

Saturday, March 28

Special Events and Meetings

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

8:00 a.m.–5:00 p.m.

HBCU Research Collective

Gilpatrick (Hyatt)

This session will continue a dialogue on creating research that emerges from and speaks to HBCU institutions.

8:00–9:15 a.m.

Institutions, Labor Issues, and Professional Life

Meeting for CCCC SIG, Standing Group, and Caucus Leaders

Lakeshore Ballroom B (Hyatt)

Leaders of Standing Groups, SIGs, and Caucuses will convene to discuss their groups' current and pending projects, ask questions and offer advice on running a successful group, and share new ideas for the larger organization. Representation from the CCCC Executive Committee will be present to listen, learn, and discuss ideas.

Facilitator: Christopher Basgier, Auburn University

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

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

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

9:00 a.m.–4:00 p.m.

Community, Civic & Public Contexts of Writing

DBLAC Community Writing Space

Lakeshore Ballroom C (Hyatt)

This community writing space is an extension of DBLAC's goal to foster a learning community where members are able to present their ideas, research, and writing among emerging scholars as a means of professional support and development.

Facilitators: Lou Maraj, University of Pittsburgh

Khirsten Scott, University of Pittsburgh

2:00–5:30 p.m.

Writing Programs and Majors

**Association for Writing Across the Curriculum (AWAC)
Annual Business Meeting (Open)**

103 A (Wisconsin Center)

The Association for Writing Across the Curriculum (AWAC) is a membership-based organization developed to promote Writing Across the Curriculum (WAC) initiatives, programs, pedagogy, and scholarship. During this annual business meeting, AWAC officers will report on activities and committee chairs will lead small-group discussions. All are invited.

Chairs: Laurie Britt-Smith, College of the Holy Cross
Michelle Cox, Cornell University
Jeffrey Galin, Florida Atlantic University
Justin Rademaekers, West Chester University of Pennsylvania
Stacey Sheriff, Colby College

Teacher 2 Teacher

Hilton, Crystal Room

9:30 a.m.–5:00 p.m.

Co-Chairs: Christine Cucciarre, University of Delaware, Newark
Lee Nickoson, Bowling Green State University, Bowling Green, OH

Teacher to Teacher (T2T) offers CCCC participants a dynamic new professional development and networking opportunity. Designed as a series of practice-based conversations, T2T provides a space to celebrate teaching. Open to all convention attendees, T2T participants will be invited to learn about a range of activities, assignments, and methods from more than 40 teacher-presenters. T2T presenters include full- and part-time faculty, graduate and undergraduate students, and aspiring educators as well as colleagues representing secondary, two-year, and four-year institutional homes. After a short welcome and introduction, attendees will select four twenty-minute table presentations per session. Attendees are welcome during any part of the morning and afternoon sessions or as their schedules allow. Table leaders will facilitate discussion following short presentations from two teachers. Visit the Teacher to Teacher website for a complete list of table topics:

<https://sites.google.com/udel.edu/teacher2teacher>. Join us!

Julie Baer	Margaret Holloway	Ashley Pendleton
John Brick	Matthew Hollrah	Brad Peters
Tracy Carrick	Jeffrey Jackson	Anthony Procopio Ross
Candace Chambers	Mallory Jones	David Robledo
Philip Choong	Kate Navickas	Kevin Rutherford
David Cregar	Callie Kostelich	Maseri Kisa Schultz
Delani DeGrosky	Ethna Lay	Dalia Seifallah
Deb Dimond Young	Soyeon Lee	Mary Lourdes Silva
Rachel Dortin	Meng-Hsien (Neal) Liu	Diantha Smith
Lauren Esposito	Nick Marsellas	Tiffany Stachnik
Islam Farag	Sharon Marshall	Jerry Stinnett
Rachel Flynn	Elizabeth Martin	Sara Strasser
Christine Garcia	Charles McCaffrey	Kathleen Turner Ledgerwood
Gina Genova	Caitlyn McKay	Brian Urias
Cassandra Goff	Shailen Mishra	Sarah Williamson
Stephen David Grover	Lujine Nasralla	Craig Wynne
Kathryn Hendrickson	Timothy Oleksiak	Mohamed Yacoub

K Sessions: 8:00–9:15 a.m.

Approaches to Learning and Learners

K.01 Archives as Sites of Commonplace Research and Knowledge: Helping Writers Challenge, Expand, and Collaborate within Their Boundaries

101 A (Wisconsin Center)

This session presents a developing theoretical and pedagogical conversation about how cross-institutional collaborations between composition classrooms and archives challenge commonplace assumptions about undergraduate research methodologies.

Chair and Speaker: Kassia Shaw, University of Wisconsin, Madison, “Encountering Commonplaces within Archival Landscapes: Attending to Historical Silences through Community Collaboration”

Speakers: Cynthia Bachhuber, Wisconsin Historical Society, Madison, “Encountering Commonplaces within Archival Landscapes: Attending to Historical Silences through Community Collaboration”

Edna Fugate, University of Pikeville, “Archives, Academics, and Appalachia: How the University of Pikeville Advanced the Learning Process through Community History”

Lynda Kachurek, University of Richmond, VA, “Contested and Constructed: Unpacking ‘Truth’ from the Archives”

Amy Lueck, Santa Clara University, “A Common Place in the Archives”

Nadia Nasr, Santa Clara University Library, “A Common Place in the Archives”

Amanda Slone, University of Pikeville, “Archives, Academics, and Appalachia: How the University of Pikeville Advanced the Learning Process through Community History”

Carol Wittig, University of Richmond, “Contested and Constructed: Unpacking ‘Truth’ from the Archives”

Approaches to Learning and Learners

K.02 Uncommon Places: The Recording Studio as Compositional Space

101 B (Wisconsin Center)

Examines the recording studio as a learning environment for students, composers, and producers through the ways sound, music, digital technologies, humans, and material environments produce opportunities for learning through acts of composing. Participants will be invited to identify and challenge commonplaces of writing and learning in their pedagogical practices.

Chair and Speaker: Bump Halbritter, Michigan State University
Speakers: Byron Hawk, University of South Carolina
Ben Lauren, Michigan State University, East Lansing
Respondent: Jared Milburn, Michigan State University, East Lansing

Approaches to Learning and Learners

K.03 More Than Persistence: Failure as a Disciplinary Value in Teaching Writing

101 C (Wisconsin Center)

This panel will be inclusive and generative in regard to studying failure in our teaching. We argue that commonplaces about failure need to be addressed given their direct impact on our pedagogies. Attendees will participate in an interactive discussion through techniques and practices from improvisational theater, video-gaming, and innovative technologies.

Chair and Speaker: Lauren Esposito, Syracuse University, NY
Speakers: Justin Cary, University of North Carolina, Charlotte
Zoe McDonald, University of Nebraska, Lincoln
Nicole Ramer, University of Missouri, St. Louis

Approaches to Learning and Learners

K.04 Critical Considerations of Visibility in Composition

101 D (Wisconsin Center)

Speakers in this panel draw from historical studies, material culture studies, and embodiment theory to critically examine the interrelationships between space, objects, and bodies.

Chair: Lisa Konigsberg, West Chester University, PA
Speakers: Kristie Fleckenstein, Florida State University, Tallahassee, “Commonplace (In)Visibility: Visual Technologies, White Privilege, and the Composition Classroom”
Erica Vivian Leigh, Ohio University, Athens, “Feminist Food Studies: Exploring Body Positivity as ‘Models’ of Composition”
Patricia Poblete, Henderson State University, Arkadelphia, AR, “Menstruation: Reading the Rhetorics in University Caretaking”
Shane Whittington, Florida State University, “Commonplace as Cultured Space”

Approaches to Learning and Learners

K.05 Navigating Critical and Political Discourse(s) in the Classroom

102 A (Wisconsin Center)

This panel poses questions around political and social justice curricula through restorative justice theories, critical discourse analysis, critical pedagogy, and emotion studies.

Chair: Valerie Levan, University of Chicago, IL

Speakers: Serenity Dougherty, University of Missouri, St. Louis,

“Addressing the Elephant and/or Donkey in the Room: Strategies for Civil Political Discourse in the Classroom”

Jonna Gilfus, Syracuse University, NY, “Toward a Fresh Perspective on Political Emotion”

Nadya Pittendrigh, University of Houston, Victoria, “Whole Self Rhetoric: Teaching the Justice Situation in the Composition Classroom”

Kath Rothschild, Indiana University of Pennsylvania, “Countering Student Bias and Creating Inclusion with Critical Discourse Analysis in a Civil Liberties Curriculum”

Chris Schott, University of Missouri, St. Louis, “Addressing the Elephant and/or Donkey in the Room: Strategies for Civil Political Discourse in the Classroom”

Approaches to Learning and Learners

K.06 More Than Replication: Reimagining Spaces Using an Affordance-Forward Approach to Design in Online Writing Instruction

102 B (Wisconsin Center)

Questioning approaches to online writing instruction (OWI), in this Engaged Learning Experience we ask how affordance-forward design can inform learning experiences.

Speakers: Amy Cicchino, Auburn University

Michael Neal, Florida State University

Katelyn Stark, Florida State University

Community, Civic & Public Contexts of Writing

K.07 Queering Accountability: An Abolitionist Approach to Prison Literacies

102 C (Wisconsin Center)

Teacher–scholars in carceral settings often critique commonplaces that uncritically celebrate prison literacies. As critical prison studies expand in rhetoric and composition, so do opportunities to apply ethics of queer abolition to prison literacy engagements. This panel takes up queer and carceral studies to suggest practices for accountability in prison research.

Speakers: Alexandra Cavallaro, California State University, San Bernardino

Rachel Lewis, Northeastern University

Roam Romagnoli, Santa Rosa Junior College

Community, Civic & Public Contexts of Writing

K.08 From the Classroom to the Streets: Student Advocacy for LGBT Rights, Public Education, and Immigrant Rights

102 D (Wisconsin Center)

Working in classrooms and archives, writing teachers and researchers can support student activism.

Chair: Sonia Sharmin, East West University, Dhaka

Speakers: Andrew Bowman, University of Illinois at Urbana-Champaign, “From Occupation to ‘Recommendations’: Arguing for LGBT Civil Rights on the University of Illinois Campus”

Glenn Hutchinson, Florida International University, Miami, “Learning from Student Organizers: Immigrant Rights and the Writing Classroom”

Anna Zeemont, CUNY Graduate Center, “‘Everyday People Have Their Say’: Public Literacies, Student Activism, and the Archive”

Community, Civic & Public Contexts of Writing

K.09 Let’s Talk: Engaging Controversies in Community Writing

102 E (Wisconsin Center)

Talking past civility to teach civic participation online and off in undergraduate writing courses

Chair: Michael Pfister, Arizona State University, Tempe

Speakers: Amanda Harris, Wright State University, “Ludic Commonplaces and the Stories That Shape Them”

Greyson Sanders, Wright State University, “Ludic Commonplaces and the Stories That Shape Them”

First-Year and Basic Composition

K.10 Thinking about Feeling: The Role of Emotion in Reflective Writing

103 A (Wisconsin Center)

This panel presents a study that explores how FYW students use reflective writing as a space for emotive expression and encourages instructors and students to attend to and critically engage these emotive expressions.

Chair: Jessica Enoch, University of Maryland, College Park

Speakers: Justin Lohr, University of Maryland, College Park

Elizabeth Miller, Mississippi State University

Cameron Mozafari, University of Maryland, College Park

First-Year and Basic Composition

K.11 Creating a Common Place between L2 Writing Courses and First-Year Composition Courses

103 B (Wisconsin Center)

In this panel session, the speakers will bridge the gap between their experiences as English language instructors and those of first-year writing instructors. This highly interactive session will involve discussion about the specific needs of L2 writers compared to the curriculum of first-year composition courses.

Chair: Clarissa Codrington, Eastern Michigan University

Speakers: Trisha Dowling, University of Michigan, English Language Institute

Allison Piippo, Eastern Michigan University

First-Year and Basic Composition

K.12 Complicating Assessment

103 C (Wisconsin Center)

Presenters will complicate our assessment practices and assumptions in our classrooms and writing programs.

Chair: Travis Margoni, Yakima Valley College, WA

Speakers: Eileen Camfield, University of California, Merced, “Assessing Invisible Learning to Challenge ‘Competency’ Commonplaces”

Tameka Johnson-Tillman, Lincoln Land Community College, Springfield, IL, “Cross-Talk between Instructors and Rubrics”

Nicole Weaver, Le Moyne College, Syracuse, NY, “Reconsidering the Commonplace of a Cumulative Assessment in First-Year Writing”
Cat Williams-Monardes, Indiana University of Pennsylvania, “Ethical Assessment and Neurodiversity: Anti-Ableist Grading Practices for the FYC Commonplace”

First-Year and Basic Composition

K.14 Empowering First-Year Writers

103 E (Wisconsin Center)

This panel offers approaches to empowering first-year writers through redistributing assessment authority, peer conferencing techniques, and mindset theory.

Chair: Brian Gogan, Western Michigan University, Kalamazoo

Speakers: Emily Capan, Illinois State University, Normal, “Shifting the Power of Assessment from Instructor to Students in Support of Students’ Learning”

Kimberly Tweedale, University of North Texas, Denton, “‘I’m Not a Good Writer’: Writing Confidence and Collaborative Learning”

Erich Werner, SUNY Westchester Community College, Valhalla, NY, “Ready or Not, Here Comes 101: Cultivating Positive Writing Mindsets”

First-Year and Basic Composition

K.16 Multimodal Approaches to Teacher Feedback: How Digital Technology Can Transform a Cherished Commonplace

201 B (Wisconsin Center)

This panel seeks to bring together a diverse group of writing teachers from different institutions to explore feedback on several different modalities, from technology-based feedback, particularly audio/video screencast feedback, to short videos that attempt to perform for students the context-dependent operations that highly literate writing teachers tend to take for granted.

Chairs and Speakers: Paul Cook, Indiana University, Kokomo

Emma Guthrie, Bowling Green State University

Jiawei Xing, Indiana University of Pennsylvania

Awouignandji L. Ebenezer Ylonfoun, Indiana University of Pennsylvania

First-Year and Basic Composition

K.17 Integration or Division of Labor: The Impact of FYC Program Structure on Multilingual Students' Sense of Belonging, Self-Efficacy, and Perception of Curriculum
201 C (Wisconsin Center)

Program structure varies in FYC programs between integration and separation depending on the philosophy adopted by the institution/program. This panel investigates the impact of such structures (both integration and division) on multilingual students' self-efficacy, sense of belonging, and perception of curriculum.

Chair: Mohamed Yacoub, Indiana University of Pennsylvania

Speakers: Islam Farag, Indiana University of Pennsylvania
Omar Yacoub, Indiana University of Pennsylvania

History

K.18 Lessons from the Intertwining of Rhetorical Education with Faith in the US—Emerson, Boys Town, and Andover House
201 D (Wisconsin Center)

Rhetorical education has been a crucial part of the American agenda and is often connected to faith traditions. This panel explores three significant sites of rhetorical education connected to faith traditions designed to create public change and examines what we learn from these occurrences as we educate the citizenry today.

