

Thursday, March 10

A Sessions: 1:30–2:30 p.m. ET

Antiracism and Social Justice

A-1 **Grappling with Antiracism in the Writing Classroom: From Theory to Practice, a Case Study** **Live**

In this panel, presenters discuss their attempts to enact insights from a faculty learning community exploring antiracist writing assessment and pedagogy. While the emphasis is on individual ways participants moved from theory to practice, presenters also discuss their challenges implementing antiracist theory within social and institutional structures that impede much of this work.

Speakers: Rebecca Gerdes-McClain, Columbus State University
Leslie Haines, Columbus State University
Clayton O’Dell, Columbus State University
Carolina Pelaez-Morales, Columbus State University
Crystal Woods, Columbus State University

Antiracism and Social Justice

A-2 **Promises and Perils of Allyship in Linguistic Justice Research: Problematizing the Positioning of Outgroup Scholars** **Live**

The presenters in this panel undertake teaching and research on the concerns of ethnic/racial groups other than their own, motivated by a commitment to linguistic justice. They make their practices and identity positionings transparent in an effort to invite a critical assessment of their motivations and outcomes, and to generate conversations on the limitations and possibilities of allyship.

Speakers: Shannon McClellan Brooks, The Pennsylvania State University, “Allyship as a Developmental Process with a Blind Korean Scholar”
Suresh Canagarajah, The Pennsylvania State University, “Alliance Building of a Postcolonial Asian Scholar with African American First-Year Students”

Lyana Sun Han Chang, The Pennsylvania State University, “Intersectional and Ethical Allyship in Working with Immigrants with Undocumented Status”

Kim Hansen, The Pennsylvania State University, “Teacher/Researcher Development in Solidarity with Lusophone African ESL Students”

Respondent: David Green, Howard University

Approaches to Teaching and Learning

A-3 **The Ethics and Problematics of Reusing Your Own Writing: Findings and Recommendations from the Text Recycling Research Project** **Live**

This session reviews findings from the NSF-funded Text Recycling Research Project and discusses guidelines and instructional materials based on those findings.

Chair: Chris Anson, North Carolina State University

Speakers: Susanne Hall, Caltech, “Recycling Research Project Documents: Best Practices, Educational Materials, and Model Policies”
Cary Moskovitz, Duke University, “Current Findings from the Text Recycling Research Project”

Michael Pemberton, Georgia Southern University, “Developing TR Policies for Teachers and Students”

A-4 **The Art of Evaluation: Poetry Dynamic Criteria Mapping in Practice** **Live**

Engaged Learning Experience

Participants in this session will learn about and practice Poetry Dynamic Criteria Mapping (PDCM), a new method for evaluating poetry. The group will read, discuss, and evaluate three brief poems and attempt to persuade each other of the virtues and vices of these verses. Participants will get hands-on experience with this approach to discovering, negotiating, and publicizing poetic values.

Speakers: Bob Broad, Illinois State University, “What Writing Studies Can Contribute to Poetry’s Quest for Evaluative Self-Knowledge”

Michael Theune, Illinois Wesleyan University, “What Poetry Knows and Doesn’t Know about How Verse Gets Valued”

Inclusion and Access

A-5 Shining a Light on Academic Assumptions: Building an Inclusive Syllabus for Your Writing Classroom **Live**
Engaged Learning Experience

In this session, we will welcome colleagues into the practice of examining syllabus language for underlying assumptions that create exclusive learning spaces—even despite our best intentions. Incorporating various NCTE/CCCC position statements on inclusion and diversity in order to support engaging best practices, this will be a space of openness, courage, and vulnerability as facilitators welcome all ideas about what might best serve students of postsecondary writing.

Speakers: Juliette Kitchens, Nova Southeastern University
Claire Lutkewitte, Nova Southeastern University
Molly Scanlon, Nova Southeastern University

Language, Literacy, and Culture

A-6 Language Awareness as Language Justice: Critical Language Awareness in Writing Studies **Live**

Drawing from pedagogical and empirical studies in a range of settings, this panel examines the justice potential of a Critical Language Awareness approach to writing research, teaching, and assessment.

Speakers: Laura Aull, University of Michigan
Rebecca Lorimer Leonard, University of Massachusetts Amherst
Andrea Lunsford, Stanford University
Esther Milu, University of Central Florida
Shawna Shapiro, Middlebury College

Inclusion and Access

A-7 Questioning as Antiracist Praxis for WPAs **Live**
Sponsored by the CCCC Untenured and Alternative-Academic WPA Standing Group

Five untenured WPAs and a respondent discuss how antiracist questioning guides their work toward equitable and inclusive praxis.

Standing Committee Chair: Stacy Kastner, University of Pennsylvania
Speakers: Amy Colombo, University of North Carolina, Charlotte, “How Do Our Assessment Practices Impact BIPOC Students?”
Amilia Evans, Virginia Tech, “A Reimagining of Diversity, Equity, and Inclusion Discourse in Higher Education”

Angela Mitchell, University of North Carolina, Charlotte, “How Do Our Assessment Practices Impact BIPOC Students?”
Talisha Haltiwanger Morrison, University of Oklahoma, “So, How Do We Do This, the Antiracism, Like for Real, from the Center?”
Sarah Polo, Cottey College, “How Can We Effectively Develop and Revise First-Year Writing Curriculum to More Fully Embrace Antiracism and Promote Global Awareness?”
Iris Ruiz, University of California, Merced

A-8 Inclusion, Accessibility, and the Dissertation: Imagining a More Diverse Future for Rhetoric and Composition Scholars **Prerecorded/Scheduled**

Reimagining the dissertation warrants a discussion about how and why we conduct research, what kinds of dissertation projects we can produce, and where we can find support. This panel will advance this conversation, emphasizing the need to expand the purpose, form, and labor conditions of the dissertation.

Speakers: Whitney James, University of Notre Dame
Danny Rodriguez, Messiah University
Kayla Sparks, Texas Christian University

Inclusion and Access

A-9 Transitions and Expectations: Negotiating “College-Level” Literacies across Borders **Live**

Sponsored by the CCCC Untenured and Alternative-Academic WPA Standing Group

Working from transnational perspectives and diverse research orientations, this session qualitatively investigates transitional experiences of underrepresented student writers at the nexus of high school and college education in Chile and the US, focusing on conceptualizations and enactments of “college-level” literacies, to inform pursuits of increased access and equity in literacy education.

Speakers: Ana Cortes Lagos, Syracuse University
Federico Navarro, Universidad de O’Higgins
Brice Nordquist, Syracuse University
Natalia Avila Reyes, Pontificia Universidad Católica de Chile

A-10 From Talking to Acting: Ohio’s Commitment to Diversity, Equity, and Linguistic Justice **Prerecorded/Scheduled**

Faculty who want to enact antiracist pedagogy often face challenges at the state, program, and course levels as they address learning outcomes. Our panel explores how the absence of DEI in outcomes statements complicates the work of adopting antiracist pedagogies.

Speakers: Deborah Bertsch, Columbus State Community College, “Program Redesign: Enacting Antiracist Teaching and Learning”
Jennifer Cunningham, Kent State University
Crystal Danley, Columbus State Community College, “Program Redesign: Enacting Antiracist Teaching and Learning”
Debra Knutson, Shawnee State University, “Statewide Learning Outcomes Redesign: Enacting Antiracist Teaching and Learning”
Brenda Refaei, University of Cincinnati Blue Ash College, “Course Redesign: Enacting Antiracist Teaching and Learning”

Thursday, March 10

B Sessions: 3:00–4:00 p.m. ET

Antiracism and Social Justice

B-1 **Beyond Inclusion: Dismantling Contested Writing Spaces through Antiracist Priorities, Policies, and Practices** **Live**

This presentation brings specific communities into focus through the lenses of critical race theory, exposing inequities and key concerns located in three primary spaces—the public sphere, the classroom, and the writing center—while drawing attention to actions that teachers, and scholars, may consider in their efforts to build spaces informed by antiracist practices, policies, and priorities.

Speakers: Joel Bergholtz, Florida State University
Rhea Estelle Lathan, Florida State University
Amanda Presswood, Florida State University
Trica Rizza, Florida State University/Tallahassee Community College

Community, Civic, and Public Contexts of Writing

B-2 **Writing Natures Examines and Explores How We Mediate the Natural World through Multiple Media and How We Might Make Better Use of Those Media for a Better World** **Live**

Composition has long written about nature, including how we define nature, relate to nature, be better stewards of nature, highlight our worst social inequities, and write to positively affect our environments. Writing about nature is a social justice issue as it engages that with which we all find ourselves. This panel will examine the weird/wonderful, awesome, and awful practices of writing natures.

Speakers: Casey Boyle, The University of Texas at Austin, “On the Subject of Landscapes”
Madison Jones, University of Rhode Island, “Ecomposing with Rhetorical Poetics”
Donnie Sackey, The University of Texas at Austin, “Documenting Environmental Justice”
Melissa Yang, Emory University, “Composing Murmurations”

Antiracism and Social Justice

B-3 Disrupting Language Ideologies: Strategies for Centering Linguistic Justice and Inquiry in Literacy Education **Live**
Engaged Learning Experience

This ELE session creates space for attendees to theorize how language ideologies and linguistic justice work in practice, and to imagine how we might intervene. Participants will engage with emerging theories and pedagogies, and articulate their own goals for teaching. The facilitators will present their own experiences, facilitate free writing and discussion, and share access copies.

Speakers: Katherine S. Flowers, University of Massachusetts Lowell
Yu-Kyung Kang, Gonzaga University

Approaches to Teaching and Learning

B-4 Linguistic Justice in Praxis: Critical Language Awareness for Preservice Teachers **Live**
Engaged Learning Experience

This engaged learning session encourages attendees to examine their linguistic histories and biases in pursuit of antiracist writing pedagogy and linguistic justice. Attendees gain first-hand experience with a critical language reflection activity and then envision how to incorporate similar activities and pedagogical practices into their higher education writing courses.

Speakers: Tamar Bernfeld, University of Iowa
Tasha Lindo, University of Iowa
Raquel Wood, University of Iowa

Antiracism and Social Justice

B-5 Arab/Muslim Standing Group Roundtable on Challenging Oppressive Systems **Live**
Sponsored by the CCCC Arab/Muslim Standing Group

This roundtable fosters discussions pertaining to Arab/Muslim rhetorics, ethical engagement, Islamophobia, racism, and discrimination. This roundtable opens up possible opportunities for scholarly and pedagogical conversations with the audience.

