

Friday, March 27

Special Events and Meetings

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

Mentoring@Cs Breakfast

Crystal Ballroom (Hilton)

7:30–8:30 a.m.

Mentoring@C's central goal is to forge informal mentoring relationships between newcomers and veterans in the field. The Writing Program Administration Graduate Organization (WPA-GO) and the CCCC Graduate Student Standing Group partner to match mentees and mentors based on specific research, teaching, and professionalization interests, put them in email contact with one another, and encourage them to meet and chat at the conference.

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

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 & Atrium, Hyatt

Annual Meeting of the CCCC Feminist Caucus

Gilpatrick (Hyatt)

11:00 a.m.–12:15 p.m.

The Feminist Caucus advocates for issues of feminist concern in the profession—contingency in the labor force, examining the specificity of the material conditions that impact the working lives of women teaching in rhetoric and composition, and promotion of feminist scholarship.

Chairs: Raquel Corona, St. John's University/Queensborough Community College, NY

Holly Hassel, North Dakota State University

Megan McIntyre, Sonoma State University, CA

Kate Pantelides, Middle Tennessee State University

Cross-Caucus Social Event

101 B (Wisconsin Center)

7:30–8:30 p.m.

Organized by representatives of the CCCC Social Justice at the Convention Committee, this event promotes relationships among identity-based Caucus and Special Interest Group members through speakers and structured activities. All members are invited to attend.

F Sessions: 8:00–9:15 a.m.

First-Year and Basic Composition

F.01 A Critical Transition: Examining and Interrogating the Commonplaces at Work in High School to College Writing Transitions

101 A (Wisconsin Center)

This interactive roundtable invites K–16 teacher–scholars to explore research questioning assumptions about high school to college transitions.

Chair: Christina Saidy, Arizona State University

Roundtable Leaders:

“I Guess I Haven’t Really Thought about That’: Who Students Get to Be in Academic Writing”

Brad Jacobson, University of Texas at El Paso

“Lacking in Patience to Teach Second Language Acquisition: Shifting Mindsets and Pedagogies to Sustain and Nurture Linguistic Diversity in the Writing Classroom”

Cara Morgenson, University of Nebraska, Lincoln

“Whose Frame? Reframing School–University Partnerships to Center Secondary Perspectives”

Rachael W. Shah, University of Nebraska, Lincoln

“Problematising Preparation: Accounting for a Multiplicity of College Writing Experiences”

Rachel Stumpf, Santa Clara University

“The Promise (and Problem) of Dual Enrollment as a Transitional Tool”

Erin Whittig, University of Arizona, Tucson

Inventions, Innovations, and New Inclusions

F.02 Reimagining the Cs: Disciplinary Concerns from the Field 101 B (Wisconsin Center)

Panelists interrogate publishing practices and recent polarizing CCCC events.

Chair: Christina Ortmeier-Hooper, University of New Hampshire

Speakers: Kristeen Cherney, National Coalition of Independent Scholars, Cumming, GA, “Publish or Thrive: Reconsidering Our Commonplaces in the Traditional Publication Community”

Heather Listhartke, Miami University, “In Tandem: Reconsidering the Combination of Online and Physical Conferencing at CCCC”
Sumyat Thu, University of Washington, Seattle, “‘We All Have Stories to Tell’: How Do We Teach Counter-Storytelling from an Equity Lens?”

Approaches to Learning and Learners

F.03 Complicating Commonplaces of Digitalness in Gen Z Writers and Writing

101 C (Wisconsin Center)

Presenters share results from empirical and action research studies examining intersections of technology and composing that impact the experiences, attitudes, perceptions, and expectations of Gen Z learners and their faculty.

Chair and Respondent: Corrine Hinton, Texas A&M University

Speakers: Halie Buckner, Texas A&M University, “Challenging Prensky as a Commonplace about Digital Natives”

Megan Flannery, Texas A&M University, “Undergraduate Composing Practices on Social Network Sites”

Cathrine Hoekstra, Texas A&M University, “Teaching a Digital FYC Curriculum Online: Navigating a New-ish Territory”

Christy Busby Worsham, Texas A&M University, “Audience Awareness: Generational Commonalities/Differences”

Inventions, Innovations, and New Inclusions

F.04 Building on and Rethinking Our Roots

101 D (Wisconsin Center)

Presenters invoke classic and classical rhetorical theorists and scholars as a springboard for thinking about contemporary issues.

Chair: Russell Kirkscey, Penn State Harrisburg, Middletown, PA

Speakers: Ashley Flach, Eastern Illinois University, “Beyond ‘English’: The Legacy of Ken Macrorie”

Colleen Wilkowsky, Arizona State University, “The Ethic of Expediency and Civil Rights Commemoration: An Examination of the Martin Luther King Holiday Legislation and the Ethic of Expediency”

Approaches to Learning and Learners

F.05 Agency and Authority in the Writing Conference

102 A (Wisconsin Center)

Panelists focus on methods and questions that aim to enrich our understanding of the teacher-student writing conference.

Chair: Michele Zugnoni, Northwestern University

Speakers: Brian Gogan, Western Michigan University, Kalamazoo, “Uncommon Conferencing: Launching the Writing PACE Meeting Model”

Patricia Mayes, University of Wisconsin, Milwaukee, “Knowledge Displays in the Writing Conference: What Teachers’ and Students’ Verbal Actions Reveal about Authority and Agency”

Alba Newmann Holmes, Swarthmore College, PA, “‘Send in Your Seconds’: Reexamining the Commonplace of the One-on-One Writing Conference”

Approaches to Learning and Learners

F.06 Unsettling Commonplaces: Embodying Narratives of Politics, Positionalities, and Pressures of Rhetoric and Composition

102 B (Wisconsin Center)

As we reflect on the field’s evolution, we ask what the relationship between the body (as a rhetorical agent) and the construction of the commonplace is. Each speaker’s autoethnography describes various (un)commonplaces and practices that this roundtable uses as role-playing scenarios to help resituate the field’s collective imagination.

Chair and Roundtable Leader: Alexis McGee, University of Alabama, Tuscaloosa

Roundtable Leaders: Khadeidra Billingsley, University of Alabama, Tuscaloosa

Corey D. Greathouse, University of Texas at San Antonio

Jeannette Monsivais, El Paso High School, TX

Shawanda Stewart, Huston-Tillotson University, Austin, TX

Language and Literacy

F.07 Exploring the Undercommons: Critical Interventions in Race, Writing, and Play

102 C (Wisconsin Center)

DBLAC's panel meets at the juncture of race, writing, and literacy studies through pedagogical exploration of Black Rhetorics and Language, engaged scholarship using Black feminist (community writing group for elderly Black women in Forest City, NC) and Black womanist (interrogations of Black child play in Thomasville Heights, Atlanta, GA) frameworks.

Chairs and Respondents: Lou Maraj, University of Pittsburgh
Khirsten Scott, University of Pittsburgh

Speakers: Ariana Brazier, University of Pittsburgh
Dana Calhoun, University of Pittsburgh
Monique Reed, ATL Parent Like a Boss, Inc., Atlanta, GA
Jimisha Relerford, Howard University

Community, Civic & Public Contexts of Writing

F.08 Decolonizing Commonplaces: Navigating the Future of Climate Change Policies and Transnational Disaster Response

102 D (Wisconsin Center)

This session revisits the traditional understanding of rhetoric of disaster by proposing decolonization of traditional rhetorical/communication practices with an emphasis on commonplaces in transcultural communication practices during disaster and climate change.

Speakers: Sweta Baniya, Purdue University, "Decolonial Rhetorical Agency of Transnational Women Entrepreneurs during the Nepal Earthquake and Hurricane Maria"

Elizabeth Cozby, Texas Woman's University, "Terrestrials Try to Take Over This World: Exploring Decolonization Tactics in Disaster Relief Practices"

Elizabeth Ferguson, George Mason University, "Decolonizing the Commonplace: The Twitter Fight to Name an Epidemic"

Mary Le Rouge, Kent State University, OH, "Considering the Social Construction of Commonplaces in US Environmental Policy and Political Ecology Pedagogy"

Samuel Stinson, Minot State University, "Revisiting Disaster Rhetoric: Climate Change and the Imminence of the Writing Impasse"

Community, Civic & Public Contexts of Writing

F.09 The Unnoticed and the Everyday: Writing Practices for Invention and Engagement

102 E (Wisconsin Center)

This panel demonstrates how everyday, commonplace practices of writing provide rich opportunities for invention and empowerment.

Chair: Danielle Koupf, Wake Forest University, Winston-Salem, NC,
“Scraps: Inventing with Commonplace Writing”

Speakers: Moriah Kirby, University of Pittsburgh, “A Poetics of ‘Self-Care’: Notebook-Based Practices of Information Management”

Keri Epps Mathis, Wake Forest University, Winston-Salem, NC,
“Empowerment in the Everyday: A Genre and Media Analysis of Community Writing”

First-Year and Basic Composition

F.10 Theorizing Genre in the First-Year Writing Classroom

103 A (Wisconsin Center)

The panelists provide research-based and historical perspectives on questions of genre in the writing classroom.

Chair: Joanna Johnson, University of Miami, FL

Speakers: Joe Dundovich, Illinois State University, Normal, “Assigning and Assessing Vastly Different Genres in a First-Year Composition Course”

Mandy Macklin, Antioch University Seattle, WA, “Lost in Uptake Translation: Examining the Role of Commonplaces in Students’ Genre Negotiations”

Md Mizanur Rahman, Illinois State University, Normal, “From Cultural to Colonial: Differential Writing Practices and a Negotiation of Genre’s Value-Laden Nature in FYC Classes”

Community, Civic & Public Contexts of Writing

F.11 Rethinking Community Engagement Commonplaces: Bridging Scholarly and Community Knowledges Online

103 B (Wisconsin Center)

In this Engaged Learning Experience, participants will grapple with commonplaces of accessibility and inclusivity when creating online spaces that bridge academic knowledges with social justice efforts of wider publics. Participants are encouraged to bring their community engagement project ideas to collectively develop ways to learn from, interact with, and represent others’ work.

Facilitators: Julie Bates, Millikin University, Decatur, IL
Sarah Warren-Riley, University of Texas Rio Grande Valley

Community, Civic & Public Contexts of Writing

F.12 Commonplaces in Policy Discourse

102 D (Wisconsin Center)

Three cases analyzing problematic policy decisions and citizen pushbacks.

Chair: Michael Berntsen, University of North Carolina at Pembroke,

Speakers: Jessica Bannon, University of Indianapolis, IN, “Federal Policy Discourse and the (Im)Mobilization of ‘Illiterates’”

Meredith Johnson, University of South Florida, Tampa, “Commonplaces, Sensation, and Urban Development”

Nathan Johnson, University of South Florida, Tampa, “Commonplaces, Sensation, and Urban Development”

Pritisha Shrestha, Syracuse University, NY, “(Im)Mobility in Commonplaces: Rhetoric of Citizenship Policy”

First-Year and Basic Composition

F.13 Dual Enrollment Composition: Complicating the Common/Places of First-Year Writing

103 D (Wisconsin Center)

Increasing numbers of students earn credit for first-year writing while in high school, a fact that complicates the commonplace of “college” writing. This panel historically situates DE and considers DE’s impact on FYW, as well as on faculty, high school instructors, and students—first gen and those traditionally marginalized.

Chair: Jaime Armin Mejía, Texas State University, San Marcos, TX

Speakers: Christine Denecker, University of Findlay, OH

Casie Moreland, Western Oregon University

Brice Nordquist, Syracuse University

First-Year and Basic Composition

F.14 Seeking Interdisciplinary Collaboration in the First-Year Writing Classroom

103 E (Wisconsin Center)

This panel explores the affordances of working with other disciplines in the writing classroom both for increased transferability and for developing deeper student engagement.

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Chair: Naashia Naufal, Lehigh University, Bethlehem, PA

Speakers: Jill McKay Chrobak, Michigan State University, “Building Field Relations: What Women, Gender, and Sexuality Studies and Rhetoric and Writing Can Learn from Each Other”

Stephanie Conner, College of Coastal Georgia, Brunswick, GA, “Foley Catheters and First-Year Composition: Expanding the Freshman Writing Common Space through Cross-Disciplinary Collaboration”

Sarah Etlinger, Rock Valley College, Rockford, IL, “Engaging Commonplaces about Research at the Two-Year College”

Approaches to Learning and Learners

F.15 The Avengers and the End of Composition? The Sequel
201 A (Wisconsin Center)

The presenters of this session will give a play performance in superhero costumes of a comic book-style adventure that discusses how Comic Book Pedagogy can be used to teach composition.

Chair and Speaker: Gian Pagnucci, Indiana University of Pennsylvania, “Captain America”

Speakers: Chauna Craig, Indiana University of Pennsylvania, “The Black Widow”

Darius M. Cureton, Indiana University of Pennsylvania, “The Black Panther”

Mark DiMauro, Indiana University of Pennsylvania, “Thanos”

Sandra Eckard, East Stroudsburg University, “Agent Peggy Carter”

Brandon Galm, Westmoreland Community College, “Iron Man”

Julia Galm, Indiana University of Pennsylvania, “The Scarlet Witch”

Nick Katsiadas, Slippery Rock University, “The Vision”

Institutions, Labor Issues, and Professional Life

F.16 Career Quest: Navigating a Future in Composition, Rhetoric, and Writing
201 B (Wisconsin Center)

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 conference and within the organization can play an important part in their career development.

Chairs: Anne Ruggles Gere, University of Michigan, Ann Arbor
Sharon Mitchler, Centralia College, WA

Roundtable Leaders:

“Turning Social Commitments into Action”

Asao B. Inoue, Arizona State University, Phoenix

“Teaching Interdisciplinary Writing”

Aja Martinez, Syracuse University

“Campus and Organizational Leadership”

Malea Powell, Michigan State University

“Writing Program Administrator”

Duane Roen, Arizona State University

“Writing Center Administration”

Jenny Spinner, Saint Joseph’s University, Drexel Hill

“Teaching at a Two-Year College”

Howard Tinberg, Bristol Community College

“Teaching at a Small Four-Year College”

Joel Wingard, Moravian College

First-Year and Basic Composition

**F.17 Pedagogies of Mindfulness and Contemplation in
First-Year Writing and Beyond
201 C (Wisconsin Center)**

Panelists consider the pedagogical affordances of the practices of listening and mindfulness for first-year writers and life-long learners.

Chair: Jennifer Sheppard, San Diego State University, CA

Speakers: Steve Lamos, University of Colorado, Boulder, “Life-Long Learning as ‘Affective Literacy’”

Michael Pfister, Arizona State University, Tempe, “Language Acts: Healing with Dialogue in the FYC Classroom”

Stephanie Robertson, University of Hawai’i at Mānoa, “The Under-Examined Rhetorical Arts of Listening and Silence in First-Year Writing”

First-Year and Basic Composition

**F.18 Places of Faith and “Religious Friction”: Engaging
Student Beliefs in the First-Year Writing Classroom
201 D (Wisconsin Center)**

Many first-year writing instructors employ an enduring commonplace—religious beliefs are exclusionary and should be avoided in the composition classroom. Building on scholarship that challenges this

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commonplace, this Engaged Learning Experience session aims to help participants develop strategies for engaging student beliefs in the composition classroom more effectively.

Group Leader: James Beitler, Wheaton College

Facilitators: Jeffry Davis, Wheaton College

Richard Gibson, Wheaton College

Alison Gibson, Wheaton College

Institutions, Labor Issues, and Professional Life

F.19 Rewriting Access within Writing Studies: Philosophies and Particularities

202 A (Wisconsin Center)

This panel aims to rewrite the commonplace of access within the field of Writing Studies. By examining how activists and allies cultivate transformative access in professional organizations (CCCC) and writing program administration, the panel emphasizes the epistemic, activist, and interdependent dimensions of access.

Chair: Sushil Oswal, University of Washington, Tacoma

Speakers: Lisa Blansett, University of Connecticut, “Ecologies of Access: WPA Philosophies & Particularities”

Brenda Brueggemann, University of Connecticut, “Ecologies of Access: WPA Philosophies & Particularities”

Margaret Fink, University of Chicago, IL, “Guiding a Culture of Accessibility: A Report on the 2020 CCCC Access Guide”

Kathleen Lyons, University of Delaware, “Building a Culture of Ongoing Access: Reconsidering Our Discipline’s Archive”

Ruth Osorio, Old Dominion University, Norfolk, VA, “Inviting Human Frailty into the Academic Conference: An Analysis and Oral History of the CCCC Access Guides Authors”

First-Year and Basic Composition

F.20 Beyond Commonplace Race in the Composition Classroom

202 B (Wisconsin Center)

This panel provides three avenues for revisiting and more productively reimagining the commonplace of racial inclusion in composition classrooms.

Chair and Respondent: Sarah RudeWalker, Spelman College

Speakers: D’Angelo Bridges, Pennsylvania State University
Brandon M. Erby, Pennsylvania State University
Justin D. Hatch, University of Texas at Austin

First-Year and Basic Composition

F.21 Rhetoric Reimagined in the First-Year Composition Classroom

202 C (Wisconsin Center)

This session explores reshaping ethos and kairos, tacit knowledge, ecologies, and ambience as a useful approach to rhetoric for first-year students. This panel invites a discussion on how to develop a more inclusive rhetorical framework for the diverse bodies in our composition courses.

Roundtable Leaders:

Amber H. Simpson, University of North Carolina, Greensboro

“Ambient Rhetoric in the FYC Classroom”

Leah Haynes, University of North Carolina, Greensboro

“Non-Colonialist Approaches to Traditional Rhetoric”

Daysha Pinto, University of North Carolina, Greensboro

History

F.22 Rethinking Archival Commonplaces in the Writing Classroom

202 D (Wisconsin Center)

We envision the composition classroom as topoi for unsettling commonplaces of archival inquiry. Such unsettlings include expanding the categories of what constitutes an archive and what counts as archival practice, and it includes renewed attention to the ethics of archival inquiry in the first place.

Chair: John Koban, University of Wisconsin, Madison

Speakers: Jonathan Isaac, University of Wisconsin, Madison

James Warwood, University of Wisconsin, Madison

Information Technologies and Digital Cultures

**F.23 Questioning the Commonplaces of Digital Aggression:
New Approaches for Researching and Teaching
Productive Response to Online Hate Speech and
Harassment**

202 E (Wisconsin Center)

Presenters offer new research and pedagogical approaches that move us toward more productive response and resistance to digital aggression, and, ultimately, toward more inclusive digital communities.

Speakers: John Gallagher, University of Illinois at Urbana-Champaign
Jessica Reyman, Northern Illinois University, DeKalb
Erika Sparby, Illinois State University, Normal

Information Technologies and Digital Cultures

**F.24 Reconsidering Commonplaces of Reading: A Social
Approach Using Digital Annotation**

203 A (Wisconsin Center)

Digital annotation tools that enable students to read and comment on texts together confront commonplaces of reading, such as that it is solitary and submissive to authority. At the same time, annotation might benefit student learning and even serve broader sociopolitical goals, such as sharing responsibility for common problems.

Chair: Mary Traester, University of Southern California, Los Angeles
Speakers: Noel Holton Brathwaite, SUNY, Farmingdale
Chris Kervina, Northern Virginia Community College

Information Technologies and Digital Cultures

F.25 Coding Rhetorics and Digital Composing

203 B (Wisconsin Center)

Through an array of communicative capacities (e.g., coding, copy-and-paste), panelists in this session detail the logics of digital composing.

Chair: Eloisa Moreno, University of Texas Rio Grande Valley
Speakers: Lance Cummings, University of North Carolina Wilmington,
“Not Just for Programmers: Using Markdown to Teach Coding
Rhetorics in the Writing Classroom”
Jim Nugent, Oakland University, Rochester, MI, “The Rhetoricity of
Electronics Schematics and Some Cautions about Coding”
Adam Padgett, University of South Carolina, Columbia, “Writing from
Templates: Copy-and-Paste as Composing Practice”

Information Technologies and Digital Cultures

F.26 Reverberations: Emergent Commonplaces in Rhetorical Studies of Sound

203 C (Wisconsin Center)

Acknowledging the breadth of recent sonic interest and study, this “soundtable” explores the contours of sound in rhetoric and composition, clarifying and pushing some of its primary trajectories and commonplaces for both experienced sound researchers and teacher–scholars curious about incorporating sonic elements into their work for the first time.

Roundtable Leaders:

“Established and Emergent Sonic Genres in Rhetoric and Writing Studies”

Eric Detweiler, Middle Tennessee State University

“Mapping a Rhetoric of Listening”

Laura Feibush, Juniata College, Huntingdon, PA

“Resonating with Writing: Mapping the Sounds of Change”

Sebastian Ivy, University of South Carolina, Columbia

“Mapping Rhetorical Soundscape Studies”

Amy Patterson, Clemson University, SC

“Mapping Rhetorics of Sonic History”

Jon Stone, University of Utah

Institutions, Labor Issues, and Professional Life

F.27 Talking Back: Responding to Complicity with White (Language) Supremacy in Composition’s Professional Discourse

203 D (Wisconsin Center)

This panel acts on CCCC 2019’s keynote address: “The key to fighting White language supremacy is in changing the structures, cutting the steel bars, altering the ecology, in which our biases function in our . . . communities,” by taking up the term “talking back” as an intersectional method against white supremacist structures.

Chair: Jennifer Mitchell, SUNY Potsdam

Speakers: Frankie Condon, University of Waterloo

Neisha-Anne Green, American University

Adam Hubrig, University of Nebraska, Lincoln

Bernice Olivas, Salt Lake Community College, Salt Lake City, UT

Institutions, Labor Issues, and Professional Life

F.28 From Graduate School to (Early) Career: Mentoring and Professionalization of Graduate Students

203 E (Wisconsin Center)

This session reports on a study of graduate students' mentoring needs; articulates early-career faculty "What we wish we'd known" training needs; and calls for feminist mentoring principles.

Speakers: Rachel Atherton, Purdue University, West Lafayette, IN, "Mentoring Out Loud: Calling Out Commonplaces for Effective, Ethical, and Intentional Feminist Mentorship"
Chen Chen, Winthrop University, "Exploring the Commonplaces of 'Professionalization' in Disciplinary Social Spaces"
Claire Lutkewitte, Nova Southeastern University, FL, "No Commonplaces Here: New Faculty Stories of the Discipline and What We Learn after Leaving Graduate School"
Molly Scanlon, Nova Southeastern University, FL, "No Commonplaces Here: New Faculty Stories of the Discipline and What We Learn after Leaving Graduate School"

Institutions, Labor Issues, and Professional Life

F.29 Taking the Commonplace Out of the Common Place: How Do Former Directors Adapt Writing Center Culture in New Venues?

Ballroom C (Wisconsin Center)

Research on former writing center directors considers how commonplaces of their work influence re-shaping their professional, civic, and personal identities.

Roundtable Leaders: Kathleen Cain, Merrimack College
Pamela Childers, The McCallie School
Leigh Ryan, University of Maryland

Institutions, Labor Issues, and Professional Life

F.30 Marginalizing and Exclusionary Commonplaces in Academia, Rhet/Comp, CCCC: How We Survive and Thrive

Ballroom D (Wisconsin Center)

Representatives from CCCC caucuses and SIGs will discuss how current practices in academia and our own rhet/comp community are harmful to marginalized academics.

Speakers: Christine Garcia, Eastern Connecticut University
Santosh Khadka, California State University, Northridge
Rashidah Jaami` Muhammad, Governors State University
Melissa Nicolas, Washington State University
Laurie Neu Rozakis, Farmingdale State College
Nicole Snell, Bentley University
Kim Wieser, University of Oklahoma
Morris Young, University of Wisconsin, Madison

Language and Literacy

F.32 Considering the Violence of Literacy

Mitchell Room (Hilton)

This panel reconsiders key ideas from Elspeth Stuckey's *The Violence of Literacy* in light of the ways the field has taken up this work since its publication. Each presenter shares cases that complicate our understanding of the violence of literacy and invite discussion about this commonplace in our field.

Chair and Speaker: Kim Donehower, University of North Dakota, Grand Forks

Speakers: Kirk Branch, Montana State University
Sara Webb-Sunderhaus, Miami University, Oxford, OH

Language and Literacy

F.33 Dismantling the Standard(s): Acknowledging the Lack of Commonplaces in Academic Practices

Walker Room (Hilton)

All panelists are, in some way, questioning standards enforced in academic spaces, like issues of plagiarism and patchwriting, grammar, and language value and beliefs.

Chair: Margaret Willard-Traub, University of Michigan, Dearborn

Speakers: William Donohue, Lincoln University, PA, "The Racially Charged Grammatical Commonplace"

Kimia Heydari, Columbia University, NY, "A Rhetorician's Toolbox: Stasis-coding of Patchwriting Research and Undergraduate Plagiarism Policies"

Madelyn Pawlowski, Northern Michigan University, Marquette, "Tracing, Identifying, and Building Language-Related Commonplaces in the Study and Teaching of Writing"

Rachel Rodriguez, University of Louisville, KY, "Questioning Our Reification of 'Standards' in the Writing Classroom"

Professional and Technical Writing

F.34 Writing for Work: Pedagogical Places for Student Preparation

Wright Ballroom B (Hilton)

Panelists will share resources and pedagogy they have developed for workplace writing.

Chair: Nouf Alshreif, Indiana University of Pennsylvania

Speakers: Brian Fitzpatrick, George Mason University, “Chive of Workplace Writing Experiences”

Melanie Hoftzyer, University of Wisconsin, Madison, “John Swales Walks into a Business School: Theory Meets Aspiring Supply Chain Analysts (and Their Peers)”

Amanda Kenny, University of Wisconsin, Madison, “John Swales Walks into a Business School: Theory Meets Aspiring Supply Chain Analysts (and Their Peers)”

Jessica McCaughey, George Washington University, “Chive of Workplace Writing Experiences”

Melika Nouri, Arizona State University, Tempe, “Affordances of Professional Writing Textbooks for Enhancing Workplace Literacy through Integrating Layers of Literacy”

Professional and Technical Writing

F.35 Resisting through Revision

Wright Ballroom C (Hilton)

Panelists will disrupt how our field explores the concept of revision through reexamining a variety of artifacts.

Chair: Joel Bergholtz, Florida State University, Tallahassee

Speakers: Elizabeth Baddour, University of Memphis, TN, “Writing and Repair in Tech Comm: An ANT(idote) to Entropy”

Andrew Fiss, Michigan Technological University, Houghton, “Sounds of Sound Health: Historical Traditions of Student Singing about Health and Science”

Carol Reeves, Butler University, Indianapolis, IN, “Teaching and Researching the ‘Lost’ Rhetoric of Addiction”

Research

F.36 The Commonplace as Civic Duty: The Implication and Impact of Military Service on Compositional Practices
Regency Ballroom (Hilton)

Military service is a distinct endeavor that shapes writing practices and has implications for how we view American identity.

