



Conference on  
College Composition  
& Communication

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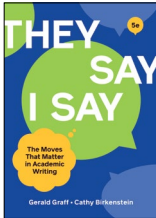
CCCC Virtual Annual Convention | April 7-10



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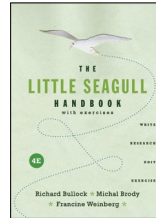
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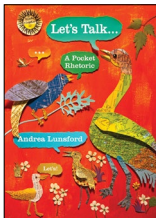
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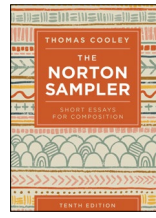
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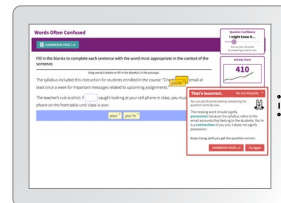
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**CCCC Virtual Annual Convention  
Conference on College Composition and Communication  
April 7–10, 2021**

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## CCCC Officers

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Immediate Past Chair: Vershawn Ashanti Young, University of Waterloo, Ontario, Canada  
Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE Executive Director  
Secretary: David F. Green, Howard University, Washington, DC

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Amy Lynch-Binieck (*Forum* Editor)  
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Mya Poe, Northeastern University, Boston, MA  
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Cheryl Hogue Smith, Kingsborough Community College, City University of New York, Brooklyn  
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Tara K. Wood, University of Northern Colorado, Greeley  
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Hannah J. Rule, University of South Carolina, Columbia  
Erin McLaughlin, University of Notre Dame, IN  
Vershawn Ashanti Young, University of Waterloo, Ontario, Canada

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Melanie Yergeau, University of Michigan  
Kate Vieira, University of Wisconsin-Madison  
Melanie Yergeau, University of Michigan

## Schedule at a Glance

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### Wednesday, April 7

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11:00 a.m.–8:00 p.m. ET	TYCA Conference
11:00 a.m.–1:30 p.m. ET	Workshops
11:00 a.m.–12:00 p.m. ET	Research Network Forum
12:30–2:00 p.m. ET	Research Network Forum
2:00–4:30 p.m. ET	Workshops
5:00–6:00 p.m. ET	A Sessions
6:30–7:30 p.m. ET	B Sessions

### Thursday, April 8

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10:30–11:15 a.m. ET	Newcomers' Coffee Hour
11:30 a.m.–1:00 p.m. ET	Opening General Session
1:30–2:30 p.m. ET	C Sessions
3:00–4:00 p.m. ET	D Sessions
4:30–5:30 p.m. ET	E Sessions
6:00–7:00 p.m. ET	Scholars for the Dream Reception
7:00–8:00 p.m. ET	Anzalduá Awards Reception

### Friday, April 9

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11:00 a.m.–12:00 p.m. ET	F Sessions
12:30–1:45 p.m. ET	Keynote with Roxane Gay
2:30–3:30 p.m. ET	G Sessions
4:00–5:00 p.m. ET	H Sessions
5:30–6:30 p.m. ET	I Sessions
7:00–8:00 p.m. ET	Vershawn Ashanti Young's 2020 CCCC Chair's Address

### Saturday, April 10

---

11:00 a.m.–4:30 p.m. ET	Teacher 2 Teacher
11:00 a.m.–12:00 p.m. ET	J Sessions
12:30–1:30 p.m. ET	K Sessions
2:00–3:00 p.m. ET	L Sessions
3:30–4:30 p.m. ET	M Sessions
5:00–6:00 p.m. ET	N Sessions
6:30–7:30 p.m. ET	O Sessions

# Greetings from the 2021 PROGRAM CHAIR

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**Holly Hassel**  
2021 Program Chair

*“Welcome to Portland, site of the 68th Annual Convention of the Conference on College Composition and Communication.” [“Greetings from the 2017 Program Chair”](#)*

*“Welcome to Kansas City, the site of the 69th Annual Convention of the Conference on College Composition and Communication, a conference of the National Council of Teachers of English. We’ve had quite a ride this year, a ride that almost kept us from meeting.”*

—Asao Inoue, [Greetings from the 2018 Program Chair](#)

*“Yay! We is here. We is here! And I for one ain’t goin home til we done—til it’s ova. Whaboutchu? As I welcome you to Pittsburgh and to 4C19, let me be real wit y’all right from jump.” —Vershawn Ashanti Young, [Greetings from the 2019 Program Chair](#)*

*“A warm and hearty welcome to Milwaukee, our common place for CCCC 2020!” —Julie Lindquist, [Greetings from the 2020 Program Chair](#)*

The conventions of the CCCC Program Chairs’ welcome to the annual meeting typically include a greeting—one that welcomes attendees of our annual meeting to a geographic location. In that spirit, welcome to CCCC 2021! Welcome to your living room, office, or the parking lot of your local library or Burger King, where there is strong internet and a private space, if only in your car or on a curb.

Though [Julie Lindquist welcomed us to Milwaukee in 2020](#), the COVID-19 global pandemic, which was just gearing up in early 2020 and was sweeping through the United States, led to the cancellation of the 2020 Convention, just two weeks before the Convention was to be held. Lockdowns and emergency remote instruction became the focus of our attention. By the time I am writing this, in March of 2021, 523,970 people have died from COVID-19, 30 million people have gotten sick, and 9% of the US population has been fully vaccinated.

Within this national landscape, we gather together for the first time since Pittsburgh in 2019, and for the first time in the history of CCCC (since its first convening in 1949), the annual meeting will be held entirely virtually. In the past, the CCCC Convention has been for many attendees an opportunity to travel, to concentrate entirely in an immersive way on the work of learning, sharing our research, connecting or reconnecting with colleagues and friends. This year, we’ll conference differently.



It is likely that many of us will be participating in the Convention events while also teaching our classes through videoconferencing tools, or responding to student work through our institutional learning management systems. Some of us are at home supporting virtual instruction for school-age children while managing our own paid responsibilities to students and colleagues; others are caring for sick relatives, negotiating the continued consequences of COVID-19 (“long-haulers”), or processing the grief of losing loved ones and friends ([1 in 3 Americans has lost someone to COVID](#)).

Though it seems counterintuitive, the move to a virtual format necessitated a smaller program than would be possible in a face-to-face setting in pre-pandemic times. Because the organization’s annual budget is set in advance of the fiscal year, costs for securing a virtual conference vendor were negotiated in advance of the Convention, and alongside lengthy renegotiations of the contract (and potential penalties) with the original 2021 host city, Spokane, WA. NCTE sought to secure a platform that has a track record of coordinating large professional events like the annual CCCC Convention, knowing the importance of ensuring a professional interface, tech support, and high accessibility standards. Such support is expensive. Though these dimensions of conference planning are not visible to participants, they have a material impact on the shape, scope, and capacity of the event. The process of making these reductions has been painful and difficult, especially when those affected have clear contributions to make to the conversation and the field.

I know it may not be possible for all, but I am hopeful that you will make space to engage with the Convention in this online format. Ordinarily, we would travel to a place (Pittsburgh, Milwaukee, Portland, Spokane!) and leave our other responsibilities behind. I hope that participants will give themselves permission, as it is possible in their material context, to let some things go and be fully present at CCCC virtual events. Like many of you, I continue to work remotely while also supporting virtual learning for my two school-age children. I look forward to greeting your family members, housemates, and furry friends throughout the Convention.

Like many national professional organizations, CCCC (like NCTE in November 2020) has reimagined and retooled the Convention to work within a virtual space. The Convention platform site offers to the greatest extent possible the experiences of face-to-face conference going. Live sessions will be held at scheduled times (accounting as much as possible for the time zone difference that our meeting now has to negotiate). Likewise, prerecorded sessions in which presentations are aired and live Q and A takes place during and after the viewing will also be held throughout the Convention hours. In addition, the “on-demand” sessions will be available so that conferencegoers can access multiple prerecorded sessions that can be viewed at their convenience, for up to 50 days after the Convention. In this way, our conference-going experience will not be confined to April 7–10, but rather includes continued learning and engagement outside of the conference dates.

You’ll also find some of the traditional elements of the CCCC meeting—the virtual

“Action Hub,” where CCCC member groups like Special Interest Groups (SIG) and Standing Groups (which include Caucuses) will be able to share information about their work. The Networking Lounge is a separate space allowing for unscripted and interactive activities, including topical conversations, recovery meetings, meet and greets, and awards ceremonies. I encourage you to see the [array of scheduled events](#).

What, then, will a Virtual CCCC offer to participants? I have hopes for this virtual meeting: In 2020, Program Chair Julie Lindquist created a program that emphasized community, such as Common Ground Coffee Hours, “Think Mobs,” and other structured networking opportunities. More than ever, I think we need these moments to connect with colleagues outside of our local context. In the interest of creating continuity between some of the missed opportunities of the 2020 Convention, Julie and I have collaborated on several elements from the planned Milwaukee conference:

- *Common Ground Conversations*—slightly organized opportunities to talk about issues of shared interest are being held in the [Networking Lounge](#) and hosted/facilitated by members of the [CCCC Executive Committee](#). Topics include first-year writing, writing program administration, labor and equity, graduate education, among others.
- The SJAC committee—*Social Justice and Activism at the Convention*—is hosting a range of engaging activities including yoga, Tai Chi, and a poetry slam in the Networking Lounge.
- With the *Documentarian Role*—initiated in 2020—Program Chair Julie Lindquist asked us to reimagine conference participation with a new role that is observational. It calls for attentiveness and for rhetorical listening, and does so by asking documentarian participants to capture their experience as conferencegoers. I love this role, and I love this vision—because so often there is a commonplace that conference-going is about presenting: about being heard and looked at, being the one to whom attention is paid and questions are directed. Just like teaching is not telling, professional growth involves learning and reflection. I hope the documentarian role invites more listening, and that the fruit of documentarians’ labor (which will be shared in the form of a published collection) will invite careful and introspective consideration of the conference, and of CCCC as an organization.

Though the 2021 Convention won’t look exactly as I imagined when I was elected to the officers’ rotation in the Summer of 2019, I am hopeful that participants will find value in the following features:

- An emphasis on practice and on praxis. The theme asks us to consider what it means to be a writing teacher—what do we value, how do we serve, and how do we labor? Conferencegoers will find sessions that address this theme from a range of perspectives.



- Support for the work we are doing *now*. CCCC as an organization has a [mission and strategic vision](#) that articulates our responsibility to “sponsor and conduct research that produces knowledge about language, literacy, communication, rhetoric, and the teaching, assessment, and technologies of writing” and to create collaborative spaces, to develop evidence-based practices, and advocate for students, teachers, programs, and policies that support ethical and effective teaching and learning. More than ever before, teachers of college composition and communication are finding themselves challenged to meet a moment that calls upon them to develop new pedagogical and technological skills. We are supporting students in new and challenging ways. We are learning more about our own practice. We are being called upon to do so while taking care of ourselves, our loved ones, and our communities. My hope is that Virtual CCCC 2021 will be a place to support such efforts.
- A place for *community and connection*. Our 2021 keynote speaker, Dr. Roxane Gay, reflected on how the pandemic has—and could even further—change our relationship to work in her regular *New York Times* column, “Your Work Friend.” “I know what I want my work life to look like — more writing, less travel, less jumping through hoops, fewer meetings that could have been phone calls. I am not sure how I can make it happen, but I am fortunate to have the flexibility to at least try. Too many people do not, which means it is time for real change around how we understand work and how we can create workplace cultures that value the workers as much as the work. There are many lessons from the past year. I hope, for the sake of everyone seeking a work friend, that we are learning” ([Gay](#)). I wish for all of us to use CCCC 2021 to take seriously this opportunity to think about what we want this work that we all do—teaching and learning, service, writing, research, advocacy (in short, academic life)—to look like going forward.
- Interactive opportunities to learn from others and share our own work, such as the *Research Network Forum*, which has been held annually on the Wednesday before the Convention since 1987; likewise, the more recently initiated “[Teacher 2 Teacher](#)” event, will be held on Saturday, and the event organizers invite participants “to bring their successes, challenges, and instructive failures” to a conversation with colleagues.
- We will celebrate the successes of our community members, including a reception for the recipients of the Scholars for the Dream Travel Award and the Anzaldúa Award on [Thursday evening](#) in the Networking Lounge.
- We’ll hear from not one but two of our CCCC leaders. Past Chair Vershawn Ashanti Young will deliver his chair’s address (which would have taken place at the 2020 CCCC Convention) on Friday evening, while current CCCC Chair Julie Lindquist will speak during our Opening General Session at the start of events on Thursday, April 8.
- The third national TYCA Conference will be held on Wednesday, April 7. Though it requires a separate registration, I encourage two-year college teach-

er-scholars and graduate students interested in careers at two-year colleges to check out the array of sessions on issues specific to two-year colleges, and to hear keynote speaker Kim Johnson, a social justice leader and author of *This Is My America*, her debut novel.

- Participate in the live session held by the Committee for Change, a CCCC committee charged with conducting research and recommending 2 to 4 structural changes to CCCC that address white supremacy and other social justice problems and to develop a set of guidelines for ethical engagement at the CCCC Annual Convention. The committee invites participants to join them in learning more about their work and to engage in small-group conversations toward achieving the group's charge. The session will be held Saturday, April 10, 3:30–4:30 p.m. ET.

Very little of our teaching, service, professional development, and administrative work has been untouched by the pandemic. Most of it will never be the same again. I hope you'll join us at Virtual CCCC 2021 to reflect on and strategize for building the kinds of communities we hope to have for the future.

—Holly Hassel, 2021 Program Chair

# First Time at the Convention?

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With pleasure, the CCCC Newcomers' Orientation Committee welcomes all of you to the 2021 CCCC Convention, but we especially welcome new members and first-time attendees. We have planned several events that we hope will help you get the most out of this Convention. (These events and virtual locations are listed in the Special Events schedules in this program.)

With the move to a virtual Convention, our committee will host an Orientation Session one week prior to the start of the Convention on Wednesday, March 31, at 4:00 p.m. ET. During this session, we will discuss how to navigate the virtual Convention and its virtual program, how to participate in the Convention's many events, and how to meet others. We also look forward to meeting you at the **Newcomers' Coffee Hour on Thursday (April 8, 10:30–11:15 a.m. ET)**, a congenial start to the first full day of activities, where you can begin the kinds of professional conversations that have made this Convention one of the high points of the year for each of us.

This year, we are also hosting a session called, **"Career Quest: Navigating a Future in Composition, Rhetoric, and Writing"** (session E.1, Thursday, April 8, 4:30–5:30 p.m. ET). This interactive session is designed for newcomers and early career attendees; its goal is to help participants develop a plan in which opportunities at the Convention and within the organization can play an important part in their career development.

Throughout the Convention, the Newcomers' Orientation Committee will maintain a **Newcomers Welcome Booth located in the Virtual Action Hub**. There you will find information from the Digital Archive of Literacy Narratives (DALN) where you can share your literacy story, a tip sheet for navigating the Convention, a place to drop questions for members of the committee, hints on participating in Cs the Day (the Convention's interactive game), and more.

One more thing: what would a conference be without a social gathering? Look for more info at the Newcomers Welcome Booth for our plan to get newcomers together for some fun and online conversation!

We look forward to meeting you at one of the many events sponsored by this committee and hope you have a wonderful experience at 4Cs!

With warm good wishes,

The CCCC Newcomers' Orientation Committee

Leslie Werden, Chair

Rachel Dortin

Michael Harker

Mary Karcher

Ben McCorkle

Sharon Mitchler

Sean Morey

Michael Rifenburg

Christine Tulley

# 2021 CCCC Standing Group and SIG Business Meeting Information

The 2021 business meetings are being held outside of the 2021 CCCC Virtual Annual Convention platform. You can find a schedule of meetings and information on how to sign up to attend at <https://cccc.ncte.org/cccc/2021-cccc-standing-group-and-sig-business-meeting-information/>.

## Land Acknowledgment for Spokane

We'll miss being in the beautiful city of Spokane, Washington, for the CCCC Annual Convention, but we want to honor what would have been our host city.

*We acknowledge that we are on the unceded lands of the Spokane Tribe. The Spokane people shared this place with other tribes through their relations, resources, history, trade, and ceremony. We thank the caretakers of this land, who lived, and continue to live here since time immemorial. This land holds the knowledge, culture, and spirit of "The People of the River." As we take a moment to consider the impacts of historical trauma brought on by genocide and forced relocation, may we also acknowledge their strength and resiliency. We are grateful to be on the land of the Spokane people and ask for the support of the land as we work together toward our agreed-upon goals during this gathering as one heart, one mind, and one spirit. Please recognize that racism and unjust actions forever changed the life of the Spokane people and their relatives. Now let us agree to work together to stop acts that are continuing the trauma that continues for Native Americans. It is time to recognize and act upon the truths and actions we can take toward restorative justice.*

We encourage you to learn about the histories and current experiences of the Spokane people as well as the people whose lands you currently live and work on. You are also encouraged to learn more about how you can support Indigenous people, Tribal sovereignty, and the restoration of Indigenous languages.

# General Convention Information

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## LOGISTICS: HOURS, NAVIGATING THE PLATFORM

### What are the hours of the Convention?

Each area has different hours, but the lobby will be staffed during the following hours:

Wednesday	10:30 a.m.–8:30 p.m. ET Exhibit Hall grand opening, 7:30–8:30 p.m. ET
Thursday	10:00 a.m.–8:30 p.m. ET
Friday	10:30 a.m.–8:00 p.m. ET
Saturday	10:30 a.m.–7:30 p.m. ET

**What time zone are the hours?** Times for all sessions are Eastern Time.

### What are the different components of the virtual platform?

**2021 CCCC Lobby:** The lobby is the main entrance to the Convention platform. There is a chat at the bottom of the page for general questions.

**Webcast Auditorium:** This is where Live and Prerecorded sessions are located. Exhibitor sessions are included in the webcast auditorium.

**On-Demand Sessions:** These sessions are available any day, any time. On-Demand sessions include poster sessions, panels, roundtables, and more. When you click on “On-Demand sessions” in the navigation bar, a new window will open for you to browse these sessions.

**Action Hub:** Here you will find a variety of special interest groups (see p. 14).

**Sponsor Hall:** The exhibit booths of our Sponsors are here (see p. 175).

**Exhibit Hall:** Find exhibit booths and NCTE Publications here (see p. 175).

**Networking Lounges:** Lounges are where you can have more casual conversations with other attendees.

**Workshop Lounges:** Workshops will be held here on Wednesday, April 7.

**Convention Policies:** [https://cccc.ncte.org/wp-content/uploads/2021/02/CCCC\\_2021\\_Policies.pdf](https://cccc.ncte.org/wp-content/uploads/2021/02/CCCC_2021_Policies.pdf)

## How do I use the Online Planner feature?

### Can I remove a session I added?

You may add these sessions to your online planner: Live, Prerecorded, or On-Demand. There are several search features to help you find what you're looking for. If you are interested in seeing the entire list of sessions, simply click the search button. You can preview session content and add the session to your planner by checking "Add to Planner" next to the session. If you change your mind and would like to remove a selected session, simply uncheck "Add to Planner" and it will be removed.

**Will I be on camera if I join a session as an attendee?** The majority of the sessions will not have attendees on video or with audio. There are a few sessions that will use breakout rooms in which attendees can be on video and use audio. Of course, you always have the option to turn off your camera and/or mute your audio.

**Can I ask presenters questions during Live and Prerecorded sessions?** Yes! We have a number of ways to engage with presenters and authors. During most sessions, attendees will be able to use both the text chat and the Live Q&A. The text chat allows you to share your questions or comments with presenters and attendees. The Live Q&A is seen only by presenters unless a presenter answers your question, at which point the question becomes public.

## REGISTRATION RELATED

**How do I log in to the Convention?** Log in via the 2021 CCCC Virtual Annual Convention Platform. Select "Presenter/Attendee Login" and enter your email address and password. Your email address is the one you used to register for Convention. If you are having problems logging in, you can try to reset your password. If you still have problems, contact us immediately at [CCCCEvents@ncte.org](mailto:CCCCEvents@ncte.org).

**How early can I log in?** You can log in as early as April 5 to use the Online Planner and bookmark the site. The lobby, lounges, and Exhibit Hall will open on Wednesday, April 7, at 10:30 a.m. ET. Please log in as soon as possible to ensure you have the best experience possible!

**Is there a cut-off date for registration?** Registration for Convention is open until 7:00 p.m. ET on Saturday, April 10. Once a person registers, it takes approximately 30 minutes for that person to have access to the platform.

**What if I registered but can no longer attend the Convention?** You will still have access to content until May 30, 2021. You can log in any day, any time, and as frequently as you'd like during this period.

**Can I share my login with a friend or colleague?** No, your login is unique to you and cannot be shared.



**Can I register for one day only?** No, CCCC does not offer one-day registration.

**I have a question about becoming an NCTE and CCCC member.** Visit NCTE Publications to learn more about the benefits of membership! After the Convention, see our website ([www.ncte.org](http://www.ncte.org)).

**Is there gamification? What is gamification?** Gamification is when a game is added to an online platform. During Convention, attendees earn points for completing different **Cs the Day Event** activities (see below). You can check the leaderboard status in the Action Hub at any time. Gamification begins at 11:00 a.m. ET on Wednesday, April 7, and ends on Saturday, April 10, at 7:30 p.m. ET. The first participants to hit the **top three scores** will receive a *Cs the Day* prize package containing one of the coveted sparkleponies as well as a full, limited edition deck of *Cs the Day* cards. The **top scorer** will also receive a **paid CCCC-NCTE membership and registration for CCCC 2022 in Chicago**, courtesy of the CCCC Executive Committee!

**How do I earn points?** You earn points by taking certain actions in the platform. You can check your leaderboard status in the Action Hub at any time. Points are assigned as follows:

- 150 Points: Attend the Keynote Session
- 100 Points: Attend the Chair's Address
- 100 Points: Visit Sponsor Booths (3 per day max)
- 50 Points: Visit Exhibitor Booths (6 per day max)
- 50 Points: Visit Action Hub Booths (3 per day max)
- 50 Points: Attend Sessions (3 per day max)
- 25 Points: Attendee Workshop Lounge (4 per day max)

## TECHNICAL SUPPORT

**If I have technical/logistical questions or issues during the conference, who should I contact?** Questions can be asked through the "Need Help?" live chat feature in the bottom right-hand corner of all platform pages. The platform host, Virtual Event Place (VEP), will staff the Need Help? live chat during Convention hours. If questions are submitted outside of Convention hours, your question will be added to a queue and answered when it is back online.

**How and when can I access sessions through May 30?** Archived sessions will be accessed through the same platform and login process you use to attend the Convention. On-Demand sessions can be accessed beginning the first day of Convention. Live and Prerecorded sessions will be archived and available for viewing 48 hours after the session ends.

# CCCC Virtual Action Hub

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Within the Virtual Convention platform, find the “Action Hub” menu option at the top of the page.

Wednesday 7:30–8:30 p.m. ET

Thursday 2:30–6:00 p.m. ET

Friday 3:30–7:00 p.m. ET

Saturday 10:00–11:00 a.m., 12:00–2:00 p.m. ET

## Accessibility Booth

The Committee on Disability Issues sponsors the Accessibility Booth for 4C21. The Accessibility Booth will house resources on accessibility, inclusive teaching, and disability studies within CCCC. Convention attendees are encouraged to stop by the booth to talk about all things access and/or disability related.

## CCCC Mentorship and Early Career Task Force

Mentorship is needed now more than ever, and we want to help provide it. Please come to our booth with all of your questions about graduate school and careers, non-academic or academic. We’ll give you feedback on application materials, research ideas, career plans, or just a sympathetic ear and support.

## Cs the Day

Come explore the Council for Play and Games Studies! Cs the Day is the official conference game for the CCCC Annual Convention. At this booth, you can visit the home of the sparkle ponies and access print-and-play trading cards from 2020 and an exclusive limited edition set of 2021 cards.

## Committee for Change

Meet the Committee for Change and learn about efforts being made to help make CCCC a more inclusive organization. In addition to providing transparent information about the work of this committee, this booth will allow members to share their own stories, collect resources, and identify additional opportunities for change.

## Newcomers Welcome Booth

Coordinated by the Newcomers Welcome Committee, the Newcomers Welcome Booth offers assistance and guidance to new members attending CCCC for the first time. The resources and committee members at the booth are meant to welcome first-time attendees, introduce them to the opportunities for professional development available at the Convention and within the organization, and to help them derive the best of the Convention for their interests. The overall goal of the booth is to help newcomers feel welcome at the Convention, to engage with the opportunities that this Convention and organization offer them, and to contribute to the field.

### **Rhetoric and Composition Journal Editors**

The Rhetoric and Composition Journal Editors represent leading journals in the field. We welcome prospective and current authors, future editors, and current and new subscribers to drop by to meet the editors and learn more about our journals.

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

The Social Justice at the Convention (SJAC) Committee is committed to the principles of diversity, inclusion, equity, and access in our profession and in the many communities that we inhabit. We promote and advance these principles through education and activism at our Annual Convention, opposing racism and promoting cultural change that will guarantee equal opportunities for all, regardless of race, gender, religion, sexuality, or national origin.

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

DALN—the largest publicly accessible, online archive of first-hand literacy accounts in the world—will collect stories about participants' literacy backgrounds. In light of recent events related to COVID-19, we are particularly interested in collecting narratives about how the pandemic has impacted literacy acquisition and development for both teacher-researchers and students. Please consider contributing to this valuable teaching, research, and archival resource.

# CCCC Virtual Networking Lounge

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The CCCC 2021 Networking Lounge will host a variety of networking activities for registered Convention attendees. Within the Virtual Convention platform, find the “Networking Lounge” menu option on the page.

What do things look like where you are? What problems, issues, challenges, rewards, or solutions are true about where you teach? Common Ground conversation spaces are intended to invite participants to share locally-specific experiences with interested others solving similar institutional problems related to teaching and learning. These interactive conversations held in the “Networking Lounge” will be facilitated by members of the Executive Committee and are intended to build relationships and engage in reflective dialogue. Topics are as follows:

1. **Writing Program Administration:** Placement and First-Year Writing, Independent Writing Programs—What does your program look like? What does it value and do? How are you supporting and sustaining your writing program?
2. **Labor and Equity:** Working Conditions, Material Realities of Teaching College Writing—What are your experiences working as a writing teaching where you are?
3. **Graduate Education and Teacher Development:** How are you experiencing graduate education, and how is teacher development—your own, or that of others—relevant to grad education?
4. **Teaching in a Two-Year College:** Diversity, Inclusion, and Access—What is your experience of teaching at a two-year college?
5. **Antiracist Pedagogy and Assessment Practices:** How are you supporting minoritized and marginalized students at your institution? How are you changing your curricula/pedagogical practices to work toward the goal of antiracist education?
6. **Writing Centers:** How are you supporting our students, tutors, and writing center leaders?
7. **First-Year Writing, Basic Writing, and College Writing Transitions:** How are you conceiving and navigating writing classes and instruction? How are you understanding and meeting the needs of students?

See schedule on next page.

### Wednesday, April 7

**10:00–11:00 a.m. ET** — Common Ground Conversations:

Topic: Graduate Education, Teacher-Training, and Graduate Student Experiences

**2:30–3:00 p.m. ET** — TYCA Continuing the Conversation

**2:30–3:30 p.m. ET** — Common Ground Conversations:

Topic: Antiracist Pedagogy and Assessment Practices

**4:00–5:00 p.m. ET** — International Writing Centers Association Networking

Session: The Role of Empirical Research in Writing Center Commonplaces

**5:30–6:00 p.m. ET** — TYCA Continuing the Conversation

**8:00–9:00 p.m. ET** — Documentarian Meet & Greet

### Thursday, April 8

**10:00–11:00 a.m. ET** — Common Ground Conversations:

Topic: Labor and Equity

**1:30–3:30 p.m. ET** — CCCC Nominating Committee Open Meeting

**2:30–3:30 p.m. ET** — Common Ground Conversations:

Topic: Writing Centers

**5:00–6:00 p.m. ET** — Newcomers Welcome

**6:00–7:00 p.m. ET** — Scholars for the Dream Reception,

[sponsored by W.W. Norton & Company](#)

**7:00–8:00 p.m. ET** — Anzaldúa Award Reception

**8:30–9:30 p.m. ET** — We Academics: Recovery Meeting

### Friday, April 9

**10:00–11:00 a.m. ET** — Common Ground Conversations:

Topic: Writing Program Administration

**2:00–2:30 p.m. ET** — Yoga

**2:30–3:30 p.m. ET** — Common Ground Conversations:

Topic: Teaching in a Two-Year College: Diversity, Inclusion, and Access

**2:30–3:30 p.m. ET** — Social Justice at the Convention (SJAC) Poetry Slam

Featuring poets Adeeba Talukder and Mark Anderson

**8:30–9:30 p.m. ET** — We Academics: Recovery Meeting

### Saturday, April 10

**10:00–11:00 a.m. ET** — Common Ground Conversations:

Topic: First-Year Writing, Basic Writing, and College Writing Transitions

# CCCC Virtual Workshop Lounge

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The CCCC 2021 Workshop Lounge will host preconvention and postconvention workshops for registered Convention attendees. Within the Virtual Convention platform, find the “Workshop Lounge” menu option on the page.

*Please note that workshops will not be recorded and archived for viewing after the Convention.*

## Wednesday, April 7

**11:00 a.m.–12:00 p.m. ET and 12:30–2:00 p.m. ET** — Research Network Forum

**11:00 a.m.–1:30 p.m. ET** — W-5 From Teaching Composition to Teaching Workplace Writing: Making an Effective Transition

**11:00 a.m.–1:30 p.m. ET** — W-7 Inclusive Grammars, Alternative Perspectives, Nuanced Meanings

**11:00 a.m.–1:30 p.m. ET** — W-10 Teaching Critical Reading in First-Year Composition

**11:00 a.m.–1:30 p.m. ET** — W-11 Writing Creative Nonfiction: Finding the Extraordinary in the Ordinary

**2:00 p.m.–4:30 p.m. ET** — W-2 A Black Lives Matter/Critical Race Theory–Based, Culturally Responsive, Antiracist, and Race Radical Literacies LPC Workshop for Black Teachers of Writing and Co-Conspirators

**2:00 p.m.–4:30 p.m. ET** — W-3 Beyond the Classroom: Challenging the Commonplaces of Experiential Learning

**2:00 p.m.–4:30 p.m. ET** — W-4 Coalition as Commonplace

**2:00 p.m.–4:30 p.m. ET** — W-8 Reconsidering Basic Writing in the Changing Landscape

**2:00 p.m.–4:30 p.m. ET** — W-9 Taking Action for Antiracist Workplaces: Developing Bystander Training for Writing Teachers and WPAs

## Saturday, April 10

**11:00 a.m.–4:30 p.m. ET** — Teacher 2 Teacher



# 2021 CCCC Convention-Related Award Recipients

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The following 2021 CCCC award recipients are presenting on the 2021 virtual program. Session numbers are listed with each recipient.

## **Chairs' Memorial Scholarship**

- Benesemon Simmons, Syracuse University, NY—O.100

For more information about this program and a listing of previous Chairs' Memorial Scholarship Award recipients, please visit <https://cccc.ncte.org/cccc/awards/chairs-scholarship>.

## **Disability in College Composition Travel Awards**

- Kristin Bennett, Arizona State University, Tempe—L.13
- Elena Kalodner-Martin, University of Massachusetts Amherst—O.39
- Alex Sibó, Pennsylvania State University, State College—L.7

For more information about this program and a listing of previous Disability in College Composition Travel Award recipients, please visit <https://cccc.ncte.org/cccc/awards/disability>.

## **Gloria Anzaldúa Rhetorician Award**

- Michelle Flahive, Texas Tech University, Lubbock—I.3
- Anna Zeemont, City University of New York—W.9 and O.53

For more information about this program and a listing of previous Gloria Anzaldúa Rhetorician Award recipients, please visit <https://cccc.ncte.org/cccc/awards/anzaldua>.

