

# On-Demand Sessions

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*Antiracism and Social Justice*

## **OD-1 Why Are We Here? Reflecting on Non-Native English-Speaking Writing Instructors' Lived Experiences and Advocating for Justice in the Struggle against Biases**

Four non-native English-speaking writing instructors (NNESWIs) reflect on their lived experiences, sharing their struggles with linguistic, cultural, and racial biases while advocating for cultural and linguistic diversity and equality in US composition classrooms.

**Speakers:** Ekaterina Goodroad, University of Wisconsin-Whitewater at Rock County

Judith Szerdahelyi, Western Kentucky University

Lan Wang-Hiles, West Virginia State University

Tong Zhang, Indiana University of Pennsylvania

**Respondent:** Lan Wang-Hiles, West Virginia State University

*Antiracism and Social Justice*

## **OD-2 More Promise than Peril: Towards Antiracist Writing about Writing Pedagogies**

This panel will examine Writing about Writing pedagogies through social justice and antiracism lenses to “change the way power moves through White racial biases” (Inoue 2019).

**Speakers:** Leigh Graziano, Western Oregon University

Samuel Stinson, Minot State University

John Whicker

**Respondent:** Megan McIntyre, Sonoma State University

*Information Literacy and Technology*

## **OD-3 A Collaborative Approach to Overcoming the Critical Reading Bottleneck in Research-Based Writing Courses**

This panel will model collaboration between library, writing center, and composition faculty to create a critical research curriculum for students. Panelists will weave critical reading activities into the discussion, modeling critical reading pedagogy and asking attendees to engage in a sampling of activities from a collaborative composition curriculum.

*Speakers:* Ashley Cole, Eastern Kentucky University  
Trenia Napier, Eastern Kentucky University  
Jill Parrott, Eastern Kentucky University

*Community, Civic, and Public Contexts of Writing*

#### **OD-4 Community-Based Rhetorics of Disaster: Cultivating Pedagogical Enactments against Linguistic Injustice and Environmental Racism**

Panelists present ethnographic, archival, and digital humanities projects related to multilingual, multisensorial, and decolonial rhetorics of disaster by highlighting marginalized communities' voices in decision-making processes in environmental communication. Panelists offer concrete pedagogical examples that enrich higher education's commitments to environmental justice and linguistic diversity.

*Chair and Speaker:* Soyeon Lee, The University of Texas at El Paso, "Language Minorities' Digital Literacy Networks through Technologies in Disaster Recovery"

*Speakers:* Christina Boyles, Michigan State University, "Rhetorics of Disaster (Response): The Archivo de Respuestas Emergencias de Puerto Rico"

Lisa Phillips, Texas Tech University, "Mapping the Urban Smell Dictionary onto Chicago's Smellscape to Sense Environmental Injustice and Disaster"

*Community, Civic, and Public Contexts of Writing*

#### **OD-5 Strategic Literacies of the Civil Rights Movement: Tutoring as Activism in Rural Alabama**

This archival research brings to life the story of a remarkable 1960s community literacy program at Tuskegee University as told through its creator, tutors, and students. At a time when many writing programs are asking how we can work for social justice, the Tuskegee Institute Community Education Program provides one of the boldest models for systemic change in our field's history.

*Speaker:* Clarissa Walker, Rhode Island College

*Approaches to Teaching and Learning*

**OD-6 On Their Own Terms: Towards More Equitable and Accessible Forms of Assessment with Student-Centric Learning Contracts**

Student-Centric Learning Contracts offers instructors an opportunity to make writing classrooms more accessible and inclusive to diverse student populations.

*Speaker:* Matthew Schering, Illinois State University

*Community, Civic, and Public Contexts of Writing*

**OD-7 Opening New Spaces for Women's Work as Writers**

By offering three case studies of women as worker-rhetors, this panel demonstrates that writing teachers can craft more productive rhetorical pedagogies by considering the intersections of gender, education, and industry.

*Chair and Speaker:* Lisa Shaver, Baylor University, "Writing Broader Notions of Women's Education and Occupations at the Chicago Training School"

*Approaches to Teaching and Learning*

**OD-8 Narrative, Identity Awareness, and Educational Equity: Insights from Neuroscience Research**

This session argues that literacy narratives contribute to student empowerment. Panelists from different universities offer cognitive perspectives on the use of narrative in composition pedagogy.

*Chair:* Gita DasBender, New York University

*Speakers:* Irene Clark, California State University, Northridge  
Dirk Remley, Kent State University  
Bonnie Vidrine-Isbell, Biola University

*Inclusion and Access*

**OD-9 Impact of Writing Center Effectiveness and Practices**

This presentation will report our one-and-a-half-year study on how clients feel about the writing center (affect) and if the writing center is reasonably accessible (accessibility). We will identify how our staff can be more mindful and reflective as writing consultants to better serve our online clients.

*Speakers:* Beatriz Acosta-Tsvilin, Florida Atlantic University  
Jeffrey Galin, Florida Atlantic University  
Ashley George, Florida Atlantic University

*Community, Civic, and Public Contexts of Writing*

**OD-10 When Social Media Isn't Just for Fun: Reports from the Wayfinding Project on How Alumni Redefine Writing**

Panelists report on a study of how diverse alumni, 3–10 years after graduation, reorient their understandings of writing to resolve issues raised by social media: a redefined sense of audience and activism based on scale; an adapted set of values regarding writing to accommodate constraints imposed by technology platforms; and the adoption of personal “branding” to navigate cultural topics.

*Speakers:* Jonathan Alexander, University of California, Irvine, “The Challenge of Scale”  
Karen Lunsford, University of California, Santa Barbara, “From Branding to Aesthetics: Stabilizing a Social Media Presence”  
Carl Whithaus, University of California, Davis, “Platform Pressures: Audience/Orientation”

*Writing Programs*

**OD-11 Judging Student Writing: Antiracist Support and Faculty's Persistent Language Ideologies at a Newly Designated HSI University**

Representing three sites of institutional writing support, presenters share perceptions of student writing from upper administration and WAC faculty in policy, faculty development, and classroom practice at an HSI university. The speakers grapple with the tensions that arise when efforts to serve undergraduate writers come into contact with persistent faculty language ideologies.

**Chair:** Madelyn Pawlowski, Northern Michigan University  
**Speakers:** Leah Bowshier, University of Arizona, “Grammar Is Racist’: Misconceptions as a Form of Gatekeeping from Upper Administration”  
Nick Cenegy, University of Arizona, “Grammar Is Racist’: Misconceptions as a Form of Gatekeeping from Upper Administration”  
Lauren Harvey, University of Arizona, “The Four C’s: Correct, Complete, Clear, Concise’: Faculty Perceptions of Student Writing”  
Brad Jacobson, The University of Texas at El Paso, “Faculty Perceptions of Student Roles in General Education Writing”  
Aimee Mapes, “The Four C’s: Correct, Complete, Clear, Concise’: Faculty Perceptions of Student Writing”

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-12 Lessons from the Field: What Graduate Program Directors and Current Doctoral Students Can Learn from Applicants on the 2020–2021 Job Market**

*Sponsored by The Consortium of Doctoral Programs in Rhetoric and Composition (<http://cccdoctoralconsortium.org>)*

In this roundtable, seven job seekers on the market during AY 2020–2021 share their job seeking experiences, and provide insights into what doctoral programs in particular are doing currently and can do better to support present and future job seekers.

**Chair:** Jim Ridolfo, University of Kentucky  
**Speakers:** Katie Beth Brooks, College of Coastal Georgia  
Jason Custer, Midway University  
McKinley Green, George Mason University  
Nupoor Ranade, George Mason University  
Allegra Smith, Jacksonville State University  
Ja’La Wourman, James Madison University

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-13 The Practice and Promise of Equity and Inclusion: Understanding the Political Economies of Postsecondary Writing Instruction in the Era of Austerity**

The presentations in this panel will frame a discussion of the contradictions and possibilities that arise for writing education when we seek to practice diversity, equity, and inclusion in a profession that is substantially shaped by the logics and precarities of austerity economics.

**Speakers:** Angela Glotfelter, Miami University of Ohio, “The Political Economy of Analytics in Writing and Higher Education”

Tony Scott, Syracuse University, “Precarity, Transience, and the Problematics of Progressive Curricular Innovation”

Jerry Stinnett, Grand Valley State University, “The Labor of Learning: Supporting Student Difference in the Construction of a Transferrable FYC Experience”

*Inclusion and Access*

### **OD-15 Crip Classrooms: Academic Ableism and Foregrounding Disabled Perspectives**

Higher education is rooted in ableist practices that routinely deny access to equitable education for disabled students and support for disabled scholars. To push past the perils of ableism, we consider disabled student and teacher perspectives to go beyond accessible pedagogy and curate access intimacy. In other words, we crip our classrooms.

*Speakers:* Leslie Anglesey, Sam Houston State University, “Crippling Engagement in First-Year Composition”

Ellen Cecil-Lemkin, University of Wisconsin-Madison, “Crippling Collaborative Writing Groups”

Brenna Swift, University of Wisconsin-Madison, “Journaling, Teaching, and Dreaming Disability Justice”

*College Writing and Reading*

### **OD-16 “At the Door”: Access and Gatekeeping in College Reading Pedagogies**

Drawing on current empirical studies, this panel examines tensions between everyday and academic literacies which appear in many college reading pedagogies.