Standing Committee Chairs: Tamara Issak, St. John's University
Lana Oweidat, Goucher College

Speakers: Mais Al-Khateeb, California State University, Los Angeles
Kefaya Diab
Rasha Diab, The University of Texas at Austin
Kimberly Harper, North Carolina A&T State University
Nabila Hijazi, University of Maryland, College Park
Mohamed Yacoub, Florida International University
Soha Youssef, Thomas Jefferson University

Antiracism and Social Justice

B-6 Enacting Diversity, Equity, and Linguistic Justice: An A/AAPI Session on Teaching, Research, and Beyond Live

Sponsored by the Asian/Asian American Caucus Special Interest Group

This session aims at sharing antiracist frameworks, pedagogy, and administrative approaches to achieve social justice for the Asian/Asian American and Pacific Islander community.

Speakers: Priyanka Ganguly, Virginia Tech
Terese Monberg, Michigan State University
Jennifer Sano-Franchini, Virginia Tech
Xiaobo Wang, Sam Houston State University
Liping Yang, Georgia State University
K. Hyoejin Yoon, West Chester University

Writing Programs

B-7 Writing Programs @ 2YCs: Where We Are and Where We Oughta Be Live

Drawing upon their experience running writing programs, editing journals, and forging inter-institutional partnerships (two-year to four-year, statewide, college-to-K12), eight 2YC faculty debate the shape and function of 2YC writing programs in the discipline and profession while showing that such programs are highly generative sites for research into obstacles to equity and flexible praxis.

Chair and Speaker: Jeffrey Klausman, Whatcom Community College

Speakers: Steven Accardi, College of DuPage
Annie Del Principe, Kingsborough Community College CUNY
Jillian Grauman, College of DuPage
Brett Griffiths, Macomb Community College
Darin Jensen, Salt Lake Community College
Sarah Snyder, Arizona Western College
Dominique Zino, LaGuardia Community College CUNY

B-8 Embodied Exclusions: Institutional Access and the Commitments of Belonging **Prerecorded/Scheduled**

Situating race, gender, and other embodied experiences within discourses such as white supremacy makes visible the structural barriers that exist and carry over to higher education institutions that are often framed as tools for access and equity. In unpacking commitments of belonging, the panel identifies interventions to challenge institutional discourses and reimagine access.

Speakers: Stephanie Larson, Carnegie Mellon University, “The Violence of ‘Here’: The Labor of Rape Culture in Higher Education”

Jennifer LeMesurier, Colgate University

Jessica Restaino, Montclair State University, “Labor, Deliver, Heal: Obstetrics, Trauma, and the Rhetorics of Co-Ethnography”

Morris Young, University of Wisconsin-Madison, “Discourses of Exclusion and Anti-Asian Rhetoric”

Respondent: Jay Dolmage, University of Waterloo

Theory and Research Methodologies

B-9 Decolonizing Rhetoric and Writing: Asian and Asian American Perspectives **Prerecorded/Scheduled**

Exploring agency amidst global hegemony of Western epistemology and English language, this panel advances a decolonial approach in rhetoric and writing from the perspective of Asian American scholars. Building on Indigenous and Latinx scholars’ critique of colonial/imperial matrices of power, we report empirical studies and share implications for our discipline’s reckoning with social justice.

Speakers: Shyam Sharma, Stony Brook University

Huatong Sun, University of Washington Tacoma

Xiaoye You, Pennsylvania State University

Thursday, March 10

C Sessions: 4:30–5:30 p.m. ET

Language, Literacy, and Culture

C-1 **Combatting Linguistic Racism: Praxis for Equity and Justice for Multilingual Writers** **Live**

This panel offers examples of and reflections on their work to promote equity and justice for multilingual students in a writing classroom, writing centers, and in the scholarly publication and editorial process.

Speakers: Hidy Basta, Seattle University, “Beyond Welcoming Acceptance: Reenvisioning Consultants’ Education and Writing Center Practices toward Social Justice for Multilingual Writers”

Norah Fahim, Stanford University, “‘How’ in Linguistic Justice: Reflections from Novice Editors”

Jennifer Johnson, Stanford University, “‘How’ in Linguistic Justice: Reflections from Novice Editors”

Sharada Krishnamurthy, Rowan University, “Valuing Language Diversity through Translingual Reading Groups in the Writing Center”

Eunjeong Lee, University of Houston, “‘How’ in Linguistic Justice: Reflections from Novice Editors”

Donna Mehalchick-Opal, Rowan University, “Valuing Language Diversity through Translingual Reading Groups in the Writing Center”

Brooke Schreiber, Baruch College CUNY, “‘How’ in Linguistic Justice: Reflections from Novice Editors”

Kaia Simon, University of Wisconsin, Eau Claire, “Developing Audience Awareness and Brokering Social Justice in First-Year Writing Classrooms”

Respondent: Shawna Shapiro, Middlebury College

Antiracism and Social Justice

C-2 **Building a Campus-Wide Coalition for Linguistic Justice: Reflections from an Antiracist WAC Workshop Series** **Live**

This panel flips the script of linguistic justice beyond FYC by narrating the exigency, implementation, and lessons learned from facilitating an antiracist WAC workshop series focused on dismantling linguistic racism in academic writing. Unique to this panel is how it centers graduate students as experts capable of leading linguistic justice action across campus.

Chairs and Speakers: Gitte Frandsen, University of Wisconsin-Milwaukee

Maria Novotny, University of Wisconsin-Milwaukee

Anis Rahman, University of Wisconsin-Milwaukee

Chloe Smith, University of Wisconsin-Milwaukee

Madison Williams, University of Wisconsin-Milwaukee

Chair and Respondent: Rachel Bloom-Pojar, University of Wisconsin-Milwaukee

Antiracism and Social Justice

C-3 Walking a Scholarly Path during the Time of the Seventh Fire: The Promise and Peril of Indigenous Rhetorics Let Loose in the Discipline Live

The American Indian Caucus meeting held in Denver in 2001 was a turning point for Indigenous rhetorics' scholarship and its visibility in CCCC. Between the Convention and local Denver March Powwow, we formed a network of scholarly relations that has now created a field full of both disciplinary and interdisciplinary possibilities and structures. This panel traces the impacts of that network.

Chair and Respondent: Andrea Riley Mukavetz, Grand Valley State University

Speakers: Kimberli Lee, Northeastern State University, "Making Space for Relational Realities: Working with Indigenous Graduate Students in Academia"

Malea Powell, Michigan State University, "Since Denver March: The Promise and Perils of Indigenous Visibility in the Discipline"

Kimberly Wieser, University of Oklahoma, "American Indian and Indigenous Rhetorics: A Digital Annotated Bibliography"

Writing Programs

C-4 Preserving Self and Center: Equitable Writing Center Assessment That Rejects Absurdity Live
Engaged Learning Experience

Working in unsustainable conditions during a pandemic has heightened the need for radical reframing of oppressive institutional practices. This engaged session focuses on developing equitable administrative and assessment practices for writing centers and programs. Participants will leave with strategies that draw from ethical care practices as a means of preserving both the self and center.

Speakers: Celeste Del Russo, Rowan University

Amanda Fields, Central Connecticut State University

Elizabeth Leahy, University of Tennessee at Chattanooga

Erica Cirillo McCarthy, Middle Tennessee State University

Inclusion and Access

C-5 Taking Off Our Masks: Fostering Vulnerability and Working toward Access through Critical Collaborative Reflection Live

Drawing on disability studies, this interactive session engages participants in exploring the possibilities of collaborative critical reflection for intervening in institutional dynamics that limit access, cocreating more inclusive professional spaces.

Speakers: Kathleen Dillon, University of Nebraska-Lincoln
Nicole Green, University of Nebraska-Lincoln
Debbie Minter, University of Nebraska-Lincoln

Institutions: Labor Issues, Professional Lives, and Survival

C-6 Practicing Queer Rhetorics: Working toward Queer Liberation in the Here and Now Live

Sponsored by the CCCC Queer Caucus

This panel of queer graduate students and junior scholars invites participants to adopt the configuration of queer rhetoric as queer action via varying subjective and inquisitive entry points. Together, panelists work to envision and enact an equitable world for queer and trans folks within and beyond the academy.

Committee Chair: Wilfredo Flores, Michigan State University

Speakers: Andrew Harnish, University of Pittsburgh-Bradford

Neal Liu, University of Illinois at Urbana-Champaign

Dannea Nelson, Weber State University

Olivia Wood, CUNY Graduate Center/John Jay College of Criminal Justice

Respondent: Gavin Johnson, Christian Brothers University

Professional and Technical Writing

C-7 Do Tell: Teaching Doctors to Listen to Elderly African American Patients Prerecorded/Scheduled

This panel will present initial findings from an NIH study designed to train medical students to better listen to and hear what African American patients have to say about the challenges of managing their chronic health conditions. In the interviews, patients expressed the ways they felt disempowered and revealed what would give them more agency in their communication with their doctors.

Speakers: KM Begian-Lewis, Wayne State University

Carly Braxton, Wayne State University

Richard Marback, Wayne State University

Language, Literacy, and Culture

C-8 Constructing a Disability Literacies Framework across Spaces, Identities, and Texts **Prerecorded/Scheduled**

This panel argues that through disability literacies, the composition classroom and writing programs can be a site where disabled identities come into being.

Speakers: Dev Bose, University of Arizona
Janelle Chu Capwell, University of Arizona
Adam Hubrig, Sam Houston State University
Kathleen Kryger University of Arizona
Ruth Osorio, Old Dominion University
Manako Yabe, University of Tsukuba
Griffin Zimmerman, University of Arizona

Theory and Research Methodologies

C-9 The Emotional Work of Writing: Four Qualitative Investigations of Advanced Writers **Prerecorded/Scheduled**

Four qualitative studies demonstrate the roles emotions play in the composing experiences of advanced writers and suggest implications for professional development and mentorship.

