Tanya Rodrigue, Salem State University

*Writing Programs*

**H.14 Preparing for Today’s Tomorrow: Systematic Professional Development for Recent PhDs**

This panel describes a multidimensional professional development program for recent humanities PhDs and uses a range of empirical evidence to argue for large-scale change in the current system of job market preparation.

Meeting Room 302 (Level 300)

**Presenters:** Andy Frazee, Georgia Institute of Technology  
Misty Fuller, University of Tampa  
Melissa Ianetta, Georgia Tech

*Writing Centers (including Writing and Speaking Centers)*

**H.15 Rage against the Machine: Remixing Writing Center Working Conditions and Worker Identity**

We report on findings from a study of contingent women writing center administrators, homing in on participants' responses to interview questions about changing their working conditions and circumstances. In turn, we will discuss opportunities for how attendees can change their working conditions by building solidarity across intersectional identities in accord with classic organizing principles.

Meeting Room 343 (Level 300)

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

*Writing Centers (including Writing and Speaking Centers)*

**H.16 Remixing Math and Writing: Coalitional Learning in a Fellowed Class**

Jones's (2020) coalitional learning theory inspired interdisciplinary collaborators to find contact zones between math and writing. The result is an undergrad math course that fosters writing community so that students can cross disciplinary thresholds of math education while also coming to identify as writers. Panelists include math faculty, WAC director, and undergraduate writing fellows.

Meeting Room 349 (Level 300)

**Presenters:** Mairin Barney, Towson University  
Kathryn Brueck, Towson University  
Natalie Flanders, Arundel High School  
Kristin Frank, Towson University

*Theory, Research Methodologies, and Praxis*

**H.17 Resounding Histories: Remixing Archival Historiography through Sensory Methods**

This panel explores remixed narratives of colonial and wartime histories through archival research and sensory rhetorics. By examining coded language and sensory experiences of marginalized communities, panelists reveal how enduring senses of place and identity form. Emphasizing creativity, collaboration, multimodal sources, and embodied listening, they offer insights into complex histories.

Meeting Room 337 (Level 300)

**Presenters:** Romeo García, University of Utah  
Stephanie Parker, Rice University  
Jonathan Stone, University of Utah  
Karriann Soto Vega, Penn State University

*Approaches to Teaching and Learning*

**H.18 Resounding Response: Sonic Compositions, Rhetorical Identity, and Extended Remix**

Teachers and students often struggle to define and defend choices in sonic composition. This session brings together a diverse group to share experiences with a sound assignment sequence that explores how meaningful identifications are created and persist through intertextual discourse. From this, a vocabulary of sonic compositional terms and applications to composition courses will be proposed.

Meeting Room 309 (Level 300)

**Presenters:** Damilola Faidat Adebayo

Jesutofunmi Adeyanju

Iveren Akula

Mark Blaauw-Hara, University of Toronto Mississauga

Shannon Breeding

Ifeoma Chikee

Harley Ferris, University of Findlay

Devon Fulford

Betty McDonald

Airica Parker

Rachael Ryerson

Joe Schicke, Texas Tech University

Kenosha Tannahill

Ekom Udoete

Mandi Vanhoy

Shane Wood, University of Central Florida

*Antiracism and Social Justice*

**H.19 The B-side of Enacting Racial and Linguistic Justice in the Writing Classroom: The Hidden Ways Raciolinguistic Ideologies Impact College Writing Instruction**

In writing classrooms, raciolinguistic ideologies based on White Language Supremacy detrimentally impact racially and linguistically minoritized students. This presentation will show how these ideologies are woven throughout institutions in complex ways. It will ultimately offer attendees methods to interrogate how raciolinguistic ideologies are being sustained in their own contexts.

Meeting Room 340 (Level 300)

**Presenters:** Stephanie Leow, Arizona State University

Andrew Moos, University of Michigan, Ann Arbor

Stacey Sheriff, Colby College

Keli Tucker, University of Wisconsin-Madison

*Antiracism and Social Justice*

**H.20 Think Tank Pedagogy: Using a Critical Race Methodology to Advance Student Expertise and Research**

A vital tenet of critical race storytelling is recognizing the experiential knowledge of communities of color. A think tank pedagogy merges this CRT practice with Freire’s problem-posing education to create a classroom where students’ cultural capital and intuition “remix” the think tank ethos —tapping students’ expertise to solve pressing social and political problems.

Meeting Room 329 (Level 300)

*Presenter:* Jeramy Wallace, College of San Mateo

*Approaches to Teaching and Learning*

**H.21 Together in Electric Dreams: (Re)Mixing Design, Assessment, and Equity**

In this session, we explore how equitable design and assessment practices can be integrated into multimodal composition to create more inclusive and effective learning environments. By focusing on both equity and the assessment and design of diverse forms of student work, we underscore the necessity of evolving our pedagogical approaches to foster a more engaging and just learning environment.

Meeting Room 303 (Level 300)

*Presenters:* Eman Sari Al-Drous, University of Delaware  
Summer Cardarelli, University of Delaware  
Michael McCamley, University of Delaware  
Noah Slowik, University of Delaware

*Writing Programs*

**H.22 Developing Capstone Experiences in Rhetoric and Writing Curricula**

This session will focus on discussing and developing strategies for designing and implementing writing-focused capstone experiences. After brief opening remarks from leaders, participants will join breakout groups to discuss and design relevant curricular approaches based on their programmatic and institutional contexts.

Meeting Room 310 (Level 300)

*Presenters:* Dev Bose  
Eric Detweiler, Middle Tennessee State University  
Kendall Gerdes  
Kim Hensley Owens, Northern Arizona University  
Daniel Richards, Old Dominion University  
Sarah Riddick, Worcester Polytechnic Institute  
Blake Scott, University of Central Florida  
Jenn Stewart, University of Tennessee at Chattanooga  
Drew Stowe, Anderson University

*Approaches to Teaching and Learning*

**H.24 BIPOC Writing Instructors' Teaching and Learning  
B-sides: Extending the Conversation on Mitigating  
Bias in SEIs**

This panel discusses BIPOC instructors' approaches to mitigating bias in student evaluations of instruction.

Meeting Room 314 (Level 300)

**Chair:** Jennifer Sano-Franchini, West Virginia University

**Presenters:** Sherri Craig, Virginia Tech

Lamprey Linford, University of Washington

Jimmy Lizama, Carnegie Mellon University

Temptuous Mckoy, Santa Clara University

Ruby Mendoza, California State University Sacramento

Sonia Sharmin, Augusta University

Josephine Walwema, University of Washington

*Inclusion and Access*

**H.25 Keeping Crip Company: Stories of Disabled Intimacies  
and In/accessibility**

This roundtable session explores relating as a process skewed by power, laden with broader histories, and haunted by the inevitability of harm. How can disabled folks practice thoughtful intimacies amid inescapable damage? We will consider how storytelling might expose the forces that impede meaningful relationship-building—and what stories can lead us toward more compassionate forms of togetherness.

Meeting Room 315 (Level 300)

**Presenters:** Jo Hsu, The University of Texas at Austin

Ada Hubrig

Julie Kidder

Margaret Price

Jade Shiva

*First-Year Writing*

**H.26 Reframed, Reimagined: Embracing Creativity in  
First-Year Writing Instruction**

This roundtable offers examples of disrupting traditional models of first-year writing instruction through remix, multimodalities, technology, and music pedagogies.

Meeting Room 308 (Level 300)

**Presenters:** Gabriel Green, Xavier University of Louisiana

Nick Sanders, Oakland University

Ja'La Wourman, Howard University

Friday, 12:30–1:45 p.m.

*Approaches to Teaching and Learning*

**H.27 The B-sides of Writing Pedagogy: Decolonial, Disability, and Embodied Approaches to Teaching**

This roundtable is a 6-track mixtape on the B-sides of writing pedagogy. The presenters will discuss how to experiment and play in creative ways by first unpacking who our students are and then reimagining the learning environment through purposeful practices including the art of pláticas, kairotic writing spaces, performances and performance art, and digital learning spaces.

Meeting Room 316 (Level 300)

**Presenters:** Anwesh Chatterjee, University of Florida  
Casie Cobos, Independent Scholar  
Judy Colindres, University of Florida  
Marcos Del Hierro, Texas A&M University-San Antonio  
Victor Del Hierro, University of Florida  
Cara Wieland, University of Florida

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

**H.28 There Are Writing Emergencies: Composing (Ourselves) in Times of Crisis**

In this roundtable session composed of authors from an edited collection, participants share stories and strategies that demonstrate the reality of writing emergencies—in our writing lives, classrooms, and programs. The animating questions of the session include: What is/is not a writing emergency? What strategies of discernment and prioritization can we hone to respond or intervene in emergencies?

Meeting Room 307 (Level 300)

**Roundtable Leaders:** Zachary Beare, North Carolina State University  
Catherine Berresheim, Volunteer State Community College  
Becky Caouette, Rhode Island College  
Ming Fang, Florida International University  
Charles Grimm, Georgia Highlands College  
Holly Hassel, Michigan Technological University  
Jackie Hoermann-Elliott, Texas Woman's University  
Swan Kim, Brooklyn College  
Annie Mendenhall, Georgia Southern University  
Kate Pantelides, Middle Tennessee State University



*Information Literacy and Technology*

**H.29 Interrogating Oppression Enacted in the Academy and Beyond through Technology**

*Sponsored by the CCCC Arab/Muslim Caucus*

In this sponsored roundtable session, presenters from the Arab/Muslim Caucus interrogate various types of oppression and social injustices enacted in the academy and beyond through their pedagogical practices, assignments, and research projects that push against the A-side of the academy.

**Meeting Room 317 (Level 300)**

**Presenters:** Kefaya Diab, The University of North Carolina at Charlotte  
Samaa Gamie, Lincoln University  
Nabila Higazi, George Washington University  
Tamara Isaak, St. John's University  
Lana Oweidat, Goucher College  
Tom William  
Soha Youssef, Thomas Jefferson University

## HA Sessions: 12:30–1:00 p.m.

*College Writing and Reading*

### HA.1 **Artificial Memories: A Framework for Composing and Examining Text Generating Systems**

This presentation proposes reengagement with the Middle Age monastic conception of artificial memory devices in which writers critically stored, retrieved, and recontextualized information during their writing processes. These memory devices seemingly offer a productive way to teach contemporary students how to more critically compose with algorithmic and/or AI systems that generate text.

Meeting Room 345 (Level 300)

**Presenter:** John Silvestro, Slippery Rock University

*Language, Literacy, and Culture*

### HA.2 **Cultural Literacy Narratives: Remixing Reflection and Autoethnography**

This study explores how diverse domestic and multilingual students engage funds of knowledge when navigating new academic, social, and cultural experiences. It examines how funds of knowledge are activated through autoethnographic and reflective writing in introductory composition classes and reports findings about diverse domestic and multilingual students through their intercultural transitions.

Meeting Room 347 (Level 300)

**Presenters:** Hadi Banat, University of Massachusetts Boston  
Phuong Tran, Embry-Riddle Aeronautical University

*College Writing and Reading*

### HA.3 **From Screens to Skills: Enhancing Critical Reading in First-Year Writing with Digital Texts**

This presentation showcases the impact of digital rhetorical analysis on first-year writing students' critical reading skills. Highlighting the need for updated digital literacy pedagogical strategies, it presents the findings from a mixed-methods study involving surveys and interviews. Participants will gain actionable insights into integrating digital texts in teaching and writing.

Meeting Room 318 (Level 300)

**Presenter:** Mafruha Shifat, North Dakota State University

*Community, Civic, and Public Contexts of Writing*

**HA.4 Hot Licks and Rhetoric: Collecting, Community, and Disruptive Literacies**

This presentation will describe an autoethnographic study combining activity theory and rhetorical genre analysis of fan-created community-aimed technical documents about music collecting that questions existing views of community and institutions and suggests alternate views based in literacy and purpose that re-direct critical attention away from social contexts and toward writers and writing.

Meeting Room 326 (Level 300)

*Presenter:* Joseph Serio, University of Wisconsin-Eau Claire

*Community, Civic, and Public Contexts of Writing*

**HA.5 Making Meaning with the Invisible Girlfriend: Media and the Logics of (Dis)Ability and Carework in the Context of Traumatic Brain Injury**

Using media coverage of a college student's attack and recovery from traumatic brain injury as a case study, the principal researcher and research assistant draw upon rhetorical analysis, critical frame analysis, and counternarrative to explore how the media/mediated erasure of the student's girlfriend reinforces hegemonic narratives of masculinity, femininity, disability, carework, and trauma.

Meeting Room 324 (Level 300)

*Presenters:* Mara Lee Grayson, Hillel International  
Teresa Romero, Los Angeles Southwest College

*Inclusion and Access*

**HA.6 Noises, Signals, and Feelings: The Upside of Accessible, Embodied Soundwriting**

This presenter celebrates the B-side of accessible, embodied soundwriting. Her goal is to show how writing with sound and about sound can be embodied and multisensory when we richly describe sounds and the feelings that these sounds evoke in us. She analyzes a podcast to show how we can highlight multisensory and embodied experiences when we analyze and compose with sound to make sound accessible.

Meeting Room 334 (Level 300)

*Presenter:* Janine Butler, Rochester Institute of Technology

*Writing Centers (including Writing and Speaking Centers)*

### **HA.7 Reclaiming Rhetorical Sovereignty in the Era of GenAI**

In developing pedagogies responsive to the GenAI revolution, it is imperative that writing center practitioners consider how AI writing apparatuses are impacting marginalized communities. This presentation frames GenAI in relation to Lyon's (2000) concept of "rhetorical sovereignty" to support Indigenous students in recentering their home knowledges in GenAI collaborations.

Meeting Room 346 (Level 300)

*Presenter:* Isaac Wang, University of Hawai'i at Manoa

*First-Year Writing*

### **HA.8 Remixing Assessment Practices in First-Year Writing**

A teacher's story about using co-constructed rubrics and self-assessment to reduce systemic harm and inspire creativity and play in the first-year writing classroom.

Meeting Room 323 (Level 300)

*Presenter:* Josh Barrows, University of Arizona

*Information Literacy and Technology*

### **HA.9 Remixing Infrastructural Energies: Solar Computing in the Writing Classroom**

Informed by new materialist rhetorics, I detail a yearlong process of building a solar-powered web server to host an undergraduate digital writing course and explore how this collaboration with students has supported inquiry into infrastructures of writing and research. I offer provocations for writing instructors to consider avenues for remixing the role of infrastructures in their own courses.

Meeting Room 320 (Level 300)

*Presenter:* Hannah Hopkins, The University of Texas at Austin

*Antiracism and Social Justice*

### **HA.10 Remixing Latina Students' Traumatic Literacy Experiences**

This presentation explores how writing instructors can learn from and remix Latina students' traumatic literacy experiences. Unlike approaches to trauma that position writing as healing, I argue that writing instruction can be harmful and traumatic. Using qualitative data, I show how literacy trauma is connected to identity and how understanding literacy trauma can lead to antiracist practices.

Meeting Room 332 (Level 300)

*Presenter:* Maria Carvajal Regidor, University of Massachusetts Boston

*College Writing and Reading*

**HA.11 The B-side of Developmental Education: The College Reading Classroom**

The presentation aims to embrace cultural changes within education impacting our current students and classroom practices. These changes are related to mental health, pandemic driven learning loss, chronic absenteeism, attitudes toward learning, and changes in social skills. Successful strategies for adapting to these secondary but evolving societal needs and expectations will be addressed.

Meeting Room 348 (Level 300)

*Presenter:* Laurie Bauer, University of Cincinnati Blue Ash College

*Approaches to Teaching and Learning*

**HA.12 The Rhetoric of Songwriting: Multimodal Listening, Resounding, and Digital Empathy**

This presentation will explore how a FYW classroom might use students' experiences with songs and lyrics as an entry point into rhetorical studies. Rooting a first-year writing course in the relationships between identity, emotion, and persuasion in song lyrics provides valuable context for students to apply to their composing processes and to grapple with concepts like audience, modality, rhetorical appeals, exigence, and effect. I will present examples of assignments, course arcs, and discussion prompts from this kind of curricula throughout the presentation.

Meeting Room 330 (Level 300)

*Presenter:* Isabelle Lundin, Northeastern University

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

**HA.13 To Staci M. Perryman-Clark, Thanks for the WPA/WAC/DEI Integration for Faculty Development!–SLACs**

This presentation reviews scholarship in integrating Writing Across the Curriculum and DEI into faculty development (FD). Presenters provide historical context for doing this kind of FD work at their institution and argue that SLACs enable unique partnerships that enrich teaching across an institution. Presenters address the need to integrate DEI practices across college classrooms.

Meeting Room 331 (Level 300)

*Presenters:* Kerri Hauman, Transylvania University  
Julie Perino, Transylvania University

Friday, 12:30–1:00 p.m.

*Professional and Technical Writing*

**HA.14 What Medical Writing Teams Really Think and Do: Findings from an Observational Study of a Global Medical Communications Agency**

This study explores how medical writing teams (MWTs) adapt and innovate to overcome challenges in manuscript preparation. Through qualitative analysis, it unveils insights at agency, team, and individual levels, shedding light on strategies, practices, and dynamics crucial for maintaining standards and role satisfaction.

Meeting Room 321 (Level 300)

*Presenters:* Gary Burd, Caudex: An IPG Health Company  
Lenny Grant, Syracuse University

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

**HA.15 Writing Studies Cries Power: Drafting an Autobiographical Set List to Sustain Writing Studies Administrators, Faculty, and Students**

Music can pierce despair and provide sustenance in our professional lives. I discuss music's power to combat emotional labor common for writing studies professionals and discuss music's ability to democratize a field often marked by whiteness, class, and straightness. Attendees will compose their own B-side, drafting a professional autobiography through a set list designed to sustain them.

Meeting Room 333 (Level 300)

*Presenter:* Kim Gunter, Fairfield University

## HB Sessions: 1:15–1:45 p.m.

*Theory, Research Methodologies, and Praxis*

### HB.1 **(Re)Mixing Methods to Make Music**

Music is a communally constructed process, especially when performers, producers, sound engineers, and audiences are participatory. Community research methodologies similarly account for participant authorship and agency. I argue music-making and research-making are aligned protocols by sampling IRB-approved interviews, showcasing the performativity and precarity of remixing methods to make music.

Meeting Room 332 (Level 300)

**Presenter:** Kendyl Harmeling, University of Louisville

*First-Year Writing*

### HB.2 **Composing an AI Policy as an Ensemble Piece**

Students in two sections of a required first-year writing course drafted and responded to a syllabus policy about generative artificial intelligence (AI) and then reflected on the experience. Their reflections suggest that the experience not only engaged students in a meaningful inquiry into AI but also introduced them to threshold concepts in both student partnership work and writing studies.

Meeting Room 324 (Level 300)

**Presenters:** Molly Chehak  
Margaret Debelius, Georgetown University  
Grace Kim  
Sarah Lyons

*Community, Civic, and Public Contexts of Writing*

### HB.3 **Inventing Rhetorical Collaboration among Diverse Political Opinions: Some Strategies for Learning to Read and Write about Public Controversies**

Contemporary students and citizens still struggle with patterns of disengagement from public discourse that Jeff Smith once characterized as “illeggeracy.” Pedagogical strategies based on tagmemic rhetoric can teach students to recognize the diverse world views that underlie competing arguments, thus overcoming illeggeracy and fostering collaboration.

Meeting Room 321 (Level 300)

**Presenter:** John Dunn, Eastern Michigan University

*Community, Civic, and Public Contexts of Writing*

**HB.4 Parents' Perspectives on Infant-Feeding Messages in Baby-Friendly Hospitals**

This session presents findings from an interview study of fifty parents who have given birth and had prenatal education in a hospital that is part of the Baby-Friendly Hospital Initiative. Results suggest birthing parents perceive Baby-Friendly hospitals to offer few alternatives to breastfeeding and that parents often turn to online sources of information when they struggle to feed their infants.

Meeting Room 326 (Level 300)

*Presenter:* Jaelyn Wells, University of Alabama Birmingham

*First-Year Writing*

**HB.5 Remixing a Second Sequenced First-Year Writing Course: Curriculum Revision and the Collaborative Issues at Play at an HSI**

One WPA charts their experience revising a second sequenced first-year writing course at an HSI. They share the development of new course goals and outcomes and the adoption of a themed approach for the course, albeit with an eye toward transfer. The speaker also considers the (dis) collaboration of curricular change, shedding light on questions of labor and what it takes to break tradition.

Meeting Room 318 (Level 300)

*Presenter:* Laura Proszak, Mercy University

*Writing Programs*

**HB.6 Remixing a Writing Program: Composing a Rubric Collaboratively**

We remixed our writing rubric to provide equitable assessment and inclusivity. In this presentation, we describe our approach to collaboratively composing a new rubric that attends to different writing situations, assignments, and class environments, but ultimately binds outcomes to assignments, writing concepts to practices, and being assessed to assessing.

Meeting Room 330 (Level 300)

*Presenters:* Gusztav Demeter, Case Western Reserve University  
Martha Schaffer, Case Western Reserve University



*Inclusion and Access*

**HB.7 Remixing Basic Writing: Toward New Disciplinary Frameworks**

This session argues that our disciplinary framing of Basic Writing through a framework that emphasizes linguistic diversity fails to recognize the impact that trauma and chronic stress disproportionately have on students from marginalized communities, particularly in terms of their impact on cognition and learning (Venet, 2022).

Meeting Room 345 (Level 300)

*Presenter:* Lynn Reid, Fairleigh Dickinson University

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

**HB.8 Remixing Expectations under Pressure: Graduate Instructor Training as Mentoring and Professional Development in MA-Only Programs**

Using public data, surveys, and faculty interviews, I examine how mentoring and professional development are built into graduate instructor training for FYC in English and writing MA programs. I identify common pedagogical practices, analyze how available resources impact the training and mentoring graduate students receive, and I will share a heuristic for assessing local mentoring practices.

Meeting Room 333 (Level 300)

*Presenter:* Kailyn Hall, University of Tennessee-Martin

*College Writing and Reading*

**HB.9 Remixing Writing: Experimental Writing from “Academic” to AI**

This presentation focuses on a senior capstone English course centered around experimental writing and shares readings, assignments, and student texts, as well as asks audience members to share their own experiences either encouraging or allowing for student innovation or their own experiences with experimentation.

Meeting Room 331 (Level 300)

*Presenter:* Jennifer Beech, University of Tennessee Chattanooga

Friday, 1:15–1:45 p.m.

*First-Year Writing*

**HB.10 Sound and Vision: Remixing an FYC Course for a New Era**

Don't you sometimes wonder about pedagogical responsiveness? Pedagogical responsiveness is an inclusive, student-focused approach to teaching that embraces community and socially just orientations amid complexity. This presentation makes legible the process of remixing an FYC syllabus to meet a new institution's (and new students') requirements from inception through discussion of challenges.

Meeting Room 347 (Level 300)

**Presenter:** Lauren Fusilier, Johns Hopkins University

*Approaches to Teaching and Learning*

**HB.11 Spotlight: Developing Interdisciplinary Faculty Programming in the Absence of a WAC Program**

This presentation will explore the design and implementation of a faculty development program that seeks to create opportunities for interdisciplinary dialogue about writing instruction in the absence of a WAC program. The speakers will present and reflect critically on the structure and substance of the yearly pedagogy event series, and how this programming might be adapted to other institutions.

Meeting Room 346 (Level 300)

**Presenters:** Sarah Blazer, Fashion Institute of Technology SUNY  
Katelyn Prager, Fashion Institute of Technology SUNY

*First-Year Writing*

**HB.12 The Essay Reimagined: Remixing First-Year Composition with Multimodal Composition**

This presentation describes a year of experimentation in our first-year composition courses in which, among other changes, we remixed our standard essays into collaborative, student-centered, multimodal research essays.

Meeting Room 348 (Level 300)

**Presenters:** Jessica Darkenwald-DeCola, Raritan Valley Community College  
Alexa Offenhauer, Raritan Valley Community College

*Writing Centers (including Writing and Speaking Centers)*

**HB.13 Toward a Rhyme or Reason: Big Ten Policies on Generative AI and Academic Integrity in Writing Centers and Liberal Arts & Sciences Colleges**

This presentation details the methods, results, and implications of a study of Big Ten liberal arts and sciences colleges and their responses to generative AI and writing from writing centers and academic integrity officials. Discussion will focus on survey and interview takeaways from individuals representing both sets of administrators and units.

Meeting Room 320 (Level 300)

**Presenters:** Brent Cameron, Purdue University  
Harry Denny, Purdue University

*Writing Programs*

**HB.14 Writing Program Administration the Ted Lasso/Richmond Way**

A consideration of approaching writing program administration with the coaching philosophy of Apple TV+'s Ted Lasso in mind, with reflections on recent and current practice thereof at the University of South Carolina.

Meeting Room 323 (Level 300)

**Presenters:** Kevin Brock, University of South Carolina  
Nicole Fisk, University of South Carolina

## I Sessions: 2:00–3:15 p.m.

### *Approaches to Teaching and Learning*

#### I.1 **“All by Myself”: Collaboration and Connection for Dissertating Distance Learners**

We implemented dissertation work groups and a boot camp to facilitate community and provide support to our predominantly distance-based, nontraditional PhD students. Researchers in this panel will discuss logistics, study design, and preliminary findings, and participants will share about their experiences. Together, we will provide considerations and replicable strategies for other programs.

Meeting Room 327 (Level 300)

**Presenters:** Meg Boeshart, Old Dominion University

Kristi Costello, Old Dominion University

Hannah Saunders, Old Dominion University

Lisa Nicole Tyson, Old Dominion University

Lamaya Williams, Old Dominion University

Mary Ann Zehr, Eastern Mennonite University

**Respondent:** Julia Romberger, Old Dominion University

### *Community, Civic, and Public Contexts of Writing*

#### I.2 **Baltimore Rhetorics and the Reimagination of Place**

This panel explores Baltimore rhetorics to reveal how place makes meaning in the world. From racist “rat rhetorix” and the struggle against food apartheid to civic redevelopment in the face of gentrification and empowering pedagogies of space and identity, the panel highlights rhetoric’s potential for advocating for social justice in Baltimore.

Meeting Room 322 (Level 300)

**Presenters:** Desiree Dighton

Heather Ehnat

Jackson Tucker, University of Maryland, Baltimore County/Montgomery College

*Writing Programs*

**I.3 Collaborative Leadership to Remix and Revalue Writing Studies: Programmatic Boundary Work during Austerity**

We explore remixing writing programs to foster connections across different areas of writing studies in a context of curricular and leadership changes at the departmental and institutional level. We share a model that takes solidarity between different areas of writing studies as a primary goal, one that manifests in department organization, course design, and general education reform.

Meeting Room 337 (Level 300)

**Presenters:** Justin Mando, Millersville University of Pennsylvania  
A. Nicole Pfannenstiel, Millersville University of Pennsylvania  
Joshua Rea, Millersville University of Pennsylvania

*Inclusion and Access*

**I.4 Critical Access-Making: Remixing Disability Access in the Writing Classroom**

This panel mixes and remixes disability access with rhetorics of making to illustrate possibilities for critical access-making in writing classrooms. Speakers will share pedagogical strategies from teacher interview research and zines, and the respondent will offer implications for graduate education.

Meeting Room 339 (Level 300)

**Presenters:** Christina Cedillo, University of Houston–Clear Lake  
Kathleen Lyons, Fairleigh Dickinson University  
Shannon Walters, Temple University  
**Respondent:** Gabriella Wilson, Syracuse University

*Language, Literacy, and Culture*

**I.5 Dub Side Literacies: A Tidalectical Approach to Caribbean Composition**

In this presentation, dub music exemplifies the cultural depth of Caribbean Creole literacies and rhetorical practices in the Anglophone Caribbean. Through this application, dub music reflects how Caribbean people construct meaning by shifting from dialectics toward an engagement of Kamau Brathwaite’s concept of a tidalectical worldview to platform the significance of Caribbean Creole English.

Meeting Room 338 (Level 300)

**Presenter:** Karisa Bridgelal, Syracuse University

*Community, Civic, and Public Contexts of Writing*

**I.6 Exploring the B-side of AI's Impact on Health and Wellness in Varying Rhetorical Spaces**

As Kofi J. Adisa reminds us, AI offers both possibilities and ethical dilemmas. This panel explores this nuance of AI within the realm of health and wellness. The panelists—junior and senior scholars from various institutions—offer insight on AI's impact on well-being in three rhetorical spaces: experts' discussions on communicative access, composition classrooms, and social media's AI chat boxes.

Meeting Room 349 (Level 300)

**Chair:** Amanda Pratt, Kennesaw State University

**Presenters:** Shalini Abayasekara, The Ohio State University

Maria Ferrato, Carnegie Mellon University

Laura McCann, Lawrence Technological University

Christa Teston, The Ohio State University

**Respondent:** Annette Vee, University of Pittsburgh

*Theory, Research Methodologies, and Praxis*

**I.7 Horizontalidad as a Cultural Rhetorics Theory and Practice**

This panel describes a research methodology known as horizontalidad and urges scholars in cultural rhetorics to articulate it with key concepts and practices in their field, particularly those that arise from cultural rhetorics' attunement to Indigenous research methodologies.

Meeting Room 314 (Level 300)

**Chair:** Alexander Slotkin, University of Florida

**Presenters:** Samira Shiri Devich, University of North Carolina Charlotte

Maria Rogal, University of Florida

Raúl Sánchez, University of Florida

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

**I.8 Listening to the B-side of Academic Labor: Grad Orgs on Twitter**

We present a content analysis of tweets from 78 graduate labor organizations. We focus on how these organizations used X (formerly Twitter) to dispel myths about working conditions, remix popular memes, and remediate documents by upper administration. In so doing, we ask: How can we get our field to look at the B-side of academic labor—the often ignored, devalued labor of GAs?

Meeting Room 328 (Level 300)

**Presenters:** Keith Jackson, Ball State

Jennifer Grouling Snider, Ball State University

Ismael Zerbo, Ball State

*College Writing and Reading*

**I.9 Nontraditional Reading: Uncovering B-side Pedagogy through Cross-Institutional Use of Hypothesis**

Considering social digital annotation as a B-side to traditional writing education, panelists discuss a project where students from different institutional, geographical, national, and curricular writing contexts collectively annotate a common text. Each speaker will discuss their institutional context, students' reflections on participation, and implications for pedagogy.

Meeting Room 350 (Level 300)

**Presenters:** Noel Holton Brathwaite, SUNY Farmingdale College  
Christine Kervina, Northern Virginia Community College  
Sana Sayed, American University of Sharjah  
Mary Traester, University of Southern California

*Writing Programs*

**I.10 Remixing Class Size: Active Learning and Collaborative Teaching in Large First-Year Writing Courses**

We've remixed some first-year writing sections in our program as "Big Comp"—classes of 100 or more students co-taught by faculty and graduate instructors. This remix created room for intensive mentoring to our graduate instructors and encouraged us to remix how we engage students. We present our empirical research on first-year students' affective experiences in large and small classes.

Meeting Room 302 (Level 300)

**Presenters:** Lacey Hamilton, Brigham Young University  
Meridith Reed, Brigham Young University  
Shannon Stimpson, Brigham Young University

*First-Year Writing*

**I.11 Remixing First-Year Writing: Artificial Intelligence, Student Voices, and Writing Program Administration**

Panelists discuss how remix assignments in FYC might empower students to critically engage with AI-generated content, enrich student engagement, and foster antiracist pedagogy.

Meeting Room 336 (Level 300)

**Presenters:** Amy Branam Armiento, Frostburg State University  
Naomi Gades, Frostburg State University  
John Raucci, Frostburg State University

*Information Literacy and Technology*

**I.12 Remixing Online Communities: Publication and Collaboration in an Academic Digital Rhetorical Space**

Learn how graduate students, undergrads, faculty, librarians, and a university press work together in a digital rhetorical space to create an online community that extends across generations, produces books, and supports research and teaching.

Meeting Room 303 (Level 300)

**Presenters:** Alyse Campbell, University of Michigan  
Anne Ruggles Gere, University of Michigan  
Simone Sessolo, University of Michigan  
Naomi Silver, University of Michigan

*First-Year Writing*

**I.13 Remixing Rhetorical Education: Interdisciplinary Collaboration in First-Year Composition**

This presentation seeks to remix rhetorical education in two senses: first, as rethinking, and second, as a metaphor for writing transfer. The presentation will report on the collaborative development, implementation, and assessment of a transfer-based FYC curriculum that sought to prepare students for public life in addition to academic and professional success.

Meeting Room 325 (Level 300)

**Presenter:** Jake Buller-Young, University of Tennessee

*Writing Abundance*

**I.14 Responding to Writers “Under Pressure”: Building Collaborations to Promote Well-Being and Create Abundance in Graduate Writing Support**

This panel proposes an entirely new soundtrack for graduate student writing support, one with the theme of well-being. We address how our programs amplify well-being to counter scarcity and deficit thinking and argue that B-side collaborations with other disciplines and institutional support services can enhance writer well-being and create writing abundance.

Meeting Room 343 (Level 300)

**Presenters:** Gretchen Busl, Texas Woman’s University  
Linda Macri, University of Maryland  
Lisa Russell-Pinson, University of North Carolina Charlotte



*Inclusion and Access*

**I.15 Stop, Collaborate, and Listen, the College Writing Program Is Here with a Brand-New Edition: Remixing CWP Curriculum through UDL for Inclusion and Access**

We discuss an ongoing initiative that brings our program's pedagogical practices into alignment with the principles of Universal Design for Learning. We describe key steps and practical challenges involved in working toward program-wide adoption of guidelines for accessibility and offer concrete examples of how individual faculty have revised their classes to provide access for all learners.