Chair and Speaker: Tara Hembrough, Southeastern Oklahoma State University, Durant

Speakers: Sandra Jang, United States Military Academy Preparatory School

Alyssa Revels, United States Air Force Academy

Sheeba Varkey, St. John's University

Respondent: Melody Pugh, United States Air Force Academy

Theory and Culture

F.37 Traversing Modernizing Propers: Into the Uncommon Places of Local Terms and Concepts in a Global Context
Kilbourn Room (Hilton)

This panel interrogates local terms, concepts, and theories to develop their uncommon dynamics and propose new ways of engagement in a global context.

Chair: Romeo Garcia, University of Utah

Chair and Speaker: LuMing Mao, University of Utah

Speakers: José Cortez, University of Oregon

Yebing Zhao, Miami University

Writing Programs and Majors

F.38 Commonplaces and Crossing Borders in Independent Writing Programs/Departments
Oak Room (Hilton)

In this roundtable, the facilitators will briefly present their institutional contexts as a lens to ask: How do individual writing departments/programs create borders within themselves that are less than helpful in various ways?

Chair: Jan Rieman, University of North Carolina, Charlotte

Speakers: Alice Myatt, University of Mississippi

Cynthia Nahrwold PhD, University of Arkansas at Little Rock

Susan Pagnac, Central College, Pella, IA

Theory and Culture

F.39 The Politics of Disclosure in Teaching, Research, and Public Life

Solomon Juneau Room (Hilton)

Drawing from three different qualitative research studies, this panel seeks to bring the areas of feminist, disability, and trauma studies into deeper conversation by theorizing the commonplaces central to disclosure in three different contexts: research, teaching, and public life.

Chair: Elisabeth Miller, University of Nevada, Reno

Speakers: Annika Konrad, Dartmouth College

Stephanie Larson, Carnegie Mellon University, Pittsburgh, PA

Elizabeth Tacke, University of Michigan

Respondent: Christina Cedillo, University of Houston, Clear Lake

Theory and Culture

F.41 Violent Commonplaces and Sites, Theories, and Modes of Resistance

Executive Ballroom B (Hyatt)

Mobilizing disruption as a rhetorical form and practice, this panel investigates “violence” across sites, theories, and modes.

Chair: Carie King, Taylor University, Upland, IN

Speakers: Kristin Bennett, Arizona State University, Tempe, “Overwriting Neoliberal Neutrality in Composition Department Documents through Cripistemological Coalition and Mētic Differential Consciousness”

Samuel Corfman, University of Pittsburgh, PA, “Against Performance: On Conference Themes and How Composition Borrows Theory”

Laurie McMillan, Pace University, New York, NY, “Parody Power/Parity Problems”

Theory and Culture

F.42 Using Commonplaces to Engage Student Thinking and Writing

Executive Ballroom C (Hyatt)

This panel talks across aesthetic biopoetics, storytelling and doxa, and fragmenting rhetorical analysis to trace student thinking and writing.

Chair: Elizabeth Lopez, Georgia State University, Marietta

Speakers: Eryn Johnson, Indiana University, Bloomington, “A Pedagogical Consideration of Narrative and Doxa: How Personal Stories Influence Claims against and Accusations of Alternative Facts”
Paul Kratwell, University of Oregon, Eugene, “Deep-Rooted Aesthetics: A Biopoetical Strategy for Discovering Agreement”
Ben Wetherbee, University of Science and Arts of Oklahoma, Chickasha, “Fragmenting Rhetorical Analysis: Commonplace as Text”

Approaches to Learning and Learners

F.43 Cultivating Cultures of Care in Academic Spaces

Executive Ballroom D (Hyatt)

Panelists discuss how educators can create and sustain cultures of care that foster inclusivity, equity, and safety.

Speakers: Hillary Degner, The Ohio State University, Columbus
Stephanie Reynolds, Schoolcraft College

Approaches to Learning and Learners

F.44 Placement and Grading from High School to College

Manager’s Suite (Hyatt)

Conversations about assessment and values in high school, dual enrollment, and college-level placement practices.

Chair: Mary Hocks, Georgia State University, Atlanta

Speakers: Christine Cucciarre, University of Delaware, Newark, “Subverting Dual Enrollment through Metacognition and Shared Values”

Zach Freed, Clinton High School, IL/Illinois State University, Normal, “Teaching Students to Care: Contract Grading in the High School Classroom”

Jennifer Kontny, Mount Mary University, Milwaukee, WI, “Beyond, behind, underneath, and alongside the Numbers: Querying an Approach to Feminist Placement Practice”

Amber Laquet, Illinois State University, Normal, “A ‘Proficient’ Look into Standards-Based Grading”

Kristin Reynolds, Illinois State University, Normal, “A ‘Proficient’ Look into Standards-Based Grading”

Approaches to Learning and Learners

F.45 Visualization for Reflection and Play

Pere Marquette (Hyatt)

This panel explores the rhetorical use-value of play, fun, visibility, and materiality inside and outside the classroom.

Chair: Genevieve Garcia de Mueller, Syracuse University, NY

Speakers: Patricia Dunn, Stony Brook University, NY, “Student-Produced, Juxtaposed Visual Representation as an Invention, Analytical, and Organizational Tool”

Jacob Euteneuer, Hampden-Sydney College, Hampden-Sydney, VA, “Developing a Ludic Identity in Writing: Play as a Means of Reflection”

Jessica Melilli-Hand, College of Coastal Georgia, Brunswick, “From Emoji Myths to Performance Poetry: Learning Brains Just Wanna Have Fun”

Crystal Mueller, University of Wisconsin, Oshkosh, “Cheap Tricks and Parlor Games: Inspiring Stronger Drafts with Storyboards and Deep Reflection”

Theory and Culture

F.47 Cultural Paradigms in Teaching Composition by Nonnative English-Speaking Writing Instructors

Regency Ballroom A (Hyatt)

In this presentation sponsored by the NNEswIs Standing Group, four nonnative English-speaking writing instructors share lived experiences and perspectives on commonplaces and cultural paradigms in US classrooms.

Chair and Speaker: Judith Szerdahelyi, Western Kentucky University, “Competing Commonplaces: Discord between NNEswIs’ Value Systems and Students’ Educational Expectations”

Speakers: Ekaterina Goodroad, Madison Area Technical College, “Bridging Cultural Gaps through Creating Awareness about Differences in Value Systems and Cultural Norms between Students’ and Instructors’ Home Cultures”

Lan Wang, West Virginia State University, “Cultural Influences, Teacher Expectations, and Teacher Vexations: An Educational Reflection from a Nonnative English-Speaking Writing Instructor”

Tong Zhang, Indiana University of Pennsylvania, “Recounting the Nonnative English-Speaking Teaching Assistant’s Preparedness for Teaching College Writing”

Community, Civic & Public Contexts of Writing

**F.48 Expanding Prison Education and Academic Partnerships:
Writing Center Collaboration with Incarcerated Students**
Regency Ballroom B (Hyatt)

University Writing Services has partnered with the Saint Louis University Prison Program to offer asynchronous writing assistance to incarcerated students. During this panel, speakers will discuss the formation of this partnership, inclusive pedagogy, and facilitative writing center strategies for engaging remote, at-risk, and marginalized student populations.

Chair and Speaker: Laura Hardin Marshall, Saint Louis University, MO, “Writing Center Administration Framework Perspective”

Speakers: Haris Fazlić, Saint Louis University, MO, “Consultant Perspective”

Alexander Ocasio, Saint Louis University, MO, “Writing Center Administration Training Perspective”

Joya Uraizee, Saint Louis University, MO, “Faculty Perspective”

Theory and Culture

F.49 Spotlight Session: Meditations on Hope, a Commonplace
Regency Ballroom C (Hyatt)

The five speakers constituting this roundtable will offer meditations on hope, a commonplace that is rooted in another commonplace, worry. Together, these two commonplaces (fast friends, at that) spur even more commonplaces: action, agency, and change. This architecture frames our academic and personal lives as teachers, learners, and women.

Chair: Roxanne Mountford, University of Oklahoma

Roundtable Leaders: Cheryl Glenn, Penn State University, “Hope as the Antidote to Trauma”

Shirley Wilson Logan, University of Maryland, “Hope as a Guidepost for the Second Coming of Age”

Andrea Lunsford, Stanford University, CA, “Hope and the Weaving of Stories”

Krista Ratcliffe, Arizona State University, “Hope for a Sustainable World”

Jacqueline Jones Royster, Georgia Institute of Technology

Research

F.50 Modeling Inclusivity in Archival Research and Pedagogy
Regency Ballroom D (Hyatt)

This panel explores ways to center questions of inclusivity concerning gender, culture, and class in teaching and researching in archives.

Chair: David Gold, University of Michigan, Ann Arbor

Speakers: Katie Bramlett, University of Maryland, “Undergraduate Research and Asian American Archives: Historical Commonplaces and Classroom Praxis”

Danielle Griffin, University of Maryland, “Using the Archive to Trouble Commonplaces about Class and Literacy: The Rhetorical Education of Poor Girls in Early Modern Charity Schools”

Nathan Tillman, University of Maryland, “Alternative Sources for Writing Instruction, a Colonial Legacy, and Second-Language Competency: Researching at a Korean Women’s University Archive”

Community, Civic & Public Contexts of Writing

F.51 Owning Our Misfit: Language, Activism, Organizing, and the Stories We Tell (and How We Tell Them)

Lakeshore Ballroom B (Hyatt)

This hybridized panel, a synthesis of paper presentations and Engaged Learning Experiences, explores “misfit tools”—those phenomena marked by conflict between and among traditions, expectations, materiality, individualism, and community. Speakers will examine material and conceptual tools of feminist and antiracist work, and invite audience visioning toward deeply reflexive activism.

Chair and Respondent: Amy Robillard, Illinois State University, Normal

Speakers: Jason Esters, Community College of Philadelphia, “HBCUs, Activism, Technology”

Paula Mathieu, Boston College, “Narrative, Activism, Community Organizing”

Jessica Restaino, Montclair State University, “Feminist Activism, Materiality, Community”



Dr. Howard Stevenson is the Constance Clayton Professor of Urban Education, Professor of Africana Studies, in the Human Development & Quantitative Methods Division of the Graduate School of Education at the University of Pennsylvania

In these related sessions (featured talk and workshop), Professor Stevenson will introduce us to the idea of racial literacy set forth in his highly acclaimed *Promoting Racial Literacy in Schools: Differences that Make a Difference*, a book that is a product of 30 years of research on social interactions and pedagogical interventions in schools. From this research, the book promotes a course of action to contend with the traumas that result from racially stressful encounters.

G.30: Spotlight Session: Developing Racial Literacy: A Goal and a Practice for Literacy Educators

Friday, March 27, 9:30–10:45 a.m., Ballroom D (Wisconsin Center)

“ . . . when it comes to racial matters, educational leaders and politicians, parents, and any dude on the street can somehow think their opinion or their good character should suffice as a ‘Get Out of Racial Jail Free’ card” (Promoting Racial Literacy, 180).

In *Racial Literacy*, Professor Stevenson asks us to consider that “overcoming a special kind of ignorance and to fight for a different kind of literacy” (1). Stevenson calls upon insights from theories of cultural competence and emotional intelligence to address the stressful effects of systemic racism on the bodies of people of color, as well as the emotional legacies of this system for others who are necessarily implicated. He asks us to consider the effects of the (most common) approach to difficult conversations about race produced by tension and anxiety: avoidance. As an alternative to avoidance, Professor Stevenson invites us to imagine a curriculum of storytelling experiences that can work to move us from a disposition of avoidance to a posture of reflection and a movement toward action.

H.30: Spotlight Session/Workshop: A Storytelling Approach to Contending with Trauma in Racialized Encounters

Friday, March 27, 11:00 a.m.–12:15 p.m., Ballroom D (Wisconsin Center)

In *Racial Literacy*, Professor Stevenson begins from the premise that “conducting diversity training that provides details on information and knowledge without teaching skills to advocate for racial equity” is largely ineffective, and that “without an explicit socialization strategy, avoidance will remain the default and most practiced coping option” (21). In this experiential learning workshop, participants will acquire a method—a toolkit—for helping students manage the stresses of racism as it shows up in everyday encounters. Specifically, they will learn about and practice the storytelling approach to developing racial literacy that Professor Stevenson describes in *Racial Literacy in Schools*. Participants will enact and reflect on the moves of reading, recasting, and resolving racially stressful encounters.

G Sessions: 9:30–10:45 a.m.

Poster Sessions

Wisconsin Center
Second floor, outside of Room 202

Research

“Why Do You Think I’m Asking?” How Misunderstanding Roles Leads to Miscommunication in Writing Conferences

Miscommunication occurs in writing conferences. Beyond reporting data, this poster encourages viewers to learn why using an interactive transcript. Viewing a writing conference in slow motion, instructors will consider how identifying roles and requests influences a writing conference’s trajectory. A section of questions allows viewers to reflect on their practice.

Speaker: Angie Carter, Utah Valley University, Orem

First-Year and Basic Composition

Building Student Awareness of Language Related to Stance in First-Year Writing

This study explores two first-year writing teachers’ attempts to engage their students in linguistic analyses of various academic genres using a pedagogical tool showcasing the connection between microlinguistic resources and rhetorical stance moves. From the successes and struggles in these classrooms, general principles to guide meaning-centered language teaching are shared.

Speaker: Cassandra Otemuyiwa, University of Michigan

Inventions, Innovations, and New Inclusions

Machinic Methods

“Machinic Methods” theorizes research methods as ways of reading, positing that method construction and the interpretation of values are mutually constitutive.

Speaker: Amy Charron, University of Texas, Austin

Approaches to Learning and Learners

Genres of Reflection

This poster will explore genres and forms of reflection assignments for students in first-year composition, focusing on ideas for how students and teachers can come together to understand assessment and growth through the process of reflection.

Speaker: Veronica Flanagan, University of California, Santa Cruz

Community, Civic & Public Contexts of Writing

Informing, Inspiring, and Intimidating: Considering the Rhetoric of Church Signs

The sign boards that adorn the yards of churches in my small Appalachian community are ripe for rhetorical analysis and may reveal insights about student writing.

Speaker: Debra Knutson, Shawnee State University, Portsmouth, OH

Research

Building Commonplaces through Interdisciplinary Practice: Creating an Inclusive and Shared Place through Narrative Writing in a Distinctively Diverse Intercultural Communication Class

Uses narrative writing in a diverse Intercultural Communication class to build a shared interdisciplinary commonplace that empowers international students by bringing to the forefront their prior knowledge and experiences.

Speaker: Yasmin Rioux, Divine Word College, Epworth, IA

Approaches to Learning and Learners

Contested Commonplaces: Lucio's Encounter with Rhetorical Dissonance

For Lucio, the expectations of academic writing clashed so fully with his values that he was debilitated by the resulting dissonance. This poster uses elements of graphic design and visual narrative to tell Lucio's story and explore the nature and implications of this kind of profound discomfort.

Speaker: Matthew Fledderjohann, Le Moyne College, DeWitt, NY

History

G.01 Creating a Public, Community-Driven Writing Program Digital Archive

101 A (Wisconsin Center)

This panel's project combines the "archival turn" with the "public turn" in the creation of a digital public archive of the writing program at a private, urban university. Audience members will learn of the archive's creation and consider how similar efforts would help us understand and share our commonplace histories.

Chair: Cinthia Gannett, Boston Rhetoric & Writing Network

Speakers: Cameron Barone, Northeastern University

Avery Blankenship, Northeastern University

Brice Lanham, Northeastern University

Neal Lerner, Northeastern University

Laura Proszak, Northeastern University

Approaches to Learning and Learners

G.02 Mapping Implicit Structures for Support in Multiple Institutional Constructs

101 B (Wisconsin Center)

Panelists will discuss the act of mapping various school infrastructures and student services in order to draw attention to the often unequal distribution of resources and challenge the commonplaces implicit in course, program, and university design. Attendees are encouraged to bring assignments and grant ideas for an engaged discussion.

Speakers: Brent Chappelow, University of Southern California, Los Angeles

Emily Cooney, Arizona State University

Courtney Fowler, Arizona State University

Sarah Snyder, Arizona Western College

Approaches to Learning and Learners

G.03 Reshaping Our Commonplace: A Data-Driven Inclusive Pedagogy Program

101 C (Wisconsin Center)

Panelists aim to increase inclusivity by collecting data on student engagement in seminar-style classes with a strong writing component. Panelists discuss their methods of attempting to use data to mitigate stereotype threat and manage implicit bias and discuss how data can support inclusive pedagogy.

Chair and Speaker: Valerie Levan, University of Chicago, IL

Speakers: Linda Smith-Brecheisen, University of Chicago, IL

Stephen Haswell Todd, University of Chicago, IL

Approaches to Learning and Learners

G.04 Who Are Our Students? Reclaiming Identities in the Humanistic Classroom

101 D (Wisconsin Center)

By presenting theories and strategies for understanding and working with the particularities of student identities, this panel posits a corrective to the increasingly bureaucratic and professionalizing culture of higher education.

Chair: Sharon Marshall, St. John's University, Queens, NY

Speakers: Jeanne Costello, Fullerton College, CA, “Are Faculty Student-Ready? How Equity Pedagogy Can Support Culturally and Linguistically Diverse Students as They Develop Academic Identities”
Irene Papoulis, Trinity College, Hartford, CT, “Are Students Too Self-Absorbed? The Move from Superficial Image-Consciousness to Potent Self-Acquaintance in a Personal Essay Writing Class”
Wendy Ryden, Long Island University Post, NY, “Enabling Voices: A Plea for WAL (Writing about Literature)”

Approaches to Learning and Learners

G.05 Becoming a Teacher-Scholar: Supporting Faculty as Writers

102 A (Wisconsin Center)

This session focuses on the complexities of professionalization activities as writing teachers develop their identities as writing scholars.

Chair: Jonna Gilfus, Syracuse University, NY

Speakers: Emily Carson, Villanova University, “‘A Constitutive and Reflective Space’: Interdisciplinary Faculty Reflections on Being Writers”

Keira Hambrick, The Ohio State University, Columbus, “Do Mentoring Commonplaces (Dis/En)able the Professionalization of English Graduate Students?”

Shakil Rabbi, Bowie State University, MD, “Socialization of Early Career Scholars: Examining Impacts of Literacy Brokers in Case Studies of Learning to Write for Publication”

Approaches to Learning and Learners

G.06 Contemplative Practices and Composition: Beyond the Commonplace

102 B (Wisconsin Center)

This roundtable will lead participants through an exploration of critiques of mindfulness as well as three pedagogical sites in which presenters have explored communal contemplative practices. Audience members will be invited to engage directly with these questions in the last half of the session devoted to discussion.

Chair and Speaker: Donna Strickland, University of Missouri, Columbia

Speakers: Mary Ann Cain, Purdue University Fort Wayne, IN

George Kalamaras, Purdue University Fort Wayne, IN

Tara Pauliny, John Jay College/CUNY

History

G.07 Octalog IV: The Politics of Rhetorical Studies in 2020

102 C (Wisconsin Center)

By attending Octalog IV, audience members will not only be able to learn from upcoming scholars but will also be invited to reflect on the commonplaces embedded in our practices in order to forge new perspectives, methodologies, and pedagogies that are more capacious, inclusive, and equitable.

Speakers: Candace Epps-Robertson, University of North Carolina at Chapel Hill, “Building and Sustaining Archives for Everyday People”
Allison Hitt, University of Central Arkansas, Conway, “Accessibility as Rhetorical Practice”

Jo Hsu, University of Arkansas, Fayetteville, “Queer Diaspora and Promiscuous Historiography”

Aja Martinez, Syracuse University, NY, “Core-Coursing Counterstories”

Gabriela Raquel Ríos, University of Oklahoma, Norman, “Nahua Rhetorics and Rhetorical Genre Studies”

Donnie Johnson Sackey, University of Texas, Austin, “The Spatial Justice Dimensions of Rhetoric”

Ryan Skinnell, San José State University, CA, “Public Dispatches from the Ivory Tower”

Pamela VanHaitsma, Pennsylvania State University, State College, “Beyond Civic Engagement: Queering Histories of Rhetorical Education”

Facilitator: Elise Verzosa Hurley, Illinois State University, Normal

Respondents: Adam Banks, Stanford University, CA

Thomas Miller, University of Arizona, Tucson

Community, Civic & Public Contexts of Writing

G.08 Reclaiming Christian Commonplaces: How Digital Rhetoric Remakes Religious Discourse Communities

102 D (Wisconsin Center)

This panel explores how rhetors aligned with evangelical Christian beliefs challenge the rigid boundaries of their religious discourse communities using digital affordances. Panelists apply these insights to the first-year writing classroom in an effort to encourage students, through digital rhetoric, to reclaim their religious commonplaces for liberatory ends.

Speakers: Shauna Chung, Clemson University, SC

Eric Hamilton, Clemson University, SC

Megan Von Bergen, University of Tennessee, Knoxville

Community, Civic & Public Contexts of Writing

G.09 Sexual Rhetorics, Sex Work, and Queer Possibilities of Becoming: Toward a Civic Epistemological Perspective
102 E (Wisconsin Center)

This panel investigates sex work and sexual rhetorics that participate in and beyond institutionally created epistemological constraints.

Speakers: Genesis Barco-Medina, Northeastern University
Jennifer Ferrell, Indiana University of Pennsylvania
McKinley Green, University of Minnesota, Twin Cities

Community, Civic & Public Contexts of Writing

G.10 Self, Community, or Mob: The Limits and Possibilities of Social Media Spaces
103 A (Wisconsin Center)

The affordances of social media may—or may not—offer individuals and groups productive means of community building.

Chair: Jonathan Adams, Virginia Tech, Blacksburg
Speakers: Susan Duba, University of Kansas, Lawrence, “Public/Private Graduate Student Experience: Instagram Hashtags as Commonplaces”
Kenneth Lindblom, Stony Brook University, NY, “Curing the Common Coldness: Can Twitter Build Critical Civic Empathy?”
Erec Smith, York College of PA, “From Dialogue to Degradation: The Effects of Social Media as an Academic Commonplace”

Community, Civic & Public Contexts of Writing

G.11 Dialogue across Difference: Training Students to Engage beyond Polemics through Interdisciplinarity and Collaboration
103 B (Wisconsin Center)

Attendees will participate in a structured, facilitated dialogue focused on a specific political issue in order to experience how this model teaches listening and speaking techniques that foster empathy and connection instead of demagoguery and division. They will learn how to develop a similar initiative on their campus.

Chair: Teresa Grettano, The University of Scranton, PA
Speakers: Julie Schumacher Cohen, The University of Scranton, PA
Jessica Nolan, The University of Scranton, PA

Creative Writing and Publishing

G.12 The Art of Evaluation: Poetry Dynamic Criteria Mapping in Practice

103 C (Wisconsin Center)

This session will provide participants with opportunities to learn about and to carry out Poetry Dynamic Criteria Mapping (PDCM). PDCM is a new method for evaluating poetry. The group will read, discuss, and evaluate three brief poems to gain practice in revealing poetic values.

Chair: Bob Broad, Illinois State University, Normal

Speaker: Michael Theune, Illinois Wesleyan University, Bloomington

First-Year and Basic Composition

G.13 Creating a Conduit to the Academic Commonplace for First-Generation Students Enrolled in an Introductory Rhetoric Course

103 D (Wisconsin Center)

Elements of establishing a First-Generation Living Learning Community with an introductory rhetoric course as the academic “commonplace” component.

Speakers: Colin Kosteletzky, University of Iowa, Iowa City, “The Peer Mentor as a Conduit to the Commonplace of Academia”

Dana Thomann, University of Iowa, Iowa City, “Encouraging the Development of Commonplace through Course Assignments”

Ashley Wells, University of Iowa, Iowa City, “Demystifying the Commonplace of Academia through the Radically Open Classroom”

First-Year and Basic Composition

G.14 Two-Year College Tensions: Research, Curriculum, Self-Determination

103 E (Wisconsin Center)

This panel addresses tensions that emerge in two-year college work between research and teaching, material and ideological forces, and the professional knowledge and practices of faculty.

Chair: Angela Mitchell, University of North Carolina, Charlotte

Speakers: Deborah Bertsch, Columbus State Community College, OH, “Rethinking Pedagogies of Revision: Studying Students’ In-the-Moment Revision Practices in First-Year Composition”

Caitlin Larracey, University of Delaware, Newark, “‘Offer a Pathway’:

Branch Campuses, First-Year Writing, and Student Identity”

Nancy Pine, Columbus State Community College, OH, “Rethinking Pedagogies of Revision: Studying Students’ In-the-Moment Revision Practices in First-Year Composition”

Sara Smith, Pensacola State College, FL, “Subversive Commonplaces: A Nonviolent Overthrow of Current-Traditional Rhetoric”

Mike Will, Pensacola State College, FL, “Subversive Commonplaces: A Nonviolent Overthrow of Current-Traditional Rhetoric”

Information Technologies and Digital Cultures

G.15 Cultivating Conditions for Effective Online Writing Pedagogy

201 A (Wisconsin Center)

Reflecting on policy and practice, panelists detail how to cultivate the conditions for effective online writing pedagogy.

Chair: Kaden Milliren, Purdue University, West Lafayette, IN

Speakers: Patrick Love, Purdue University, West Lafayette, IN, “Circulation and Knowledge-Making: Information Literacy in Unstable Times”

Brigitte Mussack, University of Minnesota, Minneapolis, “Collaboration in Online Writing Courses: Migrating from Assumptions to Actualization”

Jeremy Rosselot-Merritt, University of Minnesota, Minneapolis, “Collaboration in Online Writing Courses: Migrating from Assumptions to Actualization”

Jason Tham, Texas Tech University, “Collaboration in Online Writing Courses: Migrating from Assumptions to Actualization”

Ryan Wold, University of Minnesota, Minneapolis, “Collaboration in Online Writing Courses: Migrating from Assumptions to Actualization”

First-Year and Basic Composition

G.16 Responding to the Chair’s Call: Extending Conversations about Asao Inoue’s 2019 CCCC Chair’s Address

201 B (Wisconsin Center)

Presenters continue the conversation begun at CCCC 2019 by interrogating whiteness and white language supremacy in a range of sites: textbooks, program descriptions, and the teacher training practicum.

Chair: Kathryn Raign, University of North Texas, Denton

continued on next page

Speakers: Bethany Davila, University of New Mexico, Albuquerque, “Revealing White Language Supremacy in Writing Course Descriptions”

Maxine Krenzel, CUNY Graduate Center, “Reconsidering the Practicum: The Role of Educator Positionality, Institutional History, and Movements for Social Justice in Teacher Training Pedagogy”

Matt Sautman, Southern Illinois University, Edwardsville, “Consider the Norton Reader: An Intersectional Deconstruction of a Multicultural Writing Studies Textbook”

First-Year and Basic Composition

G.17 Enhancing the Use of Peer Review in the Writing Classroom

201 C (Wisconsin Center)

Presenters share research findings and strategies for increasing and improving the quality of student engagement in the peer review process.

