

Seventy-First Annual Convention
Conference on College Composition and Communication
March 25–28, 2020
Wisconsin Center
Milwaukee, Wisconsin

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On the Cover:

“Migration” by CERA and Katie Batten (this mural is sponsored by Milwaukee
Downtown)

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Jessica Restaino, Montclair State University
Andrea Riley-Mukavetz, Eastern Michigan University
Kate Vieira, University of Wisconsin-Madison
Melanie Yergeau, University of Michigan

Schedule at a Glance

Wednesday, March 25

7:00 a.m.–7:00 p.m.	Registration and Information
8:00 a.m.–5:00 p.m.	TYCA Conference
8:30 a.m.–5:00 p.m.	Research Network Forum
9:00 a.m.–12:30 p.m.	Morning Workshops (additional registration required)
9:00 a.m.–5:00 p.m.	All-Day Workshops (additional registration required)
12:15–1:45 p.m.	TYCA Luncheon
1:30–5:00 p.m.	Afternoon Workshops (additional registration required)
1:30–5:00 p.m.	Qualitative Research Network
5:00–10:00 p.m.	Meetings and Events for Select Special Interest Groups, Committees, and Other Groups
5:15–6:15 p.m.	Newcomers' Orientation
6:30–8:00 p.m.	Documentarians' Reception

Thursday, March 26

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

Friday, March 27

8:00 a.m.–5:00 p.m.	Registration and Information
8:00 a.m.–5:00 p.m.	Exhibit Hall Open
8:00–9:15 a.m.	F Sessions
9:30–10:45 a.m.	G Sessions
11:00 a.m.–12:15 p.m.	H Sessions
12:30–1:45 p.m.	I Sessions
2:00–3:15 p.m.	J Sessions
3:30–4:30 p.m.	Special Interest Group Meetings
4:45–6:00 p.m.	Annual Business Meeting/Town Hall
6:10–7:30 p.m.	Awards Session and Reception
7:30–9:30 p.m.	Friday Night Social Event: Big Truckin' Food Fête

Saturday, March 28

8:00 a.m.–1:00 p.m.	Registration and Information
8:00–9:15 a.m.	K Sessions
9:30 a.m.–5:00 p.m.	Teacher 2 Teacher
9:30–10:45 a.m.	L Sessions
10:00 a.m.–1:00 p.m.	Exhibit Hall Open
11:00 a.m.–12:15 p.m.	M Sessions
12:30–1:45 p.m.	N Sessions
2:00–5:00 p.m.	Postconvention Workshops (open to all attendees)

Greetings from the 2020 PROGRAM CHAIR



Julie Lindquist
2020 Program Chair

A warm and hearty welcome to Milwaukee, our common place for CCCC 2020!

I feel especially lucky for the opportunity to serve as Program Chair in this city of Milwaukee, a city of pride and precarity, promise and pain, a city with much to teach us about the meaning and value of the work we do.

You may be surprised (or, on the other hand, not at all surprised) to learn that our meeting here marks the 71st annual convention of the CCCC. Since our very first meeting in 1950—before many of us here now made our appearance on the planet—CCCC has gathered in 34 cities. That’s a lot of years, a lot of cities, and a lot of meetings. The first time we convened here in the Brew

City was in 1996 for the “Transcending Boundaries” conference, when Chair Lester Faigley invited us to think about the nature and impacts of the work we do. Now, in 2020, we return to Milwaukee to continue this work and to reflect together on what we can do—more, and differently—in this time, in this place.

It’s a good time to return to Milwaukee.

In July of 2020, the Democratic National Convention will be held in this very city. In November of 2020, we will, after a time of deep and painful division, cast our ballots for the 46th president of the United States. The year 2020 is a time of meaningful changes and hopeful transitions (or, perhaps, hopeful changes and meaningful transitions). It’s a good time to think, again, about how our practices as teachers and rhetoricians might matter—not only to us, but to those who learn from and with us, both locally and nationally.

We come together this year in a spirit of kairotic collective reflection, for a consideration of our goals, our practices, and our deepest values. Last year in Pittsburgh, 2019 Chair Asao Inoue asked, following Mary Rose O’Reilly, by way of Ihab Hassan: “Is it possible to teach English so that people stop killing each other?” In this year’s address, “What Mama Said: A Theory of Performance-Rhetoric, Literacy, and Social Justice,” CCCC 2020 Chair Vershawn Ashanti Young will invite/provoke us to hear and learn from the stories upon which the lives of our students ultimately depend, urging us to center the experiences and histories of Black women in our social justice work. As a field of practice, we have made some moves toward becoming a more inclusive professional space. However, as Inoue and Young ask us to recognize, we are not there yet. In our 2020 Call for Proposals, I offered the suggestion that “if we take seriously our commitment to inclusivity and access, then we must be willing to return (and return again) to the question of how our most fundamental premises follow from this commitment.” I invited us to consider such

questions as “How are these premises expressed (or not) in our common practices?” and “When are these practices enabling or disabling the goal of inclusivity?”

Now is a good time.

Now, in 2020—a time when distrust and rancor pervade the national culture, and when “division” is the word of the day—it is a good time to redouble our efforts toward diversity and inclusion—an effort that continues to demand that we reflect on what we always “just do” and why we (just) do so. As teachers, researchers, and rhetoricians, we know that reflection is not a backward motion, a gesture of inertia, a value of inaction. It is prelude to, and correlative of, action. It is a way not only of deciding whether to move, but *how* to move so that the motion matters.

In our CFP for 2020, I invited you to submit proposals for sessions and workshops that would help us to think together about how our commonplaces may (or may not) serve our purposes. Specifically, I asked you to consider

to what extent are these purposes aligned with ethical and productive goals? In these politically turbulent times, how are our commonplaces serving us? How are they expressed in practice? Whose experiences are they recognizing and affirming? To whom are they giving access?

I am not alone, it seems, in asking these questions. You took up the invitation to reflect on our commonplaces with 1,538 proposals for sessions, workshops, and SIGs. Your panels, presentations, roundtables, and workshops ask us to consider commonplaces of race, class, and gender; writing and pedagogy; labor and professional practice; knowledge-making and disciplinarity; digital and public spaces; community public policy; mind, memory, and hope. The program this year includes 713 concurrent sessions (including 79 new Engaged Learning Experience sessions!) and 44 workshops.

That we come together this year to work toward social justice and inclusivity here, in Milwaukee, gives the work a very special, situated meaning. Our common place for 2020 has its own set of commonplaces: Milwaukee is known as a place of distinctive neighborhoods, fierce community, and summer festivals. Of breweries, baseball, and polkas. If you spend a bit of time touring Milwaukee, you will indeed find these things. But Milwaukeeans also know what lives beyond these commonplaces: They know that Milwaukee is also a place of segregation, poverty, and precarity. Its poverty rate is 29 percent, almost three times the rate for the state of Wisconsin and almost double the national average. Over forty percent of its children live in poverty. Milwaukee beats out Detroit as the most racially segregated city in the nation. It is the scene of Matthew Desmond’s *Evicted: Poverty and Precarity in the American City*, a long-term, data-driven study of about race, poverty, and housing instability. It is a place with a history of colonial displacement of Indigenous peoples: The land now known as Milwaukee County has, at one time or another, belonged to a great number of diverse tribal nations: the Council of Three Fires nations—Ojibwa, Odawa, Potawatomi—as well as Ho-Chunk, Fox, Oneida, Menominee, and Sauk.

For the purposes of thinking about how our work as educators is, at heart, about access and inclusivity, Milwaukee is a meaningful location. As CCCC Local Chair Maria Novotny tells us, the markers of Milwaukee’s Indigenous history are everywhere evident in the landscape. As Maria also tells us, the Milwaukee of 2020

is a diverse and vibrant cultural scene, with local wonders to find and experience. If you take a five-minute walk to the Jefferson Street pedestrian tunnel leading to the Historic Third Ward, you'll see the original art featured on our CCCC 2020 program cover, "Migration," a mural created by local artists and alumni of the Milwaukee Institute of Art and Design, Katie Batten and CERA—a work sponsored by the Milwaukee Downtown Placemaking Task Force. "Migration," which references both urban and natural landscapes, is a piece of public art encountered by hundreds of Milwaukeeans each day as they move between the business district and the Third Ward.

Even as we delight in being where we are, we should reflect on where we are.

Now is a good time.

By design, CCCC 2020 is a common place for sharing knowledge, ideas, experiences, practices. And most of all, perhaps, questions. My hope is that we all will experience the conference as a space of and occasion for learning—from, by way of, and with each other. I expect that you'll come away from your Milwaukee trip with some new ideas, provocations, practices, and relationships. The idea of "common-places" is a way of putting continuity in conversation with change—a conversation that is, itself, a CCCC tradition. You'll see this conversation expressed in the various experiences and events, some of which are longstanding traditions, and some of which are brand new.

Features and Events

You'll be happy to hear that this year's convention will include the things you know and love and have come to expect: concurrent sessions, workshops, SIGs, the Opening General Session and Chair's Address, awards ceremonies and reception, Scholars for the Dream Reception, Anzaldúa Awards Reception, Newcomers' Coffee and Orientation, Annual Business Meeting and Town Hall, Qualitative Research Network, and Cs the Day. This year, as in years before, the program will feature Spotlight Sessions, specially designated sessions we think point to conversations that seem especially timely, provocative, or representative of the spirit of the conference theme. In each time block, you'll see a Spotlight Session that may be of particular interest.

The Social Justice at the Convention (SJAC) Committee, formed in 2018 by Asao Inoue to help promote diversity, inclusion, and access in our professional communities, has organized several events for 2020, including a book drive sponsored by Woodland Pattern, a contemplative space that offers sessions in Tai Chi, Qigong, and yoga each day in the Wisconsin Center atrium (see schedule on p. 3), a Friday Poetry Slam, a Cross-Caucus event on Friday evening, and a panel of local activists to share their community work and to lead discussion of local issues relevant to *Evicted*, Matthew Desmond's study of poverty and housing precarity in Milwaukee.

For the second year in a row, DBLAC, a network of Black-identified (graduate and undergraduate) students, will host a writing workshop on Saturday and a hip-hop party on Thursday night. Also, for the second year, special programming for teachers on Saturday includes a Teacher-to-Teacher event, in which Cs attendees come together with local teachers to reflect on and revise their practices. As in years

before, the CCCC Action Hub includes several resource tables, both informational and interactional. Here are some (new-for-2020) features and events you'll want to be sure to note:

Accessibility and Land/Water Acknowledgment Mentoring. CCCC 2020 is motivated by the need to consider the commonplaces that might bear some relationship with (affirm, support, or undermine) the goal of inclusivity. To this end, the Local Arrangements Committee (LAC), working in collaboration with the Accessibility Committee and the Standing Group for Disability Studies and the American Indian Caucus, has organized tables in the Action Hub for the purpose of providing mentoring not only on how to make conference presentations and experiences accessible to participants, but also on how to understand and use land/water acknowledgments.

- **Accessibility Mentoring.** The Accessibility Committee believes that working toward access is a process that is both collective and active, and the committee has worked hard this year to ensure that a commitment to a culture of access is realized at the 2020 Convention. To ensure that accessibility is an accessible goal, Cs attendees can visit the Access Table to talk through best practices and ask questions about implementing them in their panel or for their presentation. The goal of this service is to support people in taking up these practices, along with their learning about how they make for greater accessibility. You can find further information and guidance on accessibility here: <https://www.writingandrhetoricmke.com/accessibility.html>.
- **Land/Water Acknowledgment Support.** Members of the American Indian Caucus will be available at the Land/Water Acknowledgment Mentoring table in the Action Hub for conversation about decolonial and Indigenous pedagogy and scholarship and to provide support regarding the current land/water acknowledgment. Additionally, if you are interested in preparing for the next conference in Spokane or in discussing concrete ways to support Indigenous communities, the American Indian Caucus will have information regarding these topics as well.

Native Vendors. Members of the American Indian Caucus have worked in collaboration with the Local Arrangements Committee to bring several local Native vendors to the conference. Be sure to check out works from Lynn Cook, Diana Porter, and Catherine Thomas in the exhibit hall.

Cross-Caucus and SIG Events. In response to the oft-expressed need for conversation across interest groups, the 2020 program includes occasions for these groups to come together for conversation and networking. If you belong to a caucus or a SIG and would like to connect with members of other standing groups, know that there are two occasions to do so: a Cross-Caucus Event on Friday just before the Food Fair, and a Cross-SIG Meeting on Saturday morning.

Featured Speaker. In 2020, we will continue the conversation about race, education, and trauma that defined the mission of the 2018 Convention, a conversation that continued to animate CCCC 2019. Our featured speaker for 2020 is Howard

Stevenson, Constance Clayton Professor of Urban Education and Professor of Africana Studies at the University of Pennsylvania, and author of *Promoting Racial Literacy in Schools: Differences That Make a Difference*. On Friday morning, Professor Stevenson will give a featured talk (G Session) followed by a workshop (H Session). Stevenson's curriculum for developing racial literacy—teaching a set of competencies for living and surviving in a world of traumatic racialized encounters—is an approach that is all too relevant to our times, and one that stands to enrich our practices as literacy educators.

Commonplace Collection Kiosks and Common Grounds Pop-Up Coffee Houses. In order to keep the conversation about commonplaces alive in our common spaces, we've set up corkboards (Commonplace Collection Kiosks) that invite you to record and post commonplaces you'd especially like to discuss with your fellow Cs-goers. Grab a notecard, record a commonplace of interest to you, and post it to one of the boards available in the lobbies of the Wisconsin Center, Hilton, and Hyatt. Then, grab a card (your own, or somebody else's) and take it with you to one of our Common Grounds pop-up coffee houses you'll find in one of these spaces, where you can enjoy a cup of coffee for the price of a conversation.