Meeting Room 301 (Level 300)

**Presenters:** Megan Allen, Washington University in St. Louis  
Nathaniel Farrell, Washington University in St. Louis  
Meg Gregory, Washington University in St. Louis  
Grace Waitman, Washington University in St. Louis

*First-Year Writing*

**I.16 Stories in the Key of Life: Remixing the First-Year Writing Classroom to Promote Personal and Academic Success**

Imagine if students read intergenerational narratives to contemplate who is their tribe or are asked to compose birth narratives through intersectionality. Ponder the impact of students rhetorically reflecting and writing on mental health and music or a Black woman processing the balance between the joys of teaching and remixing pedagogy. In this panel, rotate through the possibilities of becoming.

Meeting Room 344 (Level 300)

**Presenters:** Rochelle Earl-Sample, Lincoln University of Pennsylvania  
Brittany Hull, Johns Hopkins University  
Natasha Tinsley, Southwestern Oklahoma State University  
Lisa Wright, Johns Hopkins University

*Theory, Research Methodologies, and Praxis*

**I.17 Surviving on the B-side: Reflections on the Complex Act of Composing Audiences**

Our panel shares the benefits of embracing B-sides while perceiving, ignoring, and surviving A-side audiences that inhibit invention, justice, and solidarity in our roles as writers, researchers, administrators, community members, and teachers.

Meeting Room 329 (Level 300)

**Presenters:** Rosanne Carlo  
Tamsyn Gorman  
Jessica Shumake, University of Notre Dame  
Harry Thorne, College of Staten Island

*Language, Literacy, and Culture*

**I.18 The B-side of the Violence of Literacy: Case Studies of Resistance**

In the face of overwhelming violence of literacy, how have disenfranchised and marginalized people pushed back, made do, and asserted authority? Their tactics are the “B-side” to the official historical narratives that created long-lasting legacies of literacy that have disenfranchised voters, created extensive language shifts, and attempted to undermine sovereignty and land rights.

Meeting Room 341 (Level 300)

**Chair:** Kirk Branch, Montana State University

**Presenters:** Alanna Frost, The University of Alabama Huntsville  
Jennifer Stone

*Inclusion and Access*

**I.19 The B-sides of Assessment: Centering Neuroatypical and Neuromarginalized Experiences and Access in Writing Assessment**

The neuroatypical bodymind is prime territory for remixing and sampling the commonplace into the sensational, and our panelists imagine contexts where engaging these underground ways of thinking can foreground unrecognized melodies and rhythms to dance to. Our panel’s playlist asks: what possibilities remain hidden on the B-sides of assessment that can support neuroatypical students?

Meeting Room 342 (Level 300)

**Presenters:** Leslie Anglesey, Saint Mary’s College of California  
Sara Beam, University of Tulsa  
Jennifer Ferrell, Cornell College  
Jason McCormick, University of Nebraska Lincoln/Southeast Community College

**Respondent:** Stephanie Kerschbaum, University of Washington

*First-Year Writing*

**I.20 Traditional Black Church Rhetorical Practices: Remix as Invention**

A look at black church practices as rhetorical invention.

Meeting Room 340 (Level 300)

**Presenter:** Kendra Fullwood, Johnson University

*First-Year Writing*

**I.21 Why Take Writing in the Age of Generative AI? Material, Transmodal, and Sensory Methods for Thinking and Making**

Panelists describe material, transmodal approaches to first-year composition classrooms, sharing methods and assignments which position writers as sensate, emplaced meaning-makers, and that disrupt concerns about dull, unimodal products generated by AI.

Meeting Room 319 (Level 300)

**Presenters:** Jessica Rose Corey, Duke University  
Hannah Rule, University of South Carolina  
Rhiannon Scharnhorst, Duke University  
Kamran Shams, Independent Scholar

*Theory, Research Methodologies, and Praxis*

**I.22 Community Collaboration as B-side: Remixing Praxis for Linguistic Justice**

In this session, leaders support the audience in exploring what it means to apply community-centered collaboration as a theoretical and methodological remix for research and praxis in writing studies. In doing so, we show how, as scholars and teachers, we can expand our work outside of academia and into real-world spaces as the B-side of decolonizing composition.

Meeting Room 316 (Level 300)

**Presenters:** Ariannie Autie, Pennsylvania State University  
Shannon McClellan Brooks, Pennsylvania State University  
Suresh Canagarajah, Pennsylvania State University  
Lyana Sun Han Chang, Pennsylvania State University

*Approaches to Teaching and Learning*

**I.23 Using a Pencil to Adjust the Cassette Tape: Rewinding and Recording over Dominant Western Rhetorical Practices in First-Year Writing Classrooms**

This Engaged Learning Experience session provides an overview of the results of a three-year NEH grant-funded project that focused on expanding the rhetorical tradition taught in FYW courses. Focused on translating conversations in the field into FYW curricula and looking for funding to support faculty development work, it also provides space for the audience to consider how this work might be enacted at their own institutions.

Meeting Room 309 (Level 300)

*continued on next page*

Friday, 2:00–3:15 p.m.

**Presenters:** Dustin Edwards, San Diego State University  
Erin Flewelling, San Diego State University  
Ben Jenkins, San Diego State University  
Consuelo Salas, San Diego State University  
Kathryn Valentine, San Diego State University

*Inclusion and Access*

## **I.24 Unlocking Access: Remixing First-Year Writing for Justice and Opportunity**

Placement reforms opened access to credit-bearing classes and shifted perceptions regarding students' assets. FYW faculty at access-oriented institutions have led instructional efforts to support our mission of access for all. Nearly two dozen of us will come together in an Engaged Learning Experience to share how these strategies support students in pursuit of justice.

Meeting Room 310 (Level 300)

**Presenters:** Cheryl Comeau-Kirschner, Borough of Manhattan Community College  
Alex Evans, University of Cincinnati  
Jason Evans, Prairie State College  
Jamey Gallagher, Community College of Baltimore County  
Susan Grace, City Colleges of Chicago-Wilbur Wright College  
Jillian Grauman, College of DuPage  
Nicole Hancock, Southwestern Illinois College  
Brian Harrell, University of Wisconsin Green Bay/North Central Texas College/University of Akron/NEOMED  
Sakeena Khan, Wilbur Wright College  
Chelsea Lonsdale, Henry Ford College  
Jennifer Maloy, Queensborough Community College CUNY  
Kris Messer  
Carrie Mocarski, Wilbur Wright College  
Jessica Nastal, College of DuPage  
Eric Nefferdorf, Delaware Technical Community College  
Helen Sandoval, University of California Merced  
Karen K. Wright, Pellissippi State Community College  
**Respondent:** Kristen Weinzapfel

*Writing Centers (including Writing and Speaking Centers)*

## **I.25 Antinormative Writing Centers: Remix as Tutor Training**

This roundtable session will describe a remix assignment as part of a tutor training process focused on questioning academic and rhetorical norms, drawing attention to how remixes can encourage a tutoring practice centered on developing writers' rhetorical agency.

Meeting Room 315 (Level 300)

**Presenters:** Joshua Barszczewski, Muhlenberg College  
Avani Gupta, Muhlenberg College  
Isaac Levin-Delson, Muhlenberg College  
Emma Northrop, Muhlenberg College

*Antiracism and Social Justice*

**I.26 Feedback Mixtape: Why Linguistic Justice and Response Need to Come Together**

This roundtable argues it's time to remix response to promote linguistic justice. Through a mixtape of contributors to a forthcoming collection, the session will offer a heuristic for remixing feedback that problematizes best practices, considers the impact of instructor identity, questions what response should do for students, and identifies the larger ecology needed to support change.

Meeting Room 307 (Level 300)

**Presenters:** Kelly Blewett, Indiana University East  
Michelle Gonzales, Las Positas College  
Cynthia Headley, California State University San Marcos  
Lan Wang-Hiles, West Virginia State University  
Xuan Jiang, Florida International University  
Jennifer Killam, Indiana University of Pennsylvania  
Marcy Prescott-Brown, University of Toronto  
Shawna Shapiro, Middlebury College  
Lauren Springer, Mt. San Jacinto College  
Lizbett Tinoco, Texas A&M University-San Antonio

*Information Literacy and Technology*

**I.27 Students' Rights to Generative AI: Remixing GTA and Writing Center Consultant Training through Justice-Based Multiliteracies**

This roundtable session shares strategies for integrating generative AI linguistic justice into graduate teaching assistant (GTA) and writing center consultant (WCC) training through functional justice, critical justice, and rhetorical justice literacies. Building from Selber, speakers will share how justice-based literacies in generative AI writing can center the users' language and knowledge-making.

Meeting Room 308 (Level 300)

**Roundtable Leaders:** Kelly Bradbury, Colorado State University  
Genesee Carter, Colorado State University  
Daniel Weinstein, Indiana University of Pennsylvania

Friday, 2:00–3:15 p.m.

*Writing Centers (including Writing and Speaking Centers)*

## **I.28 IWCA Sponsored Research**

*Sponsored by the International Writing Centers Association*

This panel features grant-supported research from the International Writing Centers Association. Research summaries and results of projects funded between Summer 2023 and Winter 2024 will be shared by the researchers.

**Meeting Room 311 (Level 300)**

***Chair:*** Maggie Herb, SUNY Buffalo State University

***Presenters:*** Joseph Cheadle, Emory University

Sarah Kugler, University of Kansas

Isabelle Lundin, Northeastern University

Janine Morris, Nova Southeastern University

*Writing Programs*

## **I.29 Our Collaborative Mixtape of Alternate Tracks: The Untenured and/or Alternative-Academic WPA Standing Group–Sponsored Panel**

*Sponsored by CCCC Untenured and Alternative-Academic WPA Standing Group*

This sponsored panel is a mixtape of five collaborations, anthems, or B-sides of WPA work off the tenure track followed by an untenured respondent whose success and professional fulfillment shows how harmonious such a position can be. Presenters—all untenured or pre-tenured WPAs—will each share brief presentations that amplify the benefits and opportunities of their positions.

**Meeting Room 317 (Level 300)**

***Presenters:*** Elizabeth Burrows, Auburn University at Montgomery

Kat Gray, University of Arkansas

Lew Ellyn Hallett, University of Arkansas

Callie Kostelich, Texas Tech University

Sarah Polo, Cottey College

Kem Roper, Athens State University

Jasmine Kar Tang, University of Minnesota-Twin Cities

Allison Wells, Texas Tech University

## IA Sessions: 2:00–2:30 p.m.

- Approaches to Teaching and Learning*
- IA.1 “Is It Worth It? Let Me Work It”: Reimagining, Remixing, and “Epistemologizing” Writing Transfer Paradigms**
- An explicit integration of the concept of epistemologies to current writing transfer paradigms allows writers, teachers, and scholars to more holistically and radically understand and interrogate writing knowledge and writing development. We can “work” this term to foster deeper cultural literacies and inform who we become (and who we want to become) as writers and community members.
- Meeting Room 321 (Level 300)
- Presenter:* Lisa Tremain, Cal Poly Humboldt
- Approaches to Teaching and Learning*
- IA.2 Framing away Failure: Essaying, Experimenting, Trying, Guessing**
- Recent scholarship carefully theorizes failure: varying ideologies of “generative” versus “stigmatized” failure, how writing programs and/or examinations produce failure, who is encouraged or allowed to fail. But what constitutes “failure” in any given instance is a function of how the task is framed. I theorize approaches to writing that attempt to remove failure from the equation altogether.
- Meeting Room 333 (Level 300)
- Presenter:* Kristopher Lotier, Hofstra University
- Writing Centers (including Writing and Speaking Centers)*
- IA.3 Remixing Writing Center Strategies by Utilizing Kendrick Lamar’s “Not Like Us”**
- This presentation explores how Kendrick Lamar’s hit song “Not Like Us” can inform writing centers on the use of more inclusive writing, revision, and rhetorical strategies. By examining the history of hip-hop “beef” as archival research to draw parallels as to how students use sources to inform their writing, writing centers can gain insight into what the application of hip-hop music has to offer.
- Meeting Room 348 (Level 300)
- Presenter:* Jordan Damon, University of Baltimore

Friday, 2:00–2:30 p.m.

*Professional and Technical Writing*

**IA.5 Becoming Besides Ourselves: Architecting Imaginative Experiences at a Mid-Sized Natural Science Museum**

This presentation reports on a multisite qualitative study of museums as rhetorically designed to spark visitors' creativity and imagination. We share initial results from a site visit to a midsized, Mid-Atlantic museum. Through a closer look at our data, we examine the persuasive role of museum personnel as intermediaries and interfaces for exhibits and catalysts for imaginative experiences.

Meeting Room 346 (Level 300)

**Presenters:** Jeffrey Gerding, Xavier University  
Kyle Vealey, West Chester University

*Writing Programs*

**IA.6 Data Wrangling in the Digital Wilds of the West**

The California State University English Council initiated an effort to identify and consolidate system-wide and campus-specific data on students, enrollment, placement, retention, and course completion. The goal is to build a multi-institution data dashboard for WPA use in policy advocacy, programming, and resource management. The presentation will share results from year one of the initiative.

Meeting Room 332 (Level 300)

**Presenter:** Hogan Hayes, Sacramento State University

*Information Literacy and Technology*

**IA.7 Digital Badging, Interactivity, and Transmediation**

This presentation seeks to examine how digital badges might be incorporated into the writing classroom environment, not as assessment, but as a series of optional scaffolded tasks aimed at helping students become more comfortable with using writing technologies such as video editing software, AI, or another technology of their own choosing to transform their own writing work.

Meeting Room 318 (Level 300)

**Presenter:** Ian John, University of South Florida



*First-Year Writing*

**IA.8 Epistemological Pedagogy: Truth and Rhetoric in the Private Religious University Writing Classroom**

Epistemological pedagogy seeks to equally validate both relativism (rhetoric) and absolutism (religion) as legitimate and valuable ways of knowing, but also acknowledges the rhetorical rules of play for each worldview and the ways they operate in a variety of separate and sometimes overlapping discourse communities. EP thus offers a both/and approach for religious students and writing teachers.

Meeting Room 330 (Level 300)

*Presenter:* Isaac Richards, The Pennsylvania State University

*Theory, Research Methodologies, and Praxis*

**IA.9 Examining the Circulation of Activist Rhetoric: Pitfalls and Possibilities of Data Collection on TikTok and Other Social Media Platforms**

I offer insight on conducting research on TikTok, as well as a method for collecting data on social media more broadly that allows researchers to sample from texts circulating at high intensities as well as concurrent conversations happening at lower intensities. This method allows for a more robust understanding of the rhetorical ecologies around activist rhetoric.

Meeting Room 323 (Level 300)

*Presenter:* Jaclyn Ordway, University of Massachusetts Amherst

*First-Year Writing*

**IA.10 From Sampling to Auto-Tune to Improv: Student/Machine Collaborations in First-Year Writing**

Using musical moves like sampling, Auto-Tune, and improv to consider relationships between generative AI and the first-year writing classroom, we share playful approaches to student-machine collaborations. Attendees will explore how sampling, Auto-Tune, and improv function creatively in genres like rap and jazz, and take away specific strategies for engaging with AI in the FYW classroom.

Meeting Room 324 (Level 300)

*Presenters:* Kelly Garneau, Northeastern University  
Laurie Nardone, Northeastern University

*Professional and Technical Writing*

**IA.12 The Music Changes but the Beat Stays the Same:  
Preparing Professional/Technical Writing Students for  
Ethical Challenges in Generative AI**

In this presentation, speakers will explore ways to help students navigate ethical challenges posed by AI in workplace writing. In our talk, we will share preliminary results of a local qualitative study that considers how students in our technical and professional writing courses articulate ethical practices and whether increased focus on these issues creates greater comfort with the technology.

Meeting Room 345 (Level 300)

*Presenters:* Jennifer Albanese, Stony Brook University  
Patricia Medved

*Approaches to Teaching and Learning*

**IA.13 To Beg, Borrow, or Steal: A Pedagogical Exploration  
of Originality vs. Plagiarism in the (Creative) Writing  
Classroom**

This presentation will uncover a detailed, pedagogical approach to exploring originality and plagiarism both in society as well as in the writing classroom. Framed within an “Influence and Inspiration” course unit, the speaker will share course readings, discussion topics, and class activities that allowed students to explore the depths of their own creativity in the face of an ever-changing world.

Meeting Room 331 (Level 300)

*Presenter:* Lena Ziegler, Albright College

*Writing Programs*

**IA.14 What Can I Do with My Major? Professionalization in the  
English and Writing Majors**

This proposal shares an English department’s collaboration and remixing with the university’s career center to integrate career readiness competencies throughout the English and writing majors. In doing so, it shares strategic efforts and insights about the results, and invites the audience to consider the existing abundances of small and large actions they can apply to their own contexts.

Meeting Room 326 (Level 300)

*Presenter:* Lauren Garskie, Gannon University

## IB Sessions: 2:45–3:15 p.m.

*Theory, Research Methodologies, and Praxis*

**IB.1 R-R-R-Reeeemixxxx: Diggin’ in the Comments, Flippin’ the Spreadsheets, Cuttin’ the Racial Ideologies, Amplifyin’ the Antiracist Strategies (Insert Airhorn Here)**

This presentation covers a “DIY” qualitative research method that I created to sift through over 6,000 comments posted in the comment sections of three “birther” media artifacts that went viral between 2012 and 2020. Following Annette Markham’s “remix” approach to social media research, I coded, plotted, ranked, and analyzed sets of comments in order to capture the “racial gradation” of the corpora.

Meeting Room 318 (Level 300)

*Presenter:* Joel Bergholtz, University of Central Florida

*First-Year Writing*

**IB.2 (Re)mixing Citational Justice: Synthesizing the Rhetorical Moves That Make Academic Writing Just**

This proposal introduces first-year writing research methods that (re)mix intentional secondary source engagement with citational justice. That is, thinking through the rhetorical moves and source curation that form just disciplinary infrastructures. Audience members will be encouraged to share experiences with citationally just secondary source use and instruction.

Meeting Room 348 (Level 300)

*Presenter:* Jason Collins, University of Victoria

*Community, Civic, and Public Contexts of Writing*

**IB.4 A-side, Meet B-side: Pedagogical Inquiries into University Self-Presentation and Student Activism**

How can our writing classrooms examine and learn from student activism to interrogate issues of social (in)justice on our own campuses? Attendees can expect to learn about two instructors’ efforts to learn from contemporary and historical student activism in their classrooms and research.

Meeting Room 324 (Level 300)

*Presenters:* Jonathan Isaac, University of Washington  
Calvin Pollak

*Writing Programs*

**IB.5 Advocating for the Growth of Writing Programs among Questions of Value and Need: A Case Study for Collaborative Program Development**

In an increasingly career-focused world, undergraduate education has faced calls to show more value and justification for general education and humanities programs. The speaker in this presentation will offer strategies and language for responding to this call collaboratively with internal and external stakeholders by showing a growing need and demand for skills writing programs offer.

Meeting Room 347 (Level 300)

*Presenter:* Heather Lishartke, Winthrop University

*Professional and Technical Writing*

**IB.6 Aesthetic Remix in Technical Communication: How the YIMBY (Yes-In-My-Backyard) Movement Remixes Aesthetics to Advocate for More Inclusive Urban Spaces**

Aesthetics is about more than visual coherence and pleasure. Rather, aesthetics calls attention to the overall sensory experience produced by a text. This presentation asks participants to consider what it means for technical communicators to consider themselves “aestheticians” charged with making design decisions that engage the senses and suggest a particular way of seeing the world.

Meeting Room 323 (Level 300)

*Presenter:* Jamie Littlefield, Texas Tech University

*Inclusion and Access*

**IB.7 Equitable Source Use Instruction Remastered**

The textbooks instructors often use to teach source use (especially in FYC) can make normative assumptions about students’ capabilities, resources, and knowledge. This talk attends to source use as a site of (in) equity, encouraging instructors to remix and recompose assignments more accessibly while also explicating and acknowledging the work we implicitly expect students to do with sources.

Meeting Room 330 (Level 300)

*Presenter:* Katelin Anderson, The Ohio State University

*College Writing and Reading*

**IB.8 Expert Play: Preliminary Reflections on a Longitudinal Study of Undergraduate STEM Writing**

This paper discusses the preliminary results of a wide-ranging study of writing at NYU Tandon School of Engineering, encompassing surveys and interviews with undergraduates, graduates, and faculty, and the implications of this research for fostering creativity and developing expertise and agency for students in first-year writing courses and beyond.

Meeting Room 320 (Level 300)

*Presenter:* Jeannie Im, New York University

*Inclusion and Access*

**IB.9 Finding Faith: Honoring Belief and Remixing the Secular Writing Classroom**

This paper tells the story of a conflict—and its repair—between professor and undergraduate student when related course content eclipsed the student’s experience as a practicing, devout Muslim. Ultimately the paper raises questions about how we might integrate faith and religious devotion as a remix of the writing classroom, honoring the reality of belief as a lens for how we learn to write.

Meeting Room 345 (Level 300)

*Presenters:* Talal Awad, Montclair State University  
Jessica Restaino, Montclair State University

*Approaches to Teaching and Learning*

**IB.10 Reconstructing Simulated Environments: Using Digital Student Projects and Play in Writing Classrooms to Analyze Different Modes of Composition in Video Games**

Video games are inherently multimodal and embodied texts that make meaning through music, player choice, and physical controllers. Writing courses focused on games should, therefore, have students engage with different modes through digital media. It is crucial to recognize that digital media assignments provide an effective pedagogical avenue into the alternate modes of knowing found in games.

Meeting Room 332 (Level 300)

*Presenter:* Joshua Cornelius, The Ohio State University

Friday, 2:45–3:15 p.m.

*Histories of Rhetoric*

**IB.11 Rhetoric in a Republic: Composition and Democracy’s B-side**

If democratic engagement is a popular track on composition’s playlist, republicanism’s mediating structures are an underexplored B-side in the field. This presentation will challenge the audience to consider how work on democratic preparation in rhetoric and writing changes when we ask how our democratic rhetorics circulate among republican structures.

Meeting Room 326 (Level 300)

*Presenter:* Jonathan Bradshaw, Western Carolina University

*Histories of Rhetoric*

**IB.12 Where We Come From: Rarely Heard Stories and Voices**

The “Where We Come From” project is a collaborative, cross-disciplinary initiative that aims to remap a southern college’s institutional history through the recovery of marginalized experiences and perspectives. This presentation aims to make the project visible to the audience and will pay particular attention to the rhetorical maneuvers of the project.

Meeting Room 346 (Level 300)

*Presenter:* Lindsey Spring, The Citadel

*Approaches to Teaching and Learning*

**IB.13 Writing Fellows Remixed: “Sampling” Mindfulness in an Undergraduate Writing Fellows Training Course**

This session replicates how we remixed an existing tutor training course to embed mindfulness and other restorative practices alongside more traditional approaches. As in our classroom, we will situate our decisions within evidence-based practices on meditation and mindfulness as part of a larger post-pandemic response to student wellness and incorporate a ten-minute meditation for participants.

Meeting Room 321 (Level 300)

*Presenters:* Lucy McInerney, Dickinson College  
Jenna Morton-Aiken, Brown University

*Community, Civic, and Public Contexts of Writing*

**IB.14 Writing to Remember: How Adults Use Self-Sponsored Writing to Preserve, Export, Celebrate, and Mitigate Loss**

We present study findings about one underexplored use of self-sponsored writing for adults: writing as a means of preserving and engaging with memories.

Meeting Room 333 (Level 300)

**Presenters:** Heather Lindenman, Elon University  
Matthew Pavesich, Johns Hopkins University

## Friday Special Interest Groups (SIG) Meetings

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3:30–4:30 p.m.

*Language, Literacy, and Culture*

**FSIG.1 Appalachian Rhetorics and Literacies Standing Group  
Business Meeting**

*Sponsored by the CCCC Appalachian Rhetorics and Literacies  
Standing Group*

The Appalachian Rhetorics and Literacies Standing Group will hold its annual meeting at the 2025 CCCC Annual Convention in Baltimore.

Meeting Room 345 (Level 300)

**Presenter:** Sarah Morris, West Virginia University

*Inclusion and Access*

**FSIG.2 Asian/Asian American Caucus Annual Business  
Meeting**

*Sponsored by the CCCC Asian/Asian American Caucus*

This session is the annual business meeting of the CCCC Asian/Asian American Caucus.

Meeting Room 317 (Level 300)

**Caucus Chairs:** Chen Chen, Utah State University

Xiaobo (Belle) Wang, Sam Houston State University

**Presenter:** Florianne Jimenez, University of New Hampshire

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

**FSIG.3 Business Meeting of the Standing Group for Senior,  
Late Career, and Retired Scholars in Rhetoric and  
Writing Studies (SGSLR)**

*Sponsored by the CCCC Standing Group for Senior, Late Career, and  
Retired Scholars in Rhetoric and Writing Studies*

SGSLR membership is open to any member of CCCC interested in issues related to the academic lifecycle and multiple career arcs in rhetoric and composition/writing studies. Our meeting agenda includes a report on the past year's activities and a discussion of activities for the coming year, including ideas for a sponsored session at CCCC 2026.



Meeting Room 350 (Level 300)

**Standing Group Chair:** Kathleen Shine Cain, Merrimack College  
**Committee Members:** Cinthia Gannett, Fairfield University  
Shirley Rose, Arizona State University

*Community, Civic, and Public Contexts of Writing*  
**FSIG.4 CCCC Latinx Caucus Annual Meeting**

*Sponsored by the CCCC Latinx Caucus*  
Join us for the CCCC Latinx Caucus annual meeting.

Meeting Room 308 (Level 300)

**Caucus Chairs:** José Cortez, University of Oregon  
Romeo García, University of Utah

*Creative Writing and Publishing*  
**FSIG.5 Creative Nonfiction Standing Group Business Meeting**

*Sponsored by the CCCC Creative Nonfiction Standing Group*  
Come chat about strategies for writing and teaching personal essays in the academy. Our featured discussion leader will be Irene Papoulis, a writing professor in the Allan K. Smith Center for Writing and Rhetoric at Trinity College and author of the recently published *The Essays Only You Can Write*. We will also announce the winner of the Donald Murray Prize for creative nonfiction.

Meeting Room 325 (Level 300)

**Standing Group Chair:** Jenny Spinner, Saint Joseph's University  
**Presenter:** Irene Papoulis, Trinity College

*Creative Writing and Publishing*  
**FSIG.6 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.

Meeting Room 316 (Level 300)

**Standing Group Chair:** Caleb Gonzalez, The University of Texas Rio Grande Valley  
**Presenter:** Erika Luckert, University of Southern Mississippi

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

**FSIG.7 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.

Meeting Room 349 (Level 300)

**Committee Members:** Samira Grayson, Middle Tennessee State University

Alex Hanson, Syracuse University

Megan McIntyre, University of Arkansas

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

**FSIG.8 Graduate Student Standing Group Business Meeting**

*Sponsored by the CCCC Graduate Student Standing Group and the CCCC Executive Committee*

The CCCC Graduate Student Standing Group's business meeting will be hosted by the CCCC Executive Committee. Attendees will network with other CCCC graduate students as well as CCCC leaders as we seek to strengthen the graduate student community within CCCC. Attendees will also learn about leadership and other opportunities within the Graduate Student Standing Group and larger CCCC organization.

Meeting Room 307 (Level 300)

**Presenters:** Kofi Adisa, Howard Community College

Frankie Condon, University of Waterloo

Kayla Fettig

*Community, Civic, and Public Contexts of Writing*

**FSIG.9 Handcrafted Rhetorics SIG Meeting**

*Sponsored by the Handcrafted Rhetorics SIG*

The Handcrafted Rhetorics Special Interest Group is a chance for scholars, teachers, and community organizers to discuss the intersections among DIY, craft, multimodality, making, public composition, and culture.

Meeting Room 328 (Level 300)

**Chair:** Jason Luther, Rowan University

**Presenters:** Katie Monthie, University of Cincinnati

Kristin Prins, Cal Poly Pomona

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

**FSIG.10 Independent Scholars SIG Meeting**

*Sponsored by the Independent Scholars SIG*

This Independent Scholars Special Interest Group provides a hopeful community of support for transitory scholars working outside university-affiliated employment and/or ones who have been displaced. It supports members in their research, helps brainstorm ways to solve issues unique to independent scholarship, and promotes the visibility of such scholars within composition studies.

Meeting Room 338 (Level 300)

**Presenters:** Mary Karcher, Independent Scholar  
Krystia Nora, Milwaukee Area Technical College

*Theory, Research Methodologies, and Praxis*

**FSIG.11 International Researchers Consortium Business Meeting**

*Sponsored by the CCCC International Researchers Consortium Standing Group*

This session is the business meeting for the IRC Standing Group.

Meeting Room 319 (Level 300)

**Presenters:** Tiane Donahue, Dartmouth University/U. of Lille  
Magnus Gustafsson, Chalmers University of Technology, Sweden  
Jay Jordan, University of Utah  
Alena Kasparikova  
Inas Mahfouz, American University of Kuwait  
M. Teresa Mateo-Girona, Complutense University of Madrid, Spain  
Havva Zorluel Özer, Syracuse University  
Angela Rounsaville  
Brooke Schreiber, Baruch College, CUNY  
Joseph Wilson

Friday, 3:30–4:30 p.m.

*Language, Literacy, and Culture*

**FSIG.12 LLW Standing Group Business Meeting**

*Sponsored by the CCCC Linguistics, Language, and Writing Standing Group*

The CCCC Linguistics, Language, and Writing (LLW) Standing Group brings knowledge of how language works to conversations about writing and writing pedagogy. The LLW group business meeting provides a forum for ongoing dialogue and collaboration among researchers and writing educators interested in exploring connections between linguistics and writing.

Meeting Room 347 (Level 300)

**Standing Group Chairs:** Laura Aull, University of Michigan

Cameron Mozafari, Cornell University

Mijanur Rahman, California State University Los Angeles

**Committee Member:** Whitney Gegg-Harrison, University of Rochester

*Community, Civic, and Public Contexts of Writing*

**FSIG.13 Prison Writing and Pedagogy Collective SIG Meeting**

*Sponsored by the Prison Writing and Pedagogy Collective Special Interest Group*

This special interest group session will highlight new work in prison education and provide an opportunity for current and potentially interested teachers in prisons to share strategies and pedagogies.

Meeting Room 303 (Level 300)

**Presenters:** Cory Spice Holding, University of Pittsburgh

Peter Huk, University of California Santa Barbara

Tobi Jacobi, Colorado State University

*Antiracism and Social Justice*

**FSIG.14 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.

Meeting Room 309 (Level 300)

**Caucus Chairs:** Wilfredo Flores, University of North Carolina at Charlotte

Ruby Mendoza, California State University Sacramento

*Language, Literacy, and Culture*

**FSIG.15 Revealing the Power of the B-side: Rhetorical Grammar as a Meaning-Making Tool in the Writing Classroom**

*Sponsored by Progressive Approaches to Rhetorical Grammar in the Writing Classroom and Creative Writing Workshop SIG*

Challenging the role traditional prescriptive grammar has held in our writing classrooms, this special interest group session will offer instead 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.

Meeting Room 327 (Level 300)

**Chair:** Joseph Salvatore, The New School

*Community, Civic, and Public Contexts of Writing*

**FSIG.16 Rhetoric and Religious Traditions Standing Group Business Meeting**

*Sponsored by the CCCC Rhetoric and Religious Traditions Standing Group*

The Rhetoric and Religious Traditions Standing Group is for any scholar interested in the ways in which reading and writing shape and are shaped by religious experience. We welcome scholars and teachers from any career stage and any faith tradition (or no faith tradition) who study and/or teach anything and everything that falls under the categories “religious” and/or “spiritual.”

Meeting Room 340 (Level 300)

**Standing Group Chair:** Melody Pugh, US Air Force Academy

**Committee Members:** Jake Buller-Young, University of Tennessee  
Knoxville

TJ Geiger, Texas Tech University

Joseph Jeyaraj, New York City College of Technology

Samuel Stinson, Minot State University

Friday, 3:30–4:30 p.m.

*Theory, Research Methodologies, and Praxis*

**FSIG.17 SIG for Writing Analytics**

*Sponsored by the Writing Analytics SIG*

This special interest group 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 mentoring and networking about data, writing analytics, programmatic approaches to data, and related issues of fairness and justice.

Meeting Room 341 (Level 300)

**Committee Members:** Morgan Gresham, University of South Florida  
Alaina Tackitt, University of South Florida

*Language, Literacy, and Culture*

**FSIG.18 SIG: International Student Pathway Programs**

*Sponsored by the International Student Pathway SIG*

This new special interest group will provide an opportunity for scholars, teachers, and administrators from various types of institutions to discuss and share knowledge about international student pathway programs—especially programs representing third-party contracts—and such programs’ impacts on writing teaching, administration, and research.

Meeting Room 322 (Level 300)

**Presenters:** Eman Elturki, University of Illinois Chicago  
Jay Jordan, University of Utah  
Yu-Kyung Kang, Gonzaga University

*Information Literacy and Technology*

**FSIG.19 Sound Studies and Writing Collective (SSWC)**

**Business Meeting**

*Sponsored by the CCCC Sound Studies and Writing Collective Standing Group*

The Sound Studies and Writing Collective is a diverse collection of scholars interested in the intersections of sound studies and rhetoric, composition, literacy, technology, and many other areas of research associated with the Conference on College Composition and Communication. This standing group serves the purposes of building community and the professional development of its members.

Meeting Room 346 (Level 300)

**Standing Group Chairs:** Harley Ferris, University of Findlay  
Stephanie Parker, Rice University

*Information Literacy and Technology*

**FSIG.20 Special Interest Group on the Writing and Rhetorics of Code: Sharing Our “Computer Love”**

*Sponsored by the Writing and Rhetorics of Code SIG*

For the last five years, we have led discussions about how code and data intersect with topics such as activism, civil disobedience, algorithmic disruption, access, transparency, sustainability, and data feminism. Attendees will have the opportunity to discuss and share their current projects with others in a speed-networking session to inspire new ideas and collaborations.