Chair: Tony Silva, Purdue University, West Lafayette, IN

Speakers: Jessica Heffner, Long Beach City College, CA, ““Can I Meet with This Author?”: Using Peer Review Stations to Increase Content Retention and Student Engagement”

Addison Koneval, The Ohio State University, Columbus, “Examining Power Differentials in Peer Review”

Sofya Tarabrina, University of New Mexico, Albuquerque, “Peer Review Training as a Means to Reduce Student Skepticism and Dissatisfaction”

First-Year and Basic Composition

G.18 Building a First-Year Composition Course in a Canadian Context

201 D (Wisconsin Center)

We describe the creation of a first-year composition course in a Canadian context and invite participants to reflect on commonplaces of their own educational contexts.

Speakers: Tyler Evans-Tokaryk, University of Toronto Mississauga, ON
Michael Kaler, University of Toronto Mississauga, ON

Institutions, Labor Issues, and Professional Life

G.19 Institutional Ethnography: Uncovering 21st-Century Exigencies in Writing Program Administration and Research

202 A (Wisconsin Center)

Representing diverse institution types, panelists will describe the ways they have reexamined their WPA-related practices, processes, and beliefs via the framework of Institutional Ethnography, an emergent methodology that uncovers how people co-constitute writing program work.

Speakers: Jennifer Eidum, Elon University, NC

Cristyn Elder, University of New Mexico

Greer Murphy, University of Rochester

Katherine Daily O'Meara, Emporia State University

Jennifer Stewart, University of Tennessee at Chattanooga

Respondent: Michelle LaFrance, George Mason University

First-Year and Basic Composition

G.20 “Mental Brilliance Is Not Essential”: Acknowledging the Inherent Power of Spoken and Kinesthetic Language in the First-Year Writing Classroom

202 B (Wisconsin Center)

Participants in this Engaged Learning Experience will experience why theatrical knowledge (Hagen, etc.) is an effective, interdisciplinary approach in the writing classroom.

Chair: Sheryl Ruszkiewicz, Oakland University, Rochester, MI

Facilitators: Karen Brehmer, Oakland University, Rochester, MI

Matt Burkett, Oakland University, Rochester, MI

Lori Ostergaard, Oakland University, Rochester, MI

First-Year and Basic Composition

G.21 Do I Belong Here? Using Disruption to Break through Common Barriers in Corequisite Courses

202 C (Wisconsin Center)

This panel evaluates the barriers that the commonplace practices of the composition classroom imposes on corequisite students and instructors when following an Accelerated Learning Program. We will discuss strategies that allow our students and ourselves to navigate the challenges of community building and accepting/disrupting our authority in the classroom.

Speakers: Kristina Gladfelter, University of Central Missouri, Warrensburg

Erinn Metcalf, University of Central Missouri, Warrensburg

Respondent: Amanda Drake, State Fair Community College, Sedalia, MO

History

G.22 Archives as Commonplaces: How We Listen to History and Create Collective Narratives

202 D (Wisconsin Center)

This panel discusses the purpose of creating archives and the struggles of telling true and ethical disciplinary narratives with partial information.

Speakers: Meaghan Dittrich, University of New Hampshire

Brad Dittrich, Southern New Hampshire University

Corey McCullough, Fort Lewis College

Kate Tirabassi, Keene State College

Information Technologies and Digital Cultures

G.23 Storytelling in Motion: Rhetorical Approaches to Filmmaking in the Classroom and Communities

202 E (Wisconsin Center)

This session overviews three approaches using film in rhetoric and composition. The first uses disability rhetoric and feminist filmmaking to explore how autoethnographic films inform the personal essay in the first-year composition classroom. The other two panelists discuss how filmmaking has an impact in rebuilding and bringing together communities.

Chair: Megan Adams, University of Findlay, OH

Speakers: Autumn Laws, Syracuse University, NY, “The Personal Essay as Autoethnography Film”

Sethunya Gall Mokoko, Clemson University, SC, “Autoethnographic Storytelling and Electracy”

Information Technologies and Digital Cultures

G.24 Emerging Commonplaces in Digital Literacies: Ethical Entanglements among Humans, Bots, and Trolls

203 A (Wisconsin Center)

This panel explores the ethical challenges posed by bots and trolls on social media, which increasingly inform emerging digital literacies and practices.

Chair and Speaker: Matt Breece, University of Texas, Austin, “Writing with Trolls: Composing Practices within Problematic Social Worlds”

Speakers: Aaron Geiger, Northern Illinois University, DeKalb, “The Paradox of Rhetorical Agency as Told by Two Social Media Bots, or, Are Trolls Really Necessary?”

Rachael Sullivan, Saint Joseph’s University, Philadelphia, PA, “Political Gendertrolling during the 2018 Ford/Kavanaugh Senate Hearing”

Information Technologies and Digital Cultures

G.25 Selves and Competencies in Digital Composing

203 B (Wisconsin Center)

In this panel, presenters talk across a range of praxis-based responses to mobilizing nonlinear and multimodal approaches to writing.

Chair: Jeff Naftzinger, Sacred Heart University, Fairfield, CT

Speakers: Megan Busch, University of South Carolina, Columbia, “Students as IGers, Students as Composers: Reimagining Instagram as an FYC Commonplace for Textual Analysis and Microcompositions”

Kevin O’Donnell, East Tennessee State University, Johnson City, TN, “‘YouTube SEO’ in Multimodal Assignments: A Framework for Understanding Competencies in the Digital Humanities”

Nathan Wagner, Georgia State University, Atlanta, “A Nonlinear Approach to Writing”

Information Technologies and Digital Cultures

G.26 Composing Techno-Visual Commonplaces

203 C (Wisconsin Center)

In keeping with the 2020 Conference on College Composition and Communication (CCCC) theme of “Considering Our Commonplaces,” this Engaged Learning Experience presentation will examine two visual artifacts that touch on how commonplaces are composed and assembled in day-to-day life: Civil Rights photojournalism and comics addressing atomic energy from the 1940s to the 1970s.

Speaker: Kuhio Walters, West Chester University of Pennsylvania

Institutions, Labor Issues, and Professional Life

G.27 What If Laboratory Research Were Commonplace? Envisioning the Methodological, Instructional, and Apprenticeship Outcomes of Increased Laboratory Research in Composition

203 D (Wisconsin Center)

Research laboratories are commonplace in many of our peer disciplines. How might this research model benefit composition? We argue that research laboratories could support quantitative research designs, promote faculty buy-in for lab-based undergraduate technical writing courses, function as sites of researcher apprenticeship, and facilitate investigation of understudied institutions.

Chair: William Hart-Davidson, Michigan State University, East Lansing

Speakers: Matt Frye, Oregon Institute of Technology, “Promoting Cross-Disciplinary Buy-In: Teaching Discipline-Specific Research Writing in General Education Technical Writing”

Dale Grauman, Iowa State University, “An Overview of Laboratory Research for Compositionists”

Diane Kelly-Riley, University of Idaho, “Toward an Apprentice Model for Empirical Research in Writing Studies as a Way to Advance Conceptions of Fairness within and beyond Our Field”

Respondent: Paul Prior, University of Illinois at Urbana-Champaign

Institutions, Labor Issues, and Professional Life

G.28 Responding to Extra-Institutional Pressures on Writing Programs: Accreditation Regimes, State Governments, and Global Capitalism

203 E (Wisconsin Center)

Presenters address external pressures ranging from legislation to accreditation to neoliberal capitalism on writing programs and instructors, offering ideas for ways to respond actively.

Chair: Sonja Andrus, University of Cincinnati Blue Ash College, OH

Speakers: Edward Lotto, Lehigh University, Bethlehem, PA, “Get Out: Accreditation and the Commonplaces of Student Learning Outcomes”

Ben Ristow, Hobart and William Smith Colleges, “Mobilizing Resistance against the Gig Economies of Global Private Tutoring”

Heidi Rosenberg, Madison College, WI, “Commonplace as Cudgel: A Cautionary Tale for Part-Time Faculty after Act 10 in Wisconsin”

Neil Simons, University of Wisconsin, Milwaukee, “From Idea to Demise: A Study of Two-Year Writing Programs in Wisconsin”

Institutions, Labor Issues, and Professional Life

G.29 Publishing (as) Commonplaces: Editing, Revising, Circulating

Ballroom C (Wisconsin Center)

Participants will share and theorize experiences and focus on takeaway tactics of editing, revising, and circulating work in the discipline.

Chair and Speaker: Danielle Nicole DeVoss, Michigan State University, East Lansing

Speakers: Kristine Blair, Duquesne University

David Blakesley, Clemson University/Parlor Press

Douglas Eyman, George Mason University

John Gallagher, University of Illinois at Urbana-Champaign

Ashanka Kumari, Texas A&M University, Commerce

G.30 Spotlight Session: Developing Racial Literacy: A Goal and a Practice for Literacy Educators

Ballroom D (Wisconsin Center)

See page 201 for information on this session and H.30, the workshop at 11:00 a.m.

Speaker: Dr. Howard Stevenson, University of Pennsylvania

Inventions, Innovations, and New Inclusions

G.31 Resisting Normative Structures in Pedagogical Commonplaces

MacArthur Room (Hilton)

Panelists resist normative practices and offer innovative models for program, pedagogy, and course designs.

Chair: Cynthia Headley, California State University, San Marcos

Speakers: Katherine Bridgman, Texas A&M University, “Examining Commonplaces of Whiteness: The Pedagogical Maps of Activist Emma Willard”

Robin Garabedian, University of Massachusetts, Amherst, “Academic Literacy Normativities in the Age of Neoliberalism”

Maggie Shelledy, University of Texas Rio Grande Valley, “Undercommoning Our Commonplaces: Prison Abolition, Community Accountability, and First-Year Writing”

Language and Literacy

G.32 Reading Pedagogy Transformation? Making Visible Students’ Cultural Reading Practices in FYC

Mitchell Room (Hilton)

Positions reading as an essential counterpart to writing in first-year composition by using a cultural rhetorics perspective to investigate students’ reading practices.

Chair and Speaker: Lisa Swan, Stanford University, CA

Speakers: Sarah Pittock, Stanford University, CA

Tesla Schaeffer, Stanford University, CA

Language and Literacy

G.33 “The More You Read the Better You Write”: Exploring the Role of Reading in Writing Curriculum

Walker Room (Hilton)

This presentation engages the necessity and role of reading within and across academic contexts.

Chair: Yan Yan, University of Pennsylvania, Philadelphia

Speakers: Pamela Hollander, Worcester State University, MA, “‘The Reading Material Was Covered in Class. Amazing Teacher’: The Case for Reading-across-the-Curriculum Programs in College”

Alice Horning, Oakland University, Rochester, MI, “Critical Reading: The Neglected Commonplace”

Alexa Offenhauer, Raritan Valley Community College, NJ, “Teaching Reading in First-Year Composition: Values vs. Commonplaces”

Professional and Technical Writing

G.34 Commonplaces and Public(s): Pedagogy for Professional and Science Writing

Wright Ballroom B (Hilton)

Panelists will discuss the way undergraduates may better connect with public(s) through improvements in technical documents.

Chair: Alexandra DeLuise, University of Nebraska, Lincoln

Speakers: Lenny Grant, Syracuse University, NY, “Partnering Undergraduate Science Writing Classes with Life Science Laboratories: Findings and Recommendations from a 3-Year Study”

Meghan Hancock, Colby College, Waterville, ME, “‘Who Does the Resume Exclude?’: Designing a Professional Writing Course around Issues of Access and Inclusion”

Amelia Herb, Princeton University, NJ, “Science Communications as a Commonplace: Teaching STEM Students Genre and Discourse Analysis to Produce Science Writing for the Public”

Cassandra Hockman, Virginia Tech, “Partnering Undergraduate Science Writing Classes with Life Science Laboratories: Findings and Recommendations from a 3-Year Study”

Research

G.35 Developing Genre Knowledge: Adaptable, Evidence-Based “Small Practices” for FYW Courses

Wright Ballroom C (Hilton)

Based on a two-university FYW data collection, this presentation provides a thick description of how students acquire genre knowledge.

Chair: Carol Hayes, George Washington University

Speakers: Gwen Gorzelsky, Colorado State University, “Developing Genre Knowledge: Literature Review”

Joe Paszek, University of Detroit Mercy, MI, “Developing Genre Knowledge: Genre Pedagogy”

Research

G.36 Using Research to Understand Students’ Composing Experiences

Crystal Ballroom (Hilton)

Three studies examine socially networked composing spaces, student engagement in successful writing, and high-achieving STEM majors.

Chair: Gary Vaughn, University of Cincinnati, OH

Speakers: Tom Deans, University of Connecticut, “The Composing Histories of High-Achieving STEM Majors”

Megan McIntyre, Sonoma State University, Rohnert Park, CA, “Student Values and Best Writing Projects”

Patrick Thomas, University of Dayton, OH, “Shared Data as Common Place: A Data Exploration for Research on Composing Processes”

Nicholas Van Kley, Dartmouth College, “Student Values and Best Writing Projects”

Theory and Culture

G.37 Commonplaces in Un/Common Spaces: The Kitchen as Cultural Text

Regency Ballroom (Hilton)

We look to recipes and cooking practices as we trouble the commonplace that portrays domestic work as mundane, unimaginative, and arhetorical. In highlighting the creative potential of that work, we challenge assumptions about gendered work, suggesting ways it provides us with greater insight on the lived experience of particular cultures.

Chair and Speaker: Jody Shipka, University of Maryland, Baltimore County, “‘I’ve Cried over Pastry’: On the Multimodal, Embodied, Affective Dimensions of Composing with Food”

Speakers: Elizabeth Fleitz, Lindenwood University, Saint Charles, MO, “Compiling a Useable Past: Cookbooks as Rhetorical Remix”

Jennie Vaughn, Gannon University, Erie, PA, “Recipes and Remembrance: Exploring the Connections between Cooking, Memory, and Literacy”

Theory and Culture

G.38 Repurposing Failure: Interrogating the Commonplace of Failure from Research, Theory, Civic, and Programmatic Perspectives

Kilbourn Room (Hilton)

This panel seeks ways out of the dualism of success vs. failure by exploring the rhetoric of failure from the perspective of research, program administration, civic engagement, and theory to understand alternate definitions of failure, the standards for failure, and the diversity of cultural attitudes surrounding failure.

Speakers: Faith Kurtyka, Creighton University, Omaha, NE, “Is Giving Up an Option? Failing at Rhetorically Listening to Conservative Women Students”

Daniel Riechers, Texas Tech University, “Public Comment: Lessons from a Failed Civic Process”

Stacey Sheriff, Colby College, Waterville, ME, “Toward a Critical Methodology of Rhetorical Failure”

Glen Southergill, Montana Tech, “Repurposing Programmatic Failure(s): A Rhetor’s Glance at Writing and English Studies in the Aftermath of Program Prioritization”

Theory and Culture

G.39 Commonplaces of Rhetoric and Education: On Learning, Teaching, Subject Matter, and Milieu

Oak Room (Hilton)

This dialogic session explores educational commonplaces of teacher, learner, subject matter, and milieu as they relate to writing and rhetoric.

Chair: Nadya Pittendrigh, University of Houston, Victoria

Speakers: Casey Corcoran, University of Illinois, Chicago

Russell Mayo, University of Illinois, Chicago

Mark Schoenknecht, University of Illinois, Chicago

Courtney Sloey, University of Illinois, Chicago

Theory and Culture

G.40 Birth, Death, Assault, and Control: Translating Rhetorical Agency

Solomon Juneau Room (Hilton)

Working at the intersections of feminist theory and medical rhetoric, this panel explores and extends commonplace understandings of “agency” and “translation” in rhetorical theory. Presentations (re)consider these concepts in the liminal spaces between medicine and politics, life and death, examination and assault, and agency and control.

Chair and Speaker: Marika Seigel, Michigan Technological University, Houghton, “Birth behind the Iron Curtain: Rhetorical Agency Reconsidered”

Speakers: Amy Koerber, Texas Tech University, “Translation and the Rhetorical Power of Medical Expertise: A Critical Examination of ‘Medically Appropriate’ Behavior”

Kim Hensley Owens, Northern Arizona University, “Examining Threshold Choir: Toward a Transpersonal Theory of Rhetorical Agency”

Jenna Vinson, University of Massachusetts, Lowell, “Covert Commonplaces about Pregnancy and Control: Studying a Neoliberal Translation of Feminist Agency”

Theory and Culture

G.41 Practicing Writing Offshore: The (Un)Commonplaces of Trauma, Precarity, Border/Lands, and Diasporic Lives

Executive Ballroom A (Hyatt)

This panel intervenes in the privileged and discriminatory perceptions of commonplaces in academic discourse and composition classrooms.

Chair: Cynthia Haynes, Clemson University, SC

Speakers: Daphne-Tatiana Toletino-Canlas, University of the Philippines, Diliman, “Assembling (Filipino) Narratives: The Topos of Clutter in Filipino Balikbayan Boxes”

Victoria Houser, Clemson University, SC, “Voicing Disembodied Writing: Toward an Interruption of the Body’s Exclusion in First-Year Writing”

Charlotte Lucke, Clemson University, SC, “Writing Trauma Offshore: Composing through and about the Rhetorical Situation of Systemic Trauma and Violence”

Eda Ozyesilpinar, University of Texas, El Paso, “Bodies Writing with Wild Tongues: The Un-Commonplaces of Writing in Border/Lands”

Theory and Culture

G.42 Investigating Classroom Commonplaces of Critical Thinking, Reading, and Disciplinarity

Executive Ballroom B (Hyatt)

This panel investigates disciplinarity across collaborative, curricular, and classroom commonplaces.

Chair: Veronica Flanagan, University of California, Santa Cruz

Speakers: Mairin Barney, Towson University, MD, “Revising Disciplinarity: Collaboration to Challenge Neoliberal Paradigms”

Matthew Overstreet, Khalifa University, Abu Dhabi, “Teach Critical Thinking as (an Intersubjective, Metacognitive, Context-Dependent) Process”

Angela Zito, University of Wisconsin, Madison, “Writing -R-e-a-d-i-n-g-: Grounded Theory of Writing as an Assessment of Disciplinary Reading Practices”

Theory and Culture

G.43 Exclusionary Commonplaces as Sites for Understanding

Executive Ballroom C (Hyatt)

This panel challenges those who speak with authoritative discourses—teachers, administrators, doctors—in order to build inclusive spaces.

Chair: Jessica S. Manuel, Clemson University, SC

Speakers: Amanda Booher, University of Akron, OH, “Creating Accessibility Liaisons to Create Classroom Commonplaces of Accessibility”

Jesse Crombie, Indiana University, Bloomington, “Ethos as Place for Understanding”

Cathryn Molloy, James Madison University, Harrisonburg, VA, “Discrimination in Commonplace Beliefs about Patients’ Credibility”

Approaches to Learning and Learners

G.44 The Liberating Limits of Mexican Commonplaces When Introducing Mexican Corridos and Foodways into US Composition Classes

Executive Ballroom D (Hyatt)

This panel shows how students from bilingual and bicultural Latinx groups, like first-gen Mexican American college students, can work with Mexican culturally based ethnic commonplaces to help them bridge differences dividing and keeping them from succeeding academically as well as in American society.

Chair: Sonia Arellano, University of South Florida, “Mexican Commonplaces”

Speakers: Cruz Barajas-Briones, Texas State University, “Mexican Corridos”

Jaime Armin Mejía, Texas State University, San Marcos, “Mexican Corridos and Foodways”

Beck Salgado, Marquette University, Milwaukee, WI, “Mexican Holidays and Foodtrucks”

Approaches to Learning and Learners

G.45 The Potential of Online Spaces and Digital Writing Manager’s Suite (Hyatt)

From cell phone apps to online tutoring, digital composition practices offer potential affordances for learners and institutions.

Chair: David Tomkins, University of Southern California, Los Angeles

Speakers: Sarah Felber, University of Maryland Global Campus, “Composition and Online Learning: Conflicting Commonplaces?”

Eric Hood, Michigan State University, East Lansing, “Drafting with Pomodoros and Other Scribal Strategies”

Anna Worm, West Virginia University Institute of Technology, Montgomery, “Places of Online Tutoring”

Approaches to Learning and Learners

G.46 Waking Up: Creative Nonfiction That Breaks Silences on Illness and Caregiving

Pere Marquette (Hyatt)

Writers of medical narratives will share stories that break silences about sickness and pain and trouble notions of wellness and ability. Each panelist will deliver a short narrative on illness, caregiving, or teaching the medical humanities, and then facilitate a writing exercise on a prompt inspired from the narratives.

Chair and Roundtable Leader: Ann Green, Saint Joseph's University, Bala Cynwyd, PA

Roundtable Leaders: Leonora Anyango-Kivuva, Community College of Allegheny County

Anna Leahy, Chapman University

Christy Zink, George Washington University

Writing Programs and Majors

G.47 They Said It: An Institutional Ethnography of Writing Practices in Our University

Crystal Room (Hyatt)

Grounded in the methodology of Institutional Ethnography, this panel presents outcomes of a three-year study of “standpoints” on writing at a large, private, Midwestern university. An associate dean, tenure-line WPA, graduate student, and writing major discuss conceptions of writing in relation to stakeholders’ institutional roles.

Speakers: Madeline Crozier, DePaul University, “Mapping Conceptions of Writing across Our University”

Kate Fabsik, DePaul University, Chicago, IL, “Student as Researcher: An Undergraduate’s Standpoint in Research Design”

Peter Vandenberg, DePaul University, Chicago, IL, “The Tacit WPA: Uncovering Standpoints in University Administration”

Erin Workman, DePaul University, Chicago, IL, “The View from First-Year Writing: A WPA’s Guide to Revealing How Writing Happens”

Theory and Culture

G.48 Shifting Expectations: Exploring Methodological Commonplaces in Appalachian Scholarship

Regency Ballroom A (Hyatt)

This panel considers the commonplaces of English studies' methodologies in/from one of the most uncommon regions: Appalachia. Speakers will reflect on the methodologies and best practices of doing research in Appalachian settings and many nuances of doing work in a region that is stigmatized by popular media.

Chair: Sara Webb-Sunderhaus, Miami University, Oxford, OH

Speakers: Katie Beth Brooks, Virginia Tech

Douglas Hall, Georgia State University

Amanda Hayes, Kent State Tuscarawas, OH

Savannah Paige Murray, Virginia Tech

Community, Civic & Public Contexts of Writing

G.49 The Precarious Professor and Community Partnership Work: The Need for a New Commonplace about Power Dynamics and Risk in a Global Environment

Regency Ballroom B (Hyatt)

If university–community partnerships are intended to build collaborative spaces that bring together community residents, activists, students, and academics, then what does it mean when the university partner—the academic—is working from a position of precarity?

Chair: Steve Parks, University of Virginia, “The Commonplaces Associated with Community Work”

Speakers: Brian Bailie, University of Cincinnati Blue Ash College, OH, “Community Work and Precarity at the Two-Year College”

Ahmed Abdelhakim Hachelaf, Ecole Normale Supérieure at Laghouat, “Precarity and the Twiza Project”

Melinda Myers, Kettering University, “Precarity and Power in Community Work as an NTT Professor”

Respondent: Paula Mathieu, Boston College, “Thinking through Precarity as Presented by the Speakers”

Creative Writing and Publishing

G.50 Creative Writing and Composition Collaboration

Regency Ballroom C (Hyatt)

Panelists will show how creative writing strategies can be used in the composition classroom in order to foster inclusivity and increase rhetorical awareness.

Chair: Bryan Trabold, Suffolk University, Boston, MA

Speakers: Khem Aryal, Arkansas State University, Jonesboro, “(Un)common Commonplace: When the ‘Silent Author’ Walks into a Composition Workshop”

Samah Elbelazi, Stanford University, CA, “Utilizing Trauma-Informed Pedagogy to Create an Inclusive Commonplace”

Maryna Teplova, Illinois State University, Normal, “Rethinking Assessment of Poetry in Multilingual Settings: What Do We Really Value?”

Approaches to Learning and Learners

G.51 Meaning Making and Inclusive Pedagogies through Reflection, Fragmentation, and Improvisation

Regency Ballroom D (Hyatt)

Practices that promote student engagement, such as reflection, fragmentation, and art-based processes can provide opportunities for students to engage in more inclusive and meaningful work. The presenters will discuss improvisatory pedagogies and critical reflection and invite the audience to participate in an activity as part of the Engaged Learning Experience conversation.

Chair: Vittoria Rubino, United States Military Academy

Speakers: Alysa Hangtan, Concordia College, Bronxville, NY

Roshny Maria Roy, St. John’s University, Queens, NY

Nathalie Virgintino, Concordia College, Bronxville, NY

Institutions, Labor Issues, and Professional Life

G.52 Writing across Universities: Pedagogical Problems in Mentoring the First-Year Classroom

Lakeshore Ballroom B (Hyatt)

This Engaged Learning Experience questions how graduate student instructor training at home institutions may affect pedagogical practices as those graduates enter teaching jobs in academia. We seek to bring together graduates and instructors of various institutional and disciplinary levels to discuss their experiences in learning how to teach first-year composition.

Chair: Alyssa Quintanilla, University of Pittsburgh, PA, “Community-Based Pedagogy “

Speakers: Jeff Bruinsma, North Carolina State University, “Adjunct Labor”

Dana Calhoun, University of Pittsburgh, “Intersectional Pedagogies”

Melissa Stone, North Carolina State University, “Embodied Feminist Pedagogy”

Institutions, Labor Issues, and Professional Life

G.53 Continuing the Conversation: Building a Common Place for Two-Year College Teacher-Scholars at CCCC

Lakeshore Ballroom C (Hyatt)

A facilitated discussion on possibilities for a national two-year college writing studies research, service, and organizational agenda.

Facilitators: Joanne Baird Giordano, Salt Lake Community College, Salt Lake City, UT

Holly Hassel, North Dakota State University, Fargo

H Sessions: 11:00 a.m.–12:15 p.m.

H.01 Challenging Commonplaces, Increasing Inclusion: Graduate Student Archival Work

101 A (Wisconsin Center)

Archives can build more nuanced, inclusive histories for our field. Such work, as part of graduate coursework, can also deepen disciplinary knowledge for doctoral students. In this panel, graduate students reshape understandings of composition through archival projects on the Wellesley tradition, Donald Murray, federal TRIO programs, and ChicanX community rhetorics.