*Speakers:* Katelin Anderson, The Ohio State University

Elizabeth Hutton, Miami University of Ohio

Carolyne King, Salisbury University

Ruth Li, University of Michigan

*Information Literacy and Technology*

### **OD-17 Multimodal Interventions and Activisms: Social Media, Transfer, and Pedagogy**

In this panel, researchers explore how multimodal writing can be used to intervene in social and political debates by drawing on multimodal writing transfer and pedagogy.

*Speakers:* Garrett Cummins, Ohio University  
Courtney A. Mauck, Ohio University  
Ryan P. Shepherd, Ohio University

*Approaches to Teaching and Learning*

**OD-18 Dismantling and Recreating Structure in the Writing Classroom: Methods for Accessing FYC**

This panel reports on three qualitative research studies focused on pedagogical practices that reimagine traditional norms and classroom structures to open up access to college writing genres, assessment practices, and collaborative writing.

*Chair and Respondent:* Christina Saidy, Arizona State University  
*Speakers:* Hannah Benefil, Arizona State University, “Productive Failure in Student-Generated Rubrics: An Attempt, Defeat, and Reattempt”  
Sandra Saco, Arizona State University, “Inquiry into First-Year Writing Groups”  
Heidi Willers, Arizona State University, “Evolving beyond the Essay: Genre Knowledge Acquisition in First-Year Composition”

*Theory and Research Methodologies*

**OD-19 Toward a Theory of Inertia in Writing Development**

This presentation features a theoretical intervention that seeks to provide our field with vocabulary for articulating the complex nature of lifespan literacy development in our advocacy for writing programs, assessment models, policy, and curriculum.

*Speaker:* Jeremy Levine, University of Massachusetts, Amherst

*Inclusion and Access*

**OD-20 Antiracist Assessment and the COVID-19 Pandemic as Catalysts for Directed/Informed Self-Placement**

Panelists discuss alternative FYW placement procedures in response to COVID-19 and call for more equitable, inclusive approaches to student success and college readiness.

*Speakers:* Breana Bayraktar, Northern Virginia Community College  
Lisa Mastrangelo, Centenary University  
Jolivet Mecnas, California Lutheran University  
Katherine O’Meara, Saint Norbert College

*College Writing and Reading*

**OD-21 Addressing Equity Gaps in First-Year Writing: Multiple Measures, Accelerated Pathways, and a Community of Placement at the University of Alaska**

The University of Alaska will share efforts to narrow equity gaps in writing placement and course completion at an open-access institution where 50% of first-year students place below general education level with a standardized score. Multiple measures—including a Course Matching Survey and writing samples—foster a Community of Placement that works together to make first-year writing more equitable.

*Speakers:* Carrie Aldrich, University of Alaska, Anchorage  
Chaun Ballard, University of Nebraska-Lincoln  
Tara Ballard, University of Nebraska-Lincoln  
Sarah Kirk, University of Alaska, Anchorage

*Approaches to Teaching and Learning*

**OD-22 The Praxis of “Not-Yetness”: An Invitation to Consider Faculty Emotional Responses to Plagiarism and Transform Plagiarism Pedagogies**

This presentation, based on data from two institutions, attunes us to an understanding of faculty feelings about student plagiarism and practices for teaching documentation. The study seeks to create greater access for students, reframing plagiarism pedagogy as a matter of process, not product, and inviting resistance to a stance of mastery in favor of what Collier and Ross call “not-yetness.”

*Chair:* Jennifer Gray, College of Coastal Georgia  
*Speakers:* Stephanie Conner, College of Coastal Georgia  
Jennifer Daniel, Queens University of Charlotte  
Andrea McCrary, Queens University of Charlotte

*Inclusion and Access*

**OD-23 Belonging as a Route to Equity, Inclusion, and Action: Being Here as the Catalyst for Social Justice**

We illustrate how facilitating pedagogies that build a sense of belonging while addressing patterns of inequity is vital to the success of our students.



**Speakers:** Nancy DeJoy, Michigan State University, “Belonging, Equity, and Inclusion: Building Social Justice-Based Course Assignments”  
Steven Lessner, Northern Virginia Community College, “Man Up!: Minority Male Mentoring”  
Suzanne Webb, Southwestern College, “Jinx’s Toolbox: Critical Skills for Incoming Students”

*First-Year Writing*

## **OD-24 Collaborative Writing Placement as a Model for Empowering Students and Fostering Equity**

The Writing Program at the University of California, Santa Barbara, “flipped the script” on placement by implementing a Collaborative Writing Placement (CWP) program in which students and writing faculty work together to place students in the most appropriate first-year course. Our panel will share data about our program and foster a conversation among attendees about equity and inclusivity in writing placement.

**Speakers:** Leslie Hammer, University of California, Santa Barbara  
Sarah Hirsch, University of California, Santa Barbara  
Kenny Smith, University of California, Santa Barbara  
Madeleine Sorapure, University of California, Santa Barbara

*Approaches to Teaching and Learning*

## **OD-25 Using “Muscular Empathy” to Reconfigure Classroom Power Dynamics**

Panelists share ways to mitigate power dynamics and increase inclusion by infusing empathy throughout the instructional design process. Drawing on Ta-Nehisi Coates’s “muscular empathy” to promote linguistic justice, intellectual modesty, and student empowerment, panelists offer strategies for multiple stages of the assignment arc, including assignment design, research, peer review, and assessment.

**Speakers:** Tamara Black, University of Southern California, “Nurturing Rhetorical Empathy during the Research Process”  
Rochelle Gold, University of Southern California, “Strategies for Making Peer Review More Meaningful”  
P. T. McNiff, University of Southern California, “Decentralizing Power through Self-Assessment”  
David Tomkins, University of Southern California, “Seeking to Inquire: Writing Prompts and the Pitfalls of Subjective Presupposition”

*Inclusion and Access*

**OD-26 Informal Reading Groups as Inclusionary Practice for Facilitating Graduate Students' Disciplinary Access and Professionalization**

This panel describes an informal, multiyear reading group at a regional, doctorate-granting institution in which graduate students, faculty, and alumni met to discuss disciplinary readings. With three individuals from three different institutions and career stages, the panel presentations highlight such reading group benefits as disciplinary access, professionalization, and disciplinary change.

**Chair and Speaker:** Brenta Blevins, University of Mary Washington

**Speakers:** Kristie Ellison, Elon University

Carl Schlachte, Colby College

*Theory and Research Methodologies*

**OD-27 Unsettling Archival Research: Engaging Critical, Communal, and Digital Archives**

This panel wrestles with what an ethos and praxis of bearing witness in unsettling ways might mean for archival research and more equitable and socially just futures.

**Chair:** Gesa Kirsch, Soka University of America

**Respondent:** Caitlin Allen, University of Louisville

**Speakers:** Romeo García, University of Utah

Tarez Graban, Florida State University

Deborah Hollis, University of Colorado, Boulder

Kathryn Manis, Washington State University

Maria Carvajal Regidor, University of Massachusetts, Boston

Rebecca Schneider, Fort Lewis College

*Inclusion and Access*

**OD-28 Now That We're Here: Demanding and Enacting Inclusion in Academic Spaces**

Two graduate students at different stages in their PhD programs and one of their undergrad professors talk about enacting “diversity and inclusion,” since students and faculty *already* come from different life experiences: we are Black, Brown, queer, urban, and disabled *now*. We offer a call to action based on listening as “diverse” students tell us who they are and what they need.

*Speakers:* Ileana Leon, Indiana University of Pennsylvania, “Beyond Diversity as Spectacle”  
Heather Robinson, York College/CUNY, “Listening Experience into Action”  
Dominique Townsend, University of Rochester, “Teaching for Agency”

*Inclusion and Access*

### **OD-29 Access Work as Cultural and Intersectional Writing Praxis**

How can compositionists invent accessible instructional spaces and writing that support intersectional inclusion and acceptance? This panel names disability access as a cultural and intersectional practice, surveying a number of locations of writing to offer a snapshot of where antiableist work across composition is today and imagines where it must go to assert that all disabled lives matter.

*Speakers:* Chad Iwertz Duffy, Bowling Green State University, “Cultures of Critical Media Access: Toward an Antiracist Practice for Transcription and Image Description”  
Kari Hanlin, Bowling Green State University, “Disabling Expectations: Access Labor from Classroom Theory to Community Praxis”  
Annika Konrad, Dartmouth College, “Toward a Rhetorical Pedagogy of Interdependence”  
Sherrel McLafferty, Bowling Green State University, “Disabling Expectations: Access Labor from Classroom Theory to Community Praxis”  
Jessie Male, New York University, “Cultures of Critical Media Access: Toward an Antiracist Practice for Transcription and Image Description”  
D’Arcee Charington Neal, The Ohio State University, “[Dis]colonial Ecstasy: Intersectional Access as an Embodied Cultural Rhetoric”

*Professional and Technical Writing*

### **OD-30 What If We Didn’t? Throwing Out Traditional Pedagogies in the Name of Linguistic Justice**

This panel explores an inherent tension in technical communication: reconciling principles of linguistic justice with conventions of technical and professional discourses. Specifically, we engage with critically based pedagogical theories that honor linguistic diversity, and examine pedagogical practices such as ungrading and labor-based contracts that may navigate this reconciliation.