Chair and Respondent: John Duffy, University of Notre Dame

Speakers: Michael-John DePalma, Baylor University, "Cultivating Interfaith Civic Activism: Rhetorical Education at Andover Settlement House"

Curry Kennedy, Pennsylvania State University, "Rhetorical Clarity and Strategic Obscurity in Emerson's 'Divinity School Address'"

Joanna Trapp, Emory University, Atlanta, GA, "Father Flanagan's Rhetorical Agenda and Education at Boys Town"

Professional and Technical Writing

K.19 The Legal Writing Parlor: Constructing a Commonplace, an Engaged Learning Experience
202 A (Wisconsin Center)

Attendees are invited to explore the boundaries of the undergraduate legal writing commonplace, while questioning the expectations, powers, beliefs,

and values that underlie these constructions. Freely participate in the construction process and leave with a revised sense of how we define and disrupt pedagogical approaches—by partaking in parlor games.

Chair and Respondent: Kirsten Davis, Stetson University College of Law, “Talking Takeaways”

Facilitators: Antonio Elefano, University of Southern California, “Commonplaces of Undergraduate Writing and Legal Writing: A Matching Game”

Lindsay Head, Florida International University, Miami, “A Game of Consequences in Course Design”

Lisa-Jane Klotz, University of California, Davis, “What Does It Mean to ‘Think Like a Lawyer’?”

Brian Larson, Texas A&M University School of Law, “The Legal Citation Translation Game”

June Pulliam, Louisiana State University, “Legal Writing Jeopardy!”

Approaches to Learning and Learners

K.20 “But Why Does It Work?”: Moving beyond Questions of Efficacy to Theoretical Constructs in TFT

202 B (Wisconsin Center)

This panel explores the Teaching for Transfer curriculum and examines case studies across multiple institutional sites that both exist within and push against the commonplaces in which we find TFT.

Chair: Tonya Ritola, University of California, Santa Cruz

Speakers: Sonja Andrus, University of Cincinnati Blue Ash College, OH
Sharon Mitchler, Centralia College, WA

Respondent: Kathleen Blake Yancey, Florida State University

History

K.21 Learning from History: Racial Exclusion in Composition

202 C (Wisconsin Center)

Reflecting on historical racial exclusions in the discipline and classrooms.

Chair: Jennifer Nish, Texas Tech University, Lubbock

Speakers: Susan Mendelsohn, Columbia University, New York, NY, “The Past Isn’t Past: A History of Racial Exclusion in Composition”

Chloe Smith, University of Wisconsin, Milwaukee, “Sustenance beyond SRTOL: Language Policy and Equality in US Classrooms”

Shannon Stimpson, Pennsylvania State University, “Wartime Commonplaces and the Relevance and Role of English Studies”

Information Technologies and Digital Cultures

K.22 Viral Knowledge-Making: Circulation, Identities, and Digital Commonplaces

202 D (Wisconsin Center)

Panelists examine how participatory audiences shape and circulate online knowledge, from memes to literate practices to YouTube philosophy.

Chair: John Gallagher, University of Illinois at Urbana-Champaign

Speakers: Savannah Block, University of Illinois at Urbana-Champaign, “Memetic Circulation: Participatory Cultures’ Remediation of ‘| | | | _’ in Digital Commonplaces”

Bri Lafond, University of Illinois at Urbana-Champaign, “‘Is There Something Else You’re Searching For?’: Examining YouTube as Pedagogical Praxis in Rhetoric with ContraPoints”

Lesley Owens, University of Illinois at Urbana-Champaign, “Commonplace Books, Digital Common Spaces: An Empirical Study of Bullet Journal Practices”

Information Technologies and Digital Cultures

K.23 Teaching (Digital) Ethics in Shared and Streamed Commonplaces

202 E (Wisconsin Center)

Presenters in this panel talk teaching to detail lessons learned from shared and streamed digital commonplaces.

Chair: Jessica Shumake, University of Notre Dame

Speakers: Cassandra Bishop, University of Nevada, Reno, “Virtual Spaces: Immersive Places for Sharing Experiences and Understanding”

Kyle Bohunicky, University of Florida, Gainesville, “Looking for Good: Lessons from Streaming-Based Pedagogies and Digital Commonplaces”

Charles Woods, Illinois State University, Normal, “Teaching Ethics and Identity Formation Using Digital Genealogy Databases”

Writing Program Administration

K.24 “Every Picture Tells a Story, Don’t It?” The Clarity and Complexity of Data as Evidence in Writing Program Administration

203 A (Wisconsin Center)

Panelists will present their continuing work on labor and writing program administration that puts empirical data in conversation with the narratives of our practice.

Chair: Jill Gladstein, Swarthmore College
Speakers: Brandon Fralix, Bloomfield College
Michael McCamley, University of Delaware, Newark

Institutions, Labor Issues, and Professional Life

**K.25 Shared Governance as a Rhetorical Commonplace:
Interrogating and Communicating the Value of Shared
Governance**

203 B (Wisconsin Center)

This session will bring multiple disciplinary perspectives to the work of shared governance, including interrogating the commonplaces of shared governance practices, affordances of different rhetorical approaches shared governance groups use to exert their influence, and communicative and organizational strategies that enhance faculty investment in shared governance.

Chair: Marc Scott, Shawnee State University, Portsmouth, OH
Speakers: Cori Brewster, Eastern Oregon University, La Grande
Holly Hassel, North Dakota State University
Shirley Rose, Arizona State University

Institutions, Labor Issues, and Professional Life

**K.26 Complicating Career Paths in and out of Rhetoric and
Composition**

203 C (Wisconsin Center)

This session challenges both the expectations of tenure and the logic of the system that privileges tenure, asking members of the profession to critique and expand beyond such a narrow path.

Chair: Daneryl Weber, SUNY Sullivan Community Center, Loch
Sheldrake, NY

Speakers: Theresa Evans, Miami University, Oxford, OH, “Questioning
the Commonplaces of Career Trajectories in Rhetoric and
Composition”

Morgan Leckie, Ball State University, Muncie, IN, “Ways of Making
It 2.0: Creating a Commonplace for Real Talk in Rhetoric and
Composition”

Meridith Reed, Brigham Young University, Provo, UT, “Teach or
Perish: Upending Academic Commonplaces to Reclaim Practitioner
Knowledge”

Elizabeth Saur, University of California, Santa Barbara, “Ways of
Making It 2.0: Creating a Commonplace for Real Talk in Rhetoric and
Composition”

Institutions, Labor Issues, and Professional Life

K.27 Interjecting and Intersecting: Writing Center and Writing Program Commonplace(s)

203 D (Wisconsin Center)

In this Engaged Learning Experience, two graduate student–administrators (a writing center administrator and a writing program administrator) collaborate with participants to explore the commonplaces among writing centers, writing programs, and more.

Chair: Zachary Dwyer, Ball State University, Muncie, IN

Speakers: Will Chesher, Ball State University, Muncie, IN

Bethany Meadows, Ball State University, Muncie, IN

Inventions, Innovations, and New Inclusions

K.28 Decolonizing the Grading Rubric: How to Value Code-Meshing while Critiquing Student Writing

203 E (Wisconsin Center)

Standard grading rubrics are gatekeepers, operating a punitive system rooted in colonization. Oppression, then, is a commonplace in our classrooms. We must therefore face our responsibility in perpetuating colonization—and our responsibility to dismantle it. Decolonizing the grading rubric, through valuing code-meshing, works to decolonize the classroom.

Group Leader: Jessi Johnson, University of Southern California

Speakers: Carlos Delgado, University of Southern California

Chris Muniz, University of Southern California

Inventions, Innovations, and New Inclusions

K.29 Spotlight Session: The Lure of the Lore of Diversity and Inclusion: Using Radical Rhetorical Listening to (Un)Common the Place

Ballroom C (Wisconsin Center)

Four “diverse” teaching professors enact radical rhetorical listening to reflect on their embodied experiences of “diversity and inclusion” as commonplaces, values deeply embedded in their practice, pedagogy, and institutions. They invite participants to consider and perhaps challenge the ways diversity and inclusion are framed at their own institutions.

Speakers: Kelly Garneau, Northeastern University

Somy Kim, Northeastern University

Laurie Nardone, Northeastern University

Melissa Pearson, Northeastern University

Inventions, Innovations, and New Inclusions

K.30 Let's Get Critical (Critical): Reenvisioning Our Roles as Scholar-Activists/Organizers

Ballroom D (Wisconsin Center)

This Engaged Learning Experience provides a space for (re)designing research or pedagogical projects aimed at social transformation within an activist framework.

Facilitators: Prairie Markussen, University of Arizona
Berte Reyes, University of Arizona

Language and Literacy

**K.31 “Racism Isn’t the Shark in the Ocean; It’s the Water”:
Stumbling through Antiracist Language Pedagogies and Practices**

Mitchell Room (Hilton)

Our panel responds to Asao Inoue’s 2019 chair’s address to combat white language supremacy and promote inclusivity in our research and teaching. The shared insights of our speakers point to the unfinished, ongoing, and inherently flawed work of stumbling through antiracist teaching within fundamentally racist systems.

Chair: Rachael Shapiro, Rowan University
Speakers: Nicole Gonzales Howell, University of San Francisco
Shawna Shapiro, Middlebury College
Missy Watson, City College of New York

Language and Literacy

K.32 Global English: Borders, Policy, and Translation

Walker Room (Hilton)

Panelists reflect on the concerns of global English contexts, specifically in Hong Kong, the United Kingdom, and Africa.

Chair: Angela Rounsaville, University of Central Florida, Orlando
Speakers: G. Edzordzi Agbozo, Michigan Technological University,
Houghton, “Topoi of Educational Language Policy in Global Contexts:
Africa in the Mix”
Brittany Kelley, King’s College London, England, “Lost in Translation,
London Edition: Reimagining the Commonplaces of UK Higher Ed”

continued on next page

Xinqiang Li, Michigan State University, “Negotiating Boundaries and Seeking Commonplaces—Examinations of a Transnational Writing Project”

Kristen Schuster, King’s College London, England, “Lost in Translation, London Edition: Reimagining the Commonplaces of UK Higher Ed”

Elvis Yevudey, Kwame Nkrumah University of Science and Technology, “Topoi of Educational Language Policy in Global Contexts: Africa in the Mix”

Creative Writing and Publishing

K.33 Reclaiming and Rediscovering Relationships to Food and Family through Communal Experiences

Wright Ballroom A (Hilton)

In this Engaged Learning Experience, attendees will have the opportunity to embark on a writing journey and participate in a writing workshop focused on familial food and traditions that impact local communities as the guiding topic of exploration.

Chair and Speaker: Sherry Rankins-Robertson, University of Arkansas, Little Rock

Speakers: Heidi Hakimi-Hood, Midwestern State University, Wichita Falls, TX

Callie Kostelich, Texas Tech University

Duane Roen, Arizona State University

Research

K.34 Challenging Commonplace Assumptions in Writing Research

Wright Ballroom B (Hilton)

In this session, panelists investigate turns, tutors, and (digital) terrain to challenge commonplace assumptions in writing research.

Speakers: Bonnie Devet, College of Charleston, SC, “Fostering Effective Reflection for WC Tutors”

Zachary Gasior, Iowa State University, Ames, “Student Contributions through Very Long Turns in Writing Center Tutoring Sessions”

David Gold, University of Michigan, Ann Arbor, “Challenging Digital Commonplaces”

Jo Mackiewicz, Iowa State University, Ames, “Student Contributions through Very Long Turns in Writing Center Tutoring Sessions”

Theory and Culture

K.35 Reconceptualizing Racial Inclusion in Pedagogical Commonplaces

Wright Ballroom C (Hilton)

Panelists discuss the importance of engaging with conservative ideology within traditionally liberal commonplaces, renewing attention to the role of classroom genres as overlooked commonplaces, and decentering classrooms' teaching practices to nuance how scholars teach areas of inclusivity while engaging in antiracist work within traditional educational commonplaces.

Chair and Respondent: Ellen Cushman, Northeastern University

Speakers: Tieanna Graphenreed, Northeastern University

Jonathan Osborne, Northeastern University

Tyrell Stewart-Harris, Ithaca College

Theory and Culture

K.36 Love, Vulnerability, and Anger in Rhetoric and Composition Pedagogy and Theory

Regency Ballroom (Hilton)

In this panel, presenters think with love, vulnerability, and “holy anger” to reframe rhetoric and composition theory and pedagogy.

Chair: Pritisha Shrestha, Syracuse University, NY

Speakers: Storm Pilloff, University of Wisconsin, Milwaukee, “Love Is Rhetorical”

Allie Qiu, Florida International University, “Holy Anger and Alternative Vision in the African American Prophetic Tradition: A Rhetoric of Love”

David Riche, University of Denver, CO, “Writing and Vulnerability as Relational Processes”

Writing Programs and Majors

K.37 “Going against the Norm”: Fighting to Include Writing at an HBCU

Kilbourn Room (Hilton)

My presentation will provide a discussion about how a new writing center at an HBCU is not only a commonplace for where students can write but a common platform where STEM institutions, like Tuskegee, can work to better include “A” into STEM for the benefit of all of its students.

Speaker: Samuel Morris, Tuskegee University, AL

Writing Programs and Majors

K.38 We Are Not the WAC Missionaries: WAC Programs as Dwelling Places for Faculty and Students in the Disciplines

Oak Room (Hilton)

We explore WAC/WID programs as inclusive dwelling places for students and faculty based on WAC commonplaces of ethics, faculty training, and writing awards. Audience members will consider: Where can these common practices be used and improved to empower innovation for writers who must negotiate a particular composing territory?

Speakers: Vicki Tolar Burton, Oregon State University, “Teaching Ethical Writing in the Disciplines: It’s More Than Citing Sources”

Ruth Sylvester, University of Nevada, Reno, “Nesting Commonplaces:

Problematizing Academic Class in Faculty Development Seminars”

Marisa Yerace, Oregon State University, “Contests, Writing Groups, and Tradition in the Culture of Writing Awards”

Writing Programs and Majors

K.39 It's Intense: Perspectives on Writing Across Curricula

Solomon Juneau Room (Hyatt)

How can we engage faculty and students in writing-intensive courses and WAC efforts in different campus contexts?

Chair: Jamie Henthorn, Catawba College, Salisbury, NC

Speakers: Bruce Bowles Jr., Texas A&M University, Central Texas, “The Writing-Intensive Investigation: How Do Faculty View, Articulate, and Enact Writing-Intensive Courses?”

Heather Camp, Minnesota State University, Mankato, MN, “Augmenting ‘Tried-and-True’ with ‘Bold-and-New’: Exploring Novel Approaches to WAC Faculty Development”

Hogan Hayes, Sacramento State University, CA, “Facilitating Resourcefulness: How We Can Understand the Writing Resources in Writing-Intensive Courses”

Jeffrey Kirchoff, Kirkwood Community College, “The Writing-Intensive Investigation: How Do Faculty View, Articulate, and Enact Writing-Intensive Courses?”

L Sessions: 9:30–10:45 a.m.