Chair: Christina Ortmeier-Hooper, University of New Hampshire, “Challenging Commonplaces, Increasing Inclusion: Graduate Students and Archival Research”

Speakers: Ashley Barry, University of New Hampshire, “Donald Murray Reconsidered”

Alicia Clark-Barnes, University of New Hampshire, “Access and Inclusion: A Local History of TRIO in Turbulent Times, 1967–1977”

Nicole Cunningham-Frisbey, University of New Hampshire, “Claiming/ Reclaiming Public Rhetorical Spaces: ChicanX Radio Broadcasts in the Southwest Post-Civil Rights Era (1970s–’80s)”

Caroline Hall, University of New Hampshire, “Gladly Would SHE Learn: The Current Traditional Era at Wellesley College and Dana Hall”

Krista Jackman, University of New Hampshire, “Donald Murray Reconsidered”

Approaches to Learning and Learners

H.02 Reconsidering Common Spaces: Making the Case for Hybrid Writing Instruction

101 B (Wisconsin Center)

This panel argues for increased attention to hybrid as distinct from online (and face-to-face) writing instruction. Panel attendees will leave with practical recommendations for designing interactive online activities, understanding students’ expectations for hybrid courses, and providing mentoring for hybrid writing instructors.

Speakers: Lyra Hilliard, University of Maryland

Mary Stewart, Indiana University of Pennsylvania

Natalie Stillman-Webb, University of Utah, Salt Lake City

Approaches to Learning and Learners

H.03 Imagining Alternatives for Participation and Resilience: A Feminist Reflection within Commonplaces

101 C (Wisconsin Center)

Using feminist frameworks, panelists offer a call for new understandings and revisions of students' participation and resilience as commonplaces, as well as an alternative outlook on how participation and resilience manifest in online feminist activist spaces, such as #Blackwomentwitter.

Speakers: Mavis B. Beckson, New Mexico State University, "Where We Enter: Feminist Activism, 'Sista Spaces,' and Digital Media"

Natalie Taylor, University of Texas, El Paso, "What Can Quiet Students Tell Us about the Dialogical Writing Classroom? A Feminist Disruption of Participation as Commonplace"

Karen Tellez-Trujillo, New Mexico State University, "Please, Don't Call Me Resilient: The Problematic Nature of Resilience as Commonplace"

Approaches to Learning and Learners

H.04 Reinventing Commonplaces and Building Community through Accessibility and Accommodation

101 D (Wisconsin Center)

This panel of speakers from different kinds of educational institutions and with very different backgrounds and experiences with disability and accessibility share the ways in which commonplaces are reinvented and made more vibrant through applying best practices in accessibility and universal design. It is vital for classroom instructors to understand.

Speakers: Mary De Nora, Texas Tech University, Lubbock, "Reinventing through Accessibility: Revisiting the Syllabus as a Commonplace"

Sherena Huntsman, Boise State University, "Functional Accessibility: Moving beyond Accommodation to Build Inclusive Commonplaces"

Margaret Moore, Fairfield University, "Higher Education, Including Access: Creating Accessible and Inclusive Environments on Campuses through Accommodation, Universal Design Learning, and Student Self-Advocacy"

Approaches to Learning and Learners

H.05 Considering Boundaries and Challenges in Student Personal Writing Assignments

102 A (Wisconsin Center)

Panelists explore how personal writing assignments can pressure, and even harm, students with diverse and sometimes traumed backgrounds.

Chair: Rachel Molko, Northeastern University, Boston, MA

Speakers: Michael Baumann, Marian University, Indianapolis, IN, “From Topos to Eremos: Wild Writing Classrooms as Commonplaces/Coming Out Places”

Michelle Day, University of Louisville, KY, “Trauma and Distress as Factors of Exclusion: Re-Visioning Our Commonplace Beliefs and Teaching Practices”

Emily Dotson, University of Virginia College at Wise, “I Am From and I Am Now: Teaching the Value of Intersectional and Transitional Commonplaces”

Alisha Scott, Virginia Tech, Blacksburg, “Narratives of Disclosure: Reconsidering the Ethics of Personal Writing Assignments in Composition Pedagogy for Neurodiverse and Marginalized Students”

Approaches to Learning and Learners

H.06 Writing Centers as Praxical Crucibles

102 B (Wisconsin Center)

This panel shows how writing centers create generative writerly spaces through praxical collaboration among tutors from different fields.

Chair: Jennifer Juskiewicz, Saint Mary’s College, “Dwelling in the Writing Center Space”

Speakers: Elizabeth Maffetone, Indiana University, Bloomington, “Getting Medieval in the Writing Center: What Medieval Studies Can Offer Writing Centers”

Bryan Rupert, Indiana University, Bloomington, “Writing Centers, Advocacy Ethnography, and Confronting Ideologies of the Written Word”

Inventions, Innovations, and New Inclusions

H.07 Interdisciplinary Theories Informing Composition and Rhetoric: Expanding Our Disciplinary Lenses

102 C (Wisconsin Center)

Panelists share multiple perspectives to expand theoretical conversations about pedagogies and programs.

Chair: Colleen Wilkowski, Arizona State University

Speakers: Zachary Lundgren, East Carolina University, Greenville, NC, “A Commonplace for All Voices: Rhetoric, Agency, and Nonhumans in the Anthropocene”

Fernando Sanchez, University of St. Thomas, Saint Paul, MN, “Exploring the Dark Writing of Composition Commonplaces”

Ellery Sills, Minnesota State University, Moorhead, “Exploring the Dark Writing of Composition Commonplaces”

Amy Zenger, American University of Beirut, “What Can Urban Planning Tools and Processes Tell Us about Writing Program Design?”

Community, Civic & Public Contexts of Writing

H.08 Disrupting the Commonplace of Home: Politics, Ethics, and Methods

102 D (Wisconsin Center)

The speakers on this panel consider different intersections for studying the “home” as a place to be problematized, reframed, or decolonized and the various ethical issues that stem from such work.

Chair and Speaker: James Sanchez, Middlebury College, VT

Speakers: Charlotte Hogg, Texas Christian University

April O’Brien, Sam Houston State University

Karriann Soto Vega, University of Kentucky

Community, Civic & Public Contexts of Writing

H.09 Creating New Commonplaces for Community-Based Work: On Refiguring “Strategic Planning,” “Empowerment,” and “Advocacy”

102 E (Wisconsin Center)

This panel examines three commonplaces that shape community-based work: “strategic planning,” “empowerment,” and “advocacy.” Presenters offer case studies, methods, and sample activities for navigating the affordances and limitations these commonplaces pose for community-based work.

Speakers: Carolyn Commer, Virginia Tech, Blacksburg, “Reframing the University Strategic Plan: From Technical Problem-Solving to Adaptive Community Inquiry “

Mary Glavan, Tulane University, New Orleans, LA, “Reimagining Advocacy: Methods for Rhetorical Listening in Community Spaces”

Amanda Berardi Tennant, West Liberty University, “Rethinking Empowerment as a Commonplace for Community Work: Competing Definitions in a Literacy Program for Appalachian Girls”

Community, Civic & Public Contexts of Writing

H.10 Performing Bodies, Disrupting Commonplaces

103 A (Wisconsin Center)

Strategies for subordinating social scripts and disrupting expectations that limit mental health, body positivity, and feminist community.

Chair: Lorie Stagg Jacobs, University of Houston, Clear Lake

Speakers: Stacy Cacciatore, Clemson University, SC, “Fativism: Disrupting Gender and Body Normative Roles as a Form of Social Activism”

Rachel Dortin, Wayne State University, “Performed Bodies Perform Commonplaces: A Qualitative Study of Embodied Ecofeminist Pedagogy and Community Partnerships”

Abby Wilkerson, George Washington University, Washington, DC, “Subordinating Scripts: The Production of Depression through Rhetorical ‘Transactions,’ and Possibilities for Intervention”

Community, Civic & Public Contexts of Writing

H.11 Revisiting the Commonplaces of Service-Learning Pedagogy in Professional Writing

103 B (Wisconsin Center)

In keeping with the call to question the ethical and productive goals of our disciplinary commonplaces, this Engaged Learning Experience session will revisit key assumptions we make about service-learning in order to better understand how they serve our teaching and how they can continue to be refined and improved.

Chair and Speaker: Jeffrey Gerding, Xavier University, Cincinnati, OH

Speaker: Renea Frey, Xavier University, Cincinnati, OH

First-Year and Basic Composition

H.12 Co-Wrecking Basic Writing: Imagining New FYC Models in Response to Developmental Education “Reform”

103 C (Wisconsin Center)

This session invites attendees to rethink the basic writing commonplace, generating models and strategies in response to state legislation.

Speakers: Jamie Barker, Texas Woman’s University
Michael Cerliano, Texas Woman’s University

First-Year and Basic Composition

H.13 Teaching Rhetorical Education in the Age of Trump: Student Right-Wing Activism and the Commonplace of Accountability in First-Year Composition

103 D (Wisconsin Center)

This panel explores the troublesome commonplace of freedom of speech used by far-right student activist groups on college campuses, looking at challenges these groups bring to WPAs, interventions that may happen in the classroom, and the import of protecting marginalized students from hateful rhetoric of the far right.

Speakers: Kelli Alvarez, University of Oklahoma, “Rhetorical Education and Social Justice: Implementing Racial Equity and Awareness in the First-Year Composition Classroom”

Roxanne Mountford, University of Oklahoma, “Student Far-Right Activism: Legal and Pedagogical Challenges for the WPA”

Kalyn Prince, University of Oklahoma, “Civic Empathy in the Oklahoma Model: Stakeholders and Stasis Theory as Tools for Listening “

Cassandra Woody, University of Oklahoma, “Holding Students Accountable: Using Rhetorical Listening to Investigate Cultural Logics in First-Year Composition”

First-Year and Basic Composition

H.14 Constructing Writerly Identities: Basic Writing, Failure, and the Self

103 E (Wisconsin Center)

Presenters draw from varying analysis strategies and texts to invite consideration of the relationship between basic writing pedagogies, policy practices, and curricula emphases that shape students’ identities.

Chair: Jason Opheim, University of Oklahoma, Norman

Speakers: Maggie Black, Southern Illinois University, Edwardsville,
“How Basic Writing Can Make Students’ Writing Remedial: A CHAT
Analysis”

Erika Johnson, Utah Valley University, Orem, “Geographical

Commonplace: Constructing Academic Self in Basic Writing Syllabi”

Catherine Lamas, East Los Angeles College, CA, “Let’s Talk about
Failure”

Information Technologies and Digital Cultures

**H.15 Multimodal Design for Social Advocacy: (Un)Common
Theories, Practices, and Rewards**

201 A (Wisconsin Center)

This session will explore theories and practices of multimodal design
and discuss approaches to engaging students in social advocacy through
multimodal projects.

Chairs and Speakers: Jialei Jiang, Indiana University of Pennsylvania
Jason Tham, Texas Tech University

Speakers: Erin Kathleen Bahl, Kennesaw State University

Dana Comi, University of Kansas

Matthew Jacobson, University of Oklahoma

Yi Yu, Indiana University of Pennsylvania

First-Year and Basic Composition

**H.16 Humor and Pop Culture as Pedagogical Tools to Analyze
the Role of Public and Digital Composing**

201 B (Wisconsin Center)

This panel describes how leading students through rhetorical analysis of
humor and pop culture in digital and public spaces teaches strategies for
speaking to important social and political issues.

Chair: Sarah Riddick, University of Texas, Austin

Speakers: Robert Bruss, University of Wisconsin, Milwaukee,
“Effectively Harnessing the Power of Pop Culture for Student
Engagement and Retention”

O. Brian Kaufman, Quinebaug Valley Community College, Danielson,
CT, “Considering Comedy: Using Professional Writers’ Commonplace
Practices for Composition”

Ashley Tisdale, University of Florida, “Speaking Yours, Learning Us:
Memes in the Composition Classroom”

First-Year and Basic Composition

H.17 Rhetorical Practices for Understanding Our Students, Colleagues, and Campuses: Listening, Role-Play, and Dialogue

201 C (Wisconsin Center)

In this panel, attendees will learn about pedagogical strategies of listening, role-play, and dialogue through engaging with these practices during the session.

Chair: Jerry Stinnett, Grand Valley State University, Allendale, MI

Speakers: Paul Beehler, University of California, Riverside, “Excuse Me! What Department Is This? A Dialogue between Two Befuddled Academics about the Colonized Commonplace of Composition”

Wallace Cleaves, University of California, Riverside, “Excuse Me! What Department Is This? A Dialogue between Two Befuddled Academics about the Colonized Commonplace of Composition”

Corin Fox, University of Virginia, Charlottesville, “Retrospective Feedback on UVA’s College Transition Program: Lessons for Community Spaces and Inclusion”

Heather McGovern, Stockton University, Galloway, NJ, “Practicing Listening: Reexamination of Commonplaces”

First-Year and Basic Composition

H.18 A Community Commonplace: Using Archives to Build “Big C” and “Small C” Campus Community

201 D (Wisconsin Center)

This panel explores collaborations with special collections and archives, emphasizing student research and writing in the spaces of physical and digital archives.

Chair: Robert Gilmor, University of Denver, CO

Speakers: Katherine Crowe, University of Denver, CO

Ashlyn Stewart, University of Nebraska, Lincoln

Institutions, Labor Issues, and Professional Life

H.19 Making the Familiar Strange: What “Going on the Job Market” Doesn’t Convey but Should

202 A (Wisconsin Center)

Panelists address how to support diverse students and diverse career pathways sometimes obscured by the phrase “going on the market.”

Chair: Candace Epps-Robertson, University of North Carolina, Chapel Hill

Roundtable Leaders: Christina LaVecchia, Neumann University
Laura Micciche, University of Cincinnati
Jessica Nastal, Prairie State College
Gwen Pough, Syracuse University
Chantae Recasner, Austin Community College

First-Year and Basic Composition

H.20 Accounting for Quality Teaching in a Data-Driven World: Student Success, Instructional Practice, and DFW Rates at Access Institutions

202 B (Wisconsin Center)

Situating our study of contributing factors to DFW rates in first year composition in relation to current challenges facing higher education, we offer theoretical and practical takeaways for teachers of first-year composition, especially at institutions serving populations of students who may have been underprepared for college (especially access institutions).

Chair and Speaker: Jon Elmore, Savannah State University

Speakers: Jordan Dominy, Savannah State University
Jenni Halpin, Savannah State University

First-Year and Basic Composition

H.21 Placement Ideologies and Enacted Reform

202 C (Wisconsin Center)

Panelists explore the ideologies of placement reform and how their enacted procedures define who is eligible for FYC at two-year schools.

Speakers: Nicole Hancock, Southwestern Illinois College/Old Dominion University, “When Common Places Are Inverted: Shifting Placement Reform from the Norm to the Outliers”

Jane S. Nazzal, University of California, Irvine, “When Common Places Are Not So Common: Differences in Academic Writing across Four Levels of Community College Composition Courses”

Casey Reid, Lane Community College/Old Dominion University, “When Common Places Collide: Considering Competing Discourses about Access, Success, and Belonging in State Policy Implementation Documents”

History

H.22 A Trans-Atlantic History

202 D (Wisconsin Center)

Rees-White presents a comparative history of British and American composition as an example of the lack of pedagogical conversation between nations, and the benefits to be gained for facilitating this.

Speaker: Gareth Rees-White, University of South Carolina, Columbia

Information Technologies and Digital Cultures

**H.23 The Diversity of Online Writing Instruction Students:
Challenging the Commonplaces about Online Student
Populations**

202 E (Wisconsin Center)

This panel examines the experiences of diverse students in online writing courses through their own words with pedagogical implications from the data reported and discussions connecting the data to the audience's experiences.

Chair and Speaker: Kevin DePew, Old Dominion University, Norfolk, VA, "Becoming a 'Woke' Online Writing Program: The Importance of Listening to and Learning from African Americans' Stories about Online Literacy Education"

Speakers: Christopher Andrews, Texas A&M University, "Writing for a Cause: Experiences of Latina Undergraduates in an Online Writing for Nonprofits Certificate Program"

Charles Etheridge, Texas A&M University, "Writing for a Cause: Experiences of Latina Undergraduates in an Online Writing for Nonprofits Certificate Program"

Dan Seward, The Ohio State University, "The Commonplaces of Community and Community as Commonplace: Reconciling Cultural Presence with Social Presence in Online First-Year Writing Courses"

Information Technologies and Digital Cultures

H.24 Changing Writing, Identities, and Resistance on Social Media

203 A (Wisconsin Center)

This panel explores how social media challenges and expands existing conceptions of civic, personal, and academic commitments. Moreover, we attend to social media writing from discrete perspectives and theoretical lenses while maintaining a focus on the changing commonplaces that result from digital participation.

Chair: Kristin Ravel, Rockford University

Speakers: L. Corinne Jones, University of Central Florida
Lauren Malone, Iowa State University

Information Technologies and Digital Cultures

H.25 Improving Graduate Writing Education Programmatically

203 B (Wisconsin Center)

How can we improve graduate students' opportunities to learn discipline-specific writing, speaking, and professional skills?

Chair: Crystal Zanders, University of Michigan, Ann Arbor

Speakers: Mary Ellis, National Institute of Education, Nanyang Technological University, "Improving the Academic Writing and Oral Communication Skills of PhD Students"

Yvonne Lee, Kent State University, OH, "Whose Process Is It Anyway? Graduate Writers Navigate the Spaces between 'Student' and 'Professional'"

Yuka Matsutani, University of Hawai'i at Mānoa, "Developing a Task-Based Writing Curriculum for Graduate International Students: Are We Really Listening to Their Voices and Designing Our Curricula Based on Their Needs?"

Anitha Devi Pillai, National Institute of Education, Nanyang Technological University, "Improving the Academic Writing and Oral Communication Skills of PhD Students"

Institutions, Labor Issues, and Professional Life

H.26 No “Common People”: Questioning Our Assumptions about Writing Teachers’ Identities

203 C (Wisconsin Center)

Though we have a rich literature on the identities of writing students, our field often takes the identities of writing teachers for granted. This panel examines complexity and centrality of teacher identity to the work of writing teachers and how professional development can help teachers create more empowered identities.

Chairs and Respondents: Mara Lee Grayson, California State University, Dominguez Hills

Analeigh Horton, University of Arizona, “Becoming Multilingual:

Narrating New Identities in Multilingual Writing Teacher Education”

David Premont, Purdue University, “Small Story Narratives: A Narrative Writing Journey with Preservice Teachers”

Catherine Quick, Texas A&M University, “‘I’m Not As Afraid’: Teacher Agency, Professional Development, and Classroom Practice”

Dorothy Worden, University of Alabama, Tuscaloosa, “Becoming Multilingual: Narrating New Identities in Multilingual Writing Teacher Education”

Institutions, Labor Issues, and Professional Life

H.27 Disrupting Commonplaces: Whiteness, Mental Health, and Career Trajectories

203 D (Wisconsin Center)

This panel articulates and explores how rhetorics of the self complicate durable commonplaces in writing pedagogy: white teacher narratives, neurotypicality, and traditional career trajectories.

Chair and Speaker: John Raucci Jr., Frostburg State University, MD, “Commonplaces of Nondisclosure: Writing Teachers and Mental Health”

Speakers: Michael Stewart Lewis, Western Connecticut State University, “‘You’ll Never Get That Time Back’: Problems in Career Trajectory in Rhetoric, Composition, and Writing Studies”

Ingrid Nordstrom, Lane Community College, “The White Teacher Narrative as Commonplace”

Institutions, Labor Issues, and Professional Life

H.28 Shared Governance and Other Networks

203 E (Wisconsin Center)

This session considers multiple levels of interactions that shape institutional cultures, from student organizations to writing programs, and larger governance structures.

Chair: Russell Mayo, University of Illinois, Chicago

Speakers: Angela Christie, Georgia State University, Atlanta,

“Institutional Cultures of Writing: Navigating Our Commonplaces”

Lynee Gaillet, Georgia State University, Atlanta, “Establishing a College-to-Career QEP”

Megan Mericle, University of Illinois at Urbana-Champaign, “‘All Majors and Genders Are Welcome!’: Disciplinary and Social Identities in Academic Registered Student Organizations”

Thomas Reynolds Jr., Northwestern State University, Natchitoches, LA, “Rhetorical Reframing, Shared Governance, and Leadership in Higher Education”

Derek Sherman, Purdue University, “Institutional Cultures of Writing: Navigating Our Commonplaces”

Institutions, Labor Issues, and Professional Life

H.29 Your Subjectivity Is Showing: The Emerging Need for Radical Mentorship

Ballroom C (Wisconsin Center)

DIY mentorship is where graduate students and contingent faculty take the initiative to mentor each other beyond the parameters set by white male hegemonic institutions. In this roundtable, we aim to discuss approaches to (1) better facilitating mentorship in academia, and (2) moving that mentorship up the ladder.

Chair and Roundtable Leader: Lujine Nasralla, Northwestern Michigan College

Roundtable Leader: Delani DeGrosky, Wayne State University, Detroit, MI

H.30 Spotlight Session/Workshop: A Storytelling Approach to Contending with Trauma in Racialized Encounters

Ballroom D (Wisconsin Center)

See page 201 for information on this workshop and G.30, the session at 9:30 a.m.

Speaker: Dr. Howard Stevenson, University of Pennsylvania

Language and Literacy

H.32 (e)Race(ing) Barriers: From Literacy Segregation to Literacy Autonomy in Writing Studies

Mitchell Room (Hilton)

In this panel, we will use critical race theory (CRT) and “bearing witness” (Lathan) as methods to illuminate our claims in which we share stories of our experiences engaging antiracist education practices in traditionally white-dominated spaces.

Speakers: Bonnie Farrier, California State University, Fullerton

Amanda Presswood, Florida State University

Tricia Rizza, Florida State University

Respondent: Rhea Lathan, Florida State University

Language and Literacy

H.33 Transnational and Multilingual (?) Students Who Bring Linguistic Diversity

Walker Room (Hilton)

Positioning transnational, trilingual, and multilingual students as bringing greater linguistic diversity allows for enriched experiences.

Chair: Nadia Zamin, Fairfield University

Speakers: Jessy Bissal, American University of Beirut, “The Perks of Trilingualism in Lebanon: When an English Essay Sounds More French or Arabic Than English (and Why That Isn’t a Bad Thing)”

Rebecca Lorimer Leonard, University of Massachusetts, Amherst,

“Feeling ‘Whole-some’: How Multilingual Awareness Can Mend Literate Fragmentation”

Zhaozhe Wang, Purdue University, West Lafayette, IN, “Assemble Commonplaces through Activist Rhetoric in Transnational Cyber-Public Spaces”

Professional and Technical Writing

H.34 Creating Commonplaces: Suggestions for Institutional Curriculum Design

Wright Ballroom B (Hilton)

Presenters suggest that professional, technical, and digital writing become part of core curriculum, capstone, and workplace readiness.

Chair: Elisa Findlay, Saint Mary's College of California

Speakers: Shuwen Li, University of Michigan, Ann Arbor, "Techniques for Building Commonplaces: Insights from Vlogging"

Brad Lucas, Texas Christian University

Teresa Williams, Michigan State University, East Lansing, "Averted Vision: Professional Writing Capstones as Commonplace"

Research

H.35 Common Ground for Writing Studies through Validity

Wright Ballroom C (Hilton)

A comprehensive inquiry of validity work in writing assessment research and practice revealing key concerns for expanding and limiting praxis.

Chair and Respondent: Brian Huot, Kent State University, OH

Speakers: William Morris, Kent State University, OH, "Topical Reasoning and a History of Validity"

Jeffery Perry, Indiana University Southeast, New Albany, "Critical Validity Inquiry and DSP"

Jamie Rose, St. Edwards University, Austin, TX, "Validity Theory for Classroom Writing Assessments"

Research

H.36 Giving Feedback and Teaching about Audience: Research with Writing Teachers

Crystal Ballroom (Hilton)

Three qualitative studies report findings about how teachers provide feedback, instructors' goals in responding to student writing, and approaches to audience.

Chair: Sommer Vazquez-Sterud, Kent State University, OH

Speakers: Sara Doan, Kennesaw State University, GA, "Commonplaces of Feedback: Using Research Results to Uncover and Enact Instructors' Pedagogical Goals"

continued on next page

Mary Morgan, University at Albany, SUNY, “Considering Our Audience: Teaching Audience in FYC”
Carolyn Wisniewski, University of Illinois at Urbana-Champaign,
“Cultivating Integrated Knowledge for Responding to Student Writing”

Theory and Culture

H.37 Reexamining WAC Theory for Inclusion, Diversity, and Equity: Administration, Programming, and Epistemology
Regency Ballroom (Hilton)

This panel will discuss how WAC theories oriented toward conscious agendas of curricular, pedagogical, and institutional change can support all students.

Speakers: Christopher Basgier, Auburn University, “‘Don’t Just Do Something, Sit There!’: A Meditation on the Possibilities of Contemplative WAC Administration”

Heather Falconer, Curry College, “Rethinking Theories of Writing Development through a Culturally Reflexive Lens”

Staci Perryman-Clark, Western Michigan University, “The Work of Writing Never Ends: Writing Across the Curriculum and Diversity and Inclusion Professional Development Opportunities”

Respondent: Mya Poe, Northeastern University

Theory and Culture

H.38 Rhetorical Commonplaces: Exclusion and Inclusion in a Mediated World
Kilbourn Room (Hilton)

This panel will explore topics relating to exclusion across physical and digital and common places and methods to promote inclusivity.

Speakers: Whitney Jordan Adams, Clemson University
Brian Gaines, Virginia Tech
Shelley Lloyd, Clemson University
Sarah Richardson, Clemson University

Respondent: Cameron Bushnell, Clemson University

Theory and Culture

H.39 Academic Ableism: Interrogating Common Tropes of Ability on Campus

Oak Room (Hilton)

Drawing on scholarship from disability studies, this panel works to productively disrupt the commonplace of ability. Our ultimate goal is to provide new ways of knowing and being in classrooms and in writing programs that are unhinged from ableist constructions of the ideal or “normal” student.

Chair: Tara Wood, University of Northern Colorado

Speakers: Anna Barritt, University of Oklahoma

Sara Beam, University of Tulsa, “The (Roll) Call Is Coming from Inside the House: Recognizing and Extricating Institutional Ableism behind the Attendance Policy”

Ellen Cecil-Lemkin, Florida State University

Theory and Culture

H.40 Voices of the South American Diaspora: Filmmaking, Ethics, and Shaping Identities through Heritage Languages

Solomon Juneau Room (Hilton)

We explore the generative rhetorical situations emerging from separation from one’s homeland. The presentations include a Chilean expatriate filming drone footage of his homeland, a Venezuelan documentary filmmaker theorizing the ethics of making a film about her homeland while living abroad, and a Venezuelan emigré teaching heritage Spanish speakers.

Speakers: Alexandra Hidalgo, Michigan State University, East Lansing, “Scenes from the Venezuelan Diaspora: The Ethics of Documentary Filmmaking through the Lens of Exile”

Walter J. Iriarte, Elizabeth City State University, “Nonargumentative Drone Writing: Cinematic Inclusivity, Neutrality, and the Commonplaces of Unmanned Aerial Vehicles”

Claudia Pozzobon Potratz, University of Iowa, “Hijos y Nietos of the Latin American Diaspora: Languaging My Identity in Spanglish”

Theory and Culture

H.41 Compose Thyself!