*Speakers:* Claire Carly-Miles, Texas A&M University, “Ungrading and Grading Contracts”

Kimberly Clough, Texas A&M University, “Ungrading and Grading Contracts”

Nicole Hagstrom-Schmidt, Texas A&M University, “Editing in Their Own Language: Linguistic Justice, Code-Meshing, and Technical Editing”

Matt McKinney, Texas A&M University, “Code-Meshing to Talk Shop: Linking WID and Critical Pedagogy in the Tech Writing Classroom”

*Theory and Research Methodologies*

**OD-31 Global and Non-Western Rhetorical Frameworks, the Perils of their Omission, and the Possibilities of Their Complication for Diversity in the College Classroom**

*Sponsored by the CCCC Global and Non-Western Rhetorics Standing Group*

This panel will focus on the promise of adopting rhetorical frameworks from various global, indigenous, and non-Western traditions, the perils of their omission, and the possibilities of their complication in a pedagogy committed to diversity, equity, and linguistic justice.

*Chair and Speaker:* Elif Guler, Longwood University, “Reconceptualizing Rhetoric through a Non-Western Heuristic based on Ancient and Medieval Turkic Texts”

*Speakers:* Trey Conner, University of South Florida, “Shut Up and Chant: Hacking the I with Global Rhetorical Traditions”

Richard Doyle, Penn State University, “Shut Up and Chant: Hacking the I with Global Rhetorical Traditions”

Asmita Ghimire, “The Non-Western Female Practice of Renunciation as a Pedagogical Tool in the Western Composition Classroom: The Case of Yogmaya Neupane”

Hua Zhu, University of Utah, “The Importance of Teaching Non-Eurocentric Rhetorics as Common Topics”

*First-Year Writing*

**OD-32 Reimagining Purposes of Assessment: Lessons and Perceptions from a Contract Grading Pilot at a Large Writing Program**

This panel will highlight data and findings from an IRB-approved study of a contract grading pilot designed to serve as a first step toward imagining a major shift in our program’s assessment structure. The study seeks to analyze student perceptions of the effects of grading contracts on effort and anxiety levels in relation to faculty perceptions of the labor and purposes of grading.

**Speakers:** Gita DasBender, New York University, “Contract Grading as Radical Teaching and Engaged Learning: Faculty Motivations and Student Responses”

Nate Mickelson, New York University, “Laboring Together: How Grading Contracts Reframe Experiences with Feedback and Grades”

Leah Souffrant, New York University, “From Principles to Practice: The Promises of Contract Grading”

*First-Year Writing*

### **OD-33 Pursuing Our Promises in OWI: Toward Equity in Assessment, Linguistic Justice via Empathy, and Diversity through International Virtual Collaborations**

This panel will offer examples of equity, linguistic justice, and diversity in OWI. Presenter 1 will talk about how labor-based rubrics are tools to enact equitable pedagogy. Presenter 2 will discuss how empathy serves as a lens to cultivate linguistic justice in online FYW. Presenter 3 will show how international virtual collaborative experiences in FYW are tools to foster equity and diversity.

**Chair and Speaker:** Marcela Hebbard, “International Virtual Collaboration in FYW as Tools to Foster Equity and Diversity”

**Speakers:** Sallie Koenig, University of Arizona

Catrina Mitchum, University of Arizona, “Labor-Based Rubrics as Tools to Enact Equitable Pedagogy”

Janine Morris, Nova Southeastern University, “Empathy as a Lens to Cultivate Linguistic Justice in Online FYW”

Rochelle Rodrigo, University of Arizona

*Antiracism and Social Justice*

### **OD-34 Antiracist Work, Whose Call? BIPOC Graduate Students Answering the Call by Proposing Collective Community Work to Make Antiracist Change**

As intersectional BIPOC scholars and educators and through our individual collective community organizing, this panel implements different institutional and pedagogical strategies to bring equity to generate antiracist actionable change within and outside higher education. The speakers’ community work exemplifies the need to support historically oppressed communities in rhetoric and writing.

**Speakers:** Sharieka Botex, Michigan State University

Stephie Kang, Michigan State University

Ruben Mendoza, Michigan State University

Autumn Reyes, The University of Texas at Austin

*Theory and Research Methodologies*

### **OD-35 Writing and Research Partnerships as Participatory Intervention**

This panel details three writing studies partnerships that strive toward decolonizing and humanizing methodologies that elevate the voices and experiences of co-researchers who are critical theorists and writers outside of academia.

**Chair and Respondent:** Laura Gonzales, University of Florida

**Speakers:** Elena Garcia, Utah Valley University, “Access and the Benefits of a Father/Daughter Research Partnership”

Guadalupe Garcia, Community Member, “Access and the Benefits of a Father/Daughter Research Partnership”

Gabrielle Kelenyi, University of Wisconsin-Madison, “Access and the Benefits of a Father/Daughter Research Partnership”

Calley Marotta, Utah Valley University, “Writing Testimonio with Frontline Students”

*First-Year Writing*

### **OD-36 Classroom-Based Writing Consultant Pedagogy and Asynchronous and Synchronous Online Writing Instruction**

This panel introduces and defines classroom-based writing consultant (CWC) pedagogy as an effective equity-minded instruction practice particularly in first-year online writing instruction. Panel members will define CWC and its key characteristics and benefits in the online environment, as well as share CWC’s workshop-level and one-on-one approaches and strategies.

**Speakers:** Jade MacEoghain, University of California, Irvine

Jacob Strona, MiraCosta

Rachel Woodward, California State University, San Marcos

*Community, Civic, and Public Contexts of Writing*

## **OD-37 Rhetorical Ingenuity as Necessity: Negotiating Gender in Healthcare and Medicine**

We examine the rhetoric of problematic gendered commonplaces in health and medicine to suggest sites for personal advocacy and resistance, exploring the rhetorical ingenuity involved in uncovering sources of oppression in women's health and medicine, and employing tactics that successful women's health advocates use to improve care.

*Speakers:* Lisa DeTora, Hofstra University  
Bryna Siegel Finer, Indiana University of Pennsylvania  
Cathryn Molloy, James Madison University  
Sheri Rysdam, Eastern Oregon University

*Information Literacy and Technology*

## **OD-38 Comp Casting: Exploring the Intersections of Hobbyist Broadcasting, Digital Learning Communities, and the Writing Classroom**

This panel explores the potentials and precarities of leveraging digital broadcasting platforms including Twitch, Discord, and YouTube as tools for promoting social justice and educational equity in digital pedagogy. As an interactive demonstration, panelists will showcase techniques for developing, moderating, and teaching through nontraditional means in the digital writing classroom.

*Speaker:* Kyle Bohunicky, independent researcher, "Writing Classroom Discord: Teaching Com(p)assion through Online Asynchronous Learning Communities"

*Speakers:* Rainer Dalton, University of Wisconsin-Milwaukee, "All Aboard the Hypetrain: Twitch Chat as a Collaborative 'Thinkertoy'"  
Morgan Forbush, University of Wisconsin-Milwaukee, "Learning from Hobbyist Academics: BreadTube in the Writing Classroom"  
David Kocik, University of Wisconsin-Milwaukee, "Live Stream in Progress: Using Twitch for Research Instruction in FYC"

*Antiracism and Social Justice*

**OD-39 The Promises and Perils of Vulnerability: Integrating Social Justice with Writing Pedagogy**

This panel offers specific writing classroom strategies for fostering productive vulnerability, while also considering how social justice work requires teachers to mitigate the vulnerabilities created by oppressive structures that cause emotional or physical harm.

**Chair and Speaker:** Tanvi Patel, University of Southern California, “Championing Choice: Advancing Student Agency in the Classroom”

**Speakers:** Amber Foster, University of Southern California, “Compassionate Composition: Strategies for Generating Motivational Empathy in the FYC Classroom”

Patricia Taylor, University of Southern California, “The Quality of Failure: Changing Student Frameworks for Failure and Risk Taking”

*Language, Literacy, and Culture*

**OD-40 Defiantly Mapping Justice: Cartography as Liberatory Act to Address Readiness, Accessibility, and Empowerment in Composition Research and Pedagogy**

This panel will look at the ways in which cartography can create an antiracist and defiant discipline in which we as scholars and students are able to unapologetically challenge traditional mediums for knowledge creation. Through discussion of advocacy, assignments, and publishing, mapping provides the opportunity for scholars in the margins to occupy sovereign spaces of self and community.