Inventions, Innovations, and New Inclusions

L.01 Uncommon Ground: A/Typical Practices and Values in Composing New A/Topias

101 A (Wisconsin Center)

In response to the call to consider commonplaces, or what Aristotle called *topoi*, we stop to examine the counterthought. To discover new ground in composition, we end up beyond commonplaces, or in uncommonplaces—what the Greeks would call *atopia*. This panel explores new possibilities by thinking from different geographical places/spaces.

Chair and Speaker: Jimmy Butts, Louisiana State University, Baton Rouge

Speakers: Shannon Butts, University of Florida
Jason Crider, University of Florida
Misty Fuller, Louisiana State University
Madison Jones, University of Florida
Josephine Walwema, Oakland University

Approaches to Learning and Learners

L.02 Common Practice Does Not Make Commonplace: A Critical Analysis of Feedback Form, Function, and Force across Contexts

101 B (Wisconsin Center)

Comments in the margins may be common practice but are rarely commonplaces of understanding. In this presentation, panelists consider diversity in feedback form, function, and force across pedagogical contexts.

Chair and Speaker: Emilia Illana-Mahiques, Cornell University, “Exploring Tensions: Peer Review Commonplaces and Respect for Diversity of Reviewer Stances”

Speakers: Tamar Bernfeld, University of Iowa, Iowa City, “Intentions and Interpretations: In Search of Common Understandings of Feedback”
Carol Severino, University of Iowa, Iowa City, “Problematizing Writing Center Commonplaces: Making All Voices Count”

Approaches to Learning and Learners

L.03 Revisiting Commonplaces in Composition Pedagogy through Multimodal Literacy

101 C (Wisconsin Center)

This multidisciplinary panel presents how to defamiliarize commonplaces in first-year writing and ESL college composition curricula through a variety of multimodal projects and activities.

Speakers: Akshata Balghare, Texas Tech University, “Developing Multimodal Literacy in Online Discussion Forums”

Sidury Christiansen, University of Texas, San Antonio, “Re-mediating Activities in Multimodal Composition”

Michelle Flahive, Texas Tech University, Lubbock, “Podcast Inquiry Projects in Multimodal Composition”

Approaches to Learning and Learners

L.04 Starting on the Career Arc: Teacher Training and Early Career Considerations

101 D (Wisconsin Center)

This session offers research-based findings on effective teacher training practices and assumptions for those working with preservice teachers and new graduate student writing instructors.

Chair: Lauren Beard, Penn State University

Speakers: Amy Dayton, University of Alabama, Tuscaloosa, “Preparing Future Teachers: What Is the Role of the Writing Center?”

Rachel Gramer, Illinois State University, Normal, “Imbalance as Misalignment: Visualizing Values in Writing Teacher Education Texts”

Alfred Owusu-Ansah, Michigan Technological University, Houghton, “Graduate Team-Teaching as a Supportive Commonplace”

Kathryn Perry, California State University, Los Angeles, “A Community of Imposters: Rewriting Narratives of Belonging in an English Master’s Program”

Erin Terbrack, Michigan Technological University, Houghton, “Graduate Team-Teaching as a Supportive Commonplace”

Approaches to Learning and Learners

L.05 Reflecting on Neurodiversity and Disability/Studies

102 A (Wisconsin Center)

This panel derives pedagogical recommendations from neuroscience research and disability studies scholarship.

Chair: Caitlin Larracey, University of Delaware, Newark

Speakers: Jacquie Ballantine, Carleton University, Ottawa, ON, “Towards a Socio-Cultural, Nondeficit Perspective on Academic Writing by University Students with Autism”

Brianna Doyle, Indiana University of Pennsylvania, “Access into Agency: Changing the Traditional Classroom Commonplace to Include Students with Disability”

Nicole Kohut, Columbia University, “Pedagogy for Dyslexic Students: What Hasn’t Changed and Why It Should”

Tracie Swiecki, Michigan State University, East Lansing, “Leveraging Neuroscience Research to Create Common Spaces in FYW Classrooms”

Approaches to Learning and Learners

L.06 The Ethics of Inclusion: Reading Silence in the Diversity Classroom

102 B (Wisconsin Center)

The facilitators of this Engaged Learning Experience session will examine a claim wrought from our experiences of exclusion in the “diversity” classroom: The commonplace of the “diversity” classroom seems to reproduce the problem it seeks to intervene in by using a center/periphery model, which requires exclusion.

Facilitators: Raquel Baker, California State University Channel Islands, “The Ethics of Inclusion: Reading Silence in the Diversity Classroom”
Kathleen Klompfen, “The Ethics of Inclusion: Reading Silence in the Diversity Classroom”

Community, Civic & Public Contexts of Writing

**L.07 Transcending Commonplace Academic Discourse in
Community Partnerships**

102 C (Wisconsin Center)

This panel seeks to unpack how academics negotiate conflicts with “commonplace” in university/community partnerships with a homeless coalition, prison literacy scholarship, and an LGBTQ+ community writing group serving as examples. To this end, the presenters will provide participants with examples from their own work demonstrating their methods.

Chairs and Speakers: Katelyn Lusher, University of Cincinnati, OH, “A Common Place: Digitally Archiving a Street Paper”
Celena Todora, University of Pittsburgh, PA, “Responding to Problematic Commonplaces through Radical Coalitional Rhetoric: Promoting Transformative University–Community Relations in Prison Literacy Work”
Hillary Weiss, Wayne State University, “Fight for Your Right to Write: Conflicts within LGBTQ+ Writing Groups”

Community, Civic & Public Contexts of Writing

L.09 Resist! An Intersectional Dialogue

102 E (Wisconsin Center)

Resisting commonplaces through riffing performative pushback and ratchet language.

Chair: Matthew Overstreet, Khalifa University, Abu Dhabi
Speakers: Noah Bukowski, The Ohio State University, Columbus, “Rhetorical Riffing: Reconstructing Commonplaces through Disabled Standup Comedy”
Rachel Molko, Northeastern University, Boston, MA, “Failed Resistance: Distortions of Feminism in the SCUM Manifesto”
LaToya Sawyer, St. John’s University, Queens, NY, “Scandal, Ratchet Language”

First-Year and Basic Composition

L.10 Disrupting Digital Commonplaces: Engaging Student Challenges and Anxieties in Digital Composing

103 A (Wisconsin Center)

Writing studies scholars commonly assert that including digital projects in writing classes benefits students. However, integrating digital projects presents numerous challenges, especially for diverse first-generation students from economically depressed areas. Speakers discuss challenges and anxieties students face when composing digital projects and engage the audience in discussion of pedagogical strategies for addressing them.

Speakers: Nikki Agee, University of North Carolina, Pembroke, “Computer-Graphics Animation: The Challenges and Anxieties Faced by Writing Students”

Michael Berntsen, University of North Carolina, Pembroke, “Improving Student Writing through Visual Narratives and Video Essays”

Robert Epps, University of North Carolina, Pembroke, “Students’ Excitement in Sharing Visual Narratives and Their Anxieties in Creating Them”

Robin Snead, University of North Carolina, Pembroke, “Technologies and Modes and Audiences, Oh My!: The Complexities of Composing Video Essays and the Need to Embrace Experimentation”

First-Year and Basic Composition

L.11 Let’s Play! Games in the Writing Classroom

103 B (Wisconsin Center)

Investigating games and gamification, panelists in this session detail the promise and potential of using games in the composition classroom.

Chair: Maggie Christensen, University of Nebraska, Omaha

Speakers: Nina Feng, University of Utah, Salt Lake City, “Co-implicated Worlds: Exploring Multimodality and Inequity through Alternate Reality Games”

Brynn Fitzsimmons, University of Kansas, “‘Who Lives, Who Dies, Who Tells Your Story’: Narrating Identity through Roleplay in First-Year Writing”

Quang Ly, Ohio University, Athens, “Using Gamification to Teach Summary Writing to FYC Students”

First-Year and Basic Composition

L.12 Strategies for Increasing Student Engagement and Community in Online Writing Instruction

103 C (Wisconsin Center)

Panelists discuss experiences in teaching and researching online writing instruction at their differing institutions. They offer strategies for increasing student engagement and retention as well as fostering community.

Chair: Benjamin Villarreal, New Mexico Highlands University, Las Vegas

Speakers: Brian Ray, University of Arkansas, Little Rock, “Retention 2.0: Remaking the Classroom for Working Students”

Alex Sibó, Pennsylvania State University, “Micro-Communities of Inquiry for Greater Social Presence in OWI”

Michelle Stuckey, Arizona State University, Tempe, “Engaging Commonplaces in Online Writing Instruction”

First-Year and Basic Composition

L.13 Reflecting on Literacy: Enhancing Student Learning through Memoir and Literacy Narrative in the Writing Classroom

103 D (Wisconsin Center)

Presenters in this session will share how assigning autobiographical texts offer learning opportunities for students and instructors alike.

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

Speakers: Jun Akiyoshi, Indiana University of Pennsylvania, “Autobiographical Narrative Assignments in College Composition Courses: A Legitimate Way to Empower Student Writers’ Lived Experiences”

Leslie Maxwell, Duke University, Durham, NC, “Inquiry, Voice, and Empowerment: Using Memoir in First-Year Writing”

Julie Watts, University of Wisconsin, Stout, “How Students’ Histories with Error Impact Writing Practices: Connections, Commonplaces, and the Role of Rhetorical Grammar”

Audrey Wick, Blinn College, Schulenburg, TX, “Telling My Story: Using Literacy Narratives in First-Year Writing Courses”

First-Year and Basic Composition

L.14 Emerging Pedagogy: Graduate Teaching Assistant Research and Perspectives

103 E (Wisconsin Center)

Panelists from three different institutions discuss experiences of graduate teacher assistants and how they negotiate both their own identities and those of their students. They share different pedagogical and training approaches to address and further understand each of their contextual complexities.

Chair: Keira Hambrick, The Ohio State University, Columbus

Speakers: Rajwan Alshareefy, Indiana University of Pennsylvania, “Multilingual Teaching Associates’ Perceived Identities in College Writing Classes”

Jessica Griffith, University of South Florida, Tampa, “Modifying GTA Training: Moving toward Self-Confident Instructors”

Kara Larson, University of South Florida, Tampa, “Modifying GTA Training: Moving toward Self-Confident Instructors”

Havva Zorluel Ozer, Indiana University of Pennsylvania, “Graduate Teacher Scholars’ Desire to Implement Translingual Pedagogy”

Language and Literacy

L.15 Spotlight Session: Challenging White Privilege through Code-Meshing and Translingualism

201 A (Wisconsin Center)

The presenters invite lively conversation about code-meshing, translingualism, and white privilege in FYW classes, from a cross-cultural point of view. Ultimately the attendees will leave with some practical ways to examine how much of their classroom practices depend on the “norming” of SAE and other privileged languaging.

Chair and Roundtable Leader: Amanda Espinosa-Aguilar, Walla Walla CC/CRCC, Pasco, WA

Speakers: Shawn Bowers Buxton, Queens University of Charlotte, NC
Robert Eddy, Washington State University, Pullman, WA

Anna K. (Willow) Trevino, University of Oklahoma, Norman

Respondents: Frankie Condon, University of Waterloo
Asao B. Inoue, Arizona State University, Phoenix

*First-Year and Basic Composition***L.16 When the Common Place of First-Year Composition in General Education Becomes Less Obvious, What Do We Do?**

201 B (Wisconsin Center)

Our panelists, representing a range of institutions in size, location, and missions, explore where our composition programs fit and how they fare when their place in general education is challenged. Attendees of this Engaged Learning Experience will return home with strategies for supporting writing instruction within the context of their local situations.

Chair: Laurie Cubbison, Radford University, VA, “New General Education Proposals Are Changing the Place of First-Year Composition”

Speakers: Michael Day, Northern Illinois University, “What General Education Reform and State-Level Pressure Are Arguing For”

Morgan Gresham, University of South Florida, St. Petersburg, “The Consolidation of Branch Campuses Changes the Landscape of First-Year Composition”

Lauren Ingraham, University of Tennessee, Chattanooga, “The Balance between First-Year Composition and WAC/WID May Create a Strain on Resources”

Jerry Petersen, Utah Valley University, “Significant Growth and Increasing Enrollments at My Institution Have Placed a Great Deal of Pressure on the Writing Program”

Deneen Senasi, Mercer University, “The General Education Program Emphasizes WAC/WID, but Changes Leave Writing’s Place Uncertain”

Sherrie Weller, Loyola University, Chicago

*First-Year and Basic Composition***L.17 Something to Say: Invention, Self-Authorship, and the First-Year Veteran Transition**

201 C (Wisconsin Center)

First-year composition requires a multitude of approaches. The importance of true student invention cannot be overlooked, starting with curricular emphasis. Another valuable pedagogical approach is the cultivating of our students’ understanding of self-authorship. Additionally, research of student veterans’ experiences when transitioning to college highlights the importance of discourse transition/negotiation.

Chair: Taylor Weeks, University of Arkansas, Fayetteville

Speakers: Dana Blair, University of Arkansas

Meagon Clarkson-Guyll, University of Arkansas

History

L.18 Expanding the Commonplaces of Historical Studies of Rhetoric: Including the Marginalized

201 D (Wisconsin Center)

We explore histories of rhetoric in diverse locations among marginalized communities, highlighting how histories can shape our pedagogies, writing, and knowledge of non-Euro–Western rhetorical traditions. We focus on women’s organizations in South Africa, the Poor People’s Corporation in Mississippi, Aspasia as an Other, and women teachers of rhetoric in China.

Speakers: Heather Buzbee, University of South Carolina
Breeanne Matheson, Utah Valley University
Emilyn January Petersen, Weber State University, Ogden, UT
Don Unger, University of Mississippi
Hui Wu, University of Texas at Tyler

Research

L.19 Considering Positionality as a Commonplace in Personal, Academic, Transnational, and Community Research

202 A (Wisconsin Center)

Professors, graduate students, and community organizers expose the complexities of positionality as a research commonplace in a roundtable discussion.

Chair and Roundtable Leader: Rebecca Rickly, Texas Tech University, Lubbock, “Whose Story Is It? Navigating Identity and Positionality in Life and Research”

Roundtable Leaders:

“Enfrentando Las Divisiones (Confronting Divisions): Transnational Research as a Bridge between Communities”

Kristine Acosta, Texas Tech University

“Researcher, Student, Community Member, and Professional: Dealing with Positionality-Related Conflict in Community Research”

Michelle Cowan, Texas Tech University

“You Shouldn’t Need a Fucking PhD to Come to This Talk”

Sierra Sinor, Texas Tech University

“Storytelling with Community Organizers: An Opportunity for Coalitional Knowledge-Work”

Erica Stone, Texas Tech University

Respondent: Nancy Small, University of Wyoming, “Stillness on Top of the Wave: Positionality as Ideal, Not Reality”

Writing Programs and Majors

L.20 Building Relationships to Teach Writing in the Disciplines
202 B (Wisconsin Center)

Writing-intensive course assignments and faculty support efforts.