Executive Ballroom A (Hyatt)

We will explore varying definitions of composition, creating commonplaces in the classroom, and developing those commonplaces in order to better educate students about composing both texts and the self in the age of big data.

Chair: Justin Atwell, University of Colorado, Boulder, “The 4 C’s: Cultivating Consubstantial Commonplaces (in the) Classroom”

Speakers: Dawn Colley, University of Colorado, Boulder, “Compose or Be Composed: Big Data and the Composition of Self”

Catherine Kunce, University of Colorado, Boulder, “Reflections on Composition’s Commonplace Theories and Practices”

Theory and Culture

H.42 How Commonplaces Move Rhetorically

Executive Ballroom B (Hyatt)

Through spatial investigations across Utah, Ohio, and Maryland, presenters in this panel examine how “commonplaces” move rhetorically.

Chair: Kim Donehower, University of North Dakota, Grand Forks

Speakers: Jessica Batychenko, University of Pittsburgh, PA, “‘Your Stop for the Eclectic’: (Y)not Affectively Design Diversity into Commonplaces”

Shane Peterson, University of Washington, Seattle, “Rhetorical Ecologies and Metaphysics of Place in American Public Lands”

Joshua Rea, University of South Florida, Tampa, “The Commonplaces of Places: Idora Park and Rhetorical Invention”

Theory and Culture

H.43 Tracing Minoritized Rhetorical Traditions and Unsettling Commonplaces

Executive Ballroom C (Hyatt)

This panel traces minoritized rhetorical traditions to unsettle commonplaces of perspective.

Chair: Meg Marquardt, University of Wisconsin, Madison

Speakers: Nancy Henaku, Michigan Technological University, Houghton, “Chronotopes, Postcolonial Hybridity, and the West/Non-West Divide: Finding Commonplaces in Comparative Rhetorical Scholarship”

Jaquetta Shade-Johnson, Tulsa Community College, OK, “Gathering Matriarchal Stories in Patriarchal Archives: Tracing Matrilineal Clan Identity through Patrilineal Settler Colonial Rolls and Records”
Alexander Slotkin, University of Florida, “‘The Woman Who Talks’: A Qualitative Case Study in Jewish Rhetorics”

Approaches to Learning and Learners

H.44 Cultivating Composition: Revisiting the Commonplaces of Critical Pedagogy

Executive Ballroom D (Hyatt)

New iterations of critical pedagogy respond to several external and disciplinary critiques: critical pedagogy is idealistic and not pragmatic; the individual performance valued by the institution and other external units is also most valued by students; and the teaching of effective writing is not commensurable with teaching for social justice.

Chair and Speaker: Adrienne Jankens, Wayne State University, Detroit, MI

Speakers: Michael McGinnis, University of Alabama, Huntsville
Conor Shaw-Draves, Saginaw Valley State University

Approaches to Learning and Learners

H.45 Justice, Identity, and Inclusivity in Writing Classroom Pedagogy

Manager’s Suite (Hyatt)

This panel discusses the way both students’ and teachers’ linguistic and cultural backgrounds impact social justice content in the writing classroom.

Chair: Eric Hood, Michigan State University, East Lansing

Speakers: Martina Manicasteri, Rutgers University, “Dusting Off Rhetorical Classics: A Political Consideration of Commonplaces”
Shane McCoy, Middle Tennessee State University, “Investigating Students’ Prior Knowledge of Social Justice in the Writing about Literature Classroom”

Rebecca Ottman, Indiana University, “Betweenness as a Commonplace: Examining the Value of Linguistic Between Spaces toward Inclusive Pedagogies”

Approaches to Learning and Learners

**H.46 Information Literacy and the One-Shot Session:
Making a More Capacious Commonplace for First-Year
Composition and Libraries**

Pere Marquette (Hyatt)

Through the lens of information literacy, the panelists will consider with attendees the collaborative ambitions, incentives, and barriers between libraries and the composition classroom.

Roundtable Leaders: Melissa Harden, University of Notre Dame
Anna Michelle Martinez-Montavon, University of Notre Dame
Nathaniel Myers, University of Notre Dame

Writing Programs and Majors

**H.47 Major Commonplaces: English Departments and Clubs at
Two- and Four-Year Colleges**

Crystal Room (Hyatt)

How do commonplaces about English majors help and hurt our efforts to support student writers?

Chair: Storm Pilloff, University of Wisconsin, Madison
Speakers: Steven Accardi, College of DuPage, IL
Ken Hayes, Central State University, Dayton, OH
Cruz Medina, Santa Clara University, CA

Institutions, Labor Issues, and Professional Life

H.48 When We Said “No”: Stories of Self-Care and Resistance

Regency Ballroom A (Hyatt)

Panelists, all WPAs pre-tenure or outside the confines of the tenure track, agreed to say “No” to a request and to track responses.

Chair: Rebecca Gerdes-McClain, Columbus State University, Columbus, GA
Speakers: Stacy Kastner, University of Pennsylvania
Glenn Lester, Park University
Amanda Sladek, University of Nebraska at Kearney

Community, Civic & Public Contexts of Writing

**H.49 “What If I Don’t Go to a College When I Leave Here?”:
Critical Approaches to Creating Productive Goals for
College Courses Taught at Juvenile Detention Centers**
Regency Ballroom B (Hyatt)

Panelists share methods for putting lived experiences at the forefront of conversations and assignments to meet college course objectives, while simultaneously creating productive and ethical course goals for students who are incarcerated.

Chair and Speaker: Jazmine Wells, University of Texas, Austin, “The Personal as Transactional: Positioning the Personal Statement as a Final Project in College Courses Taught at Correctional Facilities”

Speakers: Brenda Martinez, University of Texas, Austin “Translanguaging Pedagogy and Translating Institutional Power: Designing and Integrating Flexible Language Pedagogies into the (Un)conventional Classroom”

Armando Tellez, University of Texas, Austin, “Bridging the Gaps: Culturally Sustaining Pedagogy Inside a Juvenile Detention Center “

Creative Writing and Publishing

H.50 Writing Creatively with New Spaces, Places, and Objects
Regency Ballroom C (Hyatt)

Panelists describe new approaches to teaching writing that utilize students’ visual memories and experiences as well allowing explorations of non-textual composition methods.

Chair: Rachel Stroup, Ohio University, Athens

Speakers: Lindsay Daigle, University of Wisconsin, Milwaukee, “Ekphrasis to Teach Orientation in Common Spaces”

Maureen Fitzpatrick, Johnson County Community College, Overland Park, KS, “Genres as Commonplaces: The Situating Digital Creative Works in Creative Writing Programs”

Hill Taylor, Oregon Health & Science University, Portland, “Writing with Blue Mind: Visual Memory and Representational Relationships with Oceans (and/or Water)”

Approaches to Learning and Learners

H.51 “You Think This Class Pays the Bills?”: Investigating the Meaning (or Myth?) of “College-Ready” in the 21st-Century Higher Ed Classroom

Regency Ballroom D (Hyatt)

This Engaged Learning Experience investigates the concept “college-ready” and the effects that assumptions associated with the term have on working-class students. As the economic gap in the United States widens, how do faculty negotiate commonplaces in students’ lives with the curricular commonplaces we are expected to execute alongside them?

Facilitators: Katelynn DeLuca, Farmingdale State College, NY,
“Working-Class Students”

Cristina Migliaccio, CUNY Medgar Evers College, NY, “Working-Class Students”

Community, Civic & Public Contexts of Writing

H.52 Questioning Commonplaces: Seeking Justice through Genre and Discourse Analysis

Lakeshore Ballroom B (Hyatt)

In an era of #MeToo, copwatching, and fake news, we must reconsider our best strategies for critical analysis.

Chair: Nicole Green, University of Nebraska, Lincoln

Speakers: Michael Knievel, University of Wyoming, Laramie,
“Copwatching and Public Writing Pedagogy: Analyzing Genres,
Ecologies, and Practice”

David Maynard, Syracuse University, NY, “Life after Fact-Checking: The Benefits of Ciceronian Stasis Theory in Response to Fake News”

Amber Simpson, Auburn University, AL, “Writing and Retraumatization in Sexual Assault Reporting”

Institutions, Labor Issues, and Professional Life

H.53 A Program without a Program: Sustaining a Cohesive Two-Year Writing Program without a WPA

Lakeshore Ballroom C (Hyatt)

This Engaged Learning Experience session addresses challenges of sustaining cohesive writing programs at two-year institutions.

Speakers: Rachel Barger, University of Wisconsin-Milwaukee at Washington County

Jack Van Treese, University of Wisconsin-Milwaukee at Waukesha

Gillian Van Treese, University of Wisconsin-Milwaukee at Waukesha

Facilitators: Jennifer Heinert, University of Wisconsin-Milwaukee at Waukesha

Cassandra Phillips, University of Wisconsin-Milwaukee at Waukesha

I Sessions: 12:30–1:45 p.m.

History

I.01 Remembering the Commonplace Contributions of Charles R. Cooper (1934–2017): Points of Departure 101 A (Wisconsin Center)

Colleagues examine the commonplaces in our field that were influenced by the late Charles R. Cooper (1934–2017).

Chair: Peter Mortensen, University of Illinois at Urbana-Champaign
Roundtable Leaders:

“From Buffalo to San Diego to Milwaukee: Are We There Yet?”
Sheryl Fontaine, California State University, Fullerton

“Challenging Commonplaces with Rigorous Research”
Gesa Kirsch, Bentley University, Waltham, MA

“Putting Research and Theory into Practice”
Marilyn Moller, W. W. Norton & Company

“The Scholar as Mentor: Introducing Graduate Students to a New Field”
Michael Pemberton, Georgia Southern University

Approaches to Learning and Learners

I.02 When First-Gen Students Become Faculty: Recasting Commonplaces about College Literacies 101 B (Wisconsin Center)

Is college worth it? Data from three studies of first-gen and nontraditional students recasts our commonplaces about college and literacy.

Speakers: Merideth Garcia, University of Wisconsin
Ryan McCarty, University of Michigan
Aubrey Schiavone, University of Denver

Respondent: Melanie Yergeau, University of Michigan

Approaches to Learning and Learners

I.03 Critical Roles: Play in the Writing Center

101 C (Wisconsin Center)

In higher education, writing centers often serve as and rely on commonplaces where we discuss and identify writing practices. This panel will articulate the numerous connections between writing center studies, composition studies, and game studies, as well as offer approaches participants can use to add playfulness to local writing centers.

Chair: Jason Custer, Minnesota State University, Moorhead, “The Binding of Process: Bringing Composition, Writing Centers, and Games Together”

Speakers: Brenta Blevins, University of Mary Washington, “Using Games to Support New Forms of Writing in Writing Centers and Classes”
 Jamie Henthorn, Catawba College, Salisbury, NC, “A Welcoming Dungeon: Role Playing Games and Tutor Training”

Approaches to Learning and Learners

I.04 Truth and Dare in the Third Culture Space of Writing Classrooms

101 D (Wisconsin Center)

This panel will examine the writing classroom as a “third culture space,” outlining scenarios that trouble the notion of safety, inclusivity, and responsibility in the USA and abroad. Speakers will explore tensions inherent in individual and classroom identities and grapple with positionality and authority.

Speakers: P. F. Potvin, University of Michigan, Dearborn, “Our Public Little Secrets: Personal Narratives and Required Reporting in the #MeToo Era”

Kristian Stewart, University of Michigan, Dearborn, “Getting Used to One Another: How WhatsApp Provided a Common Space for American and South African Conversations”

Andrew Wright, American Institute of Indian Studies, Lucknow, India, “Common Closets: Identity, Intersectionality, Transnationality, and Disclosure”

Approaches to Learning and Learners

I.05 Ethos, Identity, and Emotion in the Writing Center

102 A (Wisconsin Center)

Panelists situate writing center work using insights from emotion studies, Ratcliffe's notion of rhetorical listening, and membership categorization analysis (MCA).

Chair: Jacob Euteneuer, Hampden-Sydney College, VA

Speakers: Jennifer Daniel, Queens University of Charlotte, NC, "Ambient Rhetoric and Rhetorical Listening in Writing Center Pedagogies"

Jennifer Follett, University of Delaware, Newark, "When Peer Tutors Are Not Peers: Student Writers' Negative Emotions and Tutors' Complex Identities"

Charmian Lam, Indiana University, Bloomington, "'Is This What You're Looking for Or?': A Membership Categorization Analysis of Academic Literacy in Writing Center Tutorials"

Cory Elizabeth Nelson, University of Southern California, Los Angeles, "Beyond Stock Footage: Institutional Narratives and the Writing Center"

Approaches to Learning and Learners

I.06 Using Berthoff's "Forming" Approach to Writing for Its Radically Liberatory Ends

102 B (Wisconsin Center)

By guiding attendees in Berthoffian-inspired "lessons," this Engaged Learning Experience session questions how "doing" Ann Berthoff's critical pedagogy affects our perceptions of contemporary commonplace theories and practices of writing instruction.

Chair and Roundtable Leader: Keith Rhodes, Denver University, "Forming the Imagination"

Facilitators: Paige Arrington, Georgia State University, Atlanta, "The List: A Method for Apprehending Form"

Heather Fester, University of Colorado, Colorado Springs, "Perceiving and Observing: Survival Skills for the Wilderness Online"

Approaches to Learning and Learners

I.07 Finding Common Ground with Students: Expertise as Performance and Process

102 C (Wisconsin Center)

Expertise is both process and product, depending on where one stands in the classroom. We propose tapping into moments of failure in learning to help make learning, growth, and development visible for students. This Engaged Learning Experience offers two pedagogies for unmasking expertise as a process and reveals how expertise can be performed.

Facilitators: Thomas Cox, Iowa State University
Colin Payton, Iowa State University

Community, Civic & Public Contexts of Writing

I.08 Culture: Appreciation, Appropriation, and Liminality

102 D (Wisconsin Center)

This panel will help the audience understand the ways in which self-identity affects how students, professors, and the general public approach the discussion of education, culture, and race. The audience is invited to discuss ideas it has about how to help students adjust to college, approach writing, and understand race.

Chair and Speaker: Daryl Lynn Dance, Hampton University, VA, “You Are Not Us: Cultural Appropriation and the Commonplace”

Speaker: Angela Glover, Creighton University/University of Oklahoma/University of Nebraska, “How Liminal Space and Embodied Writing Work to Bridge and Understand Cultural Appropriation”

Community, Civic & Public Contexts of Writing

I.09 Places as Commonplaces: Public Spaces Enacting Cultural, Religious, and Scientific Paradigms

102 E (Wisconsin Center)

The values that define scientific and religious discourse inform our worldviews. Analysis of scientific and religious creation and use of spaces reveal commonplace narratives embedded within. This panel offers tools for encouraging investigation of the commonplaces that frame efforts to create ethical policies, inclusive pedagogies, and critical inquiry.

Chair: Christopher Stuck, University of Louisville, KY
Speakers: Catherine Lange, University of Louisville, KY
Tobias Lee, University of Louisville, KY

Community, Civic & Public Contexts of Writing

I.10 Teaching Community-Engaged Writing Class Design and Assessment

103 A (Wisconsin Center)

Cases and methods of practices of and assessing community-engaged writing.

Chair: Andrea Alden, Grand Canyon University, Phoenix, AZ

Speakers: Aaron Ritzenberg, Columbia University, New York, NY,
“Citizenship in the Writing Classroom”

Phyllis Ryder, George Washington University, Washington, DC, “Critical
Methods for Assessing Community-Engaged Writing Pedagogy”

First-Year and Basic Composition

I.12 From Receiver to Actor: Achieving Agency, Access, and Equity in the Developmental Writing Classroom

103 C (Wisconsin Center)

We will share four strategies designed to build student voice and identity: writing marathons, an interview essay, grade conferences, and a student publication. We will provide curriculum, student work, and video to illustrate our students’ journeys in realizing they are part of many communities as individuals, students, scholars, and citizens.

Chair: Dawn Terrick, Missouri Western State University, Saint Joseph

Speakers: Brooksie Kluge, Missouri Western State University, Saint
Joseph

Amy Miller, Missouri Western State University, Saint Joseph

Alyssa Striplin, Missouri Western State University, Saint Joseph

First-Year and Basic Composition

I.13 The Challenges and Opportunities of Disrupting Developmental Writing Commonplaces in Two-Year Technical Colleges

103 D (Wisconsin Center)

In light of politicized changes and widespread reform, what were once commonplace assumptions about the purpose and value of developmental

writing must now be deconstructed and reconstructed to negotiate the competing interests of the public, educational institutions, faculty, and students. Challenges and opportunities abound, as reflected at three technical colleges.

Chair: Anna Varley, Milwaukee Area Technical College, WI, “Negotiating the Delivery of Gateway English Instruction after the Institutional Adoption of a Three-Year Change Model”

Speakers: Kristin Sericati, Northeast Wisconsin Technical College, Green Bay, “Holistic Redesign of Developmental Education after the Integration and Contextualization of a Developmental Reading and Writing Class at an Open Access Institution”

Tina Shanahan, Gateway Technical College, Kenosha, WI, “Pedagogical Implications of Integrating Developmental Writing and English Composition at the Course Level through the Accelerated Learning Program Corequisite Model.”

First-Year and Basic Composition

I.14 Multimodal Aftermath: Digging Deeper into Multimodal Assessment and Design

103 E (Wisconsin Center)

Accepting that multimodal composing is an important part of writing classroom curriculum, this panel looks at the challenges of assessment and design, encouraging deeper engagement with affordances and pedagogical opportunities.

Speakers: Nathaniel Deyo, University of Miami, FL, “Beyond Remix and Remediation: (Re)Considering Multimedia Composing in FYW”

Catherine Latterell, Penn State Altoona, PA, “When Students Change the Assignment and Why We Should Encourage Them to Do It More Often”

Andrew Moos, University of Michigan, Ann Arbor, “Practices and Beliefs in Assessing Multimodal Composition”

Information Technologies and Digital Cultures

I.15 Information and Intellectual Property Literacy in an Age of Bots

201 A (Wisconsin Center)

Bots automatically generate and collect content and data. Students encounter bots via uploading files to social media platforms and plagiarism detection services. Literacy education could help students learn how they may interpret and evaluate bot-generated texts and how bots affect ownership and control of student-generated content and data.

Chair: Wendy Warren-Austin, Kean University

Speakers: Tim Amidon, Colorado State University

Kim Gainer, Radford University, VA

Alex Nielsen, Old Dominion University

Respondents: Danielle Nicole DeVoss, Michigan State University, East Lansing

James Purdy, Duquesne University, Pittsburgh, PA

First-Year and Basic Composition

I.16 What We Can Use from Sound and Song: Sonic Pedagogies in the Writing Classroom

201 B (Wisconsin Center)

This panel focuses on the integration of sonic and music pedagogies into the first-year writing classroom and its implications.

Chair: Julie Saternus, Kent State University, OH

Speakers: Mark Brenden, University of Minnesota-Twin Cities, “Folk Authorship: Bob Dylan, Plagiarism, and the FYW Classroom”

Jake Castle, Middle Tennessee State University, Murfreesboro, “Hearing Unseen Worlds: Re(sound)writing Commonplaces about Rhetoric, Writing, and Climate Change”

Lerie Gabriel, Syracuse University, NY, “Deconstructing Composition Classes through Hip-Hop Rhetorics in the Midwest”

Rachelle Joplin, University of Houston, TX, “Composing with Song: Teaching First-Year Writing Analysis through Music”

First-Year and Basic Composition

I.17 Further Understanding Multimodality: Creative and Complex Approaches to Multimodal Projects

201 C (Wisconsin Center)

Speakers from four different institutions will discuss new and more in-depth approaches to multimodal projects in the first-year writing classroom.

Chair: Rachel Atherton, Purdue University, West Lafayette, IN

Speakers: Alexandra DeLuise, University of Nebraska, Lincoln,

“Technological Knowledge Transfer and the Multimodal Classroom”

Matthew Hitchcock, Northeastern University, Boston, MA, “Composing without Writing: Exploring the Intersection of Genre, Materiality, and Multimodality”

Adam Phillips, University of South Florida, Tampa, “Researching the Academic Commonplace: Innovating Research Methods for Digital Texts in FYC”

Mary Elizabeth Sullivan, SUNY Buffalo State, “Swipe Left: When Fostering Critical Literacies Means Ghosting Outdated Student Learning Outcomes”

First-Year and Basic Composition

I.18 Becoming Strategic, Self-Regulated Writers: A Research-Based Approach for Basic Writing

201 D (Wisconsin Center)

In the Supporting Strategic Writers approach, students learn strategies for critical reading of sources, planning, and revision—integrated with metacognitive strategies for goal setting, task management, progress monitoring, and reflection. Research over nine years has consistently found strong effects on writing quality and motivation.

Chair: Charles MacArthur, University of Delaware

Speakers: Jill Compello, University of Delaware

Caitlin Gallagher, University of Wilmington

Zoi Traga Philippakos, University of Tennessee

Institutions, Labor Issues, and Professional Life

I.19 Inclusivity, Not Exclusivity: Transparent Conversations about Shifting Commonplaces in Hiring and Professional Development

202 A (Wisconsin Center)

Job seekers in composition, rhetoric, and writing studies encounter processes and institutional values that are unclear and usually unknown. Meanwhile, even within departments and institutions, those commonplaces and values are in flux. This interactive session is designed to make the tacit known and to help attendees navigate a new landscape.

Chair: Douglas Hesse, University of Denver, CO

Roundtable Leaders:

“Pedagogical Response to What We Know: Addressing Inequities in Classroom Practice”

Jill Darley-Vanis, Clark College, Vancouver, WA

“Institutional Values: What Are We Doing Now, and How Do I Find Out (and Will My Dissertation on *Moby-Dick* Have Value)?”

Elizabeth Donley, Clark College, Vancouver, WA

“Shifting Boundaries of Composition Labor: How Faculty Work Varies across Campuses (and Suggestions for Applications)”

Sharon Mitchler, Centralia College, WA

“Mediating Sometimes Conflicting Values: Preparing Graduate Students as Teacher–Scholars in Rhetoric and Composition at the Research University”

Wendy Olson, Washington State University, Pullman

Respondent: Jeffrey Klausman, Whatcom Community College, Bellingham, WA

First-Year and Basic Composition

I.20 Standing by Students: Finding Uncommon Ground in Writing Programs

202 B (Wisconsin Center)

This panel explores the (dis)connection between institutional, program, and disciplinary goals at a public, Research 1 urban university through the lenses of affect theory, trauma-informed pedagogy, and disability studies.

Chair: Angela Mitchell, University of North Carolina, Charlotte, “First-Year Writing Policy Language on Varied Student Populations”

Speakers: Debarati Dutta, University of North Carolina, Charlotte,
“Discursive Construction of (Dis)Ability in First-Year Writing Syllabi”
Jan Rieman, University of North Carolina, Charlotte

First-Year and Basic Composition

**I.21 Neoliberal Commonplaces in the American University:
Planning, Branding, and Publics**
202 C (Wisconsin Center)

This panel examines how neoliberalism acts as a normalizing force operating through the commonplaces of its logics that are found in institutional, campus, and classroom rhetorics. Presentations explore the tensions of neoliberalism on pedagogy in distinct settings and invite audiences to consider their own challenges in their unique institutional contexts.

Chair: Phillip Goodwin, University of Nevada, Reno, “Engaging Campus Publics, Challenging the Neoliberal University”

Speakers: Ruben Casas, University of Washington, Tacoma, “Writing in/with/the Neoliberal University: First-Year Writing as Contested Commonplace”

Crystal Colombini, University of Texas, San Antonio, “Interrogating the Personal Brand as Neoliberal Commonplace”

History

**I.22 Reconsidering Commonplaces: Correcting the Historical
Record of College Composition**
202 D (Wisconsin Center)

How can historians continue to uncover and resist legacies of language standardization in our field?

Chair: Lama Alharbi, Columbia University, New York, NY

Speakers: Stephen L. Carr, University of Pittsburgh, PA, “‘Select Sentences’ in Elocutionary Readers and the Instructional Uses of Commonplaces”

Kris Lowrey, Indiana University of Pennsylvania, “Searching for Multilingual Literacy Practices in the Archives”

Tim Taylor, Eastern Illinois University, Charleston, “The First Handbook: Commonplace Notions from 1907 to Now”

Information Technologies and Digital Cultures

I.23 The Commonplaces of Gaming: In the Classroom, Community, and Its Rules

202 E (Wisconsin Center)

Games offer robust possibilities for writing instruction, and this panel explores various commonplaces within games in order to critically disrupt them in rhetorically and pedagogically empowering ways.

Chair and Speaker: Richard Colby, University of Denver

Speakers: Elizabeth Caravella, George Mason University

Rebekah Shultz Colby, University of Denver

Kristopher Purzycki, University of Wisconsin, Milwaukee

Information Technologies and Digital Cultures

I.24 Writing on the Move: Unsettling Commonplaces through Transliterations

203 A (Wisconsin Center)

This panel proposes to examine writing's mobile capacities in a digitally connected age from the perspective of transliterations, an approach to understanding the increasingly networked ways writing is created, shared, hybridized, and circulated across time scales and complex configurations of persons, platforms, and contexts.

Chair and Speaker: Nathan Phillips, University of Illinois, Chicago

Speakers: Anna Smith, Illinois State University

Amy Stornaiuolo, University of Pennsylvania

Respondent: Kate Vieira, University of Wisconsin

Information Technologies and Digital Cultures

I.25 Digital Rhetorics and Resistant Pedagogies: Open-Access Journals, Inclusivity, and Justice

203 B (Wisconsin Center)

This roundtable will actively engage questions surrounding using OA journals and publication practices in teaching contexts, across modalities, for students and those outside of the academy. The audience and panelists will work together to generate "takeaways" that articulate best practices that overtly challenge publication, composition, and accessibility commonplaces.

Chair: Brian Hendrickson, Roger Williams University
Roundtable Speakers: Cheryl Ball, Wayne State University
Justin Hodgson, Indiana University
Julianne Newmark, University of New Mexico

Institutions, Labor Issues, and Professional Life

I.26 Interactive Autoethnographies: Challenging Exclusion and Inaccessibility through Theater, Multilingual Pedagogy, and Critical University Studies

203 C (Wisconsin Center)

This panel calls out commonplaces of inclusion and access in our institutional contexts through the method of autoethnography. In this participatory presentation, panelists will ask audience members to include their own confrontations with institutional exclusion in the construction of a collective autoethnography.