**Speakers:** Lorise Diamond, Claremont Graduate University  
Alfred Owusu-Ansah, Michigan Technological University  
Teigha VanHester, Illinois State University

*Information Literacy and Technology*

**OD-41 (Re)membering the Pandemic: Circulating Inclusive Memories of COVID-19**

Building a decolonial COVID-19 trauma archive, using nostalgia to teach inclusive design, and probing how antimask memes limit conservative identities to nativist populism, this panel considers whose pandemic memories matter, whose don't, and how rhet-comp can engage remembering to create a more just world.



*Speakers:* Spencer Cooke, University of Oklahoma  
William Kurlinkus, University of Oklahoma  
Kelsey Willems, University of Oklahoma

*Inclusion and Access*

**OD-42 Pursuing Social Justice in Higher Education: Learning from Students about Their Decision Making over Their [Writing] Lives and Futures**

Data from over 200 undergraduate writers from six institutions on three continents shows that much of their writing development occurs outside classrooms; their reflections include provocative tips for faculty and WPAs.

*Chair and Respondent:* Kathleen Blake Yancey, Florida State University

*Speakers:* Spencer Cooke, University of Oklahoma  
D. Alexis Hart, Allegheny College  
Ashley Holmes, Georgia State University  
Anna Knutson, University of Victoria  
Ide O'Sullivan, University of Limerick  
Yogesh Sinha, Sohar University, Oman

*First-Year Writing*

**OD-43 Creating a Welcoming Environment: Brandeis University Writing Program Initiatives for the Classroom, for Underrepresented Students, and Across the Disciplines**

This panel will present strategies for creating a welcoming environment and sense of belonging for underrepresented students in first-year writing courses and courses across the disciplines. Using initiatives from Brandeis University, we will explore classroom and curricular changes in the writing program as well as collaboration with departments across campus.

*Speakers:* Marsha Nourse, Brandeis University  
Lisa Rourke, Brandeis University

*Community, Civic, and Public Contexts of Writing*

**OD-44 Exploring Embodied and Intersectional Approaches to Community-Engaged Writing**

This session explores the embodied politics of community-engaged writing by showcasing projects dedicated to pleasure, racial justice, lactation, and creative arts. We are inspired by DeCamp & Cushman's (2019) call for educators to employ intersectional approaches to work with communities to foster belonging-in-difference. Presenters will use prompts from their projects to engage attendees.

**Chair:** Nate Mickelson, New York University

**Speakers:** Maija Brown, University of Minnesota, "Sparking Change: Exploring the Process and Impact of the SPARK ezine on BIPOC Writers and Editors"

Charlesia McKinney, Middle Tennessee State University, "Pleasure Literacy Narratives"

Jasmine Kar Tang, University of Minnesota-Twin Cities, "Embodied Facilitation Praxis in Asian American Arts Spaces"

Elise Toedt, University of Minnesota, "Breast Pumps and Backpacks: Lactating Teachers Navigate Institutional Constraints"

*Inclusion and Access*

**OD-45 So That Just Happened . . . . Where Does OWI Go from Here? Access, Enrollment, and Relevance**

This panel will focus on how instructors and administrators can create the sense of "here" in their online writing courses/programs through thoughtful design and careful planning.

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

**Speakers:** Jessie Borgman, Arizona State University

Casey McArdle, Michigan State University

*Writing Programs*

**OD-46 Rethinking Relevance: Prioritizing Students of Color in Writing Programs**

With white student enrollment dropping at many universities as a result of demographic shifts, we argue that WPAs consider focusing on students of color, both for their sakes and for the sakes of white students, who have been limited by their histories of segregation in largely white spaces.

**Speaker:** Mara Holt, Ohio University

David T. Johnson, Stetson University

*Writing Programs*

**OD-47 Working Independently, Depending on One Another: One Program's Approach to Subverting Traditional Academic Paradigms**

Part storytelling and part replicable strategies, panelists will detail administrative and pedagogical initiatives and approaches aimed at radical inclusion and subverting traditional academic paradigms.

*Speakers:* Megan Boeshart, Old Dominion University, "Access, Agency, and Appreciation for All: Promoting Pedagogies of Radical Inclusivity"  
Laura Buchholz, Old Dominion University, "Divergence and Convergence: Preserving Individual Pedagogies through Collaborative Program Planning"

Kristi Costello, Old Dominion University, "Leaving Micromanaging in the Past in Pursuit of Manageable Futures: A Feminist Autonomous Teamwork Approach to WPA"

Danie Hallerman, Old Dominion University, "Access, Agency, and Appreciation for All: Promoting Pedagogies of Radical Inclusivity"

Mary Beth Pennington, Old Dominion University, "Chaos and Control: How Reimagining Placement during a Pandemic Led to Practical and Sustainable Methods"

Jenn Sloggie, Old Dominion University, "Re-Working Our Positions So They Work: Labor Re-Distribution for Sustainable WPA and Renewed Zeal"

*Theory and Research Methodologies*

**OD-48 Writing through Major Life Transitions**

We share preliminary findings of a longitudinal study investigating how people's writing changes during major life transitions. Integrating data from twelve extended families, the research provides a cross-generational look at how writing lives change when transitions disrupt and reshape identity and agency. This is the first large-scale, multisite study of writing's impact on agency and identity.

*Speaker:* Anna Smith, Illinois State University

*College Writing and Reading*

**OD-49 Racist Rhetoric: Dismantling Linguistic Discrimination, Institutional Racism, and Standard Language Ideology**

Discussions of racism require us to examine linguistic discrimination in writing classrooms and centers. As one of the last forms of acceptable discrimination, linguistic discrimination in academia remains largely hidden. The panel provides information and activities on language standardization and linguistic discrimination along with tools to implement an equitable approach to teaching writing.

*Speakers:* Gaillynn Clements, Duke University, “Classroom Language Discrimination”

Sonja Launspach, Idaho State University, “Standard Language Ideology, Language Discrimination, and Composition Classrooms”

Miranda McCarvel, Smith College, “Linguistic Discrimination in Writing Classrooms and Centers”

*Language, Literacy, and Culture*

**OD-50 Good Intentions and Difficult Conversations: Moving from Intent to Impact in Writing Centers**

This panel addresses contradictory discourses about writing centers (WC). It investigates how different institutional contexts, WC administrative approaches, and individual lived experiences complicate and provide openings for WC programming that is inclusive, equitable, antiracist, and decolonial, and which ultimately inform the design of a collaborative research project.

*Speakers:* Marilee Brooks-Gillies, Indiana University-Purdue University Indianapolis, “Engaging in Difficult Conversations about Difficult Conversations”

Katie Manthey, Salem College, “Enacting Change in the Midst of White Feminism”

Nathan Marquam, Indiana University-Purdue University Indianapolis, “Embracing Discomfort without Embracing Complacency”

Emerson Romano, Salem College, “Small, Private, Primarily White Liberal Arts College: Context”

*Inclusion and Access*

**OD-51 A More Just DSP: Constructivist Placement**

We respond to existing criticisms of DSP with a new model: constructivist placement. Attendees will explore our local placement tool via a digital gallery walk; analyze sample results data in small groups; and consider how the model might be usefully adapted, altered, or redesigned for use in other contexts.

*Chair and Respondent:* Trish Serviss, University of California, Davis

*Speaker:* Beth Pearsall, University of California, Davis

*Language, Literacy, and Culture*

**OD-52 The Promises of Non-Western Rhetorics and Texts: What Does It Mean to Teach and Practice Diversity, Equity, and Social Justice?**

This panel discusses the promises and perils of non-Western rhetorics and texts in teaching-practicing diversity, equity, and social justice in rhetoric and composition studies.

*Committee Chair and Speaker:* Uma S. Krishnan, Kent State University, “Promises of Translation and Perils of Interpretations of Non-Western Texts Leading to Pariah Culture”

*Speakers:* Moushumi Biswas, Langston University, “The Promises of Using a Contextualized Lens to Explore Gender (In)equity in Texts from India”

Eda Ozyesilpinar, Illinois State University, “The Promises and Perils of Teaching Non-Western Social Justice Rhetorics”

Maria Prikhodko, DePaul University, “Discursive Promises of Feminine Rhetoric and Pedagogy of Hope in a US Upper Writing Course”

*Professional and Technical Writing*

**OD-53 Internship Matters: Dynamic Considerations of Access, Impact, and Equity in Onsite and Remote Work-Based Initiatives**

Internships faced dynamic changes during the pandemic, resulting in new opportunities as well as awareness of significant concerns about access and equity for students in work-based learning experiences. Drawing from independent studies and experience, the presenters will explore the changing landscape as well as the complex issues surrounding internships for English and writing students.

**Chair and Respondent:** Lara Smith-Sitton, Kennesaw State University, “Seeing, Modifying, and Partnering: Navigating Challenges of Internships for Students with Disabilities”

**Speakers:** Dauvan Mulally, Grand Valley State University, “Virtual Reality: Helping Interns and Supervisors Negotiate the Promises and Perils of Remote Internships”

Rich Rice, Texas Tech University, “The Dynamic Internship Agreement Form as Equitable, Problem-Based Commonplace Tool”

*Theory and Research Methodologies*

### **OD-54** **Haunt/ed/ing Literacies and the Role of Unsettling Archival Research**

The aim of this panel is to create a conversation on ethically grounded approaches to working in and with archives and to use that conversation as a lens to dialogue about the challenges facing those who engage in archival research. Each panelist offers methodological reflections about deep rhetoricity in archival research and how archives can become powerful mediums for decolonial thinking/doing.