Roundtable Leaders: Marcus Meade, University of Missouri-Kansas City, “Writing While Worried: The Emotional Impact of Precarity on NTT Writers”
Shari Stenberg, University of Nebraska-Lincoln, “‘Everyone Thinks It’s Just Me’: Exploring the Emotional Dimensions of Seeking Publication”

Friday, March 11

D Sessions: 11:00 a.m.–12:00 p.m. ET

Language, Literacy, and Culture

D-1 **Voices from the Margins: How Rhetoric Has Shaped the Black Experience from Clinics to the Stoop to the University** **Live**

This panel will include a pedagogic discussion of language's effect on the rhetoric on the Black experience in public spaces in the Bronx, women's health clinics since the 19th century, and Beyoncé albums today. The conversation about historic, visual, and social rhetorics each explain why a more nuanced understanding of cultural literacies is vital for social justice endeavors in academia.

Chair: Kelly Kinney, University of Wyoming

Speakers: Nicole Foss, University of Wyoming

Leighkaren Labay, University of Wyoming

Andrew Meyer, University of Wyoming

Antiracism and Social Justice

D-2 **Trickster's Tools and Teaching Traditionally: Writing Instruction as a Subversive Act for Indigenous Scholars** **Live**

The use and instruction of Standard English has been critiqued as inherently compromised, serving to perpetuate traditional hierarchies and biases. However, Indigenous epistemologies, particularly those related to the trickster archetype, may propose an alternative but authentic understanding of how the tools of colonial practice may themselves be appropriated and subverted.

Speaker: Wallace Cleaves, University of California, Riverside

Writing Programs

D-3 Designing New Approaches to Teaching with Undergraduate Research Journals and Publications **Live**
Engaged Learning Experience

The session invites participants to collaborate with publishers of undergraduate writing studies scholarship—*Jump+*, *Xchanges*, and *Young Scholars in Writing*—and one of the creators of *Written Communication in the Classroom* to imagine the potential uses of published undergraduate scholarship in our teaching to expand the number of students who benefit from undergraduate research as a practice.

Speaker: Gabriel Cutrufello, York College of Pennsylvania

Roundtable Leaders: Emily Cope, York College of Pennsylvania

Justin Hodgson, Indiana University, Bloomington

Julianne Newmark, University of New Mexico

Workshop Facilitators: Kira Dreher, Carnegie Mellon University in Qatar

Al Harahap, University of Oklahoma

Kim Fahle Peck, York College of Pennsylvania

Writing Programs

D-4 Critical Reflection(s), Critical Relationship(s): Advancing Language Justice through Responsive and Accountable Coalition **Live**
Engaged Learning Experience

This session invites participants to practice relationship-building and criticality in navigating institutional partnerships and coalitional work in advancing linguistic justice.

Speakers: Stephanie Aguilar-Smith, University of North Texas

Floyd Pouncil, Michigan State University

Grace Pregent, Michigan State University

Nick Sanders, Michigan State University

Trixie Smith, Michigan State University

Antiracism and Social Justice

D-5 Decolonial Possibilities in Higher Education **Live**
Sponsored by the CCCC American Indian Caucus

This panel offers analyses from across Turtle Island to identify potential decolonial openings in departments, mentoring practices, and classrooms in order to assist audience members with ideas for implementation within their own institutional contexts.

Chair: Lisa King, University of Tennessee, Knoxville

Speakers: Yavanna Brownlee, University of Northern Colorado,
“Constellating Decolonial Practices to Negotiate Equity in the
Classroom”

Catheryn Jennings, Hamline University, “Gathering Stories, Learning
Apart: Indigenous-Informed Community Methodology for Pedagogical
Methods”

Sarah Prielipp, University of Alaska, Anchorage, “Decolonizing Our
Program, One Step at a Time”

Cindy Tekobbe, University of Alabama, “Engaging Injustice:
Decolonizing Pedagogy and Indigenous Mentoring”

Writing Programs

D-6 **Committing to Abolition: A Revised Curriculum for a
First-Year Writing Course** **Live**

Speakers discuss the efforts of a writing program curriculum workgroup formed to honor a commitment to develop an entry-level course focused on increasing student awareness of anti-Blackness and systemic racism both within and beyond the university campus. The selected texts written by male, female, feminist, queer, and transgender Black authors both model inclusivity and promote community.

Speakers: Steven Beardsley, University of California, San Diego

Melinda Guillen, University of California, San Diego

Jennifer Marchisotto, University of California, San Diego

Laurie Nies, University of California, San Diego

Carrie Wastal, University of California, San Diego

Inclusion and Access

D-7 **Teacher-Scholar Approaches to Equity: Using Research
to Teach for Institutional Change** **Live**

This roundtable session assists attendees in better understanding and supporting underrepresented student populations: transfer, first-generation college, and racially minoritized students. We discuss findings from original research as well as pedagogical implications, arguing that first-year writing instructors must use our positionality to better support and retain these student populations.

Chair: Aubrey Schiavone, University of Denver

Speakers: Russell Brakefield, University of Denver

April Chapman-Ludwig, University of Denver

Robert Gilmor, University of Denver

Professional and Technical Writing

D-8 Pluralistic Visions of STEM in the Writing Classroom
Prerecorded/Scheduled

Sponsored by the CCCC Writing and STEM Standing Group

A pluralistic vision of science and technology: Honoring not only the diversity of students' identities and lived experiences, but also diverse cultural understandings of STEM itself by rethinking what counts as STEM, what STEM writing courses entail, and where STEM learning takes place.

Chair and Roundtable Leader: Elizabeth Pitts, University of Pittsburgh

Roundtable Leaders: Sarah Austin, United States Air Force Academy
Prep School

Jameta Barlow, The George Washington University

Robby Nadler, University of California, Santa Barbara

Sidouane Patcha-Lum, Virginia Polytechnic Institute and State University

Antiracism and Social Justice

D-9 Sonic Approaches to Inclusivity and Social Justice
Prerecorded/Scheduled

This roundtable offers concrete strategies and practices for sonic approaches to writing and rhetoric that promote antiracist, linguistically diverse, and inclusive pedagogies and research practices.

Roundtable Leaders: Earl Brooks, University of Maryland Baltimore
County

Steph Ceraso, University of Virginia

Eric Detweiler, Middle Tennessee State University

Casey O'Ceallaigh, University of Wisconsin-Milwaukee

Joel Overall, Belmont University

Jonathan Stone, University of Utah

Cecilia Valenzuela, University of Texas at Austin

Friday, March 11

E Sessions: 2:30–3:30 p.m. ET

Antiracism and Social Justice

E-1 Moving from Inclusion to Empowerment: Black Activist Composition Pedagogies **Live**

Meaningful work in composition classrooms requires a central and complex grappling with individual and collective racial identities. This panel explores four avenues for practicing Black activist pedagogy in the composition classroom with the aim of encouraging writing teachers to move beyond inclusion to empowerment.

Speakers: D'Angelo Bridges, Pennsylvania State University
Brandon Erby, University of Kentucky
Sarah Rude Walker, Spelman College

Approaches to Teaching and Learning

E-2 99 Contemplative Writing Acts and Grading Ain't One **Live**

Engaged Learning Experience

Participants will explore the integration of contemplative practice into a variety of writing courses through active participation in meditation, visualization, reading, and writing exercises. We will highlight the role of trauma-informed contemplative practice in helping students engage with the challenging feelings that often accompany critical pedagogy and discussions of privilege and power.

Speaker: Carrie Ann Johnson, Iowa State University
Roundtable Leaders: Rachel Morgan, University of Northern Iowa
Deb Dimond Young, University of Northern Iowa

Inclusion and Access

E-3 Role-Playing Peer Review: Games and Gatekeepers Live

Sponsored by the Council for Play and Game Studies

This session explores gatekeeping and power structures in peer review through live action role-playing. Participants enact the roles of students and teachers with specific behaviors, identities, and goals. We challenge the idea that peer review is accessible to every student and discuss inclusive approaches to peer review.

Speakers: Dylan Altman, California State University, Northridge & Oxnard College

Sarah Dwyer, Texas A&M University

Emma Kostopolus, Valdosta State University

Sara Lovett, The University of Washington

Sheila McQuaid, Kent State University

Lauren Woolbright, Alma College

First-Year Writing

E-4 #HumanizeArgumentation: A Possible Future for First-Year Composition Live

Engaged Learning Experience

In this engaged learning session, two teacher-scholars will discuss the affordances of an empathy-oriented FYC curriculum that centralizes listening. Through conversation and role-play, participants will learn concrete ways to implement this equitable and antiracist approach.

Roundtable Leaders: Emily Johnston, University of California, San Diego
Allison Tharp, Virginia Commonwealth University

Theory and Research Methodologies

E-5 Getting Published in Studies in Writing and Rhetoric: Advice from the SWR Editor, a Board Member, an Author, and a Graduate Student Live

Sponsored by the Studies in Writing and Rhetoric Series

This panel will provide an overview of the series as well as advice on how to develop, submit, and write a manuscript for the series. As has been tradition, the final speaker will be a graduate student speaking on “The Book the Field Needs.” After the panel, the SWR Editor and Board members will be available to discuss potential book projects for the series.

Speakers: D'Angelo Bridges, Pennsylvania State University
Steve Parks, University of Virginia
James Sanchez, Middlebury College
Catherine Vieira, University of Wisconsin-Madison

Professional and Technical Writing

**E-6 Participatory Science in Postsecondary Pedagogy:
Toward a More Equitable STEM Writing Classroom **Live****

This panel explores participatory approaches to STEM as means for more socially just and equitable postsecondary writing pedagogies.

Chair: Kate Maddalena, University of Toronto Mississauga
Speakers: Risa Gorelick, New Jersey Institute of Technology
Megan Mericle, University of Illinois at Urbana-Champaign
Caitlin Ray, University of Louisville

Antiracism and Social Justice

**E-7 Resisting the Language of Erasure: Imagining Indigenous
Futures through Rhetorical and Linguistic Justice **Live****

Rooted in decolonial/anticolonial activism, this panel imagines Indigenous futures and justice in higher education through Indigenous languages and rhetorics.

Chair: Andrés López, Carleton University, “Educación Bilingüe: Implementing Maya Languages through Indigenous Uk’u’x”
Speakers: Qwo-Li Driskill, Oregon State University, “Imagining Justice through Indigenous Language Revitalization”
Luhui Whitebear, Oregon State University, “Speaking the Language of the Lands: Whose Ancestors Hear You?”

Theory and Research Methodologies

**E-9 Ethics, Equity, and Big Data in Composition: Openings
Prerecorded/Scheduled**

Speakers discuss opportunities and complications in using big data approaches to make the case for composition’s value while advancing equity and diversity.