Speakers: Sue Doe, Colorado State University, “Autoethnography as Activist Performance Space”

Caleb Gonzalez, The Ohio State University, Columbus, “On Writing in Two Languages: Reconceptualizing Languages within Creative and Critical Spaces of Writing”

Vani Kannan, Lehman College, CUNY, “Dialogue, Speaking-across-Difference, and the Conflation of Pedagogy and Organizing”

Dhipinder Walia, Graduate Center, CUNY, “The Academic Tourist (without a Map)”

Institutions, Labor Issues, and Professional Life

I.27 Moving On: Navigating from FYW Commonplaces into New Spaces for Teaching Writing

203 D (Wisconsin Center)

These graduate students notice that teaching in a FYW program creates commonplaces that have become problematic as they prepare to enter new spaces for teaching writing. Positioning theory provides a framework for exploring tensions related to their activities in writing centers, scientific writing courses, and shared office spaces.

Chair and Speaker: Rick Fisher, University of Wyoming

Speakers: Will Kingsland, University of Wyoming

Kalie Leonard, University of Wyoming

Alex Rickert, University of Wyoming

Institutions, Labor Issues, and Professional Life

I.28 Transnational and Feminist Perspectives on Writing Program Administration

203 E (Wisconsin Center)

Presenters address issues ranging from the effects of global capitalism and patriarchy to the effects of specific geopolitical contexts on writing programs.

Speakers: Vivette Milson-Whyte, The University of the West Indies, Mona, Kingston, “Transforming Programmatic Spaces”

Deborah Mutnick, Long Island University, Brooklyn, NY, “Transnational Capitalism and a Trifurcated Educational System”

Jennifer Nish, Texas Tech University, Lubbock, TX, “Location Matters: Structural Challenges to WPA Work in Globalized Contexts”

Dara Regaignon, New York University, NY, “Feminism, Leadership, and Writing Program Administration”

Institutions, Labor Issues, and Professional Life

I.29 The Weight of Carrying Disclosures and Emotional Labor: Contingent Laborers’ Mental Health in Rhetoric-Composition

Ballroom C (Wisconsin Center)

An interactive panel where audience members will be asked to reflect on the emotional labor and mental health of contingent laborers. This panel will also engage with affect theory, disability studies, and death studies.

Chair and Speaker: Kristi Costello, Old Dominion University, “The Things They Carry: Strategies for Acknowledging and Alleviating GTA Emotional Labor”

Speakers: Justin Cook, Texas Woman’s University, Denton, “Grad Grieving: Grief in Graduate School and Graduate School as a Mourning Practice”

Cody Jackson, Texas Christian University, “The Urgency of an Anti-Ableist Composition Studies”

Facilitator: Skye Roberson, University of Memphis

Inventions, Innovations, and New Inclusions

I.30 The Promise of Shared Commonplaces across English Education and Writing Studies: Rethinking Composing Practices in Writing Pedagogy Courses for K–12 Educators

Ballroom D (Wisconsin Center)

This panel explores some of the overlapping and conflicting commonplaces and questions in writing studies and K–12 English education. In particular, panelists discuss multimodal strategies for engaging with writing studies' disciplinary knowledge in undergraduate and graduate pedagogy courses for preservice and current K–12 educators.

Speakers: David Grant, University of Northern Iowa, “The Rise of Writing in Secondary School Intra-Actions”

Jason Palmeri, Miami University, Oxford, OH, “To Fail and Queerly Fail, Again: Multigenre, Multimodal Composing in a K–12 Writing Pedagogy Course”

Chris Parsons, Keene State College, NH, “Practical Extensions and Practical Skills: Writing Studies Threshold Concepts and Multimodality in Popular English Education Textbooks”

Inventions, Innovations, and New Inclusions

I.31 Civic Engagement through Rhetorical Education
MacArthur Room (Hilton)

Three demonstrations of civic pedagogies in writing classrooms.

Chair: Heather Listhartke, Miami University, Oxford, OH

Speakers: Ryan Leack, University of Southern California, “To Persuade, or to Listen: Rethinking Commonplaces in First-Year Composition”

John Purfield, University of South Carolina, Columbia, “Responding to Climate Change: Accountability in the Pre-apocalyptic Classroom”

Carl Schlachte, University of North Carolina, Greensboro, “The Charlottesville Syllabus as a Genre for Disaster Response”

Language and Literacy

**I.32 Second Language Learners in First-Year Comp Courses:
Pedagogical Methods for Teaching a Linguistically
Diverse Class**

Mitchell Room (Hilton)

This panel discusses a series of suggestions and pedagogical practices for working directly with L2 writers in the first-year composition classroom.

Chair: William Duffy, University of Memphis

Speakers: Dena Arendall, University of Memphis

Amy Burden, University of Memphis

Wei Chen, University of Memphis

Shima Farhesh, University of Memphis

Language and Literacy

I.33 Writing Pedagogy and Literacy

Walker Room (Hilton)

Panelists ground their presentations in the literacy context students bring to the writing classroom.

Chair: Nitya Pandey

Speakers: Annie Mendenhall, Georgia Southern University, “‘Both the Strongest and the Weakest Student’: Tracing the History of Individualized Writing Instruction”

Deepak Pant, Henderson State University, Arkadelphia, AR, “Meeting Expectations: Materials and Pedagogy in Writing Classes”

Professional and Technical Writing

I.35 Western Constructs in Non-Western Environments

Wright Ballroom B (Hilton)

Exploring ways in which scholarship and medical rhetoric may be decolonized and become more inclusive of global communities.

Chair: Emily Cooney, Arizona State University, Phoenix

Speakers: G. Edzordzi Agbozo, Michigan Technological University, Houghton, “Pharmaceutical Writing in International Contexts: A Case of Multinational Drug Literature”

Michael Madson, Medical University of South Carolina, “What Does ‘Globalization’ Mean in Technical Communication?”

Eric Rodriguez, Michigan State University, East Lansing, “Communities of Care as a Commonplace for Professional Writing and the Decolonial Project”

Theory and Culture

I.36 Spotlight Session: We Been Here: Highlighting the Work of HBCUs in Rhetoric and Composition

Wright Ballroom C (Hilton)

Our roundtable emphasizes the deliberate research of our HBCU brothers and sisters for a complete contextualization and recognition within the composition field, so HBCU students’ voices as well as faculty’s are included in order to “engage in the construction of knowledge and meaning about me and mine” (Royster, 1996).

Chair and Roundtable Leader: Hope Jackson, North Carolina A&T State University

Roundtable Speakers: Kimberly Harper, North Carolina A&T State University

Karen Jackson, North Carolina Central University

Temptuous McKoy, Bowie State University

Khirsten Scott, University of Pittsburgh

Cecelia Shelton, George Washington University

Research

I.37 Disseminating Writing: Open-Access Bibliographies, Book Series, and Everyday Print Documents

Crystal Ballroom (Hilton)

This panel examines three sites that show how objects and products of writing shape rhetoric and composition as a disciplinary field.

Chair: Daniel Weinstein, Indiana University of Pennsylvania

Speakers: Jean Ferguson Carr, University of Pittsburgh, PA, “Books, Book Series, and Changing the Field”

Joe Cirio, Stockton University, NJ, “The Memory Work of Everyday Print Documents”

Susan Wolff Murphy, Texas A&M University, Corpus Christi, “CompPile and Scholarly Commonplaces: Open-Access Bibliography”

Theory and Culture

I.38 Engaging Critique: Problematizing Embodied Commonplaces of Women of Color, Student Bodies, and Diversity Initiatives in Writing Courses

Regency Ballroom (Hilton)

Examines various bodies in the university, how they factor into diversity/inclusion efforts, and how our bodies function as commonplaces.

Speakers: Leslie Anglesey, Sam Houston State University, TX

Alison Moore, University of Nevada, Reno

Helen Sandoval, University of California, Merced

Respondent: Iris Ruiz, University of California, Merced

Theory and Culture

I.39 Uncommon Genealogies across the Classroom, the Workshop, and the International Community

Kilbourn Room (Hilton)

Our panel examines the circulation of concepts central to pedagogical and professional practices within writing studies. Presenters reflect upon the genealogies of common literacy practices as a means of strategic defamiliarization and reinvention. We trace how seemingly quotidian practices have been internalized and can, thus, afford to be reexamined.

Chair: Shereen Inayatulla, York College, CUNY, “Counter-Compartheid: Grassroots Theorists and Pedagogies of Affirmation”

Speakers: Ghassan Abou-Zeineddine, University of Michigan, Dearborn, “Approaches to Cultivating Diversity in Creative Writing Courses”

Michael MacDonald, University of Michigan, Dearborn, “Literacy Sponsorship and the International Community”

Respondent: Amy Wan, Queens College, CUNY

Theory and Culture

I.40 A Safe Space for Whom?

Oak Room (Hilton)

I interrogate the “safe space” of the classroom as a pedagogical commonplace, questioning whether such spaces equally protect all students.

Speaker: Dahliani Reynolds, Roger Williams University, Bristol, RI

Theory and Culture

**I.41 Appealing to the Field to Make “Comparative”
Commonplace, Part 1**

Solomon Juneau Room (Hilton)

Part 1 of a two-part session that extends comparative rhetorical methodologies toward the teaching of rhet/comp as a global practice.

Speakers: Iklim Goksel, independent scholar, Anchorage, AK
Uma Krishnan, Kent State University
Maria Prikhodko, DePaul University

Theory and Culture

**I.42 Black Voice, Indigenous Composition, and Chicanx/
Latinx sCHOLARship: Composing Our Commonplaces**

Executive Ballroom A (Hyatt)

This panel takes up the challenge of creating more inclusive learning environments that regard the experiences, voices, and cultural traditions of all students as potential assets through an exploration and analysis of the commonplace of diversity.

Chair: Kelly Medina-López, California State University, Monterey Bay
Speakers: Ilene Gomez, California State University, Monterey Bay,
“Veteranx Wisdom and Chicanx/Latinx sCHOLArship: A Performance”
Ernest Stromberg, California State University, Monterey Bay,
“Decolonizing and Indigenizing Composition”
Daniel Summerhill, California State University, Monterey Bay, “Black
Voice: Cultivating Authentic Voice in Black Writers”

Theory and Culture

I.43 Revisiting Disciplinary Figures, Revising Commonplaces

Executive Ballroom B (Hyatt)

In revising, reframing, and revaluing disciplinary figures, concepts, and histories, this panel rethinks recent “commonplace” debates.

Chair: Kristin Prins, Cal Poly Pomona, Los Angeles, CA
Speakers: Jonathan Adams, Virginia Tech, Blacksburg, “Ghost Valley
Pedagogy: Introducing Guiguzi to the 21st-Century Composition
Classroom”
Edward Hahn, Inver Hills Community College, “Cartesian Composition:
Revaluing the Writing of René Descartes”

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Brian McNely, University of Kentucky, “(What if) Ann Berthoff was a New Materialist (?)”

Johanna Schmertz, University of Houston, Downtown, “Reframing Writing with Jane Campion and Jim Jarmusch”

Theory and Culture

I.44 Reflections on Privilege, Responsibility, and Ethos in Our Classrooms and Profession

Executive Ballroom C (Hyatt)

These panelists offer possibilities for ethical allyship, respecting live experience, and holding ourselves accountable.

Chair: Kylee Maurer, Southern Illinois University, Carbondale

Speakers: Jennifer Beech, University of Tennessee, Chattanooga, “Oh, Come On! Of Course That Address Made You Uncomfortable: Moving beyond Shame to Allyship”

Danielle Donelson, Pfeiffer University, “Making, Taking, and Giving Space: Acknowledging Commonplace Misconceptions and Reconsidering Decolonial Possibilities”

Bryan Lutz, Ohio Northern University, “Reenvisioning Ethos: Paths to Responsibly Teach about Rhetoric, Race, and Authority”

Approaches to Learning and Learners

I.45 Complicating Commonplaces of Literacy Instruction, Research, and Teacher Identities

Executive Ballroom D (Hyatt)

Presenters exploring the development or influence of teacher identities (among undergraduate preservice educators and experienced teachers) share research findings that encourage new commonplaces about intersections of composition studies, literacy experiences, and English education. Learners will map their literacy or teacher journeys to reflect on their identities as teachers and scholars.

Chair and Speaker: Corrine Hinton, Texas A&M University, Texarkana, Texarkana, TX “Composing Ideologies of Literacy Instruction in the Literacy Narratives of Undergraduate Preservice Educators”

Speakers: Jeaneen Canfield, Oklahoma State University, “Commonplaces That Shape Postsecondary Literacy Practices”

Valentina Fahler, University of California, Santa Barbara, “‘I Think That Starts in an English Classroom’: Preservice English Teachers’ Beliefs of Literacy”

Kate Sjostrom, University of Illinois, Chicago, “Questioning the Commonplaces of Secondary Writing Instruction and Postsecondary Scholarship on It”

Approaches to Learning and Learners

I.46 Building New Models for Feedback on Student Writing Manager’s Suite (Hyatt)

This panel offers models for providing feedback on student papers that go beyond the textual, rooted in reflexivity.

Chair: Alyssa Quintanilla, University of Pittsburgh, PA

Speakers: Patrick Dunn, Aurora University, IL, “Students Write the Comments: Encouraging Autonomy through the Paper Showcase”
Sara Elliott, Aurora University, IL, “Students Write the Comments: Encouraging Autonomy through the Paper Showcase”

Megan Mize, Old Dominion University, Norfolk, VA, “No Time to Meet? No Problem! Multimodal Feedback and the Asynchronous University”

Sandy Vandercook, Leavell College, New Orleans, LA, “An Analysis of Teacher Beliefs and Their Feedback Practices”

Approaches to Learning and Learners

I.47 Toward Collaborative Inclusion: Working with Undergraduates to Shape the Future Field Pere Marquette (Hyatt)

This roundtable brings together faculty and students to discuss how one institution created space to value diverse voices. In doing so we ask: What might we learn by allowing students to join us in advocating for inclusivity? What might they gain from using their voices to serve a greater good?

Chair and Roundtable Leader: Brittany Cottrill Lloyd, Grand View University, Des Moines, IA

Roundtable Leaders: Joshua Call, Grand View University
Bobbi Olson, Grand View University
Carlos Rodriguez Rosa, Nova Southeastern University
Nate Thesing, University of Wyoming

Writing Programs and Majors

I.48 Socially Just Writing Administration: Supporting Diverse Student Populations

Crystal Room (Hyatt)

Three sociocultural approaches to writing administration in writing centers and across disciplines.

Chair: Ethan Youngerman, New York University, NY

Speakers: Luke Coulter, University of Nevada, Las Vegas, “Toward Using Assessment to Create Socially Just Writing Centers”

Stacy Dean, Saint Mary’s University of Minnesota, “Communal Responsibility for Student Writing: A Social Justice Rhetoric Approach”

Peggy Johnson, Saint Mary’s University of Minnesota, “Communal Responsibility for Student Writing: A Social Justice Rhetoric Approach”

Isaac Wang, Purdue University, West Lafayette, IN, “Decolonizing Metaphor: Moves toward Decolonial Tutoring Praxis”

Approaches to Learning and Learners

I.49 Community-Based Strategies for the Commonplace Classroom

Regency Ballroom A (Hyatt)

This Engaged Learning Experience session takes a “knotworking” approach to bring participants’ and facilitators’ histories, knowledge, and agendas to the common project of working with students to optimize learning experiences by taking strategies from scholarship on best practices in community engagement to help instructors approach their commonplace classes in a more dynamic way.

Facilitators: Emily Bouza, University of Wisconsin, Madison

Gabrielle Kelenyi, University of Wisconsin, Madison

Nattaporn Luangpipat, University of Wisconsin, Madison

Kevin Mullen, University of Wisconsin, Madison

Community, Civic & Public Contexts of Writing

I.50 Storying (Un)Commonplaces of Environmental Rhetoric in Writing Classrooms, in Youth Climate Activism, and in Climate Surveillance

Regency Ballroom B (Hyatt)

The panel addresses (un)commonplaces in environmental rhetoric and discourse surrounding human influence on climate change.

Speakers: Christina Boyles, Michigan State University

Respondents: Ellen Cushman, Northeastern University

Soyeon Lee, University of Houston

Lisa L. Phillips, Texas Tech University

Creative Writing and Publishing

I.51 We Belong Together: Creative Writing Departmental Partnerships

Regency Ballroom C (Hyatt)

This panel explores through historical and theoretical means the ongoing divide between creative writing studies and composition.

Chair: Mark Sutton, Midlands Technical College, Columbia, SC

Speakers: Kelle Alden, University of Tennessee, Martin, “Writing Center Studies and Creative Writing Studies: A Call for Departmental Partnerships”

Jennifer Marlow, College of Saint Rose, Albany, NY, “All Writing Is Creative: Revising the Commonplace of the Composition/Creative Writing Divide”

Writing Programs and Majors

I.52 Making Undergraduate Research Commonplace in Composition and Rhetoric: Challenges and Opportunities

Regency Ballroom D (Hyatt)

This roundtable will engage audience members in considering critical challenges to fostering further growth in undergraduate research in writing studies in ways that align with long-standing traditions in our field while also opening up exciting possibilities for new work and new voices.

Chair: Jane Greer, University of Missouri, Kansas City

Speakers: Emily Murphy Cope, York College of Pennsylvania, “Methods”
Dominic DelliCarpini, York College, PA, “Institutional Support”

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Jenn Fishman, Marquette University, “Impact”
William FitzGerald, Rutgers University, Camden, “Curriculum”
D. Alexis Hart, Allegheny College, “Access”

Professional and Technical Writing

**I.54 Writing Works: The Common Place between Writing
Studies, Student Values, and Workplace Practices**

Lakeshore Ballroom C (Hyatt)

Our Engaged Learning Experience presentation will examine the conflict that exists between the commonplace value that higher education is a means for securing employment and students’ reluctance to write, despite the transformative and transactional value of writing in the workplace.

Chair: Lorie Stagg Jacobs, University of Houston, Clear Lake

Speaker: Angela Pennington, University of Houston, Clear Lake

J Sessions: 2:00–3:15 p.m.

Poster Sessions

Wisconsin Center
Second floor, outside of Room 202

Language and Literacy

L2 Writers' Identity Construction through Academic Writing Discourse Socialization

This poster presentation explores how English ideologies held by L2 students and mainstream academic community members shaped language practices as well as (de)constructed L2 students' identity.

Speaker: Wenqi Cui, Indiana University of Pennsylvania

Language and Literacy

Making Library Day in FYC Count toward Writing Information Literacy: A Case Study

While others theorize how to improve FYC information literacy pedagogy, I give a case study of an instructor, librarian, and collaboration.

Speakers: Christopher Maggio, Miami University, Oxford, OH

Professional and Technical Writing

OER+ E²: Empowering Students, Empowering Users

This poster explores OERs for creating systemic change in how we teach technical writing. Reflecting on a one-year curriculum redesign experiment, I share how we might embrace OERs to teach, to support equity of learning, to include more voices in co-creation processes, and to empower students and information users.

Speaker: Amber Lancaster, Oregon Tech, Klamath Falls

First-Year and Basic Composition

Excavating Assignment Prompts: Making Disciplinary Values and Goals Visible in an Occluded Genre

This presentation explores prompts as commonplace and a scene of action to enact information literacy threshold concepts.

Speaker: Desirae Augood, California State University, Sacramento

Language and Literacy

The Role of Social Networks in Second-Language Academic Writing Development

To explore the role that social networks play in international students' academic writing development, this poster presentation will draw on social network analy-

sis to argue that international students' nonacademic resources—their friends, acquaintances, and family members—play a significant role in their development as writers.

Speaker: Tim Cavnar, University of Wisconsin, Madison

First-Year and Basic Composition

Considering Access and Equity: A Placement Case Study at an HSI Two-Year College

This poster presentation will examine recent changes to campus placement procedures at an HSI two-year college and report on two years' worth of data on how these changes are improving outcomes for students and closing performance gaps for Latinx students.

Speaker: Carolyn Calhoun-Dillahunt, Yakima Valley College, WA

Information Technologies and Digital Cultures

J.01 Revealing Values and Commonplaces around Digital Rhetorical Practices and Communities

101 A (Wisconsin Center)

This panel explores commonplaces and counter-publics to reveal the values surrounding digital rhetorical practices and communities.

Chair: Patricia Medved, Stony Brook University, NY

Speakers: Cydney Alexis, Kansas State University, "Representations of Writing in the Instagram Commons"

Matthew Davis, University of Massachusetts, Boston, "Ways of Knowing and Doing in Digital Rhetoric 2.0: Commonplaces and Points of Departure in a Post-Truth Era"

Eric Leake, Texas State University, "Representations of Writing in the Instagram Commons"

Rory Lee, Ball State University, Muncie, IN, "Ways of Knowing and Doing in Digital Rhetoric 2.0: Commonplaces and Points of Departure in a Post-Truth Era"

Stephen McElroy, Babson College, "Ways of Knowing and Doing in Digital Rhetoric 2.0: Commonplaces and Points of Departure in a Post-Truth Era"

Joseph Serio, University of Wisconsin, Milwaukee, "Data from the Underground: Community, Genre, and Tactical Technical Communication"

Approaches to Learning and Learners

J.02 Fictional Commonplaces: What Fiction Can Teach Students and Their Professors

101 B (Wisconsin Center)

This panel's speakers and participants will experience how literary and cinematic works of fiction may be utilized to rethink commonplaces that bear on pedagogies of reading, writing, and student mentoring.

Chair and Speaker: Gary Weissman, University of Cincinnati, OH, "How Readers Make Sense of Fiction: The Case of Sandra Cisneros's 'Barbie-Q'"

Speakers: Faye Halpern, University of Calgary, "Too Close for Context: Overcoming Commonplaces about Students' Difficulties with Close Reading"

Joe Harris, University of Delaware, "Machines to Think With: Learning about Teaching Writing from the Movies"

Derritt Mason, University of Calgary, "Too Close for Context: Overcoming Commonplaces about Students' Difficulties with Close Reading"

Jeanne Marie Rose, Penn State University, "Dear Committee Members and the Pedagogical Work of the Recommendation Letter"

Approaches to Learning and Learners

J.03 Why Aren't My Students Reading? A Case Study in Rhetorical Ecologies

101 C (Wisconsin Center)

Through ongoing efforts, the faculty associated with this project have worked to amplify the voices of student partners in order to more effectively respond to the problem of our students' not reading and not having access to textbooks.

Chair: Kerri Morris, Governors State University

Speakers: Jayne Goode, Governors State University, "Surveys, Reading, and Textbooks"

Brad Smith, Governors State University, "Rhetorical Ecologies"

J Christopher Twedde, Governors State University, "Data Analysis"

Approaches to Learning and Learners

**J.04 Creating Commonplaces through Campus Readings:
Fostering the Culture of Writing on SLAC Campuses by
Engaging Campus Reads**

101 D (Wisconsin Center)

This panel investigates the opportunities common readings create for writing professionals to influence student reading and writing across the small liberal arts campus.

Chair: Amy Hermanson, Wisconsin Lutheran College, Milwaukee, “Engaging Commonplaces through Common Reads in the First-Year Writing Course”

Speakers: Rebecca Parker Fedewa, Wisconsin Lutheran College, Milwaukee, “Cultivating Knowledge Transfer through the Common Read”

Steven Hackbarth, Wisconsin Lutheran College, Milwaukee, “Teaching to Teach to Write: Shared Reading and Shared Teaching”

Amy Milakovic, Avila University, Kansas City, MO, “Engaging Place through a Communal Reading Experience”

Approaches to Learning and Learners

**J.05 Context Matters: Learning from International Programs
and Students**

102 A (Wisconsin Center)

This panel features studies from four different countries and explores how writing theory applies in diverse contexts and with international students.

Chair: Gareth Rees-White, University of South Carolina, Columbia

Speakers: Sarah Elcheikhali, American University of Beirut, “Academic Misconduct: Commonplaces, Pedagogy, and Policy”

Jason Schneider, DePaul University, Chicago, IL, “International Students’ Writing Strategies: A Longitudinal Study”

Annalyn Tenorio, University of Guam, Mangilao, “Macro Issues in Micronesia: ‘Where You From?’ Complexities inside/outside of the Guam Classroom”

Erin Zimmerman, American University of Beirut, “Academic Misconduct: Commonplaces, Pedagogy, and Policy”

Approaches to Learning and Learners

J.06 The Pleasures of Writing: Participate in CCCC as a Writer
102 B (Wisconsin Center)

In this Engaged Learning Experience session, we will write, play with language, and engage with fellow writers to question our literacy narratives. We will push against commonplaces and explore, as writers, intersections of teaching and writing. The most rewarding way to launch a writing conference is by writing.

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

Community, Civic & Public Contexts of Writing

J.08 Speaking out of Church Basements: Reflecting on the Rhetoric of Institutionalized Narratives of Recovery in Order to Reimagine More Inclusive Community Stories
102 D (Wisconsin Center)

This panel explores the need for more inclusive practices within institutionalized recovery spaces in order to consider how power, position, and structure affect knowledge-making and storytelling practices.

Chair and Speaker: Danielle Bacigalupo, St. John's University

Speakers: Alexandra Anne Ellis, University of Alaska

Dee McCormick, Purdue University

Michael Reich, St. John's University

Respondent: Rhea Lathan, Florida State University

Community, Civic & Public Contexts of Writing

J.09 Of the Public, for the Public: Advocacy, Community, and Writing Information Literacy
102 E (Wisconsin Center)

This panel reports on collaborative strategies among library and writing faculty to design and implement public square pedagogies that reinforce intersectional commonplaces for research-based writing practices.

Their approaches to teaching and learning foster critical questioning of authoritative sources and further the co-creation of open educational resources.

continued on next page

Chair: Jacqueline Cason, University of Alaska, Anchorage, “The Co-Production of Shared Knowledge: Indigenize Science Wikipedia Edit-a-thon”

Speakers: Anna Bjartmarsdottir, University of Alaska, Anchorage, “Building a Co-Creative Infrastructure for Open Educational Resources”

Micah Muer, University of Alaska, Anchorage, “Public Square Pedagogies beyond the Research Paper”

Community, Civic & Public Contexts of Writing

J.10 Preserving Local Stories through Community Partnerships

103 A (Wisconsin Center)

Creating digital archives for communities and teaching students’ public rhetoric.

Chair: Anna Sicari, Oklahoma State University, Stillwater

Speakers: Margaret Artman, Daemen College, Amherst, NY, “Creating the Skateland Collection: Assembling Images, Oral Histories, and Narratives for a Collaborative Community Archive”

Karla Knutson, Concordia College, Moorhead, MN, “Local Lives: Questioning Commonplaces through Public Rhetoric Partnerships”

Katrina Powell, Virginia Tech, Blacksburg, “Oral Histories of University (Common) Spaces: (Co)Creating Interactive Digital Archives (CIDA) for Inclusive Histories”

Community, Civic & Public Contexts of Writing

J.11 Recovering and Reclaiming Asian/Asian American “Traits” in Rhetoric and Writing

103 B (Wisconsin Center)

Re-articulating and re-claiming the commonplaces and fluidity in Asian American rhetoric and writing.