**Speakers:** Romeo García, University of Utah, “The Haunt/ed/ing Literacies of Two Settler Archives”

Gesa Kirsch, Soka University of America, “Unsettling Archival Histories via DH Methods”

Sierra Mendez, University of Texas at Austin, “Haunt/ed/ing Subjectivities in Public Library Archives”

Jess Pauszek, Boston College, “Deindustrial Hauntings in Working Class Archives”

*Antiracism and Social Justice*

### **OD-55** **Equity in the Assessment Ecology: Vague Terms, Misconceptions, and Uneven Application**

Whether in the classroom, state, or national policy, assessment has been seen as a means of creating equitable learning environments. Yet, this equality rests on a set of vague or misapplied terms. Our presentations examine how language and misconceptions about assessment go hand-in-hand and what we can do to improve our talk about equitable writing assessment.

**Speakers:** Jennifer Grouling, Ball State University, “Preparedness, Process, and the Ecology of Rubrics”

Emilie Schiess, Ball State University, “Defining Grammar Beliefs and Language Ideology in Rubric”

Lynne Stallings, Ball State University, “Equitable Educational Opportunities through Assessment Literacy”

*First-Year Writing*

**OD-56 A Writing Program's Collaborative Mentoring Initiative and Its Impact on Pedagogy, Equity, and Inclusion**

Mentoring clusters with faculty across disciplinary backgrounds, career stages, and ranks can address affective labor concerns; share new technological or pedagogical developments; and work toward culture changes for equity and inclusion. Speakers from an established mentoring program will inform attendees of recent developments in mentoring theory and prompt a reevaluation of mentoring practices.

**Speakers:** Jacob Burg, Boston University  
Emily J. Chua, Boston University  
Rebecca Kinraide, Boston University  
Stephanie Kolberg, Boston University  
Kristin Lacey, Boston University  
Christina Michaud, Boston University  
Anna Panszczyk, Boston University  
Malavika Shetty, Boston University  
Thomas (Ben) H. Suitt III, Boston University  
Yelin Zhao, Boston University

*Information Literacy and Technology*

**OD-57 Bridging Disciplinary Divides: Writing Faculty and Librarians Sharing Responsibility and Accountability for Change**

Librarian-faculty collaboration promotes a richer understanding of information literacy and also enables the respective curricula and teaching praxis to reflect social justice advocacy. Yet barriers to creating these partnerships exist, which we seek to identify and address by reporting on research we have conducted to examine faculty perceptions of library instruction and information literacy.

**Committee Chair:** Jennifer Johnson, University of California, Santa Barbara

**Speakers:** Rebecca Greer, University of California, Santa Barbara  
Nicole Warwick, University of California, Santa Barbara

*Inclusion and Access*

**OD-58 Writing the International First-Generation College Experience**

Drawing on translingual, antiracist, and narrative therapy writing pedagogies, this panel will offer strategies for developing writing-based global education opportunities for first-generation college students.

**Chair:** Danelle Dyckhoff, California State University, Los Angeles, “Exigency: First-Gen Going Global”

**Speakers:** Erica Bennett, California State University, Los Angeles, “Developing a First-Gen-Focused Writing Curriculum”

Stefania Cordoneanu, California State University, Los Angeles, “Intersections of Translingual, Antiracist, and Narrative Therapy Approaches”

Rory Olivarez, California State University, Los Angeles, “#OwnVoices: First-Gen Experiences and Identities”

*Language, Literacy, and Culture*

**OD-59 Writers Navigating Antisocial Writing Environments**

Together, we explore how writers negotiate complex relationships between the writing self and dehumanizing environments. We are particularly concerned with how writers assert themselves (or not) in antisocial writing conditions—in the face of standardized testing regimes, surveilled workplaces, and toxic online writing environments—and the pedagogical implications of these dynamics.

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

*First-Year Writing*

**OD-60 Assessing Equity in Assignments: Assignments That Matter**

This panel presents an institutional assessment project designed to evaluate BIPOC student success on a variety of first-year writing projects. Using combined perspectives from the director of assessment, the first-year writing director, and a faculty member, the panelists will disseminate results of the study and suggest ways to improve assignments and assessment criteria for BIPOC students.



*Speakers:* Amy Colombo, University of North Carolina, Charlotte,  
“Equity in Assessment: A Faculty Member’s Perspective”  
Angela Mitchell, University of North Carolina, Charlotte, “Assessment in  
Equity: A First-Year Writing Director’s Perspective”  
Karen Singer-Freeman, University of North Carolina, Charlotte

*First-Year Writing*

**OD-61 Merging Theory and Practice: Laying the Foundations of Antiracist Classrooms in Academic Textbook Publishing**

This panel reflects upon publishing a first-year writing textbook following the 2020 antiracist reckoning, positioning course texts as opportunities for explicit social justice work.

*Speakers:* Courtney Cox, Illinois State University  
Stephanie Hedge, University of Illinois at Springfield  
Daymon Kiliman, Lincoln Land Community College

*First-Year Writing*

**OD-62 The Work Is Never Done: Teaching Critical Listening in a Course Centering Students’ Languages and Cultures**

In a class that intentionally centers students’ languages and cultures, and thus challenges the linguistic racism expressed through the valorization of standardized English, how might racism still emerge across international lines of difference? How can we as teachers respond? Incorporating theory and classroom scenarios, this panel argues for a critical listening stance.

*Speakers:* Julia Kiernan, Lawrence Technological University  
Joyce Meier, Michigan State University  
Xiqiao Wang, University of Pittsburgh

*Approaches to Teaching and Learning*

**OD-63 From Imagined Student to Ecologically Grounded Reality: Interventions to Promote Equity in the Writing Classroom**

Normative thinking decontextualizes students, but ecological frameworks support equity. This panel discusses how presenters implemented ecological frameworks in four sites of writing instruction—high school transitions, first-year writing, assessment, and teacher development—to demonstrate how to make locally situated, material interventions in areas of injustice.

- Speakers:** Rosanne Carlo, College of Staten Island CUNY, “Empathy and Time in Assessment: Knowing FYW Student Ecologies to Support Course Engagement and Writing”  
 Charlotte Kupsh, University of Nebraska-Lincoln, “Ecological Theories of Displacement in First-Year Writing Classrooms”  
 Bethany Monea, University of Pennsylvania Graduate School of Education, “Nepantla Literacies at the Nexus of High School and College: An Ecological Framing for Cultivating Equity in College Transitions”  
 Rachael Shah, University of Nebraska-Lincoln, “Critical Action Ecologies: Supporting Novice Teachers in Justice-Oriented Community Engagement”

*First-Year Writing*

**OD-64 Changing Metaphors: How Students Talk about Writing Transfer**

What metaphors do students employ when talking about transfer, and do those metaphors change as students progress from one course to the next? To answer that question, panelists will share findings from a multiyear writing program research initiative at the University of Tennessee, Knoxville.

**Speaker:** Kelly Sauskojus, University of Tennessee

*Community, Civic, and Public Contexts of Writing*

**OD-65 We Shouldn't Be Here: Prison Literacy Programs and Border Enforcement in the Time of Mass Incarceration**

This panel examines the transformative power of learning experiences in prison writing and arts programs. Speakers discuss the history of a Wisconsin program, question the power exercised in San Quentin Shakespeare curriculum, and analyze student reflections. In addition, this panel problematizes the knowledge communicated about citizenship, whiteness, and belonging at border checkpoints.

**Chair and Respondent:** Romeo García, University of Utah

- Speakers:** José Luis Cano, Texas Christian University, “The Rhetoric of Border Checkpoints: Seizing Bodies, Capturing Minds”  
 Cruz Medina, Santa Clara University, “Critical Transformation and Getting Close as Rhetorical Listening in a San Quentin Prison Shakespeare Workshop”  
 Jack Morales, University of Delaware, “The ‘University without Walls’: Wisconsin’s Prison Literacy Consortium Since the 1970s”  
 Maura Tarnoff, Santa Clara University, “Shakespeare as Authorized Literacy in San Quentin and a Pedagogy of Civic Action”

*Inclusion and Access*

**OD-66 Accessible and Culturally Response Teaching in Online Writing Instruction**

Since students in online writing classes already have many technological barriers to overcome, we understand the impulse for online teachers to shy away from high-tech, media-based assignments. However, we are committed to finding ways students can engage with media-rich teaching with culturally responsive projects that reduce accessibility barriers for students.

*Speakers:* Amanda Ayers, Florida State University  
Michael Neal, Florida State University  
Amory Orchard, Florida State University  
Ashleah Wimberly, Florida State University

*Writing Programs*

**OD-67 Binational Politics and the Promises and Perils of Higher Education: Otros Dreamers Demands on Our Commitments to Diversity, Equity, and Linguistic Justice**

Panel presents initial findings of a study focused on the crossborder demands Otros Dreamers students place on our discipline's commitments to diversity, equity, and linguistic justice.