Chairs and Respondents: Amanda Licastro, University of Pennsylvania
Benjamin Miller, University of Pittsburgh
Roundtable Leaders: Duncan Buell, University of South Carolina
Andrew Kulak, Virginia Tech
Kathryn Lambrecht, Arizona State University
Kyle McIntosh, University of Tampa
David Reamer, University of Tampa

Friday, March 11

F Sessions: 4:00–5:00 p.m. ET

Antiracism and Social Justice

F-1 Antiracism and Linguistic Justice in First-Year Writing: A Reckoning and a Launch Point for Promoting Antiracist Pedagogy Internally and across Campus Live

The first-year writing program at a diverse urban R1 university has an obligation and unique opportunities to promote antiracist pedagogy for instructors and across the campus. This presentation will share the program’s yearlong efforts to conduct workshops to raise awareness of antiracist pedagogy in FYW, which were then broadcast to the campus at large to span multiple other disciplines.

Speakers: Mark Bennett, University of Illinois at Chicago
Margena Christian, University of Illinois at Chicago
Robin Gayle, University of Illinois at Chicago
Sarah Primeau, University of Illinois Chicago

Community, Civic, and Public Contexts of Writing

F-2 Tiny Teaching Stories Live

In this interactive session, you will write and share “tiny teaching stories” (in the vein of the *NY Times* “tiny love stories” series): 100-word narratives that capture something interesting or memorable about your experiences teaching. Too often in the crush of a busy semester, we forget about the pleasures of writing. Let’s see what happens when we write and share our writing in community.

Speakers: Chris Anson, North Carolina State University
Nancy Sommers, Harvard Graduate School of Education

Professional and Technical Writing

F-3 Creating and Sustaining an Antiracist Pedagogy Group in Technical and Professional Communication Live

This roundtable presents perspectives on a grassroots, antiracist pedagogy group in technical and professional communication at a major Midwestern research university, comprised of graduate students, lecturers, and faculty. We invite attendees to cultivate their own antiracist teaching practices and

leave with resources for creating an open, sustainable space for antiracist pedagogy.

Speakers: Jennifer Bay, Purdue University
Tracy Clark, Purdue University
Garrett Ivn Coln, Purdue University
Eliza Gellis, Purdue University
Maryam Ghafoor, Purdue University
Ryan Murphy, Purdue University

Institutions: Labor Issues, Professional Lives, and Survival

F-4 Career Quest: Navigating a Future in Composition, Rhetoric, and Writing Studies Live

Sponsored by the CCCC Newcomers Committee

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

Committee Chair: Sharon Mitchler, Centralia College

Roundtable Leaders: Anne Ruggles Gere, University of Michigan,
“Facilitator 7: Teaching at a Research University”

Asao Inoue, Arizona State University, “Facilitator 4: Turning Social Commitments into Action”

Libby Jones, Berea College, “Facilitator 6: Teaching at a Small Four-Year College”

Aja Martinez, University of North Texas, “Facilitator 8: Teaching Writing as a Generalist or Literature Professor”

Malea Powell, Michigan State University, “Facilitator 2: Campus and Organizational Leadership”

Duane Roen, Arizona State University, “Facilitator 1: Writing Program Administration”

Jenny Spinner, Saint Joseph’s University, “Facilitator 3: Writing Center Administration”

Theory and Research Methodologies

F-5 Why Research Here? An Octalog Interrogating the Locations of College Writing Research and Their Significance Live

Panelists interrogate the locatedness of writing research to displace assumptions about place and research informed by those assumptions. Four presenters share 5-minute provocations problematizing locations of writing; four respondents offer remarks to propel discussion with the audience about where, how, and why our research choices may be maintaining aspects of the status quo we seek to change.

Respondents: Jill Gladstein, University of California, San Diego
Michelle LaFrance, George Mason University
Karen Lunsford, University of California, Santa Barbara
Derek Mueller, Virginia Tech

Roundtable Leaders: Jenn Fishman, Marquette University
Amy Kimme Hea, University of Arizona, “Velocities of Research:
Quandaries of Speed in Writing Studies”
Sandra Jamieson, Drew University, “Sometimes We Need to Be Here and
There: A Call for Local and Translocal Research”
Trish Serviss, University of California, Davis, “The Pedagogical
Imperative”

First-Year Writing

F-6 Making Up the Rules: Dynamic Rubrics and Student-Centered Assessment Live
Engaged Learning Experience

Can we design rubrics that are dynamic and help students achieve their learning goals? In this session we’ll discuss block-based rubrics, game theory, and the interactive pedagogies dynamic rubrics can enable. Participants will play with dynamic block-based rubrics and design their own in this engaged learning session.

Speakers: Becky Hallman Martini, University of Georgia
Annelise Norman, University of Georgia

Workshop Facilitators: Savannah Jensen, University of Georgia
Joshua King, University of Georgia

Professional and Technical Writing

F-7 From Charity to Justice: Pursuing Social Justice Objectives through Service-Learning Projects in the Professional Writing Classroom Live
Engaged Learning Experience

In keeping with the call to educate students in the pursuit of social justice, this engaged learning session responds to the work of Jones (2017) and creates an active space for professional writing educators to share past experiences, discuss best practices, and set future goals toward centering social justice initiatives in their service-learning courses.

Chair and Leader: Renea Frey, Xavier University

Speaker: Jeffrey Gerding, Xavier University

Language, Literacy, and Culture

F-8 Incorporating Appalachian Identity into Teaching and Writing: A Roundtable Discussion **Prerecorded/Scheduled**

Sponsored by the CCCC Appalachian Rhetorics and Literacies Standing Group

Appalachian scholars struggle with apparent conflicts between the social justice-minded aspirations that bring them into the academy and the material conditions of the region they love so deeply. As Kim Donehower states, desiring advanced literacy and education can be alienating for Appalachians, resulting in complex identity negotiation around our ultimate aims as teachers and scholars.

Speaker: Amanda Hayes, Kent State University Tuscarawas

Roundtable Leaders: Brooke Boling, University of Cincinnati

Chelsea Ensley, University of Cincinnati

Amanda Tennant, West Liberty University

Marti Williams, Virginia Tech

Institutions: Labor Issues, Professional Lives, and Survival

F-9 Creative-Critical Scholarship and/as Survival in the Academy **Live**

Featuring speakers from a range of institutions and career positionalities, this unroundtable purposefully disrupts the usual conference mode by offering “non-traditional” embodied performance and/or media pieces as an opening for discussion of creative-critical scholarship and/as survival in the academy.

Roundtable Leaders: Trisha Campbell, Arizona Western College

Steven Hammer, St. Joseph’s University

Ames Hawkins, Columbia College Chicago

Ruby Nancy, University of Minnesota Duluth

Jana Rosinski, Syracuse University

Friday, March 11

G Sessions: 5:30–6:30 p.m. ET

G-1 *Institutions: Labor Issues, Professional Lives, and Survival*
**Increasing Equity, Access, and Care in Scholarly
Publishing: An “Ask Me Anything” Live**

Using an Ask Me Anything format, this roundtable addresses equity in academic publication. Participants will share their stories as editors and researchers. Next, the audience is invited to describe their experiences and concerns, ask questions, and participate in shared problem solving. Takeaways include practical models for changed editorial practice centered in equity-based frameworks.

Chair and Respondent: Ruth Osorio, Old Dominion University
Roundtable Leaders: Anicca Cox, Methodist University
Amy Lynch-Binieck, Kutztown University
Don Unger, University of Mississippi

G-2 *Writing Programs*
Antiracist Writing Programs Live

In her call, Staci M. Perryman-Clark asks, “How do we really practice diversity as opposed to simply teaching about it?” This panel answers that question for a variety of writing programs and offers perspectives on how to build antiracist programs and departments by reimagining curricula, professional development, placement, assessment, and pedagogy.

Chair: Megan McIntyre, Sonoma State University
Roundtable Leaders: Melissa Dennihy, Queensborough Community College
Mara Lee Grayson, California State University, Dominguez Hills
Ashanka Kumari, Texas A&M University
Dan Martin, Central Washington University
Kelly Moreland, Minnesota State University
Kate Pantelides, Middle Tennessee State University
Erica Stone, Middle Tennessee State University

Antiracism and Social Justice

**G-3 Changing the University One Counterstory at a Time
Live**

Our collective experience as BIPOC graduate students is that our epistemologies, languages, discourses, and identities are regularly policed in the classrooms we inhabit in service of forcing us to “fit” and preserve the university as a white supremacist and Eurocentric space. The speakers in this roundtable share counterstories that narrate not only their struggles but also their resistance.

Chairs: Frances Condon, University of Waterloo

Asao Inoue, Arizona State University

Vershawn Ashanti Young, University of Waterloo

Roundtable Leaders: Sadia Afrin, University of Waterloo

Maab Alkurdi, University of Waterloo

Mohsina Shafqat Ali, University of Waterloo

Stephanie Samboo, University of Waterloo

Community, Civic, and Public Contexts of Writing

**G-4 Graduate Students as Community Researchers and
Partners: Issues of Networking, Liminality, and Social
Justice Live**

This roundtable explores how graduate students, while in the liminal space of graduate school, can approach community-based research and engage equity. The session will begin with four student perspectives, including how these researchers developed, maintained, and negotiated research opportunities and relationships. Breakout groups will further discuss these areas and pedagogical implications.

Chair: Michele Simmons, Miami University of Ohio

Roundtable Leaders: Lydia Allison, Miami University of Ohio

Salma Kalim, Miami University of Ohio

Christopher Maggio, Miami University of Ohio

Megan Schoettler, Miami University of Ohio

Antiracism and Social Justice

G-5 Resistant Remembrance: Composing Collective Memory about COVID-19 Live

Our engaged learning experience offers one interactive case study in “resistant remembrance.” While we focus on the ways compositionists can take up resistant remembrance in relation to COVID-19 archives and memorials, we also invite participants to consider how they can extend the practice in relation to many pressing and intersecting social justice issues in their own classrooms and communities.