## **Scholars for the Dream**

- Kodwo Adam-Moses, Auburn University, AL—O.62
- Thir B. Budhathoki, University of Arizona, Tucson—F.6
- Jasmine Corona, California State University, Chico—L.2
- Meghalee Das, Texas Tech University, Lubbock—I.3
- Kara Larson, University of South Florida, Tampa—H.5
- Rashida Mustafa, Cleveland State University, OH—H.8
- Nitya Pandey, Florida State University, Tallahassee—O.2
- Jagadish Paudel, University of Texas at El Paso—G.7
- Qianqian Zhang-Wu, Northeastern University, Boston, MA—O.133

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



## Two-Year College English Association National Conference

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TYCA's National Conference in 2021 will build on the events of its first national conference in 2019. In the current moment of change, the Conference will explore approaches to teaching, the future of the profession, maintaining professional integrity and mental health, job security, and more.

### Teaching in Times of Change: Leading in a Land of Uncertainty

Wednesday, April 7, 11:00 a.m.–8:00 p.m. ET  
(separate registration is required)

#### Schedule:

11:00 a.m.–12:00 p.m.	Opening Session
12:15–1:15 p.m.	Live and Recorded Sessions
1:30–2:30 p.m.	Live and Recorded Sessions
3:00–4:00 p.m.	Live and Recorded Sessions
4:15–5:15 p.m.	Live and Recorded Sessions
6:15–7:15 p.m.	Keynote Session featuring Kim Johnson, author of <i>This Is My America</i>
7:15 p.m.–8:00 p.m.	Closing Session with facilitated discussion

See the full program at <https://ncte.org/groups/tyca/2021-tyca-conference/>.

# Special Events

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## Wednesday Special Events

**10:00–11:00 a.m. ET**—Common Ground Conversations in the Networking Lounge  
Topic: Graduate Education, Teacher-Training, and Graduate Student Experiences

**2:30–3:30 p.m. ET**—Common Ground Conversations in the Networking Lounge  
Topic: Antiracist Pedagogy and Assessment Practices

**4:00–5:00 p.m. ET**—International Writing Centers Association Networking Session: The Role of Empirical Research in Writing Center Commonplaces in the Networking Lounge.

Writing centers and the writing center professionals and consultants within them play important roles in writing instruction and learning. These roles range from direct instruction to consulting to writing program administration to professional learning and mentorship. In this Networking Session, past and present grant winners of the International Writing Centers Association will be available to discuss their on-demand session (O-138) about the relationship between programming innovations, empirical research, and WC commonplaces.

**8:00–9:00 p.m. ET**—Documentarian Meet & Greet in the Networking Lounge

## Research Network Forum

Wednesday, April 7

11:00 a.m.–12:00 p.m. ET & 12:30–2:00 p.m. ET

Workshop Lounge

Celebrating our 34th year in 2021, the Research Network Forum is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers.

**Co-Chairs:** Risa P. Gorelick, New Jersey Institute of Technology, Newark  
Gina Merys, Saint Louis University, MO  
Carrie Wastal, University of California, San Diego

**Plenary Speaker:** Samantha Blackmon, Purdue University, West Lafayette, IN

**Facilitators:** Whitney Adams, Berry College  
Rosanne Carlo, College of Staten Island CUNY  
Ljiljana Coklin, Writing Program, UCSB  
Gita DasBender, New York University  
Zack De Piero, Penn State Abington  
Gracemarie Fillenwarth, Rowan University  
T J Geiger, Baylor University  
Deborah Harris, University of California, Santa Barbara  
Peter Huk, University of California, Santa Barbara  
Jennifer Johnson, University of California, Santa Barbara  
Kathleen Klompfen, California State University Channel Islands  
Karen Lunsford, University of California, Santa Barbara  
Amy Lynch-Binieck, Kutztown University of PA  
Carolyn Ostrander, University of Southern Maine  
Ollie Oviedo, Eastern New Mexico University  
Becky Rickly, Texas Tech University  
Jessica Shumake, University of Notre Dame  
Madeleine Sorapure, University of California, Santa Barbara  
Xiaobo Wang, Sam Houston State University

## Thursday Special Events

**10:00–11:00 a.m. ET**—Common Ground Conversations in the Networking Lounge  
Topic: Labor and Equity

### **Newcomers' Coffee Hour**

**11:15 a.m. ET**

Webcast Auditorium

**Chair:** Leslie Werden, Morningside College, Sioux City, IA

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

**11:30 a.m.–1:00 p.m. ET**—Opening General Session (see next page for more information) Sponsored by W.W. Norton & Company

**1:30–3:30 p.m. ET**—CCCC Nominating Committee Open Meeting in the Networking Lounge

**2:30–3:30 p.m. ET**—Common Ground Conversations in the Networking Lounge  
Topic: Writing Centers

**5:00–6:00 p.m. ET**—Newcomers Welcome in the Networking Lounge

**6:00–7:00 p.m. ET**—Scholars for the Dream Reception in the Networking Lounge sponsored by W.W. Norton & Company

**7:00–8:00 p.m. ET**—Anzaldúa Award Reception in the Networking Lounge

**8:30–9:30 p.m. ET**—We Academics: Recovery Meeting in the Networking Lounge  
“We Academics” is BIPOC, LGBTQ+, GNC/Nonbinary, and Trans welcoming and friendly. We Academics is a peer led recovery digital meeting that encourages discussion of intersectional experiences of being an academic in recovery. This is a closed meeting, for persons in some aspect of addiction recovery that are also in higher education, whether staff, faculty, admin, undergraduate or graduate students, and/or PhD candidates. If you are an academic that is not in recovery we kindly ask you to step out of the meeting and respect the anonymity of the participants.

## Opening General Session

Thursday, April 9

11:30 a.m.–1:00 p.m. ET

Webcast Auditorium

Sponsored by W.W. Norton & Company



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***Presiding:*** Holly Hassel, Program Chair/CCCC Associate Chair, North Dakota State University, Fargo

***Greetings:*** Bradley Bleck, Local Arrangements Chair, Spokane Falls Community College, WA

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

Sarah Z. Johnson, Madison Area Technical College, WI

***Recognition of the 2021 Scholars for the Dream Recipients:*** Neisha-Anne Green, Committee Co-Chair, American University, Washington, DC

Jeanine Williams, Committee Co-Chair, University of Maryland University College, Adelphi

***Recognition of the 2021 Chairs' Memorial Scholarship Recipient:*** Kristy Girardeau, Committee Chair, Georgia State University, Atlanta

***Presentation of the 2021 Exemplar Award:*** Lee Nickoson, Committee Chair, Bowling Green State University, OH

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

Beverly J. Moss, recipient of the 2021 CCCC Exemplar Award, will speak.

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



## 2021 CCCC Exemplar Award Winner

Beverly J. Moss



As the title of her 2018 Watson talk “Literacy Lessons Learned: What Black Women Teach Us about What Really Matters” suggests, Professor Moss’s contributions to the field are what matters in terms of developing the next generation of diverse scholars in the field. As her nominators’ statements make abundantly clear, Professor Moss has served as an outstanding mentor to so many in the field both directly through her influence on The Ohio State University graduate and undergraduate students and through her impactful scholarship as well.

Her research not only impacted the field, but it has also changed it—evolved it—moving us forward in new and important ways. Professor Moss’s impact has been career-changing for scholars of color in the field. We are decidedly better, as a field, because of Professor Moss’s research, mentoring, and service to the discipline.

# 2021 Chair's Address

## Julie Lindquist

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### Writing and Teaching in a Time of COVID: Uncommon Reflections on Learning and Loss



**Julie Lindquist**

In our 2020 Call for Proposals, “Considering Our Commonplaces,” I wrote this: “Our struggles to attain disciplinary legitimacy have been ongoing. Our achievements have been hard-won. A healthy disciplinary practice is one of returning, over and over again, to the truths that are most deeply lodged in our collective imagination.” I imagined that the call to “consider our commonplaces” would be an invitation to explore the dialogue, the tension, the ongoing interplay between tradition and innovation, routine and disruption, in thinking about the work we do. I was motivated to write the call for the 2020 Convention that was scheduled to take place in Milwaukee by the necessity, and the difficulty, of reflecting on, naming, and (possibly) rethinking the things we most easily believe to be true. I’d situated this inquiry in the imperative, always, to move not only toward greater diversity, but to a real value of inclusion, and toward, above all, equity: who are our most dearly held commonplaces serving, and who are they not serving?

Now, one year into the pandemic, is a good time to return to these questions. In fact, it is a critical time to do so.

When the 2020 Convention was canceled two weeks prior to the event because of the rapid escalation of the COVID-19 pandemic, program participants in speaking roles were invited to either share presentations online asynchronously or/and to reframe and resituate them for the 2021 call, “We Are All Writing Teachers: Returning to a Common Place.” Meanwhile, those who had signed on for the inaugural voyage of the new Documentarian role were invited, in lieu of documenting their experiences of the Milwaukee Convention, to document their work routines and professional lives in the early weeks of the pandemic lockdown. The idea of turning the Documentarian role in this direction was to populate a storied “time capsule” in this moment in our collective lives as writers and teachers, and (we hoped) to lead us to reflect, via this deliberate and diverse archive of the mundane expressions of our working lives, on the commonplaces that structure our work and our lives—pointing to both commonalities and differences in our community.

As it has turned out, the Documentarian Tales we received (to be published in two volumes of print and digital essays under the title *Recollections of an Uncommon*

*Time: 4C20 Documentarian Tales*) do have much to teach us about our diverse experiences of learning, teaching, labor, work, professional identity, and community, especially in the various social, cultural, and familial roles we inhabit. If the original Documentarian idea was to create an archive of diverse professional experiences via the authors' writings about the conference itself, the pandemic version of the project works toward the same goal, while situating these experiences in the layered routines of everyday life.

Inspired by the disruptions occasioned by the pandemic and the writings of Documentarians, I consider, in my Address, these questions: If we are living in a time characterized primarily by loss, how might the experience of that, and the lessons we can't help but discover, deliver something like gains for the future? And: what is to be gained by understanding learning in terms of loss? When I say "in terms of loss," I don't (only) mean the most devastating kinds of losses having to do with health, family, or friends, though trauma and grief have a way of interfering with learning, of redefining its terms. I mean in relation to the kinds of losses we have all felt over the past year—of routines, of proximity to students, of spaces for writing and teaching of sociability, of security, of sense of self. I also mean, in a way that is not specific to the events of last year, learning as a kind of experience of loss, by definition. What if we, as educational philosopher Deborah Britzman invites us to do, were to think more intentionally about learning as an experience of loss? I want to invite us to consider that the idea that learning is about loss isn't necessarily all bad news, if only we're willing to recognize the fact of it, and explore the terms of it—and to further suggest that it might be the very thing that offers the best possible opportunity for us to consider the terms and uses of our commonplaces. With Britzman and others, I urge us to consider the losses—of stability, of identity, of enabling narratives, of community relations—that our students may suffer as a result of their experiences as subjects of education. This past year, especially, should teach us that it's a good time to ask, as Britzman does, "As teachers, what do we do with all the loss that we, and our students, carry with us?" (After-Education, 1, quoted in "What" 34). And, since we are, as our Program Chair Holly Hassel has suggested as organizing principle for this year's gathering and conversation, all writing teachers, what does this question mean for us as WRITING teachers?

Julie Lindquist is Professor of Rhetoric and Writing and Director of First-Year Writing at Michigan State University. At MSU, she has taught courses in first-year and professional writing, and graduate courses in cultural rhetoric, research methods, and pedagogy. She is author of *A Place to Stand: Politics and Persuasion in a Working-Class Bar* (Oxford) and, with David Seitz, *Elements of Literacy* (Pearson). Her writings on rhetoric, class, literacy, and writing pedagogy have appeared in *College Composition and Communication*, *College English*, *JAC*, and *Pedagogy*, as well as in edited collections, including *Keywords in Writing Studies*. She has coauthored several articles on literacy research, writing pedagogy, and reflective learning with Bump Halbritter, her colleague at MSU. Her article, coauthored with Bump ("Time, Lives, and Videotape: Operationalizing Discovery in Scenes of Literacy Sponsorship"), received the Richard Ohmann Award for Outstanding Article in *College English* in 2013. Julie and Bump are coeditors, with

Bree Straayer, of *Recollections from an Uncommon Time: 4C20 Documentarian Tales* (NCTE). Julie has served on CCCC Nominating and Awards committees, and is an active reviewer for several journals. She was elected in 2018 to serve as Assistant Chair for the Conference on College Composition and Communication, and as Program Chair for the 2020 Convention in Milwaukee, WI.



## Friday Special Events

**10:00–11:00 a.m. ET**—Common Ground Conversations in the Networking Lounge  
Topic: Writing Program Administration

**12:30–1:45 p.m. ET**—Keynote with Roxane Gay (see next page for more information)

**2:00–2:30 p.m. ET**—Yoga in the Networking Lounge

**2:30–3:30 p.m. ET**—Common Ground Conversations in the Networking Lounge  
Topic: Teaching in a Two-Year College: Diversity, Inclusion, and Access

**2:30–4:00 p.m. ET**—Social Justice at the Convention (SJAC) Poetry Slam in the Networking Lounge  
Featuring poets Adeeba Talukder and Mark Anderson

**7:00–8:00 p.m. ET**—Vershawn Ashanti Young’s 2020 CCCC Chair’s Address (see p. 31 for more information)

**8:30–9:30 p.m. ET** We Academics: Recovery Meeting in the Networking Lounge  
“We Academics” is BIPOC, LGBTQ+, GNC/Nonbinary, and Trans welcoming and friendly. We Academics is a peer led recovery digital meeting that encourages discussion of intersectional experiences of being an academic in recovery. This is a closed meeting, for persons in some aspect of addiction recovery that are also in higher education, whether staff, faculty, admin, undergraduate or graduate students, and/or PhD candidates. If you are an academic that is not in recovery we kindly ask you to step out of the meeting and respect the anonymity of the participants.

## Keynote with Roxane Gay

Friday, April 9, 12:30–1:45 p.m. ET

Webcast Auditorium

**Introduction:** Holly Hassel, Program Chair/CCCC Associate Chair, North Dakota State University, Fargo

**Roxane Gay is an author and cultural critic whose writing is unmatched and widely revered. Her work garners international acclaim for its reflective, no-holds-barred exploration of feminism and social criticism. With a deft eye on modern culture, she brilliantly critiques its ebb and flow with both wit and ferocity.**



Words like “courage,” “humor,” and “smart” are frequently deployed when describing Roxane. Her collection of essays, *Bad Feminist*, is universally considered the quintessential exploration of modern feminism. NPR named it one of the best books of the year and *Salon* declared the book “trailblazing.” Her powerful debut novel, *An Untamed State*, was long listed for the Flaherty-Dunn First Novel Prize. In 2017, Roxane released her bestselling memoir, *Hunger: A Memoir of (My) Body*, which was called “luminous...intellectually rigorous and deeply moving” by the *New York Times*. She also released her collection of short stories, *Difficult Women*. The *Los Angeles Times* says of the collection, “There’s a distinct echo of Angela Carter or Helen Oyeyemi at play; dark fables and twisted morality tales sit alongside the contemporary and the realistic....”

In 2018, she edited *Not That Bad: Dispatches from Rape Culture*, a valuable and searing anthology; it has been described as “essential reading” and a “call to arms” by its readers. In 2020, Roxane released *Graceful Burdens*, an incisive collection of funny, enraging, and hopeful stories of women’s empowerment and escape, as well as a graphic novel called *The Sacrifice of Darkness*. She has several books forthcoming and is also at work on television and film projects.

Roxane cohosts *Hear to Slay* with Tressie McMillan Cottom—a podcast with an intersectional perspective on celebrity, culture, politics, art, life, love, and more. She is also a contributing op-ed writer for *The New York Times*, was the coeditor of *PANK*, and formerly was the nonfiction editor at *The Rumpus*. Her writing has appeared in *McSweeney’s*, *The Nation*, and many other publications. She was the first Black woman to ever write for Marvel, writing a comic series in the *Black Panther* universe called *World of Wakanda*. Roxane fronts a small army of avid fans on social media and when she finds the time, she dominates the occasional Scrabble tournament.



## **Vershawn Ashanti Young's 2020 CCCC Chair's Address**

Friday, April 9, 7:00–8:00 p.m. ET  
Webcast Auditorium

***Introduction:*** Julie Lindquist, CCCC Chair,  
Michigan State University, East Lansing



**Say Their Name in Black English: George Floyd, Breonna Taylor, Atatiana Jefferson, Aura Rosser, Trayvon Martin, and the Need to Move Away from Writing to Literacies in CCCC and Rhetoric and Composition**

In his rescheduled CCCC Chair's Address, dr. vay, Past Chair of CCCC (2020), asks CCCC members and the Convention audiences to review the "Know Their Names: Black People Killed by the Police in the USA," found here <https://interactive.aljazeera.com/aje/2020/know-their-names/index.html>.

dr. vay's address will argue that the exclusive focus on writing and standard language ideology in first-year composition replicates and fosters state-sanctioned violence against Black peoples. Drawing on American history, discourses of composition studies, the attempts to make comp/rhet only about writing, and current calls for Black linguistic justice, dr. vay will provide other rhetorically and linguistically based options that instructors must use to inform their literacy pedagogies geared away from racial domination and toward liberation of Black peoples, they bodies, they tongues, and they sociocultural performances.

## Saturday Special Events

10:00–11:00 a.m. ET—Common Ground Conversations in the Networking Lounge  
Topic: First-Year Writing, Basic Writing, and College Writing Transitions

### Teacher 2 Teacher

#### Workshop Lounge

11:00 a.m.–4:30 p.m. ET

Session A 11:00 a.m.–1:30 p.m.

Break 1:30–2:00 p.m.

Session B 2:00–4:30 p.m.

Teacher to Teacher (T2T) offers CCCC Convention participants a dynamic professional development and networking opportunity. Designed as a series of practice-based conversations, T2T provides a space to celebrate and talk about our teaching. Open to all convention attendees, T2T participants will be invited to learn about a range of activities, assignments, and methods from more than 100 teacher-presenters. As well, we will provide an open period to discuss teaching issues and struggles at the end of each session. 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 hear from the Cs first-ever teaching excellence award winners and then select from nine breakout rooms during the first hour and then choose a second breakout room during the second hour. Each hour will have approximately three rapid 5-minute presentations followed by ample discussion time. Attendees are welcome to join at any part of the morning and afternoon sessions and may join the breakout rooms as their schedules allow. Please make sure you have the most recent update to Zoom in order to choose your own breakout room.

Visit Teacher to Teacher for a complete list of breakout room topics and descriptions.  
<https://sites.google.com/udel.edu/teacher2teachers>

**Presenters:** Kelly Aliano—Long Island University, Post Campus

Tina Arduini—Ferris State University

Charlotte Asmuth—University of Louisville

Gina Atkins—North Carolina State University

Kimberly Bain—Florida Atlantic University

Khadeidra Billingsley—The University of Alabama

Kelly Blewett—Indiana University East

Marci Bowden—Kirkwood Community College

Rachel Bryson—Utah State University

Kitty Burroughs—Bowling Green State University

Megan Busch—University of South Carolina  
 Dylan Campbell—California State University, Northridge  
 Will Chesher—Miami University of Ohio  
 Jessica Clements—Whitworth University  
 Michelle Cohen—Medical University of South Carolina  
 Jen Consilio—Lewis University  
 April Conway—University of Michigan  
 Jennifer Courtney—Rowan University  
 Kristy Crawley—Forsyth Technical Community College  
 David Cregar—New York University  
 Esther Crompton—Iowa State University  
 Roberta D’Alois—University of San Francisco  
 Jill Dahlman—California Northstate University College of Health Sciences  
 Molly Daniel—University of North Georgia, Gainesville  
 Rachel Daugherty—Texas Woman’s University  
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# Workshops

## Wednesday, April 7

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### Workshop Lounge

**Note: Workshops won't be archived for viewing after the Convention**

**11:00 a.m.–1:30 p.m. ET**

*Professional and Technical Writing*

**W-5 From Teaching Composition to Teaching Workplace Writing: Making an Effective Transition**

This workshop is for writing teachers who have either transitioned or soon will transition into workplace writing. It will focus on how to prepare students for common workplace-writing tasks but will also serve as a good foundation for teaching technical writing or other more specialized workplace-writing courses.

**Chair:** Kathryn Rentz, University of Cincinnati

**Workshop Facilitators:** Matt Baker, Brigham Young University

Gina L. Genova, University of California Santa Barbara

Matthew Gilchrist, Lehigh University

*Language and Literacy*

**W-7 Inclusive Grammars, Alternative Perspectives, Nuanced Meanings**

We discuss inclusive approaches to grammars and instructional practices that celebrate and build on students' own linguistic resources, and how these approaches and strategies can help students grow as independent writers.

**Speakers:** Whitney Gegg-Harrison, University of Rochester

Jinrong Li, Georgia Southern University

Cornelia Paraskevas, Western Oregon University

Deborah Rossen-Knill, University of Rochester

Joseph Salvatore, The New School

*Reading*

**W-10 Teaching Critical Reading in First-Year Composition**

This half-day workshop offers participants a comprehensive set of reading pedagogies to teach critical writing in first-year composition. The arc of the workshop follows the individual pedagogies employed for a single paper assignment: from the introduction of new readings to the self-reflection that students write upon completing their final draft.

**Workshop Facilitators:** Michelle Brazier, Raritan Valley Community College  
Alexa Offenhauer, Raritan Valley Community College

*Creating Writing and Publishing*

**W-11 Writing Creative Nonfiction: Finding the Extraordinary in the Ordinary**

In this all-day writing workshop, sponsored by the Creative Nonfiction Standing Group, participants will explore creative nonfiction through writing to prompts and discussing teaching strategies and issues.

**Chair:** Christy Zink, George Washington University

**Chair and Speaker:** Judith Szerdahelyi, Western Kentucky University, "Be the Yogi You Want to Be"

**Speakers:** Lynn Bloom, University of Connecticut, "The Watershed Transformation"

Melissa Goldthwaite, Saint Joseph's University, "Hide and Seek"

Libby Falk Jones, Berea College, "Exercises in Style"

David MacWilliams, New Mexico State University-Alamogordo, "It Was the Best of Times, It Was the Worst of Times"

Sandee McGlaun, Roanoke College, "Performing Silence"

Irene Papoulis, Trinity College, "Exploring Your Relationship with Dancing"

Erin Pushman, Limestone College, "The Craft of Research in Creative Nonfiction"

Amy Quan, Ithaca College, "My, the Desks Look So Small"

Wendy Ryden, Long Island University Post, "Finding Your Inner Monster"

Mimi Schwartz, Richard Stockton University, "My Name Is..."

Jenny Spinner, Saint Joseph's University, "Considering the To-Do List"

2:00 p.m.–4:30 p.m. ET

*First-Year Writing*

**W-2 A Black Lives Matter/Critical Race Theory–Based, Culturally Responsive, Antiracist, and Race Radical Literacies LPC Workshop for Black Teachers of Writing and Co-Conspirators**

The Language Policy Workshop highlights Black writing pedagogies for Black lives and their antiracist Black teaching practices in an effort to provide leadership to the field and unite with allies in our collective efforts to divest from the anti-Black language, writing, and literacies education complex.

**Chair:** Kim Lovejoy, Indiana University, “Antiracist Black Language and Writing Pedagogy”

**Chair and Speaker:** Elaine Richardson, The Ohio State University

**Facilitator and Speaker:** Austin Jackson, Brown University, “Race Radical Literacies”

Bonnie Williams, California State University Fullerton, “Teaching the African American Verbal Tradition as a Rhetorically Effective Writing Skill”

**Roundtable Leaders:** Isabel Baca, The University of Texas at El Paso, “Antiracist Black Language and Writing Pedagogy”

David Green, Howard University, “Antiracist Black Language and Writing Pedagogy”

Rashidah Jaami Muhammad, Governors State University, “Antiracist Black Language and Writing Pedagogy”

Denise Troutman, Michigan State University, “Antiracist Black Language and Writing Pedagogy”

**Workshop Facilitator:** Qwo-Li Driskill, Oregon State University, “Antiracist Black Language and Writing Pedagogy”

**Respondent:** Geneva Smitherman, Michigan State University Professor Emerita, “Antiracist Black Language and Writing Pedagogy”

*Community, Civic & Public Contexts of Writing*

**W-3 Beyond the Classroom: Challenging the Commonplaces of Experiential Learning**

This workshop examines and challenges the practice of experiential learning in writing classrooms. Facilitators will engage issues ranging from field trip logistics to equity concerns as universities race to embed experiential learning into the university experience.

**Workshop Facilitators:** William Carney, Cameron University, “Fieldwork: Helping Students Work outside and with Multiple Stakeholders”  
David Grant, University of Northern Iowa, “Best-for-Now Strategies for Client-Based Experiential Learning Projects”  
Ashley Holmes, Georgia State University, “From a SLAC to a State University: Making Experiential Learning Viable for Students and Faculty”  
Rik Hunter, University of Tennessee, Chattanooga, “Working On-Campus: Creating Experiences for Nontraditional Students”  
Rebecca Jones, Montana State University, “Experiential Learning, an Overview”  
Adrienne Lamberti, University of Northern Iowa, “Best-for-Now Strategies for Client-Based Experiential Learning Projects”  
Rich Rice, Texas Tech University, “Internship Agreement Forms to Put Faculty and Student Service into Action”

*Theory and Research Methodologies*

**W-4 Coalition as Commonplace**

Inspired by the work of Chandra Talpade Mohanty (*Feminism without Borders*) and Karma Chávez (*Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities*), this workshop uses the methodologies of coalition building as systematic inquiry to advocate for ethical and effective research, collaborations, and knowledge sharing across the multiplicities of our identities.

**Workshop Facilitators:** Angela Clark Oates, California State University-Sacramento  
Aurora Matzke, Azusa Pacific University  
Lydia McDermott, Whitman College  
Kate Pantelides, Middle Tennessee State University  
Sherry Rankins-Robertson, University of Central Florida  
Patty Wilde, Washington State University Tri-Cities  
**Speakers:** Cheryl Glenn, Pennsylvania State University  
Aja Y. Martinez, Syracuse University, “The Craft of Critical Race Counterstory”

Lana Oweidat, Goucher College, “Can We Do Better? Forging Unlikely Coalitions and Challenging the Neoliberal Landscape”

Margaret Price, The Ohio State University, “Accountability: A Topos, a Practice, a Form of Hope”

Joyce Rain Anderson, Bridgewater State University, “Bringing the World into Balance: Indigenous Women and the Four Rs”

Eileen Schell, Syracuse University, “Building Coalitions through Community Writing Groups”

**Roundtable Leaders:** Erin Costello Wecker, University of Montana

Rachel Daugherty, Texas Woman’s University

Rachelle Joplin, University of Houston

Kayla Kouryk, Olivet Nazarene University

### *College Writing Transitions*

## **W-8** **Reconsidering Basic Writing in the Changing Landscape**

This workshop seeks to explore the commonplaces of Basic Writing amidst the changing educational landscape of acceleration, co-requisite models, placement reforms, state legislation, and removal of developmental coursework from academic departments.

**Chairs:** Leigh Jonaitis, Bergen Community College, “Reconsidering Basic Writing in the Changing Landscape”

Lynn Reid, Fairleigh Dickinson University, “Reconsidering Basic Writing in the Changing Landscape”

**Roundtable Leaders:** Peter Adams, Community College of Baltimore County

Marcia Buell, Northeastern Illinois University, “Dual Credit and Basic Writing”

Caitlin Gallagher, Wilmington University, “Supporting Strategic Writers”

Ian James, Arizona State University, “Unsettling Whiteness as Common Place in Basic Writing Theory and Practice”

Kelly Keane, Bergen Community College, “Dual Credit and Basic Writing”

William Lalicker, West Chester University, “Coming to Terms with the Changing Landscape”

A. Eric Lehman, University of Nevada–Reno, “Translingualism as Critique in Basic Writing”

Charles MacArthur, University of Delaware, “Supporting Strategic Writers”

Susan Naomi Bernstein, Queens College, “Unsettling Whiteness as Common Place in Basic Writing Theory and Practice”

Jennifer Burke Reifman, University of California, Davis, “Coming to Terms with the Changing Landscape”

Cheryl Smith, Kingsborough Community College, “Dual Credit and Basic Writing”

*Writing Programs*

**W-9 Taking Action for Antiracist Workplaces: Developing Bystander Training for Writing Teachers and WPAs**

As writing teachers and experts, we are often in the position of listening and then needing to respond to questions that often reinforce linguistic and racial minoritization. The goal of this workshop is to lay the groundwork to develop antiracist responses.

**Workshop Facilitators:** Lindsey Albracht, CUNY Graduate Center, “Antiracist Work across Campus”  
Sara P. Alvarez, Queens College, CUNY, “Antiracist Work in Classrooms”  
Rachel Bloom-Pojar, University of Wisconsin-Milwaukee, “Antiracist Work across Campus”  
Todd Craig, Medgar Evers College (CUNY), “Antiracist Work in Professional Disciplinary Spaces”  
Al Harahap, University of Oklahoma, “Antiracist Work in Professional Disciplinary Spaces”  
Brian Hendrickson, Roger Williams University, “Antiracist Work in Professional Disciplinary Spaces”  
Shereen Inayatulla, York College, CUNY, “Antiracist Work in Classrooms”  
Anna Plemons, Washington State University, “Antiracist Work across Campus”  
Sherita Roundtree, Towson University, “Antiracist Work in Classrooms”  
Amy Wan, Queens College/CUNY, “Antiracist Work in Professional Disciplinary Spaces”  
Anna Zeemont, CUNY Graduate Center, “Antiracist Work in Classrooms”

## Wednesday, April 7

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### A Sessions: 5:00–6:00 p.m. ET

#### *Language and Literacy*

#### **A-1 A Queer Caucus Roundtable on Dismantling Oppressive Systems** **Live**

During this roundtable, speakers are invited to share theories, pedagogies, and activist strategies so attendees may do intersectional, inclusive, and community-engaged work. What work can rhetoric and composition teacher-scholar-activists do to dismantle oppressive systems? How can such work make use of meaningful difference as a resource for cross-cultural, rhetorical negotiation?

**Standing Group or Caucus Chair:** Timothy Oleksiak, University of Massachusetts Boston

**Speakers:** Susan Bernstein, City University of New York

Brenda Brueggemann, University of Connecticut

Matthew Nelson, College of the Sequoias

Shelagh Patterson, Montclair State University

#### *College Writing Transitions*

#### **A-2 Equity and Social Justice in Basic Writing** **Live**

This panel explores equity and social justice issues surrounding basic writing. Audiences are encouraged to consider how colleges can create meaningful experiences for those placed in basic writing courses, interrogate systems that marginalize, and demand data that captures the realities of intersectionality by listening to the voices of both teachers.

**Chair:** Erin Doran, Iowa State University, “Understanding the Experiences of Latinx Basic Writers”

**Speakers:** Sally Jody Millward, Santa Barbara City College, “Public Policies and Politics of Remediation in California Community Colleges”

Sarah Stetson, University of Massachusetts Amherst, “A Mixed-Methods Study of Basic Writing Teachers’ Engagement with Socially Just Assessment”

*Access*

**A-3 Practicing Community and Comadrisimo: Latina Scholars in Rhetoric and Composition Live**

This roundtable is made up of Latina scholars working within higher education (graduate student, junior, and senior faculty) who have contributed to a forthcoming edited collection from Syracuse University Press titled *Latina Leadership: Language and Literacy Education across Communities*. They come together to discuss their experiences combating systems of oppression.

**Speakers:** Nancy Alvarez, Bronx Community College  
Raquel Corona, Queensborough Community College/St. John's University  
Laura Gonzales, University of Florida  
Kendall Leon, California State University, Chico  
Ana Milena Ribero, Oregon State University  
**Respondent:** Genevieve García de Mueller, Syracuse University

*Language and Literacy*

**A-4 Teaching for Justice for Multilingual Writers Live**

The presenters draw from research conducted in their communities and on their campuses as they identify specific action steps taken by instructors, writing programs, and writing centers that work for social justice for multilingual writers. We will encourage attendees to identify specific concerns from their own contexts and discuss.