CCCC 2020 Documentarians. The Documentarian role is new for CCCC this year, and it is very much in the spirit of conference as a space of learning for those who attend. This new role was inaugurated for two reasons: one, to give you the opportunity to write about and share your experience of the conference so that we can learn more about what you, as *you*, find most valuable about the conference. From the collected work of the 2020 Documentarians, we hope to learn about diverse ways to experience CCCC. And two, to give members of the Cs community yet another opportunity—in a role not contingent on space constraints!—for participating in and contributing to the conference. CCCC 2020 Documentarians will document what they see and do as they move through the convention and reflect on these experiences each day and at the end of our time together. If you're serving as a Documentarian this year, please join us for a Documentarians Reception on Wednesday evening for snacks, introductions, and a general celebration of the work.

Big Truckin' Food Fair. The Friday night social event is a longstanding Cs tradition. This year, as before, we will indeed gather on Friday evening to celebrate, confabulate, and relax a little. In a departure from Cs tradition, we've organized a street festival with entertainment, food trucks, games, and general festivity. Since Milwaukee is a city famous for its summer festivals, we've planned our own festival for CCCC 2020. But since March in Milwaukee is not, so much, summer, we've organized this as a (mostly) indoor event: You can purchase a meal at one of the highly acclaimed local food trucks featuring an array of food choices (plant-based options, various local/ethnic cuisines, and dessert items) parked along Wisconsin Avenue right between the Hilton and the Wisconsin Center. Then you can wander with your delectables back inside to the Wisconsin Center atrium to eat, grab a drink from the cash bar, groove to the distinctive sounds of local Milwaukee R&B/soul/jazz duo SistaStrings, and delight in the art of Milwaukee's Poet Laureate Dasha Kelly Hamilton.

Think Mobs. As a discipline, we share certain commonplaces of knowledge and practice—but as we all know, local institutions have their own commonplaces of

intellectual and practical activity. To open opportunities for further conversations about commonplaces of work, practice, and professional life, we've arranged pop-up discussion groups in locations on- and off-site. Come meet your colleagues from other places and find out how our commonplaces are expressed locally. Keep an eye on the LAC website for more information about times and places.

SJAC Session: Beyond Matthew Desmond's Evicted: Fighting for Social Justice in Milwaukee. Join Milwaukee activists (Donte McFadden, co-programmer, Black Lens at the Milwaukee Film Festival; Katherine Wilson, executive director; Frank Zeidler Center for Public Discussion; and Keith Stanley, executive director, Near West Side Partners) for an interactive roundtable discussion about the economic, legal, social, and political issues (housing and neighborhood revitalization, race and representation, fostering critical and equitable civic dialogue) described in Wisconsin author Matthew Desmond's *Evicted: Poverty and Profit in the American City*. This session, sponsored by the Social Justice at the Convention (SJAC) Committee and chaired by Maria Novotny and Adam Carr, is aimed at attendees who have used or will use Desmond's text in university common-reading programs as well as all attendees committed to community-engaged teaching and learning.

Locally Operated Bus Tours of Milwaukee Neighborhoods. The Local Arrangements Committee (LAC), working in collaboration with SJAC, has arranged (with Adam Carr, deputy editor for community engagement at Milwaukee Neighborhood News Service) for a local experience for those who wish to learn more about the history and institutions of Milwaukee's Black and Latinx communities and neighborhoods. You can visit these communities via two narrated bus tours run by members of these communities on Wednesday, March 25, 4:30–6:30 p.m. (Northside) and Saturday, March 28, 11:30 a.m.–1:00 p.m. (Southside). Each tour can be purchased for \$35 (exclusive of meals) along with registration; your contribution helps to support the local business owners and artists you'll meet along the way. See the LAC website for further details: <https://www.writingandrhetoricmke.com/4c20.html>.

SJAC Poetry Events. This year's Convention features three opportunities for you to hear poetry and to perform your own. There will be a Poetry Slam in the atrium of the Wisconsin Center on Friday from 1:00 to 3:00 p.m. featuring local poets (1:00–2:00 p.m.) and CCCC attendees who have signed up in advance (2:00–3:00 p.m.). On Friday, there will be an open mic (7:00–7:30 p.m.) for you to share a reading of a poem or other short piece at the Big Truckin' Food Fair right before music duo SistaStrings and poet Dasha Kelly Hamilton take the stage. On Wednesday evening, you're invited to show your stuff at a poetry slam offsite at The Retreat, 2215 N. Martin Luther King Dr. More information: <https://www.writingandrhetoricmke.com/4c20.html>.

Conference Planner Zine. In the general spirit of projecting, collecting, and reflecting on your experiences at CCCC 2020, we've included a print planner (designed by Lauren Brentnell) in the form of a zine. This planner (which you'll find among the materials you pick up at registration) is an artifact designed for you not only to take notes on things you see and hear, but also to record your plans, goals, and expectations for each day and for the Cs experience as a whole.

Acknowledgments

Producing the 2020 conference has been a highly collaborative endeavor—in both vision and administration—and I can't imagine it happening, or happening well, in any other way. The list of colleagues and collaborators who worked to conceive and produce this year's conference is long indeed. First, thank you to our 15 wise and generous volunteers who served as writing coaches during the proposal stage and to our 366(!) Stage One reviewers this year, who had the task of working with a new set of commonplaces about what a conference presentation should do and how proposals for sessions and presentations should be assessed. Many thanks to our fabulous team of Stage Two reviewers (Chen Chen, Jenn Fishman, Bump Halbritter, Holly Hassel, Seth Kahn, Stephanie Kerschbaum, Sharon Mitchler, Karrieanne Soto Vega, Michelle Bachelor Robinson, Bree Straayer-Gannon, and Jon Wargo), who joined me in the task of working with a new set of review criteria that explicitly valued delivery, participant experience, and learning goals.

An ocean of gratitude to Local Arrangements Committee Chair Maria Novotny for all her work—smart ideas, feats of coordination, on-the-ground legwork. Maria has been largely responsible for making our conference in Milwaukee an experience of Milwaukee. Thank you to everyone who served on and helped to support the work of the LAC: Gabriela Morales, Seth Kahn, Lilly Campbell, Margaret Fink, Rachel Bloom-Pojar, Heidi Rosenberg, Annika Konrad, Margaret Noodin, Daniell Koepke, Bonnie Williams, Claire Edwards, Lucy Johnson, Chloe Smith, Madison Williams, Cedric Burrows, Jenn Fishman, Shevaun Watson, Jenna Green Azab, Dasha Kelly Hamilton, Adam Carr, Christopher Hofland, Michael Pemberton, Drew Anastasia, Kristopher Purzycki, Jenni Moody, and Joseph Serio.

Thanks go as well to Michael Pemberton and Maria Novotny for cochairing the Social Justice at the Convention (SJAC) Committee and working in coordination with the LAC, and also to the members of SJAC: Sonia Arellano, Michael Baumann, Antonio Byrd, Nina Feng, Iklim Goksel, Mara Lee Grayson, David Green, Lee Gullickson, Al Harahap, and Holly Hassel. Thank you to Cat Jennings, Ezekiel Choffel, and Andrea Riley-Mukavetz, who worked with the LAC on behalf of the American Indian Caucus.

Many thanks to Margaret Fink and those who worked for and on behalf of the Accessibility Committee: Annika Konrad, Liana Odracic, Storm Pilloff, Joan Ruffino, Deb Siebert, Brenna Swift, Sherena Huntsman, Jacqueline Schiappa, Neil Simpkins, Linda Smith-Brecheisen, Lilly Campbell, and Sunaina Randhawa, Christina Cedillo, Ruth Osorio, and Tara Wood.

And, of course, thanks to the long list of folks who worked with Heidi Rosenberg to help with registration: Jennifer Beech, Vicki Bott, Marcia Buell, Jo Colagiacomi, John Drake, Jennifer Dworschack-Kinter, Derek Handley, Joyce Inman, Jennifer Kontny, Nat Luangpipat, Jarrett Neal, Therese Novotny, Amanda Pratt, Maria Prikhodko, Sunna Randhawa, Kaia Simon, and Angie Sommers.



Bree Straayer-Gannon

A special and heartfelt thank you to my dear collaborators here at MSU and to Bree Straayer-Gannon, my program assistant, for all things large and small. Bree has not only been an enormous contributor to the conference concept and vision, but she has also helped to manage all the bits and parts, from budget to communications. Also to my partner in all things collaborative, Bump Halbritter, who carries around more ideas than there are places to put them, who has helped me think through the conference from CFP to MKE, and who has been my writing coach, advisor, and source of emotional support. Bump and Bree have been essential in conceiving of and delivering the Documentarian idea and will continue to work with me editing the collection of Documentarian tales that will be a product of the work the Documentarians will do for us here. A big thank you to Lauren Brentnell, who did the work of designing and developing our CCCC 2020 conference planner, even while she was in the process of transitioning from Michigan State to her new job at Northern Colorado University. Cheryl Ceasar, Raquel Priesman Marquez Joyce Meier, Margeret Morris, Shewonda Leger, and Dawn Opel have all had a part in helping us to imagine what the Cs experience should do and be. My Department Chair, Jackie Rhodes, has been generous in supporting my work on behalf of CCCC. Thank you, thank you all.

And, of course, many, many thanks to the team at NCTE: Kristen Ritchie (Suchor), Lori Bianchini, and Marlene Knight. Kristen, Lori, and Marlene have been available throughout the process to teach me how it all works and to help me manage the decisions and details that surfaced at every moment. Their presence and wise counsel are what have reassured me that, in the end, it would all come together.

And so here we are, now. Which, as it turns out, is a good time.

2020 CCCC Convention Documentarians

The Documentarian role was created this year as an opportunity for attendees to participate in the conference in a new way, and to take part in a collaborative inquiry into what a conference is and does—and for whom—and to share the results of their inquiries with the rest of us. The following members will serve as our first-ever CCCC Documentarians for 2020:

Denise Acevedo
Jonathan Adams
Whitney Jordan Adams
G. Edzordzi Agbozo
Marko Akrap
Mia Alafaireet
Lindsey Albracht
Andrea Alden
Lama Alharbi
Amal Alharthi
Risa Applegarth
Paige Arrington
Charlotte Asmuth
Justin Atwell
Elizabeth Baddour
Lisa Bailey
Lisa Baird
Raquel Baker
Christopher Barber
Lauri Barnes
Jason Barrett-Fox
Lauren Barylske-Zaidi
Jessica Batychenko
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Elisabeth Bell
Clayton Benjamin
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Michael Berntsen
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Simone Billings
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Kelly Brajevich
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Suzette Bristol
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Jennifer Burke Reifman
Caitlin Burns
Joseph Burzynski
Megan Busch
Jimmy Butts
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Brielle Campos
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Angie Carter
Christopher Carter
Jennifer Carter
Jacqueline Cason
Kristeen Cherney
Maggie Christensen
Alan Chu
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Erica Cirillo-McCarthy
Angela Clark-Oates
Richard Colby
Samuel Corfman
Brooke Covington
Christine Cucciarre
Darius M. Cureton
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Erec Smith
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Haley Stammen
Andrea Stark Bishop
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Michelle Stevier-Johanson
Shannon Stimpson
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Mark Sutton
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J. Thornton
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Zoe Tobier
Anne Turner
Kimberly Tweedale
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Abigail Villagran
Benjamin Villarreal

Stephanie Wade
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Zhaozhe Wang
Jon Wargo
Nicole Weaver
Erich Werner
Carl Whithaus
Shane Whittington
Shauna Wight
Patty Wilde
Tom William
Heidi Maria Williams
Margaret Williams
Charles Woods
Craig Wynne
Ethan Youngerman
Soha Youssef
Crystal Zanders
Michele Zugnoni

Documentarians' Reception

101 B (Wisconsin Center)
6:30–8:00 p.m.

New in 2020 is the role of CCCC Documentarian. To celebrate the inauguration of this new role, we are hosting a reception for 2020 Documentarians. If you're serving as a Documentarian this year, please join us for snacks, drinks, introductions, and a chance to get to know your fellow Documentarians.

Julie Lindquist, Michigan State University
Bump Halbritter, Michigan State University
Bree Straayer-Gannon, Michigan State University
Steve Parks, University of Virginia

Welcome from the Local Arrangements Committee

Boozhoo gakina awiiya!

Welcome to Milwaukee, whose name means both “Good Land” and “Gathering Place.”

Walking around the streets of Milwaukee, we hope you see how its geographical landscape informs the stories told about its complex history. While Milwaukee eagerly looks toward the future as it prepares to welcome politicians and activists to the city at the upcoming Democratic National Convention this summer, there is a need to pause and notice how Milwaukee became the city it is today. We, members of the Local Arrangements Committee, invite you to take stock of the stories that the city tells. Notice—which ones are made visible, audible, or present? And ask yourself which stories are not as noticeable. Who tells these stories? And where do the visible and invisible stories converge in history and in the city where we now gather to meet?

Milwaukee's History

Geographically, Milwaukee is a city connected by a series of three rivers—the Milwaukee, the Menomonee, and the Kinnickinnic. These three tributaries empty into Lake Michigan and provide ample natural resources for sustaining nearby communities. Over the last three centuries, Milwaukee has been inhabited by a range of Indigenous peoples including the Potawatomi, Ojibwe, Odawa, Fox, Ho-Chunk, Menominee, Sauk, and Oneida. As competition for accessing resources of the land peaked, the Ho-Chunk nation eventually moved inward toward western Wisconsin, and the Menominee moved north. By the eighteenth century, Milwaukee was inhabited predominantly by the Ojibwe, Odawa, and Potawatomi nations, which formed the Council of Three Fires.

Acknowledgment of Milwaukee's vast history with tribal nation peoples can be seen while walking on city streets whose names honor these peoples, such as Kinnickinnic Avenue and Milwaukee Street, as well as at the Potawatomi Casino in downtown Milwaukee and the Indian Community School located in Franklin (a suburb in Milwaukee County). A lesser known Indigenous landmark includes the Lake Park mound, which is one of the few remaining mounds to survive in Milwaukee.