Chair: Craig Hulst, Grand Valley State University, MI

Speakers: Laura Decker, University of Nevada, Las Vegas, “Identity in Faculty–Tutor Collaborative Relationships in a Writing-Intensive Course Program”

Thomas Polk, George Mason University, Fairfax, VA, “The Language of Writing Prompts: Investigating Faculty and Student Agency”

Chyllis Scott, University of Nevada, Las Vegas, “Identity in Faculty–Tutor Collaborative Relationships in a Writing-Intensive Course Program”

Emily R C Staudt, George Mason University, Fairfax, VA, “The Language of Writing Prompts: Investigating Faculty and Student Agency”

Writing Programs and Majors

L.21 Intentional WAC: Report One Year into the Sustainable WAC Consortium

202 C (Wisconsin Center)

Drawing on longitudinal research from six universities, this roundtable explores the efficacy of the whole systems approach to developing sustainable Writing Across the Curriculum (WAC) programs.

Chair: Dan Melzer, University of California, Davis

Roundtable Leaders: Katherine Bridgman, Texas A&M University, San Antonio

Michelle Cox, Cornell University

Cheryl Duffy, Fort Hays State University

Cristyn Elder, University of New Mexico

Chris Fosen, California State University, Chico

Jeffrey Galin, Florida Atlantic University, Boca Raton

John Paul Kanwit, Indiana University

Melody Pugh, United States Air Force Academy

Information Technologies and Digital Cultures

L.22 What They Do in the Shadows: Audience, Interpretation, and Identity in Internet Memes

202 D (Wisconsin Center)

Meme template qualities and their infectious appeal to their audiences frequently figure in discussions of memes; however, this panel is interested in how ideologies and cultural values are circulated through memes. What use do memes make of embedded values and what is their relationship to commonplaces?

Chair and Speaker: Lynn C. Lewis, Oklahoma State University, Stillwater
Speakers: Amber Buck, University of Alabama
Bryan Jones, Oklahoma State University
Cindy Tekkobe, University of Alabama

Information Technologies and Digital Cultures

L.23 Using Digital Technologies to Disrupt—or Not—Classroom Practices

202 E (Wisconsin Center)

Refracted through a series of pedagogical snapshots, this session examines how digital technologies work to disrupt—or not—classroom practices.

Chair: Cassandra Bishop, University of Nevada, Reno
Speakers: Daniel Anderson, University of North Carolina, Chapel Hill, “Tall Video and Changing Perspectives: Smart Phones, Disruption, Composition, and Scholarship”
Steven Krause, Eastern Michigan University, Ypsilanti, “Banning Laptops and Cellphones from Writing Classes Is Bullshit—Or Not: A Research Project Update”
Julie Sievers, Southwestern University, Georgetown, TX, “Digital Annotation Pedagogies and the Sociality of Reading and Writing”

Institutions, Labor Issues, and Professional Life

L.24 (Dis)organized Labor: Graduate Students Negotiate Labor Issues in the Managed University

203 A (Wisconsin Center)

Graduate students describe their experiences responding to labor issues at four institutions and offer recommendations for others in precarious positions.

Chair and Speaker: Charlotte Asmuth, University of Louisville,
“Organizing without a Union: Negotiating Managerial Discourses”

Speakers: Kelli R. Gill, Texas Christian University, “Impact of
Fellowships on Graduate Labor Relations: Best Practices for Merit
Awards”

N. Claire Jackson, University of Louisville, “Organizing without a Union:
Negotiating Managerial Discourses”

Bruce Kovanen, University of Illinois at Urbana-Champaign, “The Role of
Graduate Employee Unions in Writing Studies: Organizing for Change
in Your Department and the Field”

Christina Puntasecca, Michigan State University, East Lansing, “On
Holding the Strike Line: Graduate Student Perspectives on Disrupting
Common(place) Labor Boundaries in Academic Precarity “

Institutions, Labor Issues, and Professional Life

**L.25 “Living Out Our Truths”: Navigating Commonplaces of
Displacement, Mental Health, and Precarity as Graduate
Student Writing Instructors**

203 B (Wisconsin Center)

This panel explores how graduate student writing instructors navigate and resist academic commonplaces, both in their classrooms and daily lives. Drawing on qualitative data, we provide strategies for confronting the commonplaces of geographic displacement, mental health, and precarity, and highlight areas where institutional and administrative support can be better focused.

Speakers: Jason Collins, The Ohio State University, Columbus,
“Embodying Social Justice in the Technical Writing Classroom:
Supporting Precarious Instructors in the Introduction of a Social Justice
Curriculum”

Charlotte Kupsh, University of Nebraska, Lincoln, “Placing Yourself
on the Page: Graduate Student Displacement and the Composition
Classroom”

Elizabeth Miller, The Ohio State University, Columbus, “Possibilities for
Care in Academia: Navigating the Intersections of Caring Rhetorics,
Graduate Student Trauma, and Disability Pedagogy”

Institutions, Labor Issues, and Professional Life

L.26 Complaints and Desire: Feminist Approaches to the Profession

203 C (Wisconsin Center)

The speakers in this session propose shifts in our conceptions of the embodied labor of our many jobs, and professional advocacy for women and mothers.

Chair: Casey McArdle, Michigan State University, East Lansing

Speakers: Heather Robinson, York College/CUNY, “Mother Rhetorics of Need and Desire”

Anna Sicari, Oklahoma State University, Stillwater, “Complaint as Intellectual Work: Transforming the Commonplace of the Writing Program through Emotions and Embodied Experiences”

Kayla Sparks, Texas Christian University, Fort Worth, “Feminist Posthuman Pedagogies as Resistance to Our Master-of-All-Trades Commonplace”

Institutions, Labor Issues, and Professional Life

L.27 Unmoored Commonplaces: Reflecting on Our Values When Institutional Change Sets Us Adrift

203 D (Wisconsin Center)

In this Engaged Learning Experience, UW Stevens Point faculty will guide participants in collaborative discussion and exploration of how to draw on our commonplace disciplinary values, and question our commonplace assumptions, when faced with enormous change.

Facilitators: Gwendolyn Blume, University of Wisconsin Stevens Point

Elizabeth Felt, University of Wisconsin Stevens Point

Rebecca Stephens, University of Wisconsin Stevens Point

Jill Stukenberg, University of Wisconsin Stevens Point

Inventions, Innovations, and New Inclusions

L.28 The Commonplaces of Access and Accessibility in Our Programs: Local Rhetorics of Inclusion and Their Tacit Assumptions

203 E (Wisconsin Center)

This panel focuses on the commonplace of “rhetorical and literal accessibility” in different locations on a university campus, and each of the four presenters views the rhetoric of accessibility in these locations through a different lens.

Chair: Elizabeth Monske, Northern Michigan University, “The Commonplaces of Access and Accessibility in Our Programs: Local Rhetorics of Inclusion and Their Tacit Assumptions”

Speakers: Philip Hayek, University of Illinois, Chicago, “The Commonplaces of Online Writing Instruction (OWI): Digital Spaces Offer Digital Natives a Shared and Stable Ecology”

Cassie Miura, University of Washington, Tacoma, “Accessing Home: Digital Commonplaces and the Program Major Homepage”

Sushil Oswal, University of Washington, Tacoma, “LMS as a Commonplace of Access in the Higher Education Rhetoric: Tacit Assumptions and Concrete Realities “

Manako Yabe, Building Healthcare Collectives, “Hybrid Rhetoric in Online Writing Sessions: The Commonplace of Posthuman Agency”

Inventions, Innovations, and New Inclusions

L.29 Flash Tutoring, Time, and Access: Examining Ecology of Mind in the Writing Center

Ballroom C (Wisconsin Center)

This roundtable invites discussion on a pilot program in a writing center that incorporates quick, unscheduled sessions into the tutoring schedule. Using surveys and interviews, we investigated student attitudes and usage patterns to see if flash tutoring enhances access for students who might not otherwise attend the writing center.

Chair: Tom Deans, University of Connecticut

Speakers: Kyle Barron, University of Connecticut

Sophia Buckner, University of Connecticut

Kathryn Warrender-Hill, University of Connecticut

Inventions, Innovations, and New Inclusions

L.30 Translating Commonplaces: Reflecting on Our Academic Lives and Practices from Uncommon Places

Ballroom D (Wisconsin Center)

Investigating how commonplaces from other cultures and contexts outside of academia may help us to become more aware of the possibilities and limitations of our own academic commonplaces, this Engaged Learning Experience session will include breakout groups that practice and then reflect upon the commonplace activities of yoga, decluttering, and cooking.

Chair and Speaker: Mary Jo Reiff, University of Kansas, “Commonplaces, Cooking, and Collaboration”

continued on next page

- Speakers:* Anis Bawarshi, University of Washington, “Commonplaces, Cooking, and Collaboration”
Amy Devitt, University of Kansas, “Practicing Decluttering Commonplaces to Create More Meaningful Academic Work”
Angela Jones, Western Kentucky University, Bowling Green, “Applying the Commonplaces of Yoga to the Writing Classroom”

Language and Literacy

L.31 Developing New Commonplaces for the Twenty-First Century Writing Self: How Writers Cope with Standardization, Workplace Surveillance, and Toxic Environments

Mitchell Room (Hilton)

Together, panelists work toward new commonplaces for understanding how writers negotiate complex relationships between the writing self and dehumanizing environments. This panel is particularly concerned with how writers assert themselves (or not) in antisocial writing conditions: in the face of standardized testing regimes, surveilled workplaces, and toxic online writing environments.

Chair and Speaker: Julie Christoph, University of Puget Sound, “I Like to Go with a Boom”: Student Agency in Academic Writing”

Speakers: Elisa Findlay, Saint Mary’s College of California, “A Lot of Quiet People”: Knowing When (Not) to Write in the Age of Mass Writing”

Tim Laquintano, Lafayette College, “The Rhetorical Work of Writing in Toxic Environments”

Language and Literacy

L.32 Embracing Places Uncommon: Language, Access, Power, and Inclusivity

Walker Room (Hilton)

Panelists engage issues of language politics in classrooms and other learning spaces.

Chair: Jennifer Rojas, Colorado State University, Fort Collins

Speakers: Cornelia Paraskevas, Western Oregon University, Monmouth, “Creating Language-Inclusive Classrooms”

Deirdre Vinyard, University of Washington, Bothell, “Returning Language to the Commonplace: Power, Access, and Metalinguistic Awareness”

Megan Weaver, Old Dominion University, Norfolk, VA, “Walking the Walk of Critical Language Pedagogy”

Research

L.33 Intersecting the Commonplaces of Writing across Curricular and Cocurricular Contexts: Findings from a Multi-institutional Study on the Teaching for Transfer Curriculum

Wright Ballroom A (Hilton)

This panel focuses on findings from a multi-institutional study on the Teaching for Transfer curriculum, specifically on the cross-curricular and cocurricular contexts in which students construct models of writing knowledge and practice, working toward making those models commonplace and accessible for effective transfer.

Chair and Speaker: Liane Robertson, William Paterson University, Wayne, NJ, “TFT Key Terms and (Co-) Curricular Contexts”

Speakers: Matthew Davis, University of Massachusetts, Boston, “TFT and Multimodal Transfer”

Kara Taczak, University of Denver, “TFT’s Systematic Reflection and Transfer”

Howard Tinberg, Bristol Community College, “Facilitating Writing Transfer through Teacher Commentary”

Research

L.34 Identity Commonplaces among Institutions, Teachers, and Learners

Wright Ballroom B (Hilton)

This panel considers minority-serving institutions, teachers who are nonnative speakers of English, and English language learners.

Chair: Robert Terrill, Indiana University, Bloomington

Speakers: Veronica Fernandez-Pacheco, Southeast Missouri State University, Cape Girardeau, “Competencies of Nonnative Speakers as Instructors of University-Level English Courses: Qualitative Analysis of the Experience of Four MA TESOL Graduates in the Midwest of the United States beyond ESL Instruction”

Nora McCook, Bloomfield College, NJ, “Inclusion at a (Historically) Minority Serving Institution: Reexamining Pedagogies and Retention”

Soha Youssef, Thomas Jefferson University, Philadelphia, PA, “Challenging the Commonplace of Grammar Instruction toward an Adaptive Transfer of English Language Learners’ Writing Knowledge across Disciplines”

Theory and Culture

L.36 Moving among and within Identity Commonplaces in the Writing Classroom

Regency Ballroom (Hilton)

This panel examines how power mobilizes the identities teachers and students take on in promising, as well as precarious, pedagogical commonplaces.

Chair: Jialei Jiang, Indiana University of Pennsylvania

Speakers: Su Cho, University of Wisconsin, Milwaukee, “Disruptive Disclosures of Identity and a Pedagogy of Non-Attunement”

Elizabeth Gellis, Purdue University, “Refiguring Hybridity in Rhetorical Studies”

Alisa Sanchez, University of Southern California, “Nimble Shifts with Commonplaces: Being a Dynamic and Responsive Teacher”

Conor Scruton, University of Wisconsin, Milwaukee, “Disruptive Disclosures of Identity and a Pedagogy of Non-Attunement”

Writing Programs and Majors

L.37 Critical Attention to Commonplace Patterns of Teaching: Reconsidering Language, Knowledge, and Power

Kilbourn Room (Hilton)

This panel reconsiders how the former WPA Outcome on language, knowledge, and power can shape program assessment, professional development, and classroom pedagogies.

Chair and Speaker: Beth Buyserie, Utah State University, Logan, “Language, Knowledge, and Power in Writing Program Administration and Assessment”

Speakers: Supoorna Kulatunga, Washington State University, “Acknowledging Multiple Englishes in Composition Classrooms”

Kathryn Manis, Washington State University, “Critical Literacies and Structured Self-Assessment in Writing Programs”

Kate Watts, Washington State University, “Language, Knowledge, and Power in Writing Program Administration and Assessment”

Writing Programs and Majors

L.38 Change My Mind: Commonplaces, Collaboration, and Open Textbook Creation in a Second-Year Writing in the Disciplines Course

Oak Room (Hilton)

Like the “Change My Mind” meme, we “changed our mind” about our institution’s curriculum for academic writing. Building out from commonplaces related to first-year writing, teachers of writing, and textbooks, we present a framework for analysis that led us to create a second-year course and collaboratively create online open resources.

Chair and Speaker: Lori Baker, Southwest Minnesota State University, Marshall, “The Commonplace of First-Year Writing: Expanding the Borders”

Speakers: Amanda Bemer, Southwest Minnesota State University, Marshall, “The Commonplace of Who Teaches Writing: An Inclusive, Collaborative Approach”

Lisa Lucas Hurst, Southwest Minnesota State University, Marshall, “The Commonplace of Textbooks: OER as Rhetorical Action”

Writing Programs and Majors

L.39 Three Approaches to Digitality: Curriculum, Pedagogy, and Online Writing Centers

Solomon Juneau Room (Hilton)

FYC models of multimodal pedagogy and inclusive online writing centers.

Chair: Shannon Harman, Illinois State University, Normal

Speaker: Jason Barrett-Fox, Weber State University, UT, “How to Get Funded to Digitally Enhance Your FYW Curriculum”

M Sessions: 11:00 a.m.–12:15 p.m.