Chair: Iswari Pandey, California State University, Northridge

Speakers: Bhushan Aryal, University of Minnesota, Crookston, “Tracing the South Asian Roots of American Rhetoric: The Bhagavad Gita, Whitman, and the American Enlightenment”

Shreelina Ghosh, Gannon University, “The Power of Swastika: Reclaiming the Symbol of Good Luck and Virtue”

Sherwin Sales, Washington State University, “‘Not So Subtle Asian Traits’: Examining the Fluidity of Asian Diasporic Identity through Digital Media”

First-Year and Basic Composition

J.12 Expanding the Commonplace: Connecting First-Year Students to the Writing Center through Embedded Tutoring

103 C (Wisconsin Center)

Panelists will address their approach, preparation, experiences, and reflections as they embedded an undergraduate writing consultant into a summer-term first-year writing course at a research and Hispanic-Serving university in the southwestern United States.

Chair and Speaker: Teresa Quezada, University of Texas, El Paso
Speakers: Miriam Escobedo, University of Texas, El Paso
Lou Herman, University of Texas, El Paso

First-Year and Basic Composition

J.13 Find and Replace: Revisiting the Commonplaces of Composing Technologies in First-Year Writing

103 D (Wisconsin Center)

This presentation will discuss results of a study investigating the word processing and technological skills of first-year writing students.

Speakers:
Gregory Cass, Lasell University
Sara Large, Lasell University
Michelle Niestepski, Lasell University
Annie Ou, Lasell University

First-Year and Basic Composition

J.14 Critically Engaging Acceleration Initiatives and Corequisite Support

103 E (Wisconsin Center)

Presenters will pose questions inviting the audience to consider the capacities for inclusion and exclusion from higher education offered by curricular reform efforts in first-year writing and developmental education programs.

Chair: Katie Pryal, Blue Crow Publishing, Chapel Hill, NC

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- Speakers:** Leah Anderst, Queensborough Community College, CUNY, “Who Gets Left Behind When We Accelerate?”
- Samantha Sturman Dahl, Boise State University, ID, “Mapping (Un)common Places: How Online Corequisite Composition Courses Support Inclusivity”
- David Scott, Boise State University, ID, “Mapping (Un)common Places: How Online Corequisite Composition Courses Support Inclusivity”
- Benjamin Villarreal, New Mexico Highlands University, Las Vegas, NM, “‘What’d Y’all Think of the Lesson?’ Cogenerative Dialogues in Corequisite Freshman English”

Institutions, Labor Issues, and Professional Life

J.15 Commonplaces about Change: Using Disciplinary Expertise to Lead from the Inside Out

201 A (Wisconsin Center)

This session will examine and interrogate commonplaces, theories, models, and strategies for facilitating institutional change. We ask participants to explore questions about writing leadership in different settings, from first-year writing programs to disciplinary locations to cross-institutional contexts.

Chair and Speaker: Elizabeth Wardle, Miami University, Oxford, OH, “Taking Risks and Changing Conceptions through WAC Seminars”

Speakers: Linda Adler-Kassner, University of California, Santa Barbara, “Examining Commonplaces as a Motivation for Change: Course, Department, and Institution”

Heidi Estrem, Boise State University, ID, “Rethinking the Commonplaces of First-Year Writing”

Caitlin Martin, Miami University, Oxford, OH, “Researching Expertise-Driven Change: Preliminary Results from a Multi-Institutional Study”

Lisa Tremain, Humboldt State University, “Instructor Uptake as a Commonplace: Professional Knowledge Transfer, Scenes of Learning, and Implementing Writing Pedagogies across the Disciplines”

Respondent: Elaine Maimon, Governors State University

First-Year and Basic Composition

J.16 Primary Research in the Composition Classroom

201 B (Wisconsin Center)

This session will showcase examples from classrooms and research that model the use of primary research techniques in service of supporting students' critical thinking, reading, and writing skills.

Chair: Chad Seader, William Penn University, Oskaloosa, IA

Speakers: Sarah Carter, Georgia State University, "Integration of Primary Research in First-Year English Invites and Encourages All Student Populations to Succeed"

Craig Hulst, Grand Valley State University, "'Oma's Journey:' Narrative and Primary Research in the FYC Classroom"

Scott Lasley, University of New Hampshire, "'Why Are We Doing This?': Reexamining Commonplaces in Research Writing Pedagogy"

First-Year and Basic Composition

J.17 The Functions of Composition Textbooks

201 C (Wisconsin Center)

Historical, empirical, and classroom-based insights about the functions of composition course textbooks will be shared in this panel.

Chair: O. Brian Kaufman, Quinebaug Valley Community College, CT

Speakers: Maggie Christensen, University of Nebraska, Omaha, "What's Wrong with Being Normal? Interrogating Normativity in the First-Year Writing Classroom"

Debrah Huffman, Purdue University Fort Wayne, IN, "What's Our Table of Contents? Reading and Writing the Composition Textbook as Disciplinary Commonplace"

Sarah Bartlett Wilson, Northern Virginia Community College, "Examining Our Research and Our Textbooks: The (Mis)Alignment of Our Scholarship and Practices"

First-Year and Basic Composition

J.18 Faith, Doubt, and Spaces Between: Encountering Local and Disciplinary Commonplaces at Religiously Affiliated Institutions

201 D (Wisconsin Center)

This panel examines interfaith dialogue, mutual influence, and incommensurable perspectives in FYW classes at religiously affiliated institutions.

Speakers: Jessica Shumake, University of Notre Dame, “The Irritation of Doubt and the Possibility of Change: When Inquiry Raises More Questions Than Answers”

Sarah Snider, Marian University, IN, “Negotiating Commonplace Assumptions: Teaching Writing and Rhetoric in Interfaith Community-Based Courses”

Joanna Want, University of Notre Dame, “Questioning the Commonplace of Community: A Proposal for Mutual Influence as a Rhetorical Practice of Hospitality”

Institutions, Labor Issues, and Professional Life

J.19 Preparing Doctoral Students for (Un)Common Jobs off the Tenure Track

202 A (Wisconsin Center)

In a shrinking tenure-track job market, this Engaged Learning Experience helps doctoral students and their mentors learn strategies for preparing for nonacademic careers.

Chair: Kevin DePew, Old Dominion University, Norfolk, VA

Facilitators: Neil Baird, Bowling Green State University

Jenny Bay, Purdue University

Lyneé Lewis Gaillet, Georgia State University

Brad Lucas, Texas Christian University

Cristina D. Ramirez, University of Arizona

First-Year and Basic Composition

J.20 The Imagined Student: Three Programs Striving for Inclusivity at Iowa

202 B (Wisconsin Center)

How we imagine our students defines how and for whom we create our courses. Inclusive pedagogy requires we unpack those imaginings.

Chairs and Speakers: Elena Carter, University of Iowa, Iowa City
Anne Sand, University of Iowa, Iowa City
Speakers: Robert Peck, University of Iowa, Iowa City
Jennifer Stone, University of Iowa, Iowa City

First-Year and Basic Composition

J.21 Emotional Labour in Writing Pedagogy: Creating Inclusive and Mental-Health-Friendly Strategies for Teaching Writing

202 C (Wisconsin Center)

This student/instructor interactive Engaged Learning Experience panel examines student mental health in a first-year critical writing course. It aims to highlight the participants' respective journeys in relation to student mental health and to share their teaching and learning interventions and how they connect with the relevant research on motivation, expressive writing, and inclusive teaching.

Chair and Speaker: Maria Assif, University of Toronto, Scarborough
Speakers: Dominique Diez, University of Toronto, Scarborough
Sarah King, University of Toronto, Scarborough

History

J.22 Complicating Commonplaces: Continuing to Reclaim 19th- and 20th-Century Women's Rhetorics

202 D (Wisconsin Center)

What do we need to learn from Margaret Fuller, Progressive Era women's clubs, and World War II Japanese American conduct literature?

Chair: G. Edzordzi Agbozo, Michigan Technological University, Houghton

Speakers: Timothy Ballingall, Texas Christian University, Fort Worth, "Questioning Commonplaces of Women's Rhetorics through Mary Oyama's Advice Column"

Nanette Hilton, University of Nevada, Las Vegas, "Margaret Fuller's 19th Century Model for Today's Invitational Rhetoric"

Nathan Shepley, University of Houston, TX, "Progressive Era Rhetorics, Traditional Goals: The Cultural Agenda of One Woman's Club in the American South"

Information Technologies and Digital Cultures

J.23 Objective, Beautiful, and Accessible: Challenging Programming's Commonplaces

202 E (Wisconsin Center)

This panel interrogates how commonplaces of source code have consequences for programming practices. In exploring the rhetorical history of coding, programming pedagogy, and the writing that occurs within software development projects, this panel seeks to identify how programmers develop commonplaces through their writing and what consequences these commonplaces have.

Chair and Speaker: Michael Black, University of Massachusetts Lowell, “Learned Objectivity in Programming Pedagogy”

Speakers: Kevin Brock, University of South Carolina, “Articulating Software through the README Meta-Genre”

Brandee Easter, York University, “Real Programmers Don’t Eat Quiche”

Information Technologies and Digital Cultures

J.24 #Digital Commonplaces: Collision as Commentary

203 A (Wisconsin Center)

From online language varieties to complicating the comment board, this panel examines collision in #digital commonplaces.

Chair: Matt McKinney, Texas A&M University, College Station

Speakers: Shelly Galliah, Michigan Technological University, Houghton, “The YouTube Comment Board as a Common Place”

Bailey Poland, Bowling Green State University, OH, “Don’t Read the Comments? Complicating Common Reactions to Comments Sections”

Cassandra Santos, University of Guam, “Exploring #DigitalDialects: Collision, Coherence, Cohesion”

Information Technologies and Digital Cultures

J.25 Expanding Commonplaces in Online Writing Instruction: Considering Student Backgrounds to Achieve Inclusivity

203 B (Wisconsin Center)

This roundtable session will articulate the importance of learning about student educational and linguistic backgrounds and students’ expectations of and access to technology and institutional and external support as a first step in implementing online instruction in FYW courses to foster inclusivity and student retention, persistence, and success.

Chair and Roundtable Leader: Marcela Hebbard, University of Texas Rio Grande Valley, “Students’ Expectations Based on Linguistic Backgrounds”

Roundtable Leaders: Catrina Mitchum, University of Arizona, “Students’ Expectations Based on Educational Backgrounds”

Janine Morris, Nova Southeastern University, “Students’ Expectations of and Access to Technology and Institutional and External Support”

Institutions, Labor Issues, and Professional Life

**J.26 #TeachersAreIrreplaceable: Valuing Teaching Demands
Valuing Teachers**

203 C (Wisconsin Center)

When writing studies professionals are valued as teachers, our discipline can move forward as a change agent for faculty working conditions.

Chair and Speaker: Seth Kahn, West Chester University of PA, “Stop Complaining about Teaching First-Year Writing, at Least Where Your Dean Can Hear It”

Speakers: Kate Birdsall, Michigan State University, “‘What Are They Up To?’ Understanding ‘The Future of Academic Work’”

David Seitz, Wright State University, “When a Strike Is Necessary for a Writing Program”

Paulette Stevenson, Mesa Community College, “What Red for Ed Activists Taught Me about Teaching”

Institutions, Labor Issues, and Professional Life

**J.27 Working Conditions Are Learning Conditions: Graduate
Student Employee Unions and the FYWP**

203 D (Wisconsin Center)

This panel, featuring graduate student teachers from a writing program at a private university, explores the changing state of FYWPs with research examining opportunities afforded by the unionization of graduate workers in instructor training and professional development, as well as the effects of buy-in on the undergraduate experience.

Speakers: Allaire Conte, Columbia University, New York, NY, “Infinite and Finite Games and Grad Workers”

Charlee Dyroff, Columbia University, New York, NY, “Templates: How Structure Opens Up Room for Instructor Creativity”

Christina McCausland, Columbia University, New York, NY, “Experts, Novices, and Workers”

Institutions, Labor Issues, and Professional Life

J.28 Non-Tenure-Track and/or Tenure-Free Faculty: Promises and Problems

203 E (Wisconsin Center)

This session questions conditions of evaluation for tenure-track faculty, considering its value and the potential of getting rid of it.

Chair: Hill Taylor, Oregon Health & Science University, Portland

Speakers: Madhura Bandyopadhyay, John Jay College, CUNY, “Teaching Commonplaces of NTT Faculty: The Conundrums of Student Evaluations and Faculty Observation Reports”

Jessica Estep, Georgia Gwinnett College, Atlanta, “Examining Faculty Citizenship in a Tenure-Free Environment”

Natalie Szymanski, SUNY Buffalo State College, “Can We Get It, Do We Want It: Challenging the Commonplace of Tenure in GenAdmin Career Paths”

Institutions, Labor Issues, and Professional Life

J.29 If We Build It, They Will Come: Constructing Common Places in Secondary/Postsecondary English Education

Ballroom C (Wisconsin Center)

In this Engaged Learning Experience, join us in collaboratively responding to disciplinary and identity divides between secondary and postsecondary English teaching and teachers.

Chair: Russell Mayo, University of Illinois, Chicago

Facilitators: Zachary Garrett, Murray State University

Nicole Green, University of Nebraska, Lincoln

Jessica Masterson, University of Nebraska, Lincoln

Respondent: Amber Jensen, Brigham Young University

Inventions, Innovations, and New Inclusions

J.30 Reimagining and Remixing the Traditional FYC Reader: OER as a New Commonplace

Ballroom D (Wisconsin Center)

We created an OER “reading bank,” replacing the traditional reader in our composition course sequence and saving FYC students over \$180,000 each semester in textbook costs. This project encouraged us to expand our notions of what is possible in an FYC reader. We will introduce and share this free resource.

Chair: Nick Lakostik, Columbus State Community College
Speakers: Rebecca Fleming, Columbus State Community College
Stephen Logan, Columbus State Community College
Heather Thompson-Gillis, Columbus State Community College

Inventions, Innovations, and New Inclusions

J.31 Uncommon Places, Common Concerns: Teaching Writing in China

MacArthur Room (Hilton)

One of the best ways to make one's tacit assumptions explicit is to be situated in an environment where those assumptions do not apply. In this roundtable, presenters who have all taught in China will discuss their experiences and invite participants to reflect on teaching international students in the US.

Chair and Roundtable Leader: Marcy Bauman, Lansing Community College, MI, "Establishing Disciplinary Credibility"

Roundtable Leaders:

"Negotiating Curriculum"

Karla Kitalong, Michigan Technological University

"Lost in Translation: Language Difficulties"

Jill Morris, Frostburg State University

"Implementing the Program In-Country"

Abraham Romney, Michigan Technological University

Language and Literacy

J.32 (Dis)-Attention(s) in Literacy Studies: Challenging Commonplaces of Disability, Age, Race, Illness, and Writing Development

Mitchell Room (Hilton)

Presenters take a collective look at various intersections, or intertwinements, of literate experience with disability, age, race, illness, and writing development. We understand these experiences as offering us different lenses for examining their effects when they are recognized through attention, or when they are ignored and denied through dis-attention.

Chair: Elaine Richardson, The Ohio State University, Columbus

Speakers: Lauren Bowen, University of Massachusetts, Boston, "Aging Bodies, Aging Literacies"

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Stephanie Kerschbaum, University of Delaware, “(Dis)-attention(s): What Disability Studies Can Teach Us about Literacy Studies”

Elisabeth Miller, University of Nevada, Reno

Lauren Rosenberg, University of Texas, El Paso, “(Dis)-attention(s): What Disability Studies Can Teach Us about Literacy Studies”

Language and Literacy

J.33 Writing in Class and in Groups: Exploring Genre, Access, and Commonplaces

Walker Room (Hilton)

Panelists discuss writing course designs that reconcile citizenship, explore translanguaging, and explore genre-based approaches.

Chair: Alexandra Buter

Speakers: Bitá Bookman, Santa Rosa Junior College, “Exploring Challenges and Opportunities in a First-Year Composition Genre-Based Writing Course for Second Language Learners”

Lupe Rincon-Mendoza, Pennsylvania State University, “Achieving Interactional Subjectivity: Examining Conversational Ground Rules as Means of Constituting Commonplaces in Writing Groups”

Tran Tran, Pace University, New York, NY, “Accessing Citizenship in the Writing Classroom”

Professional and Technical Writing

J.35 Diverse and Common Places: Issues of Inclusion in Professional and Technical Writing

Wright Ballroom B (Hilton)

Panelists share conversations on diversity of faith, ability, and contextual language that complicate professional and technical writing.

Chair: Jimmy Butts, Louisiana State University, Baton Rouge

Speakers: Seth Archer, Concordia College, Moorhead, MN, “Interfaith and Professional Communication: Commonplaces and Diversity”

Brad Herzog, Saginaw Valley State University, University Center, MI, “Challenging Commonplaces through Human-Centered Design: Recovering Hidden Voices to Make Technical Writing More Accessible”

Heidi Nobles, University of Virginia, Charlottesville, “When Commonplaces Aren’t Common: What Code-Switching in Technical Writing and WAC Scholarship Can Teach Us about Our Professional Identity”

Research

J.36 Writing in the Commonplace Panopticons of Education: Students Finding the Felt Sense of Composing with Unfamiliar Tools under the Gaze of Others

Wright Ballroom C (Hilton)

Graduate students in a seminar studied each other's writing process while using a tool that tracks keystrokes and eye movements. We give a phenomenological description of our "felt sense" of classroom writing with an unfamiliar writing tool. We explore implications for assessment and other common places where surveillance impacts writing.

Chair and Speaker: David Russell, Iowa State University, Ames, "Theory and Methods: What Is the Felt Sense of Writing in a Classroom or Other Quasi-Public Place?"

Speakers: Philip Gallagher, Iowa State University, Ames, "The Felt Sense and the Activity Setting"

Philippe Meister, Iowa State University, Ames, "The Felt Sense and the Writing Tools"

Research

J.37 Examining Terror and Trauma in Rhetorical Space(s)

Crystal Ballroom (Hilton)

Panelists in this session explore terror and trauma through diverse case studies of rhetorical space and place.

Chair: Shauna Wight, Dixie State University, St. George, UT

Speakers: Gale Coskan-Johnson, Brock University, St. Catharines, ON, "On the Flexibility of the Commonplace: Indefinite Detention, Terrorists, and Families with Children"

Christopher Garland, Georgia Southern University, Statesboro, "The Visual Rhetoric of HIV/AIDS in the Commonplace of the American South"

Theory and Culture

J.38 Capitalizing on Microcommonplaces: Manipulation, Suspicion, and Subversion in the Era of Post-Conflict Rhetorics

Regency Ballroom (Hilton)

We explore how internet influencers, specifically trolls, conspirators, and comics, engineer microcommonplaces by capitalizing on the affective domain. We point to post-conflict rhetorics to subvert their influence.

Chair: Amy Loy Farinha, California State University, Long Beach

Speakers: Bahareh Alaei, Mt. San Jacinto College, San Jacinto, CA

Sarah Arroyo, California State University, Long Beach

Laura Rosche, Indiana University, Bloomington

Theory and Culture

J.39 Intersectional Emotion and Commonplaces of Evidence in Three Rhetorical Genres

Kilbourn Room (Hilton)

This panel examines rhetorical commonplaces of evidence and knowledge-making and their gendered and racialized affective underpinnings. In particular, the three panelists consider the various means by which the legitimacy of evidence is granted or refused due to the gendered and racialized emotionality of survivors in instances of assault and harassment.

Chairs and Speakers: Morgan Carter, University of North Carolina, Greensboro, “Disrupting: Rhetoric of Materiality in Ford v. Kavanaugh”

Britt Starr, University of Maryland, College Park, “Shifting Commonplace Understandings of Women’s Anger in the Trump-Kavanaugh Moment”

Speaker: Sarah Robbins, Texas Christian University, Fort Worth, “Recovering Histories of Race Uplift Work: Tracking Gendered Evidence and Gaps in the ‘Commonplace’ Stories of Carrie and Mark Gassaway”

Theory and Culture

J.40 Understanding Language Guardianship: A Theoretical Framework, Four Case Studies, and Three Applications
Oak Room (Hilton)

Offers a novel theoretical framework to understand the impulse to “police” language variation, substantiates this framework with four empirical studies, and offers a choice of brief structured workshops for attendees to adapt pedagogical applications, strategize methods for resisting language police, or critically reflect on their own experiences with language guardians.

Chair: Dylan Dryer, University of Maine

Speakers: Abigail Adent, University of Maine

Kristina King, University of Maine

Morghen Tidd, University of Maine

Elizabeth Zavodny, University of Maine

Theory and Culture

J.41 Appealing to the Field to Make “Comparative” a Commonplace, Part Two
Solomon Juneau Room (Hilton)

Part two of a two-part session that extends comparative rhetorical methodologies toward the teaching of rhet/comp as a global practice.

Chair: Maria Prikhodko, DePaul University, Chicago, IL

Speakers: Moushumi Biswas, Langston University, OK, “Making the ‘Comparative’ Integral to Composition in Diverse Writing Classrooms”
Rasha Diab, University of Texas, Austin, “Epistemic Responsibility as a Commonplace in Comparative/Cultural Rhetoric”

Tarez Samra Graban, Florida State University, Tallahassee, “From Comparative Methodology to Global Rhetorical Citizenry”

Theory and Culture

J.42 Spotlight Session: Making Places Common: Sites of Public Memory and Rhetorical Invention

Executive Ballroom A (Hyatt)

This panel explores the commonplaces involved in doing history. We seek out the “singular rhythms” (Mucklebauer) that emerge as we engage with the past, whether in digital archives, college courses, or real-life public spheres. Our common places are sites of history and memory.

Chair and Speaker: Elizabeth Kimball, Drexel University, Philadelphia, PA

Speakers: Jay Jolles, Rutgers University, Camden
Sierra Mendez, University of Texas, Austin

Theory and Culture

J.43 Classroom Affect: Peer Review, Assessment, and Pedagogical Identity

Executive Ballroom B (Hyatt)

Thinking with a series of theoretical propositions, this panel rethinks epistemological commonplaces in classroom theory and practice.

Chair: Steven Lessner, Northern Virginia Community College

Speakers: Timothy Oleksiak, University of Massachusetts, Boston, “The Cruelty of Student-to-Student Peer Review”

Katherina Sibbald, Sonoma State University, Rohnert Park, CA, “(Re) Considering What We Know: Epistemological Commonplaces as Safe Spaces”

Theory and Culture

J.44 Flawed Material Worlds: Food, Time, and the Pleasure in Production

Executive Ballroom C (Hyatt)

Through divergent and at times seemingly incommensurate approaches to composition, this panel examines flawed material worlds.

Chair: Andrew Mellen, AMI, Inc., New York, NY

Speakers: Mark Houston, University of Nebraska, Lincoln, “Messy Plates: How Food-Themed Writing Courses Can Teach Entangled Epistemologies for the Anthropocene”

Shannon Howard, Auburn University Montgomery, AL, “Embracing the ‘Dull Feelings of Just Getting By’: Queering Time and Space in Writing’s Rooms”

Adedoyin Ogunfeyimi, Dartmouth College, “Pleasure, Discipline, and the Divisive/Shared Commonplaces of Knowledge Production and Transfer”

Approaches to Learning and Learners

J.45 Composing Game Spaces: Minecraft across the Writing Curriculum

Executive Ballroom D (Hyatt)

This panel explores the use of game-based learning and ludic studies from first-year composition to technical writing using Minecraft.

Chair: Douglas Eyman, George Mason University

Speakers: Jennifer Justice, Northern Illinois University, “Not-Quite-Service-Learning: Exploring Digital Simulations as an Approach to Process Learning”

Wendi Sierra, St. John Fisher College, “Working at Play and Playing at Work: Challenging the Work/Play Dichotomy”

Christopher Stuart, Clemson University, SC, “In-Between the Academy: Meeting Students Halfway Using Game-Based Learning”

Approaches to Learning and Learners

J.46 Alternative Pedagogical Strategies That Lead to Deeper and More Confident Learning

Manager’s Suite (Hyatt)

Panelists will explore the ways alternative writing methods can lead to deeper learning that in turn leads to more confident writing.

Chair: Aaron Ritzenberg, Columbia University, New York, NY

Speakers: Thomas Peele, City College of New York, “Overlooked: Self-Sponsored Writing as a Point of Departure”

Marta Shcherbakova, College of Lake County, Grayslake, IL, “Developing Strong Communicative and Collaborative Skills with Learner-Centered Teaching”

Michele Zugnoni, Northwestern University, Evanston, IL, “Writing to Experience”

Approaches to Learning and Learners

J.47 Urgency of the (Un)Commonplace: Approaches to Equitable and Inclusive Composition Teacher Training across the Curriculum

Pere Marquette (Hyatt)

This roundtable draws on writing programs administration (WPA) initiatives and individual research findings to examine inclusive practices that can complicate and disrupt durable commonplace assumptions about composition teacher and writing center consultant training.

Chair: Sherita V. Roundtree, Towson University, MD

Roundtable Leaders: Sarah Austin, United States Air Force Academy
Prep School

Michelle Grue, University of California, Santa Barbara

Julie Prebel, Occidental College

James Wright, University of Maryland, Baltimore

Writing Programs and Majors

J.48 Programming Sustainable and Equitable Campus and Community Partnerships

Crystal Room (Hyatt)

How can writing programs and centers establish and maintain equitable partnerships with others: students, faculty, staff, and community stakeholders?

Chair: Theresa Evans, Miami University, Oxford, OH

Speakers: Mary Hocks, Georgia State University, Atlanta, “The Writing Center Community: Spaces of Sustainability, Transition, and Change”

Allison Kranek, University of Illinois at Urbana-Champaign,

“Interrogating Institutional Partnerships between Writing Programs, Writing Center, and Residence Halls”

Janel McCloskey, Drexel University, Philadelphia, PA, “Designing for Equity in Commonplaces”

Jessica Rose, Georgia State University, Atlanta, “The Writing Center Community: Spaces of Sustainability, Transition, and Change”

Professional and Technical Writing

J.49 Teaching Health and Medical Writing Today: Envisioning New Commonplaces

Regency Ballroom A (Hyatt)

This interactive panel offers a set of new commonplaces—and specific teaching tools for them—to bring together expertise in professional and technical writing in the health and medical professions in order to reimagine writing instruction for 21st-century clinical practice: one that increasingly involves collaborative, networked, and distributed writing.