In the 1700s, Milwaukee's tribal nations were threatened by the growing fur trade and colonial settlement of Milwaukee's natural water resources. Located between Green Bay and Chicago, Milwaukee became a strategic French trading post and a linguistically rich area containing French and Native languages. A romanticized narrative of French and American Indian relations can be seen in Thorsten Lindberg's mural entitled “Solomon Juneau,” which depicts a French Canadian fur trader and the first permanent White settler of Milwaukee. This mural is located in the Miller High Life Theatre, where we will come together for the Opening Session.

Gathering in a place called the “Miller High Life Theatre” speaks to Milwaukee’s well-known German brewing history, which emerged as a central industry in the 1800s. Today, visitors to Milwaukee can tour the iconic Pabst Brewery and Miller Brewery. Newer breweries have also made a home for themselves in Milwaukee, including Lakefront Brewery, Milwaukee Brewing Company, and Sprecher Brewing Company. Meanwhile, Milwaukee’s baseball team pays homage to the city’s brewery industry with their name, the Brewers.

In addition to brewing beer, Milwaukee’s role as an industrial city boomed during WWII. With an increasing demand for manufactured goods, many African Americans from the South moved to Milwaukee for work. While many African American families decided to stay in Milwaukee after the war, Milwaukee as a city was becoming more and more racially segregated. Redlining—denying Black residents access to equal loan and housing opportunities—became a common practice. To this day, Milwaukee’s neighborhoods still remain highly segregated, reflecting these practices of the past.

Vel Phillips, who is honored with a named street located close to the Wisconsin Center, was a Black activist and politician in Milwaukee. She organized and participated in many nonviolent civil rights protests calling to end housing and education discrimination. During the mid 1960s, Phillips, along with Father James Groppi, a local priest and civil rights activist, conducted in-state capitol sit-ins and collaborated with the Youth Council in a 200-consecutive-night march for open housing. The march sparked violent protests and caused national media outlets to dub Milwaukee “the Selma of the North,” creating political pressure for Mayor Henry W. Maier to pass an open housing law supported by Phillips.

Today, Milwaukee sits at a pinnacle moment. As we prepare to welcome national political leaders to our city, we remain a city divided by race and class. For instance, a 2010 census reported that in Milwaukee County more than half of African American men in their thirties have served time in prison. The National Assessment of Educational Progress (NAEP) reported in 2017 that among eighth graders, the gap between White and Black students in reading skills in Wisconsin was the largest of any state, and the score for Black students overall was the lowest of any state. Wisconsin also has the highest infant mortality rate of Black babies according to a 2018 report published by the Centers for Disease Control and Prevention. In 2019, Milwaukee County officials declared racism a public health emergency as they began to implement racial equity training with the Office on African American Affairs for county employees. Given the divides and disparities that exist in Milwaukee’s present and past, where might we find some commonplaces—places where folks are coming together to address these divides and reimagine a united Milwaukee?

We want to highlight a few of these places and invite you all—as brief visitors to Milwaukee—to visit one or two so as to reflect on the tensions that have made Milwaukee a gathering place for us now.

Experiencing Milwaukee

The **Sherman Phoenix**, which is located in the Sherman Park neighborhood of Milwaukee, is a building that literally rose from ashes. It stands in the place of a BMO Harris bank that burned down in 2016 during a protest against police violence after a fatal shooting that had impacted this predominantly Black neighborhood. This now commercial space seeks to advance the entrepreneurship of communities of color in the area. It is open Monday–Saturday, 7 a.m.–8 p.m. and features a variety of food vendors, health and wellness experiences, and cultural experiences. Led by the vision of co-owners Joanne Sabir and Juli Kaufmann, this collective opened in 2018 in response to community conversations that identified the need for safe, welcoming neighborhood spaces to transform vacant property, support entrepreneurship, and build community wealth. Conference attendees who have signed up for the bus tour on Wednesday, March 25, will stop at this establishment to learn about its history from local activist Camille Mayes. For those interested in visiting the Sherman Phoenix during their stay in Milwaukee, you can find bus routes or Uber/Lyft services to transport you to this westside neighborhood.

On the city’s south side, there is **CORE El Centro**. This organization serves all income levels and offers Spanish and English health and wellness services such as acupuncture, massage therapy, gardening and nutrition programs featuring “food as medicine,” community health advocacy, and children’s wellness. Located in the Walker’s Point neighborhood of Milwaukee, CORE El Centro opened in 2002 as a response to the language and cultural barriers to health and wellness in the neighborhood. To learn more about CORE El Centro, check out their calendar of events on the website www.core-elcentro.org.

The Retreat, a recently opened community, art, and decompression space, is another must-experience place where Milwaukee poets, activists, and change-makers are coming together. Opened by Milwaukee’s 2019 poet laureate Dasha Kelly Hamilton, her husband DJ, and artist Kima Hamilton, the Retreat is a multipurpose space close to the convention center. The Retreat (2215 N. Martin Luther King Dr.) is located just north of the Wisconsin Center and accessible by bus or Lyft/Uber services. A series of events will be occurring during CCCC and are open to the public. For instance, on Wednesday, March 25, the Retreat will host an open poetry slam and invites attendees of CCCC to participate. Details can be found on the local arrangements website. Dasha Kelly Hamilton will also be performing with SistaStrings, a Milwaukee-based sister duo, on Friday, March 27, at the Wisconsin Center.

In walking distance from the Wisconsin Center is the **Milwaukee Public Market**. The market features locally owned food artisans, offering conference attendees a place to grab a meal, drink, or shop for local food “musts” such as cheese curds. The second floor of the market offers ample seating if you are looking for a place to meet up with friends and chat outside of the convention center. Located in Milwaukee’s historic Third Ward neighborhood, the Public Market is a convenient establishment for experiencing local Milwaukee.

Similar to the Milwaukee Public Market, the **Crossroads Collective** is a new food hall located east of Milwaukee. It features eight local food artisans and provides a series of food and drink options. Sustainability is important to the Crossroads Collective, which strives to be a zero-net-waste facility. To access the Crossroads Collective, bus or Lyft/Uber services are recommended.

Zócalo Food Park is another experience connecting community through food. Zócalo, meaning “public square,” is Milwaukee’s first food truck park, accommodating up to six food trucks. It also has a full-service bar, bocce ball court, and indoor/outdoor seating. Be sure to check out their Instagram or Facebook page for live music and other events, such as “lotería,” happening throughout the week. Located in the Walker’s Point area, Zócalo can be accessed by bus and/or Lyft/Uber services.

Milwaukee County Parks offers a network of trails, parks, historic attractions, and beer gardens. With over 158 unique parks, several are within walking distance of the Wisconsin Center, such as Zeidler Union Square, Pere Marquette Park, Cathedral Square Park, and Juneau Park. Be sure to make your way to Veterans Park, which is located on the shores of Lake Michigan and is close to the Milwaukee Art Museum. Bublr Bikes are available to rent around the city, and on a nice day, they can be seen often on the paths of Veterans Park making their way up and down Lake Michigan.

Second Street in the Walker’s Point neighborhood features a variety of LGBTQ+ establishments, including the city’s oldest lesbian bar, Walker’s Pint. Milwaukee’s Pride Parade takes over this area in June each year. Take the bus or Lyft/Uber services to the intersection of National Avenue and 2nd Street to explore this LGBTQ+-friendly area.

Getting around Milwaukee

There are many ways to access the multiple neighborhoods and experiences Milwaukee has to offer. One newer method of transportation is “The Hop,” a streetcar which features roll-on, roll-off access for wheelchairs, strollers, and bicycles. The Hop makes downtown Milwaukee restaurants, hotels, and parks accessible to all. Visit thehopmke.com for the daily schedule, fare rates, and a route map.

The Milwaukee County bus system is also well used and affordable (\$2.25 per ride—exact change required) and travels around the city to distinct neighborhoods. With 60 routes and 5,500 stops, the bus is an accessible method of transportation. Conference attendees looking to ride the bus can plan their trip by visiting ridemcts.com/trip-planner.

Bublr Bikes are also available for rent around the city. Named after the Milwaukeean’s affinity for calling a “water fountain” a “bubbler,” Bublr Bikes can be rented from a series of bike stations around the Greater Milwaukee area. For more information visit bublrbikes.org.

Learning More about Milwaukee

For those interested in learning more about the history, community stories, and local perspectives of the city, you can tap into Milwaukee in a variety of ways. If you prefer listening, you can stream **88.9 Radio Milwaukee**. This is a local radio station featuring local artists and community stories. You can read about some past features on their website: radiomilwaukee.org.

Want to know more about the history and distinct neighborhoods of Milwaukee? Check out the **Encyclopedia of Milwaukee** (emke.uwm.edu), a Digital Humanities Project sponsored by the History Department at the University of Wisconsin-Milwaukee. With over 700 entries on Milwaukee history, the encyclopedia is an excellent resource for learning about the distinct Milwaukee moments, people, and landscapes.

Finally, check out **Writing and Rhetoric MKE**, a website run by graduate students studying writing and rhetoric at UW-Milwaukee. The website features a blog that connects academic learning with community expertise, highlighting the ways that communities around Milwaukee are engaging with writing, rhetoric, and literacy in their lives. Visit writingandrhetoricmke.com/blog to read some of the blog posts and learn how Milwaukee engages with writing and rhetoric.

On behalf of the Local Arrangements Committee, welcome to Milwaukee! We are thrilled to have the opportunity to host you. Before you arrive, be sure to visit our local arrangements website, hosted in conjunction with the Writing and Rhetoric MKE blog. Our local arrangements website can be found at www.writingandrhetoricmke.com/4c20.html. Also be sure to follow @writingmke on Twitter for local stories, tips, and “insider” guides to navigating Milwaukee.

Interested in getting to a particular location and not sure how to get there? Stop by the Hospitality booth and a volunteer will help you navigate to your destination. Be sure to also check out the Social Justice at the Convention (SJAC) Committee booth to learn about the local activists, writers, and performers participating at the conference.

We look forward to greeting you in Milwaukee!



Maria Novotny
Chair, 2020 Local
Arrangements Committee



Lilly Campbell
Information, Hospitality,
Special Events/Services
Chair, 2020 Local
Arrangements Committee



Heidi Rosenberg
Registration and Exhibits
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Rachel Bloom-Pojar
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Chair, 2020 Local
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Jennifer Beech	Tyler Carter	Tom Do
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Neal Lerner
Steven Lessner
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Kathleen Livingston
Alexandria Lockett
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Rita Malenczyk
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Katie Manthey
Aimee Mapes
Travis Margoni
Paula Mathieu
Mark McBeth
Alexis McGee
Heidi McKee
Brian McNely
Jolivette Mecenas
Cruz Medina
Joyce Meier
Lisa Meloncon
Sarah Mesle
Laura Micciche
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John Miles
Elisabeth Miller
Katie Miller
Susan Miller-Cochran
Jody Millward
Esther Milu
Lilian Mina
Sharon Mitchler
Clyde Moneyhun

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Jill Morris	Tonya Ritola	Mary Soliday
Rashidah Muhammad	Kelly Ritter	Nancy Sommers
Garrett Nichols	Stephanie Roach	Madeleine Sorapure
Melissa Nicolas	Amy Robillard	Jenny Spinner
Michelle Niestepski	Rachel Robinson	Clay Spinuzzi
Maria Novotny	Shelley Rodrigo	Kyle Stedman
Suban Nur Colley	Duane Roen	Samuel Stinson
Katherine O'Mara	Laura Rogers	Michelle Stuckey
Timothy Oleksiak	Kevin Roozen	Jason Swarts
Bernice Olivas	Lauren Rosenberg	Robyn Tasaka
Ryan Omizo	Valerie Ross	John Tassoni
Dawn Opel	Deborah Rossen-Knill	Howard Tinberg
Michael Pak	Barbara Roswell	Lee Torda
Jason Palmeri	Sherita Roundtree	Christie Toth
Mike Palmquist	Angela Rounsaville	Jenn Trainor
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Pearl Pang	Sarah RudeWalker	Jeffrey Turner
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Staci Perryman-Clark	Wendy Ryden	Kate Vieira
Carol Peterson	Donnie Sackey	Jasmine Villa
Ehren Pflugfelder	Christina Saidy	Douglas Walls
Christine Photinos	Consuelo Salas	John Walter
Stacey Pigg	Michael Salvo	Kuhio Walters
Laurie Pinkert	Jennifer Sano-Franchini	Amy Wan
Patti Poblete	Janie Santoy	Jon Wargo
Mya Poe	Erin Schaefer	Carrie Wastal
Gwen Pough	Dagmar Scharold	Sara Webb-Sunderhaus
Malea Powell	Ellen Schendel	Travis Webster
Betty Profit	Blake Scott	Irwin Weiser
Jeff Pruchnic	David Seitz	Joanna Whetstone
Erin Pushman	Stuart Selber	Scott Wible
Shakil Rabbi	Nathan Shepley	Lydia Wilkes
Joyce Rain	David Sheridan	Jennifer Wingard
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Scott Reed	Neil Simpkins	Shane Wood
Lynn Reid	Ryan Skinnell	Hui Wu
Keith Rhodes	Heidi Skurat	Kathleen Blake Yancey
Jackie Rhodes	Cheryl Hogue Smith	Melanie Yergeau
Jeff Rice	Trixie Smith	Morris Young
Rebecca Rickly	Nicole Snell	Candace Zepeda
Jim Ridolfo		

Stage II Reviewers

Chen Chen
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Bree Gannon
Bump Halbritter

Holly Hassel
Seth Kahn
Stephanie Kerschbaum
Julie Lindquist

Sharon Mitchler
Michelle Robinson
Karieann Soto Vega
Jon Wargo



First Time at the Convention?

With pleasure, the CCCC Newcomers' Orientation Committee welcomes all of you to the 2020 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., Wisconsin Center, 102C), 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., Miller High Life Theater Foyer), 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 (session E.29, Thursday, 4:45-6:00 p.m., Wisconsin Center, Ballroom D) for proposing presentations and panels for the 2021 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 talk 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.