Inventions, Innovations, and New Inclusions

M.01 Strategies for Research Collaborations with Undergraduates: Considerations and Constraints

101 A (Wisconsin Center)

Participants in this roundtable will discuss the benefits and constraints of undergraduate research as a collaborative endeavor. The speakers include both former undergraduate researchers and faculty who collaborate with undergraduate students. Attendees and speakers will collaboratively identify and expand strategies to pursue UR on their campuses.

Chair: Maria Novotny, University of Wisconsin, Milwaukee

Speakers: Abby Dubisar, Iowa State University

Jane Greer, University of Missouri, Kansas City

Alyssa Herman, Illinois State University

Katie Manthey, Salem College

Verity Wilcher, University of North Carolina, Greensboro

Approaches to Learning and Learners

M.02 Student Dispositions as (Dis/En)Abling Fictions

101 B (Wisconsin Center)

Examines the implications of student dispositions, or habits of mind, as (dis/en)abling fictions affecting student success in FYC courses. Speakers present both empirical data and classroom experiences exploring the idea of dispositions as a lens for thinking about pedagogy and student learning.

Chair and Speaker: Adam Andrews, University of Wisconsin, Milwaukee, “Dispositions and Student Outcomes in First-Year Writing”

Speakers: Jennifer Dworschack-Kinter, University of Wisconsin, Milwaukee, “Learning How to College: Articulating the Unspoken Lessons of a Summer Bridge Classroom”

Liana Odrčić, University of Wisconsin, Milwaukee, “It Takes Two to Tango”: Exploring the ‘Borderlands’ between Instructor and Student Dispositions in First-Year Composition”

Debra Siebert, University of Wisconsin, Milwaukee, “Sharing Our Own ‘Shitty First Drafts’ in the Classroom: Stories of Humility and Resilience”

Approaches to Learning and Learners

M.03 Spotlight Session: Unpacking Paradoxes: Examining Commonplaces in Research and Information Literacy
101 C (Wisconsin Center)

Our librarian–writing faculty collaboration has revealed commonplaces surrounding research and information literacy that can hinder more complex views of learning, knowledge creation, and the people involved. We will present research on information literacy/research commonplaces as a springboard for further discussion with the audience.

Chair: Nicole Warwick, University of California, Santa Barbara

Speakers: Rebecca Greer, University of California, Santa Barbara
Jennifer Johnson, University of California, Santa Barbara

Approaches to Learning and Learners

M.04 Letting Go and Leaning In: Reimagining Writing Programs and Writing Selves
101 D (Wisconsin Center)

This panel asks us to reimagine how we assess and teach learning outcomes in service of developing writerly selves.

Chair: Corina Lerma, University of Texas at El Paso

Speakers: Simone Billings, Santa Clara University, CA, “Common Places in an Uncommon Place: Malta”

Daniel Bommarito, Bowling Green State University, OH, “Threshold Experiences: Naming Conditions That Occasion New Concept Formation in Graduate and Undergraduate Writers”

Curt Greve, Grand Valley State University, MI, “Response as a Means to Enter Academic Discourse: How to Use Assessment to Make an Inclusive Class”

Approaches to Learning and Learners

M.05 Turning Outward: Community Engagement, Partnerships, and Internships
102 A (Wisconsin Center)

This session focuses on curricular and pedagogical approaches that turn students’ and teachers’ attention to sites of writing and learning beyond the classroom.

Chair: Kathrin Kottemann, Adams State University, Alamosa, CO

continued on next page

- Speakers:** James Fredricksen, Boise State University, ID, “How to Privilege Partnership When Commonplaces Collide”
Elizabeth Keller, Purdue University Fort Wayne, IN, “Community Engagement Courses in Rhetoric and Writing at a Regional Comprehensive University: Strategies for Student and Programmatic Success”
Amanda Micheletty, Boise State University, “How to Privilege Partnership When Commonplaces Collide”
Dauvan Mulally, Grand Valley State University, Rockford, “Learning the Workplace Ropes: Socialization and the Writing Internship”
Lara Smith-Sitton, Kennesaw State University, Atlanta, GA, “Internships: Revisiting Common ‘Places’ and Ideas to Discover New Spaces and Opportunities for Teaching, Learning, and Professional Development”

Approaches to Learning and Learners

M.06 Working toward a Commonplace at the High School-to-College Transition

102 B (Wisconsin Center)

This Engaged Learning Experience session will engage in a research-informed conversation surrounding students’ transitions from secondary to postsecondary writing, encouraging participants both to critically reflect on the places of disconnect across these two contexts and to brainstorm with us how we might work toward more commonplaces.

- Speakers:** Ann Burke, Michigan State University, East Lansing
Laura Dacus, University at Albany, SUNY
Amber Jensen, Brigham Young University
Bethany Monea, University of Pennsylvania

Community, Civic & Public Contexts of Writing

M.07 Ruptured Hopes: Interrogating Reciprocity in Community Writing Partnerships

102 C (Wisconsin Center)

We explore and interrogate reciprocal motivations, investments, practices, and outcomes in a range of community writing settings that complicate tacit assumptions about the ethics of mutual exchange.

- Chair and Speaker:** Katherine Silvester, Indiana University, Bloomington
Speakers: Sarah Fischer, Indiana University, Bloomington
Megan McCool, Indiana University, Bloomington
Jason Michalek, Indiana University, Bloomington

M.09 Across Disciplines and Places: Site-Based Writing Education

102 E (Wisconsin Center)

Three cases of place-oriented writing pedagogies: history writing, online writing center, and usability narratives.

Speakers: Oriana Gilson, Illinois State University, “An Intersectional Feminist Rhetorical Approach for Teaching Usability”

Nikki Holland, Western Governors University, “Disembodied Place-Based Pedagogies for Students on the Margins”

Robert Price, University of Toronto, Mississauga, “Researching Our Common Place: Engaging Writers to Research through Local History Writing”

First-Year and Basic Composition

M.10 The Universal First-Year Writing Requirement: Rethinking Compulsory Composition

103 A (Wisconsin Center)

This panel addresses the commonplace of required first-year writing from multiple perspectives, challenging the assumption that the first-year requirement is immutable. Speakers on this panel imagine a future in which compulsory FYC no longer exists.

Chairs: Melissa Nicolas, Washington State University
Eva Payne, Chemeketa Community College

Speakers: Michael Harker, Georgia State University
Clancy Ratliff, University of Louisiana, Lafayette

First-Year and Basic Composition

M.11 Exploring Reading and Writing Connections: Purpose, Plagiarism, and Mimesis

103 B (Wisconsin Center)

In this presentation, panelists explore the reading/writing connection through purpose, plagiarism, and mimesis.

Chair: Lindsay Daigle, University of Wisconsin, Milwaukee

Speakers: Lauren Barylske-Zaidi, Bellevue College, “Perceptions of Plagiarism in Domestic and International Students”

Daniel Keller, Ohio State University, Newark, “Questioning Reading’s Relationship to Writing”

First-Year and Basic Composition

M.12 Using Digital and Multimodal Composing to Foster Classroom Inclusivity

103 C (Wisconsin Center)

This panel addresses issues of access and inclusion in the classroom, and how multimodal composing offers opportunity and space for marginalized students to learn new writing practices.

Chair: Serenity Dougherty, University of Missouri, St. Louis

Speakers: Ashok Bhusal, University of Texas, El Paso, “Developing Common Places through Deployment of Culturally Adapted Multimodal Pedagogies in a Multilingual Classroom”

Suzette Bristol, Wayne State University, Detroit, MI, “Access through Shared Spaces: Collaborative Reflection in Shared Journals”

Andrea Krafft, Abraham Baldwin Agricultural College, Byron, GA, “Tuning In to Multimodal Commonplaces: Podcasts in First-Year Composition”

Anne Turner, University of New Mexico, Albuquerque, “De/colonizing First-Year Composition: Deconstructing Academic Culture and Reconstructing Curriculum to Empower More Inclusive and Diverse Writers”

First-Year and Basic Composition

M.13 Building Students’ Writing Studies Disciplinary Knowledge

103 D (Wisconsin Center)

Presenters will offer insights into core pedagogical components of writing studies knowledge, including rhetorical grammar, self-regulation, and reflective writing.

Chair: Sarah Etlinger, Rock Valley College, Rockford, IL

Speakers: Heather Lindenman, Elon University, NC, “Reconsidering Reflection: How Students’ Theories of Writing Evolve—or Not”

Miriam Moore, University of North Georgia, Dahlonega, “Grammar Commonplaces: The Third Rail in FYC and Basic Writing Pedagogy”

Ryan Roderick, Husson University, Bangor, ME, “Writing about Writing Processes: How First-Year Students Self-Regulate Their Writing”

First-Year and Basic Composition

M.14 Supporting Multilingual Writers in the Composition Classroom

103 E (Wisconsin Center)

Panelists draw from research to make recommendations and offer practical strategies for supporting multilingual writers in the first-year writing classroom.

Chair: Amy Hermanson, Wisconsin Lutheran College, Milwaukee

Speakers: Jui-Hsin Renee Hung, Indiana University, Bloomington,

“Bridging College Composition and Writing in the Disciplines: Collaborative Writing as a Space for Linguaging and Agency in First-Year Writing for Multilingual Writers”

Bo Hyun Hwang, Indiana University, Bloomington, “Are WE on the Same Page? Multilingual Student Writers’ Recontextualization of Situated Writing Processes”

Creative Writing and Publishing

M.15 What Life Writing Helps Us Learn from Others

201 A (Wisconsin Center)

Panel considers three commonplaces about life writing and explores the importance of rhetorical witnessing to life writing in rhet/comp.

Chair: Amy Robillard, Illinois State University, Bloomington, “On Learning the Limits of Empathy”

Speakers: Elizabeth Boquet, Fairfield University, “On Learning to Talk to the Dead”

Richard E. Miller, Rutgers University, “On the Gaps That Can Never Be Filled: Family History and Mental Illness”

First-Year and Basic Composition

M.16 Critical Reflections on Critical Pedagogies: Pushing Boundaries and Expanding Our Notions of Critical Pedagogy in the Composition Classroom

201 B (Wisconsin Center)

How critical are our critical pedagogies? Presenters will challenge commonplace iterations of critical pedagogy and offer more complex pedagogies for engaging complex issues in the composition classroom. Panelists will also offer participants strategies with which to explore and respond to potential (in)equities within their own well-intentioned critical classroom practices.

Chair and Speaker: Mara Lee Grayson, California State University, Dominguez Hills, “Hedging Critical Pedagogy: The Inescapable White Rhetoric of the Trigger Warning Debate”

Speakers: Maureen Daniels, Berkeley College, “Crossdressing in the Composition Classroom: Using Performance to Teach the Rhetoric of Argument “

David Sherman, California State University, Dominguez Hills, “‘The Art of the Moment’: Mobilizing Digital Youth Culture and Students’ Emergent Creativity within an Arts-Infused Critical Composition Pedagogy”

First-Year and Basic Composition

M.17 Connecting, Composing, and Cultivating Commonplaces-of-Emotion in First-Year Writing Courses

201 C (Wisconsin Center)

In this panel, we discuss how our pedagogical commitment to build commonplaces-of-emotion allowed us to join students in scenes of action where we could explore emotional literacies through an interplay of connecting to each other as humans, composing with and about emotion, and cultivating individual and collective well-being.

Speakers: Laura Mangini, Community College of Philadelphia
Sabatino Mangini, Delaware County Community College
Jessica Schreyer, University of Dubuque

History

M.18 How Women Writers Have Challenged Stylistic Commonplaces

201 D (Wisconsin Center)

How have women writers challenged stylistic commonplaces? The presenters will analyze the work of authors whose stylistic flair and artful language and sentence craft (often for the purpose of political activism) suggest a writing pedagogy that encourages students to resist or tweak prose conventions.

Chair and Speaker: Deborah H. Holdstein, Columbia College, Chicago, IL, “Dorothy Parker, Subversive”

Speakers: Ann Jurecic, Rutgers University, “Didion’s Edgy Politics”
John Schilb, Indiana University, “How Not to Use Definite, Concrete, Specific Language: Elizabeth Hardwick’s Dynamic Abstractions”

Respondent: Krista Ratcliffe, Arizona State University

Theory and Culture

M.19 Poetics, Praxis, and Social Justice: Reconfiguring Epistemologies of Pain as Sites of Collaborative Invention

202 A (Wisconsin Center)

This panel challenges dominant pain discourses around commonplaces of pain, recentering patient and activist self-representation as key to social justice and collaborative pedagogy.

Chairs and Speakers: Jessie Male, The Ohio State University, “On Teaching Pain Memoirs in the Composition Classroom (Or: Why You Should Read the Acknowledgments)”

Vyshali Manivannan, Pace University, “The Answer Is Never: When Poetics Are Deemed Unnecessary in Chronic Pain Scholarship”

Speakers: Laura Tetreault, University at Albany, SUNY, “Listening to Pain as Social Justice Praxis”

Jillian Weise, Clemson University, SC, “Ontologies of Pain: Poem, YouTube, Twitter”

Respondent: Shannon Walters, Temple University, “Prepared Response”

History

M.21 Uncommon Modalities: Telling Feminist Histories since the Nineteenth Century

202 C (Wisconsin Center)

From letters and newspapers to catalogs and production scripts, what can we learn about feminist histories and historiographies?

Chair: Julianne Newmark, The University of New Mexico

Speakers: Ashley Beardsley, University of Oklahoma, Norman, “Frugality and Domestic Technology: Lydia Maria Child’s Virtue of Taste as Used in Nineteenth-Century Advertising”

Lindy Briggette, Fairfield University, CT, “‘Everyone Seems to Be Cooking in the Kitchen with Julia’: Julia Child, The French Chef, and the Kitchen as a Commonplace for Composing”

Emily Legg, Miami University, Oxford, OH, “The Not-So-Commonplaces of Nineteenth-Century Student Writing: The Archives of Cherokee Student Newspapers as Sites of Rhetorical Survivance”

Rachel Stroup, Ohio University, Athens, “‘The Page of History . . . Is Wet with Women’s Tears’: Sarah Grimké’s Historiography and the Importance of a Restorative Methodology for Feminist Rhetoric”

Information Technologies and Digital Cultures

M.22 Situating a “New” Kairos in Online Communications: Analyzing the Opportune Moment in Digital Network Conversations

202 D (Wisconsin Center)

This panel analyzes the kairotic moments in four online contexts: the Twitter poetry community, Tumblr dissolution, mommy blogs, and WPA-L.

Chair and Speaker: Renee Ann Drouin, Bowling Green State University, OH, “‘Congrats to Tumblr for Finally Destroying Its Archenemy, Tumblr’: The Faulty Kairos on a Dying Social Media Site”

Speakers: Annie Cigic, Bowling Green State University, “What’s Mine Isn’t Yours: Analyzing the Poetry Community’s Reaction to Plagiarism on Twitter”

Brynn Kairis, Independent Scholar, “#Momlife: The Moment of Motherhood Represented, Reshaped, and Rebranded in the Digital Sphere”

Morgan McDougall, Bowling Green State University, “‘What Did(n’t) You Say’: The Changing Dynamics of Kairos Analyzed through the WPA-L Reaction to 4C19”

Information Technologies and Digital Cultures

M.23 Toward Greater Inclusivity in Digital Projects and Online Teaching

202 E (Wisconsin Center)

Panelists in this session highlight inclusive pedagogies through digital projects and online teaching practices.