Speakers: Katherine DeLuca, University of Massachusetts Dartmouth
Lauren Obermark, University of Missouri, St. Louis

Theory and Research Methodologies

G-7 Diversity and Social Justice: A Content Analysis of College Composition and Communication from 2011 to 2020 Live

Sponsored by the NCTE-ELATE Commission on the History of English Education

We conducted a content analysis of *College Composition and Communication* from 2011 to 2020 to determine the topics being studied, theoretical perspectives being used, and the degree to which its research is collaborative. As a part of that analysis, this presentation will illuminate how—and to what degree—topics like diversity and social justice have been taken up by scholars in the field.

Speakers: Jason Grant, George Mason University
Jonathan Marine, George Mason University
Paul Rogers, George Mason University

Community, Civic, and Public Contexts of Writing

G-8 Knowledge Equity and the Promise of Public Scholarship on Wikipedia **Prerecorded/Scheduled**

Sponsored by the CCCC Wikipedia Initiative Committee

Contributing to Wikipedia is an act of public pedagogy. Join members of the CCCC Wikipedia Initiative Committee as we discuss our profession's assumptions about knowledge equity and public scholarship as manifested in our relationship to Wikipedia.

Chair and Roundtable Leader: Tarez Graban, Florida State University

Roundtable Leaders: Dana Comi, Auburn University at Montgomery,

“Locating, Learning, and Creating Wikipedia Meta-Genres”

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

Melanie Kill, University of Maryland, “Teaching Knowledge Equity in Public”

Matthew Vetter, Indiana University of Pennsylvania, “Understanding Motivations for Disciplinary Editing”

Institutions: Labor Issues, Professional Lives, and Survival

G-9 Dismantling Architectures of Power: On Collaboration and Implementation in Labor and Assessment Schemas **Prerecorded/Scheduled**

This session explores active programmatic citizenry to develop and scale labor and assessment practices across faculty lines, writing classes, and departments.

Roundtable Leaders: Dana Jaye Cadman, Pace University

Tina Gonzalez, Pace University

Alysa Hantgan, Pace University

Vyshali Manivannan, Pace University

Robert Mundy, Pace University

Jacob Suskewicz, Pace University

Saturday, March 12

H Sessions: 11:00 a.m.–12:00 p.m. ET

Language, Literacy, and Culture

H-1 Belonging in Academia: A Pedagogical Approach to World Englishes Live

Through a pedagogical approach to World Englishes, our research creates inclusive curriculum and materials for composition, professionalization, and technical writing instructors.

Speakers: Abby Breyer, University of Kansas
Jasmine Holthaus, University of Kansas
Faith Scheidemantle, University of Kansas
Zachary Smith, University of Kansas

Antiracism and Social Justice

H-2 Antiracist Pedagogies, Linguistic Justice, and the Fight against White Language Supremacy Live

The purpose of this panel is to address ways that we can engage in social justice through antiracist actions and fighting against “White Language Supremacy.” Specifically, we will discuss the variety of American English dialects and what linguists have to say about linguistic equality, how to bring linguistic equality into the classroom, and ways to make grading an act of linguistic justice.

Speakers: Levi Bradley, Northwest Missouri State University, “Linguistic Diversity and the Functions of Language in America”
Heather Hill, Northwest Missouri State University, “Antiracist Writing Assessment and the Fight for Linguistic Justice”
Gage Zeit-Thornton, Northwest Missouri State University, “Linguistic Equality and the Use of Grading Contracts in High-School Classrooms”

Inclusion and Access

H-3 Access, Identity, and Institutional Cultures: Navigating White Supremacist Hegemony in Precollege, First-Year, and Graduate Program Contexts Live

Our panel engages questions of access and identity for precollege, first-year, and graduate students, challenging educators to bear witness to racist practices that inhibit student success. While rhetoric, composition, and writing studies has a long history of supporting diverse populations, postsecondary contexts frequently reinforce white supremacist values that, too often, go unchallenged.

Speaker: Isaih Dale, University of Notre Dame, “Teaching while Black: Reimagining the Graduate Pedagogy Course and Entry-Level Writing”

Institutions: Labor Issues, Professional Lives, and Survival

H-4 Between Silence and Survivance: A Hyperlocal Case Study of Graduate Student Activism against Faculty Retrenchments in an Age of Austerity Live

Within the pervasive neoliberalization of higher education, this roundtable offers a case study from four graduate students in fighting against retrenchments and advocating for their programs, faculty, and futures. This multimedia and interactive roundtable highlights strategies for straddling the line between silence and survivance in labor activism amidst such dramatic austerity measures.

Speakers: Brianna Doyle, Indiana University of Pennsylvania
Megan Heise, Indiana University of Pennsylvania
Kevin Lamkins, Indiana University of Pennsylvania
Oksana Moroz, Indiana University of Pennsylvania

Histories of Rhetoric

H-5 Strange Loops: The Negative Politics of Field Identity
Live

After a five-year dig in the Lucille M. Schultz Archive of 19th-Century Composition Materials, we describe various “strange loops” in which presumably antique texts prefigure current pedagogical concerns. Five 10-minute talks will prompt 25 minutes of audience reflection on archival methods and historically informed teaching.

Speaker: Christopher Carter, University of Cincinnati

Roundtable Leaders: Russel Durst, University of Cincinnati

Daniel Floyd, University of Cincinnati

Rhiannon Scharnhorst, University of Cincinnati

Kathleen Spada, University of Cincinnati

Community, Civic, and Public Contexts of Writing

H-6 Ethics Sentinels: Social Justice and Defense against
Conflict in Military Writing Centers **Live**

The simultaneous call for increased ethical responsibility in the Department of Defense, shift to outcomes-based education, and pressure to improve communication through standardized practices while playing a limited role in curriculum and faculty development seem irreconcilable to accepted writing center pedagogies, praxis, and the realities of communication and social justice in the 21st century.

Chair and Leader: Jeffrey Turner, National Defense University

Roundtable Leaders: Brandy Lyn Brown, Marine Corps University

Aileen Houston, Naval Postgraduate School

Abram Trosky, US Army War College

Meg Varney, Air University

Elizabeth Woodworth, Air War College

Inclusion and Access

H-7 Scholarly Editing as Inclusive and Accountable **Live**

Building on our field’s calls for inclusivity and accountability, we share our varied experiences as editors (e.g., of professional journals, of inclusive collections, in relation to undergraduate research, in administrative capacities) and dialogue with attendees to consider how the editing of academic writing relates to such sustainable, structural, and shared professional goals.

Chair and Roundtable Leader: Nancy Myers, University of North Carolina, Greensboro, “Inclusivity from Contributors to Content to Form”

Speaker: Heather Adams, University of North Carolina, Greensboro, “Inclusivity from Contributors to Content to Form”

Roundtable Leaders: Lynée Lewis Gaillet, Georgia State University, “Collaborative Editing as Heuristic”

Letizia Guglielmo, Kennesaw State University, “Editing as Collaborative Mentoring: Multivocal Inclusivity and the Perils of Exposure”

Alexandra Hidalgo, Michigan State University, “Want to Diversify Your Publication’s Content? Hire a Diverse Editorial Staff”

Samantha J. Rae, Georgia State University, “Joining the Field: Supporting Undergraduate Researchers through Editing”

Sarah Singer, University of Central Florida, “Joining the Field: Supporting Undergraduate Researchers through Editing”

Writing Programs

H-8 Redefining Gatekeeping and Access: A Discussion on Corequisite Courses in First-Year Composition Live

For this roundtable session, the presenters will discuss recent initiatives taken at their university in relation to access and engagement in co-requisite courses, then invite attendees to discuss, in both small- and large-group settings, larger questions concerning corequisites at their own institutions and on a national scale.

Roundtable Leaders: Elizabeth Anderson, University of Toledo
Sheri Benton, University of Toledo
Tyler Branson, University of Toledo
Anthony Edgington, University of Toledo
Olivia Manias, University of Toledo
Suzanne Smith, University of Toledo

Writing Programs

H-9 Antiracism and the PWI Writing Program: Professionalization and Strategies Supporting Minoritized Students **Prerecorded/Scheduled**

At their predominantly white institutions (PWIs), the presenters examine the professionalization of their first-year writing programs regarding diversity, (in)equity, and the (de)valuing of English varieties. Speakers focus on values statements, learning outcomes, pedagogy, and professional development. Participants receive practical suggestions for antiracist writing program work at PWIs.

Speakers: Amanda Connelly, Monmouth University, “Activities and Strategies to Support Students”

Lynn Kraemer-Siracusa, Monmouth University, “Composing an Equity-Driven FYC Classroom”

Patrick Love, Monmouth University, “Top-Down Antiracism: WPAs, Risks, and Benefits”

Linda Sacks, Monmouth University, “Composing an Equity-Driven FYC Classroom”

Katelyn Snyder, Monmouth University, “Activities and Strategies to Support Students”

Elizabeth Threadgill, Utica College, “Top-Down Antiracism: WPAs, Risks, and Benefits”

Sarah Van Clef, Monmouth University, “Activities and Strategies to Support Students”

Courtney Werner, Monmouth University, “Top-Down Antiracism: WPAs, Risks, and Benefits”

Antiracism and Social Justice

H-10 The Labor of Undoing: The Perils of Grading Contracts and the Promises of Alternative Assessment **Live**

This session explores grading contracts and various adaptations that are designed specifically as antiracist interventions. How might they undo (rather than repeat) meritocratic educational environments? In order to create an interactive space for critical dialogue, each panelist will introduce a frame for conversation about alternative assessment: responsiveness, affect, and institutional change.

Committee Chair: Virginia Schwarz, San Francisco State University

Speakers: Antonio Byrd, University of Missouri, Kansas City

Gavin Johnson, Christian Brothers University

Ashanka Kumari, Texas A&M University

Saturday, March 12

I Sessions: 12:30–1:30 p.m. ET

Institutions: Labor Issues, Professional Lives, and Survival

I-1 Mutuality and Equity through Intergenerational Exchange Live

The CCCC Standing Group for Senior, Late-Career, and Retired Professionals (SGSLR) in RCWS has assembled an interactive roundtable panel to address broad notions of intergenerational exchange, mutuality, and equity from several positions across time and perspective.

Committee Chair: Joel Wingard, Moravian University

Speakers: Geoffrey Clegg, Midwestern State University

Chloe de los Reyes, Crafton Hills College

Cristyn Elder, University of New Mexico

Cynthia Gannett, Fairfield University

Carol Haviland, California State University, San Bernardino

Christina LaVecchia, Neumann University

Shirley Rose, Arizona State University

Trixie Smith, Michigan State University

Institutions: Labor Issues, Professional Lives, and Survival

I-2 Navigating the Tenure Track as a Junior WPA: The Promise and Perils of Balancing Work and Life Live

Three junior WPAs offer narratives of their early years on the tenure track as they must navigate WPA work, teaching, research, and life. We will give particular focus on the nuances of balancing competing responsibilities as marginalized professionals without the security of tenure.