**Chair and Roundtable Leader:** Kaia Simon, University of Wisconsin, Eau Claire, "Incorporating Translingual Pedagogies in FYW Classrooms"  
**Roundtable Leaders:** Hidy Basta, Seattle University, "Addressing Multilingual Writers' Sentence-Level Concerns: Resisting Monolingual Language Ideology in One-to-One Consultations"  
Lindsey Ives, Embry-Riddle Aeronautical University, "Combatting Monolingualism through Rhetorical Listening: A Faculty Workshop"  
Emma Catherine Perry, University of Georgia, "Reimagining Writing Center–Developed Resources"  
Paula Rawlins, Iowa State University, "Reimagining Writing Center–Developed Resources"  
Deirdre Vinyard, University of Washington Bothell, "My Language, My Story: The Complexity of Language Labeling in Institutional Surveys"  
Alex Watkins, Embry-Riddle Aeronautical University, "Combatting Monolingualism through Rhetorical Listening: A Faculty Workshop"



*Access*

**A-5 “Racism Isn’t the Shark in the Ocean; It’s the Water”:  
Stumbling through Antiracist Language Pedagogies and  
Practices **Prerecorded w/ Live Q&A****

We panelists are committed to working against white language supremacy and promoting inclusivity in our classroom and institutions, but this is messy work. Here we share stories that point to the unfinished, ongoing, and inherently flawed work of stumbling through antiracist teaching and service within fundamentally racist systems.

**Chair:** Rachael Shapiro, Rowan University, “Hard from the Beginning: Staying Afloat while Teaching about Language and Race”

**Speakers:** Shawna Shapiro, Middlebury College, “Navigating the Choppy Waters of Inclusivity in the Writing Classroom”

Missy Watson, City College of New York, CUNY, “Wading the Gray Areas of Antiracist Translingual Praxis”

**Engaged Learning Experience Session**

*First-Year Writing*

**A-6 Gathering in Common Spaces: Conversations in Teaching  
Undergraduate Research **Prerecorded w/ Live Q&A****

This session discusses an interdisciplinary cohort formed at the University of Delaware that interrogated the teaching of undergraduate research in various disciplines. We will investigate our commonplaces about teaching research, valuing academic labor, and constructing vibrant interdisciplinary collaboration to better serve our students and define our field(s) of study.

**Chairs:** Dustin Morris, Wingate University  
Allison Tharp, Virginia Commonwealth University  
Lauren Wallis, University of Delaware

*Professional and Technical Writing*

**A-7** **Practicing Reflection in STEM Communities** **Prerecorded w/ Live Q&A**

This session describes the ways writing scholars can bring expertise in writing reflection to STEM communities so as to promote inclusive practices. Participants introduce their expertise in writing reflection into STEM communities, illustrating the expansive capacity of writing studies when engaged in transdisciplinary and transcultural reflection.

**Chair and Speaker:** Andrew Fiss, Michigan Technological University, “Convergence Evaluation for Convergence Research: Reflection, Transdisciplinarity, and Team Science”

**Speakers:** Kristin Arola, Michigan State University, “Traditional Ecological Knowledge and Western Science: Reflecting through Respect, Reciprocity, and Relationality”

Maria Bergstrom, Michigan Technological University, “Reflective Writing Practices in a General Education Curriculum”

Jason Collins, The Ohio State University, “Traditional Ecological Knowledge and Western Science: Translations and Mutually Beneficial Engagement”

Laura Fiss, Michigan Technological University, “The Reflection Spine of an Honors Program”

**Engaged Learning Experience Session**

*First-Year Writing*

**A-8** **What Transfers? Different Pedagogies, Different Results, in Writing About Writing and Beyond** **Prerecorded w/ Live Q&A**

This Engaged Learning Experience panel on writing transfer both in and outside of WAW courses will offer participants a chance to chart what transfers from their courses. Leaders will review transfer theory and scholarship and offer a knowledge typology for participants to use to chart transfer.

**Chair and Speaker:** John Whicker, independent scholar

**Facilitator and Speaker:** Samuel Stinson, Minot State University

*Labor*

**A-9** **Institutional Ethnography: Uncovering 21st-Century  
Exigencies in Writing Program Administration and  
Research** **Prerecorded w/ Live Q&A**

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

***Chair and Respondent:*** Michelle LaFrance, George Mason University

***Speakers:*** Anicca Cox, Michigan State University

Cristyn Elder, University of New Mexico

Greer Murphy, University of Rochester

Katherine O'Meara, Saint Norbert College

Jennifer Stewart, University of Tennessee at Chattanooga

## B Sessions: 6:30–7:30 p.m. ET

### Engaged Learning Experience Session

#### *College Writing Transitions*

#### **B-1 ALP in the Time of COVID: Perspectives on Accelerated Learning Programs in the Makeshift Online Environment** **Live**

A discussion of the moves made in spring 2020 and fall 2020 to online instruction to accommodate learners in an ALP at one college, and the professional development support for faculty teaching in the program during that time.

**Chair and Speaker:** Sonja Andrus, University of Cincinnati–Blue Ash College, “‘No, Really, Let’s Meet to Chat’: Developing Faculty for ALP Online during Lockdown”

**Speakers:** Ian Golding, University of Cincinnati–Blue Ash College, “ALP Shuffle: Moving Online in Lockdown”

Robert Murdock, University of Cincinnati–Blue Ash College, “I’ve Been Here Before, but Not Exactly: Planning and Running a Fully Online ALP”

Brenda Refaei, University of Cincinnati–Blue Ash College, “‘No, Really, Let’s Meet to Chat’: Developing Faculty for ALP Online during Lockdown”

#### *Theory and Research Methodologies*

#### **B-2 Exploring Eco-Cognitive Approaches to Digital Composition: A Report and Interactive Data Analysis Session** **Live**

This roundtable presents findings from a study that returns to cognitive research methods in order to study the digital composing processes of professionals.

**Chair:** William Duffy, University of Memphis

**Speakers:** Katherine Fredlund, University of Memphis

Elizabeth Lane, University of Memphis

Scott Sundvall, University of Memphis

*Labor*

**B-3 Preparing Doctoral Students for (Un)Common Jobs off the Tenure Track Live**

Presenters will share brief statements on the need for changes in doctoral education and strategies for implementing those changes. Each presenter will then serve as a table leader prepared to facilitate discussions and share relevant resources.

**Chair:** Jim Ridolfo, University of Kentucky

**Speakers:** Jennifer Bay, Purdue University

Lyneé Lewis Gaillet, Georgia State University

Brad Lucas, Texas Christian University

Cristina Ramirez, University of Arizona

*First-Year Writing*

**B-4 The Avengers and the End of Composition? (The Sequel) Live**

The presenters will give a play performance in superhero costumes of a comic book-style adventure that discusses using Comic Book Pedagogy to teach writing to address the pandemic, BLM, #MeToo, and social justice.

**Chair:** Nicol Michelle Epple, Indiana University of Pennsylvania

**Speakers:** Carleigh Brower, Manhattanville College, “Comic Book Pedagogy: The Scarlet Witch”

Darius Cureton, Nova Southeastern University, “Comic Book Pedagogy: The Black Panther”

Sandra Eckard, East Stroudsburg University, “Comic Book Pedagogy: Agent Peggy Carter”

Michelle Graber, Mitchell Technical College, “Comic Book Pedagogy: Valkyrie”

Isabelle Karleskint, Indiana University of Pennsylvania, “Comic Book Pedagogy: The Black Widow”

Gian Pagnucci, Indiana University of Pennsylvania, “Comic Book Pedagogy: Captain America”

Gloria Park, Indiana University of Pennsylvania, “Comic Book Pedagogy: The Watcher”

Maria Vint, University of Connecticut, “Comic Book Pedagogy: Spider-Gwen”

*Labor*

**B-5 #TeachersAreIrreplaceable: Valuing Teaching Demands  
Valuing Teachers Prerecorded w/ Live Q&A**

When Writing Studies professionals are valued as TEACHERS, our discipline can move forward as a change agent for faculty working conditions.

**Chair and Speaker:** Seth Kahn, West Chester University of Pennsylvania, “Please Don’t Complain about Teaching First-Year Writing Where Your Dean Can Hear It”

**Speakers:** Kate Birdsall, Michigan State University, “‘What are they up to?’: Understanding the Future of Academic Work”

Paulette Stevenson, Mesa Community College, “What Red for Ed Activists Taught Me about Teaching”

*Theory and Research Methodologies*

**B-6 Imitation, Cognition, and Writing: Insights from Research  
in Neuroscience Prerecorded w/ Live Q&A**

This panel will focus on the use of imitation and modeling, its connection to what is known about the brain, and the inclusion of classroom activities that correspond to the emphasis on teaching in the program.

**Chair:** Irene Clark, California State University, Northridge

**Speakers:** Gita DasBender, New York University

Bonnie Vidrine-Isbell, Biola University

**Respondent:** Charles Bazerman, University of California, Santa Barbara

*Writing Programs*

**B-7 Professional Status in the Institution: Working Conditions  
for WPAs Prerecorded w/ Live Q&A**

This panel takes up contemporary challenges related to WPA institutional status and conditions including tenure, workload, and collaboration.

**Chair:** Courtney Adams Wooten, George Mason University, “They Want Me to Do What? WPA Workload at Large Institutions”

**Chair and Speaker:** Natalie Szymanski, Buffalo State College

**Speakers:** Sarah Polo, Cottey College, “Power, Vulnerability, and the Unknown Commonplace: Learning to Be a Writing Program Administrator in the Time of COVID-19”

Sarah Snyder, Arizona Western College

*First-Year Writing*

**B-8 Writing and the Science of Well-Being: Making Joy, Hope, and Well-Being More Commonplace in Writing Classes, Programs, and Institutions** **Prerecorded w/ Live Q&A**

Presenters explore ways to foster well-being in writing: using the wellness-illness continuum in first-year writing, understanding writing programs and institutions from an ecological perspective, and fueling writing growth through spending time in nature.

**Chair:** Elizabeth Wardle, Miami University of Ohio

**Chair and Speaker:** Libby Falk Jones, Berea College, ““Going Out into the World to Find Wonders’: Nature as a Source of Writing and Well-Being”

**Speakers:** Stacey Cochran, University of Arizona, “Hope, Self-Determination, and an Introduction to the Wellness-Illness Continuum (WIC)”

Susan Miller-Cochran, University of Arizona, “Ecologies of Well-Being in Writing Programs”

**Respondent:** William J. Macauley, University of Nevada, Reno, “Response: Psychology, Agency, and Mindfulness”

*Labor*

**B-9 Conference Planning Commonplaces from Milwaukee to Spokane: Grappling with the Ethical Commitments of Place-Based Labor** **Live**

Reflecting on 2020’s cancelled conference in Milwaukee, this sponsored roundtable takes account of the behind-the-scenes “place-based” labor involved in planning our discipline’s annual conference. What does this unexpected cancellation reveal about ongoing practices of investing time and energy into specific sites and host-city communities?

**Chair:** Julie Lindquist, Michigan State University

**Speakers:** Bradley Bleck, Spokane Falls Community College, WA  
 Rachel Bloom-Pojar, University of Wisconsin-Milwaukee  
 Margaret Fink, University of Illinois at Chicago  
 Mara Lee Grayson, California State University, Dominguez Hills  
 Danielle Koepke, University of Wisconsin-Madison  
 Maria Novotny, University of Wisconsin Milwaukee  
 Michael Pemberton, Georgia Southern University  
 Heidi Rosenberg, Madison College

**B-10 Exhibitor Session: Reading with a Critical Eye, Listening with an Open Mind: Teaching Writing That Does Both** **Prerecorded w/ Live Q&A**  
*Sponsored by W. W. Norton & Company*

Today, social media platforms allow anyone and everyone to speak up and speak out—and that’s good: but with all that talking, who’s listening? The presentations in this session focus on creating space for productive talking and listening, true conversations in which everyone can learn to listen with openness and respect—as well as with critical awareness. Andrea Lunsford focuses on the ways in which empathetic, rhetorical listening can bring people together, while Michal Brody explores how to construct conversation prompts to spark respectful listening and open-hearted expression.

***Speakers:*** Michal Brody  
Andrea Lunsford, Stanford University



## Thursday, April 8

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### C Sessions: 1:30–2:30 pm ET

#### *Theory and Research Methodologies*

#### **C-1** **Appealing to the Field to Make “Comparative” a Commonplace** **Live**

In short, interactive talks with examples, five speakers respond to recent calls for and critiques of “comparative rhetorics,” describing how a comparative approach to rhetoric and composition can reveal whole practices when its key concepts and methods are applied to particular sites of learning and instruction. Presentations are teaching-focused.

**Chair and Speaker:** Tarez Samra Graban, Florida State University, “From Comparative Methodologies to Global Rhetorical Citizenry”

**Speakers:** Moushumi Biswas, Langston University, “Composition as a Site of Codesharing: Understanding How the Roles of Teachers and Students Can Get Flipped When Diverse/Comparative Perspectives Shape Writing”

Rasha Diab, The University of Texas at Austin, “Epistemic Responsibility as a Commonplace in Comparative/Cultural Rhetoric”

Uma Krishnan, Kent State University, “Why Should I Teach Global Rhetoric? What Are My Students Getting from This?”

Maria Prikhodko, DePaul University, “The Rhetoric of Nurturing in the Multilingual Writing Class Rooted in the Eloquent Tradition of Kievan Rus”

#### **Engaged Learning Experience Session**

#### *College Writing Transitions*

#### **C-2** **Imagined Identity: Teaching Challenging Texts in Embodied and Virtual Spaces** **Live**

This Engaged Learning Experience session reflects on our experiences of spring 2020, the transitions to remote learning, and the difficulties this presented for teaching critical race theory and antiracist texts. Drawing on basic writing studies, transnational identity, and liberatory pedagogies, we want to develop a language of empathy to engage our students’ silences.

**Facilitator and Speakers:** Jennie Snow, Rutgers University  
Rasheda Young, Rutgers University

*Language and Literacy*

**C-3** **Queer “I” for the Ivory Tower: Teaching Writing through Queer Selves, Publics, and Institutions** **Live**

A roundtable meant to offer participants methods of enacting a range of literacies that are centralized around ideas of queerness and self, queerness and institution, and queerness and public.

**Chair:** Stacey Waite, University of Nebraska-Lincoln

**Facilitators:** Alexandra Bissell, University of Nebraska-Lincoln, “Loving Memory: Archives of Queer Trauma as Restorative Literacies”

Adam Hubrig, Sam Houston State University, “Of Intimacies and Ostomies: Queer, Disabled Literacies Speaking Back to Medical Erasure”

Nick Marsellas, University of Pittsburgh, “Nonbinary Gender Literacy as Anti-Taxonomic Pedagogy”

Keshia Mcclantoc, University of Nebraska-Lincoln, “Queer Literacies in Rural Alabama: Challenging Myths and Unpacking Remembrances”

Samuel Levi Pulford, University of Massachusetts Amherst, “Disclosing the Closet: Trauma-Informed Approaches to Queer Life Writing in the Classroom”

*Creative Writing and Publishing*

**C-4** **The Pleasures of Writing: (Re)Discovering Writing** **Live**

Two lifelong writers and scholars of response to writing invite you to an interactive, experiential session that will become a space for us to enjoy the pleasures of writing, share our writing, and make new discoveries about writing.

**Facilitators and Speakers:** Chris Anson, North Carolina State University  
Nancy Sommers, Harvard University

*First-Year Writing*

**C-5 A Balancing Act: Navigating the Successes and Failures of Teaching Writing** **Prerecorded w/ Live Q&A**

This will be a practical space for offering experiences, research findings, anecdotes, lesson plans, student samples, and any other pedagogically relevant material available. As writing teachers, we all navigate the successes and failures of teaching writing, so let's talk about how we find the balance to do so.

**Chair:** Andrea Bishop, University of Memphis

**Speakers:** Millie Hizer, Indiana University, Bloomington, "Establishing an Accommodating Teacherly Ethos in the Writing Classroom: Writing as a Process of 'Imperfect Exploration'"

Angela Morris, University of Memphis, "The Balancing Act of Deploying Antiracist Pedagogies in a Racist World"

Rachel Robinson, Michigan State University, "Comfortably Uncomfortable: Successes and Failures of Teaching (Future) Writing (Tutors)"

**Respondent:** Joanna Chromik, Indiana University, Bloomington

*Professional and Technical Writing*

**C-6 Inclusive Approaches to Teaching and Researching STEM Writing** **Prerecorded w/ Live Q&A**

Popular notions of STEM writing value instrumentalism and positivism, which regard writing—and the teaching of writing—as practical, objective, and unrelated to cultural forces. Challenging these notions, this roundtable examines power dynamics between STEM and humanities disciplines and generates strategies for attendees to transform STEM writing classrooms and promote inclusive identities.

**Chair and Speaker:** Jennifer Mallette, Boise State University

**Speakers:** Aliza Davner, Pennsylvania State University DuBois

Kate Maddalena, William Peace University

Robby Nadler, University of California Santa Barbara

Kylie Quave, George Washington University

Han Yu, Kansas State University

**C-8 Writing Teachers Explore the Commonplace as Civic Duty: The Implication and Impact of Military Service on the Compositional Practices of Students and Others** **Prerecorded w/ Live Q&A**

The authorship of servicepersons, veterans, and cadets must be examined critically for its revelatory connections to how we define American identity. Additionally, the parallel experiences of military spouses, children of parents with military service, and those with a recent family military history, can be considered in a similar exploratory light.

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

Sandra Jang, United States Military Academy Preparatory School

Alyssa Revels, United States Air Force Academy

Sheeba Varkey, St. John's University

***Respondent:*** Melody Pugh, United States Air Force Academy

## D Sessions: 3:00–4:00 p.m. ET

### *Information Literacy and Technology*

#### **D-2** **Information and Intellectual Property Literacy in an Age of Bots** **Live**

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

**Chair:** Kim Gainer, Radford University

**Speakers:** Tim Amidon, Colorado State University

Danielle Nicole DeVoss, Michigan State University

Alex Nielsen, Old Dominion University

James Purdy, Duquesne University

### *Writing Programs*

#### **D-3** **Re-Shaping Professional Identities: The Writing Center Director Alumni Research Project** **Live**

Inspired by Wendy Bishop's "You can take the [person] out of the writing center, but you can't take the writing center out of the [person]," we surveyed former writing center directors to research how they re-shaped their identity and adapted their expertise upon leaving the center, and to consider implications.

**Speakers:** Kathleen Cain, Merrimack College

Pamela Childers, The McCallie School

Leigh Ryan, University of Maryland

*Creating Writing and Publishing*

**D-4 The Role of Academic Publishing Today: Studies in Writing and Rhetoric Live**

Sponsored by the Studies in Writing and Rhetoric Series, this session is designed to demystify the steps required to publish a monograph in the series. In addition, this session will discuss how academic series need to formulate systemic responses to disciplinary and public protests over systemic racism.

**Chair and Speaker:** Steve Parks, University of Virginia, “Studies in Writing and Rhetoric in 2021”

**Speakers:** Sweta Baniya, Virginia Tech, “Systemic Exclusions: Who the Field Publishes, Who the Field Excludes”

D’Angelo Bridges, Penn State University, “The Book We Need”

Aja Y. Martinez, University of North Texas, “Counterstory: Authorship within and against Disciplinary Structures”

Staci M. Perryman-Clark, Western Michigan University, “Editorial Review and Expanding Scholarly Boundaries”

*Access*

**D-5 Academic Ableism: Interrogating Common Tropes of Ability on Campus Prerecorded w/ Live Q&A**

This panel offers interventions in the commonplaces of ability that perpetuate ableism in writing programs and offers alternative practices drawing on disability theory and universal design. Speakers take up practices related to participation, attendance, and drafting, and offer alternate strategies that move away from ableist conceptions of ability and disability.

**Chair and Speaker:** Tara Wood, University of Northern Colorado, “Critiquing Commonplaces of Presence and Participation (during a Pandemic)”

**Speakers:** Anna Barritt, University of Oklahoma, “Draft, Revise, Normativize: Linking Ableist Pedagogy and Compulsory Drafting Requirements”

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

## Engaged Learning Experience Session

### *First-Year Writing*

#### **D-6** **Incorporating Student-Designed Evaluation in Your Classroom: A Space for Conversation** **Prerecorded w/ Live Q&A**

In this Engaged Learning Experience session, participants will learn methods of including students in the evaluation of assignments. Through interactive activities and open discussion, participants will discuss their experiences with including students in the evaluation process, best practices, and the benefits, obstacles, and potential anxieties of doing so.

**Chair:** Megan Keaton, Pfeiffer University, Misenheimer, NC

**Speakers:** Amber Corn, Pfeiffer University, Misenheimer, NC  
Cortney Queen, Pfeiffer University, Misenheimer, NC

### *Historical Perspectives*

#### **D-7** **Re-writing the Archive: Recovering Models for BIPOC** **Prerecorded w/ Live Q&A**

The presenters recover stories from the 19th and 20th centuries to show how writers from colonized backgrounds enact resistance.

**Chairs:** Stacie Klinowski, University of Massachusetts Amherst, “‘In a Word, Unrestrained’: Feedback and Writing Norms in W. E. B. Du Bois’s Student Papers”

Emily Legg, Miami University (Ohio), “Writing Our Storied Ways: 19th-Century Cherokee Student Newspapers as Places of Rhetorical Survivance in the Archives”

Turnip Van Dyke, The University of Texas at El Paso, “CUNY 1961–1976: Black and Puerto Rican Students Fighting for Access and What It Means to Teach with Student Protests”

*First-Year Writing*

**D-8 Writing to Change Oneself and the World: Adapting First-Year Writing during COVID-19** **Prerecorded w/ Live Q&A**

How do first-year students write to “change oneself and the world,” particularly during the COVID-19 crisis? We share results from a spring 2020 survey that asked first-year writers (n=145) about ways they use writing to change themselves or connect with others. We offer pedagogical takeaways based on our findings.

***Chair and Speaker:*** Heather Lindenman, Elon University

***Speakers:*** Margaret Chapman, Elon University

Jennifer Eidum, Elon University

Lina Kuhn, Elon University

Li Li, Elon University



## E Sessions: 4:30–5:30 p.m. ET

### *Labor*

#### **E-1 Career Quest: Navigating a Future in Composition, Rhetoric, and Writing** **Live**

This interactive session is designed to help newcomers and early career attendees plan opportunities for career development.

**Chair:** Sharon Mitchler, Centralia College

**Roundtable Leaders:** Libby Falk Jones, Berea College, “Small College Writing Work: Theme and Variations”

Asao B. Inoue, Arizona State University, “Turning Social Commitments into Action”

Aja Y. Martinez, University of North Texas, “Teaching Writing as a Generalist”

Malea Powell, Michigan State University, “Campus and Organizational Leadership”

Duane Roen, Arizona State University, “Writing Program Administrator”

Anne Ruggles Gere, University of Michigan, Ann Arbor

Jenny Spinner, Saint Joseph’s University, “Writing Program Administrator”

Howard Tinberg, Bristol Community College, “Teaching at a Two-Year College”

### **Engaged Learning Experience Session**

#### *College Writing Transitions*

#### **E-2 Inhabiting the Metaphorical Spaces of High School to College Writing** **Live**

Four writing teachers from high school to graduate studies model a cross-institutional conversation about student writing transitions and implications for writing teaching. In this session, we invite participants to join our conversation about current metaphors around student writing transitions, develop new metaphors, and generate more productive pedagogies and cross-institutional collaborations.

**Speakers:** Chanel Earl, Brigham Young University

Amber Jensen, Brigham Young University

Joseph Wiederhold, Provo High School

Amy Williams, Brigham Young University

### Engaged Learning Experience Session

#### *First-Year Writing*

#### **E-3 Reframing the Narrative: An Intersectional Approach** **Live**

This scaffolded PD session will use a brief introductory slide presentation, a short video defining intersectionality, interactive technology, and an overview of the narrative lesson plan (sharing a specific drafting exercise for integrating each student’s intersectional position into the assignment).

**Chair and Speaker:** Rebecca Shelton, Bluegrass Community and Technical College

**Speaker:** Jon Thrower, Bluegrass Community and Technical College

#### *Language and Literacy*

#### **E-4 Troubling Waters: Examining Racial Epithets, Linguicism, and Racialized Language Use in Academic and Public Writing** **Live**

Because composition as an intellectual practice continues to demand a complex understanding of conventions, cultures, forms, and styles within and beyond academic writing, it has become imperative that composition scholars begin to interrogating linguistic racism in all its forms. This is a sponsored panel of the CCCC Black Caucus.

**Chair and Speaker:** David Green, Howard University, “Addressing Linguistic Racism through Administration and Professional Development”

**Speakers:** Earl Brooks, University of Maryland-Baltimore County, “Addressing Linguistic Racism in the Classroom and through Intellectual Work”

Stephanie Jones, Syracuse University, “Racial Epithets and Professional Responsibility”

Mudiwa Pettus, Medgar Evers College, “Addressing Linguistic Racism in the Classroom and through Intellectual Work”

**Respondent:** Staci M. Perryman-Clark, Western Michigan University, “Addressing Linguistic Racism through Administration and Professional Development”

## Engaged Learning Experience Session

### *Theory and Research Methodologies*

#### **E-5** **Best Practices for Teaching and Research about Environmental and Disaster Rhetorics** **Live**

Our session includes role-playing scenarios where participants act as researchers/participants and teachers/students to address issues of risk. We intend to collaborate with the audience to create best practices to address the issues of teaching and researching environmental risk and disaster. (Sponsored by the Environmental SIG)

**Facilitators and Speakers:** Sweta Baniya, Virginia Tech, “Navigating Participant and Research Role to Explore Social Justice in Disaster Research”

Garrett Colón, Purdue University, “Coded Stories, Filtered Voices: Working with and through Algorithm Bias in Disaster Research Online”

Mary Le Rouge, Kent State University, “Encouraging Empathy for Local Populations When Teaching about Environmental Risks”

Samuel Stinson, Minot State University, “‘On the Fly’: Adapting to Emergency Response Teaching in Pandemic Contexts”

### *Access*

#### **E-6** **Access and Accessibility in Our Programs and Teaching Practices: Local Rhetorics of Inclusion and Their Tacit Assumptions** **Live**

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

**Chair and Speaker:** Sushil Oswal, University of Washington Tacoma

**Speakers:** Philip Hayek, University of Illinois at Chicago

Cassie Miura, University of Washington Tacoma

Manako Yabe, University of Tsukuba

*Information Literacy and Technology*

**E-7 Re/Turning to Less Commonplaces: Questioning Assumptions and Ethical Design for Multimodality** **Prerecorded w/ Live Q&A**

Roundtable explores practices for access, inclusion, and equity in multimodal teaching and learning.

**Speakers:** Matthew Breece, The University of Texas at Austin, “Access and Multimodal Assignment Design”

Aaron Geiger, Parkland College, Champaign, IL, “Issues with the Emergency Adaptation of Pedagogical Apps, Tools, and Algorithms”

Megan McIntyre, Sonoma State University, “At the Intersection of Antiracist and Multimodal Composition”

Kristin Prins, Cal Poly Pomona, “Questioning Pedagogical-Infrastructural Dreams in Light of Student Realities”

Rachael Sullivan, Saint Joseph’s University, “Flatten the (Learning) Curve: Strategies for Addressing Technical Difficulty in Multimodal Assignments”

*Labor*

**E-8 Learning or Being Schooled: What Counts as Faculty Development?** **Prerecorded w/ Live Q&A**

During this panel presentation, we will invite the audience to consider, inquire, question, and reflect on their faculty learning experiences, providing an interactive component to generate a dynamic session with presenters and attendees discussing how to embody faculty learning communities, as teachers and learners, and construct collaborative dialogues.

**Speakers:** Angela Clark-Oates, Sacramento State University, “Advocacy for and Organization of a Program-Based Faculty Learning Community”

Angela Laflen, Sacramento State University, “Recognizing the Overlap between Faculty Development and Scholarship”

Emily Magruder, California State University System, “Development of Asset-Based, Equitable Approaches to Professional Development”

Denise Pica, Sacramento State University, “Lecturer Representative: Exploring Issues of Access and Equity in a Program-Based Faculty Learning Community”

Ann Shadden, Sacramento State University, “Faculty Fellow: Opportunities and Challenges of Co-Designing a Program-Based, Year-Long Faculty Learning Community”

*College Writing Transitions*

**E-9** **Becoming Strategic, Self-Regulated Writers:  
A Research-Based Approach for Supporting Basic  
Writers** **Prerecorded w/ Live Q&A**

In the Supporting Strategic Writers approach, students learn strategies for critical reading of sources, planning, and revision—integrated with metacognitive strategies for goal setting, task management, progress monitoring, and reflection. Multiple rigorous experimental studies have consistently found strong effects on writing quality and motivation.

**Chair and Speaker:** Charles MacArthur, University of Delaware, “Overview of Instructional Approach and Research”

**Speakers:** Jill Compello, University of Delaware, “Critical Evaluation of Sources”

Caitlin Gallagher, Wilmington University, “Critical Reading and Note Taking: The Summary-Response Strategy”

Zoi Traga Philippakos, University of Tennessee, “Making Cognitive and Metacognitive Processes Visible: Think-Aloud Modeling”

**E-10** **Exhibitor Session: How Achieve Facilitates Equity and  
Engagement** **Prerecorded w/ Live Q&A**

*Sponsored by Bedford St. Martin’s/Macmillan Learning*

Learn how Achieve’s writing tools support pedagogical values and put student success into their own hands, meet students where they are, and lead them to where they want to be.

**Speakers:** Jennifer Colatosti, Georgia State University’s Perimeter College  
Jennifer Duncan, Georgia State University’s Perimeter College

## Friday, April 9

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### F Sessions: 11:00 a.m.–12:00 p.m. ET

#### *Theory and Research Methodologies*

#### **F-1 Colonial Logics and Decolonial Commonplaces: Thinking through Our Practices and Relational Accountability** **Live**

This roundtable identifies colonial logics in our classrooms, providing decolonial options and new commonplaces for challenging assumptions that make our Indigenous students invisible, push Indigenous knowledges to the side, and deprive all our students and the field the ability to locate themselves in the larger constellations of meaning-making.

**Chair and Roundtable Leader:** Lisa King, University of Tennessee-Knoxville

**Roundtable Leaders:** Kathryn Pewenofkit Briner, Florida Atlantic University

Joyce Rain Anderson, Bridgewater State University

#### *Writing Programs*

#### **F-2 Intentional WAC: Report Two Years into the Sustainable WAC Consortium** **Live**

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.

**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

Christopher Fosen, California State University, Chico

Jeffrey Galin, Florida Atlantic University

John Paul Kanwit, Indiana University Bloomington

Dan Melzer, University of California, Davis

Melody Pugh, United States Air Force Academy

**Engaged Learning Experience Session**

*Community, Civic & Public Contexts of Writing*

**F-3 Reimagining Community Engagement: Shifting the Ways We Engage in Challenging Times Live**

In this ELE, participants will envision ways to develop ethical community-engaged pedagogies when pandemics, social justice exigencies, or other concerns derail community engagement approaches in writing classes. Participants are encouraged to bring their project ideas to collectively develop ways to continue engagement in new contexts and with new constraints.

**Facilitators and Speakers:** Julie Bates, Millikin University  
Sarah Warren-Riley, The University of Texas Rio Grande Valley

*Language and Literacy*

**F-4 Understanding and Responding to Standardized English in Composition Live**

This panel explores the role of standardized written English in students' learning and assessment by addressing (1) a history of prescriptive rules of English and its connections to social/ moral (versus linguistic) ideals, and (2) how instructors and students might use new frameworks to recenter composition pedagogies on linguistic diversity.