Chair: Zac Wendler, Ferris State University, Big Rapids, MI

Speakers: Lourdes Fernandez, George Mason University, “Balancing Institutional and Disciplinary Notions of Inclusivity: A Study of Student Outcomes in Online and Face-to-Face Composition Courses”
Cat Mahaffey, University of North Carolina, Charlotte, “#teachingbydesign: Enhancing Inclusivity through Accessible Course Design”

Jessica Matthews, George Mason University, “Balancing Institutional and Disciplinary Notions of Inclusivity: A Study of Student Outcomes in Online and Face-to-Face Composition Courses”

Matthew Schering, Illinois State University, Normal, “Assessment, Access, and Equality in the Internet Age: The Merits of Contract Grading in Digital Writing Courses”

Ashlyn Walden, University of North Carolina, Charlotte, “#teachingbydesign: Enhancing Inclusivity through Accessible Course Design”

Institutions, Labor Issues, and Professional Life

M.24 Disrupting Academic Commonplaces: Narratives of Exclusionary Professional Practice

203 A (Wisconsin Center)

As a discipline that values inclusion, we need to examine some of the ways our commonplaces deny access. The speakers in this session will address exclusionary commonplaces, offering specific examples to support their assertions and suggestions for creating equity and promoting access.

Chair: Kris Lowrey, Indiana University of Pennsylvania

Speakers: Resa Crane Bizzaro, “Academic Bullying”
Rose Gubele, University of Central Missouri, Warrensburg, “Mental Disabilities”
Sarah Prielipp, University of Alaska, Anchorage, “Job Market”

Institutions, Labor Issues, and Professional Life

M.25 The Limits of Authority in Writing Program Administration

203 B (Wisconsin Center)

This panel questions tacit expectations of authority embedded in much of the scholarship and lived experiences of program administrators, particularly in light of labor issues within writing studies. Panelists represent three distinct types of institutions and different types of writing programs including both first-year writing and technical and professional communication.

Speakers: Matt Dowell, Towson University
Lisa Melonçon, University of South Florida
Paula Patch, Elon University, NC

Institutions, Labor Issues, and Professional Life

M.27 Building Productive Dispositions toward Assessment

203 D (Wisconsin Center)

Plotting a path from negative attitudes about assessment to better teaching and professional culture for NTT and graduate instructors.

Facilitators: Anthony DeGenaro, Wayne State University, Detroit, MI
Walter Lucken, Wayne State University, Detroit, MI
Austin VanKirk, Wayne State University, Detroit, MI

Inventions, Innovations, and New Inclusions

M.29 Making Matters: Multimodal, Multilingual, and Multigenre Practice for Writing

Ballroom C (Wisconsin Center)

Commonplaces associated with first-year and creative writing classrooms have proliferated social constructions and implied expectations. Progressive pedagogies can destabilize traditional instruction through arts-based and creative writing pedagogies to establish commonplaces taking students' creative/analytical identities into consideration. Participants in this Engaged Learning Experience will make multimodal artifacts to represent ideas and reactions to proposed problems.

Facilitators: Abriana Jette, Kean University, “Sacred and Secular Pedagogy in the Creative Writing Classroom”

Vittoria Rubino, United States Military Academy, “Arts-Based Pedagogies and Their Place in FYW”

Tara Scarola, St. John’s University, “Identity, Creative Thinking, and Self-Awareness”

Inventions, Innovations, and New Inclusions

M.30 Composition as Social Justice: Action Planning for Inclusive Writing Pedagogies across Contexts

Ballroom D (Wisconsin Center)

Participants in this Engaged Learning Experience session will discover methods of innovating within prescribed institutional boundaries as a means to resist a commonplace of helplessness by faculty who may not have acknowledged power and will leave with an action plan to develop and sustain one socially just innovation across contexts.

Facilitators: Stephen Rust, University of Oregon

Emily Simnitt, University of Oregon

Jenee Wilde, University of Oregon

Language and Literacy

M.31 Reconsidering Language Commonplaces in Rural Contexts: Interdisciplinary Perspectives

Mitchell Room (Hilton)

This interdisciplinary panel explores the implications of rural Midwestern students’ language at different sites across the university. Speakers with different academic roles and disciplinary backgrounds explore how language commonplaces related to “correctness” affect their work and their students before leading session participants in interactive breakout sessions.

Chair and Speaker: Amanda Sladek, University of Nebraska, Kearney

Speakers: Sarah Kugler, University of Kansas

Rebecca Nelson, University of Nebraska, Kearney

Language and Literacy

M.32 Identity and Language: Attending to Students' Knowledge

Walker Room (Hilton)

Students enter into academic spaces with cultural literacies that need to be listened to in order to build inclusion and decolonize academia.

Chair: Dara Regaignon, New York University, NY

Speakers: Guadalupe Remigio Ortega, University of Wisconsin, Madison, “Mixtecos in Academic Spaces: Decolonizing Writing and Creating Inclusion through Community Listening”

María Carvajal Regidor, University of Illinois at Urbana-Champaign, “Engaging Latinx Students' Commonplaces at a Predominantly White Institution”

Research

M.33 Exploring the Boundaries of Reflection as a Concept and Practice

Wright Ballroom A (Hilton)

This panel offers a theoretical–historical understanding of reflection in writing studies, insight into how writing studies deploys various definitions of reflection and the consequences of such definitional slippage, and concrete strategies for aligning pedagogical and programmatic documents with our deepest held values and aims regarding reflection and reflective writing.

Chair and Respondent: Erin Workman, DePaul University

Speakers: Lesley Bartlett, Iowa State University, “Performing Reflection: Examining Pedagogical and Programmatic Documents to Reveal a Writing Studies Commonplace”

Ryan Dippre, University of Maine, Bangor, “Heretics in the Truth? Exploring the ‘Facticity’ of Reflection”

David Stock, Brigham Young University, “A Meta-ethnography of Reflective Research: Toward a Taxonomy of Reflection in Writing Studies”

Research

M.34 Diverse Methodologies to Compose Stories of Community

Wright Ballroom B (Hilton)

From phenomenology to participatory action research, panelists look across diverse methodologies to compose stories of community.

Chair: Will Chesher, Ball State University, Muncie, IN

Speakers: Brian Hentz, University of Connecticut, “Composing Ourselves, (Re)Composing Our Stories: Life Review Narratives of Older, Professional Men Coping with Involuntary Job Loss”

Tika Lamsal, University of San Francisco, CA, “Participatory Action Research for Change in Refugee Communities”

Daniel Singer, University of Denver, CO, “Toward Community-Engaged WAC & Generalizable ‘Local’ Research”

Alison Turner, University of Denver, CO, “Toward Community-Engaged WAC & Generalizable ‘Local’ Research”

Theory and Culture

M.35 Rethinking Language Ideologies in Literacy Research, Teaching, and Activism

Wright Ballroom C (Hilton)

Panelists theorize how language and literacy ideologies operate and imagine how we might intervene as researchers, teachers, and activists.

Chair and Speaker: Katherine Flowers, Mississippi State University, “Toward a Theory of Language Ideologies That Includes Literacy”

Yu-Kyung Kang, Gonzaga University, “Bad English Day: Language and Literacy Ideologies of Multilingual Faculty”

Tom McNamara, Lewis University, “‘English 100% of the Time’: Chinese Graduate Students Opposing Linguistic Discrimination”

Andrea Olinger, University of Louisville, “Graduate Students’ Autonomous Models of Literacy in and beyond a Writing Course”

Theory and Culture

M.36 Resisting Commonplaces, Shifting Positionalities

Regency Ballroom (Hilton)

Theorizing the “uncommon,” this panel investigates feminist praxis and queer rhetorics.

Chair: Debra Knutson, Shawnee State University

Speakers: Justin Hayes, Quinnipiac University, “A Feminist Praxis for Composition Studies”

Nicholas Marino, Trinity College, “Beefcakes, Commonplaces, and the Queer Rhetorical Challenge to Hegemonic Masculinity”

Kristi Wilson, Soka University of America, Aliso Viejo, CA, “The Uncommon Commons: Writing Pedagogy in an Age of Digital Totalitarianism”

Writing Programs and Majors

M.37 Imagined Communities: Understanding Graduate Students’ Writing Investment and Resistance

Kilbourn Room (Hilton)

Graduate students identify themselves as members of “imagined communities”: large, abstract social networks beyond their everyday communities of practice. This panel will consider how imagined communities shape graduate students’ identities as writers, students, and professionals. Writing centers can use this framework to develop meaningful writing support for graduate students.

Chair and Speaker: Kristin Messuri, Texas Tech University, Lubbock, “Engaging Imagined Disciplinary Community Identities in Graduate Writing Center Professional Development”

Speakers: Taryn Gilbert Howard, Texas Tech University, Lubbock, “Did You Imagine This Was Just about Writing? Emotional Labor and Wellness in Graduate Writing Groups”

Maureen McBride, University of Nevada, Reno, “Using Imagined Communities to Explore Resistance and Support for International Graduate Students”

Molly Rentscher, University of the Pacific, “Collecting Data on Graduate Students’ Needs, Experiences, and Identities”

Writing Programs and Majors

M.38 Master's Program as Uncommonplace: Navigating Differences of Race, Disability, and Thesis Design

Oak Room (Hilton)

In this panel presentation, we theorize so-called uncommonplaces as productive spaces of agency, showcasing how our diverse racial, physical, mental, and writing identities have impacted our teaching, learning, and professional development as graduate students and a graduate program administrator.

Chair and Speaker: Kelly Kinney, University of Wyoming

Speakers: Isiah Dale, University of Wyoming

Shelby Hutson, University of Wyoming

Christina Wheeler, University of Wyoming

Writing Programs and Majors

M.39 Using Assessment to Challenge Commonplaces

Solomon Juneau Room (Hilton)

How can we use program and curriculum assessments to challenge commonplaces on our campuses and in our field?

Chair: Marylou Gramm, University of Pittsburgh, PA

Speakers: Kara Mae Brown, University of California, Santa Barbara, “Wayfinding a Writing Major: Challenging Commonplaces of Curriculum Mapping”

Robin Gallaher, Northwest Missouri State University, Maryville, “Discovering and Challenging Commonplaces through Qualitative Outcomes-Focused Program Assessment”

Sarah Primeau, Wayne State University, Detroit, MI, “Student-Inclusive Program Assessment: Reexamining Our Beliefs around Writing”

N Sessions: 12:30–1:45 p.m.

Inventions, Innovations, and New Inclusions

N.01 **Sonic Encounters with Creative-Critical Scholarship, Memoir, and Pedagogy**

101 A (Wisconsin Center)

Together in this Engaged Learning Experience, we'll consider how sonic experiences and creative–critical scholarship helps us understand memoir, race, access, and affect. We'll hear five short audio pieces composed by the speakers and make meaning from them as a group in this conversation-heavy experience—and maybe we'll all leave inspired to make our own sonic projects.

Chair and Speaker: Kyle Stedman, Rockford University, IL, “Composing the Sounds of Memory”

Speakers: Kati Fargo Ahern, SUNY Cortland, “Nonverbal Sonic Memoirs”

Earl Brooks, University of Maryland, Baltimore County, “Remix, Resist, Revive: Searching for the Sounds of Revolution in the Black Arts Movement”

Cassie Brownell, University of Toronto, “Five Sonorous Directions to My (Heart) Home”

Ames Hawkins, Columbia College, Chicago, IL

Alexandra Hidalgo, Michigan State University, East Lansing

Approaches to Learning and Learners

N.02 **If We Build It, Who Will Come? Interrogating the (Un)common “Place” of Faculty Development**

101 B (Wisconsin Center)

This panel will explore experiences and expectations of faculty development and its role in addressing inequities in teaching and learning.

Speakers: Angela Clark-Oates, Sacramento State University, CA

Angela Laflen, Sacramento State University, CA

Emily Magruder, California State University

Denise Pica, Sacramento State University, CA

Ann Shadden, Sacramento State University, CA

Respondent: Christopher Potts, California State University, Dominguez Hills

Approaches to Learning and Learners

N.03 Equity, Diversity, and Inclusion: Interrogating Our Commonplaces within Shared Spaces in the Times of AB 705

101 C (Wisconsin Center)

Panelists examine the interplay between policy and commonplace theories, beliefs, values, and practices of three California community college sites, specifically as they relate to equity and inclusion. They also call for a stronger presence of community college perspectives in the field of composition studies.

Speakers: Chloe de los Reyes, Crafton Hills College, Yucaipa, CA
Angel Lua, College of the Desert, Palm Desert, CA
Sefferino Ramos, Crafton Hills College, Yucaipa, CA
Isidro Zepeda, Crafton Hills College, Yucaipa, CA

Approaches to Learning and Learners

N.04 Integrating Numeracy and Literacy in Writing and STEM Classrooms

101 D (Wisconsin Center)

This panel shares strategies for linking numeracy and literacy instruction in STEM and writing classrooms.

Chair: Zachary Lundgren, East Carolina University, Raleigh, NC

Speakers: Fia Christina Börjesson, Chalmers University of Technology, “More Than Red Ink – Scaling and Adjusting Feedback Practices for Active Learning Experiences”

Carl Johan Carlsson, Chalmers University of Technology, Gothenburg, “More Than Red Ink – Scaling and Adjusting Feedback Practices for Active Learning Experiences”

Daniel Libertz, University of Pittsburgh, PA, “Learning Identities for Integrated Numeracy and Literacy Instruction”

Approaches to Learning and Learners

N.05 Curriculum, Affect, and Democracy

102 A (Wisconsin Center)

Panelists explore how to make our classroom spaces more democratic, empathetic, and ethical.

Chair: Michael Kaler, University of Toronto, Mississauga, ON

Speakers: Beth Connors-Manke, University of Kentucky, Lexington, “Kairotic Mentorship: Witnessing Student Needs and Responding through Curriculum”

Mary Beth Heeder, Michigan State University, East Lansing, “Isn’t That a Given? An Empathic Approach to Teaching and Learning”

Cheryl Price-McKell, Arizona State University, Tempe, “Syllabus Commonplaces as Rhetorical Acts of Student Construction”

Amy Quan, Ithaca College, NY, “Whose Commonplace Is It?”

Approaches to Learning and Learners

N.06 Commonplace Books and Uncommon Reflections: Reviving a Forgotten Genre

102 B (Wisconsin Center)

Join us to reflect on your experiences questioning commonplaces at Cs by engaging in the pedagogical practice of making commonplace books. Bring any conference notes you’ve taken and ephemera you’ve collected so far. We will provide the booking-making supplies for this Engaged Learning Experience.

Facilitators: Lauri Dietz, Stanford University, CA

Lara Karpenko, Carroll University

Community, Civic & Public Contexts of Writing

N.07 Experts, Novices, and the Promise of Public Knowledge on Wikipedia

102 C (Wisconsin Center)

Join us to examine issues of expertise and public knowledge as we consider opportunities and challenges of scholars editing Wikipedia.