Roundtable Leaders: Joshua Barszczewski, Muhlenberg College

Florianne Jimenez, University of Massachusetts Boston

Kelin Loe, Texas A&M University-Commerce

Writing Programs

I-3 Directed-Self Placement across Contexts: Designing, Implementing, and Assessing DSP Processes Live

Presenters from diverse institutional types will offer insights from designing, implementing, and assessing directed-self placement processes for first-year writing. The roundtable will emphasize the importance of collaboration across functional units, coordination, and data collection, as well as meeting the needs of students in the local context.

Chair and Roundtable Leader: Lisa Arnold, North Dakota State University

Speaker: Holly Hassel, North Dakota State University

Roundtable Leaders: Joanne Giordano, Salt Lake Community College
Taija Noel, Red Lake Tribal College

Cassandra Phillips, University of Wisconsin-Milwaukee at Waukesha

Antiracism and Social Justice

I-4 The White Supremacy of Academic Scholarship: A Data Analysis of Composition/Rhetoric Top Journals and the Denial of Equity Live

Panel will provide results from a research project documenting the publication practices of ten primary journals in our field. Using over 70,000 data points on who was published, cited, and included on journal editorial boards, the panel will showcase the systemic exclusion of scholars of color and the impoverishment of composition/rhetoric research.

Chair: Steve Parks, University of Virginia

Speaker: Sweta Baniya, Virginia Tech

Roundtable Leaders: Laura Gonzales, University of Florida
Chris Lindgren, Virginia Tech

Professional and Technical Writing

I-5 Invitations to Science: Using STEM Writing Pedagogy to Advance Representation in STEM Fields Live

This interactive roundtable offers a series of approaches for writing instructors to consider in their efforts to create more inclusive STEM learning spaces, from precollege to postgraduate settings. Participants frame critical questions about how writing pedagogy can be used to encourage diversity in STEM, offering findings and strategies to help guide equity-based classroom interventions.

Speaker: Heather Falconer, University of Maine

Roundtable Leaders: Amy Flick, University of Pittsburgh

Ryan McCarty, University of Michigan

Jennifer Mallette, Boise State University

Gia Mukherjee, Vidyasagar University

Abby Rabinowitz, New York University

Gwendolynne Reid, Oxford College of Emory University

Susan Schrack Wood, York College of Pennsylvania

Writing Programs

I-6 **From Administrative Allies to Accomplices: Strategies for Navigating Risk while Advocating for Inclusive Practice as a Non-Tenured WPA** **Live**

Engaged Learning Experience

This session is for WPAs who need support advocating for diversity, equity, and inclusion at their institutions without the security of tenure. Participants will discuss how contexts, positionality, and privileges impact the strategies and concrete actions used in their social justice work, but also how they are accountable for those actions when representing their programs.

Speakers: Amy Hodges, The University of Texas at Arlington

Megan Mize, Old Dominion University

Amanda Sladek, University of Nebraska-Kearney

Sarah Snyder, Arizona Western College

Approaches to Teaching and Learning

I-7 **Why Am I Here? How Dissertation Writing Groups Can Provide Place and Community** **Live**

Engaged Learning Experience

Participants will learn how to structure productive peer communities during the dissertation process, identify methods that empower graduate students to claim their identities as scholarly writers, and explore the inherent dialectic between peer and advisor feedback in the development of writing identity.

Speakers: Stacy Dean, Saint Mary's University of Minnesota

Sonia Feder-Lewis, Saint Mary's University of Minnesota

Community, Civic, and Public Contexts of Writing

I-8 Kicks, Zines, and Panderos: Teaching the Object of Rhetorical Histories **Live**

This interactive panel models pedagogies in which students produce rhetorical histories via subcultural objects: sneakers, DIY publications, and drums. We call for a consideration of not only who we invite into our community, but also what we invite, the objects that, in their circulation, can produce, contest, or revise disciplinary spaces and other locations of exclusion and injustice.

Speakers: Julia Charles, University of Colorado

Charles Lesh, Auburn University

Jason Luther

Karriemann M. Soto Vega, University of Kentucky

Institutions: Labor Issues, Professional Lives, and Survival

I-9 “I’m (not) fine”: Writing Teacher Mental Health
Prerecorded/Scheduled

The main goal of this roundtable is to create a safe space where panelists (a faculty and two graduate students) and attendees reflect individually and collectively on the systemic silence around and erasure of writing teacher mental health narratives across the spectrum of our teaching body (tenure-track, teaching-track, adjuncts, and graduate students) and on possible pathways of hope and action.

Speakers: Maria Assif, University of Toronto Scarborough

Nicole Birch-Bayley, University of Toronto

Julie Prior, University of Toronto

Inclusion and Access

I-10 One Step Forward and Two Steps Back: Accessibility and Conflicting Implications of Remote Learning Triage during COVID-19 **Live**

This roundtable foregrounds equity and access issues activated by the COVID-19 pandemic. The focus is on the state of accessibility in remote, asynchronous, and hybrid teaching in the COVID-19 online environment. The speakers discuss how they adapted to the altered learning environments and advocate for students whose accessibility needs were almost forgotten in the transition to remote learning.

Chair: Cassie Miura, University of Washington

Roundtable Leaders: Cat Mahaffey, University of North Carolina,
Charlotte

Sushil Oswal, University of Washington

Michelle Stuckey, Arizona State University

Ashley Walden, University of North Carolina, Charlotte

Joanna Whetstone, Lakeland Community College

Saturday, March 12

J Sessions: 2:00–3:00 p.m. ET

- Theory and Research Methodologies*
- J-1 TYC Scholarship: A Study in Its Absence in the Field, a Commitment from Studies in Writing and Rhetoric Live**
Sponsored by the Studies in Writing and Rhetoric Series

Two-year/community colleges are a vital component of composition and rhetoric's scholarly and pedagogical community. This Studies in Writing and Rhetoric (SWR)-sponsored panel discusses the underrepresentation and marginalization of TYC-research in the field's scholarly publication and its impact on faculty/student development. It will also highlight efforts by SWR to address this absence.

Chair and Leader: Steve Parks, University of Virginia

Speakers: Joanne Castillo, University of Utah, "Community College Research Matters Because Community College Students Matter"

Kelly Corbray, University of Utah, "Community College Research Matters Because Community College Students Matter"

Claudia Sauz Mendoza, University of Utah, "Community College Research Matters Because Community College Students Matter"

Nathan Overturf-Lacy, Salt Lake Community College, "Community College Research Matters Because Community College Students Matter"

Christine Toth, University of Utah, "Community College Research Matters Because Community College Students Matter"

Roundtable Leaders: Joanne Giordano, Salt Lake Community College, "A Charge to Reform: An Update on the Studies in Writing and Rhetoric TYC Committee"

Holly Hassel, North Dakota State University, "The Marginalization of Two-Year/Community College Research in Our Field's Scholarship"

Cassandra Phillips, University of Wisconsin-Milwaukee at Waukesha

Tiffany Rousculp, Salt Lake Community College, "A Summation and a Dialogue"

Community, Civic, and Public Contexts of Writing

**J-2 Studying, Teaching, and Enacting Grassroots Activisms:
A Roundtable Discussion Live**

Roundtable participants share the affordances, limitations, and possibilities for studying, teaching, and engaging in grassroots activisms.

Chairs and Roundtable Leaders: Julie Bates, Millikin University
Sarah Warren-Riley, University of Texas Rio Grande Valley

Respondents: Lisa Phillips, Texas Tech University
Luhui Whitebear, Oregon State University

Roundtable Leaders: Joe Cirio, Stockton University
April Conway, University of Michigan
Michael Knieval, University of Wyoming
Randall Monty, University of Texas Rio Grande Valley
Monica Reyes, DePaul University
Erica Stone, Middle Tennessee State University
Kalie Wertz, Temple University

Institutions: Labor Issues, Professional Lives, and Survival

**J-3 I'm Doing My Best Practices: Challenges and Innovations
in Graduate Teacher Training Live**

This roundtable will explore the challenges and innovations required when mentors attempt to implement teacher training “best practices” in local contexts.

Chair and Leader: Kailyn Shartel Hall, Purdue University

Roundtable Leaders: Linda Haynes, Purdue University
Ti Macklin, Boise State University
Margaret Weaver, Missouri State University
Marisa Yerace, Purdue University

Antiracism and Social Justice

J-4 Perspectives on Coalition Building: Conversations on Antiracist Work as Non-Black POC Teachers, Scholars, and Co-Conspirators Live

Sponsored by the NCTE/CCCC Black Caucus

This roundtable explores the many experiences, needs, and tensions occluded by “POC,” and asks how individuals of different marginalized backgrounds might pursue mutually accountable coalitions.

Roundtable Leaders: Jo Hsu, The University of Texas at Austin
Mudiwa Pettus, Medgar Evers College CUNY
Shakil Rabbi, Bowie State University

Speakers: Jose Cortez, University of Oregon

Victor Del Hierro, University of Florida

Romeo García, University of Utah

David Green, Howard University

Cana Uluak Itchuaqiyaq, Virginia Polytechnic University

Approaches to Teaching and Learning

J-5 Story as Access: Creating Storied Assignments and Invitational Classrooms Live

Engaged Learning Experience

This session considers how storytelling creates access and equity in the writing classroom. We will identify challenges related to story assignment scope and objectives, student vulnerabilities and process, and ethical assessment. We will brainstorm solutions and use these categories to generate new terms and frameworks for outlining the basic components and structures of a storied assignment.

Speakers: Rachel Jackson, University of Oklahoma

Kassia Shaw, University of Wisconsin-Madison

Approaches to Teaching and Learning

J-6 Design Your Content: How to Effectively Plan and Develop Online Courses with Intention for Diverse Learners Live

Engaged Learning Experience

Come as you are to learn about effective online course development and how to envision in-person curricula in the online format through guided activities. All levels are welcome as we offer engaging activities to

envision how course materials can be reimagined for an online setting, inspired by User/Learner Experience Design and Design Thinking. Plus, practical tools and tips you can use right away!