Meeting Room 302 (Level 300)

**Presenter:** Chris Lindgren, North Carolina State University

*Writing Programs*

**FSIG.21 Standing Group Business Meeting: Independent Writing Departments and Programs Affiliate**

*Sponsored by the CCCC Independent Writing Departments and Programs Affiliate Standing Group*

This session is the business meeting for the CCCC Independent Writing Departments and Programs Affiliate (IWDPA) Standing Group.

Meeting Room 314 (Level 300)

**Presenter:** Denise Comer, Duke University

*Approaches to Teaching and Learning*

**FSIG.22 Studio PLUS SIG**

*Sponsored by the Studio PLUS SIG*

The Studio PLUS special interest group is for faculty who teach in supplemental instruction and corequisite programs like Writing Studio, ALP, and similar models to discuss theory and practice.

Meeting Room 337 (Level 300)

**Chair:** Nina Ringer, The College of New Jersey

**Presenter:** Mark Sutton, Midlands Technical College

Friday, 3:30–4:30 p.m.

*Approaches to Teaching and Learning*

**FSIG.23 The Assembly for Expanded Perspectives on Learning Business Meeting**

*Sponsored by the NCTE Assembly for Expanded Perspectives on Learning*

This session is the annual business meeting of the NCTE Assembly for Expanded Perspectives on Learning (AEPL). All interested Convention attendees are welcome.

Meeting Room 315 (Level 300)

**Chair:** Lisa Blankenship, Baruch College CUNY

**Presenter:** Eric Leake, Texas State University

*Language, Literacy, and Culture*

**FSIG.24 Transnational Composition Group Business Meeting**

*Sponsored by the CCCC Transnational Composition Standing Group*

This is an annual business meeting for ongoing and new members of the transnational writing community at CCCC.

Meeting Room 342 (Level 300)

**Standing Group Chair:** Nancy Bou Ayash, University of Washington

*College Writing and Reading*

**FSIG.25 Working-Class Culture and Pedagogy Standing Group Business Meeting**

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

Business meeting for the Working-Class Culture and Pedagogy Standing Group.

Meeting Room 301 (Level 300)

**Standing Group Chairs:** Axel Gonzalez, Independent Scholar  
Kimberly Stewart, Olympic College and North Dakota State University

*First-Year Writing*

**FSIG.26 Writing about Writing Standing Group Business Meeting**

*Sponsored by the CCCC Writing about Writing Standing Group*

Network with colleagues and find out about opportunities during this standing group meeting.

Meeting Room 343 (Level 300)

**Standing Group Chairs:** Maria Assif, University of Toronto  
Rebecca Babcock, University of Texas Permian Basin



*Professional and Technical Writing*

**FSIG.27 Writing and STEM SIG Business Meeting**

*Sponsored by the CCCC Writing and STEM Standing Group*

Please join us for the Writing and STEM SIG's annual meeting! We are a group for people interested in teaching writing in and about the STEM disciplines: science, technology, engineering, and mathematics. Whether you are an expert in the field, have been assigned to teach scientific writing for the first time (and do not know where to begin), or anything in between, we welcome all!

Meeting Room 344 (Level 300)

**Standing Group Chairs:** Rebecca Chenoweth  
Holly Gallagher, University of Georgia  
Robby Nadler, Victoria University of Wellington  
Elizabeth A. Pitts  
Clay Walker, University of Michigan

*College Writing and Reading*

**FSIG.28 Writing Assessment SIG: Annual Meeting**

*Sponsored by the Writing Assessment SIG*

The yearly Writing Assessment special interest group 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.

Meeting Room 339 (Level 300)

**Chairs:** Sarah Lacy, Old Dominion University  
Virginia Schwarz, San Francisco State University  
Megan Von Bergen, Murray State University  
Stacy Wittstock, Marist College

*Language, Literacy, and Culture*

**FSIG.29 Writing through the Lifespan Standing Group Business Meeting**

*Sponsored by the CCCC Writing through the Lifespan Standing Group*

The Annual Business Meeting for the Writing through the Lifespan Standing Group invites current and new participants to advance the study of writing over a lifetime, across contexts, and across generations and to support of the Writing through the Lifespan Collaborative.

Meeting Room 329 (Level 300)

**Standing Group Chair:** Lauren Bowen, University of Massachusetts Boston

**Committee Members:** Ryan Dippre, University of Maine  
Talinn Phillips, Ohio University  
Yogesh Sinha, Ohio University  
Erin Workman, DePaul University

*Inclusion and Access*

**FSIG.30 Writing with Current, Former, and Future Members of the Military Standing Group Business Meeting**

*Sponsored by the CCCC Writing with Current, Former, and Future Members of the Military Standing Group*

Members of the standing group meet annually at the Convention to sustain advocacy and awareness of military-affiliated students in writing and composition courses.

Meeting Room 336 (Level 300)

**Presenter:** Mariana Grohowski, University of California Irvine

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

**FSIG.31 Postdoctoral Teaching Fellows SIG**

The organizers of this special interest group session invite postdoctoral teaching fellows, administrators of writing programs that house writing postdocs, former postdocs, and postdoc-curious graduate students to a discussion of the goals and strategies of ethical postdoctoral teaching fellow programs and a discussion of the ways in which our professional organizations might help to support individuals in these often-overlooked positions.

Meeting Room 310 (Level 300)

**Presenters:** Melissa Ianetta, Georgia Tech  
Michael McCamley, University of Delaware

# Annual Business Meeting

4:45–6:00 p.m.

Hall G (Level 100)

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*All members and newcomers of CCCC are invited to attend and vote at the business meeting.*

**Chair:** Jennifer Sano-Franchini, West Virginia University, Morgantown

**Associate Chair:** Kofi J. Adisa, Howard Community College, Columbia, MD

**Assistant Chair:** Melissa Ianetta, Georgia Institute of Technology, Atlanta

**Immediate Past Chair:** Frankie Condon, University of Waterloo, Ontario

**Secretary:** Becky Mitchell Shelton, Bluegrass Community and Technical College,  
Lexington, KY

**CCCC Executive Secretary/Treasurer:** Emily Kirkpatrick, NCTE Executive  
Director

**CCCC Parliamentarian:** Christina Saidy, Arizona State University, Tempe



# Rules and Procedures for the Annual Business Meeting of the Conference on College Composition and Communication

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## 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.

Friday, 4:45–6:00 p.m.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule 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.

# CCCC Awards Presentation

6:00–7:15 p.m.  
Hall G (Level 100)

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**Chair:** Kofi J. Adisa, Program Chair/CCCC Associate Chair, Howard Community College, Columbia, MD

At this reception we announce the recipients of the 2025 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

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**Chair:** Timothy Oleksiak, University of Massachusetts Boston  
Jacob Babb, Appalachian State University  
Yu Bai, Northern Virginia Community College  
Carolyn Calhoon-Dillahunt, Yakima Valley College  
Christina M. LaVecchia, University of Cincinnati  
Jolivette Mecnas, California Lutheran University  
Kris Messer, Community College of Baltimore County  
Shyam Sharma, Stony Brook University

For a listing of previous Outstanding Book Award winners, please visit <https://cccc.ncte.org/cccc/awards/oba>.

Friday, 6:00–7:15 p.m.

## JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

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Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies

### Berlin Outstanding Dissertation Award Committee

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**Chair:** Louis M. Maraj, University of British Columbia, Canada  
Zachary Beare, North Carolina State University  
Millie Hizer, Indiana University, Bloomington  
Tommy Mayberry, Yorkville University/Toronto Film School, Canada  
Zhaozhe Wang, University of Toronto, Canada

For a listing of previous Berlin Outstanding Dissertation Award recipients, please visit <https://cccc.ncte.org/cccc/awards/berlin>.

## THE RICHARD BRADDOCK AWARD

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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

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**Chair:** Amy Wan, Queens College CUNY  
Charlotte Asmuth, Duke University  
Kelly Kinney, University of Wyoming  
Ben Kuebrich, West Chester University  
Megan McIntyre, University of Arkansas

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



## OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

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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

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**Chair:** Huatong Sun, University of Washington Tacoma  
G. Edzordzi Agbozo, University of North Carolina Wilmington  
Sweta Baniya, Virginia Tech  
Kellie Sharp-Hoskins, New Mexico State University  
Clay Spinuzzi, The University of Texas at Austin

For a listing of previous Outstanding Dissertation Award in Technical Communication recipients, please visit <https://cccc.ncte.org/cccc/awards/techcomm dissertation>.

## TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

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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

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**Chair:** Fernando Sánchez, University of St. Thomas  
Andrew Fiss, Michigan Technological University  
Amelia Herb, University of Arizona  
Lynda C. Olman, University of Nevada, Reno  
Shyam Pandey, Sam Houston State University  
John Walter, George Mason University  
Rebecca Walton, Utah State University

For a listing of previous Technical and Scientific Communication Award recipients, please visit <https://cccc.ncte.org/cccc/awards/techsci>.

Friday, 6:00–7:15 p.m.

## WRITING PROGRAM CERTIFICATE OF EXCELLENCE

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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 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

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**Chair:** Debbie Minter, University of Nebraska-Lincoln  
Gita DasBender, New York University  
Katie Chosa Franklin, University of New Orleans  
David M. Grant, University of Northern Iowa  
Elizabeth Ellis Miller, Mississippi State University

For a listing of previous Writing Program Certificate of Excellence recipients, please visit <https://cccc.ncte.org/cccc/awards/writingprogramcert>.

## CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

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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

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**Chair:** Sarah Prielipp, Michigan State University  
Casie Cobos, The Post Oak School  
Cana Uluak Itchuaqiyaq, Virginia Tech

For a listing of previous Tribal College Faculty Fellowship recipients, please visit <https://cccc.ncte.org/cccc/awards/tribalcollegefellow>.

## **2024-2025 CCCC RESEARCH INITIATIVE & CCCC EMERGENT RESEARCHER AWARDS**

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Announcements will be made during the Awards session.

### **CCCC ADVANCEMENT OF KNOWLEDGE AWARD**

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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**

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**Chair:** Laura Gonzales, University of Florida  
Haivan Hoang, University of Massachusetts Amherst  
Rebecca Hallman Martini, University of Georgia

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

### **CCCC RESEARCH IMPACT AWARD**

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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**

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**Chair:** Laura Davies, SUNY Cortland  
Suchismita (Suchi) Banerjee, Indian River State College  
Seth Kahn, West Chester University of Pennsylvania

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

### **CCCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS**

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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.

Friday, 6:00–7:15 p.m.

## Luiz Antonio Marcuschi Travel Awards—2025 Recipients

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Valeria Guevara Fernandez, Soka University of America  
Erin Green, University of Maryland College Park  
Jay Lowrey, Whatcom Community College

For a listing of previous Luiz Antonio Marcuschi Travel Award recipients, please visit <http://www.ncte.org/cccc/awards/marcuschi>.

## CCCC GLORIA ANZALDÚA RHETORICIAN AWARD

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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—2025 Recipients

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Molly Ryan, Virginia Tech

## Gloria Anzaldúa Rhetorician Award Committee

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**Chair:** Erin Green, University of Maryland College Park  
Becca Richards, University of Massachusetts Lowell  
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>.

## CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

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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

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**Co-Chair:** Matt Cox, East Carolina University

**Co-Chair:** Wyatt Paige Hermansen, Westfield State University  
Joshua Barszczewski, Muhlenberg College  
Bibhushana Poudyal, The University of Texas at El Paso  
Stacey Waite, University of Nebraska–Lincoln  
Stephanie West-Puckett, University of Rhode Island

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship recipients, please visit <https://cccc.ncte.org/cccc/awards/lavender>.

## CCCC STONEWALL SERVICE AWARD

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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

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**Chair:** Antonio Byrd, University of Missouri-Kansas City  
William Banks, East Carolina University  
Travis Webster, Virginia Tech

For a listing of previous Stonewall Service Award winners, please visit <http://www.ncte.org/cccc/awards/stonewall>.

## CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS

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Established in 2014, these awards recognize scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens.

### Disability in College Composition Travel Awards— 2024 Recipients

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Jacqueline Mullen, Florida Atlantic University  
Psyche Ready, University of Connecticut  
S. J. Williamson, North Dakota State University

Friday, 6:00–7:15 p.m.

## Disability in College Composition Travel Awards Committee

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**Chair:** Dev Bose, University of California, Santa Cruz  
Kristin Bennett, The University of Oklahoma  
Margaret Price, The Ohio State University  
Elena Kalodner-Martin, Massachusetts Institute of Technology

For a listing of previous Disability in College Composition Travel Awards recipients, please visit <https://cccc.ncte.org/cccc/awards/disability>.

# Saturday, April 12

## Special Events and Meetings

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### Exhibit Hall & Action Hub

8:00 a.m.–1:00 p.m.

Camden Lobby (Level 300)

### *Approaches to Teaching and Learning*

#### **Teacher 2 Teacher**

9:00 a.m.–12:00 p.m.

Meeting Room 310 (Level 300)

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:** Bhushan Aryal, Delaware State University

Austin Bailey, Hunter College CUNY

Lisa Bailey, University of Illinois Chicago

Schuler Benson, Georgetown University/Johns Hopkins University

Melanie Burdick, Washburn University

Michelle Cook, California State University, Sacramento

Marie Cortez, Sacramento State University

Moe Folk, Kutztown University

Jeffrey Jackson, SUNY Cortland

Maya Kanazawa, University of Oregon

Kevin Lamkins, CT State Community College: Capital

Caroline LaPlue, Middle Tennessee State University

Jenna Lynch, University of Wisconsin-Green Bay

Shiva Mainaly, University of Memphis

Gaby Meindl, California State University, Sacramento

Shannon Mooney, Babson College

*continued on next page*

Saturday, 8:00 a.m.–5:00 p.m.

Michelle Ninacs, SUNY Buffalo State University

Reina Ashley Nomura, DePaul University

Mallory Pladus, Immaculata University

Phatik Poudyal, West Virginia University

Elizabeth Saur, University of California Santa Barbara

Xiao Tan, Utah State University

Jasmine Kar Tang, University of Minnesota-Twin Cities

Jovan Virag, Sacramento State University

Katie Winkelstein-Duveneck, Hunter College CUNY

Mohamed Yacoub, Florida International University

Omar Yacoub, West Virginia University

Mary Ann Zehr, Eastern Mennonite University

**Table Respondents:** Theodora Danylevich, Georgetown University

William FitzGerald, Rutgers University-Camden

Crystal Fodrey, University of Louisville

Rachael Groner, Temple University

Brian Harrell, University of Wisconsin-Green Bay/University of Akron/Northeast

Ohio Medical University

Timothy Oleksiak, University of Massachusetts Boston

## **Postconvention Workshops**

Locations and descriptions are listed in this program after the M sessions.

2:00–5:00 p.m.



# Saturday, April 12

## Poster Sessions Pratt Street Lobby (Level 300) 8:30–10:00 a.m.

- Information Literacy and Technology*
- PS.21 Collaborating with AI in an Online Class**  
This poster shares the scaffolded AI and Information Literacy activities incorporated into a sophomore-level online reading and research course, drawing on the work of Bowen and Watson (2024) and the MLA/CCCC Joint Task Force on AI and Writing.  
**Presenter:** Ann Bomberger, Gannon University
- Theory, Research Methodologies, and Praxis*
- PS.22 Creative or Complicated? Asking AI to Talk about Itself**  
What will AI say when prompted to talk about itself using metaphors or extended analogies? Drawing on the works of Lakoff and Johnson, this poster explores the extended metaphors and analogies generated by various Large Language Model (LLM) AIs, including ChatGPT and Microsoft Copilot AI, following researcher prompting.  
**Presenter:** Jen McConnel, North Carolina State University
- First-Year Writing*
- PS.23 Implementing a Successful Corequisite English Program in Rural Louisiana**  
This poster presents the decade-long development of a corequisite English program for first-year composition at a regional master's university in northwest Louisiana and argues and evidences the value of the corequisite model, offering clear takeaways that are likely to be relevant to other institutions who are considering corequisite education or are at various stages of implementation.  
**Presenter:** Thomas W. Reynolds Jr., Northwestern State University, LA
- Community, Civic, and Public Contexts of Writing*
- PS.24 Radio Killed the Vacation Vibes: Confronting Colonialism through Hawaiian Sovereignty Songs**  
Local radio, popular among both residents and tourists of Hawai'i, has extended the reach of Hawaiian sovereignty messaging for decades. This poster will showcase a rhetorical analysis of sovereignty-focused songs by Native Hawaiian musicians, played on local radio, to examine the approaches for disrupting listeners' colonial logics in connection with the composition classroom.  
**Presenter:** Rosanna Vail, Texas Tech University

*First-Year Writing*

**PS.25 Remixes and B-sides: Tailoring Composition Curriculum for Enhanced Engagement through Dynamic Student Presentations**

To increase student and instructor engagement in first-year writing classrooms, we will demonstrate the value of remixed curriculum design and learning material B-sides. This proposal explores the value of flexibility, creativity, and collaboration across student-driven presentation-based projects to amplify engagement in the classroom for instructors and diverse student populations alike.

**Presenters:** Graysen Russell, Eastern Washington University  
Lorin Shahinian, Eastern Washington University  
Kevin Yeoman, Eastern Washington University

*Histories of Rhetoric*

**PS.26 Remixing the Community: Composition Students' Creative Engagement with Local Archives**

Local archival repositories offer rich opportunities for composition students to develop their critical thinking and research skills as they interrogate how history is constructed. This poster session will highlight how students can utilize local archives to uncover hidden stories, amplify marginalized voices, and contribute to a more inclusive and nuanced understanding of their community's past.

**Presenter:** Kris Lowrey, Alvernia University

*Information Literacy and Technology*

**PS.27 Strike a (Dis)Chord with Collaborative Learning: Resource Sharing and Digital Spaces**

This poster presentation will demonstrate the presenter's experience with Discord as a digital collaborative space in first-year writing. Attendees will have the opportunity to create their own Discord account and join a 2025 CCCC-specific Discord server to practice using this technology in an academic context, thus preparing attendees to use Discord servers in their own classrooms.

**Presenter:** Olivia Imirie, Wor-Wic Community College

*Writing Centers (including Writing and Speaking Centers)*  
**PS.28 The Graduate Writing Center as a B-side of Writing Support in Higher Education**

In this multimodal, interactive poster presentation, attendees are invited to learn more about developing a graduate writing center and strategies for demonstrating its value to institutions of higher learning. Topics to be discussed include identifying stakeholders, building and maintaining relationships with stakeholders, and pedagogical approaches to working with graduate students and faculty.

**Presenter:** Kelsie Endicott, University of Maryland Eastern Shore

*Information Literacy and Technology*  
**PS.30 Viral Feminism: How the Feminist Movement Has Shaped Digital Rhetoric**

The feminist movement and the creation of digital rhetoric have been happening alongside each other. Online movements such as #TimesUp and #MeToo have demonstrated how digital rhetoric and feminism can work together. These movements have created community spaces online. Specifically, #periodtok is now being used as a space for those who menstruate to share their stories and educate themselves.

**Presenter:** Morgan Vuknic, James Madison University

## J Sessions: 8:00–9:15 a.m.

### *First-Year Writing*

#### **J.1 When Our Literature Colleagues Become Our Students: Remixing Writing Pedagogy for Departmental Healing**

We explore how/why we taught our literature colleagues (many tenured, senior to us, and skeptical of writing pedagogy) to teach first-year writing. We discuss our co-created and co-taught faculty seminar in short, braided commentary reflecting on and modeling our work. We ask whether and how this seminar helped us lean into our calling as student-focused, ethical teachers of writing aiming to bridge the distance between literary and writing-focused approaches to teaching.

Meeting Room 302 (Level 300)

**Presenters:** Paula Mathieu, Boston College  
Jessica Pauszek, Boston College  
Vincent Portillo, Boston College

### *Information Literacy and Technology*

#### **J.2 Breakdowns & Breakthroughs: Remixing the Research Process as a Tabletop Role Playing Game**

In this Engaged Learning Experience, we invite participants to play “Breakdowns & Breakthroughs,” a tabletop role playing game that remixes research principles commonly taught in the first-year writing classroom. Led by a team of students and faculty, attendees will play a 45-minute version of B&B before providing feedback and discussing strategies for gamifying FYW research instruction.

Meeting Room 303 (Level 300)

**Presenters:** Edward Helfers, American University  
Madison Moore, American University

### *First-Year Writing*

#### **J.3 Remixing, Repurposing, and Returning to “Objects” in a Digital Age**

This panel returns to Joseph Harris’s *Rewriting* to explore how students remix and repurpose texts and objects to engage with ongoing conversations in various media and consider the aims, uses, and limits of these rhetorical moves. In “taking an approach” on Harris’s oft-taught textbook, this panel offers new opportunities for students to construct meaning in our digital age.

Meeting Room 328 (Level 300)

**Presenters:** Robert Gilmore, University of Denver  
Lauren (LP) Picard, University of Denver  
Madison Sussmann, University of Denver

- Creative Writing and Publishing*
- J.4 Building the Community Mixtape through the TYC Creative Writing Classroom**
- In this session, two-year college faculty provide hands-on strategies for community building in the creative writing classroom and present data to give a deeper understanding of how classroom community building in specialized courses like creative writing can translate to gains in retention and persistence for the TYC.
- Meeting Room 342 (Level 300)
- Presenters:** Tara Broeckel, Oakland Community College  
Suzanne Labadie, Oakland Community College  
Camille Ziolk, Oakland Community College
- Writing Programs*
- J.5 Composing a Vision for Their Life’s Work: Studying ePortfolio Projects across an Upper-Division General Education Writing Course**
- Panelists think through the rhetorical opportunities afforded by an ePortfolio assignment now being taught across an entire writing program that delivers an upper-division, required professional writing course at a large, public university. This panel examines how a research team has studied this assignment and what insights they have gained about how students compose within this multimodal genre.
- Meeting Room 309 (Level 300)
- Chair:** Sarah Dammeyer, University of Maryland, College Park  
**Presenters:** Sara Faradji, University of Maryland, College Park  
Aysha Jawed, University of Maryland, College Park  
Kisa Lape, University of Maryland, College Park  
Clare Parsons, University of Maryland, College Park  
Scott Wible, University of Maryland, College Park  
Blake Wilder, University of Maryland, College Park
- Professional and Technical Writing*
- J.6 Cultivating Empathy in the Age of AI: Technical Editing Pedagogy and the Ethics of Care**
- In this session, a technical editing (TE) instructor and four undergraduates discuss their experience with AI and care ethics in the editorial process. The participants narrate their experiences with TE pedagogy and author-editor interdependence. They also analyze editorial comments generated by student editors and generative AI to argue for implementing relational care ethics in editing pedagogy.

*continued on next page*

Meeting Room 319 (Level 300)

**Presenters:** Rachel Bryson, University of Utah  
Thabata Fay, University of Utah  
Zabrina Le, University of Utah  
Emmerson Martin, University of Utah  
Cora Romero, University of Utah

*Professional and Technical Writing*

**J.7 Cultivating Future Grant Artists: Innovating Grant Writing Skills in Technical Communication**

This panel explores an imperative task for writing teachers: crafting grant and proposal writing courses to equip students with skills for local, business, and federal grants. We emphasize refining and remixing student approaches to match the evolving landscape. Understanding diverse institutional practices is pivotal to ensuring the efficacy and longevity of these increasingly relevant courses.

Meeting Room 337 (Level 300)

**Presenters:** Andrew Harnish, University of Alaska Anchorage  
Richard Johnson-Sheehan, Purdue University  
Shyam Pandey, Sam Houston State University

*Inclusion and Access*

**J.8 Digital Media Remixes in First-Year Writing: How Repurposing Computer Technology Provides Agency and Serves Justice to Students from Nepalese and African Roots**

Minority students in first-year composition would benefit if encouraged to apply “remixes,” fusing their cultural practices with the existing digital media conventions while producing digital artifacts. Leaning on Banks and Selber, I argue that repurposing computer technology provides students from African and Asian heritages a higher degree of agency over the digital artifacts they produce.

Meeting Room 340 (Level 300)

**Presenter:** Suresh Lohani, Wake Tech Community College

*Approaches to Teaching and Learning*

**J.9 Extending Assessment: Labor-Based Contract Grading and Beyond**

This panel focuses on ways instructors adapt labor-based contract grading (LBCG). Panelists share ways to make LBCG work within an LMS, how to account for conditionally enrolled students, and study results of upper-

level English language arts education students' perceptions of LBCG, ultimately providing participants ways to move forward with writing assessment in their own contexts.

Meeting Room 329 (Level 300)

**Chair:** Sara Austin, AdventHealth University

**Presenters:** Ethan Jordan, Bowling Green State University

Heather Jordan, Bowling Green State University

Matthew Rome, Bowling Green State University

*Antiracism and Social Justice*

**J.10** **Mixtapes and Overlapping Playlists: The Politics of Language, Equity, and AI**

Equity and language are on repeat for our composition teaching philosophy's playlist. Yet many conversations—including those on oppressive language practices, anti-DEI legislation, and AI's standard language practices—have their own playlist. For this interactive panel/mixtape, speakers hit “play” and ask participants to critically remix connections among language, equity, and AI.

Meeting Room 341 (Level 300)

**Chair:** Beth Buyserie, Utah State University

**Presenters:** Tabitha Espina, University of Washington Tacoma

Kelvin Keown, University of Washington Tacoma

Kate Watts, Washington State University

*Language, Literacy, and Culture*

**J.11** **New Black City: Life Writing, Literacies, Healing and Restorative Practices**

Given this legacy, we consider how Black women's life writing embodies literacy as a restorative practice. How are African American writers/Black women using life writing as a vehicle for wholeness (healing, well-being, etc.)? What are the rhetorical implications of these practice(s)? Our panel locates connections between Black women's literacies, even beyond state-sanctioned boundaries.

Meeting Room 325 (Level 300)

**Presenters:** Ronisha Browdy

Tamika Carey, University of Virginia

Angel Evans

Rhea Estelle Lathan, Florida State University

Saturday, 8:00–9:15 a.m.

*Antiracism and Social Justice*

**J.12 Preserving Milagros: Archiving Latinx Art Histories as Social Resistance**

This presentation looks at how art is being used as social resistance in Latinx communities and the importance of archiving and preserving Latinx histories and legacies, looking specifically at Oregon State's archive of the records of Milagro Theatre Group, the premier Latino arts and culture center of the Pacific Northwest.

Meeting Room 344 (Level 300)

**Presenter:** Vanessa Garcia Vazquez, Oregon State University

*Writing Abundance*

**J.13 Publishing in the CCCC Studies in Writing and Rhetoric Book Series**

*Sponsored by the CCCC Studies in Writing and Rhetoric Book Series*

This session aims to make the book publication process more transparent, with a focus on proposal and manuscript submission and the review process.

Meeting Room 339 (Level 300)

**Presenters:** Taiko Aoki-Marcial, University of Washington  
Suresh Canagarajah, Pennsylvania State University  
Bethany Davila, University of New Mexico  
Stephanie Kerschbaum, University of Washington

*Professional and Technical Writing*

**J.14 Remixing and Collaborating to Create a Mixtape for the Workplace: Using Employers' Writing Expectations to Realign Writing Course Pedagogy**

Using surveys of employers who regularly attend the institution's Career Center events, the panel members identify changes to undergraduate writing course pedagogy and curriculum to better prepare students to succeed as they enter the workplace.

Meeting Room 343 (Level 300)

**Presenters:** Sandra Morales, The University of Texas at El Paso  
Teresa Quezada, The University of Texas at El Paso



*First-Year Writing*

**J.15 Remixing Narratives in FYC through Indigenous Storytelling, Afghani Narratives, Music, and Translanguaging: Four Strategies**

Teaching B-side narratives opens the door wider for student engagement within diverse student populations. These presentations follow the practices of four doctoral candidates who use protest music to teach rhetoric and argument; reinforce translanguaging in assignments; model Indigenous storytelling in student narratives; and employ music and art in working with Afghani refugees.

Meeting Room 301 (Level 300)

**Presenters:** Colleen Bond, Indiana University of Pennsylvania/New Mexico State University Alamogordo  
Patricia Carmichael Miller, Indiana University of Pennsylvania  
Lisa Parzefall, Indiana University of Pennsylvania/Malcolm X College  
Marta Shcherbakova, Indiana University of Pennsylvania/College of DuPage

*Approaches to Teaching and Learning*

**J.16 Remixing Technologies: Handcrafting the Page as a Writing Stage**

This panel will consider the integration of pen and paper with digital tools in composition. While acknowledging the constraints of nondigital tools, we show their affordances: how hand-drafting in notebooks and hand-making in artists' books catalyze the exploration of new genres, ways of reading, visual and tactile composing, textual authenticity, and ownership.

Meeting Room 338 (Level 300)

**Presenters:** Sojin Cho, University of Pittsburgh  
Maureen Gallagher, University of Pittsburgh  
Marylou Gramm, University of Pittsburgh

*First-Year Writing*

**J.18 Transfer-Encouraging Curriculum Development for Multilingual Writers in First-Year Writing**

The panel explores the theories that shape multilingual curriculum development in FYW by presenting findings of a national survey in the US, which revealed relatively limited integration of L1 and L2 transfer studies. Panelists highlight how their diverse institutions have “remixed” their curricula for multilingual writers in innovative ways by incorporating a transfer-encouraging pedagogy.

Meeting Room 349 (Level 300)

*continued on next page*

Saturday, 8:00–9:15 a.m.

**Presenters:** Yan Li, Duke University  
Megan Siczek, George Washington University  
Charitianne Williams, University of Illinois Chicago  
**Respondents:** Ming Fang, Florida International University  
Chaoran Wang, Colby College

*Approaches to Teaching and Learning*

**J.19 “Human Interaction” as a Threshold Concept: Initiating the “AI Talk” in FYC**

This session seeks to address concerns with balancing AI and human writing, providing educators with practical strategies to engage students in discussions about AI and classroom AI policies. In short, this presentation will guide participants to not only generate AI policies for their writing class but also to feel confident in understanding and explaining the policy to students.

Meeting Room 336 (Level 300)

**Presenter:** Jenna Harte, University of West Georgia

*Information Literacy and Technology*

**J.20 “What’s love got to do with it?” Ethically Remixing Writing Pedagogy with GenAI**

The facilitators will provide exercises, resources, and lessons learned in their journey toward a mix of old and new in their classes as they try to build community, set ethical boundaries, and engage with students in this GenAI era. They will create and evaluate the outcomes for engaging with students and new friends Claude & ChatGPT to find a better writing love.

Meeting Room 322 (Level 300)

**Presenters:** Jessica L. Parker, Metropolitan State University of Denver  
Jane Chapman Vigil, Metropolitan State University of Denver

*Information Literacy and Technology*

**J.21 Remixing Discord and Reddit: Incorporating Digital Platforms into the Writing Classroom**

This session uses the unique common-interest-community structure and affordances of Discord and Reddit to share current scholarship on digital platforms, show examples of successful classroom activities using Discord and Reddit, and provide a collaborative workshop experience where participants can remix their beliefs about digital platforms and engage in play, exploration, and experimentation.

Meeting Room 311 (Level 300)

**Presenters:** Jasmine Holthaus, University of Kansas  
Sarah Kugler, University of Kansas  
Yee-Lum Mak, University of Kansas

*Language, Literacy, and Culture*

**J.23 An Aesthetic of Unfolding: Jazz, Writing, and the Rhythm of Collaboration**

F.J. Barrett argues that jazz improvisation principles undergird productive collaboration. This roundtable considers how shared culture and experiences contribute to jazz-like collaborations in academic writing and WPA work. It invites participants to consider how a jazz “aesthetic of unfolding” could structure collaboration among those with diverse cultural backgrounds.

Meeting Room 308 (Level 300)

**Presenters:** Kim Donehower, University of North Dakota & Sara Webb-Sunderhaus, Miami University (Ohio), “Collaborating with an Aesthetic Sensibility: Writing Partnership as Improvisation”  
Kim Donehower, University of North Dakota & Jessica Zerr, University of North Dakota, “Hitting the Groove: An Aesthetic of Attunement in WPA Work”  
Sara Webb-Sunderhaus, Miami University (Ohio) & Amanda Stevens, Miami University (Ohio), “Cultivating Surrender: Developing a New Collaborative Model of WPA Work”

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

**J.24 Different Drum: A B-side Byway to Healthy Mentorship**

Disrupting the typical power structure of the adviser-advisee relationship requires a dialogic approach marked by the willingness to embrace creative tension. We—as three PhD graduates—share our distinct experiences with mentorship, while our mentor responds. After we provide a mentorship advocacy guide, participants can collaborate through sharing their stories and strategies for change.

Meeting Room 314 (Level 300)

**Presenters:** Jeaneen Canfield, East Central Oklahoma University  
Christina Lane, Independent Scholar  
Sarah Lonelodge, Eastern New Mexico University  
**Respondent:** Lynn Lewis, Pennsylvania State University

*Information Literacy and Technology*

**J.25 GSOLE Principles & Tenets Revision: Remix 2.0  
Featuring AI, IDEA, and COVID-19**

The 2019 Global Society of Online Literacy Educators Principles & Tenets (P&T), which emerged from the CCCC Principles and Example Effective Practices for Online Writing Instruction, have recently been revised to reflect the current historical moment: COVID-19, attacks on social justice, and AI. This roundtable session prompts a discussion about the P&T's history, application, and revision.