**Chair and Speaker:** Laura Aull, University of Michigan, "Understanding and Responding to Standardized Written Academic English in Composition Studies"

**Speakers:** Craig Hancock, University at Albany-SUNY, "Understanding and Responding to the Territory"

Daniel Kies, College of DuPage, "Understanding and Responding to Standard English and the Scholarly Tradition"

Cornelia Paraskevas, Western Oregon University, "Understanding and Responding to Prescriptivism and Its Alternatives"

*Access*

**F-5 Community College Transfer in the Time of COVID: Lessons on Teaching for Access in Our Summer Bridge Program** **Prerecorded w/ Live Q&A**

This faculty-student panel describes the challenges and lessons learned when the COVID-19 pandemic forced us to move our summer bridge program for community college transfer students from face-to-face to online.

**Speakers:** Jem Ashton, University of Utah  
Jennifer Courtney, Salt Lake Community College  
Heather Graham, Salt Lake Community College/University of Utah  
Cristina Guerrero Perez, Salt Lake Community College/University of Utah  
Jose Loeri, Salt Lake Community College/University of Utah  
Nkenna Onwuzuruoha, University of Utah  
Christie Toth, University of Utah

*Language and Literacy*

**F-6 Locating Commonplaces with Language Diversity** **Prerecorded w/ Live Q&A**

Presenters discuss methods and outcomes of centering language difference and cultural plurality in first-year writing.

**Chairs:** Thir Budhathoki, University of Arizona, “Cross-Cultural Perceptions of Literacies in Student Writing”  
Sharity Nelson, University of Central Oklahoma, “Centering Difference with Translation in First-Year Writing”  
**Speaker:** Suresh Canagarajah, Pennsylvania State University, “How to Achieve Commonplaces despite Classroom Diversity”



*Language and Literacy*

**F-7 Recovering and Reclaiming Asian/Asian American  
“Traits” in Rhetoric and Writing Prerecorded  
w/ Live Q&A**

What are the commonplaces of Asian and Asian American rhetoric?  
How are they understood and taken up by Asian/Asian Americans and  
others? How are they relevant to scholarship and pedagogy in writing and  
rhetoric?

**Standing Group or Caucus Chair:** Linh Dich, Miami University

Lehua Ledbetter, University of Rhode Island, Providence

**Chair:** Xiaobo Belle Wang, Sam Houston State University, Huntsville, TX

**Speakers:** Bhushan Aryal, Delaware State University

Shreelina Ghosh, Gannon University, Erie, PA

Sherwin Kawahakui Ranchez Sales, Washington State University, Pullman

Wen Xin, University of Kansas, Lawrence

Hua Zhu, University of Utah

*Information Literacy and Technology*

**F-8 Engaging Students in Online Writing Courses  
Prerecorded w/ Live Q&A**

This panel asks instructors to think past preconceived notions of the  
“online writing student” to create inclusive pedagogies that accommodate  
different levels of writing proficiency, while fostering a sense of  
community and collaboration within an oftentimes isolating learning  
medium.

**Chairs:** Lisa Konigsberg, West Chester University, “Not Just Talking

Heads: Building a Community of Learners in Online Writing Classes”

Lynn Reid, Fairleigh Dickinson University, “Toward a New Commonplace  
for Online Writing Instruction”

**Speakers:** Anthony Box, University of Houston, “Practice in OWI:

Students Blogging (and Texting) Their Way through First-Year  
Composition”

Leah Corinne Jones, University of Central Florida, “Vexing Virality:

Teaching for ‘Slow Circulation’”

Aaron Lanser, California State University, Stanislaus, “Practice in

OWI: Students Blogging (and Texting) Their Way through First-Year  
Composition”

## G Sessions: 2:30–3:30 p.m. ET

### *First-Year Writing*

#### **G-1** **Complicating Retention Commonplaces: A Conversation on First-Year Composition's Roles in Student Persistence** **Live**

This cross-institutional roundtable presents data and models for first-year retention programs while examining their success.

**Chair and Roundtable Leader:** Lisa Mastrangelo, Centenary University

**Speakers:** Erin Andersen, Centenary University

Krista Carter, Calvin University

Michael Cripps, University of New England

Mary Sellers, Pennsylvania State University

### *Language and Literacy*

#### **G-2** **Interrogating the Linguistic and Racial Commonplaces of Writing Pedagogy** **Live**

This session interrogates and offers strategies to counter language and racial cultural assumptions in composition pedagogy and program administration.

**Chairs:** Nicole Decoteau, New England College, “The Problem with Liberal Multiculturalism”

Jamila Kareem, University of Central Florida, “Covert Racial Violence in Our Recommended Transition-to-College Writing Guidelines”

**Speakers:** Cathy Bankston, Tulsa Community College, “Empowering Students’ Language and Literacy Capital”

Kayla Harding, Tulsa Community College, “Empowering Students’ Language and Literacy Capital”

*Historical Perspectives*

**G-3** **Remembering the Commonplace Contributions of Charles R. Cooper (1934–2017): Points of Departure**  
**Live**

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

**Chair and Respondent:** Charlotte Asmuth, University of Louisville

**Speakers:** Sheryl Fontaine, California State University, Fullerton,

“Shaping the Scholars Who Shaped the Discipline”

Gesa Kirsch, Soka University of America, “Challenging Commonplaces with Rigorous Research”

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

Peter Mortensen, University of Illinois at Urbana-Champaign, “Learning to Write Writing Studies”

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

**Engaged Learning Experience Session**

*First-Year Writing*

**G-4** **Using Berthoff’s “Forming” Approach to Writing for Its Radically Liberatory Ends** **Live**

This session invites writing teachers and scholars to practice Ann Berthoff’s commonplace-challenging pedagogy of forming.

**Facilitators and Speakers:** Paige Arrington, Georgia State University, “Classification: A Method for Apprehending Form”

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

Keith Rhodes, University of Denver, “Forming the Imagination”

### Engaged Learning Experience Session

#### *Writing Programs*

#### **G-5** **Constructing Ourselves as Agents of Change: An Action Framework and Case Studies** **Prerecorded w/ Live Q&A**

Leaders of this Engaged Learning Experience session will share an action framework that has served at their institution as a successful foundation for actionable, sustainable collaboration leading to institutional culture change related to writing instruction. Case studies demonstrate concrete instances of successful interventions. Includes collaborative problem-solving session and synthesis reconvening.

**Chair and Speaker:** Kay Halasek, The Ohio State University, “Action Framework for Leading Institutional Change”

**Facilitators and Speakers:** Amanda Folk, The Ohio State University, “Meaningful Inquiry”

Jane Hammons, The Ohio State University, “Information Literacy”

Christopher Manion, The Ohio State University, “Teaching through Writing”

Melinda Rhodes-DiSalvo, The Ohio State University, “Engaging the Action Framework for Leading Institutional Change”

#### *Writing Programs*

#### **G-6** **MA Programs in Writing Studies: Looking Back to Look to the Future** **Prerecorded w/ Live Q&A**

A discussion of the past, present, and future of MA programs in Writing Studies based on a survey of writing program directors.

**Chair:** Heidi Skurat Harris, University of Arkansas at Little Rock

**Speakers:** Jennifer Almjeld, James Madison University, “Where Graduate Writing Education Is Today”

Karen Kuralt, University of Arkansas at Little Rock, “Where Graduate Writing Education Is Going—and the Role of the MDCWSS”

Dagmar Scharold, University of Houston-Downtown, “Where Graduate Writing Education Has Been”

*First-Year Writing*

**G-7 Research-Informed Writer-Centered Pedagogical Practices for Multilingual Students** **Prerecorded**  
**w/ Live Q&A**

Utilizing findings and approaches from multiple sites, this panel will explore pedagogical practices in FYC that are centered on the needs of multilingual writers.

**Speakers:** Jagadish Paudel, The University of Texas at El Paso,  
“Promoting Social Justice for Multilingual Writers in Teaching FYC:  
Some Classroom Considerations”

Lydia Saravia, DePaul University, “Multilingual Speakers in the First-Year Writing Classroom and Curriculum of Urgency”

**G-8 Multimodal Composing Practices** **Prerecorded**  
**w/ Live Q&A**

Panelists survey existing attitudes instructors have about multimodal instruction, and how we might rethink assessing digital and creative literacies to suit the online writing environment.

**Chairs:** Rochelle (Shelley) Rodrigo, University of Arizona, “Assigning and Assessing Creative and Digital Literacies”

Michelle Cohen, Medical University of South Carolina

**Speakers:** Elizabeth Chamberlain, Arkansas State University

Teresa Davis, University of Arizona, “Assigning and Assessing Creative and Digital Literacies”

Melissa Forbes, Gettysburg College, “Multimodal Here and There:  
Practices and Perceptions across Disciplines”

James Ottoson, Arkansas State University

## H Sessions: 4:00–5:00 p.m. ET

### *College Writing Transitions*

#### **H-1** **Composing across Contexts: Multimodality and Transfer** **Live**

Seven scholars will explore the intersections between multimodal composing and learning transfer, considering digital research methods, undergraduate research, social media, genre, Teaching for Transfer, and undergraduate research. After brief introductions, session leaders and audience members will break into groups to discuss these topics in greater detail.

**Chairs and Roundtable Leaders:** Anna Knutson, Duquesne University, “Multimodality, Transfer, and Genre”

Ryan Shepherd, Ohio University, “Multimodality, Transfer, and Social Media”

**Roundtable Leader:** Matthew Davis, University of Massachusetts Boston, “Multimodality, Transfer, and Undergraduate Research”

Michael-John DePalma, Baylor University, “Multimodality, Transfer, and Undergraduate Research”

Lilian Mina, Auburn University at Montgomery, “Multimodality, Transfer, and Multilingual Students”

Kara Poe Alexander, Baylor University, “Multimodality, Transfer, and Undergraduate Research”

Crystal VanKooten, Oakland University, “Digital Methods for the Study of Transfer within and around Multimodal Composition”

### *Language and Literacy*

#### **H-2** **Interrogating Whiteness in Contested and Common Writing Spaces** **Live**

This panel presentation uses Critical Race Theory and Critical Whiteness Studies to critically examine epistemological barriers at work on both administrative and pedagogical levels. The panel further discusses and explores practices that may help practitioners consider how to enact antiracist practices and address race and racism in common writing spaces.

**Speakers:** Joel Bergholtz, Florida State University, “Language and Literacy”

Amanda Presswood, Florida State University, “Language and Literacy”

Tricia Rizza, Florida State University and Tallahassee Community College, “Language and Literacy”

**Respondent:** Rhea Lathan, Florida State University

**H-3** *Professional and Technical Writing*  
**Retaining Online Students through Connection and Rapport: A Longitudinal Study of a Sustainable Independent Online Writing Program** **Live**

Presenters provide empirical research to demonstrate the need for connection and community for online students and faculty. The panel provides a model for evaluating programs that honors students, alumni, and program faculty and leaves attendees with specific recommendations for building sustainable online writing programs.

**Chair:** Karen Kuralt, University of Arkansas at Little Rock

**Speakers:** George Jensen, University of Arkansas at Little Rock

Heidi Skurat Harris, University of Arkansas at Little Rock

Rhonda Thomas, University of Arkansas at Little Rock

**H-4** *Professional and Technical Writing*  
**What Is STEM Writing? Challenging How We Teach Writing in STEM** **Live**

This panel revisits and complicates STEM writing pedagogy, raising new questions for teacher-scholars. Drawing on four cases—NIH funded research, citizen science, popular science, and mathematical writing—the panelists engage with issues of race, diversity, audience, and genre in STEM writing practices and pedagogies. The session combines brief presentations with small-group discussion.

**Chair:** Mya Poe, Northeastern University

**Speakers:** Lowell Abrams, The George Washington University, “A Math Problem Is a Writing Prompt”

Cherice Jones, Northeastern University, “Rhetorics of Race in NIH-Funded Research: Implications for Teaching”

Abby Rabinowitz, NYU Tandon School of Engineering, “Troubled Genre: Teaching the Popular Science Essay in a Diverse Classroom”

Gwendolynne Reid, Oxford College of Emory University, “The Role of the Public in Scientific Writing: Teaching Scientific Composing in an Age of Context Collapse”

*College Writing Transitions*

**H-5 What Changes in Student Writing? Live**

Four longitudinal studies of student writers show what writing teachers accomplish and how data can be widely shared to improve instruction.

**Speakers:** Tiane Donahue, Dartmouth and University of Lille, “Student Writing in Liberal Arts Contexts: Understanding Complexity and Variation”

Chris Gallagher, Northeastern University, “Student Perceptions of What Changes”

Anne Ruggles Gere, University of Michigan, Ann Arbor

Kristi Girdhar, Babson College, “Student Perceptions of What Changes”

Naomi Silver, University of Michigan, Ann Arbor, “Changing Perceptions of the Social Nature of Writing”

Kevin Smith, University of Virginia, “Student Perceptions of What Changes”

*Labor*

**H-6 Mentoring, Professionalization, and Labor in Graduate School Prerecorded w/ Live Q&A**

The speakers on this panel focus on the very real needs and labor expectations of graduate students working under conditions of uncertainty and precarity.

**Chair:** Lily Howard-Hill, University of South Carolina, “Hardly Working: The Precarious Nature of Graduate Student Labor in Writing Programs”

**Speakers:** Jeff Bruinsma, North Carolina State University, “My World’s on Fire, How about Yours? Graduate Student Labor, Pedagogy, and Practice in the Composition Classroom”

Malaka Friedman, North Carolina State University, “My World’s on Fire, How about Yours? Graduate Student Labor, Pedagogy, and Practice in the Composition Classroom”

Jessi Thomsen, Florida State University, “Mentoring on the Fringes: Graduate TAs, Teacherly Identities, and Disciplinary Belonging”



**Engaged Learning Experience Session***Theory and Research Methodologies***H-7    Sharing and Analyzing Longitudinal Datasets on Student Writing Development and Implications for Teaching**  
**Prerecorded w/ Live Q&A**

Studying and teaching writing involves examining ways in which we can explore students' writerly growth over time and across academic and extracurricular spaces. Using our longitudinal dataset as a lens, we offer participants an opportunity to access important questions to investigate students' writing development and implications of findings for teaching.

**Chair:** Naitnaphit Limlamai, University of Michigan, Ann Arbor

**Facilitators and Speakers:** Jathan Day, University of Michigan, Ann Arbor

Anne Ruggles Gere, University of Michigan, Ann Arbor

Anna Knutson, Duquesne University

Ruth Li, University of Michigan, Ann Arbor

Adrienne Raw, SUNY Cortland

Sarah Swofford, University of South Carolina, Beaufort

*First-Year Writing***H-8    Explorations of Implicit and Explicit Racism in Curricular Language, Requirements, and Implementation**  
**Prerecorded w/ Live Q&A**

This session will examine how composition theories and the curriculum built upon these theories embody white ways of languaging. The session will also propose successful, curricular models that challenge explicit antiracist changes to a required FYC course.

**Chair:** Nina Feng, University of Utah, "Sustaining Antiracist Pedagogy: Strategies for Writing Teachers of Color"

**Speakers:** Natalie Madruga, University of Central Florida, "Teaching Practices for Writing about Writing at a Title III Hispanic Serving Institution"

Rashida Mustafa, Cleveland State University

Cynthia Nearman, Guilford College, NC, "Whiteness as Commonplace Prior-Knowledge: Teaching for Transfer and Standard Ideology in First-Year Composition"

Jody Polleck, Hunter College, "'Our Voices Matter Most': Centering Writing for Social Justice in First-Year College Writing Courses"

Megan Weaver, Virginia Tech University, "(Un)Teaching the Hidden Curriculum of White Ways of Languaging"

Friday, 4:00–5:00 p.m. ET

*First-Year Writing*

**H-9** **Contract Grading and Labor-Based Assessment Practices** **Prerecorded w/ Live Q&A**

The presenters will share different strategies for assessing student learning in first-year writing through contract grading methods.

**Speakers:** Kara Larson, University of South Florida, “Contract Grading and Instructor Feedback in the Multilingual FYC Classroom”

Matthew Schering, Illinois State University

Megan Von Bergen, University of Tennessee, Knoxville, “First-Year Writing: Contract Grading”

## I Sessions: 5:30–6:30 p.m. ET

### Engaged Learning Experience Session

#### *Writing Programs*

#### I-1 **Composition as Social Justice: Action Planning for Inclusive Writing Pedagogies across Contexts** **Live**

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 socially just innovations across contexts.

**Workshop Facilitators:** Stephen Rust, University of Oregon  
Emily Simnitt, University of Oregon  
Jenee Wilde, University of Oregon

### Engaged Learning Experience Session

#### *First-Year Writing*

#### I-2 **Who We Are Is Where We Are: Teaching First-Year Composition in the Unusual Space of the Large Lecture Hall (Or Zoom Room)** **Live**

Many commonplaces emerge from a tacit assumption that teaching writing in small-class environments is ideal, yet the large lecture hall or Zoom room may highlight ignored rhetorical modes, like listening. This session aims to increase communication across classroom spaces and enrich teaching strategies that have always served us well.

**Chairs and Speakers:** Elizabeth Gumm, University of California San Diego  
Emily Johnston, University of California San Diego

*Labor*

**I-3 Rethinking Mentoring as an Embodied Relational Practice Live**

This panel offers three separate frameworks for critically rethinking mentorship as an embodied relational practice in writing programs and graduate programs in the writing studies disciplines. Through these frameworks, faculty, administrators, and graduate students in the writing studies disciplines can increase equity and access in for people of color.

**Speakers:** Meghalee Das, Texas Tech University, “Intercultural Mentorship as a Complementary Practice in First-Year Writing Programs”

Michelle Flahive, Texas Tech University, “Activating Digital Mentorship Networks to Promote Equity and Access for Latina Graduate Students”

**Respondent:** Eric Camarillo, Harrisburg Area Community College

*Language and Literacy*

**I-5 Creating Commonplaces: Honoring Diverse Class Backgrounds with/and Writing Pedagogy  
Prerecorded w/ Live Q&A**

We explore the wide-ranging expressions of socioeconomic class of our students and offer ways to engage with those expressions for mutual success.

**Speakers:** Charissa Che, Queensborough Community College, “Working Class Culture and Pedagogy”

Nicole McNeal, Folsom Lake College, “Working Class Culture and Pedagogy”

Justin G. Whitney, Tennessee State University, “Working Class Culture and Pedagogy”

Nicole Wilson, Texas A&M University, “Working Class Culture and Pedagogy”

## Engaged Learning Experience Session

### *Writing Programs*

#### **I-6** **Metic Administration: Engaging Emotion to Identify Strategic and Compassionate Responses to Conflict** **Prerecorded w/ Live Q&A**

Engaging with disciplinary faculty and other stakeholders can be fraught with conflict. This session introduces a metic approach to administration that engages emotions to respond strategically to conflict. We engage participants in reflective activities that will equip them to identify opportunities for strategic responses to conflict in their own contexts.

**Facilitators and Speakers:** Erica Cirillo-McCarthy, Middle Tennessee State University  
Elizabeth Leahy, University of Tennessee-Chattanooga

### *First-Year Writing*

#### **I-7** **Teaching First-Year Writing—Access Fits All** **Prerecorded w/ Live Q&A**

In this session, the speakers focus on providing accessible instruction for FYW students, focusing on how this access provides allyship for marginalized students

**Speakers:** Kerri Bennett, Arkansas State University, “Writing Workshop Model”  
Leslie Reed, Arkansas State University, “Care Ethics”  
Kristen A. Ruccio, Arkansas State University, “Inclusive Assessment Practices”

### *Information Literacy and Technology*

#### **I-9** **Impacts of Online Writing Instruction on Students** **Live**

This panel examines the attitudes that students of online writing instruction (OWI) have toward surveillance and privacy. It suggests genealogy as a framework for understanding interpreting students’ online privacy, and the effect of online tracking on writing performance.

**Chair:** Mark Shealy, Tennessee Tech University, “We Don’t Know What We Don’t Know: Sexual Harassment in Online Writing Classes”  
**Speakers:** Charles Woods, Illinois State University, “Interrogating Digital Rhetorical Privacy Using DTC-Genetics Privacy Policies”  
Sarah Young, Erasmus University Rotterdam, “Privacy Expectations and the Online Classroom”

**I-10 Exhibitor Session: Rhetorics & Resources: New FYW Solutions for Building Confident Writers** **Prerecorded w/ Live Q&A**

*Sponsored by Cengage*

Looking to build students' confidence in your co-requisite or composition course(s)? Hear authors Dr. Cheryl Glenn, Dr. John Van Rys, and Dr. Robert Yagelski as they share how their three new editions help you develop more confident writers. This session will explore the unique approach presented in all three, as well as each title's:

- Updated pedagogy
- Instructional tools
- Engaging readings

Plus, discover how the titles' new digital resources provide even more opportunities for practice, collaboration, and assessment.

**Speakers:** Cheryl Glenn, Distinguished Professor, English and Women's Studies, and Director, Program of Writing and Rhetoric, Penn State University

Kina Lara, Executive Marketing Manager—English, College Success, and Public Speaking, Cengage

John Van Rys, Chair, Department of English, Redeem University

Robert P. Yagelski, Ph.D., Associate Vice Provost and Director, Program in Writing and Critical Inquiry, and Professor, Department of Educational Theory and Practice, University at Albany, SUNY

## Saturday, April 10

### J Sessions: 11:00 a.m.–12:00 p.m. ET

**J-2** *Theory and Research Methodologies*  
**Livable Futures for Rhetorics Elsewhere and Otherwise:  
Indigenous, Latinx, Black, Asian, and Asian American  
Dialogues** **Live**

Panelists advance Indigenous, Latinx, Black, Asian, and Asian American contributions to pluriversal/decolonial praxis, epistemic disobedience, and pedagogies of resistance. We reexamine how our shared struggle against colonial exploitation and domination can help rhetoric and writing specialists to co-create more effective, sustainable, and livable models for social transformation.

**Chairs:** Steve Parks, University of Virginia  
Elaine Richardson, The Ohio State University  
**Speakers:** Damián Baca, University of Arizona  
Resa Crane Bizzaro, Indiana University of Pennsylvania  
Ellen Cushman, Northeastern University  
Romeo García, University of Utah  
Florianne Jimenez, University of Massachusetts Amherst  
**Respondent:** Rhea Lathan, Florida State University

**J-3** *College Writing Transitions*  
**Sheltering in Placement: Developing and Launching  
Placement Processes while in Crisis** **Live**

This roundtable recounts how four campuses of a public university created equity-centered approaches to placement in a crisis context.

**Roundtable Leaders:** Allison Dziuba, University of California, Irvine,  
“Sheltering in Placement: Developing and Launching Placement  
Processes while in Crisis”  
Sarah Hirsch, University of California, Santa Barbara  
Sarah Michals, University of California, Santa Cruz  
Amy Vidali, University of California, Santa Cruz, “Sheltering in  
Placement: Developing and Launching Placement Processes while in  
Crisis”  
Tonya WouldGo, University of California, Santa Cruz  
**Respondent:** Trish Serviss, University of California, Davis

**Engaged Learning Experience Session**

*Writing Programs*

**J-5    Designing Unity: Overcoming Material Conditions That Divide Writing Program Faculty    Prerecorded w/ Live Q&A**

How can we, as program-minded faculty at open-access institutions, challenge perceived divisions among faculty groups to foster collaboration and inclusivity to overcome material divisions and improve the effectiveness of our writing instruction for all students? Participate in a “Design Charette” to develop a nuanced response that you can implement immediately.

**Chair:** Jeffrey Klausman, Whatcom Community College

**Speakers:** Annie Del Principe, Kingsborough Community College, CUNY  
Justin Jory, Salt Lake Community College

*First-Year Writing*

**J-6    Navigating First-Year Writing Curriculum Change from Multiple Perspectives    Prerecorded w/ Live Q&A**

The presenters in this panel, representing a variety of perspectives in a first-year writing program, share and reflect on their experiences while implementing a program-wide curriculum based around threshold concepts.

**Chair and Speaker:** Todd Ruecker, University of Nevada, Reno

**Speakers:** Maureen McBride, University of Nevada, Reno

Katie Miller, University of Nevada, Reno

Angela Moore, University of Nevada, Reno

Jim Webber, University of Nevada, Reno

*Writing Programs*

**J-7    Teaching Teachers of Writing: Interrogating the Practices and Places That Serve—or Fail to Serve—Us Well    Prerecorded w/ Live Q&A**

This panel examines the training of new teachers of writing, particularly graduate students, based on factors including degree program and instructor-of-record status, and amid circumstances like the #MeToo movement and the COVID-19 pandemic, to interrogate how our commonplaces around GTA training should be sustained or reevaluated.

**Chair and Speaker:** Beth Greene, North Carolina State University

**Speakers:** Callie Kostelich, Texas Tech University

Carl Schlachte, Colby College



**Engaged Learning Experience Session**

*First-Year Writing*

**J-9**

**Thinking Aloud: Teaching Listening Creatively and Rhetorically in First-Year Writing** **Prerecorded w/ Live Q&A**

For students' listening, critical thinking, participation, and writing to be mutually supportive, first-year students' listening capacity needs to be cultivated. This session's two presenters share theory-informed strategies and classroom activities to enhance students' listening, memory, awareness of listening styles and filters, ability to process meaning, receptivity, and effective communication.

**Facilitators and Speakers:** June Johnson Bube, Seattle University  
Kris Saknussem, University of Nevada, Las Vegas

*Community, Civic & Public Contexts of Writing*

**J-10**

**Cultivating Common Ground: Relationship Building across Networks of Cultural Difference** **Prerecorded w/ Live Q&A**

This panel discusses how composition instructors network outside of their institutions and/or leverage cultural differences within the classroom to build inclusive learning communities. Panelists explore various ways in which relationship building over shared values about liberation enacts antiracist praxis.

**Chair:** Celena Todora, University of Pittsburgh, "A Reexamination of Writing Pedagogy in Prisons: Listening to Commonplaces in 'Liberatory' Pedagogies"

**Speaker:** Erica Leigh, Utah State University, "Cooking in Someone Else's Kitchen: Exploring Food as Commonplace for Antiracist Pedagogy and White Allyship"

*Theory and Research Methodologies*

**J-11 Common Practices for Teaching and Researching in the Rhetoric of Health and Medicine** **Prerecorded w/ Live Q&A**

The objective of the roundtable is to foster interactive discussions of common practices for teaching and researching in the Rhetoric of Health and Medicine (RHM). Speakers will provide an overview of their primary research, teaching, or administrative/professional work related to RHM.

**Chair and Roundtable Leader:** Cathryn Molloy, James Madison University

**Speakers:** Jeannie Bennett, West Texas A&M University, “Kairoitic Chaos: Teaching and Learning Health Literacy During COVID-19”

Erin Fitzgerald, Auburn University, “Locating Commonplaces: Inclusivity and Boundary Work in Research Practices”

Bryna Siegel-Finer, Indiana University of Pennsylvania, “Questioning Common Survey Practices in RHM”

Danielle Stambler, University of Minnesota, “Developing Practices for Attending to Lived Experience in RHM Research”

Katie Swacha, University of Maine, “Developing Best Practices for Community-engaged Research and Teaching in RHM”

Katie Walkup, University of South Florida, “Common Policies, Common Practices: Mental Health Legislation and Studying Stigma”

Hua Wang, Michigan Tech University, “Is the Mortality Rate the Most Important Health Indicator?”

*First-Year Writing*

**J-12 Commonplace Books Updated: Pedagogies for Cultivating an Inclusive Student Commons** **Prerecorded w/ Live Q&A**

This interactive panel invites audience members to consider questions of how modern adaptations of commonplace book assemblages might make for more inclusive writing classrooms, strengthen connections between reading and writing instruction, and serve decolonial and antiracist purposes. Audience members will co-construct a digital commonplace text.

**Chair:** Elizabeth Vander Lei, Calvin University

**Speakers:** Christian Gerard, University of Arkansas–Fort Smith, “Literary Theory and Writing Pedagogy”

Michelle Sprouse, University of Michigan, “Social Annotation and Writing Pedagogy”

Kristin vanEyck, University of Michigan, “Translingual Student Voices and Pedagogies”

## K Sessions: 12:30–1:30 p.m. ET

### *Theory and Research Methodologies*

#### **K-1** **Considering Positionality as a Common Place in Personal, Academic, Transnational, and Community Research** **Live**

In research, we often ignore the researcher's positionality, something that undergirds how research is done, analyzed, and represented. It is rarely discussed in publications, let alone in our graduate programs. In this roundtable, professors, graduate students, and community organizers expose the complexities of positionality in a roundtable discussion.

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

**Roundtable Leaders:** Kristine Acosta, Texas Tech University/Miami Dade Schools, "Enfrentando Las Divisiones (Confronting Divisions): Transnational Research as a Bridge between Communities"

Michelle Cowan, Texas Tech University, "Researcher, Student, Community Member, and Professional: Dealing with Positionality-Related Conflict in Community Research"

Sierra Sinor, Texas Tech University, "You Shouldn't Need a Fucking PhD to Come to This Talk"

Erica Stone, Texas Tech University, "Storytelling with Community Organizers: An Opportunity for Coalitional Knowledge-work"

**Respondent:** Nancy Small, University of Wyoming, "Stillness on Top of the Wave: Positionality as Ideal, not Reality"

### **Engaged Learning Experience Session**

#### *First-Year Writing*

#### **K-2** **More Than Replication: Reimagining Online Writing Instruction Using Affordance-Forward Design** **Live**

Questioning "rushed to remote" approaches to OWI, we ask how affordance-forward design can inform pedagogies in online and f2f classes.

**Speakers:** Amy Cicchino, Auburn University  
Michael Neal, Florida State University  
Katelyn Stark, Florida State University

*Theory and Research Methodologies*

**K-3** **Stories That Stand Between: Examining Land as Common/Relation-Places** **Live**

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.

**Chair:** Lisa King, University of Tennessee-Knoxville

**Speakers:** Yavanna Brownlee, University of Northern Colorado

Chelsea Murdock, Clemson University

Kenlea Pebbles, Michigan State University

*Theory and Research Methodologies*

**K-5** **Developing a Digital Commonplace for Research Methods in a COVID Climate** **Prerecorded w/ Live Q&A**

We discuss our creation of a digital commonplace to provide resources for learning composition research methods under pandemic conditions.

**Chair and Roundtable Leader:** Pritha Prasad, University of Kansas

**Speakers:** Brynn Fitzsimmons, University of Kansas

Sarah Kugler, University of Kansas

Yee-Lum Mak, University of Kansas

Faith Scheidemantle, University of Kansas

*Theory and Research Methodologies*

**K-6** **New Directions in Writing about Writing Pedagogies** **Prerecorded w/ Live Q&A**

Panelists will further ongoing discussions about WAW pedagogies by describing approaches to teaching in three undertheorized areas: 1) business writing in OWI contexts, 2) WAW approaches that center on reading in OWI contexts, and 3) upper-division undergraduate research.

**Chair:** Colin Charlton, University of Louisville

**Speakers:** Charlotte Asmuth, University of Louisville, “Writing About Writing”

William Ordeman, University of North Texas, “Writing About Writing”

Kathy Rose, Dixie State University, “Writing About Writing”

**Engaged Learning Experience Session**

*First-Year Writing*

**K-7 The Struggles of Bringing Inoue's Labor-Based Grading Contracts to Community Colleges** **Prerecorded w/ Live Q&A**

This Engaged Learning Experience session aims to expand the impact of Inoue's labor-based grading into the context of open-access institutions. We'll dramatize, discuss, and collaborate around common challenges of making labor-based grading happen in community colleges.

**Chair:** Nick Hengen Fox, Portland Community College

**Facilitators and Speakers:** Allison Gross, Portland Community College

Blake Hausman, Portland Community College

Jessica Johnson, Portland Community College

Virginia Schwarz, San Francisco State University

*Community, Civic & Public Contexts of Writing*

**K-8 Storying Our Commonplaces: Using Story to Practice Accountability, Solidarity, Justice, and Care** **Live**

This roundtable honors storytelling traditions through which marginalized communities transform embodied knowledge into social action. Using key terms or questions as anchors, each speaker will offer a related narrative before we explore the resulting constellation of perspectives. We will also invite the audience to offer questions and their own stories.