Speakers: Jessica Harnisch, Arizona State University
Sean Tingle, Arizona State University

First-Year Writing

J-7 **Defining and Promoting Antiracist Genre Justice in FYW Classrooms** **Live**

Engaged Learning Experience

To center minoritized genres in first-year writing, participants will collaboratively define antiracist genre justice and recommend teaching resources needed.

Speakers: Gwen Gorzelsky, Colorado State University
Carol Hayes, George Washington University

Workshop Facilitator: Joe Paszek, University of Detroit Mercy

Inclusion and Access

J-8 **Stakeholders Considered, Addressing Inequity through Labor-Based Grading Practices** **Live**

In an interactive, collaborative roundtable, panelists share their experiences introducing labor-based grading within academic and professional writing programs at a Big Ten university. Topics include methodological foundations; the collaborative inception of developing its praxis; and exploring and implementing labor-based grading changes at student, instructor, and programmatic levels.

Chair: Jessica Enoch, University of Maryland

Speaker: Britt Starr, University of Maryland

Roundtable Leaders: Catherine Bayly, University of Maryland

Elizabeth Catchmark, University of Maryland

Sarah Dammeyer, University of Maryland

Alysia Sawchyn, University of Maryland

Alexis Walston, University of Maryland

Theory and Research Methodologies

J-9 **Storytelling in Queer Appalachia: Imagining and Writing the Unspeakable Other** **Prerecorded/Scheduled**

Through a series of short talks, storytelling, readings, and discussion, this roundtable interrogates constraining assumptions and reductive stigmas about LGBTQ folx in Appalachia, exploring what it might mean to live, embody, experience, teach, and perform queerness in Appalachia.

Chair: Rachael Ryerson, Eastern Illinois University

Roundtable Leaders: Hillery Glasby, Michigan State University

Kim Gunter, Marshall University

Lydia McDermott, Whitman College

Respondent: Amanda Hayes, Kent State University Tuscarawas

Histories of Rhetoric

J-10 **Transforming the National Archives on Composition and Rhetoric: New Modalities, New Sites, New Users, New Uses** **Prerecorded/Scheduled**

Calling on the conference theme of the promise and perils of higher education, this roundtable initiates conversations about creating, curating, hosting, using, and sharing the complex, polyphonic, and diverse histories of rhetoric-composition in the US. The aim of the roundtable is to encourage a think tank on the renewal of the National Archives of Rhetoric and Composition for the 21st century.

Speaker: Alexis Ramsey, Eckerd College

Roundtable Leaders: John Brereton, University of Massachusetts

Cynthia Gannett, Fairfield University

Neal Lerner, Northeastern University

Corey McCullough, Fort Lewis College

Kyle Oddis, Northeastern University

Robert Schwegler, University of Rhode Island

Katherine Tirabassi, Keene State College

Saturday, March 12

K Sessions: 3:30–4:30 p.m. ET

Community, Civic, and Public Contexts of Writing

K-1 Social Justice and Storytelling: East African Refugees; Ethiopian, Ghanaian, and Nigerian Public Health Care Workers; and Journalism in South Africa **Live**

We explore storytelling for social justice through case studies of teaching East African refugees autobiographical writing; creative writing by health care workers in Ghana, Ethiopia, and Nigeria; and US journalism students in South Africa. We consider how we can create flexible and creative spaces for unheard and sometimes unarticulated stories in writing and journalism classrooms.

Chair: Lucia Dura, The University of Texas at El Paso

Speakers: Leonora Anyango-Kivuva, Community College of Allegheny County

Shenid Bhayroo, Saint Joseph's University

Ann Green, Saint Joseph's University

Antiracism and Social Justice

K-2 Fighting Racism with Mindfulness in FYC: Combining Contemplative Writing Pedagogies and Antiracist Writing Assessment as Invitation and Subversion **Live**

This presentation forwards a pedagogy that combines contemplative writing pedagogies with antiracist writing assessment and offers actionable FYC pedagogical strategies that invite students into a supported and growth-oriented cointerrogation of the capitalist-hetero-patriarchal inequities that underwrite many of the oldest and most reproduced conventions and practices of postsecondary education.

Speaker: Nadia Zamin, Fairfield University

Writing Programs

K-3 Not Simply Teaching about Them: Creating Antiracist Writing Programs and Departments Live

This panel will discuss how three Latina faculty from two different Hispanic Serving Institutions have worked to implement antiracist pedagogies that meet the needs of their uniquely diverse student populations.

Speakers: Sonya Barrera Eddy, Texas A&M–San Antonio
Consuelo Salas, San Diego State University
Lizbett Tinoco, Texas A&M–San Antonio

Inclusion and Access

K-4 Rhetoric, Academic Policies, and Linguistic Justice Live

This interactive panel, presented by rhet/comp scholars with significant administrative experience, explores inclusion and access implications of three types of institutional policies (bereavement, medical withdrawal, and faculty impact statements), all of which were significant during the 2020–21 academic year. The session will include time for discussion/crowdsourcing among colleagues.

Speakers: Melody Bowdon, University of Central Florida
Julie Jung, Illinois State University
J. Blake Scott, University of Central Florida

Information Literacy and Technology

K-5 Problem-Solving Hybrids: Developing Teaching Resources for Equitable and Inclusive Hybrid Composition Courses Live

Engaged Learning Experience

Presenters briefly report on a study of writing faculty experiences with hybrid courses, including transitions between asynchronous and synchronous components, integration of pedagogies that enhance student engagement, and use of technologies that support these goals. Participants will share ideas and develop teaching resources that support equitable and inclusive approaches to hybrid courses.

Chair: Brian Fitzpatrick, George Mason University

Roundtable Leaders: Ariel Goldenthal, George Mason University
Jessica Matthews, George Mason University

Workshop Facilitators: Lourdes Fernandez, George Mason University
Sheri Sorvillo, George Mason University

Speaker: Courtney Adams Wooten, George Mason University

Writing Programs

K-6 Moments of Opportunity in the Pandemic: A Kairotic Approach to Writing Program Administration and Curricular Transformation **Live**

Engaged Learning Experience

This panel explores how WPAs can seize opportune moments to work toward more equitable writing programs through curricular transformation.

Speakers: Logan Bearden, Eastern Michigan University
Laura Kovick, Eastern Michigan University
Meghan Phelps, Eastern Michigan University

K-7 Translanguaging Justice: Literacies for Writing and Writing Studies **Live**

This panel engages issues of linguistic justice, translanguaging, FYW, and writing/literacy studies.

Speakers: Morgan Banville, East Carolina University, “Surveilling Language Structures: Disrupting Hegemonic Ideologies in the College Classroom”

Jeremy Carnes, University of Central Florida, “Writing History and the Future: Indigenous Theories of Land and Temporality in Writing Studies”

Michael Kennedy, University of South Carolina, “The Limits, Locales, and Lacunae of (Il)Literacy”

Shakil Rabbi, Virginia Polytechnic and State University, “Translingual Competence and Writing Knowledge: Comparing Experienced and First-Year Rhetors on Ideas of Audience, Collaboration, and Visual Composition”

Jason Sugg, East Carolina University, “Surveilling Language Structures: Disrupting Hegemonic Ideologies in the College Classroom”

Community, Civic, and Public Contexts of Writing

K-8 Classrooms Won't Save Us: Linguistic Justice Outside the University **Prerecorded/Scheduled**

This roundtable is comprised of participants in a Kansas City-based citizen journalism project, discussing their community writing project, some of its recent concerns, and possible takeaways for teachers of writing. The roundtable format includes responses and questions from a graduate student facilitator who also works with the project.

Roundtable Leader: Andrei Stoica, Independent Scholar

Institutions: Labor Issues, Professional Lives, and Survival

K-9 Collaborating for Change: Perspectives on Building an Inclusive Department **Prerecorded/Scheduled**

In this session, we describe and analyze the processes and procedures that we have developed as we shape a new department of Writing, Rhetoric, and Pedagogy. Participants will leave with strategies for centering equity work across all aspects of a department.

Chair and Roundtable Leader: Heidi Estrem, Boise State University, “Reconsidering Labor Challenges in First-Year Writing—Speech

Roundtable Leaders: Jill Heney, Boise State University, “Building a Story Lab to Explore ‘Why Are We Here?’”

Tiffany Hitesman, Boise State University, “Building a Story Lab to Explore ‘Why Are We Here?’”

Sherena Huntsman, Boise State University, “Supporting New Faculty through Transitional Growth”

Melissa Keith, Boise State University, “Reconsidering Institutional Affiliations through Values-Based Decision Making”

Roger Munger, Boise State University, “Aligning Workload with Resources”

Saturday, March 12

L Sessions: 5:00–6:00 p.m. ET

Writing Programs

L-1 “Welcome to the Writing Center”: Encouraging Inclusivity in the Writing Center Live

Results of the Former Writing Center Directors Survey can assist current directors in establishing and maintaining writing centers that resist “violent assimilation strategies,” “rhetorics of racism,” and all institutional practices that marginalize students outside the dominant culture.

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

Histories of Rhetoric

L-2 Activities, Technologies, and Advocacy: Developing Curricula in Histories of Writing Live

Engaged Learning Experience

This session features group problem-solving to develop assignments, courses, and curricula featuring histories of writing. Writing began in Babylonia, China, and Central America, which supports expanding our focus beyond alphabetic script. Teaching histories of writing highlights cross-cultural and pan-historical effects of writing on individuals, societies, and technologies.

Speakers: David Grant, University of Northern Iowa
Jordynn Jack, University of North Carolina, Chapel Hill
Timothy Mayers, Millersville University

Information Literacy and Technology

L-3 Pride in the Public: Queer Digital Literacies as Disruption(s) of Narrative Boundaries Live

This interactive roundtable explores the resistive and disruptive agency of queer digital writing in relation to literacy, identity formation, and pedagogy.

Chair: Trent Kays, Augusta University

Speaker: Keshia Mcclantoc, University of Nebraska-Lincoln, “Queer Ecologies and Disruptions in the #CottageCore Tik Tok Community”

Roundtable Leaders: Abbie Levesque DeCamp, Northeastern University, “‘Sounds Gay, I’m In’: Queer Memes as Community Writing”
Erin Green, University of Maryland, “Tuning In: Articulating a Black Queer Literacy via Podcasts and Social Media”

Antiracism and Social Justice

L-4 Decolonizing Gender: Confronting the Gender Binary, Examining the Continuum, and Exploring Intersectionality in the Classroom Live

Engaged Learning Experience

Given the dire need for the protection and inclusion of nonbinary and transgender individuals in our continued efforts toward gender parity, this interactive session engages with counterstories and Anzaldúa’s *conocimiento* to explore how critical, intersectional, and feminist perspectives can promote the status of nonbinary and transgender identities in our profession and the classroom.