Meeting Room 307 (Level 300)

**Chair:** Kevin Eric DePew, Old Dominion University  
**Presenters:** Felicita Arzu-Carmichael, Oakland University  
Nikki Chasteen, Florida Atlantic University  
Theresa Evans, Miami University of Ohio  
Kenna Grove, Lincoln Public Schools  
Cat Mahaffey, University of North Carolina Charlotte  
Jenny Sheppard, San Diego State University  
Scott Warnock, Drexel University

*First-Year Writing*

**J.26 Remixing Peer Review: Adding Pre-Reflection and  
Post-Reflection to Enhance Purpose and Direction**

Peer review is an essential component of first-year writing. It is typically part of the curriculum, and often mandated for major writing assignments. This presentation aims to offer suggestions on how reflective writing and speech pre-peer-review and post-peer-review can be used as a tool to offer first-year students a greater purpose and sense of direction both before and after peer review.

Meeting Room 316 (Level 300)

**Presenters:** Holly Anderson, University of Wisconsin Milwaukee  
Sarah Carter, University of South Carolina Union  
Bethany Mannon, Appalachian State University  
Zach Matteson, Arizona Western College

*Writing Abundance*

**J.27 The Archived and Un-Archived: Listening to Abundance, Amplifying Silence, and the Rhetorical Analysis of Archival Materials**

This roundtable session shares lessons learned from a pilot course in which students worked in university archives about campus writing support and student publications. Several campus mysteries were solved, others were created, and important questions arose about whose voices are preserved, whose are not, whose can be recovered, and how rhetorical analysis can amplify those recovered voices.

Meeting Room 315 (Level 300)

**Roundtable Leaders:** Melissa Bugdal, Salisbury University  
Jeffrey Dean, Salisbury University  
Jenna Kreh, Salisbury University  
Ian Post, Salisbury University  
Jennifer Pulsney, Salisbury University  
Josey Zeunges, Salisbury University

*Information Literacy and Technology*

**J.28 Remixing with AI: Pedagogical and Rhetorical Implications**

*Sponsored by the CCCC Intellectual Property in Composition Standing Group*

GAI both contributes to and complicates composition. It can be part of the remixing process in a course approaching Plato's dialogues as texts to be theatrically transformed. Process-based reflective approaches to teaching writing can be augmented by incorporating multimodal activities with GAI. On the other hand, LLM output is patchwriting-adjacent, with implications for teaching research.

Meeting Room 317 (Level 300)

**Chair:** Kim Gainer, Radford University  
**Presenters:** Laurie Cubbison, Radford University  
Mike Edwards, Washington State University  
Clancy Ratliff, University of Louisiana at Lafayette

## JA Sessions: 8:00–8:30 a.m.

*Community, Civic, and Public Contexts of Writing*

### JA.1 **“The City Has Evolved”:** Rewriting Space in a Community Writing Group

Sharing from a study of a public library writing group in a small city in the rural Northeast, I ask: How do community writers draw on personal and larger histories, lived experiences, and knowledge to rewrite their relationships to each other and their urban context? Drawing on interviews and participant observation, I show how members’ literacy activities make space for social change.

Meeting Room 318 (Level 300)

**Presenter:** Stacie Klinowski, University of Massachusetts Amherst

*Creative Writing and Publishing*

### JA.2 **“An Unforeseen Detour: How Music Saved My Writing”:** A Contemplative Pedagogy for Writing through Chimeka Garricks’s *A Broken People’s Playlist*

This session explores music as a tool for academic writing through Chimeka Garricks’s *A Broken People’s Playlist*, a collection of stories inspired by songs. Discover how contemplative pedagogy, guided listening, and creative assignments can bridge disciplinary gaps, nurture creativity, and engage students in multimodal writing and critical analysis.

Meeting Room 320 (Level 300)

**Presenters:** Rashi Maheshwari, University of Maryland  
Elizabeth Abena Osei, University of Maryland

*Theory, Research Methodologies, and Praxis*

### JA.3 **“The Message”:** One Researcher’s Experience Coding Black Undergraduates’ Futures-Conscious Interviews with Feminist Listening

Listening happens first in the moment and again in the transcripts. This presentation shares one researcher’s experience of listening, and listening again, to her participants while coding, allowing for a more rhetorically situated interpretation of data.

Meeting Room 323 (Level 300)

**Presenter:** Sherrel McLafferty

*Language, Literacy, and Culture*

**JA.4 “They’ll fit right in!”: East Tennessee’s MAGA Church, Social Media Response, and Appalachian Identity**

In 2023, flyers promoting a new MAGA Church’s Sunday Service were distributed across several Appalachian East Tennessee communities. This presentation focuses on local communities’ response to the MAGA Church and the associated Rod of Iron Ministries, providing a focused case study on the ways that Appalachian locals remix the Appalachian identity in the face of local issues.

Meeting Room 324 (Level 300)

*Presenter:* Sara West, Middle Tennessee State University

*Professional and Technical Writing*

**JA.5 “What’s practical?” Remixing Literacies in Teaching Business Communication at a STEM University**

In this presentation, I report on the results of my semester-long collaboration with STEM faculties to include discipline-specific, real-life examples, scenarios, and tasks in teaching business communication courses. These authentic and situated examples and tasks provide students with opportunities for integrating and remixing various literacies that come into play in their future professions.

Meeting Room 326 (Level 300)

*Presenter:* Melika Nouri, Embry-Riddle Aeronautical University

*First-Year Writing*

**JA.6 A “Switched-On” FYW Classroom: Music Videos, Collaborative Remix, Posthumanism, and a Journey toward Transdisciplinarity**

This session examines a FYW course that uses music videos and online genres of writing about music as content to aid students in agentic discovery and the learning of transferable writing skills, including discussion of collaboration between a professor and preservice teacher/writing tutor in remixing the course, use of posthumanist theory in the course remix, and analysis of student work.

Meeting Room 330 (Level 300)

*Presenters:* Jordan McCammon, University of South Carolina Beaufort  
Sam Morris, University of South Carolina Beaufort

*Approaches to Teaching and Learning*

**JA.7 A Generative AI, Personalized Learning Experience  
Remix, or, How I Used Chat GPT to Turn My Writing  
Classroom into an All Ages Nightclub**

GenAI presents teachers with a collaborative tool they can use to customize writing assignments and personalize learning experiences. This presentation will focus on how GenAI was used to turn a writing classroom into a hypothetical nightclub, which resulted in a collaborative role play that gave each student the opportunity to develop learning goals based on their own personalized experiences.

Meeting Room 332 (Level 300)

*Presenter:* Michele Zugnoni, Northwestern University

*Inclusion and Access*

**JA.8 Accommodation Work, Disidentification, and the  
Haziness of Disability Identity**

How, when, and why do students call themselves “disabled?” This presentation considers how identifying with disability functions in students’ rhetorical strategies for accessing accommodations. I find that students often practice disidentification to sidestep direct identification with disability while still advocating for disabled bodyminds in the classroom.

Meeting Room 333 (Level 300)

*Presenter:* Neil Simpkins, University of Washington-Bothell

*Language, Literacy, and Culture*

**JA.9 Remixing Conceptions of Sponsorship and Literacy  
Narratives through New Materialism**

Although music plays an important role in most people’s lives, as well as in the writing process, few scholars have engaged with music in literacy narratives and the impact that music has on writing. Therefore, I propose to analyze and challenge how music can be thought of as a sponsor of literacy, drawing from both the scholarship of Deborah Brandt and New Materialists, such as Karen Barad.

Meeting Room 345 (Level 300)

*Presenter:* Spenser Secrest, University of Louisville



*First-Year Writing*

**JA.10 Risking Remix: The First-Year Writing Classroom as a Place of Queer(ly) Becoming**

This presentation centers queer autoethnographic narrative with tangible pedagogical evidence to illustrate how the first-year writing classroom might be a remixed place of becoming for students and instructors. With strategies to navigate the liminal nature of positionality and adaptable techniques to try with students, this work emphasizes the risk and reward of queer remix in the classroom.

Meeting Room 347 (Level 300)

*Presenter:* Molly Ryan, Virginia Tech

*Creative Writing and Publishing*

**JA.11 Sensorial Literacy and Gastro Lexicon: Exploring the Role of Food Rhetoric as Cultural Metaphor in Creative Writing Praxis**

This paper examines why food rhetoric and sensorial literacy are critical to creative writing praxis. It explores concepts such as sensorial literacy, gastro lexicon, and ethnography through foodways. The paper also brings in concepts from discussions generated in an introductory creative writing class taught through the lens of food focusing on embodied experiences associated with food and its effects.

Meeting Room 348 (Level 300)

*Presenter:* Saima Afreen, Illinois State University

*Approaches to Teaching and Learning*

**JA.12 Revision Decisions**

What can “remixing” show us about the drafting, feedback, and revision cycle? This presentation describes findings from a study of reflections composed after receiving feedback on drafts and before making revisions. It showcases how students remix and respond to instructor feedback when prompted to make “revision decisions” grounded in their emerging visions for their compositions.

Meeting Room 346 (Level 300)

*Presenter:* Nate Mickelson, New York University

Saturday, 8:00–8:30 a.m.

*Community, Civic, and Public Contexts of Writing*

**JA.13 A Decolonial Method of Multimodal Resistance:  
Writing Narrative through Street Art in the Las Cruces  
Community**

This presentation centers the rhetorical work of street art in Las Cruces, New Mexico. Street art in this location fights against colonial ontologies and validates decolonial forms of knowledge that emphasize the importance of place and community. Additionally, street art as a form of multimodal collaboration will be discussed along with ways to incorporate it into the composition classroom.

Meeting Room 331 (Level 300)

**Presenter:** Mikayla Shaughnessy, New Mexico State University

## JB Sessions: 8:45–9:15 a.m.

### *Information Literacy and Technology*

#### **JB.1 Artificial Intelligence—Artificial Hindrance? College Students’ Experiences and Perceptions of Using Generative AI in Writing**

Although having the potential to provide contingent, individualized feedback to writers, generative AI may be perceived and used differently by students in different disciplines and at different stages of their writing. Some see AI as a helper or enabler, while some others consider it a hindrance, or something in between.

Meeting Room 318 (Level 300)

**Presenters:** Leigh Ann Dunning, Stetson University  
Xiatinghan Xu, University of Rochester

### *Theory, Research Methodologies, and Praxis*

#### **JB.2 B-side Methods for A-side (Journal) Issues: A Bibliometric Analysis of Collaborative Writing Trends**

This paper undertakes a bibliometric analysis (a “b-side” method) of references from scholarship that focuses on the topic of collaboration from 2014 to 2024 in the field of rhetoric and composition. Our goal in undertaking a bibliometric analysis is to identify clusters of coauthored scholarship citations and any developing topic trends among cited collaborative scholarship.

Meeting Room 323 (Level 300)

**Presenters:** Biven Alexander, North Carolina State University  
Samira Grayson, Middle Tennessee State University

### *First-Year Writing*

#### **JB.3 Beyond the “Accessibility Unit”: Practical Suggestions**

I argue that the self-contained accessibility unit can fail to convey the full importance of disability justice. When we set aside a class period or two to address disability and move on, we risk conveying that accessible design is a “special case” to be handled separately from other rhetorical choices. This proposal instead envisions a “mini-unit”—emphasizing lived experiences of disability.

Meeting Room 320 (Level 300)

**Presenter:** Sara Crippen, Florida State University

*First-Year Writing*

**JB.4 Border Loves: Remixing Transfer Composition and Reading with Pedagogical Abundance in Multimodal Visualizations**

Faculty presenters from Santa Barbara’s Multi-Ethnic Teaching in English (MET) will draw on our border loves in California by creating new approaches to teaching writing with pedagogical abundance. The session explores engagement strategies. Speakers will share assignments, student examples of the assignment, and student reflections about their success and their reflective perspectives.

Meeting Room 321 (Level 300)

*Chair:* Eileen Vlcek Scamahorn, Santa Barbara City College

*Presenter:* Vandana Gavaskar, Santa Barbara City College

*First-Year Writing*

**JB.5 Causes for the Failure in Taking a Side in Argumentative Writing and Its Possible Solutions in First-Year Composition Courses in an EFL Context**

This session will present the results of an empirical study that investigated the causes of the failure to take a side effectively in argumentative writing and its possible solutions in first-year composition courses in Bangladesh. Lack of writing instructions at the root level, practicing rote memorization, and insufficiency of teacher training are the major challenges.

Meeting Room 324 (Level 300)

*Presenter:* Sukanto Roy, North South University

*Approaches to Teaching and Learning*

**JB.6 Centering BIPOC Students: Lessons from Co-Creating a Podcast**

When a cohort of BIPOC students came together to analyze their experiences in a PWI community-engaged writing class, they flipped the script to imagine spaces where their own learning is central. The result is a podcast, “Leading with Intention.” This presentation, led by podcast co-hosts—the course instructor and an alumna—includes podcast clips and frameworks for analyzing the patterns we found.

Meeting Room 326 (Level 300)

*Presenter:* Phyllis Ryder, George Washington University

*Community, Civic, and Public Contexts of Writing*

**JB.7 Coauthoring across University-Community Boundaries: Expanding the Purpose of Publishing**

Coauthorship between academic and community representatives calls for diversifying the university-centric purposes that permeate scholarship. Drawing on interviews with 40 community and university writers who have coauthored, this talk sketches a range of purposes for co-writing, offers strategies for inviting writers to voice their purposes, and explores how to align purposes with process.

Meeting Room 330 (Level 300)

*Presenter:* Rachael Shah, University of Nebraska-Lincoln

*Information Literacy and Technology*

**JB.8 Co-intelligence in the EMI University: Second-Language Writers & Generative AI**

This presentation discusses how writers at a Sino American university in China use generative AI to overcome the unique challenges associated with writing in an English as medium of instruction (EMI) environment.

Meeting Room 331 (Level 300)

*Presenter:* Matthew Overstreet, Wenzhou-Kean University

*First-Year Writing*

**JB.9 Collaborating with Creative Writing: Sampling across Genres in FYW**

In the spirit of a long tradition in rhet-comp scholarship that calls for more crossover between creative and academic writing pedagogy, my presentation argues for teaching FYW with the help of ideas from creative writing. Attendees will leave with strategies for teaching students to craft textual structures by sampling some of fiction's moves for creating reader expectation and resolution.

Meeting Room 332 (Level 300)

*Presenter:* Valeria Tsygankova, Columbia University

*Theory, Research Methodologies, and Praxis*

**JB.10 Colorism and Composition: Advancing Critical Color Theory in Digital and Cultural Rhetorics**

This presentation redefines color as a material force—pigments like melanin and chlorophyll actively shape life, adaptation and racial ideologies, especially the colorism. It examines how Aristotelian rhetoric has molded modern racial narratives impacting skin tone stratification and urges educators to interrogate color’s construction in technical writing and digital contexts.

Meeting Room 333 (Level 300)

*Presenter:* Nicole Ashanti McFarlane, Fayetteville State University

*Information Literacy and Technology*

**JB.11 Remixing Critical Technological Literacies in the Age of AI**

This presentation outlines an assignment that asks students to remix their use of these technologies by intentionally misusing GAI in order to expose the systemic bias inherent within these technologies and help students acknowledge the limitations of GAI in communication. Further, this presentation offers suggestions on how to navigate these platforms as ethically informed writers.

Meeting Room 345 (Level 300)

*Presenter:* Meg McGuire, University of Delaware

*Language, Literacy, and Culture*

**JB.12 Standardized Language Proficiency Tests: Unequal Access, Marginalization, and Troubleshooting**

This paper critiques the standardization of language as a requirement of hiring students in MA and PhD programs from non-English-speaking countries. It also aims to suggest some multimodal pedagogies for faculty members and graduate students-cum-writing instructors to help linguistic justice, and advocate for diversity and access while recruiting students from various backgrounds.

Meeting Room 346 (Level 300)

*Presenter:* Mohi Uddin, University of Utah

*Writing Centers (including Writing and Speaking Centers)*

**JB.13 Strategies for Course-Embedded Tutoring: Insights from Faculty and Student Perceptions**

This presentation explores how asynchronous course-embedded tutoring (CET) remixes traditional writing support models, enhances writing instruction across disciplines, and fosters collaborative practices. A pilot study in a psychology course identified five feedback strategies for asynchronous CET. Findings suggest future directions for making writing support more inclusive and adaptable.

Meeting Room 347 (Level 300)

**Presenters:** Matthew Pifer  
Ryan Roderick, Husson University

*Approaches to Teaching and Learning*

**JB.14 Teaching In while Out: Designing a Queer Rhetorics Curriculum for the Classroom and the Encampment**

This presentation addresses the gap in instructor preparation for upper-level undergraduate courses in queer rhetorics by narrating the process of designing a new QR curriculum in a professional writing major/minor, sharing resources and recommendations for how to mix/remix a similar course at other institutions, and reflecting on how to shift the content based on local student needs.

Meeting Room 348 (Level 300)

**Presenter:** Walker Smith, Goucher College

## K Sessions: 9:30–10:45 a.m.

### *First-Year Writing*

#### **K.1 New Perspectives on Ubuntu and Composition**

This panel appeals to the concept of “ubuntu,” a concept highlighting interconnectedness and mutual responsibility, to provide insight into current debates in composition studies on the issues of AI and writing instruction, assessment and evaluation, and writing ecologies.

Meeting Room 325 (Level 300)

**Presenters:** Francis Issah, Wayne State University  
Richard Marback, Wayne State University  
Olagbenro Oladipo, Wayne State University

### *College Writing and Reading*

#### **K.2 A Is for Audience but “U” Is B-side It: Using the Personal to Remix Pedagogical Approaches to Audience**

This presentation unites four educators who draw on their personal experiences to imagine the B-side of writing for an audience. By embracing the principles of coalition-building, audience engagement, invitational rhetoric, and trauma-informed pedagogy, this panel presentation aims to share pedagogical approaches that foster a more inclusive, empathetic, and dynamic classroom environment.

Meeting Room 336 (Level 300)

**Presenters:** Serenity Dougherty, University of Nebraska-Lincoln  
Zoe McDonald, University of Nebraska-Lincoln  
Devon Pham, University of Pittsburgh  
Nicole Ramer

### *Writing Programs*

#### **K.3 A Writing Program of B-sides: Practicing the Literate Activity Research We Teach**

This panel reframes one writing program as a collection of B-sides, using the same methods and methodologies we teach. Taking a feminist literate activity research approach, we make visible, we describe, we question how our current program practices privilege learning and support writers as the primary goal of our B-sides program.

Meeting Room 319 (Level 300)

**Presenters:** Rachel Gramer, Illinois State University  
Eric Korankye, Illinois State University  
Joyce Walker, Illinois State University  
Autumn J. West, Illinois State University



*Theory, Research Methodologies, and Praxis*

**K.4 AI as Writing Companion: AI Teaching Practices to Center Working With**

The audience will take away new ways to understand AI as a relational tool we can use to work in partnership with. Audience members will be able to use a model of companionship to better teach AI as a writing companion to help writers be flexible and develop self-reflexive practices for using AI. I provide pedagogical materials like assignments and syllabus descriptions of AI policies.

Meeting Room 328 (Level 300)

*Presenter:* Ryan Vojtisek, University of Wisconsin-Milwaukee

*Professional and Technical Writing*

**K.5 Charting New Frontiers: Navigating Grant Writing Rhetoric across Local, Business, and Federal Agencies**

This panel explores the imperative task for writing teachers: crafting grant and proposal writing courses to equip students with skills for local, business, and federal grants. We emphasize updating and refining these abilities to match the evolving landscape. With the rising relevance of such courses, understanding diverse institutional practices is vital for ensuring their efficacy and longevity

Meeting Room 322 (Level 300)

*Presenter:* Richard Johnson-Sheehan, Purdue University

*Approaches to Teaching and Learning*

**K.6 Composing Subversion: Flipping the Record on the Writing Status Quo**

This panel explores the subversive potential of writing spaces at different magnifications, starting with broad sociocultural explorations of ideology and technology before zooming in on more granular issues of genre and style.

Meeting Room 338 (Level 300)

*Presenters:* Kyle Barron, University of Connecticut  
Sophia Wallis Buckner, University of Connecticut  
Wei-Hao Huang, University of Tokyo  
Oliver Wallis, College of Idaho

*Writing Programs*

**K.7 Digital Harmonies: Innovations and Challenges of Generative AI in Online Writing Education**

This session examines one writing program's efforts to address generative AI within the unique context of a large online university. Topics include ongoing initiatives focused on faculty- and student-facing guidance, AI literacy, and curricular updates. The presentation covers practical strategies for collaborating with and supporting diverse stakeholders through a time of change and uncertainty.

Meeting Room 329 (Level 300)

**Presenters:** Andrew Cavanaugh, University of Maryland Global Campus  
Sarah Felber, University of Maryland Global Campus  
Anne Marie Hubbell, University of Maryland Global Campus  
Candace Johnson, University of Maryland Global Campus  
Deena Vaughn, University of Maryland Global Campus

*Histories of Rhetoric*

**K.8 Exploring the “B-side” of Rhetorical Education: Rhetorical Exercises in Alternative Forms**

This panel brings together scholars across rank (from graduate student to full professor and everything in between) from different institutions to consider alternative forms of rhetorical education. Investigating the model minority, chronic illnesses, eating disorders, sexual violence, and racial injustice, we examine rhetorical forms that address marginality, citizenship, and even survival.

Meeting Room 309 (Level 300)

**Chair:** Tamika Carey, University of Virginia  
**Presenters:** Hannah Benefiel, Arizona State University  
Jessica Enoch, University of Maryland  
Brandon Erby, University of Kentucky  
Madison Stephanie Larson, Carnegie Mellon University  
Shourya Mohaniya, University of Wisconsin-Madison  
Nisha Shanmugaraj, University of Colorado Boulder

*Histories of Rhetoric*

**K.9 Heritage Tracks: Heritage Rhetoric and the Selective Listening of History**

This panel presents three “heritage tracks,” different ways that heritage is articulated and disseminated in culture: tourism, magazines, and mascots. Each track, or case, explores how heritage rhetoric creates communal

identities and memories through the selective leveraging of certain parts of a community's past. Implications of heritage and heritage rhetoric for rhetorical history are discussed.

Meeting Room 344 (Level 300)

**Presenters:** Stephen Monroe, University of Mississippi  
Shevaun Watson, University of Wisconsin-Milwaukee

*Language, Literacy, and Culture*

**K.10 Imagining Both Here AND There: Literacy Narratives in Transnational Contexts**

Members of transnational communities often report being relegated to and frozen in the liminal space of neither here nor there. This panel looks to analytic play in memoir and slam verse fiction for literacy narrative scripts that (a) critique and reject liminal placement and (b) imagine communities that span geopolitical and generational boundaries to claim a home space both here AND there.

Meeting Room 327 (Level 300)

**Presenters:** Kara Poe Alexander, Baylor University  
Janet Carey Eldred, University of Kentucky  
Peter Mortensen, University of Illinois Urbana-Champaign  
Madhura Nadarajah, University of Oregon  
Carina Jiaying Shi, University of Maryland, College Park

*First-Year Writing*

**K.11 Invention and Reinvention in the Writing Classroom: A Writing Professor, Music Therapist, and Professional Musician “Come Together, Right Now”**

Collaborating with a music therapist and professional musician who will guest lecture and work with first-year community college writing students, an English professor reinvents her classroom into a vibrant, engaging space for emerging critical thinkers, careful readers, and eager student writers with music-related topics and experts who are themselves engaged in music fields.

Meeting Room 340 (Level 300)

**Presenters:** Cecilia Burns, Hartford HealthCare at Home  
Jerome Burns, KEYS Music, Bridgeport Schools  
Susan Gebhardt-Burns, Connecticut State Community College, Norwalk

*Community, Civic, and Public Contexts of Writing*

**K.12 Literate Transgressions: Remixing Pathways through/against Community Spaces**

What makes a literate practice transgressive? From refugee communities writing their lives to formerly incarcerated writers remixing and remaking their identities to the act of public sex and cruising in Memphis, this panel challenges assumptions about boundaries, bodies, modalities, and linguistic justice.

Meeting Room 301 (Level 300)

**Chair:** Brice Nordquist, Syracuse University

**Presenters:** Patrick Berry, Syracuse University

Seth Davis, Lemoyne-Owen College

*Professional and Technical Writing*

**K.13 Negotiating Dissensus: Interdisciplinary Collaboration in Technical and Professional Communication and Computer Science**

By exploring a dissensus moment in an interdisciplinary collaboration between technical and professional communication (TPC) and computer science scholars, this project addresses three research issues: jargon as a barrier to collaboration, the need for skill-based training after the social justice turn in TPC, and prerequisites to the “design first, code later” software development paradigm.

Meeting Room 349 (Level 300)

**Presenter:** Yuan Zhao, University of Louisville

*Theory, Research Methodologies, and Praxis*

**K.14 Remixing Methods for Writing Research across Writers’ Lifespans**

Panelists discuss recent experiments in methodological “remixing” within lifespan writing research, a developing research agenda in writing studies. Their multisite study of writing practices and writing agency includes people from a variety of backgrounds. We argue that informed, principled remixing is a vital tool for understanding people’s writing through qualitative, longitudinal research.

Meeting Room 341 (Level 300)

**Presenters:** Lauren Bowen, University of Massachusetts Boston

Ryan Dippre, University of Maine

Talinn Phillips, Ohio University

*Inclusion and Access*

**K.15 Remixing WPA: Understanding the Queer Neurodivergent Graduate Student Experience**

The work of queer WPA faculty has begun to be recognized in the field, but that of disabled and neurodivergent WPAs has been left to the imagination of ableist systems. Academia wasn't built for the disabled or neurodivergent WPA, and this presentation aims to break down the narratives surrounding who can be a WPA and how we can better support our queer neurodivergent colleagues.

Meeting Room 343 (Level 300)

**Presenter:** Timothy Pyatt, Bowling Green State University

*Inclusion and Access*

**K.16 The Noise Is Not Just Noise: Strategies for Representing Affective and Nondiscursive Sounds through Captions**

Standard captions of audio, while helpful, privilege linguistic meaning while neglecting most other meaningful sound in a soundtrack. Drawing on disability studies, multimodality, sonic rhetorics, and theories of affect, this presentation offers an array of intentional strategies for remediating the nondiscursive aspects of sound for the purposes of rhetorical and equitable captioning.

Meeting Room 339 (Level 300)

**Presenter:** Steve Shoop, University of Louisville

*Approaches to Teaching and Learning*

**K.17 The Shapes and Sounds of Writing Instruction**

In a moment defined by the cool detachment of digital tools such as AI-generated text, we show how instructors can reignite the palpable and the playful in writing instruction by attending to the material and aural aspects of composing.

Meeting Room 302 (Level 300)

**Chair:** Moriah Kirdy, University of Pittsburgh

**Presenters:** Laura Feibush, Penn State Harrisburg  
Peter Moe, Whitworth University

*Approaches to Teaching and Learning*

**K.18 What Your Music Playlist Says about Your Teaching Practices: Remixing Methodologies**

This panel will stream a pedagogical playlist remixing teaching methodologies and classroom obstacles by integrating student-focused methods, prioritizing student choice and collective experience. Each speaker's presentation will emphasize multimodality, authorship, and accessibility, respectively.

Meeting Room 337 (Level 300)

**Presenters:** Sidra Arshad, University of Pittsburgh  
Alexandria Jennings, University of Pittsburgh  
Helena Mazzarella, University of Pittsburgh  
Megan Simmermeyer, University of Pittsburgh

*Writing Abundance*

**K.19 Listen: Synthesizers, Feedback Loops, and Sampling as Models in Composition**

This presenter will share a personal narrative about getting into synthesizers after tenure that offers insights into the nature of composing. Actually using synth, audio vocal looping, and sampling live in the presentation, this talk hopes to provide both engagement and insights by offering alternative approaches to composing both as forms and models for thinking about composition.

Meeting Room 342 (Level 300)

**Presenter:** Jimmy Butts, Louisiana State University

*Approaches to Teaching and Learning*

**K.20 Reading to Belong and Connect: Making Material Graduate Readers' Positions and Practices**

Leveraging “computer love”—how digital platforms can enable newly networked and just collaborations across stakeholders—this session extends the work of the Graduate Reading Exchange, an open-access crowd-sourced website. Once introduced to the project, participants will create their own contributions: materializations of graduate readers' diverse challenges and practices.

Meeting Room 350 (Level 300)

**Chair:** Carolyne King, Salisbury University  
**Presenters:** Lizzie Hutton, Miami University of Ohio  
Emily Sok, George Mason University  
Michelle Sprouse, Bowling Green State University

*Creative Writing and Publishing*

**K.21 Sijo Workshop: Learning and Writing Korea’s Poetry**

Rich in Korean history, sijo is a poetry form divided thematically and structurally by line and syllable count. In this interactive workshop, participants will learn how to write sijo and then compose and edit their own poems. A sijo competition, with a \$1,000 first-place prize, will be shared along with information on how to use this competition in the classroom.

Meeting Room 303 (Level 300)

**Presenters:** Elizabeth Jorgensen, Arrowhead Union High School  
Lucy Park, University of Illinois Chicago

*Approaches to Teaching and Learning*

**K.22 “You Don’t Own Me”: Examining the Ownership of Classroom Materials**

Speakers will examine the theoretical tensions and pedagogical practices of remix and reuse in classroom materials, such as syllabi and assignment sheets, and then engage the audience in a discussion on their own remixing/reusing, ethical considerations, and how new mechanisms, like artificial intelligence and open educational resources, may alter their views in the future.

Meeting Room 308 (Level 300)

**Chair:** Dawn Formo, California State University San Marcos

**Presenters:** Anthony Edgington, University of Toledo  
Cynthia Johnson, Missouri State University  
Kimberly Robinson Neary, Los Angeles City College  
Enrique Paz, Southern Illinois University Carbondale

*College Writing and Reading*

**K.23 Collaboration Is Key: Remixing Critical Thinking within Institutional Cultures of Writing**

Seeking to elevate critical thinking through writing instruction and student research, this interdisciplinary collaboration remixed a foundational first-year writing assignment: the annotated bibliography. This session investigates critical thinking across varying institutional and pedagogical perspectives to frame a culture of critical thinking for writing instruction in a single institution.

Meeting Room 315 (Level 300)

**Presenters:** Ashley Burchett, University of Wyoming  
Rick Fisher, University of Wyoming  
Allison Gernant, University of Wyoming  
April Heaney, University of Wyoming  
Michael Knievel, University of Wyoming  
Meg Van Baalen-Wood, University of Wyoming

*First-Year Writing*

**K.24 Remixing Peer-Assisted Learning: Incorporating Learning Assistants in First-Year Writing**

This roundtable session will share experiences implementing the learning assistant (LA) model to support writing instruction, program assessment, and AI literacy at two public HSI universities. Participants will be invited to explore the LA model as speakers share outcomes, including academic success, student engagement, and belonging through collaborative learning and culturally relevant pedagogy.

Meeting Room 314 (Level 300)

**Presenters:** Janelle Blount, Florida Atlantic University  
Nikki Chasteen, Florida Atlantic University  
Sipai Klein, Florida Atlantic University  
Jacqueline Mullen, Florida Atlantic University  
Wendy Wolters, Florida Atlantic University  
Barbara Wright, Florida Gulf Coast University



*First-Year Writing*

**K.25 The B-side of Labor-Based Grading: Policies, Procedures, and Systems**

Let's shift the labor-based grading discussion to its B-side and open what is currently a theory discussion to praxis. We will explain our LBG policies, procedures, and systems (e.g., late work, attendance, assignment design) and present student data in support of them as fair, motivating, and equitable. We hope to make a mixtape with participants as they share their own practices and outcomes.

Meeting Room 316 (Level 300)

**Roundtable Leaders:** Susan Field, University of Massachusetts Boston  
Daniel Messier, University of Massachusetts Boston  
Brittany Peterson, University of Massachusetts Boston

*College Writing and Reading*

**K.26 Empathy across the Curriculum: Shaping the Framework for Discipline-Specific Writing and Thinking**

*Sponsored by the CCCC Cognition and Writing Standing Group*

This panel looks at the *Framework for Success in Postsecondary Writing* through discipline-specific lenses. Panelist One focuses on history and the concept of “historical empathy” and its power to empathize with others. Panelist Two examines audience needs and empathy through the discipline of engineering. Panelist Three looks at empathy for subject and audience in occupational therapy writing.

Meeting Room 311 (Level 300)

**Presenters:** Allison Ellsworth, Arizona State University  
Fain Riopelle, Indiana University  
Courtney Weber, Lake Superior State University

*Inclusion and Access*

**K.27 Remixing Prison Writing: Overcoming Limits by Engaging the Political, Exploring Abolitionism, Accommodating Trauma, and Liberating Technology**

*Sponsored by the CCCC Teaching in Prison: Pedagogy, Research, and Literacies Collective*

This panel explores issues in teaching prison writing. Four speakers address the following: (1) state policies limit access and force teachers to engage the political; (2) prison educators are inspired to develop abolitionist pedagogies; (3) formerly-incarcerated students seek institutional validation of their identities; and (4) carceral classroom technologies can be used as liberatory devices.

Meeting Room 317 (Level 300)

**Presenters:** Ljiljana Coklin, University of California, Santa Barbara  
Peter Huk, University of California, Santa Barbara  
Walter Lucken, Queens College CUNY  
Elizabeth Tacke, Eastern Illinois University  
Celena Todora, University of Pittsburgh

*Language, Literacy, and Culture*

**K.28 Restorative Storytelling and Embodied Technocultural Praxis across Asian/Asian American Communities**

*Sponsored by the CCCC Asian/Asian American Caucus*

This Asian/Asian American Caucus-sponsored session explores storytelling as an embodied, affective, technocultural praxis across Asian/Asian American communities and writing.