**Speakers:** Christina Cedillo, University of Houston–Clear Lake

Jo Hsu, The University of Texas at Austin

Elaine Richardson, The Ohio State University

Andrea Riley-Mukavetz, Grand Valley State University

Remi Yergeau, University of Michigan

## L Sessions: 2:00–3:00 p.m. ET

### *Creating Writing and Publishing*

#### **L-1** **Commonplaces in Creative Writing and Composition: Reimagining Sites of Craft, Pedagogy, Identity, and Community** **Live**

This roundtable will introduce both new and experienced teachers and writers to theories and practices informed by creative writing, creative writing pedagogy, creative writing studies, and our identities as creative writers. We will discuss how creative writing may uncover new vantage points from which to consider craft-based practices and pedagogies.

**Chairs:** Maryam Alikhani, County College of Morris  
Jon Udelson, Shenandoah University

**Roundtable Leaders:** Michael Baumann, Marian University, Indianapolis, IN

Susan Meyers, Seattle University, WA  
Erick Piller, Nicholls State University  
Caitlin Ray, University of Louisville, KY  
Benjamin Ristow, Hobart and William Smith Colleges  
Stacey Waite, University of Nebraska-Lincoln  
Franklin Winslow, Columbia University

### *Language and Literacy*

#### **L-2** **Multimodal Composition as Commonplace Pedagogy** **Live**

Presenters propose various approaches to multimodal linguistically diverse pedagogy in English and composition courses.

**Chairs:** Mack Curry, Kennesaw State University, “Adopting Home Language and Multimodality in Composition Courses”

Kim Jaxon, California State University, Chico, “Making as an Epistemic Practice in English”

**Speakers:** Jasmine Corona, California State University, Chico, “*La Elaboracion*: Making Meaning and Making Space with Heritage Speakers”

Christine Martorana, Florida International University, “How about a 6th Mode? Expanding Multimodal Pedagogy for Multilingual Students”

*Community, Civic & Public Contexts of Writing*

**L-3 Practicing the Rhetoric of Social Justice: Tales from the Ground in Spokane Live**

Representatives from three of Spokane’s social justice organizations will share their communication strategies and the rhetorical obstacles they work to overcome in the pursuit of social justice and equity.

**Chair:** Bradley Bleck, Spokane Falls Community College

**Speakers:** Kiantha Duncan, President, Spokane Chapter NAACP

Jac Archer, Community Activist, Spokane Community Against Racism

Sarah Hegde, Youth Organizer, Justice Peace and Action League of Spokane

Ivy Pete, Youth Organizer, Justice Peace and Action League of Spokane

*First-Year Writing*

**L-5 Diversity, Equity, and Inclusion in Directed Self-Placement Prerecorded w/ Live Q&A**

This panel reports on several areas of ongoing collaborative research into Directed-Self Placement theory and practice at the University of Michigan. By rigorously employing a mix of qualitative and quantitative study designs, these presentations will address that urgent need to develop strong antiracist theories and practices for writing placement decisions.

**Chair:** Naomi Silver, University of Michigan

**Speakers:** Jason Godfrey, University of Michigan, “How Does Course Recommendation Impact Student Outcomes? Examining Directed Self-Placement with Regression Discontinuity Analysis”

Laura Romaine, University of Michigan, “Remembering Advisors in Placement Advice: Collaboration for a Better Directed Self-Placement Process”

Theresa Tinkle, University of Michigan, “Toward Antiracist Placements”

*Historical Perspectives*

**L-6 Octalog IV: The Politics of Rhetorical Studies in 2021 Prerecorded w/ Live Q&A**

Octalog IV in 2021 not only offers a vision of the changing subjects, methods, and pedagogies of rhetorical studies but also poses questions for our field to consider regarding the values and commonplaces that ground our work.

**Chair and Roundtable Leader:** Elise Verzosa Hurley, Illinois State University

**Speakers:** Candace Epps-Robertson, University of North Carolina at Chapel Hill, “Building and Sustaining Archives for Everyday People”  
Allison Hitt, Ball State University, “Accessibility as Rhetorical Practice”  
Jo Hsu, The University of Texas at Austin, “Queer Diaspora and Promiscuous Historiography”

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

Aja Y. Martinez, Syracuse University, “Core-Coursing Counterstories”

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

Ryan Skinnell, San Jose State University, “Bad People Speaking Effectively in the History of Rhetoric”

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

**Respondents:** Adam Banks, Stanford University

Tom Miller, University of Arizona

*Access*

## **L-7 Theoretical and Pedagogical (In)Accessibility** **Prerecorded w/ Live Q&A**

This concurrent session brings to light the limitations of working theories and pedagogies aimed at accessibility for neurodiverse writing students. The presenters offer new directions to take our research and teaching practices.

**Chairs:** Ellen Cecil-Lemkin, Florida State University, “Building Accessibility in Collaborative Writing Pedagogy”

Catherine Kirch, Columbia University, “The ADHD Writing Process: A Shift to Transneuro Teaching”

Alex Sibbo, Pennsylvania State University, University Park, “Disfluency and the Ableist Norms of Academic Discourse”

*Access*

## **L-10 Confronting the Dissertation Genre: Drawing Out Tensions, Seeking Innovations** **Live**

Roundtable speakers will model critically questioning the dissertation genre from their experiences of confronting, adhering to, and resisting it. Attendees will then critically question their own dissertation journeys in small- and whole-group discussion so they might make more intentional choices toward challenging this genre and enacting innovations.



**Roundtable Leader:** Dana Comi, University of Kansas  
Charlesia McKinney, University of Kansas  
Alisa Russell, Wake Forest University

**Engaged Learning Experience Session**

*First-Year Writing*

**L-12 Developing Multilingual Students' Growth Mindset through Multimodal Assignments in First-Year Composition Courses Live**

Participants will reinvent teaching identities and course curricula while exploring ways to integrate growth mindset and multimodality into their teaching, revising syllabi and existing assignments, and developing new projects adaptable for their multilingual composition courses. Step-by-step descriptions of activities, samples of student work, and student success stories will be shared.

**Facilitators and Speakers:** Mary Newbegin, Lehigh University  
Elena Reiss, Lehigh University

*Professional and Technical Writing*

**L-13 Disability Rhetorics in Professional and Technical Writing Live**

This panel examines pedagogies in technical writing that promote inclusive, accessible, and dynamic visions of disability. Panelists provide theoretical and practical insight for integrating disability studies itself into courses to interrogate the ableist nature of seemingly neutral commonplaces and to foster inclusive practices that avoid disempowerment and marginalization.

**Chairs:** Meghan Hancock, Marshall University, “Who Does the Resume Exclude?": Designing a Professional Writing Course around Issues of Access and Inclusion”

Nathaniel Voeller, Pennsylvania State University, “Designing for Mental Disability: Lessons from a Depression Management App for Instructors and Learners”

**Speaker:** Kristin Bennett, Arizona State University

## M Sessions: 3:30–4:30 p.m. ET

### *First-Year Writing*

#### **M-2 New Possibilities in Online Writing Instruction: Considering Student Backgrounds to Achieve Inclusivity Live**

This roundtable session will articulate the importance of learning about student educational and linguistic backgrounds and students' expectations of and access to technology and institutional and external support as a first step in implementing online instruction in FYW courses to foster inclusivity and student retention, persistence, and success.

**Chair and Roundtable Leader:** Marcela Hebbard, The University of Texas Rio Grande Valley, "Students' Expectations Based on Linguistic Backgrounds"

**Roundtable Leader:** Catrina Mitchum, University of Arizona, "Online Contexts and Students' Expectations Based on Educational Backgrounds"

Janine Morris, Nova Southeastern University, "Student Expectations of and Access to Technology and Institutional and External Support"

### **Engaged Learning Experience Session**

#### *Writing Programs*

#### **M-3 Student Writer as Solicitor of Feedback: Shifting the Feedback Paradigm in Online and Face-to-Face Classrooms Live**

This panel provides participants with pedagogical tools to engage writers in the feedback process by creating meaningful dialogue. Our question-based pedagogy allows students to become solicitors of feedback, rather than mere receivers. We present the results of our seven-year research project, and participants practice a student-centered feedback pedagogy.

**Chair and Speaker:** Dawn Formo, California State University San Marcos

**Speakers:** Shannon Baker, California State University San Marcos

Cyndi Headley, California State University San Marcos

Lauren Springer, Mt. San Jacinto College

*Access*

**M-6** **Placement Ideologies and Enacted Reform: Interrogating Access to the Commonplace of the FYC Classroom**  
**Prerecorded w/ Live Q&A**

Panelists explore the ideologies of placement reform and how their enacted procedures define access in terms of who is considered a learner within FYC at two-year schools.

**Chair:** Casey Reid, Old Dominion University and Lane Community College

**Speakers:** Nicole Hancock, Old Dominion University and Southwestern Illinois College

Jane Nazzal, University of California-Irvine

*Creating Writing and Publishing*

**M-7** **Uncommon Places: The Recording Studio as Compositional Space** **Prerecorded w/ Live Q&A**

Examines the recording studio as a learning environment for students, composers, and producers through the ways that 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:** Ben Lauren, Michigan State University

**Speakers:** Bump Halbritter, Michigan State University

Byron Hawk, University of South Carolina

*Access*

**M-8** **Recommending Accountability: An Update from the Committee for Change** **Live**

The Committee for Change members will use this session to discuss areas of need that it has identified and ways that it believes this committee could function to serve the members of CCCC. Then, in breakout/ workgroups, the committee will engage participants in sharing thoughts about additional needs for change related to membership engagement; additional needs for change related to policies and procedures; and ideas for holding the executive committee accountable for change.

Saturday, 3:30–4:30 p.m. ET

***Speakers:*** Katherine Bridgman, Texas A&M University, San Antonio  
Christina Cedillo, University of Houston, Clear Lake  
Everardo Cuevas, Michigan State University  
Mara Lee Grayson, California State University, Dominguez Hills  
David Green, Howard University  
Al Harahap, University of Oklahoma  
Les Hutchinson, Boise State University  
Janelle Jennings-Alexander, William Peace University  
Ashanka Kumari, Texas A&M University - Commerce  
Lana Oweidat, Goucher College

## N Sessions: 5:00-6:00 p.m. ET

### *First-Year Writing*

#### **N-1**   **Disciplinary and Transfer Ten Years Later: A Multi-Institutional Investigation into Student Perceptions of Learning to Write**   **Live**

This CCCC Research Initiative Grant-sponsored project presents the results of a multi-institutional study of writing transfer, which aims to replicate and extend the findings of Bergmann and Zepernick's 2007 study of transfer.

**Speakers:** Dana Driscoll, Indiana University of Pennsylvania

Roger Powell, Graceland University

Katherine Rothschild, Stanford University

**Respondent:** Jennifer Wells, New College of Florida

### *Writing Programs*

#### **N-2**   **New Sites and Practices for Course, Instructor, and Program Assessments**   **Live**

This panel examines new methods and locations for student course evaluations, classroom observations, and outcomes assessment.

**Chairs:** Zack De Piero, Penn State Abington, "Cogs in the Pedagogical Machine: The Rhetorical Situations and Satellite Perigenres Surrounding Classroom Observation Guidelines"

Carrie Wastal, University of California San Diego, "Assessment in the Time of Remote Learning: Aligning Learning Outcomes with Program Goals for Student Writing"

**Speakers:** Jennifer Gray, College of Coastal Georgia

Lisa McNeal, College of Coastal Georgia

*First-Year Writing*

**N-3 Supplemental Writing Workshop with Peer Mentors:  
Finding a Commonplace of Support for Developmental  
Writers Live**

Non-credit-bearing developmental writing courses were first replaced with a 6-credit corequisite course and then with a 4-credit supplemental writing workshop enhanced with peer mentors. From the varied perspectives of writing program administrator, writing center director, and faculty, speakers share successes and challenges, including pedagogical strategies and peer mentoring program structure.

**Chair and Speaker:** Ilknur Sancak Marusa, West Chester University of Pennsylvania

**Speakers:** Michelle Blake, West Chester University of Pennsylvania  
Margaret Ervin, West Chester University of Pennsylvania  
K. Jamie Woodlief, West Chester University of Pennsylvania

*First-Year Writing*

**N-5 Empathy as Commonplace in the Online Composition  
Classroom Prerecorded w/ Live Q&A**

This collaborative panel by four instructors in the Writing Program at the University of Southern California will share their approaches to fostering empathy in the virtual college composition classroom, with an emphasis on the pedagogical challenges they faced in centralizing empathy as a teachable and necessary skill for online writing.

**Chair and Speaker:** Amber Foster, University of Southern California, “Empathy and Digital Identity in the Virtual Writing Classroom”

**Speakers:** Tamara Black, University of Southern California, “Sustainable Empathy: Preserving Ourselves as We Care for Our Students”

Jessica Piazza, University of Southern California, “Bridging the Empathy Gap: The Role of Personal Narrative in Writing and Rhetoric Pedagogy”

Deborah Sims, University of Southern California, “The Empathy Project: Inclusivity and Emotional Agility in the Writing Classroom”

**Engaged Learning Experience Session**

*Theory and Research Methodologies*

**N-6 Posthumanist Praxis: Challenging Stories of Pedagogy and Place** **Prerecorded w/ Live Q&A**

In an active and collaborative learning session, participants use posthumanist theory to calibrate, curate, and document within the common place of the conference session. The participants will re-vision their pedagogical stories and collectively create a digital archive of posthumanist practices for future classroom use.

**Workshop Facilitators:** Miriam Rowntree, The University of Texas at Tyler  
Sarah Shelton, The University of Texas at Arlington

*Community, Civic & Public Contexts of Writing*

**N-7 Using an Ethics of Care and Access to Teach across/with Difference** **Prerecorded w/ Live Q&A**

Sponsored by the Disability Studies Standing Group, this roundtable offers strategies for designing accessible learning environments for teaching writing during COVID-19, building questions about access into teacher training, fostering an ethics of care through conversations about race and racism in the classroom, and performing critical mentorship.

**Chair and Speaker:** Neil Simpkins, University of Washington-Bothell, “Crippling Writing Mentorship”

**Speakers:** Dev Bose, University of Arizona, “Disabling Access in an Age of Crisis”

Megan Eatman, Clemson University, “Building Inclusive Pedagogy in the Composition Practicum”

Jessica Edwards, University of Delaware, “Toward an Ethic of Care through Inclusive Practice”

## O Sessions: 6:30-7:30 p.m. ET

### O-1 *Community, Civic & Public Contexts of Writing* **English Majors' Career Preparation and Outcomes** **Live**

Panelists will explore how best to support students in translating the valuable skills that English studies bring to the many employment sectors that are potentially open to graduating majors and minors.

**Chair and Roundtable Leader:** Rachel Arteaga, University of Washington

**Speakers:** Anis Bawarshi, University of Washington

Doug Hesse, University of Denver

Chuck Paine, University of New Mexico

Tony Russell, Central Oregon Community College

Gordon Tapper, LaGuardia Community College

### O-2 *First-Year Writing* **Perspective and Context: Three Approaches to First-Year Writing** **Live**

This panel places three different considerations of first-year writing in conversation. The papers explore critical arrangement as a tool that aids invention and arrangement, approaches to using context to facilitate transfer, and strategies for complicating how students think about teacher expectation.

**Chair:** Jade Sandbulte, Pennsylvania State University, "Read My Mind: Learning to Identify Teacher Expectations"

**Speakers:** Roberto Leon, University of Maryland College Park

Nitya Pandey, Florida State University



**O-3** *Community, Civic & Public Contexts of Writing*  
**Sustainability and Adaptability: Strategizing for Disruption in Community-Engaged Teaching** **Live**

Seven instructors discuss ethical strategies for community-engaged teaching in digital environments for community partnerships focused on youth literacy, ESL instruction, health literacy, and food insecurity.

**Chairs:** Genesis Barco-Medina, Northeastern University

**Speakers:** Laurie Edwards, Northeastern University

Carolyn Sirois, Northeastern University

Sebastian Stockman, Northeastern University

Caitlin Thornbrugh, Northeastern University

**Roundtable Leaders:** Emily Avery-Miller, Northeastern University

Julia Garrett, Northeastern University

**Engaged Learning Experience Session**

*First-Year Writing*

**O-5** **Finding Common Ground with Students: Expertise as Performance and Process** **Prerecorded w/ Live Q&A**

Expertise is both process and product, depending on where one stands in the classroom. We propose tapping into moments of failure or struggle in learning to help make learning, growth, and development visible for students. We offer two pedagogies for unmasking expertise as a process and revealing the performance of expertise.

**Chair:** Thomas Cox, Iowa State University

**Speaker:** Colin Payton, Iowa State University

**Engaged Learning Experience Session**

*First-Year Writing*

**O-6** **Practicing Faith and “Religious Friction”: Engaging Student Beliefs in the Composition Classroom**  
**Prerecorded w/ Live Q&A**

Many writing instructors maintain that religious beliefs are exclusionary and should be avoided in the classroom. Building on scholarship that challenges these claims, this session aims to help participants develop teaching practices that effectively engage student beliefs in the first-year writing classroom.

**Chair:** Jim Beitler, Wheaton College

**Facilitators and Speakers:** Jeffry Davis, Wheaton College

Richard Gibson, Wheaton College

**Engaged Learning Experience Session**

*Reading*

**O-7 What Does This Sentence “Do”? Reading with Agency**  
**Prerecorded w/ Live Q&A**

This session engages participants “as students” in a college-level reading pedagogy that demonstrates how authors construct their arguments within expository essays, with particular focus on the relationship between sentences and paragraphs. Reading for “claims and examples” equips students with agency and the power of choice in both reading and writing.

***Facilitators and Speakers:*** Michelle Brazier, Raritan Valley Community College  
Alexa Offenhauer, Raritan Valley Community College

# Poster Sessions

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*Access*

## **O-132 Undergraduate Researcher Poster Session** **On-Demand Session**

The annual undergraduate researcher poster session is organized by a multi-institutional team of faculty and students to encourage undergraduate participation at CCCC, to attract the field's future professionals, to extend the organization's diversity, and to examine, support, and represent the growing presence of undergraduate research in rhetoric, composition, and communication.

**Chair:** Jessie Moore, Elon University

## **O-20 Poster Session** **On-Demand Session**

*Language and Literacy*

### **Laboratory Connections: A Study of Multilingual and ESL Students' Interactions with Writing Centers**

This is a presentation from an undergraduate peer tutor to discuss the findings of a 2020 IRB-approved research study on the relationship between multilingual and ESL students and their writing center at an SLAC. The purpose of the study is to make the writing center a commonplace by practicing inclusivity.

**Speaker:** Victoria Manzi, Centenary University

*Information Literacy and Technology*

### **Engaging Academic Librarians to Collaboratively Build a Composition and Information Literacy OER Textbook**

This poster provides viewers with actionable suggestions for how to work with librarians to find, use, or build composition open-educational resources (OER) textbooks that incorporate information literacy based on the authors' experiences in adapting multiple existing OER texts into a new OER textbook.

**Chair and Speaker:** Kathy Anders, Texas A&M University

**Speakers:** Sarah LeMire, Texas A&M University

Terri Pantuso, Texas A&M University

*First-Year Writing*

**Experiential Learning as Antiracist Pedagogy in Composition Courses**

This poster will use both autoethnography and student writing to outline the impact of service-learning as antiracist praxis in the composition classroom. It is my hope that this poster will engage viewers in a conversation about antiracist pedagogy in first-year writing.

**Chair:** Erika McCombs, Elmhurst University

*Labor*

**I See You: Formative Classroom Observations among Composition Faculty**

Writing teachers value meaningful feedback about their teaching but can be wary of teaching observations that are evaluative and too closely tied to formal assessment. Come discuss low-stakes formative observations with us, and share your experiences being observed as a writing teacher.

**Speakers:** Chris Blood, California State University East Bay

Faith Espudo, California State University East Bay

Dabney Lyons, California State University East Bay

Mike Rovasio, California State University East Bay

Marina Sapozhnikov, California State University East Bay

Michelle St. George, California State University East Bay

*Labor*

**My “Other” Work: How to Make Visible All That Rhetoric and Composition Faculty Do**

Using the results from a nationwide study on faculty in rhetoric and composition, this poster will show the often invisible responsibilities that faculty take on as they meet their institution’s traditional expectations for teaching, research, and service, and will suggest strategies to help faculty make this “other” work count.

**Chair:** Claire Lutkewitte, Nova Southeastern University

*Community, Civic & Public Contexts of Writing*

**Signs from God? An Analysis of Church Letterboards**

The letterboard signs displayed by churches in my small Appalachian community are ripe for rhetorical analysis and may reveal insights about student writing.

**Chair:** Debra Knutson, Shawnee State University

*First-Year Writing*

**Stand-Up Comics: Instructor Humor and Student Engagement**

The session will provide both theoretical and pedagogical groundings for the use of humor as a strategy for student engagement and retention in the classroom, as well as some practical applications/examples of humor usage as an effective classroom practice. The physiological benefits of instructional humor will also be explored.

**Chair:** Amy Wortley, Columbia Basin College

*Community, Civic & Public Contexts of Writing*

**Teaching and Tackling the Vaccination Debate: An Analysis of the Usage of Vaccine-Related Memes on Social Media**

Examining vaccination discourse on social media, specifically the usage of vaccination-related memes, provides a useful analysis of the mechanisms through which anti-vax and pro-vax users try to persuade others. Teaching social media users about the most effective manner of leveraging meme literacy to construct pro-vax memes can improve public health.

**Chair:** Alekhya Parvathaneni, Santa Clara University

*Community, Civic & Public Contexts of Writing*

**The Almanac of Garden Writing: Social Justice and Public Writing**

This poster illustrates the benefits of garden-based education as a social justice pedagogy. It explains the roles of writing in garden-based education, and points to potential community partners for this work by presenting an overview of research, describing three garden-writing classes, and offering a pop-up collaborative writing exercise.

**Chair:** Stephanie Wade, Bates College

# On-Demand Sessions

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## *First-Year Writing*

### **O-1** “A Fair Chance of Redemption”: Grappling with Failure in Postsecondary Teaching **On-Demand Session**

Commonplaces surrounding failure in our teaching and disciplinary practices shape how we perceive, measure, and assess students’ successes and failures with writing. This panel offers an inclusive and interactive discussion of failure through practice-based resources in writing center pedagogies, improvisational theater, video-gaming, and innovative technologies.

**Chair:** Lauren Esposito, Marywood University

**Speakers:** Justin Cary, University of North Carolina at Charlotte

Nora Harris, University of Nebraska-Lincoln

Nicole Ramer, University of Wisconsin-Madison

## *Reading*

### **O-2** “Reading as Conversation”: Talking about Theory, Beliefs, and Practices of Reading Instruction via a Common Metaphor **On-Demand Session**

This session explores the benefits and shortcomings of using the metaphor of “conversation” (cf. Bazerman) to usher students into the research and reading-to-write tasks. Teaching with this metaphor requires thoughtful reflection and interrogation of our theories and beliefs about how we engage texts.

**Chair and Speaker:** Carolyne King, Salisbury University, “Teaching ‘Reading as Conversation’”

**Speakers:** Michael Bunn, University of Southern California

James Condon, University of Southern California, “Changing the Conversation”

Elizabeth Hutton, Miami University, Ohio, “Reading as Conversation: The Origins of a Paradigm”

*Access*

**O-3 “Research Is a Gift of Yours”: A Place for Language Diversity in Undergraduate Research at a Hispanic-Serving Institution On-Demand Session**

Drawing from two classroom studies, we report on the outcomes and implications for accessibility in undergraduate research when language diversity is the object of students’ inquiry in first-year writing.

**Chair and Speaker:** Angela Rounsaville, University of Central Florida

**Speakers:** Esther Milu, University of Central Florida

Joel Schneier, University of Central Florida

*Information Literacy and Technology*

**O-4 (Digital) Storytelling in/as Pedagogy: Narrative through Artistic Expression, in Technical Writing, and as Feminist Intervention On-Demand Session**

This panel focuses on the myriad uses of narrative and storytelling and how they can be integrated into one’s pedagogy to help students tell the stories of themselves and/or others across multiple, often multimodal, genres.

**Chair:** Kristin LaFollette, University of Southern Indiana

**Speakers:** Salma Kalim, Miami University

Christopher Maggio, Miami University

*Language and Literacy*

**O-5 (Dis)Attention(s) in Literacy Studies: Challenging Assumptions about Disability, Age, Race, Illness, and Their Entanglements with Writing Development On-Demand Session**

Attention to how literacy and disability interact and take on new formulations through their entanglement is one way to meet the challenge of “literacy normativity” (Pritchard). In this session, the presenters take a collective look at various entanglements of literate experience with disability, age, race, illness, and writing development.

**Chair:** Elaine Richardson, The Ohio State University

**Speakers:** Lauren Bowen, University of Massachusetts-Boston, “Aging Literate Identities”

Stephanie Kerschbaum, University of Delaware, “Entanglements of Literacy Studies and Disability Studies”

Elisabeth Miller, University of Nevada-Reno, “Identities at the Intersections of Literacy and Disability”

Lauren Rosenberg, University of Texas at El Paso, “Entanglements of Literacy Studies and Disability Studies”

*First-Year Writing*

**O-6 (Teaching) Writing from Experience: Three Provocations On-Demand Session**

In the context of concerns about the value of students writing from experience, this session finds it surprisingly diverse and capacious: as students essay, from experience, on rhetorical virtues; as they draw from both “found” and “sought” experience; and as they render experience to engage in consequential political action.

**Chair and Speaker:** Kathleen Blake Yancey, Florida State University, “The Political Power of Writing from Experience: The Case of the Parkland Survivors”

**Speakers:** Doug Hesse, University of Denver, “Experience Found, Experience Sought, Experience Refracted”

Nicole Wallack, Columbia University, “Enacting Rhetorical Virtues of Writing from Experience: The Essay Praxis”

*Information Literacy and Technology*

**O-7 A Call for Teachers: Networking Information Literacy in University Libraries and Writing Programs On-Demand Session**

Speakers will present results of tracing IL networks in the UCSB Library and Writing Program, including an embedded online library module developed by university librarians; results of a survey focusing on faculty perceptions of IL; the result of focus-group interviews exploring writing faculty research experiences; and activities from FYC.

**Chair:** Nicole Warwick, University of California, Santa Barbara

**Speakers:** Becca Greer, University of California, Santa Barbara, “Information Literacy”

Jennifer Johnson, University of California, Santa Barbara, “Information Literacy”



### Engaged Learning Experience Session

#### *First-Year Writing*

## **O-8 A Fine Mesh: Using Code-Meshing to Spark and Support Students' Critical Thinking and Writing Skills** **On-Demand Session**

Current composition and rhetoric classrooms, multimodality, multimedia, and pop culture help students not only understand traditional theory-heavy academic texts, but promote deeper critical thinking in student writing projects. This Engaged Learning Experience session proposes practices to pedagogically switch from an intellectual binary to a growing collaborative commonplace energized by code meshing.

**Chair and Speaker:** Daniel Dissinger, University of Southern California  
**Facilitators and Speakers:** Danielle Lee, SUNY College at Old Westbury  
Kelly Lemons, Teachers College (Columbia University) and City College of New York  
Katherine Robison, University of Southern California

### Engaged Learning Experience Session

#### *Writing Programs*

## **O-9 A Program without a Program: Sustaining a Cohesive Two-Year Writing Program without a WPA** **On-Demand Session**

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

**Chair and Speaker:** Jennifer Heinert, University of Wisconsin-Milwaukee  
**Speakers:** Rachel Barger, University of Wisconsin-Milwaukee  
Gillian Van Treese, University of Wisconsin-Milwaukee  
Jack Van Treese, University of Wisconsin-Milwaukee

#### *Labor*

## **O-10 A Study Interrupted: Tracking the Constantly Shifting NTT Labor Experience** **On-Demand Session**

Panelists present the results and implications of a data-driven study of NTT writing faculty positions where participants were asked to track their labor. Though COVID-19 interrupted normal data collection, the results of the study illuminate those tasks that reside in the invisible commonplaces of our work and empower faculty.

**Chair:** Maria Soriano Young, John Carroll University

***Chairs and Speakers:*** Kim Fahle Peck, York College of Pennsylvania  
Denise Krane, Santa Clara University

***Respondent:*** Alysia Robin Hantgan, Purchase College SUNY/Concordia  
College/Pace University

*Access*

**O-11 Access to Academic Literacies On-Demand Session**

This panel discusses how institutional documents and procedures regulate access to academic literacies through historical and international perspectives.

***Chair:*** Jeremy Levine, University of Massachusetts-Amherst, “The College Board’s Composition Tests and the Rise of the Writing Sample, 1942–1964”

**O-13 Archives as Commonplaces: How We Listen to History and Create Collective Narratives On-Demand Session**

We discuss the significance and struggles in the researching, creating, and teaching of archives. Speakers 1 and 2 redefine/reframe the National Archives of Composition and Rhetoric (NACR); Speakers 3 and 4 question how we view histories as incomplete linear narratives and how we train future researchers to narrate ethically.

***Chairs and Speakers:*** Bradfield Dittrich, Southern New Hampshire University

Meaghan Dittrich, University of New Hampshire

Corey McCullough, Fort Lewis College

Katherine Tirabassi, Keene State College

*College Writing Transitions*

**O-14** **Articulating Boundaries: Contesting the Commonplace Divisions between High Schools and Colleges**  
**On-Demand Session**

We argue that the prevailing logic that separates sites and stages of education undergirds the pressing problems of segregation, standardization, and corporatization. By tracing how the present-day high school and college emerged historically, we interrogate the commonplaces that shape our current practice and recover possibilities for other arrangements and conceptualizations.

**Chair:** Amy Lueck, Santa Clara University, “Articulating the Divide”

**Speakers:** Annie Mendenhall, Georgia Southern University–Armstrong Campus, “Legislating the Divide”

Bethany Monea, University of Pennsylvania, “Mediating the Divide”

Brice Nordquist, Syracuse University, “Scaling the Divide”

*Creating Writing and Publishing*

**O-16** **Beyond Celebrity Authors and Pedagogies of Genius: Transforming Teacher-Writer Identities in Creative Writing and Composition** **On-Demand Session**

This panel investigates commonplace understandings of the role of the “teacher-writer” by comparing inherited constructions of identity within composition and creative writing. We survey foundational myths about who “teacher-writers” are and what roles they play; then, we identify alternative, inclusive models of identity suitable for transformative articulations of writing studies.

**Chair and Speaker:** Steve Westbrook, California State University, Fullerton, “The Art of Saying ‘No’: Reexamining the Teacher-Prohibitors of Creative Writing Handbooks”

**Speakers:** Janelle Adsit, Humboldt State University, “Writing about (Creative) Writing: The Humbling Act of Naming What We Think We ‘Know’ — And Developing an Antiracist Lens for Our Lenses”

Micah McCrary, Syracuse University, “Authority and Generalized Representation in Nonfiction’s Pedagogical Practice(s)”

Susan Meyers, Seattle University, “Writers Who Teach and Teaching ‘Non-Writers’: Creative Writing across Institutional and Disciplinary Lines”

James Ryan, University of Wisconsin-Madison, “Teacher, Writer, Scholar: What Counts as Knowledge in Creative Writing”

*Access*

**O-17 Beyond Discipline and Punish in FYW: Creating a New Commonplace through Rethinking Attendance Policies**  
**On-Demand Session**

Using the framework of Critical Disability Studies, this panel explores ways of revising institutional and disciplinary attendance policies in order to create an accessible and inclusive learning environment in FYW.

**Chair and Speaker:** Angela Mitchell, University of North Carolina at Charlotte, “A Writing Program Administrator’s Approach to Implementing a Flexible First-Year Writing Attendance Policy for Students with Disabilities”

**Speakers:** Debarati Dutta, University of North Carolina at Charlotte, “‘It Is in the Syllabus!’: The Discursive Construction of (Dis)Ability in First-Year Writing Syllabi”

Jan Rieman, University of North Carolina at Charlotte, “Developing a Trauma-Aware Pedagogy”

*Labor*

**O-18 Both Teacher and Student: Support for Graduate Teaching Assistants during COVID-19** **On-Demand Session**

This panel explores how institutions, departments, and writing programs supported graduate teaching assistants at the beginning of the COVID-19 pandemic. As GTAs and WPAs ourselves, we ask how institutions and writing programs can better support their graduate and contingent instructors, and how our field can prepare WPAs to address crises.