Speaker: Jennifer Killam, Broward College

Roundtable Leaders: Sophie Escalante, University of South Florida
Anastasia Khawaja, University of South Florida

Writing Programs

L-5 Inclusive Mentoring: Self-Directed and Strengths-Based Methods for Supporting Graduate Teaching Assistants Live

Engaged Learning Experience

This session will explore inclusive methods for mentoring graduate teaching assistants (GTAs) based on intentional change theory and strength-based feedback research. Participants will create self-directed learning plans for developing teaching skills, explore mentoring case studies, and roleplay delivering and receiving strength-based feedback.

Speakers: Abram Anders, Iowa State University

Amy Walton, Iowa State University

L-6 We Want to Do More Than Just Survive: Challenging Institutional Practices around Gendered Labor and Belonging Live

An increasingly long history of scholarship and research on higher education's labor practices points to the many and varied ways that institutions continue to deny access and opportunity to women students and instructors, particularly women of color. Presenters in this session explore issues related to belonging and burnout in order to challenge ongoing "push out" practices that continue to deny equal opportunity to women students and faculty.

Speakers: Jessica Jorgenson Borchert, Pittsburg State University, "Finding the Academic in Academic Mama: Finding Structure for Writing as a Process during the COVID-19 Pandemic"

Samah Elbelazi, University of Utah, "Do Muslim Female Students/Faculties Belong Here? The Rhetoric of Survivals"

Alex Hanson, Syracuse University, "Finding Ways to Fit: A Look at the Invisible Labor Single Moms Do to Belong in Academia"

C.C. Hendricks, University of New Hampshire Manchester, "Beyond Burnout: What Pandemic Life Can Teach Us about Gendered and Student Labor in Rhetoric and Composition"

Hanan Saadi, Texas A&M International University, "Do Muslim Female Students/Faculties Belong Here? The Rhetoric of Survivals"

Language, Literacy, and Culture

L-7 Multilingual Writers' Literacy Practices and the Promises and Perils of Translingual Pedagogy Live

Three speakers will share their ethnographic accounts of multilingual writers' literacy practices, acknowledging their bodily, material, and translingual affordances, and share innovations of a translingual pedagogy, highlighting responsibility. A respondent will critically engage with these accounts in light of his decades of scholarly and programmatic work on second language writing.

Chair and Respondent: Tony Silva, Purdue

Speakers: Hadi Banat, University of Massachusetts Boston

Zhaozhe Wang, University of Toronto

Qianqian Zhang-Wu, Northeastern University

Antiracism and Social Justice

L-8 Decentering Whiteness in English: Racial Justice and Curricular Reform **Prerecorded/Scheduled**

In this roundtable, three English departments at Jesuit institutions discuss curriculum changes, including a one-credit course on inequality, a cultural rhetorics unit in FYW, an antiracist FYW reader, and a revision to the major requirements. They explore how decentering whiteness can and cannot address structural racism to better serve our communities.

Chair: Asao Inoue, Arizona State University

Respondent: Ann Green, Saint Joseph's University

Roundtable Leaders: Lillian Campbell, Marquette University

Renea Frey, Xavier University

Jenna Green, Marquette University

Aisha Lockridge, Saint Joseph's University

Jenny Spinner, St. Joseph's University

Approaches to Teaching and Learning

L-9 Making Graduate Pedagogy Visible **Prerecorded/Scheduled**

This roundtable defines and complicates understandings of graduate pedagogy by focusing on course design, advising, modeling, and inclusive culture building.

Chair and Roundtable Leader: Laura Micciche, University of Cincinnati

Respondent: Genevieve Garcia de Mueller, Syracuse University

Roundtable Leaders: Kevin DePew, Old Dominion University

Laura Micciche, University of Cincinnati

Beverly Moss, The Ohio State University

Jennifer Sano-Franchini, Virginia Tech

Saturday, March 12

M Sessions: 6:30–7:30 p.m. ET

First-Year Writing

M-1 Who's In? Who's Out? Addressing Dual Enrollment's Equity Problems **Live**

Engaged Learning Experience

Extending conversations of equity, this session invites participants to utilize antiracist and anti-oppressive principles to interrogate the racial, ethnic, and socioeconomic disparities that plague dual-enrollment programs, particularly as they relate to first-year writing. We aim to discuss placement, pedagogy, curriculum, teacher training, coalition building, and writing support beyond FYW.

Speakers: Patricia Portanova, Northern Essex Community College
Erin Wecker, University of Montana
Patricia Wilde, Washington State University Tri-Cities

Inclusion and Access

M-2 Trauma Porn and Emotional Labor: Issues with Well-Intentioned but Misdirected Antiracist Pedagogy and How to Correct It **Live**

Engaged Learning Experience

This session seeks to provide attendees with an understanding of effective antiracist pedagogies and the opportunity for self-reflection. Working in groups, attendees will practice implementing antiracist pedagogical practices by responding to excerpts of sample student papers. Attendees will leave with an understanding of antiracist practices they can implement in their own classrooms.

Speakers: Carli Alvarez, Southern Illinois University
Mary Sosa, California State University, Fresno

Approaches to Teaching and Learning

M-3 Culturally Relevant Student Response: Theory, Research, and Practice for the 21st Century Live

This interactive panel presents two approaches to culturally relevant teaching: question-based response and slow peer review. Both pedagogies seek to open space for empathetic engagement with the lived experiences that students bring to the classroom community and the writing process.

Speakers: Shannon Baker, California State University, San Marcos, “The Power of the Peer Response in the Pandemic: What Is QPB Research Suggesting?”

Dawn Formo, California State University, San Marcos, “Toward an Antiracist, Race-Conscious Feedback Approach”

Cyndi Headley, California State University, San Marcos, “The Power of the Peer Response in the Pandemic: What Is QPB Research Suggesting?”

Timothy Oleksiak, University of Massachusetts Boston, “Toward a Race-Conscious and Antiracist Slow Peer Review”

Lauren Springer, Mt. San Jacinto College, “Toward an Antiracist, Race-Conscious Feedback Approach”

Inclusion and Access

M-4 Circumventing Memory Overload: Practices for Neurodiverse Student Writers Live

Engaged Learning Experience

This session will promote equitable access to education for neurodiverse writers by engaging in memory-supported writing activities, learning about the role memory plays in writing, and discussing how to enhance metacognitive awareness to increase self-advocacy and agency.

Speakers: Kathleen Reynolds, Northeastern Illinois University
Kristi Miller, Northeastern Illinois University

M-5 Writing Pedagogy for the People: Diversity, Equity, Inclusion, and Antiracism **Live**

Pedagogies for teaching writing that advances the goals of community, justice, and equity.

Speakers: Kelly Aliano, Long Island University Post Campus, “Who Tells Your Story? Teaching Writing at the Community College Level as Mode for Empowering Diverse Learners”

Vanessa Buehlman, Christopher Newport University, “Center for Community Engagement Co-directors Present a Series of Parables on How to Make Social Justice Aims Actionable in the Classroom and in the Community”

Brooke Covington, Christopher Newport University, “Center for Community Engagement Co-directors Present a Series of Parables on How to Make Social Justice Aims Actionable in the Classroom and in the Community”

Erin Ott, Manchester Community College, “Who Tells Your Story? Teaching Writing at the Community College Level as Mode for Empowering Diverse Learners”

Stephanie Hassan Richardson, Georgia State University, “Curricula as Rhetorical Praxis and DEI Activism”

Antiracism and Social Justice

M-7 Sustaining Institutional Change and Antiracist Work as Writing Teachers and Administrators **Prerecorded/Scheduled**

In this roundtable discussion, participants will describe a variety of experiences trying to make institutional change through antiracist writing work, exploring how we might transform our programs and professional organizations while being mindful of the complex identity and power issues at play in building multiracial activist coalitions in our various spaces of (un)belonging.

Chairs and Roundtable Leaders: Todd Craig, Medgar Evers College/
CUNY Graduate Center

Amy Wan, Queens College/CUNY Graduate Center

Respondents: Al Harahap, The University of Oklahoma

Shereen Inayatulla, York College CUNY

Sherita Roundtree, Towson University

Anna Zeemont, CUNY Graduate Center

Roundtable Leaders: Lindsey Albracht, Queens College CUNY

Sara P. Alvarez, Queens College CUNY

Rachel Bloom-Pojar, University of Wisconsin-Milwaukee

Brian Hendrickson, Roger Williams University

Community, Civic, and Public Contexts of Writing

M-8 Cultivating Political Friendship: Counterstories, Community Publishing, and the Service-Learning Classroom **Prerecorded/Scheduled**

This roundtable offers a framework for service-learning and community publishing that works to dismantle racial injustice and distrust in communities shaped by histories of segregation and disinvestment. The session features lightening presentations from students and community partners about a Chicago-area university's partnership with a historic Black church and a community writing group.

Roundtable Leaders and Speakers: Cassidy Fontaine-Warunek, Lewis University

Janise Hurtig, Community Writing Project

Lou Ann Johnson, Second Baptist Church/Community Lifeline Ministries

Salvador Martinez, Lewis University

Jo Spangler, Lewis University

Institutions: Labor Issues, Professional Lives, and Survival

M-9 We Are Each Other's Possibility: Graduate Students Reshaping Graduate Pedagogy, Part 1 **Live**
Engaged Learning Experience

This ELE invites graduate students to reimagine graduate pedagogy via abolitionist and speculative fiction lenses and collaboratively create a micro-syllabus. Our session will use five short works of speculative fiction as guides for our thinking about graduate pedagogy. Please read/listen to at least one of these stories, which can be found here: <https://linktr.ee/pchoong>

Saturday, 6:30-7:30 p.m. ET

Speakers: Philip Choong, Indiana University, Bloomington
Brynn Fitzsimmons, University of Kansas
Kat Gray, Virginia Tech
Michael Laudенbach, Carnegie Mellon University
Nicole Wilson, Texas A&M University