Meeting Room 307 (Level 300)

**Presenters:** Meghalee Das  
Nicole Golden, Michigan State University  
Cody Hmelar, University of Pittsburgh  
Ashanka Kumari, Asian/Asian American Caucus  
Eunjeong Lee, University of Houston  
Soyeon Lee, The University of Texas at El Paso  
Xiaobo (Belle) Wang, Sam Houston State University

## KA Sessions: 9:30–10:00 a.m.

### *First-Year Writing*

#### **KA.2 Connecting with “Cultural Glue”: Remix as a Catalyst for Curricular Changes in the First-Year Writing Classroom**

Remix is a “cultural glue” that humanity relies upon to make intellectual and social connections. By recognizing remix as a pedagogical tool, this presentation explores how remix can be used to redesign a first-year writing curriculum to foster meaningful student connections, inclusivity, and collective care in the first-year writing classroom.

Meeting Room 320 (Level 300)

*Presenter:* Sheryl Ruszkiewicz, Oakland University

### *Information Literacy and Technology*

#### **KA.3 Cooperatively Teaching the Requisite Composition Course Library Session: A Collaborative Approach to Instructional Design and Implementation**

This presentation explores how writing faculty and librarians can collaborate on instructional design and teaching to support active, engaged, ethical learning of information literacy in first-year composition courses requiring a library session.

Meeting Room 321 (Level 300)

*Presenter:* Rory Moore, University of California, Riverside

*First-Year Writing*

**KA.4 Covering, Remixing, and Sampling Workshop Elements: How the Multiple Versions of Our Supplemental Writing Workshop Illuminate Its Value**

This session will examine how the supplemental writing workshop in our developmental writing course has been “covered,” “sampled,” and “remixed”—that is, how and why different instructors have reshaped it to optimize student success. We will share with participants an array of inclusive pedagogical workshop practices and formats that they can then cover, sample, and remix in their own classes.

Meeting Room 323 (Level 300)

**Presenters:** Michelle Blake, West Chester University of Pennsylvania  
K. Jaime Woodlief, West Chester University of Pennsylvania

*First-Year Writing*

**KA.5 Data Security in an Unsecured Classroom: The Ethical Dilemma of AI Inclusion in First-Year Composition**

The ethical concerns behind the use of artificial intelligence (AI) belong in a first-year composition curriculum due to the inherent and impending inclusion of AI technology in these classrooms. In particular, data security and privacy are subjects of utmost importance to teach our students if they’re going to be required to engage with these technologies critically.

Meeting Room 324 (Level 300)

**Presenter:** Vivian Scott, Auburn University

*Information Literacy and Technology*

**KA.8 Echoes of the Past: Considering Current Artificial Intelligence Writing Pedagogies with Insights from the Era of Computer-Aided Instruction**

My presentation will discuss the connections between the current enthusiasms and anxieties regarding the use of today’s increasingly and alarmingly sophisticated artificial intelligence tools to teach writing with the reaction to experiments with computer-aided instruction and early word processing programs in the 1980s.

Meeting Room 331 (Level 300)

**Presenter:** Steven Krause, Eastern Michigan University

*Information Literacy and Technology*

**KA.9 Embracing Students' B-sides of Composing: Generative AI, Prompt Engineering, and Active Learning Pedagogy**

This presentation takes as its starting point the fact that many of our students are using generative AI in their writing processes, but that this is not inherently detrimental. In this interactive presentation, one university writing instructor showcases how she uses active learning pedagogy to embrace students' use of generative AI, focusing specifically on prompt engineering and rhetorical thinking.

Meeting Room 332 (Level 300)

*Presenter:* Sarah Fischer, Indiana University

*Information Literacy and Technology*

**KA.10 Enabling Learners' Voices: Librarian and Faculty Alliances for Empowered Student Authorship through Open Pedagogical Practices**

Our session, led by a research librarian and an English faculty member, will discuss their collaborative project to use open educational resources (OER) and open pedagogy to empower students as authors. The presenters will share how their approach helped students to see themselves as included, valued contributors to shared knowledge, while still supporting their skills as growing writers.

Meeting Room 333 (Level 300)

*Presenters:* Michelle Kaschak, Penn State Lehigh Valley  
Elizabeth Nelson, Penn State Lehigh Valley

*First-Year Writing*

**KA.11 Remixing Cultural Narratives: Integrating International Ghost Stories in First-Year Composition**

Integrating global folklore ghost stories into ENG 1510 at Ohio University, students will create podcast episodes featuring music and stories of different cultures and traditions. This project will improve the students' cultural awareness, critical thinking, and creativity through collaborative place-based learning and highlighting the remix of music, digital tools, and narrative in composition.

Meeting Room 345 (Level 300)

*Presenter:* Sara Abdelrahman, Ohio University

*Approaches to Teaching and Learning*

**KA.12 Teaching Writing as a Networked Activity**

In this presentation, we share results from a study which redesigned a writing course in terms of networked communication. Every element of the course invited students to consider the networks they were part of. The results of the study suggest that increased attention to networked spaces results in more student awareness of audience and social justice.

Meeting Room 346 (Level 300)

*Presenters:* Tyler Shortino, Utah Valley University  
Shelton Weech, Utah Valley University

*Writing Programs*

**KA.13 The A-side of WID: Valuing Diverse Student Perspectives in STEM Writing**

This presentation draws on syllabi, faculty interviews, and student surveys from upper-division WID courses in undergraduate biology. Attendees will learn about students' valuation of class assignments and areas in which they feel supported and/or othered. By examining the effectiveness of pedagogical approaches through diverse student perspectives, it proposes pathways to greater inclusivity.

Meeting Room 347 (Level 300)

*Presenter:* Sanjana Dhamankar, University of California, Davis

*Approaches to Teaching and Learning*

**KA.14 The B-side of Contract Grading: Listening to Student Experiences across a University Writing Program**

This session features student perceptions of contract grading across first-year, developmental, and sheltered multilingual writing courses. Data includes student surveys and focus group interviews collected over one academic year. Attendees will learn more about student experiences with contract grading and the factors students identify as having a meaningful impact on said experiences.

Meeting Room 348 (Level 300)

*Presenter:* Mikenna Modesto, University of California, Davis

## **KB Sessions: 10:15–10:45 a.m.**

*First-Year Writing*

### **KB.1 Engaging the B-side of FYC: Creativity, Playful Pedagogy, Alternative Narratives, and Strange Texts**

Drawing on Sullivan’s unessay, Butts’s concept of strange rhetoric, scholarship on creativity, and work on the benefits of incorporating play into courses, this presentation focuses on activities and assignments in FYC that, like B-sides of albums, offer an alternative narrative to the A-side of academically focused essay writing and serve as vehicles for experimentation and creative exploration.

Meeting Room 318 (Level 300)

*Presenter:* Robin Snead, The University of North Carolina at Pembroke

*First-Year Writing*

### **KB.2 Enhancing Language and Digital Literacy Skills through Task-Based Language Teaching**

This session demonstrates how task-based language teaching (TBLT) can simultaneously enhance students’ language skills, particularly writing, and develop their digital literacy skills. Attendees will learn practical strategies for integrating digital literacy tasks with language teaching to prepare students for academic success and equip them with essential digital competencies.

Meeting Room 320 (Level 300)

*Presenter:* Yasmine Telwana, Minnesota State University, Mankato

*Approaches to Teaching and Learning*

### **KB.3 Epistemology in the Composition Classroom: Centering the Human**

This presentation explores how and why epistemological questions are useful in teaching writing. Grounded in Ann E. Berthoff’s “thinking about thinking” writing pedagogy, it analyzes the role of the imagination and how human thought processes differ from computer processing.

Meeting Room 321 (Level 300)

*Presenter:* Nicole Walker, Lehman College CUNY

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

**KB.4 Equity, Inclusion, and Diversity: A Rhetorical Remix of 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.

Meeting Room 323 (Level 300)

**Presenter:** Wioleta Fedeczko, Utah Valley University

*Information Literacy and Technology*

**KB.5 Expert Audiences’ Ability to Differentiate between Authentic and Synthetic Literacy Narratives: A Progress Report on a Mixed-Methods Research Project**

Challenges persist in integrating large language models into writing education and in distinguishing between AI-generated and student-produced texts. Our research explores these issues through a mixed-methods study focusing on the perception of authenticity in undergraduate writing. The study examines the strategies college writing instructors use to differentiate synthetic from authentic texts.

Meeting Room 324 (Level 300)

**Presenters:** Adrianna Deptula, Purdue University

Paul Hunter, Purdue University

Mason Pellegrini, Texas Tech University

David Rowe, Medical Decision Modeling

*First-Year Writing*

**KB.6 Exploring the Perspectives of Employing Artificial Intelligence in First-Year Composition Courses for Multilingual Writers in Asian Context**

This session will present the results of an empirical study investigating the perspectives of instructors and first-year composition students at one of the top-ranked private universities in Bangladesh regarding integrating artificial intelligence (AI) in one hundred-level introductory composition writing courses.

Meeting Room 326 (Level 300)

**Presenter:** Sukanto Roy, North South University



*First-Year Writing*

**KB.7 Facilitating Inclusive Group Discussions to Enhance Engagement and Diversity in FYW Classes**

This proposal outlines a research project aimed at enhancing inclusivity and engagement in first-year writing (FYW) courses through the implementation of intercultural competence, trauma-informed teaching, and antiracist pedagogy. The study plans to employ a mixed-methods approach, combining surveys, interviews, and direct classroom observations to assess the effectiveness of these strategies.

Meeting Room 330 (Level 300)

*Presenter:* Suman Dey, North Dakota State University

*Inclusion and Access*

**KB.8 Femme Beat-Making: Amplifying Femme Technological Creativity for Self-Expression and Belonging**

This presentation provides an overview of Femme Beat-Making, an event series offered twice a month by the Digital Media Lab at North Carolina State University where we make space for femme-identifying and non-binary folks to engage with the audio production tools offered by the libraries.

Meeting Room 331 (Level 300)

*Presenter:* Maurika Smurtherman, North Carolina State University

*Antiracism and Social Justice*

**KB.9 Fractured Praxis: Disability's Absence from Rhetoric and Writing Studies' Social Justice Efforts**

Using a disability studies and antiracist lens, panelist highlights the symbiotic relationship between racism and ableism within rhetoric and composition social justice efforts.

Meeting Room 332 (Level 300)

*Presenter:* Rachel Donegan, Tennessee Technological University

*First-Year Writing*

**KB.10 Frederick Douglass as Extended Play in the Composition Classroom: Visual Rhetoric, Transnational Language, and Racial Remix**

The rhetoric of Frederick Douglass provides transferable lessons for first-year writing. This 30-minute individual presentation will highlight three Douglass-based rhetorical approaches for the composition classroom—Visual Rhetoric; Transnationalism and Translingualism; and the Rhetoric

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Saturday, 10:15–10:45 a.m.

of Racial Remix—using examples from Douglass’s rhetorical practice adaptable for empowered student writing.

Meeting Room 333 (Level 300)

**Presenter:** William Lalicker, West Chester University of Pennsylvania

*Community, Civic, and Public Contexts of Writing*

**KB.11 Remixing Mentorship in Prison Literacy: Embracing the Slow Agency of Letter Exchanges**

This presentation examines how letter exchanges between students from inside and outside prison can remix mentorship in community literacy partnerships. Letter exchanges invite slow writing agency that makes mentorship emergent and multidirectional, which supports community literacy’s core values of egalitarianism and mutual learning.

Meeting Room 345 (Level 300)

**Presenter:** Paul Feigenbaum, University at Buffalo

*First-Year Writing*

**KB.12 The Impact of ChatGPT on Higher Education: Perspectives of Students and Faculty**

This presentation examines the impact of large language models, specifically ChatGPT, on faculty and students within the highly multicultural university setting of the American University of Sharjah. A contrastive analysis of faculty and students’ perspectives on AI’s implications for academic integrity, creativity, and critical thinking provides valuable insights for educators worldwide.

Meeting Room 346 (Level 300)

**Presenters:** Neslihan Bilikozen, American University of Sharjah  
Sana Sayed, American University of Sharjah

*First-Year Writing*

**KB.14 The Tyranny of Auto-Tune: First-Year Composition under the Promise of Perfection**

Similar to how Auto-Tune can give a voice perfect pitch on every note, individuals can look to AI writing tools for a promise of perfection that does not account for the challenges of joining the academic discourse community. While the theme of this year’s conference is “Computer Love,” attendees at this presentation will be called on to imagine an analog model of lo-fidelity first-year composition.

Meeting Room 347 (Level 300)

**Presenter:** Matthew Ussia, Duquesne University

## L Sessions: 11:00 a.m.–12:15 p.m.

*Language, Literacy, and Culture*

### L.1 **Academic B-sides: Literate Lives at the Intra-section of Academic, Musical, and Sonic Practices**

In this panel, we explore the ways in which our own sonico-musical practices, or “B-sides,” inform our more traditional scholarly work, or “A-sides.” Through reflective integration of these embodied communicative practices, we engage with haptics, breath, interface politics, attunement, and design processes, as well as the ways that these B-side literacies might inform composition classroom spaces.

Meeting Room 339 (Level 300)

**Presenters:** Steven Hammer, St. Joseph’s University  
Steve Lamos, University of Colorado-Boulder  
Gabriela Ríos, University of Colorado  
Crystal VanKooten, Michigan State University

*Theory, Research Methodologies, and Praxis*

### L.2 **Artificial Intelligence as an Approach to Ease Emotions and Affects of Email Writers**

This presentation focuses on using ChatGPT to assuage anxiety or other emotions in five ways when writing emails, including addressing issues of timeliness, responding to aggressive emails, and using different rhetorical techniques to maintain a positive ethos.

Meeting Room 328 (Level 300)

**Presenter:** S.J. Williamson, North Dakota State University

*Language, Literacy, and Culture*

### L.3 **Collaborative Online International Learning in the Research Writing Classroom**

This session will focus on how we implemented a collaborative online international learning (COIL) project with our research-writing students in the United States and Mexico.

Meeting Room 337 (Level 300)

**Chair:** Liz Janssen, University of Washington Bothell  
**Presenters:** Silvia Ferreira, University of Washington Bothell  
Joibel Tadea Gimenez Mogollon, Universidad Autónoma de Baja California

Saturday, 11:00 a.m.–12:15 p.m.

*First-Year Writing*

**L.4 Collaborative Remixing for Pedagogical Reformation:  
B-sides Activism in First-Year Composition Classrooms**

In this panel, four FYC instructors from a Hispanic-serving institution demonstrate a nonnormative collaborative remixing in FYC pedagogy to vocalize the voices of B-sides, the underrepresented students and the instructors, and propose a critical interrogation of dominant discourses on racism, ableism, and misrepresentation, making a call for justice, equity, and accessibility.

Meeting Room 309 (Level 300)

**Chair:** Hem Pandey, The University of Texas at El Paso

**Presenters:** Raj K. Baral, The University of Texas at El Paso

Purna Chandra Bhusal, The University of Texas at El Paso

Sanjeev Niraula, The University of Texas at El Paso

*Histories of Rhetoric*

**L.5 Distributed Endeavors: Analyzing Models of Collective  
Voice and Change**

To account for the rhetorical activity of a diverse array of people as well as the dynamic, simultaneously rhetorical and material means by which social change occurs, this panel explores the rhetorical activity of temporally and spatially distributed collectives. Participants will gain new models for rhetorical scholarship that is more inclusive of differently situated people.

Meeting Room 329 (Level 300)

**Presenters:** Suzanne Bordelon, San Diego State University

Sarah Hallenbeck, University of North Carolina Wilmington

Carolyn Skinner, The Ohio State University at Newark

*Inclusion and Access***L.7 Expanding Access and Inclusion in Writing Classrooms: Attending to Students with Substance Use Disorders**

This panel shares research that explores how students with substance use disorders (SUDs) navigate the demands of higher education, examining when, how, and to what ends they write about SUDs in their classrooms and in extracurricular contexts. Attending to this undertheorized population can broaden how instructors, researchers, and administrators conceptualize and practice access and inclusion.

Meeting Room 301 (Level 300)

**Presenters:** Sara Brock, Washington State University

Amelia Martin, Butler University

Carol Reeves, Butler University

Patty Wilde, Washington State University Tri-Cities

**Respondent:** Ruth Osorio, Old Dominion University

*Information Literacy and Technology***L.8 GenAI Remix: Researching Alumni Writing Practices beyond the University**

GenAI represents a paradigm shift in the making, impacting composition in the university, workplace, and public sphere. This session reports the findings of a university-wide alumni study with data from graduates going back thirty years across disciplines and professional industries. The session will present survey and focus group results, featuring testimonials from a current student and an alumnus.

Meeting Room 343 (Level 300)

**Presenters:** Travis Maynard, Elon University

Tim Peeples, Elon University

Paula Rosinski, Elon University

*Approaches to Teaching and Learning***L.9 Generative AI and the End(s) of Style**

This panel considers the implications of generative AI for the study, practice, and teaching of rhetorical style. Together, the panel's four presentations broach this topic from theoretical, historical, and pedagogical perspectives.

Meeting Room 344 (Level 300)

**Presenters:** Joseph Bizup, Boston University

Jonathan Buehl, The Ohio State University

Jeanne Fahnestock, University of Maryland

William FitzGerald, Rutgers University-Camden

*First-Year Writing*

**L.10 Expressive Becoming: Deleuze, Multimodal Composition, and First-Year Writers**

This presentation explores Deleuze's concept of expression and its influence on first-year writers' experiential knowledge. It examines how experiences—shaped by physicality, environments, and interactions—form expressive assemblages in writing, particularly within multimodal composition. It demonstrates how writing becomes a process of becoming, offering students a fresh perspective on writing.

Meeting Room 302 (Level 300)

**Presenter:** Prativa Poudel, University of Louisville

*First-Year Writing*

**L.11 Open Educational Resources (OER) in First-Year Composition: The B-side of Composition Textbooks**

Our panel presentation is about the B-side of first-year composition textbooks. The panelists will share their experiences creating and adapting OER materials for their students, overcoming obstacles they encountered, and collaborating for a common goal, which is to provide a more equitable educational opportunity to their students, who are also contributors in the construction of course content.

Meeting Room 349 (Level 300)

**Presenters:** Nancy Gold, Northern Michigan University  
Z. Z. Lehmborg, Northern Michigan University  
Emera Wilson, Northern Michigan University

*Approaches to Teaching and Learning*

**L.12 Remixing Community, Sampling Innovations: New Collaborations to Foster Belonging in a First-Year Writing Program at an Urban Public College**

This panel showcases our first-year writing program's recent B-sides collaborations, or experimental and alternative approaches, across the undergraduate student internship program, the graduate creative writing program, and the higher education opportunity program, in an effort to foster a sense of belonging and community across the institution.

Meeting Room 340 (Level 300)

**Chair:** Swan Kim, Brooklyn College CUNY  
**Presenters:** Bachi Ayala  
Heidi Diehl, Brooklyn College CUNY  
Sophia Bamert, Brooklyn College CUNY

*Approaches to Teaching and Learning*

**L.13 Remixing Grammar Instruction for Linguistic Diversity and Rhetorical Agency: Progressive Approaches to Language in Writing Pedagogy**

*Sponsored by the CCCC Linguistics, Language, and Writing Standing Group*

This session offers rationales, frameworks, and methods for adopting descriptive approaches to grammar in writing classrooms, writing centers, and faculty development. We address concerns that often come up in this work and share activities that “remix” the way we work with language in support of our commitments to rhetorical agency and linguistic inclusion.

Meeting Room 336 (Level 300)

**Chair:** Joseph Salvatore, The New School

**Presenters:** Laura Aull, University of Michigan

Brooke Schreiber, Baruch College CUNY

Shawna Shapiro, Middlebury College

*Antiracism and Social Justice*

**L.14 Resisting the Panel: Remixes, Polemics, Poems, and Counterstories**

Five scholars of composition are gathered together here to offer performances and readings that push against the conventional notions of conference panels and resist traditional knowledge formations as a way of asking: What more can our field do (in its formal practices, and indeed in its conference practices) to resist normative, hierarchical, and damaging epistemologies?

Meeting Room 338 (Level 300)

**Presenters:** Frankie Condon, University of Waterloo

monét cooper, University of Michigan

Erika Luckert, University of Southern Mississippi

Aja Martinez

Stacey Waite, University of Nebraska-Lincoln

Saturday, 11:00 a.m.–12:15 p.m.

*Approaches to Teaching and Learning*

**L.15 The B-side of Classroom Technology: Centering the Human within the Technology-mediated Composition Classroom**

This panel applies a critical gaze to the growing ubiquity of technology inside the college composition classroom. We address humane instructional technologies, generative AI, Miro's interactive whiteboard, and cyberpunk pedagogy in order to (re)consider technology and approaches to instruction that center human connection, spark student creativity, and support collaborative learning.

Meeting Room 341 (Level 300)

**Chair:** Carly Schnitzler, Johns Hopkins University

**Presenters:** Tamara Black, University of Southern California

Amber Foster, University of Southern California

Jessica Piazza, University of Southern California

*First-Year Writing*

**L.16 Time, Tempo, and Extended Play in Dual Enrollment Composition**

*Sponsored by the CCCC Dual Enrollment Composition Standing Group*

This panel gathers high school teachers, college/university faculty, and writing program administrators to explore how the growth of dual enrollment is transforming the experience of first-year writing courses.

Meeting Room 327 (Level 300)

**Chair:** Jim Webber, University of Nevada, Reno

**Presenters:** Rebecca Babcock, The University of Texas Permian Basin

Tristan Beach, University of Nevada, Reno

Isaac Calles, The University of Texas Permian Basin

Scott Campbell, University of Connecticut

Clark Moreland, The University of Texas Permian Basin

**Respondent:** Jessica Rivera-Mueller, Utah State University



*College Writing and Reading*

**L.17 Two Sides, One Record: Addressing Rigid Conceptions of Writing/Language in Translation (in Both Directions) of Postsecondary and Secondary Education**

Through addressing multiple sites of collaboration between secondary and postsecondary composition educators, this panel seeks to disrupt rigid boundaries and linear directionalities of institutional transition. Panelists focus on the implications of fluid secondary/postsecondary collaboration for equity-oriented praxes via linguistically just ideologies, disability justice, and student incomes.

Meeting Room 322 (Level 300)

**Presenters:** Jennie Baker, University of Washington Seattle  
Rhianna Prine, University of Washington Seattle  
Melissa Texidor, University of Washington Seattle

*Language, Literacy, and Culture*

**L.18 Y'all Can't Ban It, Linguaging Like a Bandit: Linguistic & Literacy Networks of Fugitive Black Joy**

This three-paper panel dreams of Black linguistic justice by exploring the transformative potential of Black literacies in fugitive communal spaces and examining intersectional identities to answer, “How do we expand ideas of social justice and anti-oppressive ideologies to college composition and university literacies?”

Meeting Room 342 (Level 300)

**Presenters:** Lindsey Allen, University of Maryland  
Taylor Lewis, University of Maryland  
Evelyn Nkooyooyo, University of Maryland

*College Writing and Reading*

**L.19 Reimagining Postsecondary Reading and Writing for All Students: Building a Community for Equity-Minded Pedagogies**

Attendees will explore strategies for reducing barriers to learning for students whose needs aren't met by traditional approaches to teaching college reading and writing. Participants will have an opportunity to collaborate after the conference, experiment with a new teaching practice in a course, assess their experiences, and document their learning through a coauthored writing project.

Meeting Room 319 (Level 300)

**Presenters:** Joanne Giordano, Salt Lake Community College  
Cassandra Phillips, University of Wisconsin-Milwaukee

*Language, Literacy, and Culture*

**L.20 The Ideal-Self as Peer Reader: Cultivating Descriptive Workshopping Skills**

Training multilingual writers in descriptive workshopping offers benefits such as building reading and discussion skills, affirming authorial agency, and cultivating what Dörnyei might call the ideal-self. This session offers strategies for teaching ELLs and others how to “dramatize the presence of a reader.” Participants work collaboratively to adapt techniques to their own contexts.

Meeting Room 303 (Level 300)

*Presenter:* Elizabeth Walters, Columbia University

*Approaches to Teaching and Learning*

**L.22 “We’ll Do It Live!” Embodied Play in the Writing Classroom**

We describe real-time, live performance activities that ask students to draw on laughter, connection, and impromptu rapport in ways that transform their understanding of writing and thinking in the college classroom. Participants in this roundtable session will come away with inspiration for in-class activities such as playlist-making, quick feedbacking, and place-based rhetorical analysis.

Meeting Room 308 (Level 300)

*Roundtable Leaders:* Allison Bannister, Fort Hays State University, “Image/Text Interplay: Scavenger Hunts and Drawing Games in Rhet/Comp”

Philip Gilreath, Tulane University, “Liveness and Improvisation: Using the Research Roundtable to Enact Disciplinary Knowledge”

Blake Huggins, Northeastern University, “Remixing the Classroom with Playlist Practices”

Kristin Lacey, University of Massachusetts Amherst, “Speed-Dating Claims and Live Revision”

*Creative Writing and Publishing*

**L.23 An Intradisciplinary Publishing Project: Storying the Development of a Graduate-Level Academic and Literary Journal about Reproductive Justice**

This roundtable panel stories the process of creating an online, peer-reviewed academic and literary journal on reproductive justice (RJ) for graduate students and creative writers. The panelists propose the need to establish RJ as a field and to found more expansive publishing

opportunities for early scholars and creative writers that elevate diverse stories and underrepresented knowledges.

Meeting Room 315 (Level 300)

**Chairs:** Liz Bolton

Amber Chavez

Tara Knight

**Presenter:** Rachel La Due, University of Wisconsin-Milwaukee

*Information Literacy and Technology*

## **L.24 Resisting AI Hype and Remixing Critical and Creative Resistances to GenAI in Writing Classrooms and Programs**

As Kofi Adisa notes in this year’s call for proposals, “technologies such as generative AI (GAI) offer possibilities but also ethical dilemmas.” This roundtable session will discuss how to remix current pedagogical and programmatic approaches for AI resistance so that we can respond to the current AI moment while also leaning in to what we know about teaching writing.

Meeting Room 307 (Level 300)

**Chairs:** Maggie Fernandes, University of Arkansas, “Academic Deinfluencing & AI Hype in Higher Education”

Megan McIntyre, University of Arkansas, “Academic Deinfluencing & AI Hype in Higher Education”

**Presenters:** Morgan Banville, Massachusetts Maritime Academy, “There’s No Such Thing as Ethical AI: Surveillance & Exploitation in the TPC Classroom”

Michael Black, University of Massachusetts Lowell, “Against ‘Artificial Intelligence’: Rethinking How We Discuss AI”

Millie Hizer, Southeastern Louisiana University, “Disability Justice & Remixing Critical AI Pedagogies”

Vyshali Manivannan, Pace University-Pleasantville, “AI & the Enshittification of Academic Writing”

Cara Marta Messina, Marist College, “The Weaponization of ‘AI’ in Higher Education”

Alex Watkins, Austin Community College, “(Re)designing AI-Proof TPC Programs”

Fatima Zohra, University of Waterloo, “Ask ChatGPT: Integrating GenAI ‘Ethically’ in the Writing Classroom”

*Writing Programs*

**L.25 Two WPAs, a Science Librarian, Art Historian, and Creative Writer Walk into a Classroom: Remixing WAC Disciplinary Expectations through Multimodality**

Roundtable participants outline creation and facilitation of an interdisciplinary professional development series designed to help WAC faculty at an SLAC remix notions of writing and access while developing a multimodal toolkit for use in assignment design and assessment. Following discussion of the professional development series, attendees will be invited to design their own multimodal toolkits.

Meeting Room 314 (Level 300)

**Roundtable Leaders:** Sarah Archino, Furman University  
Paige Dhyne, Furman University  
James Engelhardt, Furman University  
Magdelyn Helwig, Furman University  
Jean Schwab, Furman University

*Language, Literacy, and Culture*

**L.26 Appalachian Mixtape: Multimodalities, Technologies, and Identities**

*Sponsored by the CCCC Appalachian Literacies and Rhetorics Standing Group*

In this panel, Appalachian teacher-scholars describe how multimodality and technology guide students to think critically about identity and literacy. Multimodal projects that engage cultural signposts lead students to explore intersections between Appalachian and other identities. Likewise, access to technology amid a rural digital divide allows student engagement in public literacy spaces.

Meeting Room 317 (Level 300)

**Presenters:** Joe Bouchelle, Southern Virginia University  
Katie Beth Brooks, College of Coastal Georgia  
Sarah Morris, West Virginia University

*Language, Literacy, and Culture*

**L.27 Expanding the Reach of Writing through the Lifespan: A Research Mixtape**

*Sponsored by the CCCC Writing through the Lifespan Standing Group*  
Advancing the study of writing over a lifetime, across contexts, and across generations, this Writing through the Lifespan-sponsored panel offers a mixtape of lifespan writing research to trace connections with

subfields, including digital literacy studies and writing center studies, and to present B-sides of lifespan writing research that draw on memoir, autoethnography, and family archives.

**Meeting Room 316 (Level 300)**

**Chair:** Lauren Bowen, University of Massachusetts Boston

**Presenters:** Kathleen Shine Cain, Merrimack College

Pamela Childers, The McCallie School

Suellynn Duffey, University of Missouri-St. Louis

Leigh Ryan, University of Maryland

Yogesh Sinha, Ohio University

Chris Thaiss, University of California, Davis

Erin Workman, DePaul University

*Theory, Research Methodologies, and Praxis*

**L.28 Queer Caucus Sponsored Panel**

*Sponsored by the CCCC Queer Caucus*

This sponsored panel features four presentations that scrutinize queer praxis in archival research, immigration policies, industry professionalism, and trans science education.

**Meeting Room 311 (Level 300)**

**Presenter:** Jason Tham, Texas Tech University

*Antiracism and Social Justice*

**L.29 Reworking Labor-Based Grading Contracts for Historically Marginalized Students**

This panel explores the limitations of traditional labor-based grading contracts, particularly for students from historically marginalized backgrounds who may struggle especially with attendance and maintaining an even distribution of labor throughout the semester. Speakers offer new iterations that give students greater flexibility and agency.

**Meeting Room 350 (Level 300)**

**Presenters:** Nicole Gonzales Howell, University of San Francisco

Jennyville Labuga-Rumenik, The City College of New York CUNY

Jonathan McVey, The City College of New York CUNY

Corinne Shearer, Johns Hopkins University

**Respondent:** Rachael Shapiro, Rowan University

## LA Sessions: 11:00 a.m.–11:30 p.m.

### *First-Year Writing*

#### **LA.1 From Passive Learners to Co-Creators: A Case Study on Open Pedagogy in First-Year Writing**

Our presentation examines an open pedagogy project co-created and co-taught by a first-year writing instructor and a performing arts and humanities librarian. We will discuss developing an open-access project for ENG 102 and cover project steps, co-teaching strategies, the role of librarians in supporting open pedagogy, and challenges. We will also share open-access artifacts with the audience.

Meeting Room 321 (Level 300)

**Presenters:** Melanie Gagich, Cleveland State University  
Mandi Goodsett, Cleveland State University

### *Theory, Research Methodologies, and Praxis*

#### **LA.3 Getting at the B-sides of Black and Latinx Agency: Uniting Literacy History Interviews and Discourse-Based Interviews to Explore Tacit Writing Practices**

This presentation demonstrates a novel method of qualitative interviewing for exploring the tacit writing practices of minoritized writers in predominantly white institutions.

Meeting Room 324 (Level 300)

**Presenter:** Raymond Rosas, CUNY, John Jay College of Criminal Justice

### *Professional and Technical Writing*

#### **LA.4 Going Platinum on Techne Forge: The AI-generated B-side of Seminal 4Cs Rhetoric**

Based on AI-generated remixes of seminal TPC rhetoric and cultural analysis, this presentation offers pop music compositions of the field and critical study of the underpinnings of TPC culture within CCCC.

Meeting Room 330 (Level 300)

**Presenters:** Philip Gallagher, Mercer University  
Bremen Vance, Mercer University

*Histories of Rhetoric*

**LA.5 Gossip on the (Quilted) Borders**

This paper examines how the experience of gossiping together and quilting together fostered a crucial form of solidarity necessary to organize and pursue reform activities that would ultimately lead to the passage of the Nineteenth Amendment. I offer insights about quilting bees and ideas about the discourse of gossip as it applies both to the historical bee and contemporary moment.

Meeting Room 331 (Level 300)

*Presenter:* Susanna Engbers, Kendall College of Art & Design

*First-Year Writing*

**LA.6 Harmonizing Ethics and AI: Remixing Pedagogy for Linguistically Diverse FYC Students**

To shed light on the ethical use of generative AI among linguistically diverse FYC students, the presentation showcases instructors' strategies for teaching writing with critical AI literacy to promote academic integrity and student-teacher collaboration while leveraging AI tools. The pedagogical integration of ongoing reflection and discussion helped shape these students' well-informed AI use.

Meeting Room 332 (Level 300)

*Presenters:* Titcha Ho, Baruch College CUNY  
Reymond Levy, Florida International University

*Approaches to Teaching and Learning*

**LA.7 In the Year 2025: A Shift in Pedagogical Strategies to Ensure Rhetorical Intelligence Can Survive**

The recent accessibility of chatbots has disrupted the outcomes-oriented approach to writing pedagogy because it reduces the motivation for students to do the hard work of developing their own critical thinking. A shift to rhetorical practice in the classroom through memory, orality, and collaboration can promote rhetorical intelligence and resist the temptation to default to chatbots.

Meeting Room 333 (Level 300)

*Presenter:* Theresa Evans, Miami University of Ohio

Saturday, 11:00 a.m.–11:30 a.m.

*Approaches to Teaching and Learning*

**LA.8 Remixing the AI Conversation: Using AI as the Model to Imitate and Not Fear**

This session will share outcomes and reflections from teaching a course that uses large language model training as the foundation for its pedagogy. In the class, I wanted to flip the script a bit and instead of thinking about AI as the enemy or as a tool for drafting or polishing, I wanted to think through the way AI is trained, and use that as a foundation for my pedagogy.