**Chair and Speaker:** Charlotte Kupsh, University of Nebraska-Lincoln, “‘Working around the Clock’: Teaching through Displacement during COVID-19”

**Speakers:** Serenity Dougherty, University of Nebraska-Lincoln, “Assessment in Crisis: GTAs, Grading, and COVID-19”

Jenni Moody, University of Wisconsin-Milwaukee, “Maximum Flexibility and Goodwill: Creating Learning Communities of Access and Care for New GTAs”

*Professional and Technical Writing*

**O-19 Case Studies of Familiar and Emergent Genres**  
**On-Demand Session**

Students and machines learn to write by different means and for different purposes, but perhaps they share a common goal of creating content that teaches, informs, or persuades. Panelists present case studies of paragraph development, clickbait composition, and automated writing and their implications for pedagogy.

**Speaker:** Yingying Tang, Auburn University, “Automated Writing and Emerging Concepts of Audience in Composition Studies”

*Language and Literacy*

**O-23 Commonplaces in Social Justice Pedagogies:  
Challenging Liberal Literacies in a Neoliberal World**  
**On-Demand Session**

This panel looks at how neoliberalism has altered our students’ views of academic literacy normativities and teachers’ ways of valuing it.

**Chair and Speaker:** Donna LeCourt, University of Massachusetts Amherst, “Liberal Pedagogies in a Neoliberal Context: A Critique”

**Speakers:** Robin Garabedian, University of Massachusetts Amherst, “When Choices Aren’t Choices: Academic Literacy Normativities from an Undergraduate Student’s Perspective”

Anna Rita Napoleone, University of Massachusetts Amherst, “Erasing Class in Academic Social Space: Teachers’ Performance of Neoliberal Literacy Values”

*Writing Programs*

**O-24 Compassionate Writing Program Administration and the Untenured WPA On-Demand Session**

Nine untenured WPAs and a respondent discuss ways to build writing programs that are compassionate toward students, faculty, and themselves.

**Chair and Roundtable Leader:** Amanda Sladek, University of Nebraska at Kearney

**Speakers:** Kat Bell, Colorado College

Elizabeth Burrows, Auburn University at Montgomery

Rebecca Gerdes-McClain, Columbus State University

Jenna Goldsmith, Oregon State University-Cascades

Stacy Kastner, University of Pennsylvania

Angela Mitchell, University of North Carolina at Charlotte

Laura Proszak, Mercy College

Nathan Shank, Oklahoma Christian University

Michelle Stuckey, Arizona State University

**Respondent:** Susan Miller-Cochran, University of Arizona

**O-26 Confronting Patriarchy in Higher Education: The Writing Classroom, Title IX, and Academic Hiring On-Demand Session**

This panel explores how the academy conditions forms of gendered and sexist discriminations that impinge on the writing classroom, interrogating how patriarchal ideologies pervade institutional procedures and processes.

**Chair:** Stephanie Kerschbaum, University of Delaware

**Speakers:** Kendall Gerdes, University of Utah

Stephanie Larson, Carnegie Mellon University

Jennifer Sano-Franchini, Virginia Tech

**Respondent:** Neil Simpkins, University of Washington, Bothell

*Writing Programs*

**O-27 Contract Grading in the Ecosystem: Student, Faculty, and WPA Experiences of Contract Variations across a Program** On-Demand Session

Through a program-wide ecological study of contract grading and a study on student perspectives, we represent the experiences of contracts for students, faculty, and WPAs. Speakers will describe the implementation of a variety of contracts in multilingual, lower division, and upper division courses, and offer strategies for teaching with contracts.

**Speakers:** Sarah Faye, University of California, Davis  
Cassie Hemstrom, University of California, Davis  
Erika I-Tremblay, University of California, Davis  
D. J. Quinn, University of California, Davis  
Lisa Sperber, University of California, Davis  
**Respondent:** Dan Melzer, University of California, Davis

*Reading*

**O-28 Critical Reading and Literature** On-Demand Session

This panel explores intersections of literary reading and critical reading, arguing for the importance of close reading of complex texts.

**Chair:** Alice Horning, Oakland University, “Critical Reading: The Neglected Commonplace”  
**Speakers:** David Beaumier, Western Washington University, “Using Consent as a Lens for Literature”  
Paul Puccio, Bloomfield College, “The Uses of ‘Unmethodical’ Writing, or What Can Writing about Rilke Do for Me?”

*Writing Programs*

**O-29 Crossing Borders and Commonplaces: Independent Writing Programs in the 21st Century** On-Demand Session

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

**Standing Group or Caucus Chair:** Jan Rieman, University of North Carolina at Charlotte  
**Chair and Speaker:** Susan Pagnac, Central College  
Alice Myatt, University of Mississippi  
Cynthia Nahrwold, University of Arkansas Little Rock

*First-Year Writing*

**O-30 CTRL+A /Select All: Evaluating Practices for Improving Composing Technology Fluency in First-Year Writing**

This presentation will discuss results of a study of first-year-writing students' knowledge of and strategies for navigating word processing and other technologies common to the college composition classroom, considering the similarities and differences between the responses of students entering college in fall 2019 and fall 2020.

**Speakers:** Gregory Cass, Lasell University

Sara Large, Lasell University

Michelle Niestepski, Lasell University

Annie Ou, Lasell University

*Community, Civic & Public Contexts of Writing*

**O-32 Cultivating Resilience and Restorative Practices during Social Distancing**

For educators who engage in public, civic, and service-learning courses and research, the unprecedented shift to online modalities in 2019 prompted us to carefully consider how to sustain our commitment to community. This panel considers several resilience and restorative practices to implement in online writing classrooms despite social distancing boundaries.

**Speakers:** Sara P. Alvarez, Queens College, CUNY, "When Community Action Enters the Writing Classroom: Lessons Learned with UndocuActivists"

Genesis Barco-Medina, Northeastern University, "Our Responsibility to Experiential Learning: Service-Learning in an Online Technical Writing Course"

Abbie DeCamp, Northeastern University, "Memes as Literacy Practice inside and outside the Writing Classroom"

**Respondent:** Ellen Cushman, Northeastern University



*Language and Literacy*

**O-33 Cultural Paradigms in Teaching Composition by Non-Native English-Speaking Writing Instructors**  
**On-Demand Session**

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

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

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

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

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

*Historical Perspectives*

**O-34 Damned If We Do? Past Composition Practices as Sites of Moral Complexity and Ethical Negotiation**  
**On-Demand Session**

Writing studies is increasingly (re)turning to questions of ethics, morality, and civic obligation. Revisiting the field’s pasts, panelists show how putatively “moral” practices can be nested with ethical complexities and unjust assumptions. Ethical negotiation is an essential element of writing education; history provides models for this work.

**Chair:** Anne Ruggles Gere, University of Michigan

**Speakers:** J. W. Hammond, University of Michigan, “Practicing What Eugenics Preaches: Biopolitics, Diversity, and the ‘Mora’ Origins of Peer Assessment Practices”

Michael Hoffman, University of Michigan, “The Good Soldier and the Good Student: Personal Pasts and Military Culture in the Writing Classroom”

Kathryn Van Zanen, University of Michigan, “Civic Education and Crisis Response: Lessons from World War I and the War Issues Course”

Crystal Zanders, University of Michigan, “Who’s Missing? How Our Policy Pasts Impact Our Present Class”

*First-Year Writing*

**O-36** **Developing Genre Knowledge: Adaptable, Evidence-Based Small Teaching Practices for FYW** **On-Demand Session**

This presentation will review genre theory and scholarship on both deliberate practice and “small teaching.” We will report results from our two-university, FYW genre study, and provide a thick description of how students acquire genre knowledge. Finally, we will share the “small teaching” methods used in the study.

**Chair:** Carol Hayes, George Washington University

**Speakers:** Gwen Gorzelsky, Colorado State University  
Joe Paszek, University of Detroit Mercy

*Community, Civic & Public Contexts of Writing*

**O-37** **Digital Literacy, Social Media, and Public Response in Times of Controversy** **On-Demand Session**

The panel discusses controversies that have gained traction on social media, the public responses that followed, and what writing teachers can learn. Topics include the removal of a Confederate monument, the results of a COVID-19 antibody test, and hashtag movements after the murder of George Floyd.

**Chair and Speaker:** Brandy Dieterle, University of Central Florida,  
“Tensions in Hashtag Activism: Redressing When Participation  
Silences Instead of Uplifts Needed Voices”

**Speakers:** Katie Powell, University of Arkansas, “Heritage, Hate, or  
Hospitality: Using Sentiment Analysis to Cultivate Meaningful Social  
Media Response”

Sara West, San Jose State University, “Preprint Publications and Public  
Peer Review: What We Can Learn from the Santa Clara Antibody  
Study”

*Community, Civic & Public Contexts of Writing*

**O-38 Dignity Matters: Public Writing, Graduate Student Education, and Prison Writing Programs** On-Demand Session

From the perspectives of the two writing professors, a graduate student partnering with a prison writing program, and two formerly incarcerated writers who went to college while in prison, our panel offers insight on this collaborative writing project and ways that such collaboration and shared writing practices are rooted in the dignity of writing education, knowledge production, and community building.

**Speakers:** Tariq Baiyina, Common Good Atlanta, “From Incarceration to Community Organizing”

Daniel Floyd, University of Cincinnati, “Unprisoned Activism: The Rhetoric of Prisoners and Democratic Participation”

Isaac Foster, Emory University

Sarah Higinbotham, Common Good Atlanta/Emory University, “Human Dignity as a Foundational Writing Concept”

Kathleen Leuschen, Emory University, “Community Partnerships and Graduate Education: Ethical Approaches to Curriculum and Collaboration”

Janine Solursh, Common Good Atlanta, “Seeking Dignity through Writing in Prison”

*Community, Civic & Public Contexts of Writing*

**O-39 Embodying Agency: Feminism, Rhetoric, and Resistance in Online Medical Communities** On-Demand Session

This panel explores the gendered politics of consent and agency in online communities about health and medicine.

**Chairs:** McKinley Green, The University of Minnesota–Twin Cities, “Queer/ing Public Pedagogies of HIV/AIDS”

Elena Kalodner-Martin, University of Massachusetts Amherst, “‘Beyond the Bikini’: Writing as a Form of Resistance in Alternative Medical Spaces”

Megan Schoettler, Miami University of Ohio, “Feminist Affective Resistance: Digital Literacies and Pedagogies”

*Language and Literacy*

**O-41 Empowerment as a Commonplace for Literacy Instruction in Appalachia: Examining Competing Definitions in Historical and Contemporary Settings**  
**On-Demand Session**

This panel responds to scholars' call for the need to critique and revise the concept of empowerment by questioning how the concept informs literacy work in the Appalachian region.

**Chair:** Sara Webb-Sunderhaus, Miami University

**Speakers:** Katie Beth Brooks, Virginia Tech University

Emma Howes, Coastal Carolina University

Amanda Tennant, West Liberty University

*First-Year Writing*

**O-42 Not What They Learn but How They Learn: Measuring Students' Self-Efficacy and Metacognition through Teacher-Driven Assessment Research** **On-Demand Session**

Panelists will explore the value of actively rethinking conventional practices by introducing complexity and multiplying methods. Drawing on recent assessment scholarship, we'll describe our program's experiences with teacher-driven assessment, sharing the results of a longitudinal study designed to listen to our students' own perceptions of how they learn.

**Chair:** Edward Comstock, American University, "The Complexities of Student Focus Groups"

**Speakers:** Bruce Berger, American University, "What Adjunct Faculty Want and Need from Assessment"

Mike Cabot, American University, "Measuring Perception and Growth of Self-Efficacy through Surveys"

Lacey Wootton, American University, "The Assessment Project: Faculty Agency, Complexity, and Meaningful Inquiry"

*Theory and Research Methodologies*

**O-44 Epideictic Listening: Toward a Theory and Praxis for Listening, Writing, and Revising Commonplaces**  
**On-Demand Session**

Through a series of case studies from writing classes to community partnerships, we explore a new theory called epideictic listening.

**Chair and Speaker:** Sarah Hart Micke, University of Denver

**Speakers:** Robert Gilmor, University of Denver

Angela Sowa, University of Denver

*Theory and Research Methodologies*

**O-45 Evidence-Based Practices to Support Graduate Writing: Graduate Writing Groups and Graduate Editing Services**  
**On-Demand Session**

This panel explores long-term graduate writing support practices, including graduate writing groups and graduate editing services, and provides evidence-based findings on their effectiveness.

**Speakers:** Wenqi Cui, Indiana University of Pennsylvania

Islam Farag, Indiana University of Pennsylvania

Jing Zhang, Indiana University of Pennsylvania

**Respondent:** Dana Driscoll, Indiana University of Pennsylvania

*Historical Perspectives*

**O-47 Expanding the Commonplaces of Historical Studies of Rhetoric: Including the Marginalized** **On-Demand Session**

This panel explores histories of rhetoric and writing in diverse locations and among marginalized communities. We focus on women in colonial records in South Africa, the Black worker-owned Poor People's Corporation in Mississippi, Aspasia as an Other in Athens, and women teachers of rhetoric in early China.

**Chair and Speaker:** Emily January Petersen, Weber State University, "Colonial Technical Communication in South Africa: Hearing Women's Voices"

**Speakers:** Heather Buzbee, University of South Carolina, "Her Rhetoric Persists: Aspasia's Private Rhetoric as a Shift in Commonplaces"

Breeanne Matheson, Utah Valley University, "Colonial Technical Communication in South Africa: Hearing Women's Voices"

Don Unger, University of Mississippi, “From Civil Rights to Black Power: Community Uplift, Commonplaces, and Writing Instruction in Mississippi”

Hui Wu, University of Texas at Tyler, “A Rhetorical Reading of Ancient Chinese Women Teachers”

#### **O-48** Anatomies of Writing Programs: Sustaining Their Institutional Common Places **On-Demand Session**

Representing six institutions, seven WPAs share how they built or revised their program’s anatomical structures while responding to student needs and administrative challenges. Resources are provided, allowing presenters to provide brief overviews that will allow for ample discussion and sharing.

**Speakers:** Lisa Blansett, University of Connecticut, “Ecologies and Anatomies of Access: Redesigning a FYW Program and WPA Labor”

Eric D. Brown, Arizona State University, “(Un)Common Transitions: A Writing Program Incorporates a Common Read”

Kathryn Douglas, Fairleigh Dickinson University, “Collaboration as Design Move: Writing Program Development as Process”

Erick Piller, Nicholls State University

*Access*

#### **O-49** Accessibility in Digital Literacy Practices **On-Demand Session**

Panelists explore access to digital literacies in the wake of the COVID-19 pandemic. Issues addressed include equity, labor, and diverse learning styles.

**Chair:** Sarah Z. Johnson, Madison College, “Rethinking Access: Building Programs to Democratize Online Success”

**Speakers:** Lucy Johnson, University of Wisconsin–Eau Claire, “Digital Literacies”

Zarah Moeggenberg, The College of St. Scholastica, “Digital Literacies”

*Access*

**O-50 Feminist Compositionists Facilitating Cross-Disciplinary Coalitions for Inclusive Institutional Change**  
**On-Demand Session**

This panel features teachers/scholars who leverage their pedagogical experience to work toward institutional change. Presenters share initiatives they've led to alter educational structures, particularly those that make college inaccessible to students across lines of difference. Audience members will leave with resources for becoming change agents at their institutions.

**Speaker:** Rebecca Richards, University of Massachusetts Lowell, "Writing Antiracist Feminist Conversations into Curriculum: An SLAC Story"  
Marika Seigel, Michigan Technological University, "From Design Thinking to Rhetorical Listening: Building Interdisciplinary Coalitions for Institutional Change"  
Jenna Vinson, University of Massachusetts Lowell, "The Family-Friendly Rhetorician: Making College Accessible for Pregnant and Parenting Students"

*Community, Civic & Public Contexts of Writing*

**O-51 Feminist Interrogations of Participation as a Commonplace in Community-Based Teaching and Learning**  
**On-Demand Session**

This panel interrogates "participation" as a topoi, proposing expanded feminist possibilities for community-based teaching and learning.

**Speaker:** Keri Epps, Wake Forest  
Rachel Gramer, Illinois State University  
Mary P. Sheridan, University of Louisville

*Language and Literacy*

**O-52 Finding Common Places through Sound and Silence in First-Year Writing**  
**On-Demand Session**

This panel explores pedagogical approaches to incorporating rhetorics of sound in composition courses.

**Speaker:** Clint Bryan, Northwest University, Kirkland, WA, "Language and Literacy: 'Bound to Sound' —Listening to FYC Literacy across Ong's 'Great Leap'"  
Thomas Lawson, University of Pittsburgh, "Sound Collage as Living Argument"  
Meg Marquardt, University of Wisconsin-Madison, "Toward a Feminist Sonic Pedagogy: Research as Listening"

Natalie Taylor, The University of Texas at El Paso, “Quiet Narratives that Circulate: Reimagining the Role of Silence in the Dialogical Classroom”

*Community, Civic & Public Contexts of Writing*

**O-53 For the Common Good: Students Protest the Right to Access Literacy and Freedom On-Demand Session**

This panel analyzes how students respond to the eradication of their access to opportunity. Presenters examine students writing within their communities about issues threatening their survival such as major budget cuts to public education, as well as anti-immigration policies.

**Chairs:** Glenn Hutchinson, Florida International University, “Transforming the Writing Classroom with Student Organizers for Immigrant Rights”

Anna Zeemont, CUNY Graduate Center, “‘It’s Always Been a Struggle’: Composing, Protest, and Historiography in the Neoliberal University”

*Access*

**O-54 Four Takes on Grading Contracts: Evolving Assessment Practices to Meet Students and Institutional Contexts On-Demand Session**

We share four different grading contracts that have evolved to meet the needs of specific students, teachers, and institutional contexts.

**Chair:** Kate Navickas, Cornell University, “Grading Contracts for Basic Writers”

**Speakers:** Catherine Gabor, University of San Francisco, “Grading Contracts and International Students”

Nicole Gonzales Howell, University San Francisco, “Grading Contracts and Universal Design for Learning”

Laura Panning Davies, SUNY Cortland, “Suddenly Online: Adapting Grading Contracts for Equity and Access in Uncertain Times”

*First-Year Writing*

**O-55 Generating a Common Ethic: Controversial Topics in the Writing Classroom On-Demand Session**

Panelists present case studies from their writing courses where students have taken up controversial topics such as environmentalism and climate change, social class inequality, racism, and disability. As a panel, we ask, how can we support students in learning how to evaluate and practice the ethical dimensions of writing?



**Chair:** Aubrey Schiavone, University of Denver

**Speakers:** Russell Brakefield, School of Mines and University of Denver  
Merideth Garcia, University of Wisconsin La Crosse

*Professional and Technical Writing*

**O-56 Teaching and Learning Innovations in PTC On-Demand Session**

Peer review can be challenging for students new to technical writing because of lack of familiarity with its genres and contexts. Panelists analyze students' verbal moves in three computer-mediated peer review modes, as well as what reviewers learn about their own writing from the encounter with another's.

**Chairs:** Elizabeth Gellis, Purdue University, "Implementing Contract Grading in Professional Writing"

Krista Quesenberry, Albion College, "The Only Peer Review Question That Counts"

John Seabloom-Dunne, Pennsylvania State University, "Collaborative Assessment: Grading Contracts in the Technical Writing Classroom"

Sofya Tarabrina, University of New Mexico, "The Effect of Various Computer-Mediated Peer Review Modes on Student Verbal Moves in a Multilingual Technical Writing Classroom"

*Writing Programs*

**O-57 Designing Decolonialized and Equitable Commonplaces in Writing Centers and Writing Instruction On-Demand Session**

This panel advocates ways of addressing programmatic, institutional, and professional commonplaces with an eye toward equity, inclusion, and decolonialization.

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

**Speakers:** Paul Beehler, University of California at Riverside, "Excuse Me, but What Department Is This? A Dialogue between Two Befuddled Academics about the Colonized Commonplace of Composition"

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

*First-Year Writing*

**O-58** **Identities in Flux: STEM Genres in the First-Year Writing Classroom** **On-Demand Session**

This panel will share the results of an innovative pilot writing course that bridges STEM genres with first-year writing, exploring assignments that students deem meaningful.

**Chairs:** Jeannie Im, New York University, “Implied Integrative Learning in a First-Year Multigenre Writing Course”

Abigail Rabinowitz, New York University

**Speakers:** Michele Hanks, New York University, “Writing about Research and the Development of Interactional Expertise among First-Year Engineering Students”

Christina Van Houten, New York University, “Service-Learning and Citizen Scientists”

*College Writing Transitions*

**O-60** **Three Teachers Teaching: Pedagogy in the ALP Classroom** **On-Demand Session**

The three presenters are all writing teachers who have taught writing in an ALP program for a combined total of more than twenty years. We plan to share what we’ve learned about teaching in a co-req environment with other faculty and to hear what they’ve learned.

**Chair and Speaker:** Peter Adams, Community College of Baltimore County, “Exploring Language and Power in the ALP Classroom”

**Speakers:** Haleh Azimi, Community College of Baltimore County, “Integrating Reading and Writing in the ALP Classroom”

Elsbeth Mantler, Community College of Baltimore County, “Addressing Noncognitive Issues in the ALP Classroom”

*Labor*

**O-61 Mentorship in Less-Common-Places On-Demand Session**

Panelists from varied institutional ranks and locations will discuss the many nontraditional, less-visible, and precarious locations of mentorship that are essential to the survival of teachers, scholars, and practitioners, particularly those who exist on the margins of academia.

**Speakers:** Leigh Gruwell, Auburn University

Mandy Olejnik, Miami University

Devon Ralston, Winthrop University

**Respondents:** Genesis Barco-Medina, Northeastern University

Charles Lesh, Auburn University

*Writing Programs*

**O-62 Institutional Support for Multilingual Writers: Implications for Writing Centers and Writing Programs On-Demand Session**

This panel considers approaches to supporting multilingual writers via writing centers and composition courses.

**Chairs:** Larysa Bobrova, Miami University, Oxford, OH, “Training Consultants to Work with Multilingual Writers: An Interdisciplinary Approach”

Lisa DiMaio, Drexel University, “Negotiating Difference: A Critical Discourse Analysis of Writing Center Interactions between Peer Tutors and Multilingual Tutees”

**Speaker:** Kodwo Adam-Moses, Auburn University, AL, “Assessing Composition: Practices and Challenges of Selected Universities in an English as Second Language (ESL) Context”

*Access*

**O-63 Interactive Autoethnographies: Challenging Exclusion and Inaccessibility through Theater, Multilingual Pedagogy, and Critical University Studies**  
**On-Demand Session**

This panel calls out commonplaces of inclusion and access in our institutional contexts through the method of autoethnography. Panelists ask audience members to include their own confrontations with exclusion in the construction of a collective autoethnography, encouraging audience participation through radical listening, collective writing, and vocalized witnessing.

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

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

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

Dhipinder Walia, Lehman College, “The Academic Tourist (without a Map)”

*Information Literacy and Technology*

**O-64 It Starts with a (Digital) Story: Accessing Academic Inquiry through Digital Storytelling** **On-Demand Session**

Teacher-researchers in an English pedagogy program and the instructor of their digital media course describe using digital storytelling to access academic inquiry. Sharing digital composing processes rooted in personal experience, the panelists illustrate how digital storytelling becomes a generative practice through which students can merge personal, scholarly, and teacherly identities.

**Chair and Speaker:** Sara Cooper, Murray State University

**Speakers:** Andrea Boyles, Murray State University

Ingrid Bradley, Murray State University

Gregory Ramirez, Murray State University

*Language and Literacy*

**O-65 Language Diversity as Commonplace On-Demand Session**

This panel challenges the deficit view of students from various backgrounds and considers how writing teachers can move toward pedagogical models that support all writers.

**Chair:** Isaac Wang, Purdue University, “Resisting Erasure: Decolonization and the Language Politics of AI-Assisted Writing”

**Speaker:** Aparna Dwivedi, University of Alabama at Birmingham, “We Are All Writers: Liberating Nonnative Speakers of English in the First-Year Writing Classroom”

*College Writing Transitions*

**O-66 Challenging the Commonplace of Standard Academic English On-Demand Session**

This presentation challenges the commonplace of Standard Academic English through theory and case studies and encourages attendees to examine their own pedagogical approaches.

**Chair:** Keith Lloyd, Kent State University Stark, “English Is Not a Thing: How We Can Stop Teaching and Start Innovating ‘Standard’ English”

**Speakers:** Rachel Rodriguez, University of Louisville, “Questioning Our Reification of ‘Standards’ in the Writing Classroom”

Soha Youssef, Thomas Jefferson University, “Challenging the Commonplace of Grammar Instructional Practices for English Language Learners’ Adaptive Transfer of Writing Knowledge”

*Writing Programs*

**O-67 Mapping Pathways of Undergraduate Research Experiences On-Demand Session**

This panel maps pathways of undergraduate research by highlighting undergraduate researchers in the first-year composition classroom, students writing senior theses, and recent graduates who engaged in undergraduate research. The panelists argue that the firsthand experience of undergraduates must guide how we structure meaningful and equitable experiences in our local contexts.

**Chair:** Michael Zerbe, York College of Pennsylvania

**Speakers:** Kristine Johnson, Calvin College, “Undergraduate Researchers as Writers: A Diary Study”

Ethna Lay, Hofstra University, “‘Making Meaning’: Undergraduate Researchers in the First-Year Composition Classroom”  
Michael Rifenburg, University of North Georgia, “Undergraduate Researchers as Alumni”

*First-Year Writing*

**O-68 Grading Revisited: Assessment Methods and the Future of College Composition On-Demand Session**

This panel analyzes evidence from longitudinal studies that tested the efficacy of nontraditional forms of assessment and evaluation. Speakers 1 and 2 discuss USC’s pilot study of grading contracts in first-year writing courses. Speaker 3 considers how to enhance student engagement by giving students more agency in the assessment process.

**Speakers:** Rory Lukins, University of Southern California, “The Rubric and the Contract: Results from USC’s Contract-Grading Pilot Program”  
Daniel Pecchenino, University of Southern California, “‘Exactly What I Needed to Fix’: Feedback in Dialogue”

*Writing Programs*

**O-69 Methods for Effective Assessment in Writing Programs On-Demand Session**

This panel explores assessment challenges including adapting outcomes, instructor agency, and purposeful program assessment.

**Chair:** Jesse Priest, Antioch University Seattle, “Translating (and Interrogating) Institutional Learning Outcomes for Effective WPA Work”

**Speakers:** Kailyn Shartel Hall, Purdue University, “Inherited Rubrics and Graduate Instructor Agency in Classroom Assessment”  
Heather Thomson-Bunn, Pepperdine University

Access

**O-71** **Mise en Academe: Learning to Learn to Write by Reflecting** **On-Demand Session**

Presenters will discuss ongoing projects that expand reflective and metacognitive writing practices at their institutions. We hope to open a lively conversation about the educational challenges and opportunities of reflective writing in an educational landscape transformed by COVID-19 and the social unrest of the past year.

**Chair and Speaker:** George Cusack, Carleton College, “Transitional Awareness: Helping FYS Students Develop a Projective Identity for the Game of College”

**Speakers:** Bridget Fullerton, Bates College, “Suddenly Online; Suddenly Writing Instructors: Reflections on a Communal WAC-Fac Opening Outward in the Time of COVID”

Lisa Lebduska, Wheaton College, MA, “Peer Review as Reflection in Print and Digital Composing”

Kara Wittman, Pomona College, “Metacognitive Creep: Developing an Institution-Wide Culture of Reflection”

*College Writing Transitions*

**O-73** **Flying Blindly through Thirdspace: Adaptations to Studio Programs Caused by the COVID-19 Pandemic** **On-Demand Session**

The participants in this panel will share what they learned about students and writing studio through this experience of adapting their programs for COVID-19.

**Chair and Speaker:** Mark Sutton, Midlands Technical College

**Speakers:** Debra Brown, Southeastern University

Karen Johnson, Shippensburg University

Michelle Miley, Montana State University

*Writing Programs*

**O-74 Curating Writing Teacher Development across Scenes of Writing Instruction On-Demand Session**

This panel considers approaches to continually developing writing instructors across career spans and institutional spaces.

**Chair:** Kali Finn, Bemidji State University, “The Challenges of Using Programmatic Interventions and Pedagogical Affordances in GTA Training and Teaching: A Qualitative Study about GTAs’ Curriculum Knowledge”

**Speakers:** Steven Accardi, College of DuPage

Jillian Grauman, College of DuPage

Brendan Hawkins, Florida State University, “Curating Faculty Development”

**Engaged Learning Experience Session**

*Community, Civic & Public Contexts of Writing*

**O-75 Neoliberalism, Retention Programs, and “Social Justice”: Investigating Commonplace Notions of Higher Education and Social Mobility On-Demand Session**

This Engaged Learning Experience session is intended to slow down conversations surrounding student retention and facilitate inquiry into individual, institutional, and cultural ideas about the relationship between higher education and social mobility. This activity is in three parts: self-reflection, research, and discussion.

**Facilitators:** Cristine Busser, University of Central Arkansas  
Jen Talbot, University of Central Arkansas

**O-76 New Solutions for Longstanding Problems for WPAs: Class Size, Placement, and Sites On-Demand Session**

This panel offers new answers to perennial questions in writing program administration on class size, placement, and sites of teaching.

**Speakers:** Mellisa Huffman, Angelo State University, “Troubling the Narratives about Class Size: Bridging the Gap between Disciplinary Recommendations and Institutional Realities”

Cheri Lemieux Spiegel, Northern Virginia Community College, “Troubling the Narratives about Class Size: Bridging the Gap between Disciplinary Recommendations and Institutional Realities”



*Professional and Technical Writing*

**O-77 OER and (Un)Common Teaching Practices: Agile, Dynamic, and Diverse Teaching Approaches in Technical Writing On-Demand Session**

We aim to explore our commonplace as technical writing teachers and the desire to use “a set of shared cultural resources” (Lindquist), but consider where our unique teaching roles influence decisions we make for using and adopting a “creative commons” OER course.

**Chair:** Amber Lancaster, Oregon Tech

**Speakers:** Matt Frye, Oregon Tech

Franny Howes, Oregon Tech

Susan Rauch, Embry Riddle Aeronautical University

*First-Year Writing*

**O-78 Open Access at Work from Home: How One FYW Program’s Open-Access Textbook Supported Instructors during the Spring 2020 Online Transition On-Demand Session**

We discuss our open-access textbook as a site for community building in our FYW program (a commonplace) and as a tool for pedagogical support for full- and part-time instructors during the chaotic spring 2020 transition to online learning.

**Chair and Speaker:** Melanie Gagich, Cleveland State University, “Reflecting on the Role(s) of Our OA Textbook during the COVID-19 Semester Shift to Online Learning”

**Speakers:** Mandi Goodsett, Cleveland State University, “Disrupting Tradition through the Integration of Open Pedagogy”

Rachel Rickel, Cleveland State University, “Straddling the Divide: One Part-Time Instructor’s Experience with Participating in an Open Textbook Team”

Emilie Zickel, Cleveland State University, “Reflecting on the Role(s) of Our OA Textbook during the COVID-19 Semester Shift to Online Learning”

*Information Literacy and Technology*

**O-80 Pedagogical Possibilities: Engaging Modes of Modality and Transfer On-Demand Session**

This panel responds to two major “turns” in rhetoric and composition—those of multimodality and of writing transfer. The goal of this session is to explore four distinct pedagogical strategies that composition instructors can use to extend knowledge transfer in their courses through engagement with multimodal tools.

**Chair:** Jacob Richter, Clemson University

**Speakers:** Dan Frank, University of California, Santa Barbara, “Digital Mediation in an Ad-Hoc Online World: Using Tools to Promote Multimodal Collaboration across Space and Place”

Sarah Richardson, Clemson University, “Writing through Imagery: Photographic Engagement in Rhetoric and Composition”

Hannah Taylor, Clemson University, “Beyond Produce: Examining Ethical and Embodied Multimodal Frameworks in the First-Year Writing Classroom”

*Theory and Research Methodologies*

**O-81 Personhood as Topos in Postsecondary Writing Instruction On-Demand Session**

A session exploring the use of “personhood” as a heuristic for understanding various issues central to postsecondary writing instruction and its sociopolitical contexts. Will also solicit audience engagement in a group activity devoted to facilitating an open dialogue on concerns raised by the panel members.