This year, we are also hosting a session called "Career Quest: Navigating a Future in Composition, Rhetoric, and Writing," session F.16, Friday, 8:00-9:15 a.m., Wisconsin Center, 201B. This interactive session is designed for newcomers and early career attendees; its goal is to help participants develop a plan in which opportunities at the convention and within the organization can play an important part in their career development.

Throughout the convention, the Newcomers' Orientation Committee members will wear specially marked badges. Please say hello; we are happy to listen to your concerns or answer any questions you have. And feel free to stop by the Newcomers Station where members of our committee and other CCCC members will be available to chat about the convention, talk about shared interests, learn about your work, and discuss how CCCC can support you.

With warm good wishes,

The CCCC Newcomers' Orientation Committee

Leslie Werden, Chair
Susan Chaudoir
Michael Harker
Mary Karcher
Aja Martinez
Ben McCorkle

Sharon Mitchler
Sean Morey
Mary Beth Pennington
J. Michael Rifenberg
Gretchen Rumohr-Voskuil
Christine Tulley

General Convention Information

Registration

Convention registration is located in the Main Lobby in the Wisconsin Center.

Registration is open the following hours:

- Wednesday, March 25: 7:00 a.m.–7:00 p.m.
- Thursday, March 26: 7:00 a.m.–5:00 p.m.
- Friday, March 27: 8:00 a.m.–5:00 p.m.
- Saturday, March 28: 8:00 a.m.–1:00 p.m.

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

Session and Event Locations

Meetings and concurrent sessions will be held at the Wisconsin Center, the Hilton Milwaukee City Center, and the Hyatt Place Milwaukee Downtown.

Local Committee Office

The Local Committee Office is located in the Founders Room, 5th floor, in the Hilton.

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, the CCCC Committee on Disability Issues in Composition and Communication, disability studies specialists at the University of Pennsylvania, and other professional associations. Please download the Accessibility Guide from the CCCC 2020 website or mobile app. Information is also available at the Accessibilities Table, located in the Main Lobby in the Wisconsin Center.

Scooters and Wheelchairs

Scooters and wheelchairs are available at no charge beginning on Tuesday, March 24. They must be returned by 1:00 p.m. on Saturday, March 28. Stop by the Accessibilities Table in the Main Lobby in the Wisconsin Center to check one out.

Lactation Room

The Lactation Room is located in the Main Lobby in the Wisconsin Center, near the Registration Desk. There will be signage outside of this room.

Quiet Room

The Quiet Room is located in the Schlitz Room, 4th floor, in the Hilton.

Hours:

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

Family Room and Gaming Lounge

The Family Room and Gaming Lounge is located in the Usinger Room, 4th floor, in the Hilton.

Hours:

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

First Aid

First aid services are located in the first aid area in the Action Hub at the Wisconsin Center, Main Lobby.

Hours:

- Thursday: 8:00 a.m.–6:00 p.m.
- Friday: 8:00 a.m.–5:00 p.m.
- Saturday: 8:00 a.m.–2:00 p.m.

Coat Check

Check your coat and bags in the coat check area in the Action Hub at the Wisconsin Center, Main Lobby.

Hours:

- Thursday (coat only): 7:30 a.m.–8:30 p.m.
- Friday (coat only): 7:00 a.m.–10:30 p.m.
- Saturday (coat and luggage): 7:00 a.m.–3:00 p.m.

Exhibits

The Exhibit Hall is located in Ballroom AB, Main Lobby, in the Wisconsin Center.

Hours:

- Thursday: 10:00 a.m.–6:00 p.m.
- Friday: 8:00 a.m.–5:00 p.m.
- Saturday: 10:00 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 the NCTE booth in the Exhibit Hall.

Planning for Next Year's CCCC Convention

Individuals interested in discussing program proposals for the 2021 CCCC Annual Convention in Spokane, WA, March 24–27, are invited to meet Holly Hassel, 2021 Program Chair, in the Registration Area on Friday, March 27, from 2:00 to 3:00 p.m.

Wi-Fi

The Wisconsin Center offers free public Wi-Fi in common areas and session rooms. The network ID and password are CCCC2020.

CCCC Mobile App

For the most up-to-date information on session locations and times, download the mobile app. The app provides a quick way to search convention sessions, view maps of the convention locations, explore the Exhibit Hall, and more. Search for “NCTE” at the Google Play Store or Apple Store.

Business Services

A Business Center is located on the Mezzanine Level in the Wisconsin Center.

AA and Al-Anon Meetings

CCCC offers meeting space for AA and Al-Anon meetings on Thursday and Friday evenings from 8:00 to 10:00 p.m.

- AA, Wisconsin Center: Room 102D
- Al-Anon, Wisconsin Center: Room 102 E

CCCC Annual Business Meeting

The CCCC Annual Business Meeting will be held Friday, March 27, 4:45–6:00 p.m., in Ballroom D in the Wisconsin Center.

Nonsexist Language

All CCCC 2020 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their sessions.

Mutual Respect & Anti-Harassment Policy

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

Land/Water Acknowledgment

We encourage all presenters to provide a land/water acknowledgment before their session. We've worked with local community members and the American Indian Caucus to draft the following acknowledgment. Tribal nations people have always practiced land acknowledgments when visiting territories that were not their own. Acknowledgments are opportunities for learning history, relationship building, situating oneself in a larger web of relations, and holding oneself accountable to being a good guest. Visit <https://cccc.ncte.org/cccc/land-acknowledgement> for additional information.

As the Conference on College Composition and Communication welcomes attendees to Minowaki, which in Anishinaabemowin means “the good land,” we take a moment to thank the water for supporting life in this region for over ten thousand years along the southwest shores of Michigami, where the Milwaukee, Menominee, and Kinnickinnic rivers meet. We also acknowledge the ancestors who created effigy mounds made from the living earth between 800 BCE and 1200 CE as we stand today on land that has been inhabited by the Potawatomi, Menominee, Ho-Chunk, Ojibwe, Sac and Fox, and Mascouten people. They are joined today by the Oneida, Stockbridge-Munsee, and Brothertown people who were displaced from the east and now, with the sovereign nations and citizens of Wisconsin, serve as stewards of this space.

Before giving a land acknowledgment, we ask you to do the following:

1. Practice self-reflection

Why are you giving this acknowledgment?

How do you hope to support tribal nations people?

How can your scholarship and teaching make visible indigenous intellectuals and grassroots movements?

2. Do your homework: take some time to learn about the tribal nations people of Milwaukee—past, present, and their future goals

3. Practice the pronunciation of the language and tribes

4. Be honest about the actions of colonizers. Yet, land acknowledgments are not grim. It should celebrate the resiliency of tribal nations people and the gifts provided by the land.

Yet, giving a land acknowledgment is not enough. We do not want to tokenize or fetishize indigenous people or this land. We ask you to also do the following:

We ask you to build real and authentic relationships with tribal nations people through the following: cite indigenous intellectuals in your research, teach indigenous intellectuals, attend sessions by indigenous scholars, and support grassroots movements in your own community.

Other Events at CCCC

Qigong/TaiChi & Yoga Sessions

Wisconsin Center, Ballroom Prefunction Area (outside Ballroom AB)

Get your mind-body connection flowing with Qigong/TaiChi and Yoga. Sessions are scheduled as shown below; all levels and all bodies are welcome, including first-timers.

Qigong/TaiChi:

- Wednesday: March 25, 7–8 p.m.
- Thursday: March 26, 11–11:30 a.m., 7:30–8 p.m.
- Friday: March 27, 7:30–8:30 a.m., 10:30–11 a.m., 3–3:30 p.m.
- Saturday: March 28, 11–11:30 a.m.

Yoga:

- Hatha Yoga, Thursday: March 26, 3:00–3:30 p.m.
- Vinyasa Yoga, Saturday, March 28, 9:30–10 a.m.

Friday Night Social Event: Big Truckin' Food Fête

Wisconsin Center, Ballroom Atrium, 7:30–9:30 p.m.

The Friday night social event is a CCCC tradition. This year, we've organized a street festival, with entertainment, food trucks, games, and general revelry. Milwaukee is a city famous for summer festivals—but since March in Milwaukee is not, so much, summer, we've organized our own indoor version, inside the Wisconsin Center atrium. You can purchase a meal at one of the highly acclaimed local food trucks featuring an array of food choices (plant-based options, various local/ethnic cuisines, and dessert items) parked along Wisconsin Avenue, right between the Hilton and the Wisconsin Center—and then wander with your delectables back inside to the Wisconsin Center atrium to eat, grab a drink from the cash bar, groove to the distinctive sounds of local Milwaukee R&B/soul/jazz duo Sista Strings, and delight in the art of Milwaukee's Poet Laureate Dasha Kelly Hamilton.

Digital Praxis Posters

Wisconsin Center, Main Lobby

Digital Praxis Posters is an interactive exhibit format. Information about current posters and this year's schedule of presentations will be available on the CCCC convention website and on signs in the Main Lobby. Digital posters will be presented during sessions B, C, F, and G, on Thursday, March 26, and Friday, March 27.

Action Hub

Wisconsin Center, Main Lobby

Visit the following organizations, events, and activities in the Action Hub throughout the convention.

Accessibility Table
CCCCs the Day
CCCC Committee for Change
CCCC Feminist Caucus
CCCC Micro Mentoring
CCCC/NCTE Editors
CCCC Wikipedia Initiative
Digital Archive of Literacy Narratives
Land Acknowledgment
NCTE/CCCC American Indian Caucus
NCTE/CCCC Latinx Caucus
Local Volunteers
Meet the CCCC Executive Committee
Mentorship and Early Career Preparation
Newcomers' Station
Rhetoric and Composition Journal Editors
Social Justice at the Convention Center
Sweetland Digital and Rhetoric Collaborative

Social Justice at the Convention

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

2020 Program Chair Julie Lindquist wishes to thank the members of this hard-working committee and its co-chairs for the good, needed work they perform in service of CCCC and its members.

SJAC Poetry Events:

- Poetry slam: Friday, 1–3 p.m. featuring local poets (1–2 p.m.) and convention attendees who have signed up in advance (2–3 p.m.), Wisconsin Center Atrium.
- Open mic: Friday, 7–7:30 p.m. share a reading of a poem or other short piece at the Big Truckin' Food Fête before music duo Sista Strings and poet Dasha Hamilton take the stage, Wisconsin Center Atrium.

- Also, on Wednesday evening, you're invited to show your stuff at a poetry slam offsite at The Retreat.

Please visit the SJAC's webpage (<https://cccc.ncte.org/cccc/committees/social-justice>) for an updated list of SJAC-sponsored panels, activities, and events, and share your comments on Twitter: #SJAC2020

SJAC Committee Members

Michael Pemberton, Co-Chair	Iklim Goksel	Liz Lane
Maria Novotny, Co-Chair (Local Arrangements Chair)	Mara Lee Grayson	Maria Prikhodko
Sonia Arellano	David Green	Justin Rademaekers
Michael Baumann	Lee Gullickson	Kristen Ruccio
Antonio Byrd	Al Harahap	Dagmar Scharold
Nina Feng	Holly Hassel	Mat Stillito
	Brian Hendrickson	Don Unger

Scholars for the Dream Coalition-Building Lounge

Hilton, Miller Room

Chairs: Neisha-Anne Green and Jeanine L. Williams

Hours:

- Thursday: 10:30 a.m.–5:00 p.m. and 8:30 p.m.–12:00 a.m.
- Friday: 8:00 a.m.–6:00 p.m.

This year the Scholars for the Dream (SFD) committee has a space available for the duration of the convention. The purpose of the SFD Lounge is to provide a lounge atmosphere for socialization into an intellectual community drawn from our own cultural/linguistic perspectives as we conceptualize, plan, and build an SFD network. This will happen in an empowering space for SFD scholars and alumni to relax and meet while also building lasting relationships that we hope will serve everyone well beyond CCCC 2020.

We have designed a space to facilitate a mix of insight-driven discussions—collaborative learning opportunities where participants can experience focus-driven downtime that provides a brain break without extinguishing their intellectual inspiration. This will consist of multiple activities such as interactive Listening Tables, short Q & A sessions—both structured and unstructured—collation-building activities, as well as opportunities to join the SFD Network, which is a low-stakes mentoring network.

We will have snacks and other surprises. Come experience a safe, low-stakes environment where we're building a coalition and collaborations toward future projects, while offering survival strategies for historically underrepresented voices. Our hope is that you leave CCCC 2020 with relationships and resources that help you sustain long-term participation in the field.



Two-Year College English Association National Conference

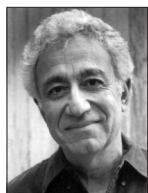
The second national TYCA conference is an opportunity for attendees to come together to continue conversations from the 2019 conference and explore strategies for transforming national organizations, our campuses, and our own professional lives for a sustainable future.

Starting the Conversation: Transforming Our Profession for a Sustainable Future

Wednesday, March 25, 8:00 a.m.–5:00 p.m.

Wisconsin Center, Ballroom C

PROGRAMMING: 50 breakout sessions (plus 5 Council on Basic Writing sessions), all-day poster sessions, opening session, luncheon, and evening activities.



The Opening Session will feature a special message from **Mike Rose**, research professor in the UCLA Graduate School of Education and Information Studies. Mike is the author of *Lives on the Boundary: The Struggles and Achievements of America's Educationally Underprepared*, *Possible Lives: The Promise of Public Education in America*, *The Mind at Work: Valuing the Intelligence of the American Worker*, *Why School?: Reclaiming Education for All of Us*, and *Back to School: Why Everyone Deserves a Second Chance at Education*.

CONFERENCE SCHEDULE:

8:00–9:30 a.m.

Opening Session: Transforming Our Profession for a Sustainable Future

9:45–10:45 a.m.

Breakout Session 1

11:00 a.m.–12:00 p.m.

Breakout Session 2

12:15–1:45 p.m.

TYCA Luncheon featuring Matt Mendez (additional ticket required)

2:00–3:00 p.m.

Breakout Session 3

Poster Sessions

3:15–4:15 p.m.

Breakout Session 4

4:30–5:30 p.m.