*Speakers:* Tatiana Galvan de la Fuente, Universidad Autónoma de Baja California  
Rene De los Santos, independent scholar  
Priscilla Nuñez Tapia, Universidad Autónoma de Baja California

*First-Year Writing*

**OD-68 Who Are Our Students? Strategies for Confronting the Complexities of Their (and Our) Identities**

To the question we often ask colleagues, “What are you teaching?”, we add another: “Whom are you teaching?” This panel posits a needed corrective to the rigidity of the “what” through attention to the complicated landscapes of student identities. We offer ideas for classroom practices in which the question of “who” becomes an antidote to alienation.

**Speakers:** Jeanne Costello, Fullerton College, “Are Faculty Student-Ready? How Equity Pedagogy Supports Culturally and Linguistically Diverse Students as They Develop Academic Identities”  
Sharon Marshall, St. John’s University, “Quotidian Lives/ Surprising Identities—Getting to Know Students through Autoethnography”  
Irene Papoulis, Trinity College, “Are Students Too Self-Absorbed? From Superficial Image-Consciousness to Potent Self-Awareness in a FY Writing Class”  
Wendy Ryden, Long Island University, “Texts as ‘Safe Houses’: A Plea for WAL (Writing about Literature)”

*Community, Civic, and Public Contexts of Writing*

**OD-69 Listening for Community: Sound, Sense, and Participatory Culture in Composition**

This panel places community listening in conversation with composition pedagogy, exploring methods to lessen polarizations and work toward inclusive practices.

**Chair and Speaker:** Cameron Bushnell, Clemson University  
**Speakers:** Whitney Jordan Adams, Berry College  
Shauna Chung, Clemson University  
Amy Patterson, Northeastern University

*Language, Literacy, and Culture*

**OD-70 Using Jewish Identities to Unlock and Enrich Student Voices in Composition and Rhetoric**

*Sponsored by the CCCC Jewish Caucus*

This session provides a nuanced understanding of Jewish identities, experiences, and epistemologies, and offers strategies for educators of all ethnic, racial, and religious identities to draw upon Jewish traditions in pedagogical practice to uplift all students.

**Chair and Respondent:** Judith Benchimol, Teachers College, Columbia University  
**Speaker:** Laurie Rozakis, Farmingdale State College

*Inclusion and Access*

**OD-71 “Toward a Shift of Authorities and Truths”: Retrofitting Bridges to Consequential Publicness in Student Writing**

This panel explores ways of building curricula and institutions as bridges to help students be and see themselves as “public” writers of consequence. Presenters explore classroom assignments, writing beyond classrooms in institutions, and undergraduate research journals as ways of retrofitting institutional structures to more than “invite” access to public writing.

*Speaker:* Judith Chriqui Benchimol, Marymount Manhattan College

*Community, Civic, and Public Contexts of Writing*

**OD-72 Are You from “Dixie”? Reflecting on Institutional, Community, and Classroom Efforts to Consider the Promises and Perils of a Contested University Name**

This panel explores challenges, successes, and failures around an effort to rename Dixie State University (DSU) in St. George, Utah. Using the DSU name change as a unifying case study, the panelists will examine the organizational, public, and pedagogical implications of the name *Dixie* as it relates to the antiracist call for white educators to confront white supremacy in our institutions.

*Speakers:* Lacy Hope, Dixie State University  
Joy McMurrin, Dixie State University  
Chalice Randazzo, Dixie State University

*First-Year Writing*

**OD-73 Compassionate or Cruel? Configuring Zones of Optimism In Post-COVID First-Year Writing**

This panel shares efforts to break from the “cruel optimism” of a number of pedagogical attachments in first-year writing pedagogy laid bare as a result of the exigencies of 2020–21, and in turn presents efforts to respond to those exigencies through more bearable and productive “zones of optimism.”

*Speakers:* Patrick Clauss, University of Notre Dame, “What Really Matters: Load-Bearing Walls in the Writing Classroom”  
Erin McLaughlin, University of Notre Dame, “Toward an Embodied Pedagogy of (Un)Belonging in the Post-Pandemic Classroom”

Nathaniel Myers, University of Notre Dame, “Untethering Ungrading from the Improvement Imperative”

Jessica Shumake, University of Notre Dame, “Cultivating Zones of Optimism in the Online Writing Classroom in a Global Pandemic”

*Antiracism and Social Justice*

**OD-74 Three BIPOC Professors Unmuted: Curating a Race and Ethnicity Composition II Course in the Era of George Floyd, COVID-19, and Remote Online Learning**

This panel of three Columbus State Community College BIPOC faculty shares opportunities, challenges, and successes in the process of designing and implementing a second-level writing course themed on race and ethnicity. The speakers are inspired by the voices of their composition students and the necessity of antiracist pedagogical practices in the composition classroom.

*Speakers:* Dylan Canter, Columbus State Community College  
Steve Kaczmarek, Columbus State Community College  
Robyn Lyons-Robinson, Columbus State Community College

*Inclusion and Access*

**OD-75 Revising Writing Program Policies for Equity: Kairotic Labor, Exigent Ungrading, and Radical Transparency**

Writing programs must address inequity in-house through policy revision. The speakers view the labor of reappointing contingent faculty through disabled theories of temporality; consider how grading and attendance policies and practices enacted during the pandemic can be sustained; and argue that antiracist contract grading practices can map to promotion/reappointment. A graduate student responds.

*Chair and Respondent:* Kristin Bennett, University of Arizona,  
“Facilitating Collective Access”

*Speakers:* Jay Dolmage, University of Waterloo, “Disability Justice and Exigent Ungrading”

Amy Vidali, “Radical Rhetorical Transparency: Contract Grading and Promotion/Tenure”

Abby Wilkerson, George Washington University, “Contingent Staffing and Kairotic Labor”

*Approaches to Teaching and Learning*

**OD-76 Multimodality as Diversity in Action: Revisiting the Potential for Multimodal Assignments**

This panel discusses how multimodal pedagogy offers students diverse options for composing and grants diverse students multiple outlets for expression. The three presenters call on instructors to take advantage of multimodality's full potential and practice diversity in action.

*Speakers:* Brittany Capps, University of South Carolina  
Kathryn Mann, Francis Marion University  
Claire Silva, University of South Carolina

*Inclusion and Access*

**OD-77 We Are Here to Accommodate: Creating Accessible Environments across In-Person and Virtual Learning Spaces**

As we turned to digital formats in response to the pandemic, the crisis revealed gaps between knowing how to make courses accessible and actually doing it. This panel offers examples from our own experiences and practices to assist our colleagues and peers in creating more accessible learning environments. Participants will leave with reflective tools and strategies for implementing accessibility.

*Chair and Speaker:* Margaret Moore, Fairfield University, "This Includes You: A Collaborative Approach to Implementing Accommodations"

*Speakers:* Charity Anderson, Bowling Green State University, "Adaptable Intelligence in Shifting Bodily Values and Writing Spaces: Refashioning Online Methods into Our Return to Face-to-Face Instruction"

Erin Kathleen Bahl, Kennesaw State University, "Crafting a Course Together: Supporting Student Accessibility Practices in Writing/ Designing for Online Courses"

Annie Cigic, Bowling Green State University, "Less Is More: Plain Language in the Writing Classroom"

Tyra Douyon, Kennesaw State University

Sherena Huntsman, Boise State University, "Accessibility beyond Accommodation: A Discussion on Disability Rhetoric as Course Design Strategy"

*Community, Civic, and Public Contexts of Writing*

**OD-78 Move Slowly and Listen Deeply: Preparing Students for Social Innovation and the Work of “Doing Good”**

This panel explores an approach to introducing students to the processes and rhetorical practices of designing community-based innovations. It looks at a heuristic for helping students rethink what it means to innovate and center the invention process on community listening, resisting deficit narratives that prejudice innovation efforts, and identifying and leveraging community cultural wealth.

*Speakers:* Katlin Gray, University of Maryland, College Park  
T’Sey-Haye Preaster, University of Maryland, College Park

*Information Literacy and Technology*

**OD-79 Creating a Sense of Belonging: Challenging Academic Power Structures through Digital Assignments in FYC**

Within composition, one exclusionary gap is the continued neglect for digital communication. We take up Perryman-Clark’s call to “flip the script” on language learning by considering how multimodal assignments can foster greater linguistic justice. Specifically, we discuss how four assignments can democratize learning and allow for learning environments of greater access.

*Speakers:* Cameron Craft, University of Wyoming, “Providing Students with Physical Voice through Digital Assignments”  
Rick Fisher, University of Wyoming, “Exploring Information Privilege through the ‘Whose Knowledge?’ Assignment”  
Shelby Hutson, University of Wyoming, “‘Let’s Talk’: The Interdisciplinary Visual Podcast”  
Seth Swanner, University of Wyoming, “‘(Don’t) Put Your Phones Away’: Using Smartphone Apps to Promote Access and Dismantle Classroom Power Structures”



*Information Literacy and Technology*

**OD-80 Seeing Our Students: Approaches for Teaching Research Practices in Student-Generated Contexts and Goals**

Ethically navigating complex academic information networks, not just as consumers but also as producers, is a difficult role for college students to take on. We have adjusted our secondary research pedagogy to better serve students maneuvering those networks, using the affordances of current technologies to respond to their unique identities and situations as well as our own institutional context.