**Chair and Speaker:** Mark Schoenknecht, University of Illinois at Chicago

**Speakers:** Casey Corcoran, University of Illinois at Chicago

Abby Long, Wheaton College

James Sharpe, University of Illinois at Chicago

*Community, Civic & Public Contexts of Writing*

**O-82 Practicing in Place: Placement, Pedagogy, and Participatory Assessment On-Demand Session**

Reports on the comprehensive use of place-based pedagogies to disrupt hierarchies and shape first-year writing into a more equitable space.

**Chair and Speaker:** Sarah Prielipp, University of Alaska Anchorage

**Speakers:** Carrie Aldrich, University of Alaska Anchorage

Martha Amore, University of Alaska Anchorage

Jacqueline Cason, University of Alaska Anchorage

Sarah Kirk, University of Alaska Anchorage

*First-Year Writing*

**O-84 Users across Disciplines: Commonplaces for Innovation in FYW On-Demand Session**

This panel explores the pedagogical implications of refiguring the rhetorical concept of “audience” as “users” in first-year writing (FYW) contexts and argues that the concept of user from technical and professional communication could help FYW students better understand rhetorical/critical/research work.

**Chair:** Mariel Krupansky, Wayne State University, “We Are All Users: How Patient-Centered Care Can Inform Student-Centered Writing Classrooms”

**Speakers:** Anthony Degenaro, Wayne State University, “A Writers-First Approach for First-Year Writing”

Walter Lucken IV, Wayne State University, “Emancipated Designers and Users in First-Year Writing”

Austin VanKirk, Wayne State University, “Power to the Player: First-Year Writing Students vs. Video Game Rhetoric”

*Community, Civic & Public Contexts of Writing*

**O-85 Prison Archives and Public Memory: Disrupting Cycles of Incarceration On-Demand Session**

Participants will be invited to explore how archival materials from carceral spaces can be used to shape public memory, teach writing to incarcerated students, and curate forgotten histories.

**Chair:** Liz Rohan, University of Michigan-Dearborn

**Speakers:** Patrick Berry, Syracuse University

Tobi Jacobi, Colorado State University

Stephanie Parker, Syracuse University

Laura Rogers, Albany College of Pharmacy and Health Sciences

**Respondent:** Liz Rohan, University of Michigan-Dearborn

### *Labor*

#### **O-86 Publishing (as) Commonplaces: Editing, Revising, Circulating On-Demand Session**

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

**Speakers:** Kristine Blair, Duquesne University  
David Blakesley, Clemson University  
Danielle Nicole DeVoss, Michigan State University  
Douglas Eyman, George Mason University  
John Gallagher, University of Illinois at Urbana-Champaign  
Ashanka Kumari, Texas A&M University-Commerce

### *Writing Programs*

#### **O-87 Qualitative Studies of Graduate Teaching Assistant Preparation On-Demand Session**

This panel explores research and scholarship on graduate teaching assistants' preparation and professional development. Each panelist offers implications for how writing programs shape teacher development.

**Chairs:** Madelyn Pawlowski, Northern Michigan University, "A Genre-Based Approach to Writing Teacher Education"  
Carolyn Wisniewski, University of Illinois at Urbana-Champaign, "Cultivating Integrated Knowledge for Responding to Student Writing"  
**Speaker:** Emily Jo Schwaller, The University of Arizona

### *Language and Literacy*

#### **O-88 Queer Literacies: Discourses, Discontents, and Pedagogical Interventions On-Demand Session**

In "Literacy and the Lesbian/Gay Learner," Ellen Louise Hart claimed that for LGBTQ students who navigate through homophobia and heterosexism, literacy often takes on special roles for their survival. In this session, the panelists will address how queer sponsorships of literacy manifest themselves both inside and outside the classroom.

**Chair:** Mark McBeth, John Jay College of Criminal Justice/CUNY, "Revising Homophobic Literacy: Queering Teacher Training"  
**Speakers:** Patrick Clement James, West Chester University, "When We Had Wings to See: Alison Bechdel's Queer Literacy as Platonic Myth"  
Kim Drake, Scripps College, "Rhetorics of Abjection: Queering Literacy Sponsorship in Prisons"

**O-90 Race and Rhetoric(s), Rhetoric(s) of Race: Applying Critical Race Theory and Cultural Rhetoric(s) to Educational Environments On-Demand Session**

Grounded in critical race and cultural studies theories and practices, this session will explore our “common understandings of our roles as teachers and scholars” in understanding and negotiating the rhetoric(s) of race in high school curriculum, first-year writing courses, college athletics, and graduate student education.

**Chair:** Sheila Carter-Tod, Virginia Tech University

**Speakers:** Olayemi Awotayo, Virginia Tech University, “The Voices of Our Ancestors: ‘Signifyin’ Black Subjectivity in the Protest Parody of MLK and Malcom X”

Amilia Evans, Virginia Tech University, “Mentoring Black Graduate Students at Historically White Colleges and Universities”

Margaret Fernandes, Virginia Tech University, “Antidialogical Whiteness and the Remembrance Project”

Andre Jones, Virginia Tech University, “‘Shut Up and Dribble’: The Rhetorics of Black Athletic Intersectionality”

Michelle Williams, Virginia Tech University, “Common Core Isn’t Common for Everyone: Conversations about Racial Complicity in Standardized Curriculum through the Lens of Critical Race Theory and Counter Narrative”

*Language and Literacy*

**O-91 Re-Considering the Violence of Literacy in the Writing Classroom On-Demand Session**

This panel reconsiders Elspeth Stuckey’s *The Violence of Literacy* to complicate our understanding of literacy instruction as a potentially oppressive act, and to invite discussion about the ways the writing classroom might “weaponize” literacy to fight against racism, fundamentalism, and restrictive cultural norms.

**Chair and Speaker:** Kim Donehower, University of North Dakota

**Speakers:** Kirk Branch, Montana State University

Sara Webb-Sunderhaus, Miami University

*Theory and Research Methodologies*

**O-92 Recirculating Methods: Story Mapping, Zines, and CYO Adventures On-Demand Session**

The speakers discuss the varied methods writers have used to circulate knowledge using different genre approaches.

**Chairs:** Carleigh Davis, Missouri University of Science and Technology, “Teaching Multidisciplinary Research Methods Online: A Choose Your Own Adventure Story”

Adam Phillips, University of South Florida, Tampa, “Assemblages of Knowledge: Tracing Knowledge (Re)Circulation across Genres in FYC”

Leah Zander, California State University, Los Angeles, “Turning Cursive Letters into Knives: The Zine as Essay, the Essay as Zine”

**Speaker:** Kassia Shaw, University of Wisconsin-Madison, “Story Mapping the Archives: Helping Student Writers Expand, Collaborate, and Create in the Face of Historical Silences”

*Theory and Research Methodologies*

**O-93 Reconceptualizing Racial Inclusion in Pedagogical Commonplaces On-Demand Session**

This panel considers how scholars might conceptualize inclusivity in multiple ways to broaden and nuance African American rhetorics and composition studies for education purposes. We will discuss advocating for antiracist approaches to pedagogy that take seriously the imperative of social justice and account for difference in new and innovative ways.

**Chair and Respondent:** Ellen Cushman, Northeastern University

**Speakers:** Tieanna Graphenreed, Northeastern University, “Toward Language Diversity and Antiracist Course Design”

Jonathan Osborne, Louisiana State University, “Unheard Voices among the Margins of African American Rhetoric(s)”

Melissa Pearson, Northeastern University, “‘For the master’s tools will never dismantle the master’s house’: Dismantling the Commonplace and Teaching Social Justice”

**O-94** **Reconsidering Common Spaces: Making the Case for Hybrid Writing Instruction** **On-Demand Session**

Our panel presents the results of a large-scale, cross-institutional survey, interview, and observation study of hybrid and online first-year writing instruction. We argue for increased attention to hybrid writing instruction, and will provide practical recommendations for designing interactive online activities and mentoring hybrid writing instructors.

**Chair and Speaker:** Natalie Stillman-Webb, University of Utah, “Student Experiences with Hybrid Collaborative Learning”

**Speakers:** Jennifer Cunningham, Kent State University, “Interactive Online Activities and Peer Review in the Hybrid Writing Classroom”

Lyra Hilliard, University of Maryland, “‘All Learning Is Hybrid’: Removing the Boundaries between Online and Onsite through Hybrid Faculty Mentoring”

Mary Stewart, California State University San Marcos, “Interactive Online Activities and Peer Review in the Hybrid Writing Classroom”

*Theory and Research Methodologies*

**O-96 Reexamining the Relationship between Research and Teaching: What Are We Doing in a World of Data Scraping, Demographic Change, and the Imperative for Critical Data Literacy? On-Demand Session**

Widely held assumptions about the way data are collected, who they are collected on, and what they mean no longer hold true in the large data era—an era when data are regularly scraped without users’ knowledge, when data fail to capture shifting demographics, and when uptake looks surprisingly different.

**Chair:** Mya Poe, Northeastern University

**Speakers:** Cara Messina, Northeastern University

Kyle Oddis, Northeastern University

Mya Poe, Northeastern University

**Respondent:** Dylan B. Dryer, University of Maine

*Writing Programs*

**O-97 Writing across the Curriculum, Professional Development, and Equity On-Demand Session**

This panel explores how WAC theories oriented toward conscious agendas of curricular, pedagogical, and institutional change can create supportive and inclusive educational environments.

**Chair:** Laura Decker, Nevada State College, “Faculty-Tutor Co-Teaching, Threshold Concepts, and Hybrid Collaborative Practices”

**Speakers:** Christopher Basgier, Auburn University

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

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

**Respondent:** Mya Poe, Northeastern University

**Engaged Learning Experience Session**

*Theory and Research Methodologies*

**O-98 Reflection, Fragmentation, and Improvisation: Meaning Making in Virtual and Traditional Classrooms through Inclusive Pedagogies On-Demand Session**

This experience will start with a brief discussion of interdisciplinary and transdisciplinary approaches to the teaching of writing. These pedagogies



invite multiple ways of learning in the writing classroom. After the brief presentation, the facilitators will provide materials for the participants to use for a short composing exercise.

**Chair:** Alys Robin Hantgan, Purchase College SUNY; Concordia College; Pace University

**Speakers:** Meghan Nolan, Rockland Community College  
Vittoria Rubino, US Military Academy  
Nathalie Virgintino, Concordia College, NY

*Writing Programs*

**O-99 Reimagining Graduate Instructor Mentoring with Big Comp On-Demand Session**

Study of a mentoring model where a WPA co-taught a supersized 116-student section of first-year writing with six graduate instructors.

**Speakers:** Jon Ostenson, Brigham Young University  
Meridith Reed, Brigham Young University  
Anika Shumway, Brigham Young University

*Community, Civic & Public Contexts of Writing*

**O-100 Rethinking a “Common Place”: Making Space for BIPOC Pedagogy, Theory, and Legacy On-Demand Session**

This panel questions “commonplace,” challenges its meaning, and creates space for the identities it otherwise dismisses. We encourage our audience to draw connections across contexts and to rethink a “commonplace” in order to create more equitable classrooms that embrace antiracist curricula and are grounded in social action.

**Chair:** Genevieve García de Mueller, Syracuse University

**Speakers:** Lida Colón, Syracuse University, “Protest, Pedagogy, and Love & Respect: Writing Instruction and Collective Social Action at a Predominately White R1 Institution”  
Lerie Gabriel, Syracuse University, “The Case for Afropessimistic Pedagogy”  
B. López, Syracuse University, “I’m Here, but What Now? Ensuring BIPOC Students’ Success in Graduate School”  
Beneseemon Simmons, Syracuse University, “Writing Places as Violent Spaces: The Leadership and Legacies of Black Women in the Writing Classroom”

*Theory and Research Methodologies*

**O-101 Rethinking Language Ideologies in Literacy Teaching, Administration, and Activism On-Demand Session**

Panelists (1) theorize how language and literacy ideologies operate and (2) imagine how we might intervene as teachers, researchers, administrators, and activists.

**Chair and Speaker:** Katherine S. Flowers, University of Massachusetts Lowell, “Toward a Theory of Language Ideologies That Includes Literacy”

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

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

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

*Writing Programs*

**O-102 Rethinking Program Assessment: Strategies for Inclusion On-Demand Session**

This session will ask questions and propose revisions to elevate marginalized student voices in FYW program assessment. Instead of merely sharing solutions, presenters will engage participants in conversations that will help us all bring fresh perspectives, practices, and questions back to our respective institutions.

**Chair:** Patrick Kelly Joyner, American University

**Speakers:** Amanda Choutka, American University

Angela Dadak, American University

Marnie Twigg, American University

*Theory and Research Methodologies*

**O-103 Rethinking the Graduate Online Writing “Course” in Uncommon Spaces and Times On-Demand Session**

Using data and relevant scholarship, this panel explores how fundamentals of feminist pedagogy accord community, agency, and autonomy for graduate students, helping writing instructors reassert the value of teacher support and mentorship. It prompts discussion about the pandemic’s disruption—unlike the disruption by design—foregrounding uncommon perspectives about commonplaces of writing education.

**Chair and Speaker:** Shyam Sharma, Stony Brook University, “Disrupting a Disruption: Fostering Student Agency with Structure and Support in an Online Graduate Writing Course”

**Speakers:** Nancy Barr, Michigan Technological University, “Returning to the Commonplace of Feminist Pedagogy in Uncommon Circumstances”

Cynthia Davidson, Stony Brook University, “MASLOW: A Disruptive Course Design for and beyond a Disrupted Time”

#### *Writing Programs*

### **O-104 Rhetorical Assemblage as Process and Praxis: A Transdisciplinary Approach to Writing Assessment within the Neoliberal University** On-Demand Session

This session argues for the value of rhetorical assemblage as a strategy for implementing a university-wide writing portfolio within a professional university. The panelists will explain the portfolio’s structure and organization in relation to theories of rhetorical assemblage and teaching for transfer (TFT).

**Chair and Speaker:** Marissa McKinley, Quinnipiac University, “Situating Rhetorical Assemblage as Praxis and Product”

**Speakers:** Andrew Harnish, Quinnipiac University, “Rhetorical Assemblage and the Neoliberal University”

JT Torres, Quinnipiac University, “Assembling Theories of Transfer”

#### *Access*

### **O-105 Self-Directed Placement: Giving Students Access (to a Burning House)** On-Demand Session

Self-Directed Placement shifts access to credit classes, which should result in a reimagining of pedagogical practice in writing classes.

**Speakers:** Jamey Gallagher, Community College of Baltimore County  
Elizabeth Hart, Community College of Baltimore County  
Kris Messer, Community College of Baltimore County

*Writing Programs*

**O-106 Hot Takes: Emotion and Trauma in Writing Centers**  
**On-Demand Session**

This panel explores negotiations and intersections between emotion, trauma, and unprecedented times at institutional writing center sites.

**Chair:** Cory Elizabeth Nelson, University of Southern California, “Hot Takes: Emotion in the Writing Center”

**Speakers:** Anne McMurtrey, University of Utah, “Writing Center/Online Tutoring”

Hayley Salo, University of Louisville, “Traumatic Content and Burnout: Mental Health Considerations for Online Tutors”

**Engaged Learning Experience Session**

*Community, Civic & Public Contexts of Writing*

**O-108 Story Support at the Institutional Level** **On-Demand Session**

This session invites participants to develop ideas for institutional investment in storytelling and reflection across curriculum/campus.

**Facilitators and Speakers:** Jill Heney, Boise State University  
Tiffany Hitesman, Boise State University  
Kelly Meyers, Boise State University

*Writing Programs*

**O-109 Teachers Teaching Teachers: An Ecology of Teacher Training and Development for First-Year Writing**  
**On-Demand Session**

Presenters highlight how non-tenure-track faculty, graduate students, and the WPA in a composition program at an urban research university collaborate to investigate, develop, and assess program initiatives related to teacher development.

**Chairs and Speakers:** Adrienne Jankens, Wayne State University  
Amy Latawiec, Wayne State University  
**Speaker:** Clare Russell, University of Pittsburgh

*Theory and Research Methodologies*

**O-110 Repurposing Failure: Interrogating the Commonplace of Failure from Research, Teaching, and Programmatic Perspectives** On-Demand Session

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

**Chair and Speaker:** Faith Kurtyka, Creighton University, “Is Giving Up an Option? Failing at Rhetorically Listening to Conservative Women Students”

**Speakers:** Daniel Riechers, Texas Tech University, “Recovering Public Comment for Service-Learning”

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

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

*Writing Programs*

**O-111 Teaching as Embodied Practice: New Possibilities for the Personal in the Composition Classroom** On-Demand Session

This practice-focused roundtable considers new possibilities for writing instruction in graduate student teaching of first-year writing and the education of graduate students in writing pedagogies within the context of the racist, exclusionary, and precarious apparatus of US postsecondary education.

**Chair and Roundtable Leader:** Lydia Wilkes, Idaho State University

**Speakers:** Sarah Rick, Idaho State University

Morgan Spalding, Idaho State University

Kristen Wheaton, University of Oklahoma

Jessica Woolley, Idaho State University

## O-112 Teaching Digital Literacy in the Writing Classroom On-Demand Session

This panel focuses on digital literacy in the professional and technical writing classroom. We discuss how collaborative work through the use of the Fabric of Digital Life archive opens room for productive exchange and achieves mutually beneficial outcomes as we work to teach digital literacy in the writing classroom.

**Chair and Speaker:** Saveena (Chakrika) Veeramoothoo, University of Minnesota

**Speakers:** Jessica Campbell, University of Central Florida  
Ann Hill Duin, University of Minnesota–Twin Cities  
Isabel Pedersen, Ontario Tech University  
Jason Tham, Texas Tech University

*First-Year Writing*

## O-113 Teaching Humans Online: Holistic Reflections on Limits and Possibilities of Connection On-Demand Sessions

How can we cultivate embodied, contemplative, imaginative human connections when teaching writing online?

**Chair and Speaker:** Nate Mickelson, New York University, “Writing, Solidarity, and Interdependence”

**Speakers:** Daniel Weinstein, Indiana University of Pennsylvania, “From Virtual Learning Spaces, Lessons in Imagination and Grace”  
Christy Wenger, Shepherd University, “Building Boundaries and Bridges: Using Mindfulness to Support Online Teaching”

*First-Year Writing*

**O-114 Teaching Multilingual Students Remotely: Exploring and Learning from Multimodal and Online Pedagogies**  
**On-Demand Session**

This panel explores the ways in which instructors teaching multilingual students adjusted to the pedagogical and logistical demands of online teaching. Presenters report on research and novel pedagogical practices that draw on the affordances of online instruction, while addressing its added complexities through multimodal and other asset-based approaches.

**Standing Group or Caucus Chair:** Norah Fahim, Stanford University, “Teaching Multilingual Students Remotely: Exploring and Learning from Multimodal and Online Pedagogies”

Sarah Snyder, Arizona Western College, “Opening Remarks”

**Facilitator and Speaker:** Jeroen Gevers, University of Arizona, “Opening Remarks”

**Speakers:** Ismaeil Fazel, Simon Fraser University, “Student and Teacher Experiences in the Sudden Shift to Remote Instruction”

Joel Heng Hartse, Simon Fraser University

Malavika Shetty, Boston University, “Using Wikipedia to Teach Multilingual Students during a Pandemic”

Naseh Nasrollahi Shahri, San Diego State University, “Writing as a Dynamic Process of Weaving Texts”

**Respondent:** Julia Kiernan, Lawrence Technological University, “Closing Remarks”

*Theory and Research Methodologies*

**O-115 Research Methods as Disruption** **On-Demand Session**

This panel argues for a disruption in the division between research methods in the classroom and within the field’s scholarly practices. In this panel, speakers examine research methods as particular disruptions—to the field, to program design, and to the undergraduate classroom.

**Chair:** Jessica Enoch, University of Maryland, College Park

**Speakers:** Jennifer Clary-Lemon, University of Waterloo, “Research Methods as Disruption: Engaging Undergraduate Students beyond the Text”

Kate Pantelides, Middle Tennessee State University, “Maker Methods and Disruptive Assessment”

Christine Tulley, The University of Findlay, “Using Digital Annotation as a Method to Extend Textual Analysis to Digital Research”

*Historical Perspectives*

**O-116 The Big Picture: Aging Professionals and Academic Life**  
**On-Demand Session**

A look at careers in RCWS from active and retired professionals in order to stimulate discussion about affordances of the academic life cycle from early and late perspectives.

**Chair:** Joel Wingard, Moravian College, “The Work of This Standing Group”

**Speakers:** Lauren Bowen, University of Massachusetts-Boston, “Retirees’ Spaces of Action”

Cynthia Gannett, Fairfield University, “Meaningful Cross-Generational Support”

Carol Haviland, California State University, San Bernardino, “Essential Qualities of Cross-Generational Collaboration”

Alice Horning, Oakland University, “Valuing Reading and Writing across the Lifespan”

Laurie Pinkert, University of Central Florida, “How RCWS Faculty Negotiate the Transition into Retirement”

*Writing Programs*

**O-117 The Future of Writing Centers** **On-Demand Session**

This panel considers the institutional position and future of writing centers in light of new ways of understanding what they provide and how they work with students.

**Chair and Speaker:** Jessica Rose, Georgia State University, “Programming Sustainable and Equitable Writing Center Campus Partnerships”

**Speakers:** Jay Arns, University of Cincinnati

Eric Camarillo, Harrisburg Area Community College

Joseph Cheatle, Iowa State University, “New Horizons: Preparing for the Future of Writing Centers”

Chelsea Ensley, University of Cincinnati

Mary Hocks, Georgia State University, “Programming Sustainable and Equitable Writing Center Campus Partnerships”



*First-Year Writing*

**O-118 The Practice of Digital Composition: Engaging Student Challenges and Anxieties in Digital Composing**  
**On-Demand Session**

Writing studies scholars commonly assert that including digital projects into 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 faced when composing digital projects and engage the audience discussing pedagogical strategies for addressing them.

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

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

Robin Snead, University of North Carolina at Pembroke, “The Practice of Composing: Complexities and Experimentation in Composing Video Essays”

*College Writing Transitions*

**O-119 The Promise of Wealth: Recognizing the Symbolic Capital of Multilingual Students in Developmental English Classrooms** **On-Demand Session**

This panel presents research-based practices for valuing the symbolic capital of multilingual students in writing classrooms. Topics include expanding instructor acceptance of different forms of engagement, analyzing syllabus statements to engage in restorative justice, and reframing instructor assumptions about the academic value of personal persistence in narrative assignments.

**Chair and Speaker:** James Dyer, Texas State University, “Reconceptualizing Resistance: Exercising Our Symbolic Power to Redefine Engagement in Developmental Writing Classrooms”

**Speakers:** Barrie McGee, Texas State University, “Avoiding the Bootstraps Trap: Examining Adult-Arrival Immigrant Students’ Personal Narratives as Participation in the Basic Writing Classroom”  
Shiniece Owens, Texas State University, “What’s in a Syllabus? Analyzing Language Expectations to Develop Critical Praxis”

Britt Posey, Northwest Vista College, “What’s in a Syllabus? Analyzing Language Expectations to Develop Critical Praxis”

**Respondent:** Emily Suh, Texas State University, “Reconceptualizing Resistance: Exercising Our Symbolic Power to Redefine Engagement in Developmental Writing Classrooms”

*Writing Programs*

**O-121 They Said It: An Institutional Ethnography of Writing Practices in Our University** **On-Demand Session**

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

**Chair and Speaker:** Erin Workman, DePaul University, “(Re)Writing Institutional Relationships: A WPA ‘Looks Up’ from First-Year Writing”

**Speakers:** Deyana Atanasova, DePaul University, “Student as Researcher: An Undergraduate’s Standpoint in Research Design”

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

Peter Vandenberg, DePaul University, “The Administrators Speak: Negotiation and Engagement in Writing-Based Initiatives”

*Writing Programs*

**O-123 Through the Admin/Staff Looking-Glass: An Alternative View of Learners, Teachers, and Curricular Innovation** **On-Demand Session**

This panel offers an alternative view of learners, teachers, and curricula by looking at the perspectives of WPAs as well as others across campus tasked with PD whose work—as learners, and as teachers of writing and the teaching of writing—is often conceptualized as something other than learning and teaching.

**Speakers:** Kerri Hauman, Transylvania University

Stacy Kastner, University of Pennsylvania

Alison Witte, unaffiliated

**Respondent:** Danielle Nicole DeVoss, Michigan State University

*Writing Programs*

**O-124 Transformative Initiatives for Sustainable WAC  
On-Demand Session**

Three examples of transformative WAC initiatives in very different contexts—graduate student support, STEM, and FYW—that illustrate the multiple strategies WAC programs can use to build and develop writing cultures that are sustainable, connective, and transformative.

**Chair:** Lisa Daniels Storey, Austin College

**Speakers:** Kelin Loe, University of Massachusetts Amherst  
Jenny Krichevsky, California State University, Fresno  
Lauren Silber, Wesleyan University

*Writing Programs*

**O-125 Transitions and Translations in a First-Year Writing  
Program: Adapting Pedagogical Practice and  
Programmatic Design for Shifting Ecological Networks  
On-Demand Session**

Creating a writing program that might decolonize writing classrooms while also meeting institutional directives, addressing student needs, and supporting the academic freedoms of instructors.

**Chair and Speaker:** Sarah Allen, University of Hawai'i at Manoa, "An Introduction to 'Transitions and Translations in a First-Year Writing Program: Adapting Pedagogical Practice and Programmatic Design for Shifting Ecological Networks'"

**Speakers:** Liz Calero, University of Hawai'i at Manoa, "Translating Pedagogical Passion: Bringing Feminist Lifewriting Ideals to Writing Program Research and Development"

Jordan Luz, University of Hawai'i at Manoa, "Multimodal Futures: Contextualizing Student Needs and the Shift to Multimodal Composition"

Brittany Winland, University of Hawai'i at Manoa, "Mediating in the Gap: Reflecting on the Transition from Mentor to Instructor"

*Language and Literacy*

**O-126 Transnational Composition, Identities, and Pedagogies**  
**On-Demand Session**

This panel brings together a focus on teaching and what we do as writing teachers in three different settings—the Writing Center’s work with L2 writers; teacher-scholars’ identity work through self-decolonization; and, an undergraduate writing course focused on foodscapes and possibilities of posthumanist thinking. While this panel engages robustly with translanguaging or transnational work, it also foregrounds fresh theoretical avenues through attention to posthumanist approaches and decolonial pedagogical practices.

**Chair:** Ligia Mihut, Barry University

**Speakers:** Victoria Ramirez Gentry, The University of Texas at San Antonio

Cristina Sánchez-Martín, Indiana University of Pennsylvania

**Respondent:** Rebecca Lorimer-Leonard, University of Massachusetts Amherst

*Theory and Research Methodologies*

**O-127 Turn the Mic Up! Honoring Participants’ Voices as Graduate Student and Early Career Researchers**  
**On-Demand Session**

This panel addresses how, despite learning qualitative research methods, graduate students encounter situations in research that require adaptations to strategies and perspectives to turn up the mic on participant voices. We share methods and methodologies available to graduate students and early career scholars that support commitments to justice and equity.

**Chair:** Kate Vieira, University of Wisconsin-Madison

**Speakers:** Antonio Byrd, University of Missouri-Kansas City, “For Your Information: Practicing Update as Method of Ethical Return”

Christopher Castillo, University of Wisconsin-Madison, “‘I put on for my city’: or the Unexpected Virtue of Marketing on Qualitative Research”

Gabrielle Kelenyi, University of Wisconsin-Madison, “‘I’m not an expert!’: Balancing Expertise in a Community Writing Group for Adult Nontraditional Students”

Catherine Marotta, Utah Valley University, “Methodological Revision: De-Centering the Workspace in Qualitative Workplace Literacy Studies”

*College Writing Transitions*

**O-128 Un-commonplace(ment): Directed Self-Placement at the Periphery, with the Periphery On-Demand Session**

We examine Directed Self-Placement (DSP) from administrative and student perspectives at two large, land-grant, HSI-designated universities. Using empirical and programmatic assessment data, we examine DSP through a social-justice lens centralized on bettering DSP as an agency-granting tool for minoritized, peripheralized students, namely those identifying as Latinx, multilingual, and/or international.

**Chair and Speaker:** Analeigh E. Horton, The University of Arizona

**Speakers:** Kathleen Kryger, The University of Arizona

*College Writing Transitions*

**O-129 Uncommon Ground: A/typical Practices and Values in Composing New A/topias On-Demand Session**

In response to the call to consider returning to a common place, or what Aristotle called *topoi*, as writing teachers we must also 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*.

**Chair:** Jimmy Butts, Louisiana State University

**Speakers:** Shannon Butts, University of Florida

Jason Crider, University of Florida

Misty Fuller, Louisiana State University

Sean Morey, University of Tennessee

Josephine Walwema, Oakland University

Access

**O-130 Uncommon Praxis: Doing Disability in Composition's Precarious Commonplaces On-Demand Session**

What does it mean to say something is accessible? Too often we think about access as achievable and complete rather than a flexible and ongoing process. In this presentation, we align ourselves with the uncommon, the disruptive, and the emergent as ethical political praxis that encourages ongoing transformation.

**Speakers:** Andrew Appleton Pine, University of Michigan, "Toward Evidence-Based Disability Research in the Writing Center"  
Kathleen Lyons, University of Delaware, "Guiding Disclosure: Examining Disability Discourse in Teaching and Tutoring Guidebooks"  
Andrew Moos, University of Michigan, "Designing for 'Difference': Negotiating Technology Policies in Composition Syllabi"

*Professional and Technical Writing*

**O-131 Uncommon: Teaching Awareness (Self, Critical, Social, and Rhetorical) through Writing and Communication in Business Colleges On-Demand Session**

We explore commonplaces that inform writing and communication teaching in business colleges. We describe programs and curricula that prompt students to think rhetorically in order to develop social, personal, and critical awareness. Such instruction enables students majoring in business to recognize, define, and meet obligations to social good.

**Chair and Speaker:** Matthew Gilchrist, Lehigh University, "Exploring 'Purpose' through Community-Engaged Composition Assignments"  
**Speakers:** Brian Hentz, University of Massachusetts, "The 'Uncommon' Challenges Facing Writing and Communication Faculty in a Business College"  
Holly Lawrence, University of Massachusetts, "Composing with Design Thinking to Promote Self-Awareness"  
Ryan Sheets, University of Arkansas, "A Multimodal Approach to Teaching Workplace Writing and Composition"

*First-Year Writing*

**O-133 Utilizing Theme-Based Language Instruction, Technology, and Home Languages and Literacies to Empower Multilingual International Students** On-Demand Session

This session will explore the ways in which theme-based language teaching (TBLT) “plays” with technology through “Tech Connect and Reflect,” and will explore how cross-linguistic influences of home language/literacy skills can build on and empower multilingual international students.

**Chairs:** Luciana Herman, The University of Texas at El Paso, “‘Tech Connect and Reflect’: Digital Literacy through Play and Reflection in the First-Year Composition Classroom”

Naoya Shibata, Nagoya University of Foreign Studies, “The Development of Vocabulary Complexity in Writing through Theme-Based Language Teaching in a Japanese University”

Qianqian Zhang-Wu, Northeastern University, “Illegitimate Writing? Exploring Culturally Informed Writing Decisions among Multilingual International Students”

*Writing Programs*

**O-134 When the Common Place of First-Year Composition in General Education Becomes Less Common and More Conflicted** On-Demand Session

Dialogue about the role of writing programs, composition teachers, and WPAs in General Education reform.