Meeting Room 318 (Level 300)

*Presenter:* Matthew Hitchcock, Northeastern University

*Information Literacy and Technology*

**LA.9 Remixing the Research Project: Teaching Video Essays to Help Students Develop Transferable Writing Skills**

This presentation explains how and why composition teachers should incorporate video essays into writing courses. After summarizing the history and growing popularity of video essays as a genre, each presenter will discuss the transferable research, organization, reflection, and analysis skills college students developed by engaging video essays in a variety of classroom contexts.

Meeting Room 320 (Level 300)

*Presenters:* Michael Blancato, Roosevelt University  
Natalie Kopp, Ohio State University

*Professional and Technical Writing*

**LA.10 Remixing the Role of Aesthetics in Technical and Professional Communication**

This session argues for technical and professional communication scholarship to not only understand the aesthetics of technical communication, but how technical communication becomes aesthetic.

Meeting Room 326 (Level 300)

*Presenter:* Scott Weedon, Texas Tech



*Writing Centers (including Writing and Speaking Centers)*

**LA.11 Remixing Writing Center Practices: Tutors' AI Stories**

What are the risks and benefits of AI for the writing center? Has AI challenged tutors to remix their familiar practices or improvise new ones? This study analyzes writing center tutors' narratives about using AI, both in the center and for their own learning. Through this analysis, I aim to help administrators envision the future of writing centers in this new era of AI.

Meeting Room 345 (Level 300)

*Presenter:* Sandie Friedman, George Washington University

*First-Year Writing*

**LA.12 The Integration of Multimodal Assignments in Rhetoric and Composition Courses to Enhance Multilingual Students' Genre Awareness and Digital Literacy Skills**

Discover effective strategies for incorporating multimodality in rhetoric and composition courses, enhancing engagement for multilingual students. This session highlights practical approaches, fostering critical thinking and digital literacy skills. Attendees will gain actionable insights to enrich their teaching practices through diverse multimodal assignments.

Meeting Room 347 (Level 300)

*Presenters:* Lan Anh Dang, Minnesota State University, Mankato  
Yasmine Telwana, Minnesota State University, Mankato

*Language, Literacy, and Culture*

**LA.13 The Mixtape as Narrative: Exploring Collage and Multivocality in the First-Year Writing Classroom**

This presentation will review an assignment that asks students to curate, annotate, and present a mixtape of songs that constructs a coherent narrative. Participants will explore strategies and practices that affirm students' cultural literacies and experiences while interrogating the conventions of personal narrative through attention to multivocality, assemblage, and multimodal technologies.

Meeting Room 346 (Level 300)

*Presenter:* Rebecca Troeger, University of Connecticut

Saturday, 11:00 a.m.–11:30 a.m.

*First-Year Writing*

**LA.14 To Make and to Heal: Writing about Music in the First-Year Composition Classroom**

This project amplifies first-year writing students' voices at Montclair State University. Students explore music's impact on well-being, resilience, and social change. They engage with diverse genres, create multimodal projects, and advocate for music's transformative power. The presentation concludes with a student music video montage.

Meeting Room 348 (Level 300)

**Presenter:** Ron Brooks, Montclair State University

## LB Sessions: 11:45 a.m.–12:15 p.m.

### *Approaches to Teaching and Learning*

#### **LB.1 Maybe ChatGPT Can Finally Drag Writing Instruction Kicking and Screaming into the 1970s**

This paper argues that, since LLMs like ChatGPT can increasingly mimic “quality” written products but cannot replicate or replace writing processes, as a field we find ourselves in a moment when we might successfully articulate better arguments for teaching, assessing, and valuing process in the ways we’ve known are central to student learning since at least the 1970s.

Meeting Room 320 (Level 300)

*Presenter:* Ryan Skinnell, San José State University

### *Information Literacy and Technology*

#### **LB.2 Innovative Strategies for AI Tools in Writing Classrooms: Balancing Ethics and Effectiveness**

This presentation explores the ethical implications of AI writing tools in writing courses, focusing on their impact on academic ethics, originality, and skill development. Using qualitative methods, including participant-generated images and interviews, we aim to provide practical guidelines for the ethical use of AI tools, enhancing critical digital literacy and innovative teaching strategies.

Meeting Room 318 (Level 300)

*Presenters:* Jianfen Chen, Towson University  
Yingying Tang, Auburn University

### *Approaches to Teaching and Learning*

#### **LB.3 Is Workplace Writing Remixing with GAI? Exploring Potential Implications for Undergraduate Writing Instruction**

This session will share results from a qualitative interview study about how workplace writing is (and is not) engaging with GAI. Attendees will consider how instructors can use these results to inform teaching practices and assignment design in ways that will best prepare students for the complex rhetorical situations they will encounter in the workplace.

Meeting Room 321 (Level 300)

*Presenter:* Nicole Weaver, Le Moyne College

*Language, Literacy, and Culture*

**LB.4 It's All Music: The Power of Song in/for Rhetorical Analysis**

Focusing strictly on a mixtape of artifacts for what they could reveal beyond students' views, this speaker determined several connections and interconnections among them that made them highly suitable for certain kinds of rhetorical criticism. Ultimately, attendees will consider how these discoveries confirm that music, cultural or otherwise, is a powerful source of and for rhetorical analysis.

Meeting Room 323 (Level 300)

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

*Antiracism and Social Justice*

**LB.5 Linguistic Justice, Self-Placement, and Local Writing Constructs: Aligning Programmatic Practices, Institutional Mission, and Classroom Pedagogy**

This presentation exemplifies an advocacy-minded self-placement model that seeks to align a social justice mission and FYW pedagogy. We aim to create an equitable, inclusive placement process reflected in our FYW courses. We discuss revising the SSP tool to embrace diverse languaging practices, and how SSP values can guide FYW courses through linguistic justice and local writing constructs.

Meeting Room 324 (Level 300)

**Presenters:** Catherine Bowlin, Elon University  
Parag Budhecha, Guilford College

*Approaches to Teaching and Learning*

**LB.6 Love the Game and the Player: Using Students' Value of Video Games to Develop Rhetorical and Genre Skills**

The following presentation explores how an English class based around video games, and populated almost exclusively by undergraduates that value gaming, can further students' writing skills. Using preliminary data from multiple classes, I discuss the creation of assignments, student feedback and reception, and ways they express transferring video game lessons into writing skills.

Meeting Room 330 (Level 300)

**Presenter:** Renee Drouin, Penn State Harrisburg

*Language, Literacy, and Culture*

**LB.7 Making Meaning through Musical Traditions: Documenting and Preserving Cultural Heritage in the Landscape of Refugee Camps and Beyond**

This session will begin with examples of student work from refugee camps in Jordan, Kenya, and Bangladesh where students have documented/analyzed musical aspects of the cultural heritages they have carried from their home/lands. The session will then expand beyond the camps to consider how instructors anywhere in the world can do similar activities to help develop students' writing skills.

Meeting Room 331 (Level 300)

*Presenter:* Mya Guarnieri, Bard College

*Inclusion and Access*

**LB.8 Making Space for Métis: Remixing Writing Assignments**

This presentation will use métis as a theoretical framework to examine the ways students with disabilities approach their writing process. Based on these students' experiences, the speaker will offer ideas and suggestions for remixing writing assignments to allow space for generative and adaptive approaches to writing.

Meeting Room 332 (Level 300)

*Presenter:* Rachel Roy, University of New Hampshire

*Community, Civic, and Public Contexts of Writing*

**LB.9 Melodies of Our Mothers: Lullabies and Children's Songs as Bearers of Cultural Memories in Immigrant Populations**

Focusing on an Erie-based project where immigrants and refugees of Erie from across the globe recorded children's songs from their culture to be played at day cares and elementary schools, my presentation will explore the functions of orality, literacy, and memory and explore how Sruti or the oral tradition of South Asian dramaturgy functions as a rhetorical tool for preservation of cultural memories.

Meeting Room 333 (Level 300)

*Presenter:* Shreelina Ghosh, Gannon University

Saturday, 11:45 a.m.–12:15 p.m.

*First-Year Writing*

**LB.10 Remixing the Semester: Building a First-Year Writing Curriculum around the Concept of Remix**

This session shares strategies for adopting remix as a prevailing metaphor in first-year writing courses. Using a definition of remix from Adam J. Banks (2011) that focuses on audience, context, and purpose, this session explores how remix can help students think about research, equity and access, and making change in the world, providing a heuristic for developing a remix-centered curriculum.

Meeting Room 326 (Level 300)

*Presenter:* Stephanie Hedge, University of Illinois Springfield

*Approaches to Teaching and Learning*

**LB.11 Remixing Writing Instruction with GAI: Strategies for Brainstorming and Peer Review**

This presentation explores using generative AI (GAI) like ChatGPT and Claude as “rhetorical partners” to support brainstorming and peer review activities in the first-year writing classroom. Attendees will learn how to leverage GAI’s capabilities to enhance writing instruction while navigating concerns about becoming too reliant on GAI tools and upholding the vital role of human instructors.

Meeting Room 345 (Level 300)

*Presenter:* Megan Kane, Seton Hall University

*Antiracism and Social Justice*

**LB.12 Modes of Racial Representation: Racial Literacy and Multimodality in the Digital Age of Anti-Black and Anti-Asian Racism during the COVID-19 Pandemic**

In this session, the presenter will examine the racial violence of Black and Asian Americans during COVID-19 as a case study to argue for multimodal racial literacies in researching and teaching of multimodal texts.

Meeting Room 346 (Level 300)

*Presenter:* Tom Do, California State University Long Beach

*Language, Literacy, and Culture*

**LB.13 Transcend the Boundary of Genres and Languages:  
Multilingual Genre Knowledge in Cross-Genre and  
Cross-Language Writing**

This individual presentation aims to offer pedagogical implications for writing instructors on the potential affordances and challenges in implementing an assignment of cross-genre and cross-language writing. The study invites the audience to consider how writing instructors may spark EAL student writers' creativity by leveraging students' language, literacy, and cultural assets.

Meeting Room 347 (Level 300)

*Presenter:* Wei Xu

*Language, Literacy, and Culture*

**LB.14 Transnational Citizenship-Making and Emotional  
Mixing: How Taiwanese Americans Emotionally Fashion  
Transnational Citizenship**

This study examines how Taiwanese Americans emotionally respond to the mixing of semiotic communication to defy simplistic migration rhetorics of assimilation. The study reveals that Taiwanese Americans showcase much more complex trajectories of using or mixing Chinese and English to establish their cultural citizenship affiliation.

Meeting Room 348 (Level 300)

*Presenter:* Meng-Hsien Neal Liu, University of Illinois Urbana-Champaign

## M Sessions: 12:30–1:45 p.m.

*Language, Literacy, and Culture*

### M.1 **The “ai” [“love” in Chinese] of AI in the Writing Classroom, Workplace, and Public Sphere**

AI is everything, everywhere, all at once. It can be pedagogically playful, ethically ambivalent, and rhetorically consequential. This panel brings together four scholars who approach AI-mediated classrooms, workplaces, and public spheres with “ai” (which means “love” in Chinese). Collectively, we deconstruct the entangled power of AI and “ai” through empirical accounts and rhetorical theories.

Meeting Room 349 (Level 300)

**Presenters:** Chaoran Wang, Colby College  
Zhaozhe Wang, University of Toronto  
Qianqian Zhang-Wu, Northeastern University  
**Respondent:** Xiqiao Wang, University of Pittsburgh

*First-Year Writing*

### M.2 **A New Song on the Border: Remixing Writing Pedagogy and Assessment**

The panelists describe a remixing approach to acknowledge students’ voices and agency. Presenters will discuss remixing elements of undergraduate and community engagement programs, including assessment, pedagogy, and student voices, to create a new song with greater resonances. We invite attendees to think of how these approaches to writing courses can be adapted to their own institutional contexts.

Meeting Room 319 (Level 300)

**Presenters:** Raphael Reyes Juarez, The University of Texas at El Paso  
Maria Isela Maier, The University of Texas at El Paso  
Matthew Varvel, The University of Texas at El Paso

*First-Year Writing*

### M.3 **B-side, Be Heard: Voice Development, Virtual Spaces, and Vulnerability in the Feedback Process**

This panel will report on a continuing, mixed-methods research study in which collaborative and dialogic creative feedback is incorporated into the FYW classroom. We ask students to begin the feedback process by leaving reflective comments in their essay margins, an activity that encourages risk-taking and even “play” in ways that bolster a sense of autonomy and voice in their writing process.

Meeting Room 329 (Level 300)



**Presenters:** Sarah Lacy, Old Dominion University  
Jackie Mohan, Old Dominion University  
Elizabeth Vincelette, Old Dominion University

*Language, Literacy, and Culture*

**M.4 Black Girl Literacies, Black Girl Futures, and Black Girl Remix: Exploring Black Feminist Sonic Rhetoric**

This panel rethinks Black women’s rhetorical practices in the framework of liberation, freedom, and restorative practices. The speakers will take nuanced looks at the Black feminist rhetorician to question if our recovery efforts have done anything to enrich a critical understanding of race, class, gender, nation, and sexuality as it pertains to Black women hip-hop artists.

Meeting Room 327 (Level 300)

**Chair:** Gwendolyn D. Pough, Syracuse University  
**Presenters:** Stephanie Jones, University of Oregon  
Elaine Richardson, The Ohio State University  
Cecilia Shelton, University of Maryland College Park

*Writing Centers (including Writing and Speaking Centers)*

**M.5 Can AI Talk Like a Writing Tutor? An Exploration**

This project examined the viability of training an LLM to use Socratic questions and critical suggestions and to simulate a talk with a student to facilitate their thinking and composing during the prewriting stage of their writing process. This panel discussion will describe the initial process of training an LLM in using talk to facilitate a college student’s writing process.

Meeting Room 302 (Level 300)

**Chairs:** Junye Guo, University at Buffalo SUNY  
Yueqiu Zhang, University at Buffalo SUNY  
**Presenter:** Raana Jilani, University at Buffalo SUNY

*Language, Literacy, and Culture*

**M.6 Dance as Multimodal Communication in First-Year Composition: Celebrating Students’ Sociocultural Identities and Diversities**

Drawing upon the insights of Anna Stirr, Scott Haden Church, and Omise’eke Natasha Tinsley, alongside Michael Halliday’s social-semiotic theory, I demonstrate how dance qualifies as a mode, serving ideational, interpersonal, and textual functions—representing meanings and social relations, and constructing complete (social) worlds as a cohesive message.

Meeting Room 336 (Level 300)

**Presenter:** Shuv Raj Rana Bhat, Texas Christian University

*Approaches to Teaching and Learning*

**M.7 Extending Play in Composition: An Album in Four Tracks**

Scholars address play as a means to explore rhetorical ecologies and new writing platforms, noting that technological and cultural changes necessitate we reimagine how we teach writing with play and experimentation. To do so as teacher-scholar-administrators, we offer four sites of purposeful, directed play, “sampling” from other spaces/environments, disciplines, and languages/linguistic elements.

Meeting Room 338 (Level 300)

**Presenters:** Logan Bearden, Nova Southeastern University  
Melissa Bianchi, Nova Southeastern University  
Claire Lutkewitte, Nova Southeastern University  
Star Vanguri, Nova Southeastern University  
Maggie Werner, Hobart and William Smith Colleges

*Histories of Rhetoric*

**M.8 Methodological Remixes in Women’s Rhetorical History**

Archives are filled with the B-sides of history. Through a series of presentations that exemplify methodological remixing, these presentations will allow audience members to learn about the connections between family history and public memory, rhetorical biography and feminist historiography, affect theory in science studies and feminist rhetorical methods, and rhetorics of gender and labor.

Meeting Room 340 (Level 300)

**Presenters:** T J Geiger, Texas Tech University  
Amy Gerald, University of South Carolina, Lancaster  
Jane Greer, University of Missouri, Kansas City  
Lisa Shaver

*Writing Centers (including Writing and Speaking Centers)*

**M.9 Multiliteracy Center B-side: Collaborative and Creative Programming with Technology That Extends “Play” across Disciplines**

This panel explores collaborative multiliteracy center programming with technology that extends “play” with learning communication skills through on-demand workshops, data visualization competitions, and faculty professional development with AI. Presenters share pedagogical approaches and technical challenges for how such programming can expand multiliteracy work to involve the entire campus.

Meeting Room 337 (Level 300)

**Presenters:** Cristal Gamez, California State University Channel Islands  
Sohui Lee, California State University Channel Islands

*First-Year Writing*

**M.10 Program and State Learning Outcomes (Re)Mix:  
Centering Play and Inclusion through Assessment  
(Re)Design**

This three-person panel will trace, traverse, and play along the counters established by the varied range of state- or program-mandated learning outcomes we as instructors find ourselves working within, to consider how play and inclusion might be centered through iterative assessment (re) design, collaborative assessment, and metacognitive writing as a form of student self-assessment.

Meeting Room 325 (Level 300)

*Presenters:* Soni Adhikari, Stony Brook University  
Robert Balun, Stony Brook University  
Laura Marciano, Stony Brook University

*First-Year Writing*

**M.11 Remixing Disruption: Amplifying Marginalized Multimodal  
Knowledges in First-Year Writing**

This panel challenges deficit views by amplifying marginalized multimodal knowledges in first-year writing. Four speakers argue for disrupting postsecondary writing and mapping exigent institutional designs for just redistribution, using trans-/multi-/interdisciplinary and epistemological lenses to recognize abundances and promote inclusive, equitable approaches in the field.

Meeting Room 342 (Level 300)

*Presenters:* Shuvro Das, Virginia Tech  
Gideon Kwawukumey, Virginia Tech  
Temitope Ojedele-Adejumo, Virginia Tech  
Julia Unger, Virginia Tech

*Approaches to Teaching and Learning*

**M.12 Remixing Pedagogy: Ethical Approaches to Flexible,  
Inclusive, and Transferable Writing Instruction**

In this panel, a group of early career teacher-scholars propose innovative assignment design, curriculum and assessment techniques, and technologies that respond to both longstanding and emerging ethical questions in the teaching of composition. Presenters demonstrate remixed classroom practices in hopes that teachers will further mix, sample, and respond in the spirit of ethical pedagogy.

Meeting Room 328 (Level 300)

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Saturday, 12:30–1:45 p.m.

**Presenters:** Shelby Jackson  
Skyler Meeks  
Samuel Phillips, University of North Carolina Greensboro  
Hanna Sanders, Texas Christian University

*Approaches to Teaching and Learning*

**M.13 Remixing Writing as Resistance to “Grind Culture”**

Drawing on Heather Archer’s 2014 book *The Grind Culture Detox: Heal Yourself from the Poisonous Intersection of Racism, Capitalism, and the Need to Produce*, this session will explore the intersections of writing as self-awareness, writing to process difficulties, writing as healing, and writing to communicate across differences—all as part of merging the A- and B-sides of a student’s life.

Meeting Room 341 (Level 300)

**Presenter:** Tanvi Patel, University of Southern California

*Creative Writing and Publishing*

**M.14 Resisting Closure: Three Late-Career Projects on Life-Writing and Trauma**

Three writing teachers discuss late-career projects focused on trauma: speaker one presents life-writing about violence; speaker two presents life-writing on the arts as healing practice in end-of-life and end-of-career care; and speaker three presents life-writing inspired by a case study on the involuntary institutionalization of a family member.

Meeting Room 322 (Level 300)

**Presenters:** Elizabeth Boquet, Fairfield University  
Richard E. Miller, Rutgers University  
Amy Robillard, Illinois State University

*First-Year Writing*

**M.15 Safe Spaces, Echo Chambers, and the Rhetorical Space of the First-Year Composition Classroom**

In response to recent debates over the space for protests in higher education, this panel focuses on FYC as a space of disruption: of echo chambers, of safe spaces, and of argumentation both within and without the university. From the perspectives of WPAs, instructors, and graduate students, we propose a remix that merges the traditional and non-traditional spaces for writing as civic engagement.

Meeting Room 344 (Level 300)

**Presenters:** Wendy Hayden, Hunter College CUNY  
Leigh Jones, Hunter College CUNY  
Sasha Maceira, Hunter College CUNY  
Andre Perez, The Graduate Center CUNY

*Information Literacy and Technology*

**M.16 Strengths and Challenges in the Brave New World of AI: Student Performances Analyzed in Controlled and AI Classrooms**

This paper considers original research that investigates how artificial intelligence affects the composition classroom. Two classes of developmental writing (one control and one experimental) were considered for this research. One class had access to an AI program and the other had no such access. The results of the classes are considered in this presentation.

Meeting Room 301 (Level 300)

**Presenter:** Paul Beehler, University of California, Riverside

*Language, Literacy, and Culture*

**M.17 The B-side of the Student Body: How International Students and Immigrants Nuance Writing and Knowledge Production**

In writing studies scholarship, there should be more attention to exigencies of writing that are outside of the normative practices of writing. Our goal is to offer and analyze a collective of writing exigencies that show the complex interrelations between the nuances of writing within home and academic discourses of our students and their teachers from different nationalities and backgrounds.

Meeting Room 339 (Level 300)

**Presenters:** Magna Mohapatra, University of Wisconsin-Madison

Sujash Purna, University of Wisconsin-Madison

Tasnuva Tabassum, Florida State University

**Respondent:** Erin Miller, University of Wisconsin-Madison

*Writing Centers (including Writing and Speaking Centers)*

**M.18 Writing Center B-sides: Extending to Students, Technologies, Writings**

Our panel as its primary goal will torque writing center normativities, unveiling queer underlife, intervention, and celebration of writing center work beyond tutoring. In it, we examine the B-side work of oft-decentered student voices, of better futures for centers' digital accessibility, and of future promises of writing technologies and queer writing.

Meeting Room 343 (Level 300)

**Presenters:** Patrick Greene, Virginia Tech

Rebecca Hallman Martini, University of Georgia

Travis Webster, Virginia Tech

James Zebroski, University of Houston

*Theory, Research Methodologies, and Praxis*

**M.19 Toward a B-side Research Collective: Meeting the Urgency of Our Moment in Higher Education with Transformative, Transgressive Methodological Remixes**

To study and transform the writing culture in their local contexts, teacher-scholar-activists—often working in precarious labor conditions—need critically sound and creatively liberatory research designs to counter disciplinary and institutional constraints. This ELE, invoking the experimental ethos of B-side singles, flips structural limitations into sites of deep inquiry and collective support.

Meeting Room 350 (Level 300)

*Presenters:* Tara Coleman, LaGuardia Community College CUNY  
Maria Jerskey, LaGuardia Community College CUNY  
Dominique Zino, LaGuardia Community College CUNY

*Approaches to Teaching and Learning*

**M.20 Writing a New Song for Composition: An Engaged Musical Learning Experience**

This session will show how embodied pedagogy can facilitate powerful holistic learning for students. This active session will use multisensory embodied learning built around the classic song structure of verse-chorus-verse-chorus-bridge-chorus. The presenters will lead the verse parts, attendees will be active in the chorus parts, and our bridge will focus on social justice. No singing required.

Meeting Room 303 (Level 300)

*Presenters:* Nicol Michelle Epple, Penn State University  
Gian Pagnucci, Indiana University of Pennsylvania  
Lauren Hatch Pokhrel, Salisbury University

*Approaches to Teaching and Learning*

**M.21 “Remixing” Faculty Development: Working Groups as a Model for Inclusivity**

In this roundtable, non-tenure-track writing faculty will discuss a pilot working group on inclusive pedagogy as a model for “B-side,” or ground-up, faculty development that challenges a top-down approach to professional development. We will share our process and insights, then invite conversation among attendees about opportunities for “remixing” faculty development in other contexts.

Meeting Room 314 (Level 300)

*Presenters:* Cara Byrne, Case Western Reserve University  
Vicki Daniel, Case Western Reserve University  
Denna Iammarino, Case Western Reserve University  
Kristine Kelly, Case Western Reserve University

Luke Reader, Case Western Reserve University  
Pouya Vakili, Case Western Reserve University  
Marion Wolfe, Case Western Reserve University

*Information Literacy and Technology*

**M.22 AI and Embodiment: Laboring, Feeling, and Sensing with Automated Writing Machines**

As generative AI platforms encourage us to focus on product over process, efficiency over contemplation, and mind over matter, we have an opportunity to center labor, feeling, and sensation—our human embodiment. Speakers in this roundtable consider how teachers, scholars, and practitioners of writing and rhetoric can emphasize embodiment alongside and within generative AI.

Meeting Room 308 (Level 300)

**Chair:** Lydia Wilkes

**Presenters:** Patricia Fancher

Leigh Gruwell, Auburn University

J Palmeri, Georgetown University

Natalie Szymanski

**Respondent:** Elizabeth Losh, William & Mary

*Language, Literacy, and Culture*

**M.23 Not Beyoncé: We Are the Invisible, B-side Teachers and Writers of Rhetoric to Remix, Report, and Risk for Playing against the Norm**

This roundtable discusses the tension, invention, description of three South Asian Muslim PhD candidates teaching and writing dissertations. They share their unique teaching and writing styles opposite of academic traditions, but their (re)creation of powerful rhetorical style does not get popularized to remix socio-cultural practices within the genre. They are treated as Solange, not Beyoncé.

Meeting Room 315 (Level 300)

**Chair:** Sadia Afrin, University of Waterloo, “I Am Not Your Beyonce, but beyond Your Imagination”

**Presenters:** Mahnoor Banu, University of Waterloo, “The Search for

Aletheia besides the Borders of Occident and Oriental Intersections”

Sonia Ayesha Zafar, University of Waterloo, “The Unpopular Remix: The Limitations of Representing the Under-Represented”

*Approaches to Teaching and Learning*

**M.24 Retrospective: Research in Writing Assessment and the Impact of the *Journal of Writing Assessment***

*Sponsored by the CCCC Writing Assessment SIG*

*continued on next page*

This roundtable session will explore the contribution of *JWA* to the field of writing assessment. Based on a two-volume collection of key articles from the journal, speakers will explore major themes in writing assessment and the impact on students' and teachers' lived experience. As speakers look back to published research, they will also consider future areas for research.

Meeting Room 307 (Level 300)

**Chair:** Peggy O'Neill, Loyola University Maryland

**Presenters:** Brian Huot

Carolyn Calhoon-Dillahunt, Yakima Valley College

J. W. Hammond, Michigan Technological University

Diane Kelly-Riley, University of Idaho

Jordan Canzonetta Lewis

Shane Wood, University of Central Florida

**Respondents:** Laura Aull, University of Michigan

Mya Poe, Northeastern University

**Roundtable Leader:** Stacy Wittstock, Marist College

*Community, Civic, and Public Contexts of Writing*

**M.25 Environmental Rhetoric Remix: Sampling Interdisciplinary Concepts of Place, Sustainability, and Ethics**

*Sponsored by the CCCC Environmental Rhetoric Standing Group*

Using interdisciplinary concepts of place, sustainability, and ethics, speakers on this panel contend that environmental rhetorical practices require the creative sampling of other disciplines, including nature writing, documentary film, racial/environmental justice, food studies, bioregionalism, and geography to deepen essential knowledge of the more-than-human world.

Meeting Room 317 (Level 300)

**Presenters:** Justin Everett

Charlotte Kupsh, Ball State University

Wendy Ryden, Long Island University Post

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

**M.26 Much to Love and Much to Loathe in Our Leave-Takings: Navigating Professional and Personal Transitions in a Digital Environment**

*Sponsored by the CCCC Standing Group for Senior, Late Career, and Retired Scholars in Rhetoric and Writing Studies*

Our roundtable will stir conversation on ways we collectively recognize and honor one another's professional transitions such as moving into administration, pursuing a different profession, retiring, and dying. After speakers briefly reflect on how their own and others' transitions have challenged and changed us, discussion is open to all session attendees.



Meeting Room 316 (Level 300)

**Chair:** Shirley Rose, Arizona State University

**Presenters:** Kathleen Shine Cain, Merrimack College

Alice Horning, Oakland University

Keith Miller, Arizona State University

Kelly Ritter, Georgia Institute of Technology

Donna Strickland, University of Missouri-Columbia

**Respondent:** Cinthia Gannett, Fairfield University

*Approaches to Teaching and Learning*

**M.27 Remixing Assignments for Working-Class Students:  
Charrette as Collaborative Redesign**

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

In this hands-on session, participants will remix assignments through a guided peer-review process known as a charrette. Rooted in the principles of equity and open educational practices, panelists will share research and model how remixing writing assignments with transparency in mind can enhance student outcomes and center authentic writing experiences, especially for working class students.

Meeting Room 309 (Level 300)

**Presenters:** Dylan Girouard, University of Massachusetts Amherst

Axel Gonzalez, Independent Scholar

Anna Kinney, University of North Dakota

Eric Lehman, University of Nevada, Reno

Bruce Martin, Lone Star College-North Harris

Nicole McNeal, California State University, Sacramento

Justin Whitney, Tennessee State University

*Approaches to Teaching and Learning*

**M.28 Spirituality in the Writing Classroom**

*Sponsored by the NCTE Assembly for Expanded Perspectives on Learning*

This roundtable session considers the role of spirituality in the writing classroom. Speakers from a variety of institutions present upon their experiences teaching writing in connection with spirituality from diverse traditions, including the nonsecular.

Meeting Room 310 (Level 300)

**Presenters:** Aaron Beasley, Union University

Purna Chandra Bhusal, The University of Texas at El Paso

Joe Bouchelle, Southern Virginia University

Cantice Greene, Clayton State University

Nicholas Joseph, University of Pennsylvania

Amy Locklear, Auburn University at Montgomery

Jonathan Marine, George Mason University

Mary Sellers, Penn State

## MA Sessions: 12:30–1:00 p.m.

*Community, Civic, and Public Contexts of Writing*

### **MA.1 Movement Music: Distinguishing Meaning and Perception**

Music has been at the core of multiple social movements in the United States. Yet, the more songs get popularized, the more they often have their meaning diluted. From Bruce Springsteen’s “Born in the USA” to Marvin Gaye’s “What’s Going On,” popular songs have existed as forms of protest against injustice. Investigating their meanings is a useful tool in building linguistic analysis skills.

Meeting Room 320 (Level 300)

*Presenter:* Thomas Ohno-Machado, Howard University

*Information Literacy and Technology*

### **MA.2 Moving Source Evaluation from the B-side to the A-side: Building Students’ Digital Literacy Skills for an Information Landscape with Bias and Misinformation**

We need to remix our priorities and lessons related to source evaluation and selection. Traditional strategies like CRAAP and similar methods are inefficient and ineffective, whereas lateral reading has proven to yield more successful results. Students also need to recognize the prevalence of misinformation and biased sources in the information landscape.

Meeting Room 321 (Level 300)

*Presenter:* Trisha Kelly Travers, Penn State Abington

*First-Year Writing*

### **MA.3 Narrative, Community, and Student Experience: Revising First-Year Writing Objectives and Assignments for Student Engagement and Success**

This presentation describes a first-year writing committee’s work to revise objectives and assignments for a public university’s Composition I course to promote student engagement and success through a focus on diversity and inclusion, personal writing, and primary research into students’ own communities. The session provides attendees with strategies for revising FYW at their own institutions.

Meeting Room 323 (Level 300)

*Presenters:* Jessica Rico, Oakland University  
Megan Schoen, Oakland University

*Language, Literacy, and Culture*

**MA.4 Negotiating Polycentric Power Dynamics through Digital Multimodal Composing**

This presentation introduces the creative approach designed and implemented by an EAL instructor in an academic literacy classroom to negotiate polycentric power dynamics and explain how this approach works to harness students' passion for digital communication and fulfill the requirement of print-based writing in tests.

Meeting Room 324 (Level 300)

**Presenters:** Fangzhi He  
Yanhong Zuo, Stetson University

*Approaches to Teaching and Learning*

**MA.5 Oblique Strategies in the Classroom**

I report on my use of Brian Eno and Peter Schmidt's Oblique Strategies creative method as a tool of invention and revision in the writing process.

Meeting Room 326 (Level 300)

**Presenter:** Tyler Martinez, George Mason University

*College Writing and Reading*

**MA.7 PEUMO: A Computational Tool to Support the Writing of Technical Engineering Reports in Spanish**

This research describes a computational tool designed to support the writing of technical reports for students in civil engineering (informatics, electrical, and electronic) and presents the results of its pilot implementation. PEUMO is based on a sociocognitive conception of the academic and disciplinary writing process, genre pedagogy, and corpus linguistics.

Meeting Room 331 (Level 300)

**Presenter:** Rene Venegas, Pontificia Universidad Católica de Valparaíso

*Professional and Technical Writing*

**MA.8 Public Access in Brazilian Higher Education: Describing the Edital Genre as a Bureaucratic Remix**

The edital genre in Brazil remixes legal, technical, and policy writing. This study analyzes a digital corpus of five editals from Brazilian public universities, examining rhetorical and linguistic features to describe this genre. Toward a more socially just framework for edital, this study is part of a long-term project committed to equity and access to the role of edital in Brazilian universities.

Meeting Room 332 (Level 300)

**Presenter:** Thais Cons, University of Arizona

Saturday, 12:30–1:00 p.m.

*Approaches to Teaching and Learning*

**MA.9 Public Speaking and the Research Essay: Remixing and Looping Back**

This paper will focus on incorporating public speaking into the composition classroom to enhance the teaching of undergraduate research writing. We will discuss the affordances and challenges of adding public speaking to a writing curriculum.

Meeting Room 333 (Level 300)

*Presenter:* Sarah Klotz, College of the Holy Cross

*First-Year Writing*

**MA.10 Remixing Writing Pedagogy: Bridging Cultural Identities and Nonstandard Genres in Multilingual Classrooms**

This presentation explores the power of nonstandard academic genres, such as cookbooks, in fostering research and argumentative skills among multilingual students in a university in the Middle East. By integrating cultural experiences and less-standard genres, educators can encourage students to engage with their multicultural and linguistic backgrounds while resisting conventional writing practices.