*Speakers:* Ruth Boeder, Wayne State University  
Kristi Morris, Wayne State University  
Nicole Varty, Wayne State University

*Writing Programs*

**OD-81 GTA Mentoring and Pedagogical Support during the Pandemic**

We discuss how we adapted a GTA mentoring program in response to the COVID-19 pandemic, and how we evolved the program for greater access and inclusion.

*Chair and Speaker:* Megan Weaver, Virginia Tech  
*Speakers:* Colleen Correll, Virginia Tech  
Amanda McGlone, Virginia Tech  
Steve Oakey, Virginia Tech

*Theory and Research Methodologies*

**OD-82 Principles and Methodologies of Global Rhetorics**

Editors and authors of published and forthcoming studies in *Global Non-Western Comparative Rhetorics*—primary, secondary, interpretive, and bibliographic—offer expanded perspectives on the nature of rhetoric, including the need for multiple rhetorics, new rhetorical terminologies, and maps of rhetoric and communication that move beyond regions and “traditions.”

*Speakers:* Rasha Diab, University of Texas at Austin  
Nicole Khoury, University of California, Irvine  
Keith Lloyd, Kent State University at Stark  
Hui Wu, University of Texas at Tyler

*Community, Civic, and Public Contexts of Writing*

### **OD-83 We're Recovering: Remaining Committed to Justice and Equity Post-COVID-19**

This panel explores the concept and process of “recovery” in 2022 to (re) imagine equity in our disciplines and recovery in activism, labor, writing curriculum, and public debate in support of social justice.

**Speakers:** Faith Kurtyka, Creighton University, “Recovery Time: Making Visible the Invisible Labor of the COVID-19 Era”  
Daniel Riechers, University of Texas, San Antonio, “Recovering Public Comment Spaces after the COVID-19 Pandemic”  
Stacey Sheriff, Colby College, “Activism and Rhetorical Recovery”  
Glen Southergill, Montana Technical University, “Developing Antiracist Writing across the Disciplines”

*Community, Civic, and Public Contexts of Writing*

### **OD-84 Developing Equity through Community Writing and Authentic Audiences**

The following panel presentations demonstrate how writing professors at our university develop equity through community writing in several unique ways including service-learning, publishing a journal, and creating a public oral history project.

**Speakers:** Jonathan Brownlee, Indiana Institute of Technology  
Carrie Duke, Indiana Institute of Technology  
Carrie Rodesiler, Indiana Institute of Technology

*Writing Programs*

### **OD-85 WAC/WID and Accreditation: Rhetorically Navigating Issues of Equity and Sustainability**

Instituting a WAC/WID program as part of a university’s reaccreditation process can provide access to resources and promote broad buy-in. At the same time, the layers of bureaucracy that come with reaccreditation can create inequity at multiple levels. Panelists discuss the use of rhetorical strategies to promote sustainability and equity in WAC/WID programs instituted for reaccreditation.

**Speakers:** Lindsey Ives, Embry-Riddle Aeronautical University  
Melody Pugh, United States Air Force Academy  
Meghan Velez, Embry-Riddle Aeronautical University

*Language, Literacy, and Culture*

**OD-86 Who Are We Here? Rhetorical Onomastics as Inclusion**

In this panel, presenters and audience members collaboratively explore four sites of onomastic inquiry—product, group, personal, and place naming—that open up a new frontier of rhetorical research. The speakers illustrate how questions of diversity, equity, and inclusion can be taken up through rhetorical approaches to names and naming.

*Speakers:* Rubén Casas, University of Washington, Tacoma  
Susan V. Meyers, Seattle University

*First-Year Writing*

**OD-87 The Multimodal Remix as Feminist Practice: Fostering Transfer in First-Year Writing**

This panel uses feminist pedagogy as a framework to challenge power dynamics and systemic inequalities. The speakers demonstrate ways such dynamics play out when multimodality and reflection are key elements of a first-year writing curriculum designed specifically for transfer.

*Respondent:* Neil Baird, Bowling Green State University  
*Speakers:* Sara Austin, AdventHeath University, “Challenging Power & Authority through Transfer-Focused Feminist Pedagogy”  
Ethan Jordan, Bowling Green State University, “Multimodality, Metaknowledge, and Challenging Power Structures”  
Heather Jordan, Bowling Green State University, “Multimodality and Transfer: Remixing as Reflective Practice”

*Theory and Research Methodologies*

**OD-88 Constellating Disciplinary Movement: Archiving Methods and Methodologies in Rhetoric and Composition**

We illustrate the initial constellations from recorded interviews with rhetoric and composition scholars that articulate individual scholars’ thoughts on research methodologies. We share our research results from three perspectives: teacher of a research methods course, researcher of oral histories, and graduate creator of open-access resources benefitting scholars without institutional access.

*Speakers:* Rachel Daugherty, Texas Woman’s University  
Dundee Lackey, Texas Woman’s University  
Lia Schuermann, Texas Woman’s University

*Antiracism and Social Justice*

**OD-89 Living and Working with “Ubiquitous Surveillance”:  
Interrogating Power, Privacy, and Policy**

What writing centers, body cams, and Weibo have in common: surveillance concerns for writing administrators, teachers, and scholars. We interrogate how power, privacy, and policy shape surveillance practices and discuss how we can challenge and subvert surveillance mechanisms and better educate students in the pursuit of social justice.

**Chair and Speaker:** Devon Ralston, Winthrop University, “What’s Surveillance Got to Do with It? The Perils of Student Data in Writing Centers”

**Speakers:** Chen Chen, Winthrop University, “Digital Surveillance and Control of Feminist Discourse in China: Politics and Cultures of the Platform Weibo”

Charles Woods, Illinois State University, “Interrogating the Power of Axon Body Cams to Teach Writing”

*Approaches to Teaching and Learning*

**OD-90 The Impact of the Teaching for Transfer Curriculum on  
Diverse Students**

A discussion of the ways Teaching for Transfer (TFT) curriculum works for academically disadvantaged students across a variety of institutional contexts. The panel will discuss nontraditional students, career students, developmental students, and first-generation students and the ways TFT has worked for them.

**Speakers:** Sonja Andrus, University of Cincinnati Blue Ash College, “Teaching for Transfer with Developmental Writing Students: I Think They’ve Got This!”

Tanner Wouldgo, University of California, Santa Cruz, “But, Who Does the Teaching for Transfer Curriculum Serve?”

*Institutions: Labor Issues, Professional Lives, and Survival*

### **OD-91 Negotiating Disciplinary and Institutional Expectations to Strengthen and Enhance Online Teaching and Learning**

Three composition faculty turned administrators discuss lessons learned while embracing the online modality for English composition. These lessons question and consider alternatives to accepted, and unduly constraining, practices in our discipline regarding student learning objectives, faculty communities and development, and existing university structures related to online learning.

**Speakers:** Lisa Beckelhimer, University of Cincinnati  
Michele Griegel-McCord, University of Cincinnati  
Cynthia Ris, University of Cincinnati

*Inclusion and Access*

### **OD-92 Establishing On-Ramps for Access to Undergraduate Research in Writing Studies**

*Sponsored by the CCCC Undergraduate Research Standing Group*

This panel blends presentations on Course-based Undergraduate Research Experiences in online teaching and on how the Naylor Workshop for UR is working to expand access for underrepresented students, with a working design session in which attendees can consider paths to more inclusive UR at their own institutions.

**Standing Group Chair:** Megan Schoettler, Miami University  
**Speakers:** Sheila Carter-Tod, Denver University  
Dominic DelliCarpini, York College of Pennsylvania  
Angela Lafen, California State University, Sacramento

*Writing Programs*

### **OD-93 Rethinking Creativity for a Socio-Culturally Oriented Academic Writing Course**

This study explores creativity as a dimension that fosters encouraging environment in a socio-culturally oriented academic writing classroom, providing students with the opportunities to experiment, play, and take rhetorical risks with their writing. The research combines qualitative method with the critical ethnography of classroom applications of creativity within socio-cultural pedagogy.

**Speaker:** Maryna Teplova, Illinois State University

*Institutions: Labor Issues, Professional Lives, and Survival*

### **OD-94 Thinking Like a (Postdoc) Program**

By utilizing a range of methodologies—theoretical, narrative, and empirical—this panel describes one approach to address our endemic labor problems through the creation and leadership of equitable and effective postdoctoral teaching fellow programs. Panelists also explore its strategies for PhD placement that are broadly applicable to other program configurations.

**Chair and Speaker:** Melissa Ianetta, Georgia Institute of Technology

**Speakers:** Andy Frazee, Georgia Institute of Technology

Courtney Hoffman, Georgia Institute of Technology

*Language, Literacy, and Culture*

### **OD-95 Why Are We Here? Refractive Visual Rhetorics 4 Social Justice**

Refractive critical work with images and representation aids writing pedagogies that center social justice. This panel supports this claim by theorizing vital scenes of image work. With Chicago as *mise en scène*, we will explore the history, hopes, and promises of visual rhetorics as forces for transformative writing pedagogies. Interactive session involving the images we carry (in our devices).