Breakout Session 5

5:30–6:30 p.m.

#TYCATransforming

<http://bit.ly/TYCA2020>

TYCA Luncheon Featuring Matt Mendez

Wisconsin Center, Ballroom D

12:15–1:45 p.m.



Like his characters, **Matt Mendez** grew up in central El Paso, Texas. He is the author of *Barely Missing Everything*, his YA debut novel, and the short story collection *Twitching Heart*. He lives with his wife and two daughters in Tucson, Arizona. You can visit him at MattMendez.com.

DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

These awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students' language learning, helping them to achieve their college, career, and personal goals.

Outstanding Programs Award Committee

Chair: Sravani Banerjee, Evergreen Valley College, San Jose, CA
Leigh Jonaitis, Bergen Community College, Paramus, NJ
Justin Jory, Salt Lake City Community College, UT
Juliette Ludeker, Howard Community College, Columbia, MD

For a listing of previous winners, please visit <https://ncte.org/awards/tyca-diana-hacker-outstanding-programs-in-english-award/>.



Conference on
College Composition
& Communication



National Council of
Teachers of English

Sessions on Two-Year College Concerns

Concurrent Sessions

- A.29 Four Teachers Teaching: Pedagogy in the ALP Classroom
- B.41 Reflect, Engage, Emerge: Literacy Narrative as Inclusive Practice
- C.20 Using Labor-Based Contract Grading to Promote Equity in FYC:
Questioning the Commonplace of Grading for Quality
- E.11 Responding to AB 705: Reimagining Curriculum in California
Community Colleges
- E.28 Reorganizing the Commonplace: Lessons Learned from Merging Two
Institutions, Writing Programs, Cultures, and Faculty
- G.14 Two-Year College Tensions: Research, Curriculum, Self-Determination
- G.53 Continuing the Conversation: Building a Common Place for Two-Year
College Teacher-Scholars at CCCC
- H.21 Placement Ideologies and Enacted Reform
- H.53 A Program without a Program: Sustaining a Cohesive Two-Year Writing
Program without a WPA
- I.13 The Challenges and Opportunities of Disrupting Developmental Writing
Commonplaces in Two-Year Technical Colleges
- I.18 Becoming Strategic, Self-Regulated Writers: A Research-Based Approach
for Basic Writing
- PS-J Considering Access and Equity: A Placement Case Study at an HSI Two-
Year College
- J.30 Reimagining and Remixing the Traditional FYC Reader: OER as a New
Commonplace
- N.03 Equity, Diversity, and Inclusion: Interrogating Our Commonplaces within
Shared Spaces in the Times of AB 705
- N.17 Cultivating Culturally Responsive English Composition Curriculum at the
Two-Year College

CCCC Committee Meetings

CCCC Executive Committee

Wednesday, March 25, 8:30 a.m.–5:00 p.m. (closed)

Hyatt, Executive Ballroom ABCD

Chair: Vershawn Ashanti Young

Committee on Computers in Composition and Communication

Friday, March 27, 10:00–11:00 a.m. (closed)

11:00 a.m.–12:00 p.m. (open)

Hilton, Solomon Juneau

Chair: Naomi Silver

Committee on Disability Issues

Friday, March 27, 10:00 a.m.–12:00 p.m. (open)

Hilton, Wright Ballroom A

Co-Chairs: Christina Cedillo and Tara K. Wood

Convention Concerns Committee

Saturday, March 28, 12:00–1:00 p.m.

Hilton, Miller Room

Chair: Vershawn Ashanti Young

Language Policy Committee

Wednesday, March 25, 7:30–9:30 p.m.

Hyatt, Pere Marquette

Co-Chairs: Kim Brian Lovejoy and Elaine Richardson

Newcomers' Orientation Committee

Friday, March 27, 9:30–10:45 a.m. (closed)

Hyatt, Milwaukee Room A

Chair: Leslie Werden

Nominating Committee

Thursday, March 26, 10:30 a.m.–12:30 p.m. (open)

Hilton, Pabst Room

Friday, March 27, 9:30 a.m.–11:30 a.m. (closed)

Hilton, Pabst Room

Chair: Jaquetta Shade-Johnson

Research Committee

Thursday, March 26, 3:30–4:30 p.m. (closed)

Hyatt, Pere Marquette

Chair: Tiane Donahue

Resolutions Committee

Thursday, March 26, 5:30–6:30 p.m. (open)

6:30–7:30 p.m. (closed)

Hyatt, Pere Marquette

Chair: Nicole A. McFarlane

Social Justice at the Convention Committee

Thursday, March 26, 1:45–3:00 p.m. (open)

Hyatt, Pere Marquette

Co-Chairs: Michael Pemberton and Maria Novotny

Task Force to Draft a CCCC Statement on the Role of Reading in College Writing Classes

Thursday, March 26, 6:30–7:30 p.m. (closed)

Hilton, Oak Room

Co-Chairs: Alice Horning and Iswari Pandey

Wednesday, March 25

Special Events and Meetings

Location of each event is listed in parentheses after the room name or number.

2020 Research Network Forum

Crystal Ballroom (Hilton)

8:30 a.m.–5:00 p.m.

Celebrating our 33rd year in 2020, the Research Network Forum is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers.

Chairs: Risa Gorelick, New Jersey Institute of Technology
Gina Merys, Saint Louis University
Carrie Wastal, University of California San Diego

Facilitators: Anthony Atkins, University of North Carolina, Wilmington
Samantha Blackmon, Purdue University
Jeanne Law Bohannon, Kennesaw State University, GA
Jennifer M. Hewerdine, Arizona Western College, Yuma
Jennifer Johnson, University of California Santa Barbara
Jacqueline Kerr, University of Tennessee, Knoxville
Stephanie Kerschbaum, University of Delaware
Ollie O. Oviedo, Eastern New Mexico University, Portales
Tom Pace, John Carroll University, University Heights, OH
Rebecca Rickly, Texas Tech University, Lubbock
Glen Southergill, Montana Tech University
Mark Sutton, Midlands Technical College, Columbia SC
Patrick Thomas, University of Dayton, OH
Katherine V. Wills, Indiana University Purdue University Columbus
Melanie Yergeau, University of Michigan

Intellectual Property in Composition Studies

103 A (Wisconsin Center)

1:30–5:00 p.m.

The Intellectual Property Standing Group invites to its annual meeting composition scholars and teachers who are concerned with issues of authorship, copyright, fair

use, remix, access, cultural appropriation, and the ownership and use of intellectual property (IP).

Chair: Clancy Ratliff, University of Louisiana, Lafayette

Consortium of Doctoral Programs in Rhetoric and Composition

Crystal Room (Hyatt)

1:30–5:00 p.m.

The Consortium of Doctoral Programs in Rhetoric and Composition will present a forum on program strategies for preparing graduate students to pursue nonacademic careers. The business meeting will include reports from Consortium officers, election of new officers, planning for the 2021 meeting, and discussion of initiatives for supporting Consortium members.

Chair: Carrie Leverenz, Texas Christian University

Qualitative Research Network

102 C (Wisconsin Center)

1:30–5:00 p.m.

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

Chair: William Banks, East Carolina University, Greenville, NC

Workshop Facilitator: Alicia Hatcher, East Carolina University, Greenville, NC

Newcomers' Orientation

102 C (Wisconsin Center)

5:15–6:15 p.m.

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

Coalition of Feminist Scholars in the History of Rhetoric and Composition SIG

Crystal Ballroom (Hilton)
6:00–8:00 p.m.

Documentarians' Reception

101 B (Wisconsin Center)
6:30–8:00 p.m.

New in 2020 is the role of CCCC Documentarian. To celebrate the inauguration of this new role, we are hosting a reception for 2020 Documentarians. If you're serving as a Documentarian this year, please join us for snacks, drinks, introductions, and a chance to get to know your fellow Documentarians.

Julie Lindquist, Michigan State University
Bump Halbritter, Michigan State University
Bree Straayer-Gannon, Michigan State University
Steve Parks, University of Virginia

Mothers in Rhetoric and Composition SIG

MacArthur Room (Hilton)
8:00–9:00 p.m.

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.

Chairs: Alexandra Hidalgo, Michigan State University, East Lansing, MI
Courtney Patrick-Weber, Bay Path University

Half-Day Wednesday Workshops

Morning: 9:00 a.m.–12:30 p.m.

Location of each event is listed in parentheses after the room name or number.

Workshops are open to those registrants who have paid the registration fee.

Writing Programs and Majors

MW.01 Behind the Scenes of WAC Program Development

101 A (Wisconsin Center)

This workshop invites participants behind the scenes of multiple WAC programs. It opens with an overview of WAC program development, followed by three 40-minute breakouts focused on different commonplace activities in WAC program administration: development, administration, and initiatives.

Workshop Facilitators: Christopher Basgier, Auburn University

Michelle Cox, Cornell University

Michael Cripps, University of New England

Crystal Fodrey, Moravian College

Jeffrey Galin, Florida Atlantic University, Boca Raton

Amy Lannin, University of Missouri

Meg Mikovits, Moravian College

Kerri Morris, Governors State University

Michael Pemberton, Georgia Southern University

Laurie Pinkert, University of Central Florida

Julie Prebel, Occidental College

Paula Rosinski, Elon University

Erika Scheurer, University of St. Thomas, Saint Paul, MN

Stacey Sheriff, Colby College

Travis Webster, Pace University

Theory and Culture

MW.02 Mind Mapping across Cultural Rhetorics: Innovating Commonplaces for Intersectional Knowledge-Making

101 B (Wisconsin Center)

In this workshop, members from the American Indian, Queer, Latinx, Black, Asian/Asian American, and Labor Caucuses as well as the Standing Group for Disability Studies come together to explore intersectionality

across difference and to discuss how our stories can actively challenge current disciplinary commonplaces by creating expansive stories and methods of inquiry.

Workshop Facilitators: Kristin Arola, Michigan State University, East Lansing

Sheila Carter-Tod, Virginia Tech

Geoffrey Clegg, Michigan State University, East Lansing

Linh Dich, Miami University Regionals

Ames Hawkins, Columbia College Chicago

Kelly Medina-López, California State University, Monterey Bay

Rashidah Jaamî Muhammad, Governors State University

Sushil Oswal, University of Washington, Tacoma

Malea Powell, Michigan State University

Helen Sandoval, University of California, Merced

Institutions, Labor Issues, and Professional Life

MW.03 Let's Start a Google Doc: Commonplaces, Coauthorship, and Composition Studies

101 C (Wisconsin Center)

This workshop will serve as an opportunity for rethinking how we approach, practice, and advocate for collaborative writing, and it will include several breakout sessions that range in topic from crafting work plans to teaching collaborative writing, and to negotiating institutional policies regarding coauthorship.

Chair: Jonathan Alexander, University of California, Irvine

Workshop Facilitators: William Duffy, University of Memphis

Bump Halbritter, Michigan State University

Joyce Inman, University of Southern Mississippi

John Pell, Whitworth University

Rebecca Powell, University of Southern Mississippi

Jacqueline Rhodes, Michigan State University

Kathleen Blake Yancey, Florida State University

Approaches to Learning and Learners

MW.04 Why Is It So Hard to Listen to Our Students? A Workshop on Creating Commonplaces of Co-Centered Learning for Autotelic Practice

101 D (Wisconsin Center)

This workshop re-envision commonplaces of directional learning by harnessing learners' dispositions to support "autotelic practice."

continued on next page

Workshop Facilitators: Mary Glavan, Tulane University, New Orleans, LA
Dana Milstein, University of Southern California

Approaches to Learning and Learners

MW.05 Hybrid Teaching and Learning

102 A (Wisconsin Center)

This workshop focuses on hybrid learning, with emphasis on course design, professional development, and cultivating institutional support.

Chair: Jason Snart, College of DuPage, Glen Ellyn, IL
Workshop Facilitators: Lyra Hilliard, University of Maryland
Cat Mahaffey, University of North Carolina at Charlotte
Jude Miller, Rowan University, Glassboro, NJ
Abigail Oakley, Arizona State University
Danielle Roach, Clark State Community College
Mary Stewart, Indiana University of Pennsylvania
Joanna Whetstone, Lakeland Community College

Community, Civic & Public Contexts of Writing

MW.06 CCCC Edits Wikipedia!

102 B (Wisconsin Center)

Join the CCCC Wikipedia Initiative (CCCCWI) task force to learn to edit Wikipedia to improve public access to knowledge of key topics in composition and rhetoric.

Workshop Facilitators: Dylan Dryer, University of Maine
Tarez Samra Graban, Florida State University, Tallahassee
Melanie Kill, University of Maryland, Silver Spring
Carrie Leverenz, Texas Christian University
Matthew Vetter, Indiana University of Pennsylvania

Language and Literacy

MW.07 Engaging the Global: Constructing Commonplaces through Translingual/Transmodal Pedagogies in Writing Classrooms

102 C (Wisconsin Center)

This workshop explores innovative translingual frameworks and pedagogies in the context of globalizing writing classrooms, programs,

and university structures. Led by a diverse group of international scholars, it offers participants practical activities, assignments, and ideas related to translanguaging pedagogy, curriculum development, global partnerships, and transnational writing program administration.

Chairs: Steven Fraiberg, Michigan State University
Shyam Sharma, State University of New York at Stony Brook
Brooke Schreiber, Baruch College, CUNY
Joyce Walker, Illinois State University, Normal

Workshop Facilitators: Nancy Bou Ayash, University of Washington
Ibtissem Belmihoub, North Dakota State University
Adrienne Jones Daly, University of Rhode Island
Ann Hill Duin, University of Minnesota-Twin Cities
Brandi Fuglsby, University of Minnesota-Twin Cities
Joleen Hanson, University of Wisconsin-Stout
Zhuang-Zhong Lehmberg, Northern Michigan University
Jennifer Maloy, Queensborough Community College
David Martins, Rochester Institute of Technology
Bruce Maylath, North Dakota State University
Mary McCall, North Dakota State University
Ligia Mihut, Barry University
Sayanti Mondal, Illinois State University
Gaurav Ojha, Kathmandu Model College
Ashleigh Petts, North Dakota State University
Kevin Roozen, University of Central Florida, Oviedo
Cristina Sánchez-Martín, Indiana University of Pennsylvania
Lisya Seloni, Illinois State University
Mohammad Shamsuzzaman, North South University
Surendra Subedi, Kathmandu Model College

Creative Writing and Publishing

**MW.08 Commonplaces in Creative Writing and Composition:
Reimagining Sites of Craft, Pedagogy, Identity, and
Community**

102 D (Wisconsin Center)

This workshop will introduce new and experienced teachers and writers to theories and practices informed by creative writing, creative writing pedagogy, creative writing studies, and our identities as creative writers.