Chair: Elizabeth Angeli, Marquette University

Speakers: William Hart-Davidson, Michigan State University, East Lansing, “Writing in Clinical Practice: Three Commonplaces for Teaching and Learning”

Barbara Heifferon, Louisiana State University, “Commonplaces for Connections between Health Professionals and Writing Teachers”

Maria Novotny, University of Wisconsin, Milwaukee, “Facilitating Pedagogical Commonplaces via the Health Decision Aid”

Dawn Opel, Michigan State University, East Lansing, “Writing in Clinical Practice: Three Commonplaces for Teaching and Learning”

Respondent: Lora Arduser, University of Cincinnati, OH

Community, Civic & Public Contexts of Writing

J.50 Prison Archives and Public Memory: Disrupting the Commonplaces of Incarceration

Regency Ballroom B (Hyatt)

How can we honor and use historical narratives of incarceration to productively disrupt public memory and the commonplaces of prison? Participants will be invited to explore how archival materials from carceral spaces can be used to trouble commonplaces, shape public memory, teach writing to incarcerated students, and curate forgotten histories.

Chair and Respondent: Liz Rohan, University of Michigan, Dearborn

Speakers: Patrick Berry, Syracuse University, NY, “Forgetting to Remember: Prison History, Personal History”

Tobi Jacobi, Colorado State University, “‘She Had Frequently Told Lies’: Remixing Girls’ Prison Narratives as Feminist Public Memory Work”

Stephanie Parker, Syracuse University, NY, “In Our Backyard: Public Memory and Japanese American Incarceration in Arkansas”

Laura Rogers, Valatie, NY, “‘She Had Frequently Told Lies’: Remixing Girls’ Prison Narratives as Feminist Public Memory Work”

Creative Writing and Publishing

J.51 Throw a Punch/Write a Poem: Composing Embodied Creative Writing

Regency Ballroom C (Hyatt)

Joyce Carol Oates once wrote that boxing is an art form “with no natural analogue in the arts.” This session seeks to bridge that gap through embodied creative practice. Participants will learn to throw a punch (using gloves and pads) before translating that experience into written creative work.

Speaker: Andrew Rihn, Stark State College, North Canton, OH

Professional and Technical Writing

J.54 Rhetorics of Healthcare: Technical Tools, Decision Making, and Access

Lakeshore Ballroom C (Hyatt)

Presentations engage how rhetoric impacts the use of technologies in healthcare common places, such as clinics and emergency care.

Chair: Kelle Alden, University of Tennessee, Martin

Speakers: Russell Kirkscey, Penn State Harrisburg, “Adapting to the Health Needs of Older Adults: Complex Usability and User Experience”

Mariel Krupansky, Wayne State University, Detroit, MI, “The Choice: Examining Inclusivity and Decision-Making in a Family Planning Clinic”

Zac Wendler, Ferris State University, Big Rapids, MI, “Procedural Rhetoric in the Intensive Care Unit”

Friday Special Interest Groups

3:30–4:30 p.m.

Institutions, Labor Issues, and Professional Life

FSIG.01 American Indian Caucus Business Meeting

101 A (Wisconsin Center)

This is the business meeting of the American Indian Caucus.

Chair: Andrea Riley-Mukavetz, Grand Valley State University

Institutions, Labor Issues, and Professional Life

FSIG.02 Asian/Asian American Caucus Meeting

101 B (Wisconsin Center)

This is the business meeting for the Asian/Asian American Caucus.

Chairs: Linh Dich, Miami University Regionals
Iswari Pandey, California State University, Northridge

Research

FSIG.03 Special Interest Group for Undergraduate Research in Writing Studies

101 C (Wisconsin Center)

The Special Interest Group for Undergraduate Research in Writing Studies, along with the CCCC Committee on Undergraduate Research, provides an important forum for CCCC attendees to learn about the exciting opportunities for undergraduates in writing studies such as the CCCC Undergraduate Poster Session and the Naylor Workshop.

Chair: Michael Zerbe, York College of Pennsylvania

Research

FSIG.04 Rhetoric and Religious Traditions Standing Group Business Meeting

101 D (Wisconsin Center)

continued on next page

The Rhetoric and Religious Traditions Standing Group aims to foster scholarship and teaching about religion, rhetoric, and composition.

Chair: Paul Lynch, Saint Louis University, MO

Theory and Culture

**FSIG.05 Non-Native English-Speaking Writing Instructors
Standing Group Business Meeting**

102 A (Wisconsin Center)

The Non-Native English-Speaking Writing Instructors (NNESWIs) Standing Group provides a forum for NNESWIs to continue their conversations and to foster networking and collaboration.

Chairs: Chen Chen, Winthrop University
Judith Szerdahelyi, Western Kentucky University

Research

**FSIG.06 International Researchers Consortium Business
Meeting**

102 B (Wisconsin Center)

Annual business meeting for all interested in joining the International Researchers Consortium or participating in a discussion about IRC goals and activities.

Chair: Magnus Gustafsson, Chalmers University of Technology, Gothenburg
Facilitator: Christiane (Tiane) Donahue, Dartmouth/University of Lille

Institutions, Labor Issues, and Professional Life

FSIG.07 Black Caucus Business Meeting

102 C (Wisconsin Center)

Since its 1970 founding, the Black Caucus's mission is to enhance the professional welfare of English language arts professionals of African descent. Come and connect.

Chair: Ersula Ore, Arizona State University

Language and Literacy

FSIG.08 LLW Standing Group Business Meeting

102 D (Wisconsin Center)

We explore how various linguistics perspectives and approaches to the study of language can help inform the study and teaching of writing and promote dialogues on writing between researchers and practitioners from different disciplines.

Chair: Laura Aull, Wake Forest University

Group Leaders: Whitney Gegg-Harrison, University of Rochester, Rochester, NY

Jinrong Li, Georgia Southern University

Stefanie Lovelass-Davis, Danville Area Community College

Cameron Mozafari, University of Maryland, College Park

Facilitators: Maria Gapotchenko, Boston University

Mike Haen, University of Wisconsin, Madison

Michael Israel, University of Maryland

Daniel Kies, College of DuPage

Sonja Launsbach, Idaho State University

Cornelia Paraskevas, Western Oregon University, Monmouth

Deborah Rossen-Knill, University of Rochester

Diantha Smith, Brigham Young University, ID

Karissa Wojcik, Columbian College of Arts & Sciences

Professional and Technical Writing

FSIG.09 Writing and STEM Standing Group Business Meeting

102 E (Wisconsin Center)

A group for people interested in teaching writing in and about the STEM disciplines: science, technology, engineering, and mathematics.

Chairs: Jennifer Mallette, Boise State University

Gwendolynne Reid, Emory University

Han Yu, Kansas State University

Facilitators: Gabriel Cutrufello, York College of Pennsylvania

Kate Maddalena, William Peace University

Approaches to Learning and Learners

FSIG.10 Creating Commonplaces: Honoring Diverse Class Backgrounds with/and Writing Pedagogy

103 A (Wisconsin Center)

This panel explores the role socioeconomic background can play in studying college writing in the United States. We also examine the wide-ranging expressions of socioeconomic class of our students and offer ways writing instructors can engage with those expressions for mutual success.

Chair: Jennifer Beech, University of Tennessee, Chattanooga

Speakers: Charissa Che, Queensborough Community College, NY, “Working Class and Pedagogy”

Nicole McNeal, Folsom Lake College, “Working Class and Pedagogy”

Justin Whitney, SUNY Delhi, “Working Class and Pedagogy”

Writing Programs and Majors

FSIG.11 Writing Across the Curriculum Standing Group Business Meeting

103 B (Wisconsin Center)

Join us for small-group discussions on topics related to WAC program administration, pedagogy, theory, and research, as well as future WAC Standing Group initiatives.

Chairs: Christopher Basgier, Auburn University

Michelle Cox, Cornell University

Jeffrey Galin, Florida Atlantic University

Community, Civic & Public Contexts of Writing

FSIG.12 Queer Caucus Business Meeting

103 C (Wisconsin Center)

This is the business meeting for the Queer Caucus.

Chairs: Ames Hawkins, Columbia College, Chicago

Jacqueline Rhodes, Michigan State University

Community, Civic & Public Contexts of Writing

FSIG.13 Internship SIG

103 D (Wisconsin Center)

The Internship Special Interest Group will discuss the important role that internships have come to play in our discipline.

Speaker: Dauvan Mulally, Grand Valley State University

Institutions, Labor Issues, and Professional Life

FSIG.15 CCCC Jewish Caucus Open Forum

201 A (Wisconsin Center)

The Jewish Caucus Open Forum will create a much-needed space for explicit, inclusive, and productive conversation about the complexities of anti-Semitism and its relationship to white supremacy in postsecondary writing studies.

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

Information Technologies and Digital Cultures

FSIG.16 Council for Play and Game Studies Standing Group Meeting Proposal

201 B (Wisconsin Center)

The Council for Play and Game Studies aims to provide scholars interested in play and game studies with opportunities to network and to share ideas and information.

Chair: Rebekah Shultz Colby, University of Denver

Community, Civic & Public Contexts of Writing

FSIG.17 Community Writing and Public Rhetorics

201 C (Wisconsin Center)

The Community Writing and Public Rhetorics SIG meets yearly at the CCCC Convention to raise issues and problem-solve, to share challenges along with networking and scholarly opportunities, and to link with other groups such as the Coalition for Community Writing.

Speakers: Adam Hubrig, University of Nebraska, Lincoln
Joyce Meier, Michigan State University
Stephanie Wade, Bates College, Lewiston, ME

Community, Civic & Public Contexts of Writing

FSIG.18 Environmental Rhetoric and Advocacy SIG

201 D (Wisconsin Center)

This SIG offers attendees a collective space within the CCCC community to collaborate on writing and advocacy efforts on the environment.

Chairs: Christina Boyles, Michigan State University
Matthew Driscoll, Santa Clara University
Michael Geary, Bristol Community College, MA
Lisa L. Phillips, Texas Tech University

Community, Civic & Public Contexts of Writing

FSIG.19 Handcrafted Rhetorics SIG

202 A (Wisconsin Center)

The Handcrafted Rhetorics SIG is a chance for scholars, teachers, and community organizers to converse about the relationships among craft, multimodality, making, public composition, and culture. See <http://www.handcraftedrhetorics.org/>.

Chair: Kristin Prins, Cal Poly Pomona, Los Angeles
Facilitators: Hannah Bellwoar, Juniata College
Danielle Koupf, Wake Forest University, Winston-Salem, NC
Jason Luther, Rowan University
Kristin Ravel, Rockford University

Institutions, Labor Issues, and Professional Life

FSIG.20 Independent Scholar SIG

202 B (Wisconsin Center)

This Independent Scholars Special Interest Group provides a commonplace and community of support for scholars working outside tenure-track academic jobs or outside university-affiliated employment. It supports members in their research, helps brainstorm ways to solve issues unique to independent scholarship, and promotes the visibility of such scholars within composition studies.

Chairs: Risa Gorelick, New Jersey Institute of Technology
Mary Karcher, independent scholar
Krystia Nora, Shorewood, WI

Institutions, Labor Issues, and Professional Life

FSIG.23 Labor Caucus Business Meeting

202 E (Wisconsin Center)

Open to all, this meeting offers a space to discuss labor, update members on the caucus's progress, and develop strategies for change.

Chair: Mitzi Jones, University of Arkansas, Fort Smith

Institutions, Labor Issues, and Professional Life

FSIG.25 Solidarity against Precarity: The Promise and Perils of Graduate Student and Contingent Faculty Organizing

203 B (Wisconsin Center)

This panel considers how compositionists can cultivate solidarity between academic laborers facing precarious conditions to promote workplace democracy.

Speakers: John Belk, Southern Utah University
Alex Helberg, Carnegie Mellon University
Doug Kulchar, Pennsylvania State University
Calvin Pollak, Carnegie Mellon University

Institutions, Labor Issues, and Professional Life

FSIG.26 We Don't Know What We Don't Know: Stumbling into the Common Spaces of Rhetoric and Composition

203 C (Wisconsin Center)

This panel will explore theoretical and practical approaches for managing the ways in which graduate students so often stumble through, into, or between the common spaces and commonplaces of the academy.

Speakers: Millie Hizer, Indiana University, Bloomington, "‘I Assume You Know’: Asking Questions within the Common Spaces of the Academy”

Alisha Karabinus, Purdue University, “We Are Building Histories: Rhetorically Interrogating Game Studies”

Angela Morris, University of Memphis, “When the Commonplaces Have Whitewashed Faces: Employing Nonracist Pedagogies in FYW”

Michelle Sprouse, University of Michigan, “How Graduate Students Move from Reading into Academic Conversations”

Respondent: Joanna Chromik, Indiana University, Bloomington

Writing Programs and Majors

FSIG.27 Independent Writing Departments and Programs Association Business Meeting

203 D (Wisconsin Center)

This is an annual business meeting for the Independent Writing Departments and Programs (IWDPA) special interest group.

Chair: Susan Pagnac, Central College, Colfax, IA

Writing Programs and Majors

FSIG.28 Writing Assessment SIG

203 E (Wisconsin Center)

The annual meeting of Writing Assessment SIG is a collaborative space for scholars across ranks, statuses, and areas of professional specialization to discuss program-level assessment, pose how-to questions, share models, find resources, consider potential collaborations, and develop interinstitutional assessment projects.

Chair: Katrina Miller, University of Nevada, Reno

Institutions, Labor Issues, and Professional Life

FSIG.31 SIG for Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies

MacArthur Room (Hilton)

To support the needs of a growing group of senior and retired scholars, and to promote their continued service to the profession, attendees will take steps to ensure the SIG's continuity by reviewing a draft set of bylaws and other required documentation for a Standing Group application.

Chair: Joel Wingard, Moravian College

FSIG.32 Global Society of Online Literacy Educators (GSOLE)

Mitchell Room (Hilton)

This is an open, annual business meeting for the Global Society of Online Literacy Educators (GSOLE), an international organization connecting those who teach reading, alphabetic writing, and multimodal composition as digital literacies in online educational settings. All those interested are welcome!

President: Scott Warnock
Vice President: Dan Seward

Writing Programs and Majors

**FSIG.33 Master's Degree Consortium of Writing Studies
Specialists Business Meeting**

Walker Room (Hilton)

The Master's Degree Consortium of Writing Studies Specialists is focused on MA programs in rhetoric, composition, and writing studies. The Consortium serves as a network to help programs, promote the value of the master's degree, and foster articulation. The consortium is currently updating the directory and conducting a program survey.

Chairs: Nicole Caswell, East Carolina University, Greenville, NC
Susan Wolff Murphy, Texas A&M University, College Station

Writing Programs and Majors

FSIG.35 Writing about Writing Development Group

Wright Ballroom B (Hilton)

The Writing about Writing meeting includes a business plenary and breakout groups for projects, proposals, and conversation about WAW research and pedagogy, following attendee interests.

Chairs: Benjamin Miller, University of Pittsburgh, PA
John Whicker, Fontbonne University

Theory and Culture

FSIG.36 SOUND SIG

Wright Ballroom C (Hilton)

The purpose of the SOUND SIG is to support and contribute to the rapidly growing subfield of sound studies in rhetoric and composition.

Chairs: Earl Brooks, University of Maryland, Baltimore County
Travis Margoni, Yakima Valley College, WA

Research

FSIG.37 Non-Western/Global Rhetorics SIG

Crystal Ballroom (Hilton)

This Special Interest Group focuses on articulating and questioning and includes a global range of rhetorical theories, practices, and pedagogies.

Chairs: Tarez Samra Graban, Florida State University, Tallahassee
Elif Guler, Longwood University
Nicole Khoury, University of Illinois, Chicago
Keith Lloyd, Kent State University Stark, OH
Adnan Salhi, Henry Ford Community College

FSIG.39 Literacy Studies Special Interest Group

Kilbourn Room (Hilton)

Join literacy studies scholars working in diverse contexts: composition/writing studies, K–12 education, transnational settings, community literacies/activism, workplace/professional literacies, and civic/rhetorical discourses.

Speaker: Tara Lockhart, San Francisco State University, CA

First-Year and Basic Composition

FSIG.52 Council on Basic Writing SIG: Collaboration, Community, Caucusing

Regency Ballroom D (Hyatt)

This collaborative meeting will focus on how basic writing instructors can shape institutional, state, and national policies regarding access and writing instruction.

Speakers: Jason Evans, Prairie State College, Chicago Heights, IL
Leigh Jonaitis, Bergen Community College, Paramus, NJ
Marisa Klages-Bombich, LaGuardia Community College, NY

Writing Programs and Majors

FSIG.54 International Writing Centers Association Town Hall Meeting

Lakeshore Ballroom C (Hyatt)

The session will be a meeting for members and potential members of the International Writing Centers Association, an NCTE Assembly.

Chairs: Jackie Grutsch McKinney, Ball State University, Muncie, IN
John Nordlof, Eastern University, PA

Annual Business Meeting of the Conference on College Composition and Communication

Wisconsin Center, Ballroom D

4:45–6:00 p.m.

All members of and newcomers to CCCC are invited to attend and vote at the business meeting.

CCCC Chair: Vershawn Ashanti Young, University of Waterloo, Ontario, Canada

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

CCCC Assistant Chair: Holly Hassel, North Dakota State University, Fargo

CCCC Immediate Past Chair: Asao B. Inoue, Arizona State University, Phoenix

CCCC Secretary: David F. Green, Howard University, Washington, DC

CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE, Urbana, IL

CCCC Parliamentarian: Frankie Condon, University of Waterloo, Ontario, Canada



Rules and Procedures for the Annual Business Meeting of the Conference on College Composition and Communication

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give their name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.
- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
- d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their postconvention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

CCCC Awards Presentation and Reception

Wisconsin Center, Ballroom D
6:10–7:20 p.m.

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

At this reception we announce the recipients of the 2020 Outstanding Book Award, the James Berlin Memorial Outstanding Dissertation Award, the Braddock Award, the Award for best article in *TETYC*, and others. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: LuMing Mao, University of Utah, Salt Lake City
Sarah Harris, College of the Sequoias, Visalia, CA
Katherine Silvester, Indiana University Bloomington
Brian Stone, Indiana State University, Terre Haute
Shane Wood, University of Southern Mississippi, Hattiesburg

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

JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Outstanding Dissertation Award Committee

Chair: Rhea Lathan, Florida State University, Tallahassee
Geoffrey Clegg, Midwestern State University, Wichita Falls, TX
Paige Hermansen, Westfield State University, MA
Katherine Silvester, Indiana University Bloomington
Lisa Tremain, Humboldt State University, Arcata, CA

For a listing of previous Berlin Outstanding Dissertation Award winners, please visit <http://www.ncte.org/cccc/awards/berlin>.

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

Chair: Frankie Condon, University of Waterloo, Ontario, Canada
Les Hutchinson, Michigan State University, East Lansing
Alexandria Lockett, Spelman College, Atlanta, GA
Cindy Tekobbe, University of Alabama, Tuscaloosa
Stacey Waite, University of Nebraska–Lincoln

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

THE MARK REYNOLDS *TETYC* BEST ARTICLE AWARD

The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Best Article Award Committee

Chair: Mara Lee Grayson, California State University, Dominguez Hills
Rebecca Fleming, Columbus State Community College, OH
Holly Larson, Seminole State College, Sanford, FL
Robert Lazaroff, Nassau Community College, Garden City, NY
Marlena Stanford, Salt Lake City Community College, UT

<http://www2.ncte.org/awards/journal-article-awards/tyca-best-article/>.

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Miriam F. Williams, Texas State University, San Marcos
Natasha N. Jones, University of Central Florida, Orlando
Kristen R. Moore, University at Buffalo, NY
Michelle Bachelor Robinson, University of Alabama, Tuscaloosa
Donnie Johnson Sackey, Wayne State University, Detroit, MI

For a listing of previous Outstanding Dissertation Award in Technical Communication winners, please visit <http://www.ncte.org/cccc/awards/techcommdissertation>.

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee

Chair: Sushil Oswal, University of Washington, Tacoma
Laura Davies, SUNY Cortland, NY
Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, FL
Octavio Pimentel, Texas State University, San Marcos
Sarah Prielipp, Michigan State University, East Lansing
Michael Rifenburg, University of North Georgia, Dahlonega
Michelle Stuckey, Arizona State University, Tempe

For a listing of previous Technical and Scientific Communication Award winners, please visit <http://www.ncte.org/cccc/awards/techsci>.

WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to twenty writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Writing Program Certificate of Excellence Committee

Chair: Matt Gomes, Santa Clara University, CA
Christian Gregory, Teachers College, Columbia University, New York City, NY
Russell Kirkscey, Pennsylvania State Harrisburg
Terese Thonus, University of Baltimore, MD
Kate Vieira, University of Wisconsin, Madison

For a listing of previous Writing Program Certificate of Excellence winners, please visit <http://www.ncte.org/cccc/awards/writingprogramcert>.

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

The program offers financial aid, two travel grants of \$1,250 each, to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. With this Fellowship, CCCC hopes to create new opportunities for Tribal College faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education.

Tribal College Faculty Fellowship Committee

Chair: Jaquetta Shade-Johnson, University of Missouri, Columbia
Rebecca Frost, Keweenaw Bay Ojibwa Community College, L'Anse, MI
Nina Knight, Jackson Community College, MI

For a listing of previous Tribal College Faculty Fellowship winners, please visit <http://www.ncte.org/cccc/awards/tribalcollegefellow>.

2019–2020 CCCC RESEARCH INITIATIVE RECIPIENTS

“Communication across Contexts: Mapping Linguistic Diversity with Graduate Students”

Rachel Bloom-Pojar, University of Wisconsin-Milwaukee
Claire Edwards, University of Wisconsin-Milwaukee
Gitte Frandsen, University of Wisconsin-Milwaukee
Chloe Smith, University of Wisconsin-Milwaukee
Madison Williams, University of Wisconsin-Milwaukee

“Work Integrated Learning and Writing Transfer in Global Contexts”

Michael-John DePalma, Baylor University, Waco, TX
Michelle J. Eady, University of Wollongong, Australia
Radhika Jaidev, Singapore Institute of Technology
Ina Alexandra Machura, Justus Liebig University Giessen, Germany
Lilian Mina, Auburn University at Montgomery, AL
Kara Taczak, University of Denver, CO

“Assessing and Mapping the Impact of Decoloniality on Writing, Rhetoric, and Communication Studies”

Romeo García, University of Utah, Salt Lake City
Ellen Cushman, Northeastern University, Boston, MA
Damián Baca, University of Arizona, Tucson

“Students as Advocates for the Right to Their Own Languages in Their Graded Writing”

Anne Charity Hudley, University of California Santa Barbara

Hannah Franz, Virginia Commonwealth University, Richmond

“Data and Failure: A Collaborative Study of First-Year Composition”

Joyce Olewski Inman, University of Southern Mississippi, Hattiesburg

Rebecca A. Powell, University of Southern Mississippi, Gulf Park

“Super-Diversity in Context: A Corpus-based Study of Multilingual Writing Outcomes with Attention to Disparate Impact”

Mya Poe, Northeastern University, Boston, MA

Cara Marta Messina, Northeastern University, Boston, MA

Cherice Jones, Northeastern University, Boston, MA

2019–2020 CCCC EMERGENT RESEARCHER AWARD RECIPIENTS

“Trauma-Informed Writing Pedagogy: A Pilot Study of an Evidence-Based Training Initiative”

Michelle L. Day, University of Louisville, KY

Sara M. Williams, University of Louisville, KY

“Reconsidering a Vexed Question: Localizing the Writing Class Size Argument”

Mellisa Huffman, Angelo State University, San Angelo, TX

Cheri Lemieux Spiegel, Northern Virginia Community College, Annandale

“Intersecting Genres, Transforming Modes: Feminist Writers’ Transfer across Academic and Non-Academic Domains”

Anna V. Knutson, Duquesne University, Pittsburgh, PA

“Understanding the Design, Delivery, and Impact of Multimodal Advocacy Projects: A Study of Instructors, Students, and Community Partners in Social Justice Writing Pedagogy”

Jason Tham, Texas Tech University, Lubbock

Jialei Jiang, Indiana University of Pennsylvania

“Developing Strategies for Designing New Media Projects and Webtexts for Long-term Access and Preservation”

John Paul Walter, George Mason University, Silver Spring, MD

CCCC ADVANCEMENT OF KNOWLEDGE AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Chair: Aja Y. Martinez, Syracuse University, NY
Sara P. Alvarez, Queens College, CUNY, NY
Jessica Enoch, University of Maryland, College Park

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

CCCC RESEARCH IMPACT AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Chair: Mya Poe, Northeastern University, Boston, MA
Malkiel Choseed, Onondaga Community College, Syracuse, NY
Lilian Mina, Auburn University at Montgomery, AL

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

CCCC GLORIA ANZALDÚA RHETORICIAN AWARD

Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three \$750 awards for travel to the CCCC Convention.

Gloria Anzaldúa Rhetorician Award—2020 Recipients

Samuel Brook Corfman, University of Pittsburgh, PA
Elise Dixon, Michigan State University, East Lansing
B. López, Syracuse University, NY

Gloria Anzaldúa Rhetorician Award Committee

Chair: Ana Ribero, Oregon State University, Corvallis
Jay Dolmage, University of Waterloo, Ontario, Canada
Romeo Garcia, University of Utah, Salt Lake City

For a listing of previous Gloria Anzaldúa Rhetorician Award winners, please visit <http://www.ncte.org/cccc/awards/anzaldua>.

CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

Established in 2013, this award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric.

Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

Chair: Susanmarie Harrington, University of Vermont, Burlington
Jacob Babb, Indiana University Southeast, New Albany
Alexandra J. Cavallaro, California State University, San Bernardino
Katie Manthey, Salem College, Winston-Salem, NC
Tara K. Wood, University of Northern Colorado, Greeley

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship winners, please visit <http://www.ncte.org/cccc/awards/lavender>.

CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS

Established in 2014, these awards recognize scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens.

Disability in College Composition Travel Awards—2020 Recipients

Anna Barritt, University of Oklahoma, Norman
Brielle Campos, Middle Tennessee State University, Murfreesboro
Adam Hubrig, University of Nebraska-Lincoln
Jessie Male, Ohio State University, Columbus

Ruth Osorio, Old Dominion University, Norfolk
Neil Simpkins, University of Washington-Bothell

Disability in College Composition Travel Awards Committee

Chair: Christina V. Cedillo, University of Houston Clear Lake, TX
Janine Butler, Rochester Institute of Technology, NY
Jay Dolmage, University of Waterloo, Ontario, Canada
Jo Hsu, University of Arkansas, Fayetteville
Vyshali Manivannan, Pace University, Pleasantville, NY

For a listing of previous Disability in College Composition Travel Awards recipients, please visit <http://www.ncte.org/cccc/awards/disability>.

NELL ANN PICKETT SERVICE AWARD

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

Nell Ann Pickett Service Award Committee

Chair: Carolyn Calhoun Dillahun, Yakima Valley College, WA
Sandie Barnhouse, Charlotte, NC
Sharon Mitchler, Centralia College, WA
Shelley Rodrigo, University of Arizona, Tucson

For a listing of previous Stonewall Service Award winners, please visit <https://ncte.org/awards/tyca-nell-ann-pickett-award/>.