**Chair:** Morgan Gresham, University of South Florida, St. Petersburg

**Speakers:** Michael Day, Northern Illinois University

Lauren Ingraham, University of Tennessee at Chattanooga

Jerry Petersen, Utah Valley University

**Respondent:** Laurie Cubbison, Radford University

*Writing Programs*

**O-135 Witness, Testimony, Story, Counterstory: Antiracist Intervention in Writing Studies, Research, and Teaching**  
**On-Demand Session**

Counterstory as critical method and antiracist intervention at the cusp of racial representation and white supremacy in predominantly white institutions, writing programs, and writing centres.

**Chair:** Jaime Armin Mejía, Texas State University

**Speakers:** Frankie Condon, University of Waterloo, “A Bridge across Our Fears: Excerpts from the Annals of Bean”

Neisha Anne Green, American University, “Black Prophetic Fire REIGNITED”

Aja Y. Martinez, University of North Texas, “Counterstory: The Rhetoric and Writing of Critical Race Theory”

Cindy Tekobbe, University of Alabama, “Witnessing Place: Writing Together as Decolonial Practice”

*Labor*

**O-136 Working Conditions of Instructors at Open-Access Institutions: A Burnout Culture?** **On-Demand Session**

This session reports on the findings of a nationwide survey conducted by the Two-Year College English Association that investigated how workload and labor conditions affect teaching, professional development, and service at two-year colleges.

**Chair:** Jeffrey Klausman, Whatcom Community College

**Speakers:** Joanne Giordano, Salt Lake Community College

Brett Griffiths, Macomb Community College

Sarah Snyder, Arizona Western College

Emily Suh, Texas State University

**Respondent:** Sonya Armstrong, Texas State University



*Writing Programs*

**O-137 WPA Work at Liberal Arts Colleges: Implications for Writing Programs, Writing Centers, and WID Programs**  
**On-Demand Session**

This panel explores the nature of doing WPA work in liberal arts institutional contexts.

**Chairs:** Catherine Becker, Northwest Nazarene University, “Who Am I? The Unexpected Benefits of the Combined Writing Program Administrator–Writing Center Director Position”

N. Claire Jackson, University of Louisville, “Writing Program Administration at Public Liberal Arts Colleges”

**Speakers:** Keely Mohon-Doyle, North Carolina Wesleyan College, “Writing Intensive Designation”

Julie Perino, North Carolina Wesleyan College, “Writing Intensive Designation”

*Writing Programs*

**O-138 Writing Centers Commonplaces: Data-Supported and Context-Specific Teaching, Tutoring, Professional Learning, and Leadership** **On-Demand Session**

Herein past and present IWCA grant winners share their research on behalf of the common places at the center of this year’s conference theme.

**Chair:** Sohui Lee, California State University-Channel Islands

**Chair and Speaker:** Sherry Wynn Perdue, Oakland University and International Writing Centers Association

**Speakers:** Julia Bleakney, Elon University

Mark Hall, University of North Carolina, Charlotte

Kelsey Hixson-Bowles, Utah Valley University

Nathalie Singh-Corcoran, West Virginia University

Dan Zhang, University of Illinois at Urbana-Champaign

*Information Literacy and Technology*

**O-139 Writing Commons: An Encyclopedia for Writers, a Commonplace for Writing Studies On-Demand Session**

We review research we conducted to develop a commonplace text that meets the diverse needs of our global audience of writers/teachers. We explore how our genre and site architecture empowers us to transgress and transcend disciplinary boundaries and provide more robust, valid, scholarly conceptions of writing studies.

**Chair:** Alex Watkins, Embry-Riddle Aeronautical University

**Speaker:** Cassandra Branham, Embry-Riddle Aeronautical University,

“Razing the House of Lore to Make Space for a Global, Online, Transdisciplinary Commonplace for Writers”

Joe Moxley, University of South Florida, “Developing Architectural Blueprints for a Transdisciplinary Commonplace”

Julie Staggers, Washington State University, “Courses & Writing Studies @ Writing Commons”

Quentin Vieregge, University of Wisconsin Eau Claire, “Building the House of Lore”

**Respondent:** Megan McIntyre, Sonoma State University

*First-Year Writing*

**O-140 Writing from a Common Place: Rhetorical Analysis and Popular Culture in First-Year Composition On-Demand Session**

The panel underscores how rhetorical analysis of visual representations of gender, race, and identity in popular culture can boost students’ analytical skills.

**Speakers:** Sampada Chavan Dalvi, Lone Star College-Kingwood

Nellie Cox, Georgia State University

Kristina Gutierrez, Lone Star College-Kingwood

Chelsey Patterson, Davis & Elkins College

**O-141 Writing in Un-Common Places On-Demand Session**

We look at five un-common places of writing (inside the belly of a whale, alongside birds, along the border, inside a prison, and through the moving body) to explore the rhetorical and pedagogical possibilities of each.

**Chair and Speaker:** Peter Moe, Seattle Pacific University, “A Rhetoric of Bones”

**Speakers:** Cory Holding, University of Pittsburgh, “Invisible Touch”

Jennifer LeMesurier, Colgate University, “Directed Energy”

Nelesi Rodriguez, University of Pittsburgh, “Shifting Grounds, Grounding Composition”

Melissa Yang, Emory University, “Bird by Bird: Teaching Embodied Research with Avian Rhetorics”

**O-142 Writing Lives of Alumni: Emerging Findings from the Wayfinding Project On-Demand Session**

Our panel reports on unexpected findings from the Wayfinding Project, a multi-year study examining the writing lives of college alumni. We report on how participants use social media to merge gig economies with civic engagement; express nostalgia for nontransactional writing; and weave everyday activism into their other writing tasks.

**Chair:** Robby Nadler, University of California, Santa Barbara

**Speakers:** Jonathan Alexander, University of California, Irvine, “Wayfinding and Affect”

Karen Lunsford, University of California, Santa Barbara, “Wayfinding and Everyday Activism”

Carl Whithaus, University of California, Davis, “Writing Technologies, Gig Economies, and Civic Engagement”

*Professional and Technical Writing*

**O-143 Writing Transfer and Work Integrated Learning in Global Contexts: Encouraging Sustainable Pathways for Writers**  
**On-Demand Session**

This interdisciplinary panel will share results of a multi-institutional study that explored the ways Work Integrated Learning (WIL) experiences affected the transfer of writing knowledge and practices at US, Australasian, & EU institutions.

**Chair:** Lilian Mina, Auburn University at Montgomery

**Speakers:** Michael-John DePalma, Baylor University

Radhika Jaidev, Singapore Institute of Technology

Ina Alexandra Machura, Justus Liebig University Giessen, Germany

Kara Taczak, University of Denver

*Professional and Technical Writing*

**O-144 Writing Works: The Common Place between Professional Writing Curriculum, Student Values, and Workplace Membership** **On-Demand Session**

Using data from semistructured focus-group interviews of professionals in healthcare, accounting, psychology, and education, this presentation explores the transformative/transactional value of workplace writing and its role in gaining membership in the workplace. In addition, speakers discuss the resulting changes to the curriculum and moving toward a focused workplace-writing culture.

**Chair:** Lorie Jacobs, University of Houston–Clear Lake

**Speakers:** Angela Pennington, University of Houston–Clear Lake

Jenna Wood, University of Houston–Clear Lake

*Community, Civic & Public Contexts of Writing*

**O-145 Collaborative Writing and Teaching for Social Equity**  
**On-Demand Session**

This panel presents models for collaboration in three different contexts: community organizations and classrooms, collaborative writing assignments, and co-teaching service-learning across disciplines.

**Chairs:** Roger Chao, Oakland University, “Creating a Middle Ground: The Triumphs and Challenges of Co-Teaching an Interdisciplinary Service-Learning Course”

James Daniel, University of Washington, “Collaborative Writing and the New Neoliberalism”

Kayla Watabu, University of Hawai‘i at Mānoa, “Learning from Places and Their Names: Overcoming Traumas by Growing Relationships with Place”

*Creating Writing and Publishing*

**O-146 Rethinking “the Audience” and “the Author” in Creative Writing** **On-Demand Session**

This panel calls for creative writing pedagogy to reconsider and reconfigure the respective roles of the author and the audience, as well as how the field of creative writing may be informed by, and inform, composition studies.

**Chair:** Connor Syrewicz, University at Albany (SUNY), “Internalizing the Audience: A Sociocultural Pedagogy”

**Speaker:** Khem Aryal, Arkansas State University, “(Un)common Commonplaces: When ‘Silent Authors’ Walk into Composition Workshops”

*First-Year Writing*

**O-147 Activist and Antiracist Pedagogies for First-Year Writing**  
**On-Demand Session**

This session takes a diverse approach to thinking about the relationship between activism and first-year writing pedagogies. The panelists focus on the topics of pleasure activism, peace-building through careful debate, and mental health strategies for sustaining antiracist teaching.

**Chairs:** Heather Robinson, York College/CUNY, “Pleasure Activism in the Post–COVID-19 Writing Classroom”  
Julie Straight, Northwest Nazarene University, “First-Year Writing: A Peacebuilding Approach”

*First-Year Writing*

**O-148 Readers and Citizens: First-Year Writing and the Cultivation of Audience** **On-Demand Session**

This session examines audience awareness as a complex yet central feature of assessment and analytical awareness in first-year writing.

**Chairs:** Kristen Hill, Tuskegee University, “No Longer Writing into the Void: Emphasizing Audience in First-Year Writing”  
Mary Morgan, University at Albany, SUNY, “Five Ways to Teach Audience in FYC”  
Aaron Ritzenberg, Columbia University, “Citizenship in the Writing Classroom”

*First-Year Writing*

**O-149 Pedagogically Inclusive Constructs of Normativity and Success across FYC Environments** **On-Demand Session**

In this session participants will examine definitions of normativity, examine successful pedagogical writing practices for creating safe learning and writing spaces, and explore how failure in FYC is constructed across institutions.

**Chair:** Maggie Christensen, University of Nebraska at Omaha, “What’s Wrong with Being Normal? Interrogating Normativity in the First-Year Writing Classroom”  
**Speakers:** Joyce Inman, University of Southern Mississippi  
Rebecca Powell, University of Southern Mississippi  
Kylie Stocker, Tiffin University, “Pedagogical Writing Practices for First-Generation College Students”

*First-Year Writing*

**O-150 Approaches to Teaching Research and Writing about Sources On-Demand Session**

This session will explore teaching strategies for designing courses around research and incorporating writing about research into the design of a first-year writing course.

**Chairs:** Katelin Anderson, Salisbury University, “Patchwork Writing: Returning to Common Paraphrase Instruction”

Sarah Carter, Georgia State University, “The Positive Impact First-Year Instructors and Primary Research Have on First-Year Students”

S. Brook Corfman, University of Pittsburgh, “On the Research Assignment as the First Assignment”

**Speaker:** Sara Austin, AdventHealth University, “Writing Studies in the Health Sciences”

*Information Literacy and Technology*

**O-152 Ideological Foundations of Online Surveillance On-Demand Session**

This panel looks at the infrastructures and ideological underpinnings of online surveillance. Panelists observe the tacit influence of neoliberalism on students’ emotional well-being and identity formation, the monetization of student labor, and the capitalistic motivations underlying classroom software design.

**Chairs:** Estee Beck, The University of Texas at Arlington, “Danger! Danger! Writing in the Surveillance State Diminishes Digital Literacy”

Mike Edwards, Washington State University, “Dataveillance, Sousveillance, and Countervailance in the Composing Labor of Digital Pedagogies”

**Speaker:** Mark Brenden, University of Minnesota, “Teaching Management Systems: Critical Literacies in Theory and Practice in the Time of COVID”

*Information Literacy and Technology*

**O-153 Reverberations: Teaching Soundwriting as Teaching Writing On-Demand Session**

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

**Chair:** Laura Feibush, Juniata College

**Speakers:** Eric Detweiler, Middle Tennessee State University, “Established and Emergent Sonic Genres in Rhetoric and Writing Studies”

Sebastian Ivy, University of South Carolina, “Resonating with Writing: Mapping the Sounds of Change”

Amy Patterson, Northeastern University, “Soundscapes for Social Change: Community with/in Rhetorical Soundscape Studies”

Jonathan Stone, University of Utah, “Mapping Rhetorics of Sonic History”

*Labor*

**O-154 On the “Pivot”: Emergency Remote Teaching in an International Student Bridge Program On-Demand Session**

This panel presents a case study of one university’s transition to online/remote teaching, support, and administration in a public-private international student recruitment program. As the program has been pressured by the pandemic, it has attempted to adapt in ways that reveal new and existing inequities on the university side.

**Speakers:** Jenica Draney, Utah Global/University of Utah

Jay Jordan, University of Utah

Rae Meads, University of Utah

*Labor*

**O-155 Speaking Up, Speaking Out: Lived Experiences of Non-Tenure-Track Faculty in Writing Studies On-Demand Session**

This roundtable discusses the experiences of non-tenure-track faculty in writing studies, offering critical perspectives and strategies that have been successful in their own work.



**Chair and Respondent:** Meg McGuire, University of Delaware  
**Speakers:** Norah Ashe-McNalley, University of Southern California  
Sarah Austin, Texas Tech University  
Rachel Azima, University of Nebraska-Lincoln  
Megan Boeshart Burelle, Old Dominion University  
Peter Brooks, University of Washington Bothell  
Denise Comer, Duke University  
Heather Jordan, Bowling Green State University  
Nathalie Joseph, University of Southern California  
Julie Karaus, Appalachian State University  
Seth Myers, University of Colorado Boulder  
**Respondent:** Jessica Edwards, University of Delaware  
Rachel Sanchez, Washington State University

*Language and Literacy*

**O-156 Graduate Student-Scholars' Experiences Navigating Academic Commonplaces On-Demand Session**

Panelists discuss experiences of graduate students and how they negotiate their own identities in academic spaces.

**Chair:** Lyana Sun Han Chang, The Pennsylvania State University, "The Academic Discourse Socialization of Heritage Language Speakers: Negotiating Identities and Norms in Graduate School"

**Speakers:** Emily Carson, Villanova University, "I have never been taught to counter and build on the work of others': Teaching Writing in the Masters Education Classroom"

Rachel Skrlac Lo, Villanova University, "I have never been taught to counter and build on the work of others': Teaching Writing in the Masters Education Classroom"

*Language and Literacy*

**O-157 Communication across Contexts: Situating SRTOL within Graduate Studies On-Demand Session**

This roundtable details research about graduate students' diverse language practices across contexts and implications for graduate programs.

**Chair:** Rachel Bloom-Pojar, University of Wisconsin-Milwaukee

**Speakers:** Claire Edwards, University of Wisconsin-Milwaukee  
Gitte Frandsen, University of Wisconsin-Milwaukee  
Chloe Smith, University of Wisconsin-Madison  
Madison Williams, University of Wisconsin-Madison

*Professional and Technical Writing*

**O-158 Social Justice and Community Ethics in Professional and Technical Writing On-Demand Session**

Panelists explore ways to promote social justice and community engagement. Culturally sustaining pedagogies can inform social justice goals. Premed students learn to write for and with communities in response to public health crises. Technical writing students learn to respond ethically to the complex situations that funding agencies address.

**Chairs:** Andrea Caloiaro, University of Florida, “Teaching Medical Writing to Premed Students: The Need for Community-Driven Projects for Professionalization and Medical Writing Fluencies”

Addison Koneval, The Ohio State University, Columbus, “Teaching Professional Writing as Permaculture: Shifting Paradigms with Culturally Sustaining Pedagogy”

**Speaker:** Alex Layne, Metropolitan State University, “Ethics in Teaching Grant Writing”

*Professional and Technical Writing*

**O-159 The OER and Tech Writing: Strengthening Student and Educator Communities On-Demand Session**

This panel explores the potential of open educational resources (OERs) in professional and technical writing. Specifically, we explore goals and logistics that motivate OER design, how OER design and pedagogical practice intersect, how OERs serve as common places that foster community in academic spaces, and how OERs promote accessibility beyond cost.

**Chair and Speaker:** Matt McKinney, Texas A&M University, College Station, TX, “You Can’t Spell Teamwork without OER: Cultivating Collaborative Peer-to-Peer and Instructor-Student Relationships”

**Speakers:** Gia Alexander, Texas A&M University, College Station, “OERs as Open Doors: Strengthening Accessibility for Instructors and Students with Disabilities”

Claire Carly-Miles, Texas A&M University, College Station, “Establishing Instructor Ethos Online and Using an OER: Special Challenges”

James Francis Jr., Texas A&M University, College Station, “The OER Student Connection: Fostering Diversity, Inclusivity, and Retention”

Nicole Hagstrom-Schmidt, Texas A&M University, College Station, “Establishing Instructor Ethos Online and Using an OER: Special Challenges”

Kalani Pattison, Texas A&M University, College Station, TX, “You Can’t Spell Teamwork without OER: Cultivating Collaborative Peer-to-Peer and Instructor-Student Relationships”

*Reading*

**O-160 Reading for Transfer to Disciplinary Work On-Demand Session**

This panel considers sites and methods of reading instruction that help students better work with disciplinary texts and transfer textual abilities to their disciplines.

**Chairs:** Kelsie Endicott, Salisbury University, “Flying under the Radar: The Role of Reading in a University Writing Center”

Howard Tinberg, Bristol Community College, “Reading and Teaching for Transfer”

**Speaker:** Nelson Graff, California State University Monterey Bay

*Language and Literacy*

**O-161 Improving Outcomes: Promoting Fairness across Diverse Institutional Sites and with Diverse Student Populations through Disciplinary Writing and Local Assessment On-Demand Session**

Emerging research on diverse students at diverse institution sites and the contributions to scholarship about writing, assessment, and fairness.

**Chair and Speaker:** Diane Kelly-Riley, University of Idaho

**Speakers:** Ruth Benander, University of Cincinnati Blue Ash College, “Promoting Fairness with Basic Writers at an Urban Two-Year College through Agency, Self-Efficacy, and ePortfolios”

Angela Bonilla Rasmussen, Spokane Community College, “Promoting Fairness through Curricular Attention to Career and Technical Programs”

Brooke Carlson, Chaminade University, “Fairness as Pedagogy: Equitable Opportunity Structures and the Cultivation of Dynamic Action”

Brenda Refaei, University of Cincinnati Blue Ash College, “Promoting Fairness with Basic Writers at an Urban Two-Year College through Agency, Self-Efficacy, and ePortfolios”

Andrea Reid, Spokane Community College, “Promoting Fairness through Curricular Attention to Career and Technical Programs”

**Respondent:** Mya Poe, Northeastern University

*Theory and Research Methodologies*

**O-162 Perceived Commonplaces of Writing beyond the University: Challenges and Findings from Multi-Institutional Research** **On-Demand Session**

Our multi-institutional study investigates the writing produced in early-career positions in a range of professions, as well as the writing processes engaged in by early-career professionals. We explore this question: How do novice professionals (up to 5 years in postgraduation professional position) repurpose writing knowledge for writing beyond the university?

**Chair and Speaker:** Liane Robertson, University of South Florida, “A Multi-Institutional Study: Writing beyond the University”

**Speakers:** Ann Blakeslee, Eastern Michigan University, “A Multi-Institutional Study: Writing beyond the University”

Rebecca Nowacek, Marquette University, “A Multi-Institutional Study: Writing beyond the University”

**Respondent:** Jennifer Mallette, Boise State University, “A Multi-Institutional Study: Writing beyond the University”

*Theory and Research Methodologies*

**O-163 Teaching While Asian American in the Age of Trump** **On-Demand Session**

This session examines how Asian American scholar-teachers do rhetorical, literacy, and writing work in the age of Trump to expose systems of oppression, to develop productive interrogations of power and privilege in classrooms (often mostly white), and to create networks across communities in the interests of social justice.

**Chair:** Asao B. Inoue, Arizona State University

**Speakers:** Nisha Shanmugaraj, Carnegie Mellon University, “Discussing Racism and Resistance in the First-Year Writing Classroom at a STEM University”

Shu-yin Sharon Yam, University of Kentucky, “Teaching the Rhetorics of Reproductive Justice: Fieldnotes from the Classroom”

Morris Young, University of Wisconsin-Madison, “Teaching while Asian American: Belief, Belonging, and Barriers”

**Respondent:** Jo Hsu, The University of Texas at Austin

*First-Year Writing*

**O-164** **Negotiating FYW and Conflict: #BlackLivesMatter, Pandemic, and Mindful Pedagogical Practices**  
**On-Demand Session**

This presentation addresses how writing classes can negotiate the rhetoric and struggles during a time of pandemic, police brutality, and overall civil unrest. Additionally, this session will provide evidence-based mindful pedagogical practices that support FYWs during troubled times and beyond.

**Chairs:** Renee DeLong, Minneapolis College, “The Murder of George Floyd and the Burning of Minneapolis: How Do We Teach So That Cops Stop Killing Black People?”

Nadia Zamin, Fairfield University, “Teaching for Hope in Troubled Times: Evidence-Based Mindfulness Strategies to Support First-Year Student Writers’ Management of Writing Negotiations and Self-Compassion”

**Speaker:** Monique Akassi, Howard University, Washington, DC, “#BlackLivesMatter Protest Pedagogy: Approaches to Teaching Ta-Nehisi Coates’s *Between the World and Me* during the COVID-19 Pandemic and the 2020 Race Riots”

*Theory and Research Methodologies*

**O-165** **Visualization and Analytics: Composition through a Networked Lens** **On-Demand Session**

This panel focuses on the ways in which citation analysis, network analysis, and visual rhetorical grammar act as ciphers for further study.

**Chairs:** Adedoyin Ogunfeyimi, Dartmouth College, “Toward a Divinatory Visual Rhetorical Grammar”

Shelton Weech, Purdue University, “Network Sense through Network Analysis: Twitter and Disciplinography in Composition Studies”

*Theory and Research Methodologies*

**O-166 A Case for Case Studies: Developing Teaching Practice in the First-Year Writing Classroom On-Demand Session**

This interactive roundtable shares the research practices and findings of four writing teachers, new and experienced, who conducted case studies in their own classrooms and raises questions about and explores some pressing topics deriving from developing writing teaching practice through teacher research.

**Chair:** Christina Saidy, Arizona State University

**Roundtable Leaders:** Alyssa Devey, Arizona State University, “Using Case Studies to Teach TAs Research Methodologies”

Mohammed Iddrisu, Arizona State University, “Students’ Linguistic Vulnerabilities and Teacher Pedagogies”

Seher Shah, Arizona State University, “Teaching and Learning as an Outsider”

Marlene Tovar, Arizona State University, “Adapting to New Learning Contexts: The Parallel Transitions of a TA and Two College Freshmen”

*Community, Civic & Public Contexts of Writing*

**O-168 Ecocomposition in the Anthropocene: Deepening Engagement with the Public and Environmental Contexts of Writing On-Demand Session**

This roundtable discusses how the practice of ecocomposition is an essential form of civic engagement for grappling with climate change. Our presenters, classroom practitioners from across the country, address the public and pedagogical implications of teaching writing amidst the climate crisis. Speakers offer perspectives on fostering community-engaged discourse via ecocomposition.

**Chairs and Discussants:** Justin Everett, University of the Sciences

Russell Mayo, Purdue University Northwest

Christian Weisser, Penn State Berks

**Roundtable Leaders:** Yavanna Brownlee, University of Northern Colorado, “Addressing Climate Change Panic through Relational Practice”

Elisa Cogbill-Seiders, US Air Force Academy, “Whose Job Is It: College Composition and the Exigence of Climate Crisis”

Justin Everett, University of the Sciences, “‘This Civilization Is Finished’: Inscribing the Ecozoic Era in the Context of a Science-Focused University”

- Kim Freeman, University of California-Berkeley, "The Never-Ending Story: Teaching Climate Change, Research, and Interdisciplinary Narrative"
- Jeff Gagnon, University of California San Diego, "'Reading and writing are necessary for something': Multimodal Ecomposition in the First-Year Writing Classroom"
- Zachary Garrett, Murray State University, "A Gateway Drug for Science Literacy and Moral Action: Climate Change in the Composition Classroom"
- Cristina Hanganu-Bresch, University of the Sciences, "Paying Attention to Animals in Rhetoric and Composition"
- Mark Houston, University of Nebraska-Lincoln, "Messy Plates: Using Food-Themed Writing Courses to Resist Anthropocene Disorder"
- Lindsay Jacoby, George Washington University, "Personal Action or Community Engagement? Approaches to Student Empowerment in the Ecomposition Classroom"
- Juliette Lapeyrouse-Cherry, St. Catherine University, "Mapping the Intersections of Ecomposition and Environmental Humanities: Exploring Local Places and Global Contexts in the Rhetoric and Writing Classroom"
- Russell Mayo, Purdue University Northwest, "Writing Centers and (Post) Sustainability: Comparative Case Studies on Ecomposition in the Anthropocene"
- Alexandra Panos, University of South Florida, "Social Distancing: How Teachers' Instructional Narratives Story Distance from and Engagement with Climate Change Themselves, Their Students, and Climate Change"
- Yasmin Rioux, University of Maryland Global Campus, "Expanding Our Audience: Examining Multilingual and Diverse Students' Responses to Place-Based Ecomposition to Address a Global Threat with a Global Audience"
- Loren Skye Roberson, University of Memphis, "Writing Centers and (Post)Sustainability: Comparative Case Studies on Ecomposition in the Anthropocene"
- Michael Sherry, University of South Florida, "Social Distancing: How Teachers' Instructional Narratives Story Distance from and Engagement with Climate Change Themselves, Their Students, and Climate Change"

## O-169 The 2020 Documentarians Project: Recollecting Common Experiences of an Uncommon Time **On-Demand Session**

In this session, we describe a new model of participation we created for CCCC 2020, the “Documentarian” role. This role was created to be inaugurated at CCCC 2020 as a means for learning more about diverse conference experiences. This inquiry was in line with the theme of that conference, “Considering Our Commonplaces,” an invitation to reflect on our most deeply held values and practices. With the Documentarian project, we saw a opportunity in having already gathered a cohort of people interested in capturing and sharing stories to document their experience of a time and place. Though CCCC 2020 was canceled, we decided that the Documentarian project could—in fact, should—persist. Now, we saw in the new Documentarian role an opportunity to learn some things about the durable commonplaces not only of our professional lives—what we value, and how we labor—but also about the conduct of higher education itself.

We will describe the impetus and development of the Documentarian project and share what we have learned from it so far. Since this project has, from conception to delivery, been a collaboration among the three of us, we will deliver it as a discussion in which we take turns telling the story of the project and its products.

**Speakers:** Bree Gannon, Michigan State University  
Bump Halbritter, Michigan State University  
Julie Lindquist, Michigan State University

### *Historical Perspectives*

## O-170 Practicing Social Justice Writing in the Jewish Tradition: “For Once We Were Strangers . . .” **On-Demand Session**

This roundtable examines how the Jewish Passover tradition informs the practice of the teaching of writing as a potentially radical form of social justice, one that is informed by research in writing studies as well as by the Jewish imperatives associated with remembrance, estrangement, and questioning.

**Chair and Speaker:** Michael Bernard-Donals, University of Wisconsin-Madison

**Speakers:** David Frank, University of Oregon, “How to Welcome the Stranger”

Deborah Holdstein, Columbia College of Chicago, “Jewish Medical Ethics and the Writing of Social Justice”

Brandon Katzir, Oklahoma City University, “Yiddish in the Haggadah and the Imperative of Annotation”



**O-171 Our Narratives, Our Lived Memories: Immersive Multimodality, Micro-Commonplaces, and Participatory Pedagogy in a Post-Conflict Era** **On-Demand Session**

We span key pedagogical topics, including responding to trolls by understanding the ways in which they use emotion to manipulate; collaborating with family members and using video, sound, and web design to craft evocative memoirs; and bringing together trauma-aware strategies and participatory practices to respond to traumatic, current issues.

**Chair and Speaker:** Alexandra Hidalgo, Michigan State University, “Digitally Bringing Our Stories to Life: A Multimodal Memoir Pedagogy”

**Speakers:** Bahareh Alaei, Mt. San Jacinto College, “Digitally Negotiating Stressors: Trauma-Informed Teaching as Participatory Pedagogy”  
Sarah Arroyo, California State University, Long Beach, “Digitally Negotiating Stressors: Trauma-Informed Teaching as Participatory Pedagogy”

Amy Loy, California State University, Long Beach, “Digitally Manipulating the Narrative: Trolls and Strategically Affective Pedagogy”

# Exhibitors

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Within the Virtual Convention platform, exhibitors can be found under the “Sponsor Hall” and “Exhibit Hall” menu options at the top of the page.

## Sponsor Hall and Exhibit Hall Hours (ET)

**Wed. 4/7:** 7:30–8:30 p.m.

**Thurs. 4/8:** 2:30–6:00 p.m. (**dedicated hours:** 2:30–3 p.m., 4–4:30 p.m., 5:30–6 p.m.)

**Fri. 4/9:** 3:30–7:00 p.m. (**dedicated hours:** 3:30–4 p.m., 5–5:30 p.m., 6:30–7 p.m.)

**Sat. 4/10:** 10:00–11:00 a.m., 12:00–2:00 p.m. (**dedicated hours:** 10–11 a.m., 12–12:30 p.m., 1:30–2 p.m.)

## American Psychological Association: APA Style, APA Books, APA Videos, Lifetools, and Magination Press

<https://www.apa.org/pubs/books/>

The American Psychological Association publishes APA Style books, including the best-selling publication manual, APA professional and scholarly titles, Lifetools nonfiction, and Magination Press children’s books. Visit [apastyle.org](https://www.apastyle.org), [apabooks.org](https://www.apabooks.org), and [maginationpress.org](https://www.maginationpress.org).

## Bedford St. Martin’s/Macmillan Learning

<https://www.macmillanlearning.com/college/us/achieve/english>

Bedford/St. Martin’s is here to help you meet the moment with materials that elevate student engagement and performance. At the heart of it all is trusted content from our authors, plus unparalleled service and support.

## Broadview Press

<https://broadviewpress.com/>

Broadview Press publishes books for undergraduate course use in composition, English, philosophy, and history. We are a Canadian-owned independent academic publisher. As a company, we strive to produce high-quality, pedagogically useful books, and to uphold fair business practices.

## Cengage

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## Modern Language Association

<https://www.mla.org/>

Founded in 1883, the Modern Language Association of America and its 24,000 members in more than 100 countries work to strengthen the study and teaching of languages and literature.

## NCTE Publications

<https://store.ncte.org/shop/books>

Visit NCTE Publications to learn about the newest CCCC/NCTE publications, including journals and Studies in Writing & Rhetoric Series books, and chat with NCTE Publications staff.

## Penguin Random House

<https://penguinrandomhousehighereducation.com/>

Penguin Random House's many award-winning imprints publish a broad range of titles of interest to instructors and students across all academic disciplines, including composition. Authors and translators we publish include Matthew Salesses, Ocean Vuong, George Saunders, and Joan Didion.

## Utah State University Press

<https://upcolorado.com/>

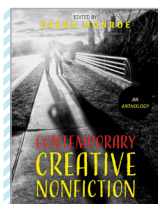
Utah State University Press, an imprint of the University Press of Colorado, is a refereed scholarly publisher specializing in composition, rhetoric, and writing studies.

## W. W. Norton & Company

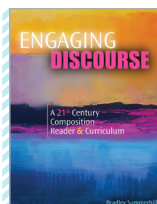
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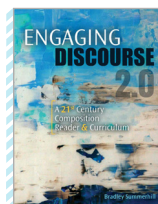
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The poster features a purple background with a stylized city skyline of Chicago. A large, circular logo with a 'C' inside is positioned above the skyline. The text '2022 CCCC CHICAGO, ILLINOIS' is in large, bold, white letters. Below it, 'MARCH 9-12, 2022' is written in smaller white letters. At the bottom, 'PROPOSALS ACCEPTED THROUGH 11:59 PM ET, MONDAY, JUNE 7' is written in large, bold, white letters. At the very bottom, the URL 'HTTPS://CCCC.NCTE.ORG/CCCC/CONV' is written in white letters.

**2022 CCCC**  
**CHICAGO, ILLINOIS**  
**MARCH 9-12, 2022**

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**[HTTPS://CCCC.NCTE.ORG/CCCC/CONV](https://CCCC.NCTE.ORG/CCCC/CONV)**

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