Workshop Facilitators: Maryam Alikhani, County College of Morris
Susan Meyers, Seattle University

continued on next page

Erick Piller, Nicholls State University
Caitlin Ray, University of Louisville
Ben Ristow, Hobart and William Smith Colleges
Jonathan Udelson, Shenandoah University, Winchester, VA
Stacey Waite, University of Nebraska, Lincoln
Franklin Winslow, Borough of Manhattan Community College

First-Year and Basic Composition

MW.09 Plagiarism as Educational Opportunity: Transforming Commonplace Ideas about Plagiaristic Behaviors

102 E (Wisconsin Center)

This interactive, research-based workshop addresses the complexities of student plagiarism and cultivates improved methods to help students avoid plagiarism and help instructors in responding to instances of student plagiarism.

Workshop Facilitators: Valerie Seiling Jacobs, Columbia University
Gerald Nelms, Wright State University, Worthington, OH
Carole Clark Papper, Hofstra University
Robert Yagelski, SUNY, Albany

Institutions, Labor Issues, and Professional Life

MW.10 An Uncommon Commonplace: How to Navigate Targeted Harassment against Academics

103 A (Wisconsin Center)

This half-day workshop gives focused attention to the experiences of academics subjected to various forms of institutional and public harassment. Participants will learn to identify common strategies of harassers and harassment campaigns. Participants will also learn how to protect themselves from and develop effective responses to potential attacks.

Workshop Facilitators: Samantha Blackmon, Purdue University
Molly Campbell, University of New Hampshire
Renee Ann Drouin, Bowling Green State University, OH
Garrett Nichols, Bridgewater State University, Quincy, MA
Ersula Ore, Arizona State University

Professional and Technical Writing

MW.11 Resources, Practices, and Models for Teaching STEM Writing for Today's Diverse Publics

202 D (Wisconsin Center)

We invite participants to reflect on and reevaluate a set of common practices and assumptions informing the teaching of STEM writing.

Chair and Speaker: Cristina Hanganu-Bresch, University of the Sciences

Workshop Facilitators: Maria Gigante, Western Michigan University

Katie Homar, North Carolina State University

Justin Mando, Millersville University

Jennifer Royston, Trine University

Community, Civic & Public Contexts of Writing

MW.12 Where Inside and Outside Meet: Naming Our Commonplaces in Prison-Based Teaching and Research

103 C (Wisconsin Center)

This workshop aims to foster collaboration between teacher-scholars working in prisons and explore how commonplace ideas about emancipatory writing and research shape the practical fictions and ideologies in prison-based writing instruction.

Chairs: Elizabeth Catchings, University of Denver

Kim Drake, Scripps College

Speakers: Patrick Berry, Syracuse University, NY

Sally Benson, University of Arizona, "Dislodging Fixed Identities through Reflection"

Alexandra Cavallaro, California State University, San Bernardino, "Queer Prison Literacies with the LGBT Books to Prisoners Archive"

Jordan Hayes, University of Pittsburgh, "Necessary Navigations"

Cory Holding, University of Pittsburgh, "Necessary Navigations"

Tobi Jacobi, Colorado State University, "Self-Care, Mindfulness, and Trauma for Jail Writing Facilitators"

Paul Lynch, Saint Louis University, "Writing Centers in Prison Education"

Laura Hardin Marshall, Saint Louis University, "Writing Centers in Prison Education"

Anna Plemons, Washington State University, Richland, "Decolonial Research Methodologies for the Prison Classroom"

Sherry Rankins-Robertson, University of Arkansas, Little Rock

Laura Rogers, Valatie, NY, "How Do We Use the Carceral Archives: Ethical Issues and Complexities"

continued on next page

Joshua Schriftman, University of Miami / Exchange for Change,
“Augmenting Parity through Student Support Services”
Sarah Stanley, University of Alaska, Fairbanks, “Alaska Native Dialogues
on Racial Equity”

Community, Civic & Public Contexts of Writing

MW.13 Beyond the Classroom: Challenging the Commonplaces of Experiential Learning

103 D (Wisconsin Center)

Experiential learning is a commonplace pedagogy helping students apply academic studies or engage communities beyond the classroom. As universities race to embed this pedagogy, this workshop gathers the best practices. Specifically, we take up equity issues as they relate to students and community partners and address some logistical challenges.

Workshop Facilitators: Melanie Burdick, Washburn University,
“Assessing Experiential Learning”
William Carney, Cameron University, “Multiple Stakeholders”
David Grant, University of Northern Iowa, “Experiential Learning
Ecologies”
Ashley Holmes, Georgia State University, “Making Experiential Learning
Viable”
Rik Hunter, University of Tennessee, Chattanooga, “On-Campus
Community Writing”
Rebecca Jones, Montana State University, Bozeman, “Experiential
Learning”
Adrienne Lamberti, University of Northern Iowa, “Experiential Learning
Ecologies”
Rich Rice, Texas Tech University, “Internships”

Half-Day Wednesday Workshops

Afternoon 1:30–5:00 p.m.

Location of each event is listed in parentheses after the room name or number.

Workshops are open to those registrants who have paid the registration fee.

Community, Civic & Public Contexts of Writing

AW.01 Community Writing Mentoring Workshop

101 A (Wisconsin Center)

This is a workshop for anyone thinking about, planning, doing, or evaluating a community-based writing project. This time will allow participants to describe their community-based work and receive mentoring and feedback from senior scholars and practitioners on any aspect of planning, fundraising, community relations, evaluation, getting college support, pedagogy, etc.

Chairs: Veronica House, Colorado University Boulder
Paula Mathieu, Boston College

Workshop Facilitators: Steven Alvarez, St. John's University
Jenn Fishman, Marquette University
Tobi Jacobi, Colorado State University
Terese Guinsatao Monberg, Michigan State University
Beverly Moss, The Ohio State University, Columbus
Dawn Opel, Michigan State University, East Lansing
Jessica Restaino, Montclair State University, Mountain Lakes, NJ

Language and Literacy

AW.02 Disrupting Institutional Commonplaces through L2, Antiracist, and Translingual Teaching Practices

101 B (Wisconsin Center)

This workshop discusses strategies to enact antiracist, multilingual-, and translingual-oriented perspectives in classrooms, writing centers, professional development workshops, and other administrative workspaces to disrupt dominant monolingualism and advocate for multilingual writers.

Chairs: Norah Fahim, Stanford University
Eunjeong Lee, Queens College, Flushing, NY

continued on next page

Workshop Facilitators: Suresh Canagarajah, Pennsylvania State University

Ming Fang, Florida International University

Jennifer Johnson, Stanford University, Berkeley, CA

Rachael Shapiro, Rowan University

Zhaozhe Wang, Purdue University, West Lafayette, IN

Missy Watson, City College of New York

Approaches to Learning and Learners

AW.03 Breaking Commonplaces: Social Justice Perspectives on Rematerializing Pedagogy and Assessment

101 C (Wisconsin Center)

This workshop engages participants in the rematerialization of writing for socially just means. We intend to disrupt normative knowledge-making processes through critical questionings and hands-on activities that invite participants to envision themselves as part of a coalition of instructors, students, and administrators that works on and against marginalizing institutions.

Workshop Facilitators: Cody Jackson, Texas Christian University

Gavin Johnson, The Ohio State University, Columbus

Sean Kamperman, Valparaiso University

Pritha Prasad, University of Kansas

Ryan Sheehan, The Ohio State University, Columbus

Inventions, Innovations, and New Inclusions

AW.04 Confessions of a B-Girl: Using the Body to Interrogate Social Constructions of Teacher Identity and Cultivate Critical Authenticity

101 D (Wisconsin Center)

This interdisciplinary movement and storytelling workshop will provide participants with a valuable framework for reexamining how we engage two commonplaces within our profession: our assumptions (an internal commonplace) and our seats (an external commonplace). Examining internal and external commonplaces is important as they mirror the commonplaces of our students.

Speaker: Adrienne Oliver, Laney College, Oakland, CA

Inventions, Innovations, and New Inclusions

AW.05 Open Educational Resources Boot Camp: How to Leverage Interdisciplinary Connections to Create More Affordable, Inclusive Classroom Resources

102 A (Wisconsin Center)

This workshop will expose participants to the step-by-step process a department must go through to transition to open educational resources in the composition classroom while providing room for discussions about and the creation of OER textbooks.

Workshop Facilitators: Amanda Haruch, Rowan University, Glassboro, NJ

Samantha Kennedy, Rowan University, Glassboro, NJ

Jude Miller, Rowan University, Glassboro, NJ

Amy Woodworth, Rowan University, Glassboro, NJ

Language and Literacy

AW.06 Understanding and Dismantling White Language Supremacy as a Common Place in Composition

102 B (Wisconsin Center)

Our workshop challenges the assumption of the commonplace of inclusion of minoritized students into a system based on White Language and cultural supremacy. We instead ask how can our language, writing, and educational practices interrupt the normalcy of oppression?

Chairs: Bonnie Farrier, California State University, Fullerton

Elaine Richardson, The Ohio State University, Columbus

Speakers: Isabel Baca, University of Texas at El Paso

Qwo-Li Driskill

David F. Green Jr, Howard University, Washington, DC

Austin Jackson, Brown University, Providence, RI

David Kirkland

Kim Brian Lovejoy, Indiana University Purdue University Indianapolis

Rashidah Jaami` Muhammad, Governors State University

Denise Troutman

Professional and Technical Writing

AW.08 Engaging Cultural Differences for Global Design

102 D (Wisconsin Center)

This workshop walks participants through design cases to reconsider commonly held design beliefs, routine design practices, and everyday design objects with a lens of cultural differences. It introduces strategies and techniques to create usable, meaningful, and empowering designs to engage cultural differences in a globalized world at a divisive time.

Speaker: Huatong Sun, University of Washington Tacoma

First-Year and Basic Composition

AW.09 Reconsidering Basic Writing in the Changing Landscape

102 E (Wisconsin Center)

This workshop explores the changing educational landscape of Basic Writing, including acceleration, placement reforms, state legislation, and more. Interactive panels will invite participants to consider the changing terms of Basic Writing, the impact of dual credit programs, college readiness, and White teachers' relationship to basic writing and White supremacy.

Chairs: Leigh Jonaitis, Bergen Community College, Paramus, NJ
Marisa Klages-Bombich, LaGuardia Community College, NY

Roundtable Leaders:

Caitlin Gallagher, University of Wilmington

“Coming to Terms with the Changing Landscape”

Peter Adams, Community College of Baltimore County
Eileen Ferretti, Kingsborough Community College
Ronna Levy, Kingsborough Community College
Jennifer Burke Reifman, University of California, Davis

“Dual Credit and Basic Writing”

Marcia Buell, Northeastern Illinois University
Martell Halloran, Northeastern Illinois University
Travis Hastings, Northeastern Illinois University
Kelly Keane, Bergen Community College
Caleb Parnin, Northeastern Illinois University
CathyAnn Smith, Northeastern Illinois University
Cheryl Hogue Smith, Kingsborough Community College
Delaina Weinroth, Northeastern Illinois University

“Translingualism as Critique in Basic Writing”

A. Eric Lehman, University of Nevada, Reno

“Unsettling Whiteness as Common Place in Basic Writing Theory and Practice”

Susan Naomi Bernstein, City University of New York

Ian James, Arizona State University

“What Is College-Ready?”

Ruth Benander, University of Cincinnati-Blue Ash College

Jill Compello, University of Delaware

Charles MacArthur, University of Delaware

Zoi A. Philippakos, University of Tennessee

Brenda Refaei, University of Cincinnati-Blue Ash College

Institutions, Labor Issues, and Professional Life

AW.11 Transformative Leadership

103 B (Wisconsin Center)

Senior scholars who are deans and heads will help participants learn to lead from their strengths and positions using this resource page: <http://bit.ly/4c20Lead>

Chairs: Ellen Cushman, Northeastern University

Thomas Miller, University of Arizona, Tucson

Workshop Facilitators: Jonathan Alexander, University of California, Irvine

Dominic DelliCarpini, York College of Pennsylvania

Juan Guerra, University of Washington, Seattle

Rhea Lathan, Florida State University, Tallahassee

LuMing Mao, University of Utah

Krista Ratcliffe, Arizona State University

Institutions, Labor Issues, and Professional Life

AW.12 Teaching and Learning Access Advocacy: Creating Cultures of Access across Institutional Contexts

103 C (Wisconsin Center)

We will create intersectional and inclusive cultures of access across areas of professional life and institutional contexts. Participants include those from different disciplines in various roles with a variety of identities and abilities from multiple institutions.

continued on next page

Chairs and Speakers: Annika Konrad, Dartmouth College

Molly Ubbesen, University of Wisconsin, Milwaukee

Roundtable Leaders: Zach Anderson, University of Wisconsin, Milwaukee

Dana Comi, University of Kansas

Raymond Deeren, University of Wisconsin, Milwaukee

Anna Floch Arcello, University of Massachusetts Amherst

Meg Garver, University of Michigan

Elizabeth Brewer Olson, Central Connecticut State University

Valerie Ross, University of Pennsylvania

Gurkirat Singh Sekhon, University of Wisconsin, Milwaukee

Neil Simpkins, University of Washington, Bothell

Anne-Marie Womack, Tulane University, New Orleans, LA

Workshop Facilitators: Vicki Bott, University of Wisconsin, Milwaukee

Peter Brooks, University of Washington, Bothell

Robert Bruss, University of Wisconsin, Milwaukee

Mary Clinkenbeard, North Central College

Chad Iwertz Duffy, Bowling Green State University, OH

Claire Edwards, University of Wisconsin, Milwaukee

Leigh Elion, Oxford College of Emory University

Margaret Fink, University of Chicago

Rachel Herzl-Betz, Nevada State College

Allison Hitt, University of Central Arkansas

Loretta Huizar, University of Wisconsin, Milwaukee

Kathleen Hunzer, University of Wisconsin, River Falls

Molly Kessler, University of Minnesota, Twin Cities

Charlesia McKinney, University of Kansas

Margaret Mika, University of Wisconsin, Milwaukee

Elisabeth Miller, University of Nevada, Reno

Jenni Moody, University of Wisconsin, Milwaukee

Tracy Ann Morse, East Carolina University

Melissa Nicolas, Washington State University

Sarah O'Connell, University of Wisconsin, Milwaukee

Lauren Obermark, University of Missouri, St. Louis

Liana Odracic, University of Wisconsin, Milwaukee

Sushil Oswal, University of Washington, Tacoma, WA

Joan Ruffino, University of Wisconsin, Milwaukee

Alisa Russell, University of Kansas

Brenna Swift, University of Wisconsin, Madison

Muffy Walter, Washburn University

Writing Programs and Majors

AW.13 Internships as a Commonplace for Learning: Pedagogies, Structures, and Best Practices

103 D (Wisconsin Center)

Facilitators from a broad range of institutional contexts will share their unique experiences as internship coordinators. They'll share their resources and strategies to support both new and seasoned internship program directors/coordinators as they consider ways to build or enhance an internship program.