Chair: Tarez Samra Graban, Florida State University, Tallahassee

Speakers: Dylan Dryer, University of Maine, “Those Who Fail to Learn from the ‘View History’ Page Are Doomed to Reversion”

Melanie Kill, University of Maryland, “Epistemology and Expertise on Wikipedia”

Matthew Vetter, Indiana University of Pennsylvania, “Interest & Openness >/= Expertise, or Why Are Graduate Students Better at Wikipedia and How Can We Be Like Them?”

Community, Civic & Public Contexts of Writing

N.08 Privileging Participants: Developing Community Programming

102 D (Wisconsin Center)

Principles and practices for working well with community partners, whether parents or prisoners.

Chair: Bruce Bowles Jr., Texas A&M University, Central Texas

Speakers: Megen Farrow Boyett, University of Louisville, KY, “Making Participant Voices Visible in Assessment”

Isabel Sobral Campos, Northeastern University, Cambridge, MA, “Writing in the Carceral Commonplace: Establishing a Volunteer Workshop for Incarcerated Students”

Alessia Palanti, Columbia University, New York, NY, “From Commonplace to Common Place: Teaching Writing with Formerly Incarcerated Students”

Community, Civic & Public Contexts of Writing

N.09 Situated Community Commonplaces: The Implications of Social Justice for the Language We Use

102 E (Wisconsin Center)

We explore how the linguistic commonplaces we employ within public communities have implications for inclusion and social justice.

Chair and Roundtable Leader: Emma Kostopolus, University of Kansas, Lawrence

Roundtable Leaders: Taylor Irwin, University of Kansas, Lawrence

Yee-Lum Mak, University of Kansas, Lawrence

Faith Scheidemantle, University of Kansas, Lawrence

First-Year and Basic Composition

N.10 A Collaborative Approach to Overcoming the Critical Reading Bottleneck in Research-Based Writing Courses
103 A (Wisconsin Center)

This panel will model collaboration between the library, writing center, and composition to create a critical research curriculum for students.

Chair: Jill Parrott, Eastern Kentucky University, Lexington

Speakers: Ashley Cole, Eastern Kentucky University, Lexington
Trenia Napier, Eastern Kentucky University, Lexington

First-Year and Basic Composition

N.11 Questioning Inclusion in the Commonplace of Composition
103 B (Wisconsin Center)

Panelists in this session talk across the politics and possibilities in questioning inclusion in the commonplace of composition.

Chair: Catherine Lamas, East Los Angeles College, Monterey Park, CA

Speakers: Hadi Banat, Purdue University, West Lafayette, IN, “Inclusive Internationalization: Developing Intercultural Competence in Writing Programs”

Gordon Byrd, East Carolina University, Greenville, NC, “NROC: A Writing Instruction Software Antithetical to Inclusivity”

Maria Lombard, Northwestern University in Qatar, “‘Come Along’ to the Composition Neighborhood: Complicating the Borders of Inclusivity and Audience Awareness”

Parva Panahi, Purdue University, West Lafayette, IN, “Inclusive Internationalization: Developing Intercultural Competence in Writing Programs”

First-Year and Basic Composition

N.12 Engineering Writing, Writing by Engineering Students
103 C (Wisconsin Center)

This panel addresses assessment, classroom, and pedagogical considerations in first-year courses serving students entering into the field of engineering.

Chair: Ashley Beardsley, University of Oklahoma, Norman

Speakers: Laura Fiss, Michigan Technological University, Houghton, “Engineers in and out of the First-Year Composition Classroom: High Academic Performance across the Curriculum and the Pitfalls of Placing Out”

Michelle Jarvie-Eggart, Michigan Technological University, Houghton, “Engineers in and out of the First-Year Composition Classroom: High Academic Performance Across the Curriculum and the Pitfalls of Placing Out”

Geoff Shullenberger, New York University, NY, “Common Objects: Thinking with Things in First-Year Writing for Engineers”

Greg Weiss, New York University, NY, “Who Are Our Students as Readers, Writers, and People?”

First-Year and Basic Composition

N.13 Theorizing the Impact of Multimodality and Technology in the Classroom

103 D (Wisconsin Center)

Panelists theorize the affordances of multimodality in the classroom, offering three unique strategies and case studies.

Chair: Sarah Felber, University of Maryland Global Campus

Speakers: Eric Smothers, Miami University, Oxford, OH, “Writing Spaces and Visual Identities”

Xiao Tan, Arizona State University, Phoenix, “Do We Practice What We Preach? Teacher Beliefs and Pedagogical Practices of Multimodal Literacies in First-Year Composition”

First-Year and Basic Composition

N.14 Classroom Practices, Student Engagement, and Diverse Learners

103 E (Wisconsin Center)

Panelists explore a range of issues pertaining to classroom practices and policies, challenges of student engagement, and the needs of diverse learners.

Chair: William Kurlinkus, University of Oklahoma, Norman

Speakers: Kelly Blewett, Indiana University East, “Number versus Letter: Grade Presentation in Learning Management Software in FYC”

Jennifer Carter, Georgia State University, Atlanta, “‘I Forgot It Was Due’ and Other ‘Silly Excuses’ Students Use That Challenge Our Classroom Policies”

Sei Lee, University of California, Irvine, “Cultivating Genre Awareness through Culturally Sustaining Pedagogies and Second Persona: A Study of Language Ideology Awareness Curriculum”

Emily Robinson, Arizona State University, Tempe, “Defining Participation, Defining Students: The Ethics of Assessing Student Engagement”

Professional and Technical Writing

N.15 Inclusive Approaches to Teaching and Researching STEM Writing

201 A (Wisconsin Center)

Popular STEM writing commonplaces value instrumentalism and positivism, which regard writing as purely practical, objective, and unrelated to cultural forces. Challenging these presumed commonplaces, this roundtable examines power dynamics between STEM and humanities to generate strategies for attendees to transform STEM writing commonplaces and promote inclusive identities in STEM writing.

Chair and Speaker: Kylie Quave, George Washington University

Speakers: Aliza Davner, Pennsylvania State University, DuBois

Kate Maddalena, William Peace University

Jennifer Mallette, Boise State University, ID

Robby Nadler, University of California Santa Barbara

Han Yu, Kansas State University

First-Year and Basic Composition

N.16 Time to Teach Them: The Commonplace(s) of Basic Writing Instructors

201 B (Wisconsin Center)

Facilitators in this Engaged Learning Experience will provide data from a longitudinal study of nine basic writing instructors. Facilitators and participants will construct matrices that map these data to commonplaces and assumptions about basic writing in order to learn more about teaching writing, retaining basic writing students, and valuing basic writing instructor identities.

Chair: Bryna Siegel Finer, Indiana University of Pennsylvania

Facilitator: Lynn Shelly, Indiana University of Pennsylvania

First-Year and Basic Composition

N.17 Cultivating Culturally Responsive English Composition Curriculum at the Two-Year College

201 C (Wisconsin Center)

No one teaching strategy consistently engages all learners; how can we engage our students as learners across disciplines and cultures while respecting their cultural integrity? This session will dive into culturally responsive English composition assignments and activities that better serve underrepresented students in a two-year college classroom.

Speakers: Rhiannon Hillman, Highline College, Des Moines, WA
Erik Jaccard, North Seattle College, WA
Cheryl Lee, Highline College, Des Moines, WA

History

N.18 Stories That Won't Stay Still: Archival Inquiry and the Circulation of History

201 D (Wisconsin Center)

Participants analyze Lucille Schultz's 19th-century composition archive, disrupting assumptions about the era's major authors and traditions.

Chair: Christopher Carter, University of Cincinnati, OH, "Turbulent Circulation: The Textual Economy of Nineteenth-Century Composition"

Speakers: Kevin Belknap, University of Cincinnati, OH, "Tracing the Roots of Rhetorical Grammar in the 19th Century"

Russel Durst, University of Cincinnati, OH, "'Big Whoop': Reframing the Role of Genung, Hill, Scott, and Wendell in Composition History"

Benjamin Hojem, University of Cincinnati, OH, "Practical Romanticism in the Rhetoric of John F. Genung"

Rhiannon Scharnhorst, University of Cincinnati, OH, "Ending the Reign of 'King Sham': Nineteenth-Century Critical Taste Pedagogy"

Writing Programs and Majors

N.20 Rethinking Our Commonplaces: Learning from First-Generation Students in Writing Programs

202 B (Wisconsin Center)

Pushing against commonplaces about first-generation college students, this Engaged Learning Experience panel presents brief research findings about first-generation college students through the lens of writing program administration and invites audience members to collaboratively consider these findings and create action plans for supporting first-generation students at their own institutions.

Chair: Kelly Ritter, University of Illinois at Urbana-Champaign

Speakers: Jacob Babb, Indiana University Southeast

Bradley Dilger, Purdue University

Christina Saidy, Arizona State University

Courtney Adams Wooten, George Mason University

Respondent: Neil Baird, Bowling Green State University

History

N.21 Taking Pride in Activist Archives: Performances, Sounds, Texts

202 C (Wisconsin Center)

Learning from queer activist archives of performances, sounds, and zines and reflecting on preservation.

Chair: Mary Morgan, University at Albany, SUNY

Speakers: Lauren Beard, Penn State University, “Rhetorics and Rainbows: The Commonplaces of ‘Disability Pride,’ from Grassroot Beginnings to Current Moments and Future Possibilities”

Vee Lawson, Michigan State University, East Lansing, “Preserving Texts in Flux: Zines in the Archive”

Jon Wargo, Boston College, MA, “Writing (Righting) Detroit’s Sonic Archive: Amplifying the Queer Extracurriculum of Commonplace Composition”

Information Technologies and Digital Cultures

N.22 Shifting Big Data Commonplaces: Text Mining Methodologies and Data Analytics for Social Good

202 D (Wisconsin Center)

This panel defines new commonplaces for the ethical use of big data methodologies to further the pursuit of social justice in writing studies. Case studies include decolonial methods in citations of multiply marginalized and underrepresented scholars, indigenous data mining, free speech in Twitter content moderation, and user privacy in YikYak.

Chair: Steven Holmes, Texas Tech University, “Ethical Frameworks for Text Mining for BIPOC Community Knowledges by Non-BIPOC Scholars”

Speakers: Aaron Beveridge, University of North Carolina, Greensboro, “The Ethics of Content Moderation: Examining the Commonplace of Free Speech”

Canan Uluak Itchuaqiyay, Utah State University, “Ethical Considerations of ‘Fly-By’ Citation Practices in Writing Studies and Technical Communication”

Andrew Kulak, Virginia Tech, “Topic Modeling Affect to Shift User Privacy Commonplaces”

Information Technologies and Digital Cultures

N.23 TechnoMaterial Environments: Distributed Agency, Information Flows, and Technological Consumption

202 E (Wisconsin Center)

Panelists think through a series of divergent theoretical propositions to assemble new understandings of writing and rhetoric in techno-material environments.

Chair: Elizabeth Baddour, University of Memphis, TN

Speakers: Joel Bergholtz, Florida State University, Tallahassee, FL, “Assembling Posthumanism: What Two Systems Theories Offer to Social Media Pedagogies”

Joseph Burzynski, Texas A&M University, Texarkana, “To See What Is in Front of One’s Nose: Hardware and Software Commonplaces in the Writing Classroom”

Christian Pulver, Roger Williams University, Bristol, RI, “Writing as a Metabolic Activity”

Institutions, Labor Issues, and Professional Life

N.24 Fostering Fair-Minded Practices in Our Commonplaces among Tenure-Line, Instructional, Graduate Student, and Adjunct Faculty

203 A (Wisconsin Center)

This panel will discuss the intersections of contingent faculty and how we are working toward inclusivity at a large urban university.

Chair and Speaker: Cate Almon, Temple University, Philadelphia, PA, “Enfranchising Instructional Faculty by Revising Department Bylaws”

Speakers: Stephen Gluckman, Temple University, “More Adrift Than Free: A Call for Departmental Transparency for the Liminal TA Community”

Rachael Groner, Temple University, “Building Respectful and Empowering Writing Programs”

Darla Himeles, Temple University, “Cultivating Academic Leadership: The Liminal Space of the Writing Center”

Gabriel Wettach, Temple University, “An Eye toward Policy: Building Connections and Allies across an English Department”

Institutions, Labor Issues, and Professional Life

N.25 Troubling Unexamined Notions of Time in Writing Lives and Scholarly Careers

203 B (Wisconsin Center)

Our panel brings together different perspectives and temporal frameworks to explore how individuals experience and participate in multiple levels, scales, cycles, and rhythms of time as a commonplace.

Chair and Speaker: Louise Wetherbee Phelps, Old Dominion University, “What Wisdoms and Constraints Operate in Composing in Later Life? Time Scales in an Unfinished Essay”

Speakers: Derek Mueller, Virginia Tech, Blacksburg, “Navigating Time Warps at the Intersection of Intellectual and Personal Writing Lives”

Kate Pantelides, Middle Tennessee State University, Murfreesboro, “Navigating Time Warps at the Intersection of Intellectual and Personal Writing Lives”

Christine Tulley, University of Findlay, OH, “What Time Use Diaries from Rhet Comp Moms Can Teach Us about Time Management and Writing Productivity”

Institutions, Labor Issues, and Professional Life

N.26 Inclusion and Exclusion in Attitudes and Policies

203 C (Wisconsin Center)

Presenters analyze attitudinal and/or policy barriers to inclusion for students based on nationality, religion, race, and gender.

Chair: Samantha Looker-Koenigs, University of Wisconsin, Oshkosh

Speakers: Samah Elbelazi, Stanford University, CA

Hanan Saadi, University of Texas, San Antonio, “Do You Hear/See Us? What Is a Commonplace for Transnational Muslim Female Students?”

Breanna Tavernini, Nevada State College, Henderson, NV, “What Not to Wear: Analyzing Racism and Sexism through Various Dress Code Policies”

Heidi Maria Williams, Tennessee State University, Nashville, “I’ve Been Shunned: Absent Commonplaces for Christians in Higher Education”

Institutions, Labor Issues, and Professional Life

N.27 Roll for Support: A Roleplaying Game about Academic Collaboration

203 D (Wisconsin Center)

In this Engaged Learning Experience session, participants will play a tabletop roleplaying game in which they each take on the role of an academic collaborating with colleagues on a scholarly project.

Facilitators: Kate Artz, University of Massachusetts, Amherst
Tori Sheldon, University of Massachusetts, Amherst

Inventions, Innovations, and New Inclusions

N.28 Reflective Writing: A Tool for Learning, Discovery, and Debating

203 E (Wisconsin Center)

This panel explores the value of reflective writing in classrooms, support groups, and research practices.