Meeting Room 345 (Level 300)

*Presenter:* Silvia Vaccino Salvatore, American University of Sharjah

*Writing Centers (including Writing and Speaking Centers)*

**MA.11 The Rhythms of Rhetoric in the Writing Center**

This presentation presents attendees with a project seeking to map the rhetorics moving through the writing center at a large public metropolitan university. Making this network of rhetorics visible via rhetorical theories has the potential to model how writing centers can use the language of rhetorical analysis to work through their daily challenges and triumphs.

Meeting Room 346 (Level 300)

*Presenter:* Tim Johnson, University of Louisville

*Inclusion and Access*

**MA.12 Understanding Epistemic Injustice and Epistemic Rights: A Holistic Approach**

This project aims to draw insights from studies to understand epistemic injustice and epistemic rights by utilizing a holistic approach. I argue that applying a holistic approach to examine these components would help create an inclusive academic environment where all voices are heard and

*continued on next page*

valued. Examining these concepts holistically involves recognizing how they intersect and reinforce.

Meeting Room 347 (Level 300)

*Presenter:* Shayani Almeida, University of Louisville

*College Writing and Reading*

**MA.13 Voice in AI-Assisted Multimodal Writing: Stories from Two Sides**

This presentation explores how AI tools impact students' voices in multimodal writing, focusing on students' agency in voice construction and teachers' perceptions of voice in student-created photo essays. Findings reveal common remixing practices employed by students and teachers' diverse interpretations of voice, providing an empirical ground for for teaching multimodal writing with AI.

Meeting Room 348 (Level 300)

*Presenter:* Xiao Tan, Utah State University

## MB Sessions: 1:15–1:45 p.m.

### *First-Year Writing*

#### **MB.1 Remixing Citation Assessment: A Computational-Rhetorical Approach**

This presentation introduces a “B-side” approach to citation assessment that combines rhetorical coding and computational text analysis. It describes how this approach was used in an assessment project within Temple University’s first-year writing program and proposes its applications for writing program outcomes assessment, curricular design, and classroom activities.

Meeting Room 333 (Level 300)

*Presenter:* Megan Kane, Seton Hall University

### *Writing Programs*

#### **MB.2 Remixing “Resistance”: Centering Critical Literacy in GTA Practicum Courses**

In this presentation, I argue that by centering critical literacy as both a focus of curricular content and philosophical framework for the composition practicum course, we take steps toward rewriting, and reimagining, what has been viewed as GTA “resistance.” Through this lens, GTAs and practicum instructors work together to remix, co-create, and transform the cultural capital of the field.

Meeting Room 326 (Level 300)

*Presenter:* Staci Gentry, University of North Texas

### *Information Literacy and Technology*

#### **MB.3 Remix and Generative AI as Interdisciplinary Creative Exploration in a Visual Rhetoric Course**

This presentation describes how the combination of remix principles with generative AI tools helped students explore metanarratives in an interdisciplinary visual rhetoric course. As the remix entails “mixing things up in ways that make structures crack open or even explode in new meaning” (Sturken), these principles can help students question the benefits and limits of creativity in AI tools.

Meeting Room 323 (Level 300)

*Presenter:* Shanna Cameron, University of Wisconsin-Eau Claire

*Writing Abundance*

**MB.4 Rebranding the General Education B-side through Abundance**

General education has a branding problem. It is often reduced to checking boxes with a nod to the cliché of somehow creating “well-rounded” individuals. When compared to majors, it’s the B-side of academic programs. This essay uses the rhetorical concept of copia, or abundance, as a deep cut to reexamine and revitalize the role that general education plays in student formation.

Meeting Room 318 (Level 300)

*Presenter:* Thomas Sura, Hope College

*Approaches to Teaching and Learning*

**MB.5 Reflective Writing as Composition’s B-side: Integrating, Instructing, and Assessing Metacognitive Writing as a Foundational Skill**

Given increasing accuracy and ubiquity of generative AI tools, we invite participants to explore how recommitting to intensive instruction in metacognitive writing throughout writing tasks—problem setting and solving, peer review, revision, and assessment/integration of online tools—can emphasize the creative, rhetorical, human foundations of effective writing across genres and disciplines.

Meeting Room 320 (Level 300)

*Presenters:* Thomas Polk, George Mason University  
Shelley Reid, George Mason University

*Approaches to Teaching and Learning*

**MB.6 Relevant Implications of Hybrid Contract Grading as a B-side Approach in First-Year Composition Courses during the COVID-19 Pandemic**

This presentation highlights findings on contract grading during the pandemic and shares ideas for remixing classroom assessment practices. Most student participants perceived that contract grading encouraged creativity, though some felt it was confusing. After a discussion of findings, presenters share playful techniques to address contract grading limitations.

Meeting Room 321 (Level 300)

*Presenters:* Oksana Moroz, Messiah University  
Krista Speicher Sarraf, Cal Poly San Luis Obispo

*Language, Literacy, and Culture*

**MB.7 Remix: Global South Vibes**

Remix in the Global South is different from modern understandings in that (1) there is no separation between an original text and its remixed version; all texts always go through remix; and (2) remix is not the newness within the boundaries of the text, but the ways texts engage with the environment to be re-entextualized. Implications for current literacy practices and pedagogies will be discussed.

Meeting Room 324 (Level 300)

*Presenter:* Suresh Canagarajah, Penn State

*Theory, Research Methodologies, and Praxis*

**MB.8 Remixing a Classic: Janet Emig’s “Writing as a Mode of Learning” in the AI Moment**

What should we do with classic composition theory texts in the age of generative AI? We can revisit pieces such as Janet Emig’s “Writing as a Mode of Learning” with special attention putting her claims about human writing in 1977 in conversation with what we know about human/machine hybrid writing in 2024.

Meeting Room 330 (Level 300)

*Presenter:* Tom Deans, University of Connecticut

*Writing Abundance*

**MB.9 Remixing a Rural Health Framework for Writing Courses**

This session introduces a rural health framework for rural communities that encourages participants to identify critical pedagogical approaches at their universities. We accomplish this goal by exploring how scarcity in rural spaces must invite new liberatory practices in the writing classroom. Participants are asked to think through the differences associated with rural learning spaces in higher education.

Meeting Room 331 (Level 300)

*Presenters:* Justiss Burry, Tarleton State University

Melissa Stone, Appalachian State University



*Approaches to Teaching and Learning*

**MB.10 Remixing and Extending Our Pedagogy: Promoting Collaboration between TESOL and Writing Studies to Support Multilingual Students in First-Year Writing**

This presentation describes how collaborative workshops with writing studies and TESOL specialists can offer experienced writing instructors opportunities to remix and extend their current approaches to teaching in order to better serve a diverse multilingual student population.

Meeting Room 332 (Level 300)

*Presenter:* Sarah Primeau, University of Illinois Chicago

*Writing Programs*

**MB.11 Responding to the Machines: Remixing Policy and Pedagogy in Reaction to AI**

ChatGPT and other generative AIs, by their nature as “stochastic parrots,” remix their data into probabilistic responses to prompts, in turn creating pedagogical questions about writing. This presentation puts classic composition theory in conversation with contemporary accounts of ChatGPT as/in writing, showing the results in a new policy written by a WPA and interpreted by an NTT faculty member.

Meeting Room 345 (Level 300)

*Presenters:* Brittany Biesiada, Monmouth University  
Patrick Love, Monmouth University

*College Writing and Reading*

**MB.12 The Sites, Moments, and Tools of Writing Transfer**

This research study was conducted in a two-year college and aimed to identify how first-year writing classes impact students’ writing in their chosen disciplines.

Meeting Room 346 (Level 300)

*Presenter:* Ruiming Cash, Tacoma Community College

Saturday, 1:15–1:45 p.m.

*Language, Literacy, and Culture*

**MB.13 Using Protest Music to Foster Criticality and Empathy in First-Year Composition Classrooms through International Collaboration**

This presentation uses autoethnography and critical intercultural pedagogy for social transformation that focuses on innovative approaches within the context of decoloniality and internationalization. Participants will be able to identify appropriate protest music as text that will create moments of deep empathy and reflection for online international collaboration.

Meeting Room 347 (Level 300)

**Presenter:** RAsheda Young, Rutgers University-New Brunswick

*Writing Centers (including Writing and Speaking Centers)*

**MB.14 Writing Groups Remixed: Contemplative Approaches, a Global Citizenship Ethos, and Senior Capstone Writers**

Writing center-sponsored capstone writing groups (CWGs) support senior undergraduate writers amidst complex global crises and AI unknowns. Our CWGs remix contemplative and global citizenship pedagogies, cultivating writing prowess and fostering global citizenship traits such as wisdom, courage, and compassion. These CWGs also bolster writerly and affective outcomes throughout writing processes.

Meeting Room 348 (Level 300)

**Presenters:** Wenqi Cui, Johns Hopkins University  
Debbie Goss, Soka University of America

# Postconvention Workshops

## 2:00–5:00 p.m.

*These workshops are free but do require a separate registration.  
Visit the Registration Desk to add a workshop to your registration.*

- SW.1** *Institutions: Labor Issues, Professional Lives, and Survival*  
**“You Are Entirely More than the Job Market”:  
Crafting Prefigurative Counterstories on the Job Market”**  
In this workshop, we address the need for hearing the B-side experiences of the job market. Through reflexive prefigurative counterstorytelling, we encourage participants to build together alternative ways of being and doing (on) the job market. We also advocate for forming and participating in communities of practice and adopting inclusive practices for professional growth.  
Meeting Room 307 (Level 300)  
  
*Workshop Leaders:* Megan Heise, Utah Tech University  
Oksana Moroz, Messiah University  
Pooja Bhatia Narang
- SW.2** *Information Literacy and Technology*  
**An Afternoon of Community Building through Audio Storytelling**  
*Sponsored by the CCCC Sound Studies and Writing Collective*  
The Sound Studies and Writing Collective invites beginning and seasoned audio editors to collaborate in creating and sharing audio storytelling projects. Participants will support each other and leave the workshop with a completed audio project, ideas for scholarly and/or pedagogical applications, and connections to others interested in soundwriting.  
Meeting Room 308 (Level 300)  
  
*Standing Group Chair:* Stephanie Parker, Rice University  
*Workshop Leaders:* Jennifer Buckner, Gardner Webb University  
Harley Ferris, University of Findlay  
Steven Hammer, St. Joseph’s University  
Abigail Lambke, Avila University  
Joe Schicke, Texas Tech University  
Kyle Stedman, Rockford University

Saturday, 2:00–5:00 p.m.

**SW.3** *Community, Civic, and Public Contexts of Writing*  
**Community Writing Mentorship Workshop**

*Sponsored by the CCCC Council on Community Writing SIG*

This workshop offers peer-with-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 within the field of community writing.

Meeting Room 309 (Level 300)

**Workshop Leaders:** Erin Brock Carlson, West Virginia University  
Paul Feigenbaum, University at Buffalo  
Erin Green, University of Maryland  
Megan Faver Hartline, University of Tennessee-Chattanooga  
Mohammed Sakip Iddrisu, Texas Christian University  
Tobi Jacobi, Colorado State University  
Beverly Moss, The Ohio State University/Bread Loaf  
Maria Novotny, University of Wisconsin-Milwaukee  
Teigha VanHester, Butler University

**SW.4** *Approaches to Teaching and Learning*  
**Engaging in Computer Love: Navigating toward  
Culturally Relevant Pedagogy and Multimodality in  
Composition**

In this workshop, participants will explore the concept of creating a digitized zine, a multimodal alternative to the traditional essay, grounded in Culturally Relevant Pedagogy. I will provide an overview of the scholarship that gives purpose and meaning to the development of this project and how to use the Canva platform.

Meeting Room 310 (Level 300)

**Presenter:** Jessica Ridgeway, Wayne State University

**SW.5** *Community, Civic, and Public Contexts of Writing*  
**Exercises in Attunement: A Creative Work-in-Progress  
Workshop for Writing Teachers by CLJ’s Coda**

By workshoping creative works-in-progress, we will experience community writing as a relational praxis sustained by creative writing and inclusive editorial practices. We will explore how community-based praxis can inform more attuned classroom practices to meet diverse student needs and how community writing’s focus on relationships can be employed in classroom settings.

Meeting Room 314 (Level 300)

**Chair:** Chad Seader, Northern Michigan University

**Presenters:** Susan Bernstein, City University of New York

Tracey Bullington, University of Wisconsin-Madison

Mara Lee Grayson, Hillel International

Evan Harris, Independent Writer

Bethany Ides, Pratt University

Gabrielle Kelenyi, Lafayette College

Sarah Puett, Regis University

Stephanie Wade

**SW.6** *Institutions: Labor Issues, Professional Lives, and Survival*  
**From Draft to Publication: 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* will lead a writers’ workshop that includes an overview of citation justice, five mini-lessons on writing for publication interleaved with workshops for writers to apply those lessons to their scholarly projects, and guidance on forming writing groups for long-term success.

Meeting Room 315 (Level 300)

**Workshop Leaders:** Matthew Davis, University of Massachusetts  
Boston

Melissa Ianetta, Georgia Tech

Darin Jensen, Salt Lake Community College

Jim Nugent, Oakland University

Lori Ostergaard, Oakland University

Kara Taczak, University of Central Florida

Saturday, 2:00–5:00 p.m.

*Creative Writing and Publishing*

**SW.7 Shared Dancing at the Silent Disco: A Creative Nonfiction Writing Workshop**

*Sponsored by the CCCC Creative Nonfiction Writing Standing Group*

Replacing bass-booming clubs, silent discos circumvent rules, celebrating creative expression. Attendees dance to music transmitted to headphones for an experience individual and communal. This interactive workshop parallels that space of active art and quiet focus. Through prompts from creative nonfiction writers, it provides dedicated writing time, small-group sharing, and pedagogical discussion.

Meeting Room 316 (Level 300)

**Presenters:** Leonora Anyango

Kristi Girdharry, Babson College

Melissa Goldthwaite

Libbie Falk Jones

Zoe McDonald, University of Nebraska-Lincoln

Jenny Spinner, Saint Joseph's University

Jacqueline Turner

**Workshop Leader:** Christy Zink, George Washington University

*Community, Civic, and Public Contexts of Writing*

**SW.8 Text Power Telling: Remixing Community and Technology to Create Safe Writing Spaces for Sexual Trauma Survivors**

This workshop will introduce participants to Text Power Telling, a nonprofit that offers writing workshops and a digital creative arts magazine for sexual trauma survivors. Participants will have the opportunity to experience a TPT workshop, writing together in our anonymous online forum to protect privacy, while also sharing a secure physical space with other survivors to cultivate community.

Meeting Room 327 (Level 300)

**Workshop Leaders:** Jacqueline Regan, Montclair State University

Jessica Restaino, Montclair State University

## CCCC Past Chairs

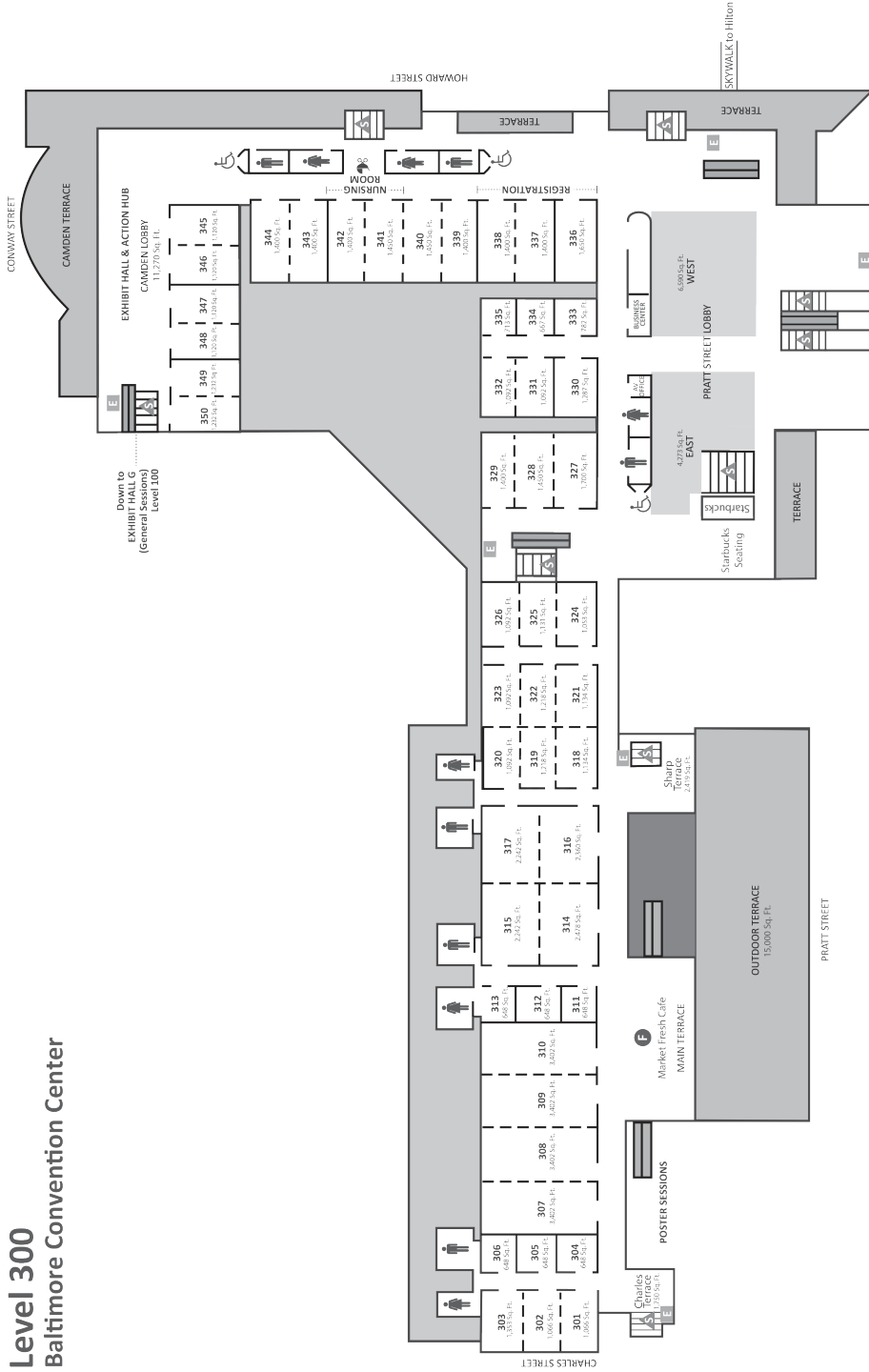
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2025—Jennifer Sano-Franchini	1987—Miriam T. Chaplin*
2024—Frankie Condon	1986—Lee Odell
2023—Staci M. Perryman-Clark	1985—Maxine Hairston*
2022—Holly Hassel	1984—Rosentene B. Purnell*
2021—Julie Lindquist	1983—Donald C. Stewart*
2020—Vershawn Ashanti Young	1982—James Lee Hill
2019—Asao B. Inoue	1981—Lynn Quitman Troyka
2018—Carolyn Calhoon-Dillahunt	1980—Frank D' Angelo
2017—Linda Adler-Kassner	1979—William F. Irmischer*
2016—Joyce Locke Carter	1978—Vivian I. Davis*
2015—Adam Banks (through 9/15); Howard Tinberg (9/15–12/15)	1977—Richard Lloyd-Jones*
2014—Howard Tinberg	1976—Marianna W. Davis*
2013—Chris Anson	1975—Lionel R. Sharp
2012—Malea Powell	1974—Richard L. Larson*
2011—Gwendolyn D. Pough	1973—James D. Barry*
2010—Marilyn Valentino	1972—Elisabeth McPherson*
2009—Charles Bazerman	1971—Edward P. J. Corbett*
2008—Cheryl Glenn	1970—Ronald E. Freeman*
2007—Akua Duku Anokye	1969—Wallace W. Douglas*
2006—Judith Wootten	1968—Dudley Bailey*
2005—Douglas D. Hesse	1967—Richard Braddock*
2004—Kathleen Blake Yancey	1966—Gordon Wilson*
2003—Shirley Wilson Logan	1965—Richard S. Beal*
2002—John Lovas*	1964—Robert M. Gorrell
2001—Wendy Bishop*	1963—Priscilla Tyler*
2000—Keith Gilyard	1962—Francis E. Bowman
1999—Victor Villanueva, Jr.	1961—Erwin R. Steinberg
1998—Cynthia Selfe	1960—Glen Leggett*
1997—Nell Ann Pickett*	1959—Albert R. Kitzhaber*
1996—Lester Faigley*	1958—Robert E. Tuttle
1995—Jacqueline Jones Royster	1957—Francis Shoemaker
1994—Lillian Bridwell-Bowles	1956—Irwin Griggs*
1993—Anne Ruggles Gere	1955—Jerome W. Archer
1992—William W. Cook	1954—T. A. Barnhart*
1991—Donald McQuade	1953—Karl W. Dykema*
1990—Jane E. Peterson	1952—Harold B. Allen*
1989—Andrea A. Lunsford	1951—George S. Wykoff*
1988—David Bartholomae*	1950—John C. Gerber*
	1949—John C. Gerber*
	*Deceased

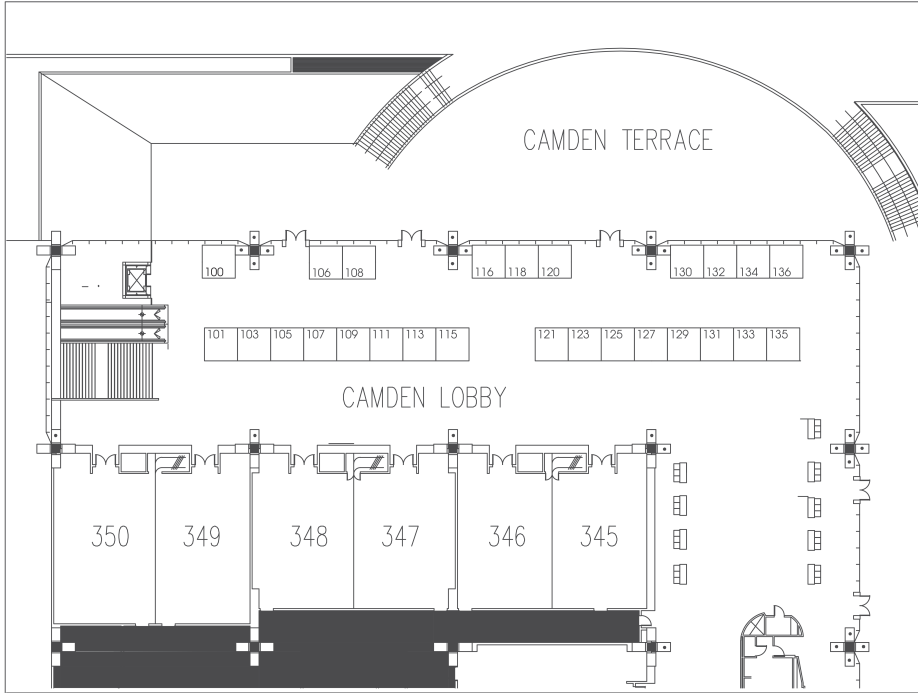
# Baltimore Convention Center

## Level 300 Baltimore Convention Center

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**EXHIBIT HALL HOURS**

<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>
10:15 a.m. – 6:00 p.m.	8:00 a.m. – 5:00 p.m.	8:00 a.m. – 1:00 p.m.

# 2025 Exhibitors

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## Exhibit Hall Hours

**Camden Street Lobby (Level 300, Baltimore Convention Center)**

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

Friday, April 11: 8:00 a.m.–5:00 p.m.

Saturday, April 12: 8:00 a.m.–1:00 p.m.

## 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)

<https://apastyle.apa.org>

APA Style is the most widely used academic writing tool for concise, powerful, and persuasive communication. The *Publication Manual of the American Psychological Association*, with 17 million printed, and the *Concise Guide to APA Style*, and the *Mastering APA Style* online workbook are indispensable resources for students.

## 130-132 Broadview Press

[www.broadviewpress.com](http://www.broadviewpress.com)

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## 110 Council of Writing Program Administrators

[https://www.wpacouncil.org/aws/CWPA/pt/sp/home\\_page](https://www.wpacouncil.org/aws/CWPA/pt/sp/home_page)

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.

## 125 Hackett Publishing Company

<https://hackettpublishing.com/cccc-2025>

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### **106 Modern Language Association**

[www.mla.org](http://www.mla.org)

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### **127 Process Feedback**

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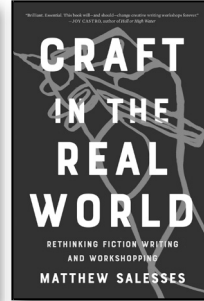
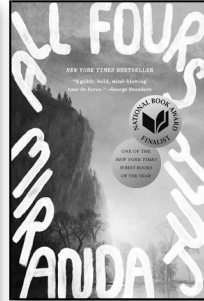
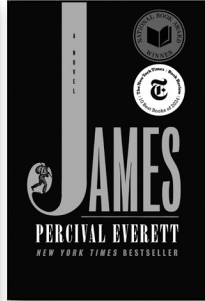
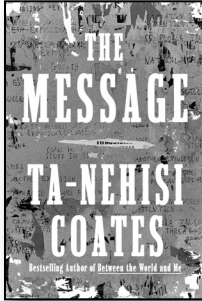
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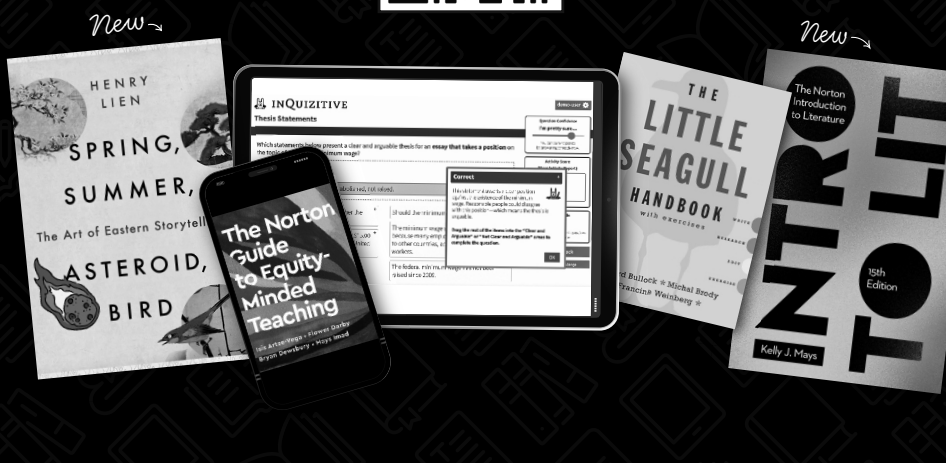


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Cortez, Marie: T2T  
Cory, Kris: E.4, F.27  
Costello, Kristi: I.1  
Cowger, Katelen: A.25  
Cox, Caylie: C.11  
Coy, Raquel: F.16  
Craig, Sherri: H.24  
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Creeden, Michael: F.5  
Cregar, David: B.19  
Crippen, Sara: JB.3  
Cripps, Michael: E.21  
Crocker, Emily: C.26  
Crosson, Rebekah: AW.5  
Crow, Angela: E.11  
Crow, Michelle: AW.3, B.18  
Crozier, Madeline: B.6  
Cubbison, Laurie: J.28  
Cucciarre, Christine: C.22  
Cui, Wenqi: MB.14  
Cummings, Robert: C.28  
Cunningham, Jennifer: MW.3, TSIG.7  
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Cusumano, Teresa: W.2, E.18  
Cutrufello, Gabriel: H.5

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Dadas, Caroline: AB.7  
Dammeyer, Sarah: J.5  
Damon, Jordan: IA.3  
Dang, Anh: GB.6

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Daniel, James: A.21  
Daniel, Vicki: M.21  
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Danylevich, Theodora: T2T  
Darkenwald-DeCola, Jessica: HB.12  
Das, Meghalee: K.28  
Das, Shuvro: M.11  
DasBender, Gita: B.18  
Dasilva, Angelica: FB.5  
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Davidson, Cynthia: DB.11  
Davies, Laura: G.4  
Davila, Bethany: J.13  
Davis, Hannah: C.11  
Davis, Matthew: W.3, SW.6  
Davis, Seth: K.12  
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De los Santos, René: A.26  
De Silva, Andrew: C.1  
de Sostoa-McCue, Tania: A.18  
Dean, Ann: A.2  
Dean, Jeffrey: J.27  
Dean-Ruzicka, Rachel: CB.12  
Deans, Tom: MB.8  
Debelius, Margaret: HB.2  
DeCiccio, Ann: DB.13  
Deckard, Taryn: PS.1  
Decker, Elizabeth: BA.14  
Decker, Laura: G.11  
Deiterle, Brandy: C.3  
Del Castillo, Gissell: BB.8  
Del Hierro, Marcos: H.27  
Del Hierro, Victor: H.27  
Del Russo, Celeste: W.3, D.23  
Dela Rosa, John Paul: GA.4  
DelliCarpini, Dominic: MW.10, CA.2  
Demeter, Gusztav: HB.6  
Denny, Harry: HB.13  
Depaoli-Peterson, Kaela: F.17  
DePew, Kevin Eric: D.19, J.25  
Deptula, Adrianna: A.23, KB.5  
DeRise, Danielle: E.19  
deTora, Lisa: A.24  
Detweiler, Eric: H.22  
Devenot, Nese: A.8  
Dey, Suman: KB.7  
Dezhkameh, Ali: EB.10  
Dhamankar, Sanjana: KA.13

Dhyne, Paige: L.25  
Diab, Kefaya: TSIG.2, H.29  
Dickison, Carrie: MW.3, B.8  
Dickson, Taylor: C.8  
Diehl, Heidi: L.12  
Dighton, Desiree: I.2  
Dillon, Kathleen: A.21, D.24  
Dingo, Rebecca: B.25  
DiPaula, Lauren: GA.7  
Dippre, Ryan: FSIG.29, K.14  
Dittrich, Meaghan: TSIG.21, DB.15  
Dixon, Elise: A.18  
Do, Tom: LB.12  
Doe, Sue: C.27  
Dogbatse, Felicity: CA.1  
Donahue, Angela: D.18  
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Donegan, Rachel: KB.9  
Donehower, Kim: J.23  
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D’Orazio, Anna: B.5  
Dorfeld, Natalie: H.11  
Dougherty, Serenity: K.2  
Drake, Kimberly: AW.11  
Drouin, Renee: LB.6  
Dryer, Dylan: E.21  
Dubisar, Abby: F.25  
Duffey, Suelynn: L.27  
Duffy, John: H.10  
Dumas, Cassandra: PS.3  
Dumavor, Roland: G.2  
Duncan, Grace: H.2  
Dunn, James: MW.6  
Dunn, John: HB.3  
Dunn, Sam: CA.7  
Dunning, Leigh Ann: JB.1  
Dura, Lucia: FB.12  
Dutta, Suchismita: AA.11  
Dwyer, Sarah: G.3

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Eldred, Janet Carey: K.10  
Elefano, Antonio: E.27  
Ellis, Marina: FA.13  
Ellsworth, Allison: K.26  
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Endicott, Kelsie: PS.28  
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Engelson, Amber: AW.3, F.28  
Enlow, Paige: AW.5  
Enoch, Jessica: C.13, D.25, E.12, G.24, K.8  
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Epelbaum, Diana: F.29  
Epple, Nicol Michelle: M.20  
Erby, Brandon: K.8  
Ervin, Christopher: TSIG.16, I.28  
Espina, Tabitha: J.10  
Essid, Joe: GB.8  
Esua, Kaiso Eddy: G.22  
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Evans, Angel: J.11  
Evans, Jason: I.24  
Evans, Theresa: J.25, LA.7  
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Fahnestock, Jeanne: L.9  
Faison, Galen: C.10  
Falvey, Anna Laura: D.20  
Fancher, Patricia: M.22  
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Faradji, Sara: J.5  
Farrell, Nathaniel: I.15  
Farris, Michael: G.13  
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Faulkner-Springfield, Shirley: G.15  
Fay, Thabata: J.6  
Faye, Sarah: W.3, F.14  
Fedeczko, Wioleta: KB.4  
Fedukovich, Casie: G.18  
Feibush, Laura: K.17  
Feifer, Megan: G.5  
Feigenbaum, Paul: KB.11, SW.3

Felber, Sarah: K.7  
Fena, Christine: W.6,A.7  
Fernandes, Maggie: L.24  
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Ferreira, Silvia: L.3  
Ferrell, Jennifer: I.19  
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Fettig, Kayla: FSIG.8  
Field, Susan: K.25  
Fields, Amanda: W.3, D.23  
Filipowski, Nic: PS.1  
Fincher, Warren: D.3  
Finer, Bryna Siegel: B.26  
Finley, Jolie: FB.10  
Fischer, Sarah: KA.9  
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Fisher, Rick: K.23  
Fishman, Jenn: G.26  
Fisk, Nicole: HB.14  
Fitzgerald, Devon: B.16  
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Fitzpatrick, Brian: PS.20  
Flahive, Michelle: AW.3  
Flanders, Natalie: H.16  
Flewelling, Erin: I.23  
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Flores, Wilfredo: FSIG.14  
Floyd, Daniel: B.5  
Fochs, Aubrey: D.15  
Fodrey, Crystal: W.6, TSIG.29, T2T  
Folk, Moe: T2T  
Forbes, Melissa: MW.12  
Formato, Megan Shields: F.7  
Formo, Dawn: H.7, K.22  
Forsythe, Elizabeth: CA.3  
Foster, Amber: L.15  
Fox, Bess: PS.18  
Frances, Sherrin: D.3, PS.12  
Frandsen, Gitte: BB.1  
Frank, Kristin: H.16  
Franklin, Joseph: D.20  
Frankson, Sue: B.28  
Frazee, Andy: H.14  
Freidrich, Tom: W.3  
Friedman, Sandie: LA.11  
Fritz, Meaghan: A.16  
Frost, Alanna: I.18  
Fujinami, Erin: EA.7  
Fulford, Devon: H.18