Workshop Facilitators: Chen Chen, Winthrop University, "Structures of Internship Programs: Including Ways to Offer Academic Credit, Minimum GPAs for Acceptance into Internship Programs, Considerations of MOUs, Labor Issues, and Student Support"

Angela Jones, Western Kentucky University, Bowling Green

Tiffany Kinney, Colorado Mesa University, "Best Practices: Addressing Issues during Internships, Managing Details of Community-Based/Work-Based Learning"

Lauren Ingraham, University of Tennessee at Chattanooga, "Outreach: Internship Locations and Coordination with Campus Resources and Community Partners"

Lisa Knapp, Grand Valley State University, "Outreach: Internship Locations and Coordination with Campus Resources and Community Partners"

Dauvan Mulally, Grand Valley State University, "Pedagogy: Internship Course Design, Assignments, and Assessment"

Lara Smith-Sitton, Kennesaw State University, GA, "Research and Scholarship: How Does Coordinating an Internship Program Serve a Research Agenda, Besides Just Teaching and Service?"

All-Day Wednesday Workshops

9:00 a.m.–5:00 p.m.

Location of each event is listed in parentheses after the room name or number.

Workshops are open to those registrants who have paid the registration fee.

Institutions, Labor Issues, and Professional Life

W.01 Getting to Yes, and Maybe, and No: Feminist Strategies for Negotiating toward More Equitable Workplaces

103 E (Wisconsin Center)

Using feminist theory and aimed at women and nondominant groups, this all-day workshop addresses “soft skills” necessary to not just survive in academia but change the status quo. Because practice and familiarity improve ability, participants will spend most of their time practicing new skills through exercises, role-plays, and collaborative proposals.

Chair: Barb L'Eplattenier, University of Arkansas, Little Rock

Workshop Facilitators: Susanmarie Harrington, The University of Vermont

Melissa Ianetta, University of Delaware

Maria Conti Maravillas, The University of Southern Mississippi

E. Shelley Reid, George Mason University

Susan Thomas, The University of Sydney

Inventions, Innovations, and New Inclusions

W.02 Building Coalition across Commonplaces

201 A (Wisconsin Center)

Inspired by the work of Chandra Talpade Mohanty (*Feminism without Borders*) and Karma Chávez (*Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities*), this workshop explores ways to build coalition as teachers, administrators, researchers, scholars, and community members.

Chairs: Leslie Anglesey, Sam Houston State University

Angela Clark-Oates, Sacramento State University, CA

Rachel Daugherty, Texas Christian University

Rachelle Joplin, University of Houston, TX

Lydia McDermott, Whitman College

Kate Pantelides, Middle Tennessee State University, Nashville
Erin Costello Wecker, University of Montana, Missoula
Patty Wilde, Washington State University Tri-Cities

Chair and Speaker: Lana Oweidat, Goucher College
Speakers: Joyce Rain Anderson, Bridgewater State University
Cheryl Glenn, Penn State University
Aja Martinez, Syracuse University
Margaret Price, The Ohio State University
Eileen Schell, Syracuse University
Kayla Koury, Olivet Nazarene University

Creative Writing and Publishing

W.03 Writing Creative Nonfiction: Finding the Extraordinary in the Ordinary

201 B (Wisconsin Center)

In this all-day writing workshop, participants will explore creative nonfiction through writing to prompts and discussing teaching strategies and issues.

Speakers: Lynn Bloom, University of Connecticut
Melissa A. Goldthwaite, Saint Joseph's University, "Hide and Seek"
Libby Falk Jones, Berea College, "Exercises in Style"
David MacWilliams, New Mexico State University, Alamogordo, "It Was the Best of Times, It Was the Worst of Times"
Sande McGlaun, Roanoke College, "Performing Silence"
Irene Papoulis, Trinity College, "Exploring Your Relationship with Dancing"
Erin Pushman, Limestone College, "The Craft of Research in Creative Nonfiction"
Amy Quan, Ithaca College, Ithaca, NY, "My, the Desks Look So Small"
Wendy Ryden, Long Island University Post, "Finding Your Inner Monster"
Mimi Schwartz, Richard Stockton University, "My Name Is..."
Jenny Spinner, Saint Joseph's University, Drexel Hill
Judith Szerdahelyi, Western Kentucky University, "Be the Yogi You Want to Be"

First-Year and Basic Composition

W.04 Dual Enrollment Composition: Complicating the Commonplace of First-Year Writing

201 C (Wisconsin Center)

This workshop includes multiple activities that (a) are foundational for understanding the ways in which DE problematizes FYW; (b) engage participants in building the DE community within CCCC; and (c) provide solutions to current challenges. Additional workshop goals include exploring equity for instructors and access for historically marginalized students.

Chairs: Christine Denecker, The University of Findlay, OH
Casie Moreland, Western Oregon University

Workshop Facilitators: Jen Grandone, Madison College
Ashley Hall, Wright State University
Barbara Schneider, University of Toledo
Erin Scott-Stewart, Southern University and A&M College
Joshua Stokdyk, Madison College

First-Year and Basic Composition

W.05 Response as a Place for Writerly Common Ground: Refining Our Practices to Include Students into Academic Culture

201 D (Wisconsin Center)

This workshop offers scholarship and research to help teachers think about their own response practices and how to include and invite students into academic culture through assessment.

Workshop Facilitators: Curt Greve, Grand Valley State University,
Allendale, MI
Melody Gustafson, Kent State University
Brian Huot, Kent State University
Elliot Knowles, Kent State University
Shannon McKeehen, Kent State University
William Morris, Kent State University
Jamie Rose, St. Edwards University

Approaches to Learning and Learners

W.06 Trauma, Adversity, and Resilience as Commonplace in Writing Studies: Strategies for Teaching and Learning
202 A (Wisconsin Center)

This workshop explores trauma and adversity in postsecondary systems, guiding participants in creating trauma-aware writing environments.

Workshop Facilitators: Andrew Anastasia, Harper College
Lauren Brentnell, University of Northern Colorado, Fort Collins
Michelle Day, University of Louisville, KY
Sheila Kennedy, Lewis University
Jan Rieman, University of North Carolina, Charlotte
Brenna Swift, University of Wisconsin-Madison
Jeanie Tietjen, MassBay Community College
Ryan Witt, College of Western Idaho

Research

W.07 Probing Commonplaces in International Writing Research
202 B (Wisconsin Center)

Fourteen scholars from twelve countries discuss shared and divergent commonplaces in their international writing research projects; all registrants read the papers prior to the workshop and choose four papers to focus on for a sequence of clustered discussions in small groups, enabling deep, sustained international exchange.

Chairs: Christiane (Tiane) Donahue, Dartmouth University / University of Lille

Ann-Marie Eriksson, University of Göteborg
Steffen Guenzel, University of Central Florida
Magnus Gustafsson, Chalmers University of Technology, Gothenburg
Violeta Molina-Natera, Pontificia Universidad Javeriana, Cali
Amy Zenger, American University of Beirut

Workshop Facilitators: Alexey Bakulev, National Research University Higher School of Economics, Moscow, Russia, “Designing and Delivering Feedback in Teaching Academic Writing: What Matters? (A Case of Russian University-Level ESL)”
Amber Engelson, Massachusetts College of Liberal Arts, “Writing with God: Translanguaging toward Social Justice in Indonesia”
Lisa Ganobcsik-Williams, Coventry University, “The Directory of Academic Writing (A Project of the Royal Literary Fund)”

continued on next page

- Aileen Hanrahan, University College Dublin, “Dyslexia, Identity, and Academic Writing Development: An Academic Literacies Perspective”
- Rachel Koch, Northern Arizona University; National Research University Higher School of Economics, Moscow, Russia, “Designing and Delivering Feedback in Teaching Academic Writing: What Matters? (A Case of Russian University-Level ESL)”
- Warren Merkel, Norwegian University of Science and Technology, “Establishing a Writing Center: Challenges and Opportunities”
- Raymond Oenbring, University of the Bahamas, “Forging an Identity for Academic Writing Studies in the Anglophone Caribbean”
- Deepak Pant, Henderson State University, Arkadelphia, AR, “Tutoring Writing to International Students: Exploring Faculty Expectations”
- Anis Rahman, University of Wisconsin, Milwaukee, “Meshing the Codes in Global Context”
- J. Michael Rifenburg, University of North Georgia, “The Role of Metacognitive Scaffolds in Polish Army Writing Instruction”
- Lynne Ronesi, American University of Sharjah, “The Participatory Literacy Narratives of Strong Multicultural Student Writers”
- Fayyaz Vellani, University of Pennsylvania, “Teaching Abroad in India: Travel, Writing, and Intercultural Sensitivity”

Information Technologies and Digital Cultures

W.08 Reimagining Commonplaces through Twine Design
202 C (Wisconsin Center)

We will explore how we can use emergent play within Twine Design to critically disrupt some of the oppressive assumptions within commonplaces. In this sense, the tactical interventions play poses in design can create more accepting and open uncommonplaces that accommodate a more diverse array of values.

Speaker: Kristopher Purzycki, University of Wisconsin, Milwaukee

Inventions, Innovations, and New Inclusions

W.10 Real Talk: Using Personal Narratives and Embodied Experience to Reimagine African American/Black Rhetorical Studies

202 E (Wisconsin Center)

This workshop brings together Black scholars to begin a dialogue that seeks to envision Black rhetorical scholarship that is inclusive of all Black people. Current African American rhetorical studies have centralized particular beliefs and practices that have resulted in “commonplaces” that have inadvertently marginalized other Black rhetorical practices.

Chairs: Ronisha Browdy, North Carolina State University
Esther Milu, University of Central Florida, Orlando

Workshop Facilitators: Dolphia Butler, Morgan State University
Arphelia K. Cabell, Morgan State University
Suban Nur Cooley, Michigan State University
Angel Evans, University of Akron
Wonderful Faison, Langston University, Oklahoma
Shewonda Leger, Florida International University
A. Myrna Nurse, Delaware State University
Shelagh Patterson, Montclair State University

Community, Civic & Public Contexts of Writing

W.11 The Almanac of Garden-Based Writing: Using Seasonal, Local, Public Writing to Promote Social Justice

Room 202 D (Wisconsin Center)

This workshop will introduce the benefits of garden-based education; it will describe a range of garden-based writing projects; and it will help participants develop their own garden-based writing projects via hands-on experiences of collaborative writing and a garden work party followed by a final guided planning session.

Workshop Facilitators: Kefaya Diab, Indiana University
Jade Hagan, Rice University
Sam Horrocks, West Virginia University
Johannah Rodgers, independent scholar
Stephanie Wade, Bates College, Lewiston, ME
Sarah Young, University of Arizona

Thursday, March 26

Special Events and Meetings

Location of each event is listed in parenthesis after the room name or number.

Newcomers' Coffee Hour

Miller High Life Theater Foyer
7:30–8:15 a.m.

Opening General Session

Miller High Life Theater
8:30–10:00 a.m.

Nominating Committee Meeting

Hilton, Pabst Room
10:30 a.m.–12:30 p.m. (open)

Resolutions Committee Meeting

Hyatt, Pere Marquette
5:30–6:30 p.m. (open)
6:30–7:30 p.m. (closed)

Scholars for the Dream Reception

Hilton, Juneau Room
6:00–7:00 p.m.

Anzaldúa Awards Reception

Hilton, Regency Ballroom
7:00–8:00 p.m.

AA and Al-Anon Meeting Space

AA: Wisconsin Center, 102D
Al-Anon: Wisconsin Center, 102E
8:00–10:00 p.m.

DBLAC Social Event

Wisconsin Center, Ballroom C

8:00–11:00 p.m.

Don't Miss the Conversation and Coffee at the Common Grounds Coffee House

Thursday

10:00 a.m.–12:15 p.m.: First Floor & Second Floor, Convention Center

1:30–4:00 p.m.: Ballroom Foyer-Hilton, 5th Floor, Hilton

1:30–4:00 p.m.: Atrium, Hyatt

Friday

10:30 a.m.–12:00 p.m.: First Floor & Second Floor, Convention Center

1:30–4:00 p.m.: Ballroom Foyer-Hilton, 5th Floor, Hilton

1:30–4:00 p.m.: Atrium, Hyatt

Saturday

9:00–10:00 a.m.: First Floor & Second Floor, Convention Center

9:00–10:00 a.m.: Hilton (location tba)

Opening General Session

Miller High Life Theater

8:30–10:00 a.m.