Chair: Jill Darley-Vanis, Clark College, Vancouver, WA

Speakers: Franny Howes, Oregon Institute of Technology, Klamath Falls, “Hermeneutics in Practice: Learning from Tarot”

Michael Ristich, Michigan State University, East Lansing, “Reflection as ‘Hedonistic Debate’”

James Ryan, University of Wisconsin, Madison, “The Automatic Hand: Alcoholics Anonymous and the Occult Antecedents of Freewriting”

Inventions, Innovations, and New Inclusions

N.29 Mapping What Matters: Discovering Commonplaces in the Writing Classroom

Ballroom C (Wisconsin Center)

This Engaged Learning Experience session offers hands-on training in the concept of “mattering maps” as a pedagogical tool for developing inclusive commonplaces of invention and discovery in writing classrooms

Facilitators: Brooke Covington, Virginia Tech, Richmond, VA
Kelly Scarff, Virginia Tech

Inventions, Innovations, and New Inclusions

N.30 Pedagogical Commonplaces: What Makes a Major Assignment

Ballroom D (Wisconsin Center)

In this Engaged Learning Experience session, we'll explore the commonplace of writing teachers grading major assignments. By identifying the values inherent in notions of grading/major/assignments, we'll frame commonplaces as choices. Participants will explore peer review, revision practices, and participation as alternative major "assignments." A series of swift interactions will help participants uncover additional possible practices.

Facilitators: Susanmarie Harrington, University of Vermont
E. Shelley Reid, George Mason University

Language and Literacy

N.32 Faculty Places and Common Challenges

Walker Room (Hilton)

Panelists shed light on language challenges faced by faculty when teaching English in domestic and international spaces.

Chair: John Purfield, University of South Carolina, Columbia

Speakers: Lindsey Albracht, The Graduate Center, CUNY, "Like a Thunder That Speaks Only to Emotions: Raciolinguistic Commonplaces in Open Admissions Faculty Memoir"

Stephie Kang, Michigan State University, East Lansing, "Teachers' Rights to Their Own Language: How Do Our Students Feel about That?"

Research

N.33 Whose Experience? Whose Knowledge? Resituating Healthcare and Disability Commonplaces

Wright Ballroom A (Hilton)

How is knowledge built within healthcare and mental health environments? Whose stories are researchers able to access and engage?

Chair: Dorothy Worden, University of Alabama, Tuscaloosa

Speakers: Caitlin Burns, University of Louisville, TN, "Ethics and Access in Mental Health Archives"

Melissa Guadrón, The Ohio State University, Columbus, "Mental Health Personal Experience Narratives"

Katherine Morelli, Northeastern University, "Decolonizing the Clinic: Challenging What Counts as Knowledge and Expertise in Health Care Settings"

N.35 Metalepsis, Zombies, and Video Games: Defining Dilemmas in Media Culture

Wright Ballroom C (Hilton)

This panel examines a range of theoretical dilemmas across horror films, metaleptic transmigrations, and video games.

Chair: Jake Castle, Middle Tennessee State University, Smyrna, TN

Speakers: Wren Dalton, Virginia Commonwealth University, Richmond, “... But Our Princess Is in Another Ending: Implications of Defining Horizontal Transmigrations between Endings in Branching Interactive Narratives via Ontological Metalepsis”

Leah Gutenson, University of Alabama, “Killing (or Reviving?) Aspasia: Assassin’s Creed Odyssey and Complex Dilemmas about Women in Power”

Kristen Hill, Tuskegee University, AL, “Horrific Topoi: Political Discourse’s Appropriation of Horror Films’ Commonplaces”

Katherine Musick, Middle Tennessee State University, Murfreesboro, TN, “Killing (or Reviving?) Aspasia: Assassin’s Creed Odyssey and Complex Dilemmas about Women in Power”

Theory and Culture

N.36 Activist Practices as Curricular Commonplaces

Regency Ballroom (Hilton)

Through Indigenous praxis, hip-hop discourse analysis, and decolonized rhetorics, this panel mobilizes activist practices to construct new worlds.

Chair: Jessica Nastal, Prairie State College

Speakers: Eric House, University of Arizona, “Culturally Sustaining Remixes of Composition Curriculum Commonplaces”

Benjamin Miller, University of Sydney, NSW, “Visiting through Writing: Testing One Model for an Inclusive, Crosscultural Rhetorical Commonplace”

Lucia Pawlowski, The People’s Writing Center, Saint Paul, MN, “Between the World That Is and the World That Could Be: The People’s Writing Center’s Embrace of Decolonized Rhetorics”

Writing Programs and Majors

N.37 Building an Inclusive Culture of Assessment: A Collaborative Model

Kilbourn Room (Hilton)

This session describes a FYW assessment project that stemmed from a collaboration between first-year writing and a university's teaching center. The presenters report findings on students' beliefs about writing as well as rubric-based student performance data. Overall the session argues for strategic formative assessment within the context of curricular innovation.

Chair and Speaker: Danielle Wetzel, Carnegie Mellon University, Pittsburgh, PA, "Collaborating on Questions for Data Collection about Curricular Change"

Speakers: Jessica Harrell, Carnegie Mellon University, Pittsburgh, PA, "Facilitating Collaboration and Trust-Building with FYW Community"
Mike Melville, Carnegie Mellon University, Pittsburgh, PA, "First-Round Quantitative Findings from a Collaborative Assessment"

Writing Programs and Majors

N.38 Inscribing Inclusivity: Reexamining the Commonplaces of Writing Center Rhetoric

Oak Room (Hilton)

This panel will explore the rhetorical function of inclusivity documents and how writing centers and writing programs can construct documents in such a way that we practice what Asao Inoue describes as "deep attending to the other in our presence" rather than asserting commonplaces about our commitments to diversity.

Chair: Calley Marotta, University of Wisconsin, Madison

Speakers: Mia Alafaireet, University of Wisconsin, Madison, "Translating Inclusivity Goals into Concrete Actions"

Emily Hall, University of Wisconsin, Madison, "'Compassionate Attending': Creating New Commonplaces of Inclusivity"

Nancy Linh Karls, University of Wisconsin, Madison, "The Exclusionary Potential of Inclusivity Statements"

Theory and Culture

N.39 Stories That Stand Between: Examining Land as Common/Relation-Places

Solomon Juneau Room (Hilton)

This panel will look at how theory and practice intertwine in relation to place and space, making them difficult to separate when we are looking at land education and Indigenous theory, language and culture, and classroom practice. Each speaker will provide participants with a story or relation to consider.

Chair: Lisa King, University of Tennessee, Knoxville

Speakers: Yavanna Brownlee, University of Northern Colorado, Greeley, “Bodies and Boundaries”

Chelsea Murdock, Clemson University, Seneca, SC, “Standing Peachtree and Storying Places”

Kenlea Pebbles, Michigan State University, “Classroom, Story, and Land Education”

Postconvention Workshops

2:00–5:00 p.m.

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

Community, Civic & Public Contexts of Writing

SW.02 Collecting and Documenting Place-Based “Living Narratives”

101 B (Wisconsin Center)

Participants will learn about and participate in an ongoing project focused on collecting and documenting place-based, neighborhood stories.

Facilitators: Patricia Mayes, University of Wisconsin, Milwaukee
Arijit Sen, University of Wisconsin, Milwaukee
Joseph Serio, University of Wisconsin, Milwaukee

Community, Civic & Public Contexts of Writing

SW.03 Handcrafted Rhetorics: DIY and the Public Power of Made Things

101 C (Wisconsin Center)

This workshop brings attendees into the Milwaukee Public Library’s Studio M makerspace to learn about the work librarians and patrons do together and do some making of our own. See <http://www.handcraftedrhetorics.org/> for location information and details.

Chair: Kristin Prins, Cal Poly Pomona, Los Angeles, CA
Facilitators: Danielle Koupf, Wake Forest University, Winston-Salem, NC
Jason Luther, Rowan University
Kristin Ravel, Rockford University
Patrick Williams, Syracuse University Libraries

First-Year and Basic Composition

SW.04 Avoiding Placement “Commonplaces”: The Nuts and Bolts of Implementing Directed Self-Placement

101 D (Wisconsin Center)

This workshop supports participants in devising strategies for implementing Directed Self-Placement, enabling them to overcome common hurdles.

Facilitators: Katherine Conlon, University of Massachusetts, Lowell
Ann Dean, University of Massachusetts, Lowell
Jeroen Gevers, University of Arizona, Tucson
Erin Whittig, University of Arizona, Tucson

First-Year and Basic Composition

SW.05 Turning Theory into Practice: Pedagogies for Engaging Intersectionality in First-Year Composition

102 A (Wisconsin Center)

This workshop, sponsored by the Intersectional Approaches to FYC SIG, provides instructors with approaches for using intersectionality to design classroom activities that encourage racial literacy in FYC. The first hour provides context and theoretical grounding, and the remainder will feature multiple teaching demonstrations that encourage active participation from attendees.

Facilitators: Tessa Brown, Stanford University, “Cultivating Instructor and Student Reflexivity through Writing”

Mara Lee Grayson, California State University, Dominguez Hills, “Intersecting Pedagogical Frameworks: Questioning Critical FYC Approaches”

Emily R. Johnston, University of California, San Diego, “Teaching Intersectionality through Researching Campus Culture”

Irene Lietz, Professor Emerita, Carlow University, “Integrating Emotion with Evidence: A Tool to Respond to Loaded Race Talk”

Iris Ruiz, University of California, Merced

Institutions, Labor Issues, and Professional Life

SW.06 Training Academic Labor Activists

102 B (Wisconsin Center)

We will train participants in solidarity-building/organizing across campuses and communities. Representing different institution types and positions, facilitators offer skills and experiences to help participants organize and advocate successfully and sustainably. We also plan time during the workshop for participants to connect and build networks of support beyond the event.

Facilitators: Anicca Cox, Michigan State University

Sue Doe, Colorado State University

Seth Kahn, West Chester University of Pennsylvania

Amy Lynch-Binieck, Kutztown University of Pennsylvania

Rachel Riedner, George Washington University

Don Unger, University of Mississippi

Institutions, Labor Issues, and Professional Life

SW.07 Job and Professionalization Workshop: There Are Options beyond Tenure Track

102 C (Wisconsin Center)

This roundtable discussion will focus on job and professionalization options for graduate students that go beyond the traditional tenure-track career path.

Facilitators: Andrea Stark Bishop, University of Memphis, TN, “But Are You Faculty or Staff? When the Job Is More Than Either/Or”

Floyd Pouncil, Michigan State University, “Yes, But I Do Know: Valuing Professional Experience in the Writing Center”

Rachel Robinson, Michigan State University, “Yes, But I Do Know: Valuing Professional Experience in the Writing Center”

Matthew Sansbury, Clayton State University, “I’m Applying for a PostDoc Fellowship: What the Heck Does This Even Mean?”

Inventions, Innovations, and New Inclusions

SW.08 Hosting Diversity and Inclusion through Accessible Instruction and Community Building

102 D (Wisconsin Center)

This interactive community-building workshop equips postsecondary educators in accessibility. Speakers integrate disability studies theories including intersectionality, embodiment, and universal design, to recreate our commonplaces (the syllabus, etc.) through demonstrations, hands-on sessions, discussion, and Q&A. Sessions include ADA compliance, image accessibility, video captioning, networking sessions, resource-sharing, and contacts for future support.

Facilitators: Mary De Nora, Texas Tech University, Lubbock, “Demonstrating Diversity and Inclusion through Creating Accessible Classroom”

Ashanka Kumari, Texas A&M University, Commerce

Cat Mahaffey, University of North Carolina, Charlotte, “Teaching Accessibility”

Jessica Ulmer, Midlands Technical College, “Survival Preparedness in Document Design: Equipping Yourself with Accessible Classroom Materials”

Writing Programs and Majors

SW.09 Made Not Only in Words (or Images or Sound or Video or...): Designing Multimodal Composition Curricula across Institutions

102 E (Wisconsin Center)

Drawing on our experiences in innovating our institution's multimodal composition course and using this class to seed similar curricula at other universities across the US, this workshop aims to provide participants with concrete resources and strategies for instituting, developing, and/or revising multimodal composition courses at their home institutions.

Facilitators: Hannah Bellwoar, Juniata College
Amber Buck, University of Alabama
Logan Middleton, University of Illinois at Urbana-Champaign
Jonathan Stone, University of Utah
Niki Turnipseed, University of Illinois at Urbana-Champaign

Institutions, Labor Issues, and Professional Life

SW.11 Taking Action for Antiracist Workplaces: Developing Bystander Training for Writing Teachers and WPAs

103 C (Wisconsin Center)

This workshop will develop antiracist bystander training for writing professionals, providing strategies for intervention in a variety of situations, from overtly hostile actions to microaggressions with seemingly innocent intent. We will address the many positionalities and ranges of job securities a writing professional might be in.

Facilitators: Lindsey Albracht, The Graduate Center, CUNY
Sara P. Alvarez, Queens College, CUNY
Lisa Blankenship, Baruch College, CUNY
Rachel Bloom-Pojar, University of Wisconsin, Milwaukee
Todd Craig, Medgar Evers College, CUNY
Al Harahap, University of Oklahoma
Brian Hendrickson, Roger Williams University
Shereen Inayatulla, York College, CUNY
Anna Plemons, Washington State University
Sherita V. Roundtree, Towson University
Maggie Shelledy, University of Texas Rio Grande Valley
Amy Wan, Queens College, CUNY
Anna Zeemont, CUNY Graduate Center

Institutions, Labor Issues, and Professional Life

SW.13 Empowering Inclusive Disciplinary Online Representations and Interactions: Strategic Approaches for Practicing Hospitable Online Communication

201 B (Wisconsin Center)

This workshop confronts how disciplinary online communities (e.g., listservs and Twitter) reproduce communication practices that marginalize users by rank, race, class, gender, ability, sexuality, and geographic strata. We ask, “How do we enact policies of equity for professional online spaces without disciplining the discipline?”, focusing on creating “hospitable” online spaces.

Facilitators: Anne Canavan, Salt Lake Community College
Frankie Condon, University of Waterloo
Everardo Cuevas, Michigan State University
Adam Hubrig, University of Nebraska, Lincoln
Les Hutchinson, Boise State University
Ashanka Kumari, Texas A&M University, Commerce
Alexandria Lockett, Spelman College
Vyshali Manivannan, Pace University
Bernice Olivas, Salt Lake Community College
Sherita V. Roundtree, Towson University
Josh Wood, Syracuse University

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2019—Asao B. Inoue	1983—Donald C. Stewart*
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2017—Linda Adler-Kassner	1981—Lynn Quitman Troyka
2016—Joyce Locke Carter	1980—Frank D’Angelo
2015—Adam Banks (through 9/15); Howard Tinberg (9/15–12/15)	1979—William F. Irmscher
2014—Howard Tinberg	1978—Vivian I. Davis*
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1998—Cynthia Selfe	1962—Francis E. Bowman
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1995—Jacqueline Jones Royster	1959—Albert R. Kitzhaber*
1994—Lillian Bridwell-Bowles	1958—Robert E. Tuttle
1993—Anne Ruggles Gere	1957—Francis Shoemaker
1992—William W. Cook	1956—Irwin Griggs*
1991—Donald McQuade	1955—Jerome W. Archer
1990—Jane E. Peterson	1954—T. A. Barnhart*
1989—Andrea A. Lunsford	1953—Karl W. Dykema*
1988—David Bartholomae	1952—Harold B. Allen*
1987—Miriam T. Chaplin*	1951—George S. Wykoff*
1986—Lee Odell	1950—John C. Gerber*
1985—Maxine Hairston*	1949—John C. Gerber*

*Deceased