Fuller, Misty: H.14  
Fullwood, Kendra: I.20  
Fusilier, Lauren: HB.10

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Gagich, Melanie: LA.1  
Gaillet, Lynée: G.15  
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Gallagher, Holly: FSIG.27  
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Gallagher, Maureen: J.16  
Gallagher, Philip: LA.4  
Gamez, Cristal: M.9  
Gamie, Samaa: H.29  
Gandhi, Nidhi: MW.2, A.11  
Ganguly, Priyanka: A.23  
Gannett, Cinthia: TSIG.21, FSIG.3, M.26  
Garcia, Bonnie: W.6  
Garcia, Briana: A.12  
García, Romeo: W.5, A.26, G.26, H.17, FSIG.4  
Gardner, Clint: H.15  
Gardner, Joshua: C.29  
Garneau, Kelly: IA.10  
Garrett, Zachary: D.13, TSIG.15  
Garskie, Lauren: IA.14  
Gatten, Alex: DA.14  
Gauthier, Maddie: F.17  
Gavaskar, Vandana: JB.4  
Gaycken, Oliver: FA.13  
Geary, Michael: TSIG.14  
Gebhardt-Burns, Susan: K.11  
Gegg-Harrison, Whitney: AW.2, G.21, FSIG.12  
Geiger, TJ: D.28, FSIG.16, M.8  
Geller, Anne Ellen: C.16  
Gentry, Staci: MB.2  
Geosits, Angela: C.1  
Gerald, Amy: M.8  
Gerdes, Kendall: D.15, H.22  
Gerding, Jeffrey: IA.5  
Gere, Anne Ruggles: MW.10, I.12  
Gernant, Allison: K.23  
Gherwash, Ghada: AB.1, B.2  
Ghosh, Shreelina: LB.9  
Giaimo, Genie: C.15  
Gibbons, Paul: D.26  
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Gierczyk, Marta: G.20  
Gilmor, Robert: J.3  
Gilreath, Philip: L.22  
Giordano, Joanne Baird: L.19  
Girdharry, Kristi: SW.7  
Giri, Pradip Raj: W.4  
Girouard, Dylan: M.27  
Gladstein, Jill: MW.10  
Gleason, Barbara: MW.6  
Glenn, Cheryl: D.25, H.6  
Gogan, Brian: F.20  
Goggins, Sydney: C.8  
Gold, David: D.25  
Gold, Nancy: L.11  
Golden, Nicole: K.28  
Goldenthal, Ariel M.: MW.3, E.17  
Goldthwaite, Melissa: SW.7  
Gomes, Mathew: GB.1  
Gomez, Isabella: F.25  
Gonzales, Michelle: I.26  
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Goss, Debbie: MB.14  
Graban, Tarez: E.25  
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Gray, Kat: I.29  
Gray, Kellie: FA.5  
Gray, Talia: D.25  
Grayson, Mara Lee: B.30, TSIG.17, HA.5, SW.5  
Grayson, Samira: MW.11, FSIG.7, JB.2  
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Green, Gabriel: H.26  
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Gregory, Meg: I.15  
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Grohowski, Mariana: FSIG.30  
Groner, Rachael: T2T  
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Guarnieri, Mya: LB.7  
Guerrero, Cynthia Lopez: W.6, F.30  
Guerrero, Tomas: W.6, H.5  
Guglielmo, Letizia: F.25  
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Gunter, Kim: MW.8, HA.15  
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Habib, Anna: C.24  
Hacker, Dominique Bourg: B.20  
Haiké, Menahem: B.19  
Haimes-Korn, Kim: C.26  
Hakim, Emad: AW.6, DB.9  
Hall, Emily: EB.12  
Hall, Kailyn: HB.8  
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Hammack, Mackenzie: PS.3  
Hammer, Steven: L.1, SW.2  
Hammond, J. W.: M.24  
Hammond, Kelsey: AB.2  
Hancock, Craig: AW.2, F.15  
Hancock, Meghan: B.2  
Hancock, Nicole: MW.6, I.24  
Handley, Derek: C.6, D.12  
Hanganu-Bresch, Cristina: A.24, B.26  
Hannah, Mark: E.27  
Hanson, Alex: D.1, FSIG.7

Hanson, Joleen: AW.2, GB.9  
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Harahap, Al: AW.10  
Harbaum, Jessica: E.18  
Harding, Cate: PS.1  
Hardy, Sarah Madsen: PS.11  
Harlow, Megan Jean: W.1  
Harmeling, Kendyl: HB.1  
Harnish, Andrew: J.7  
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Harris, Devaughn: AB.12  
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Hart, Ana Preger: A.27  
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Hauman, Kerri: HA.13  
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Hayes, Rebecca: F.1  
Haynes, Leah Sink: D.5  
He, Fangzhi: MA.4  
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Head, Lindsay: E.27, TSIG.18  
Headley, Cynthia: H.7, I.26  
Heaney, April: K.23  
Heard, Matthew: G.3  
Hebbard, Marcela: W.6, TSIG.27, F.30, GB.3  
Hedengren, Mary: FB.8  
Hedge, Stephanie: LB.10  
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Helfers, Edward: J.2  
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Howard, Jeffrey: C.20  
Howell, Nicole Gonzales: MW.2, G.4, L.29  
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Iddrisu, Mohammed Sakip: SW.3  
Ides, Bethany: SW.5  
lemma, Tina: G.27  
Iftikar, Tracy: AW.3  
Ihara, Rachel: MW.6  
Im, Jeannie: IB.8  
Imirie, Olivia: PS.27  
Immel, August: CB.3  
Inayatulla, Shereen: F.16  
Inman, Joyce: G.18  
Ireland, Dale: E.22  
Isaac, Jonathan: IB.4  
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Jackson, Jeffrey: T2T  
Jackson, Keith: I.8  
Jackson, Rachel: A.25  
Jackson, Shelby: M.12  
Jacobi, Tobi: AW.11, G.26, H.12, FSIG.13,  
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Jacobson, Brad: PS.13  
James, Whitney: C.11  
Janangelo, Joseph: MW.10, AA.8  
Janisch, Jennifer: C.24  
Jankens, Adrienne: CB.8  
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Jensen, Amber: F.23  
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Jimmy, Evelyn Saru: BA.3  
Jin, Eva: CA.6, EA.1  
John, Ian: IA.7  
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Johnson, Jennifer K.: RNF, C.28  
Johnson, Kristine: W.6  
Johnson, Sarah Z.: MW.3, MW.5  
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Kaplan, Robert: A.7  
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Karcher, Mary: FSIG.10  
Karlstrom, Signe: PS.1  
Karnes, Martha: A.23  
Kaschak, Michelle: KA.10

Kasparkova, Alena: FSIG.11  
Kassorla, Michelle: W.8  
Katch, Danny: MW.2, F.21  
Kato, Kevin: AW.3, B.14  
Katz, Ana: AB.11  
Keegan, Brett: D.1  
Keene, Stephanie D.: F.2  
Kelenyi, Gabrielle: A.27, SW.5  
Keller, Daniel: EB.5  
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Kelly-Riley, Diane: M.24  
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Kenyon, Tim: D.3  
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Khan, Sakeena: I.24  
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Kibler, Jacquelyne: GB.4  
Kidder, Julie: H.25  
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Kim, Grace: HB.2  
Kim, Swan: H.28, L.12  
Kimball, Elizabeth: C.16  
King, Carolyne: TSIG.26, K.20  
King, Ethan: B.13  
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King, Lisa: A.26, TSIG.1  
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Kinney, Anna: M.27  
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Klein, Sipai: GA.7, K.24  
Klinowski, Stacie: JA.1  
Klotz, Lisa-Jane: E.27  
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Kniesel, Michael: K.23  
Knight, Tara: L.23  
Koehler, Adam: AB.12  
Koenig, Melissa Love: E.27  
Kohler, Alan: A.3  
Kohlhase, Emily: B.20  
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Koontz, Percival: PS.1  
Kopp, Natalie: LA.9  
Korankye, Eric: K.3  
Kostelich, Callie: W.3, AW.3, I.29  
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Kovanen, Bruce: D.24, EA.10, TSIG.6  
Kraemer-Siracusa, Lynn: G.6  
Krasova, Alexandra: AB.9  
Krause, Steven: KA.8  
Kreh, Jenna: J.27  
Krell, Lacy: D.19  
Krenzel, Maxine: C.23  
Krishnan, Uma: E.25  
Krivas, Natalie: W.6  
Kruchin, Barbara: AB.4  
Krupansky, Mariel: C.7  
Kugler, Sarah: I.28, J.21  
Kumari, Ashanka: K.28  
Kuppa, Vaishnavi: B.17  
Kupsh, Charlotte: M.25  
Kwawukumey, Gideon: M.11  
Kyburz, Bonnie Lenore: C.3

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La Due, Rachel: L.23  
Labadie, Suzanne: J.4  
Labuga-Rumenik, Jennyville: MW.2, L.29  
Lacey, Kristin: L.22  
Lacy, Sarah: FSIG.28, M.3  
Lafien, Angela: CA.4  
LaFollette, Kristin: FA.6  
Lafond, Bri: A.13  
LaFrance, Michelle: W.1  
Lagman, Eileen: D.11, E.30  
Lagos, Ana Cortés: E.29  
Lalicker, William: MW.6, KB.10  
Lambke, Abigail: F.1, SW.2  
Lambrecht, Kathryn: MW.11, EA.2  
Lamkins, Kevin: T2T  
Lamos, Steve: L.1  
Lancaster, Zak: E.2  
Landers, Kayla: GA.13  
Landrum-Geyer, Denise: B.24  
Lane, Christina: J.24  
Lane, Kerry: I.24  
Lape, Kisa: J.5  
LaPlue, Caroline: T2T

Laquintano, Tim: A.9  
Large, Sara: G.7  
Larson, Stephanie: K.8  
Larsson, Anna Alexis: F.28  
Lathan, Rhea Estelle: J.11  
Laughlin, Mary: MW.8, F.29  
LaVecchia, Christina: D.7  
Lawson, Daniel: C.15  
Lawson, Vee: DA.1  
Lay, Ethna: TSIG.27, F.30  
Layegh, Nasim: EB.10  
Lazarick, Len: A.27  
Ledgerwood, Kathleen Turner: B.8  
Le, Tina: A.5  
Le, Zabrina: J.6  
Leahy, Elizabeth: W.3, D.23  
Leake, Eric: C.17, FSIG.23  
Lee, Amy: F.27  
Lee, Eunjeong: K.28  
Lee, Sohui: M.9  
Lee, Soyeon: K.28  
Lehman, Eric: M.27  
Lehman, Erin: AA.8  
Lehmberg, Z. Z.: AW.6, L.11  
Leonard, Rebecca Lorimer: D.4  
Leow, Stephanie: AW.3, H.19  
Lerner, Neal: C.16  
Lesh, Charles: D.9  
Lessner, Steven: E.5  
Letak, Abigail: EB.12  
Lett, Stephen: A.8  
Leverenz, Carrie: C.11  
Levin-Delson, Isaac: I.25  
Levitte, Regan: W.3  
Levy, Reymond: LA.6  
Lewis, Jordan Canzonetta: M.24  
Lewis, Lynn: F.26, J.24  
Lewis, Taylor: L.18  
Li, Ke: W.4  
Li, Lin: AW.6, A.15, EB.4  
Li, Xinqiang: AW.6  
Li, Yan: TSIG.27, F.30, J.18  
Libow, Jess: FA.11  
Liddle, Daniel: EB.7  
Lillo, Emmy González: W.4  
Lima, Wesley: A.22  
Lince, Anthony: A.29  
Lindenman, Heather: IB.14  
Lindgren, Chris: E.20, FSIG.20  
Linford, Lamptey: H.24

Lisheng, Andy: PS.1  
Lister, Lisa: C.24  
Listhartke, Heather: IB.5  
Little, Hunter: GB.5  
Little, Jay: PS.1  
Littlefield, Jamie: IB.6  
Liu, Meng-Hsien Neal: LB.14  
Lizama, Jimmy: H.24  
Lloyd, Keith: E.25  
Locklear, Amy: M.28  
Logie, John: EB.1  
Lohani, Suresh: J.8  
Lonelodge, Sarah: J.24  
Lonsdale, Chelsea: I.24  
Lopez, Elizabeth: AA.9  
Losh, Elizabeth: MW.5, M.22  
Lotier, Kristopher: IA.2  
Lott, Rachel: D.15  
Louie, Matthew: D.10  
Love, Patrick: MB.11  
Lowrey, Kris: W.3, PS.26  
Lu, Weishun: G.29  
Lucia, Brent: H.4  
Lucken, Walter: B.15, K.27  
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Lueck, Amy: F.25  
Lum, Sidouane Patcha: D.8  
Lundin, Isabelle: HA.12, I.28  
Lunsford, Andrea: H.6  
Lunsford, Karen: C.5, TSIG.5  
Luther, Jason: AW.9, FSIG.9  
Lutkewitte, Claire: M.7  
Lutyens, Miranda: E.10  
Luyando, Alberto: A.12  
Luzbetak, Austin: H.12  
Ly, Quang: EA.3  
Lynch, Jenna: T2T  
Lynch-Binieck, Amy: GB.2  
Lyons, Ashley: TSIG.28  
Lyons, Kathleen: I.4  
Lyons, Sarah: HB.2

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MacArthur, Marit: H.8  
Macarthy, Frank: EB.13  
MacDonald, Michael: F.16  
Maceira, Sasha: M.15  
Macha, Annah S.: W.4

Mack, Angela: CA.9  
Macklin, Mandy: GA.8  
Macri, Linda: I.14  
Maddalena, Kate: A.24  
Mahaffey, Cat: MW.1, J.25  
Mahar, Isabella: W.3  
Maher, Jennifer: A.10  
Maheshwari, Rashi: JA.2  
Mahfouz, Inas: W.4, FSIG.11  
Maier, Maria Isela: M.2  
Mainaly, Shiva: T2T  
Majdik, Zoltan: DB.5  
Majety, Anushka: B.17  
Mak, Yee-Lum: J.21  
Makarion, Elena: D.5  
Male, Jessie: E.22  
Malinowski, Liane: G.3  
Maloy, Jennifer: I.24  
Mando, Justin: AW.1, I.3  
Manivannan, Vyshali: L.24  
Mann, Yaisa: DB.1  
Mannon, Bethany: B.29, D.28, E.10, J.26  
Manthey, Katie: F.29  
Mantler, Elsbeth: H.3  
Maravillas, Maria Conti: C.12  
Marback, Richard: K.1  
Marciano, Laura: M.10  
Marine, Jonathan: D.28, GA.11, M.28  
Marino, Nicholas: A.16  
Markey, Ben: A.3, AB.3  
Markman, Kristina: PS.16  
Markowski, Bonnie Lini: BA.12  
Marshall, Laura Hardin: GA.1  
Martin, Amelia: L.7  
Martin, Bruce: M.27  
Martin, Cynthia: H.1  
Martin, Emmerson: J.6  
Martinez, Aja: L.14  
Martinez, Tyler: MA.5  
Martini, Rebecca Hallman: C.15, M.18  
Martone, Denice: B.19  
Matorana, Christine: F.5  
Mastrangelo, Lisa: G.13  
Mateo-Girona, M. Teresa: W.4, FSIG.11  
Mathieu, Paula: J.1  
Matias, Justine: MW.2, F.21  
Mattenson, Lauri: B.30  
Matteson, Zach: J.26  
Matzke, Aurora: W.3, E.16  
Mayaki, Joseph: D.15

Mayer, Chris: H.2  
Mayers, Tim: D.26  
Maynard, Travis: L.8  
Mazzarella, Helena: K.18  
McCamley, Michael: H.21, FSIG.31  
McCammon, Jordan: JA.6  
McCann, Laura: I.6  
McCarty, Ryan: G.16  
McCaughey, Jessica: PS.20  
McConnel, Jen: PS.22  
McCool, Megan: F.28  
McCormick, Jason: I.19  
McDermott, Lydia: W.1  
McDonald, Betty: H.18  
McDonald, Zoe: K.2, SW.7  
McDonnell, Karen: H.1  
McDowell, Zachary: MW.7, C.28  
McFadden, Jenny: G.10  
McFarlane, Nicole Ashanti: JB.10  
McGee, Alexis: W.3, E.23, TSIG.4  
McGregor, Charles: W.6  
McGuire, Meg: JB.11  
McInerney, Lucy: IB.13  
McIntire, Clarissa: A.25  
McIntyre, Megan: FSIG.7, L.24  
Mckoy, Temptuous: H.24  
McLafferty, Sherrel: JA.3  
McLean, Bonnie: B.28  
McLeer, Anne: A.27  
McMahon, Conor: CB.5  
McMahon, Finola: A.5  
McNeal, Nicole: M.27  
McNiff, P.T.: D.2  
McRay, Mandi: B.24  
McReynolds, Leigha High: F.4  
Mcvey, Chris: PS.11  
McVey, Jonathan: L.29  
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Medved, Patricia: IA.12  
Meeks, Skyler: M.12  
Meier, Joyce: TSIG.9  
Meindl, Gaby: T2T  
Melchert, Maddi: GA.10  
Menagarishvili, Olga: E.7  
Mendenhall, Annie: H.28  
Mendoza, Ruby: F.26, H.24, FSIG.14  
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Mengert, Julie: F.29  
Mensah, Evans: PS.15  
Messekher, Hayat: W.4

Messer, Kris: GA.3, I.24  
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Messina, Cara Marta: L.24  
Meyer, Craig A.: BA.4  
Micciche, Laura: B.26  
Michálek, Jason: F.12  
Mickelson, Nate: B.19, JA.12  
Migliaccio, Cristina: G.27  
Mihut, Ligia: MW.11, AW.3  
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Miller, Elizabeth: DA.7  
Miller, Erin: D.6, M.17  
Miller, Keith: M.26  
Miller, Patricia Carmichael: D.26, J.15  
Miller, Richard E.: M.14  
Milson-Whyte, Vivette: LB.4  
Minnillo, Sophia: H.8  
Miscavige, Katherine: B.2  
Mitchell, Ryan: A.24  
Mize, Megan: TSIG.23  
Mocarski, Carrie: I.24  
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Moe, Peter: K.17  
Mogollon, Joibel Tadea Gimenez: L.3  
Mohammadi, Mehdi: G.8  
Mohan, Jackie: M.3  
Mohaniya, Shourya: K.8  
Mohanty, Anushmita: W.4  
Mohapatra, Magna: M.17  
Mohlke-Hill, Jeanetta: G.2  
Molko, Rachel: C.13  
Monea, Bethany: F.23  
Monroe, Stephen: K.9  
Monthie, Katie: AW.9, FSIG.9  
Montufar, Cecilia: EB.8  
Mooney, Shannon: T2T  
Moore, Bianca Sabia: BA.12  
Moore, Donald: AB.13  
Moore, Jessie: PS.1  
Moore, Kayla: G.15  
Moore, Kevin: F.7  
Moore, Madison: PS.19, J.2  
Moore, Rory: KA.3  
Moore, Sarah: A.25  
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Moos, Andrew: H.19  
Morales, Jack: MW.6, A.21, TSIG.11  
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Moreland, Clark: L.16

Moreland, Kelly: T2T  
Morgan, Larry: B.15  
Moroz, Oksana: MB.6, SW.1  
Morris, Janine: C.14, I.28  
Morris, Sam: JA.6  
Morris, Sarah: FSIG.1, L.26  
Morrison, Aimée: MW.12, AB.5  
Morrison, Gabriel: A.6  
Morrison, Talisha Haltiwanger: G.31  
Morse, Tracy Ann: E.21  
Mortensen, Peter: K.10  
Morton-Aiken, Jenna: IB.13  
Moser, Alexander: A.11  
Moss, Beverly: SW.3  
Mossman, Amy: B.27  
Mott-Smith, Jennifer: GB.12  
Mountford, Roxanne: H.6  
Mow, Nilima: B.11  
Mozafari, Cameron: AW.2, FSIG.12  
Mulally, Dauvan: TSIG.25  
Mullen, Jacqueline: K.24  
Mullins, Teri: PS.1  
munoz, zaira girala: BB.6  
Munoz, Joaquin: TSIG.1  
Muranaka, Nic: B.5  
Murdock, Chelsea: E.24  
Murray, Casandra: F.15  
Murray, Robert: CB.7  
Mussack, Brigitte: CB.2, F.27  
Myatt, Alice: A.28  
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Nabi, Frank: E.8  
Nadarajah, Madhura: K.10  
Nadler, Robby: FSIG.27  
Naimo, Madison: FA.10  
Narang, Pooja Bhatia: SW.1  
Nardone, Laurie: IA.10  
Nastal, Jessica: I.24  
Navarro, Federico: A.4  
Navickas, Kate: MW.2, F.21, G.4  
Naydan, Liliana: H.15  
Nearman, Cynthia: B.10  
Neary, Kimberly Robinson: K.22  
Nefferdorf, Eric: I.24  
Neiderman, Halle: W.4  
Nelson, Elizabeth: KA.10

Ness, Justin: B.28  
Newman, Beatrice: C.14  
Nicholes, Justin: F.3  
Nickoson, Lee: T2T  
Niestepski, Michelle: G.7  
Ninacs, Michelle: T2T  
Niraula, Sanjeev: L.4  
Njoroge, John: B.1  
Nkooyooyo, Evelyn: L.18  
Nomura, Reina Ashley: T2T  
Nora, Krystia: H.10, FSIG.10  
Nordquist, Brice: K.12  
Norman, Anna-Lisa: A.6  
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Northcut, Kathryn: GB.7  
Northrop, Emma: I.25  
Norton, Lee: AW.10  
Nouri, Melika: JA.5  
Nourse, Marsha: B.13  
Novokshanova, Eugenia: W.8  
Novotny, Maria: F.1, SW.3  
Novotny, Therese: B.28  
Nowacek, Rebecca: PS.9  
Nugent, Jim: SW.6

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Oakley, Jaimeson: AW.5  
Ober, Brittany: AB.4  
Ochs-Naderer, Christine: D.21  
O'Connell, Kelleen: C.21  
O'Dowd, Deborah: DB.10  
Offenhauer, Alexa: HB.12  
Ohno-Machado, Thomas: MA.1  
Ojedele-Adejumo, Temitope: M.11  
Okai, Andrew: C.10  
Oladipo, Olagbenro: K.1  
Olanipekun, Oluwatoyin: E.30  
Olejnik, Mandy: MW.4, D.27  
Oleksiak, Timothy: E.21, F.26, T2T  
Olmstead, Ciaran: DA.11  
O'Neill, Peggy: M.24  
Ordway, Jaclyn: IA.9  
Ore, Ersula: E.23, TSIG.4  
Osei, Elizabeth Abena: CA.1, JA.2  
Osorio, Ruth: E.12, TSIG.12, L.7  
Ostergaard, Lori: SW.6  
Ou, Annie: G.7  
Overstreet, Matthew: JB.8

Oviedo, Ollie: RNF  
Oweidat, Lana: H.29  
Owens, Kim Hensley: H.22  
Özer, Havva Zorluel: W.4, FB.3, FSIG.11

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Pagnac, Susan: G.11  
Pagnucci, Gian: M.20  
Palanti, Alessia: C.4  
Paldy, Andrea: A.7  
Palermo, Gregory: D.7  
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Pandey, Nitya: MW.3, F.14  
Pandey, Shyam: J.7  
Pandya, Manushri K.: A.23, G.29  
Pantelides, Kate: H.28  
Papoulis, Irene: FSIG.5  
Parfitt, Elizabeth: DB.12  
Parfitt, Matt: PS.11  
Parisi, Hope: MW.6  
Park, Lucy: K.21  
Parker, Airica: H.18  
Parker, Jessica L.: J.20  
Parker, Salena: F.10  
Parker, Stephanie: H.17, FSIG.19, SW.2  
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Partin, Amanda Patterson: B.29  
Parzefall, Lisa: J.15  
Paszek, Joseph: E.14  
Patch, Paula: G.18  
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Patel, Jenn: F.8  
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Paudel, Jagadish: G.9, H.9  
Paul, Elizabeth: C.24  
Pauszek, Jessica: J.1  
Pavesich, Matthew: IB.14  
Payne, Ania: DA.10  
Paz, Enrique: K.22  
Peck, Kimberly: H.5  
Peeples, Tim: L.8  
Pellegrini, Mason: KB.5  
Pemberton, Michael: MW.10  
Peñaflorida, Jennifer: GB.10  
Penaloza, Anna: B.7

Pendley, Dustin: AW.11  
Pentelides, Kate: W.3  
Perez, Andre: M.15  
Perez, Norma Edith Rivero: PS.5  
Perino, Julie: HA.13  
Perry, Holland: C.10  
Pestova, Anastasia: PS.17  
Peterson, Brittany: K.25  
Petrovich, Danielle: A.1  
Pettus, Mudiwa: G.27  
Pfannenstiel, A Nicole: I.3  
Pham, Devon: K.2  
Phibrick, Emily: F.4  
Phillips, Cassandra: L.19  
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Phillips, Talinn: FSIG.29, K.14  
Piazza, Jessica: L.15  
Picard, Lauren (LP): J.3  
Pierce, Amira: B.19  
Pifer, Matthew: JB.13  
Piippo, Allie: G.28  
Pine, Andrew Appleton: B.15  
Pitt, Karen: G.27  
Pittman, Coretta: E.12  
Pittock, Sarah Peterson: F.7  
Pitts, Elizabeth A.: FSIG.27  
Piwowarski, Amy: W.1  
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Poblete, Patti: E.21, G.31  
Poe, Mya: MW.10, A.24, E.21, M.24  
Pokhrel, Lauren Hatch: BB.13, M.20  
Polat, Nuriye In: W.4  
Polk, Thomas: MB.5  
Pollak, Calvin: IB.4  
Polo, Sarah: I.29  
Pomerleau, Lainie: G.25  
Popoca, Emiliano Gutierrez: CB.12  
Portillo, Vincent: J.1  
Portz, Josie: F.19  
Post, Ian: J.27  
Poudel, Prativa: L.10  
Poudyal, Bibhushana: MW.9  
Poudyal, Phatik: T2T  
Pough, Gwendolyn D.: M.4  
Prager, Katelyn: HB.11  
Pratt, Amanda: A.8, I.6  
Prescott-Brown, Marci: I.26  
Presswood, Amanda: AB.6  
Price, Margaret: H.25  
Prielipp, Sarah: A.18

Prihandita, Anselma Widha: W.4  
Prikhodko, Maria: H.10  
Primeau, Sarah: MB.10  
Prince, Chris: AA.2  
Prine, Rhianna: L.17  
Prins, Kristin: W.3, AW.9, FSIG.9  
Prior, Holland: F.19  
Pritchard, Eric Darnell: F.2  
Prokop, Marcella: D.19  
Proszak, Laura: HB.5  
Pruitt, Marie: FB.14  
Puett, Sarah: SW.5  
Pugh, Melody: FSIG.16  
Pulsney, Jennifer: J.27  
Purdy, James P.: TSIG.5, FB.4  
Purna, Sujash: M.17  
Pyatt, Timothy: K.15

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Qayyum, Rabail: W.3  
Quezada, Teresa: J.14

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Rabbi, Shakil: A.15, F.29  
Racelis, Juval V.: B.14  
Raghunandan, Janie: G.14  
Rahman, Mijanur: W.4, AW.2, B.11, FSIG.12  
Rahman, Romaisa: W.3  
Rai, Candice: D.12  
Ramer, Nicole: K.2  
Ramirez, Alejandra: B.12  
Ramirez, Christopher: F.6  
Ramizi, Erag: AA.7  
Ramos, Kurt: DB.14  
Ramsay, Kyli: DB.12  
Ramsey, Shelby: DA.12  
Raspa, Rileigh Ann: PS.1  
Rass, Ruwaida Abu: W.4  
Ratcliffe, Krista: H.6  
Ratliff, Clancy: J.28  
Raucci, John: I.11  
Rea, Joshua: I.3  
Read, Sarah: D.8  
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Reddy, Nancy: F.22

Reed, Meredith: I.10  
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Reeves, Carol: L.7  
Regan, Jacqueline: SW.8  
Regidor, Maria Carvajal: HA.10  
Reid, Gwendolynne: A.24  
Reid, Lynn: MW.6, HB.7  
Reid, Shelley: MB.5  
Reiff, Mary Jo: D.4  
Reifman, Jennifer Burke: GA.9  
Reilly, Lauren: DA.12  
Restaino, Jessica: IB.9, SW.8  
Reyes, Natalia Ávila: A.4  
Reynolds, Thomas J.: CB.2  
Reynolds, Wayne: PS.1  
Reynolds Jr., Thomas W.: PS.23  
Reznizki, Michal: D.13  
Rhea, Jaida: PS.1  
Rhodes, Jacqueline: W.1  
Rhody, Jason: B.27  
Ribero, Ana: B.12  
Richards, Daniel: H.22  
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Richardson, Elaine: M.4  
Riche, David: CB.10  
Richter, Jacob: DB.8  
Rico, Jessica: MA.3  
Riddick, Sarah: H.22  
Ridgeway, Jessica: SW.4  
Rinaldi, Abby: B.23  
Ringer, Jeff: H.2  
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Rioux, Amanda: A.22  
Ritter, Kelly: MW.10, M.26  
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Rivard, Courtney: D.25  
Rivera, Adrian: F.28  
Rivera-Mueller, Jessica: PS.13, L.16  
Robertson, Chloe: G.29  
Robertson, Liane: A.29, TSIG.24  
Robillard, Amy: M.14  
Robinson, Michelle Bachelor: G.31  
Robinson-Zetter, Rachel: MW.8  
Roderick, Ryan: JB.13  
Rodrigue, Tanya: H.13  
Rodriguez, Al: B.4  
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Rogal, Maria: I.7  
Rohan, Robert: G.10  
Rohde, Robyn: C.16  
Roll, Cynthia: DB.15  
Romberger, Julia: I.1  
Rome, Matthew: J.9  
Romero, Cora: J.6  
Romero, Teresa: HA.5  
Roose, Tamara: B.6  
Roper, Kem: TSIG.28, I.29  
Rosas, Raymond: LA.3  
Rose, Anna-Kay: MW.2  
Rose, Jeanne Marie: PS.14  
Rose, Shirley: FSIG.3, M.26  
Rosenberg, Heidi: FB.2  
Rosenberg, Lauren: MW.9, G.26  
Rosinski, Paula: L.8  
Ross, Andy: D.16  
Ross, Christine: DA.3  
Ross, Cindy: DB.1  
Rothschild, Katherine: A.29  
Rounsaville, Angela: D.4, FSIG.11  
Rourke, Lisa: FB.11  
Rowe, Alexandra: CB.9  
Rowe, David: KB.5  
Rowland, Olivia: W.3  
Roy, Rachel: LB.8  
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Ruiz, Iris: B.12  
Rule, Hannah: I.21  
Rumore, Micheal: G.25  
Rupp, Jennifer: D.19  
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Russo, Robyn: F.23  
Ruszkiewicz, Sheryl: KA.2  
Rutherford, Kevin: RNF  
Ryan, Leigh: L.27  
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Ryden, Wendy: M.25  
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Sackey, Donnie: G.19

Sacks, Linda: G.6  
Saeli, Hooman: H.2  
Saidy, Christina: MW.11, PS.13  
Salas, Consuelo: FB.7, I.23  
Salvadore, Silvia Vaccino: MA.10  
Salvatore, Joseph: FSIG.15, L.13  
Sanchez, Fernando: D.12  
Sanchez, James Chase: F.22  
Sánchez, Raúl: A.26, D.7, I.7  
Sanders, Bridgette: BA.5  
Sanders, Hanna: M.12  
Sanders, Nick: H.26  
Sandoval, Helen: I.24  
Sano-Franchini, Jennifer: G.19, H.24  
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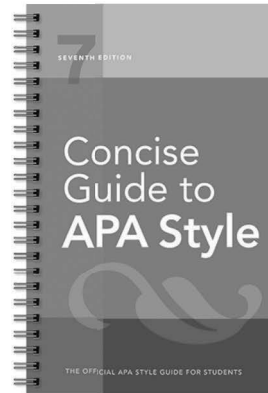
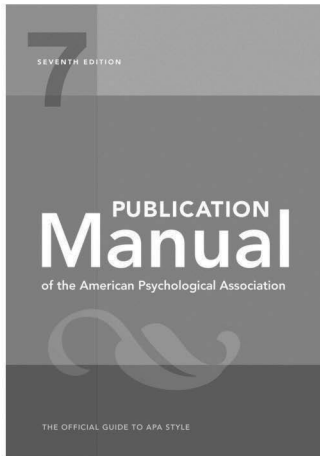
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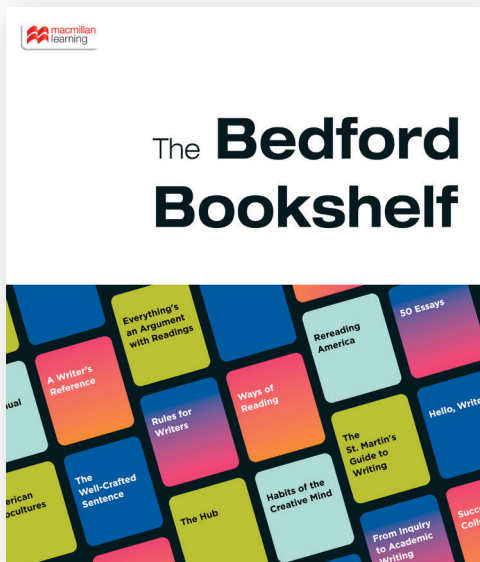


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