Presiding: Julie Lindquist, Program Chair/CCCC Associate Chair, Michigan State University, East Lansing

Greetings: Maria Novotny, Local Arrangements Chair, University of Wisconsin-Milwaukee

Alfredo Celedón Luján, NCTE President-Elect, Monte del Sol Charter School, Santa Fe, NM

Cheryl Hogue Smith, TYCA Chair, Kingsborough Community College, City University of New York, Brooklyn

Scholars for the Dream—2020 Recipients

Ariana Brazier, University of Pittsburgh, PA

Wenqi Cui, Indiana University of Pennsylvania

Nicole C. Cunningham-Frisbey, University of New Hampshire, Durham

Samah Elbelazi, Stanford University, CA

Valentina Fahler, University of California Santa Barbara

Subhi Hindi, University of Houston, TX

Cana Uluak Itchuaqiyag, Utah State University, Logan

Florianne Jimenez, University of Massachusetts Amherst

Salma C. Kalim, Miami University, Oxford, OH

Charmian Lam, Indiana University, Bloomington

Natalie Madruga, University of Central Florida, Orlando

Havva Zorluel Özer, Indiana University of Pennsylvania

Loretta Ramirez, University of California, Irvine

Eric Manuel Rodriguez, Michigan State University, East Lansing

Sherwin Kawahakui Ranchez Sales, Washington State University, Pullman

Pritisha Shrestha, Syracuse University, NY

Sumyat Thu, University of Washington, Seattle

Dhipinder Walia, CUNY Graduate Center, New York

Zhaozhe Wang, Purdue University, West Lafayette, IN

Yebing Zhao, Miami University, Oxford, OH

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

Scholars for the Dream Travel Award Committee

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

Co-Chair: Jeanine Williams, University of Maryland University College, Adelphi
Collin Craig, Hunter College, New York City, NY

Gita DasBender, New York University, NY

Annika Konrad, Dartmouth College, Hanover, NH

Kendall Leon, California State University, Chico

Khirsten L. Scott, University of Pittsburgh, PA

Bonnie J. Williams, California State University, Fullerton

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 CCCC 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—2020 Recipients

Sweta Baniya, Purdue University, West Lafayette, IN

Ashok Bhusal, University of Texas at El Paso

Brandon M. Erby, Penn State University, State College

Joanna E. Sanchez-Avila, University of Arizona, Tucson

Chairs’ Memorial Scholarship Award Committee

Chair: Sheila Carter-Tod, Virginia Tech, Blacksburg

Carolyn Calhoon-Dillahunt, Yakima Valley College, WA

Kristy Girardeau, Georgia State University, Atlanta

Kelly Ritter, University of Illinois at Urbana-Champaign

Howard Tinberg, Bristol Community College, Fall River, MA

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 conference. 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 winners, please visit <http://www.ncte.org/cccc/awards/chairsscholarship>.

Presentation of the Exemplar Award

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

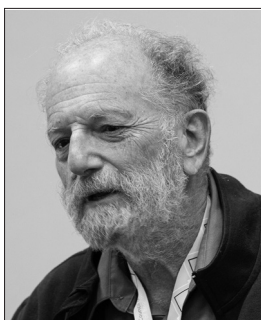
Charles Bazerman, recipient of the 2020 CCCC Exemplar Award, will speak.

Exemplar Award Committee

Chair: Akua Duku Anokye, Arizona State University, Phoenix
Ellen Cushman, Northeastern University, Boston, MA
Lee Nickoson, Bowling Green State University, OH
Erika Scheurer, University of Saint Thomas, Saint Paul, MN
Morris Young, University of Wisconsin-Madison

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

Charles Bazerman, 2020 Exemplar of the Conference on College Composition and Communication



Charles Bazerman

Charles Bazerman is a founding father of the contemporary field of composition and rhetoric, someone whose influence can be traced in just about every important initiative our field has undertaken over the last thirty years. An enduring scholar in his own right, Bazerman has devoted himself selflessly to the building and strengthening of our vital infrastructures, mentoring, networking, leading, organizing people and resources both nationally and internationally to advance research in writing.

—Deborah Brandt

CCCC is honored to recognize Charles “Chuck” Bazerman with the 2020 CCCC Exemplar Award. Distinguished Professor of Education, Gevirtz Graduate School of Education at University of California Santa Barbara, Chuck is the embodiment of all we hold dear. In his long career beginning in the 1970s at Baruch College in New York City, “he has been an exemplar as a scholar, teacher, administrator, colleague, and mentor.” We share the words of his students, colleagues, and friends to demonstrate the depth and breadth of Charles Bazerman’s exemplary impact on our ever-broadening profession.

From those early days of teaching writing, basic writing, and developmental writing, he collaborated with scholars such as Mina Shaughnessy, Ken Bruffee, Sondra Perl, Harvey Wiener, Bob Lyons, and Don McQuade to create a thriving intellectual environment. To appreciate his gift for deep analysis and thinking about the field, one must reflect upon the open-admissions era of the 1970s in New York City and the challenges teachers faced teaching writing in that environment.

Early on he understood writing as a social act, which led to his foundational work in pedagogy and curriculum in this new iteration of rhetorical studies. Whether focusing on composition in an English department, facilitating networks of colleagues, or “carving an intellectual niche,” his experiences became “the training ground for his later, groundbreaking theoretical, empirical, and organizational work in the field.”

Nominators spoke about how Bazerman’s experiences in the New York classrooms shaped his early publications of textbooks such as *English Skills Handbook* (1977); *Reading Skills Handbook* (1978); and *The Informed Writer* (1981), as well as classroom-focused articles such as “A Student Guide for Messing Up Your First

English Paper” (1976), and a “Statement on the College Board’s Test of Standard Written English” (1976). Our discipline was fortunate enough to grow right along with Chuck. For example, we can see his deep understanding of the concept of development gained from the work of Harry Stack Sullivan’s *Interpersonal Theory of Psychiatry* (1953) and reflected in his growing publications including *Shaping Written Knowledge: The Genre and Activity of the Experimental, Article in Science* (1988). Nominators go on to say, “The work of creating this text brought Bazerman into not only a deeper understanding of genre and activity, but of the possibilities that other fields—sociology in particular—had to offer the study of writing. Through some work with one of the towering figures in the field of sociology—Robert K. Merton—Bazerman began examining how genre and activity worked together in the wider work of ongoing social order.” In fact *Shaping Written Knowledge* marked the turning point for our profession to recognize and embrace the interdisciplinary nature of rhetoric and composition.

After leaving Baruch College in 1990, Bazerman began expanding his research and understanding of the multi-threads of writing and literate action in earnest. First at Georgia Institute of Technology and later UC Santa Barbara, his work took on added dimensions through “research, publications, organizational work, and mentoring.” Most notable was his turn to “alternative publication options,” including a new monograph series, *Rhetoric, Knowledge, and Society*. The series highlighted powerful and wide-ranging, work including that of Paul Prior, John Swales, Ann Blakeslee, and many others. At the same time, he published *The Languages of Edison’s Light* (1999), which won the Best Book of 1999 in History of Science and Technology. Shortly after, he turned his attention to the “needs of emerging scholars in the field of Writing Studies—particularly, the needs of students to learn empirical methods in writing research.” Bazerman’s coedited collection with Paul Prior, *What Writing Does and How It Does It* (2003), provided new members of the field with “straightforward introductions to the nuance and occasional troublesomeness of a variety of methodological approaches.”

Although Chuck Bazerman has been working around the world through visiting professorships since the 1980s, his global work began to coalesce into larger organizational structures in the early 2000s. In 2005, Bazerman, along with Paul Rogers and others, organized the first-ever Writing Research across Borders (WRAB) conference in Santa Barbara, California. WRAB has been held every three years, in Washington, DC (2011), Paris (2014), Bogota (2017), and forthcoming in Beijing (2020). The WRAB conferences are now organized through the International Society for the Advancement of Writing Research (ISAWR). Through his work of setting up this organization and its conferences, Bazerman has brought writing researchers from around the world together to stake out new ground in the study of writing.

Bazerman’s work to encourage writing research across borders goes far beyond the organizations he has helped to create. He has been particularly active in Latin America, helping faculty at colleges and universities across the continent develop

meaningful writing instruction during what are at times dramatic transformations in the educational landscape. He has also labored to give researchers from Latin American countries more support through existing US professional organizations—such as through the Marchuschi Award for Latin American Scholars—while also providing support for the development of Latin American-based professional organizations. He has hosted numerous doctoral students, visiting scholars, and postdoctoral researchers from around the world.

What Bazerman has shown through all of his work across the past fifty years—the publications, presentations, and organizations—is a zeal for studying writing in all of its complexity. That zeal, that excitement to see what is over the next hill in the continued growth of our field has made him a valuable mentor for his graduate students and his colleagues alike.

One of Chuck's colleagues artfully states, "Both as a professor and as a scholar, Chuck's work crosses disciplines, professions, and cultures. At U.C. Santa Barbara, he has been a professor both in English and in Education. His graduate student cohorts contain research interests spanning rhetoric, composition, preK–12 education and teacher training, and even sociological perspectives on writing practices and their effects throughout life, at certain points in life, or in various communities. To my knowledge, Chuck's graduate student cohorts might be the only ones of their kind."

Please join us in celebrating the body of work, the unbridled passion, the leadership, ingenuity, research, and scholarship of Charles Bazerman.

Chair's Address

Miller High Life Theater Foyer

8:30–10:00 a.m.

Like Momma Said: Education Takes Courage; Literacy Is Love



**Vershawn Ashanti
Young**

“Once upon a time there was an old woman. Blind but wise.” Or was it an old man? A guru, perhaps. Or a griot soothing restless children. . . . In the version I know the woman is the daughter of slaves, Black, American. . . . Her reputation for wisdom is without peer and without question. Among her people she is both the law and its transgression. The honor she is paid and the awe in which she is held reach beyond her neighborhood to places far away.

(Toni Morrison, *Nobel Lecture*, 1993)

I’m going back, back, back to my roots,
Where my love can be found, and my heart rings true.
(RuPaul, “Back to My Roots,” 1993)

In 2007, after the release of my first book, *Your Average Nigga: Performing Race, Literacy, and Masculinity*, a Black woman in the fields of, inter alia, literacy, gender studies, rhetoric, and linguistics gifted me with an epiphany: My Momma’s tongue and wit are not only sociolinguistic and cultural frames for my own learning and use of language but are underlying theoretical forces—lenses of vernacular theory, if you will—that influence every argument, every performance, every writing of mine. That gift came from a colleague and friend, Dr. E (Professor Elaine Richardson), in the form of a back-of-book blurb. E writes,

In an engaging style, Young mixes narrative autocritography, his mother’s tongue and wit, analysis of literature on race, African American history, and language and literacy studies to argue against the dominant ideological model of literacy and for a theory of code-meshing—a “technique [that] meshes versions of English together in a way that’s more in line with how people actually speak and write anyway.”

E’s description was not only insightful but prophetic. It was insightful because, although I self-consciously described the counsel and wisdom Momma bestowed on me in my full-length critical literacy narrative, I did not then realize that Momma was the single most influential theorist in my book. I do now. That revelation informs this talk as I reveal in the first part of its title.

E’s remarks were also prophetic because she was performatively predicting that I would come to realize the centrality of the Black woman’s voice and lifework to my

own being and lifework. So in this talk, I'm going home, y'all. Or, as the drag queen extraordinaire RuPaul sang, "I'm going back, back, back to my roots."

"Like Momma Said: Education Takes Courage; Literacy Is Love" takes further inspiration from novelist Toni Morrison's provocative theorizing in her Nobel lecture featuring a griot and a daughter of slaves (Black, American) who provides enduring and intertwined lessons about living, literacy, and language. I draw on the multifarious voices of Black women in American culture—Maya Angelou, Oprah Winfrey, Toni Morrison, Geneva Smitherman, Nina Simone, and others—in order to explain how we must all have courage to do the work of education. Without courage, there is no education. All engagement with literacy is love, and without love there is no literacy, no language-learning at all. Drawing from the fields of African American studies, Black feminisms, performance studies, and literacy education, this performance-talk argues that we must center the experiences of Black women and Black history in order to develop a literacy of social justice to save our students' lives and help them thrive.

Vershawn Ashanti Young, who goes by dr. vay, is a scholar within the disciplines of communication and writing, gender, performance, and race. He brings all these together in his scholarship and public work. He regularly serves as a consultant to schools and organizations around issues of cultural competency, educational access, and success for historically oppressed people of color; issues of gender equity; and what he calls the continuing civil rights movement. He is perhaps best known for his scholarship on the concept of code-meshing, in which he advances that writers and speakers should use their home linguistic backgrounds to communicate, particularly in high-stakes communication situations. He further advances that students and professionals from diverse language backgrounds should not have to sacrifice their language identities in the face of long-standing US linguistic prejudice against such groups.

dr. vay has authored or coauthored nine books, including his recent The Routledge Reader of African American Rhetoric, Neo-Passing: Performing Identity After Jim Crow, Performing Antiracist Pedagogy in Writing, Rhetoric, and Communication, and Other People's English: Code-Meshing, Code-Switching and African American Literacy. He is currently completing two monographs—Straight Black Queer: Gender Anxiety and the American Dream and When Teachers Hurt: Narratives of Failure and Success in Teaching and Learning—and one teaching guide: The Pocket Guide to Code-Meshing: Raise Your Authentic Voice in Academic and Public Speaking and Writing.

dr. vay is currently a professor in the departments of Communication Arts and English Language and Literature at the University of Waterloo, Ontario, Canada. He has served on the faculties at the University of Kentucky and the University of Iowa. He has also served as an administrator within both Chicago Public Schools and the Los Angeles Unified School District. He has served as a high school teacher of English, drama, and speech communication, and has worked as a professional actor. He still tours his one-man show, "Your Average Nigga," titled after his book of the same name.