**Committee Chair and Speaker:** Bonnie Kyburz, “Black (,) and White Selfies”

**Speakers:** Geoffrey Clegg, Midwestern State University, “The Impolitic Critic: Gary Indiana’s Kynic Rhetoric of the ’80s”

Brandy Dieterle, University of Central Florida, “Who Am I? Where Am I? Networked Individuals as Documentarians”

*First-Year Writing*

### **OD-96 Meeting Students Where They Are: Inclusive Practices for Inviting Well-Being into the Writing Process**

This panel explores relationships between writing pedagogy and student well-being. How do we teach writing with students’ well-being as a central concern?

**Speakers:** Nicole MacLaughlin, University of Notre Dame

Joanna Want, University of Notre Dame

Damian Zurro, University of Notre Dame

*Inclusion and Access*

**OD-97 Intersectional but Invisible: Writing Center Support for First-Generation Students**

This presentation reports on a cross-institutional study of writing center support models for first-generation college students and analyzes how we can make writing center programming more inclusive. The presenter will also discuss the problems inherent in over-essentializing the identity of first-generation students, ignoring their intersectional identities and the real, material lives they lead.

*Speaker:* Beth Towle, Salisbury University

*Information Literacy and Technology*

**OD-98 Scenes of Everyday Writing: Multimodality, Transfer, and Digital Writing in First Year Composition**

This presentation examines multimodal composition and transfer research in relation to social media writing environments. It examines how attention to audience, genre, medium, and delivery in social media writing processes can help students to transfer knowledge and rhetorical capacities from non-academic to academic composition settings.

*Speaker:* Jacob Richter, Clemson University

*Histories of Rhetoric*

**OD-99 Recovery and/as Critique: Articulating Methods in Feminist Historiography and Pedagogy**

This panel asks: Have (feminist) histories of rhetoric lost the goal of critique? How might we sharpen our collective sense of the purpose and aim of our histories—and, relatedly, our pedagogies—to interrogate not just what we examine but how we examine to better confront the field's dominant white feminist lens?

*Respondent:* Charlotte Hogg, Texas Christian University

*Speakers:* Sarah Hallenbeck, University of North Carolina, Wilmington  
Lindsay Rose Russell, University of Illinois at Urbana-Champaign  
Michelle Smith, Clemson University  
Sarah Walden, Baylor University

*Community, Civic, and Public Contexts of Writing*

**OD-100 Toward Tech Thrivance: Rhetorical Incursions into Social and Digital Inequities**

This panel offers strategies for improving students' social/digital technological quality of life, focusing on the interplay between the global and local.

*Speakers:* Philip Choong, Indiana University, Bloomington, “Locating Neoliberal Logics in the Technological Institution”  
Maggie Fernandes, Virginia Tech, “Locating Surveillant Logics in the Technological Classroom”  
Wilfredo Flores, Michigan State University, “Locating Colonial Logics in the Technological Everyday”

*First-Year Writing*

**OD-101 Students Helping Students: First-Year Writers as Teaching Partners**

This presentation offers a methodology to empower students as partners in grammar instruction, to foster student understanding of language rules and tools, and to develop a raciolinguistic awareness in students. Strategies will be demonstrated and a handout will be available.

*Speaker:* Ann DeCiccio, University of New Hampshire

*Community, Civic, and Public Contexts of Writing*

**OD-102 Textile Transgressions: Sewing and Quiltmaking as Activist Rhetorical Practice**

This presentation explores sewing as activist rhetorical practice that rethinks dominant narratives about whose histories and knowledges are worth documenting. Presenters trace how contemporary artists compose textiles to engage public audiences in collaborative, antiracist practices that enable both artists and audiences to engage in critical counterstory.

*Speakers:* Sonia Arellano, University of Central Florida  
Jessica Enoch, University of Maryland  
Vanessa Kraemer Sohan, Florida International University  
Kelly Medina-López, California State University, Monterey Bay



*First-Year Writing*

**OD-103 Writing for Retention: Belonging-Centered Strategies for Supporting First-Generation Students in FYC**

Recognizing the significant effect of belonging on engagement and retention, panelists share strategies for revising our rhetoric and pedagogy to benefit first-generation students in dual-enrollment, corequisite, and traditional composition classrooms.

*Speakers:* Aubrey Binder, University of Central Missouri/Warrensburg High School

Erinn Metcalf, University of Central Missouri

Chelsea Everly Orman, University of Central Missouri

*Histories of Rhetoric*

**OD-104 Who Belongs in School? “Scientific” Constructions of Students, 1873–1940**

In the US in the late 19th and early 20th centuries, “science” was repeatedly used to assert white supremacy to limit educational opportunities for people of color. We analyze three such cases and invite our audience to explore their contemporary implications: how “science” shaped understandings of the purpose of education and of who should pursue higher education that are still with us today.

*Speakers:* Suzanne Bordelon, San Diego State University, “Mental Testing in the Southwest and Segregation: Mexico’s Response”

Carolyn Skinner, The Ohio State University, “Reception, Silence, and the Purpose of College for 19th-Century Women”

Lisa Zimmerelli, Loyola University Maryland, “White Supremacist Conditioning in Progressive Era Biographies for Children”

*Language, Literacy, and Culture*

**OD-105 Rejections of Kairos as Colonial Orientation: Three Manifestos on Temporal Self-Determination**

This panel features a variety of speakers who discuss how members of marginalized groups contest colonial constructions of time. Speakers offer another framework to consider time beyond dominant-culture temporalities rooted in particular cultural and historical contexts.

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

Andrea Riley Mukavetz, Grand Valley State University

Jen Wingard, University of Houston

### **OD-106 Faculty Development in the Context of Corequisite Courses**

Faculty from the Community College of Baltimore County will discuss why faculty development is crucial for corequisite writing programs and, based on the evolution of our program over the past fourteen years and our experiences consulting with other schools, will report on different models for successfully offering faculty development when there's never enough time or enough resources.

*Speakers:* Halleh Azimi, Community College of Baltimore County, "Faculty Development Strategies at CCBC, 2007–2021"  
Susan Gabriel, Community College of Baltimore County, "Faculty Development Strategies across the Country"  
Elsbeth Mantler, Community College of Baltimore County, "Faculty Development Strategies at CCBC, 2007–2021"

#### *Approaches to Teaching and Learning*

### **OD-107 Aperceiving Difference(s): Using Coauthorship for/as Equitable Writing Instruction**

Coauthorship encourages writers to view invention as the "risky" account of the diverse perceptions and embodied experiences of the others with whom they compose. Collaborative writing embeds antiracist practices into writing instruction in ways that augments emerging scholarship focused primarily on writing assessment and antiracist citation practices.

*Speakers:* Andrea Stark Bishop, Harding University, "The Risky Business of Building Inclusive Programs through Coauthorship"  
William Duffy, University of Memphis, "Risky Accounts and the Differences That Make a Difference in Collaborative Writing"  
John Pell, Whitworth University, "The Vibrant Practice of Making with Others"

*Approaches to Teaching and Learning*

**OD-108 Our Research/Our Selves: The Potential Impact of Undergraduate RAD Research on Students' Agency and Identity**

This panel explores how scaffolded undergraduate research in composition can impact students' agency and their identity as members of an academic community.

**Speakers:** Jennifer Follett, University of Delaware, "Mentored Tutor RAD Research to Build Local Knowledge"

Kathleen Lyons, University of Delaware, "Collectively Here in Undergraduate Research"

Michael McCamley, University of Delaware, "Movin' On Up: Undergraduate Empirical Research in the First-Year Writing Classroom"

*Theory and Research Methodologies*

**OD-109 Best Intentions Aren't Enough: Using Student Perspectives as Validity Evidence in Assessment Design**

Perryman-Clark's call to recognize students as active agents in their academic journey prompts us to see the value of students' perspectives as validity evidence. Together the panelists, respondent, and audience members will discuss how students' perspectives can provide counterstories to scoring evidence and how we might make student experience central to the validation process.

**Chair and Respondent:** Cherice Escobar Jones, Northeastern University

**Respondent:** Charles Lesh, Auburn University

**Speakers:** Tieanna Graphenreed, Northeastern University, "Students' Counterstories as Validity Evidence"

Srishti Kundu, Northeastern University, "The Counterstory of a Test-Taker"

Mya Poe, Northeastern University, "Designing with Best (and Missed) Intentions"

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-110 Rhetorically Creating the Postpandemic University:  
Moving toward Social Justice, Equity, and Radical  
Inclusion**

To explore a more inclusive postpandemic university, this panel analyzes institutional texts that shape presence for faculty, students, and staff. Each speaker takes up a different set of texts that suggest postpandemic change to standard university procedure. We ask, how can these changes have meaningful impact and equitably center multiply marginalized lives?

**Respondent:** Amy Wan, Queens College, CUNY

**Speakers:** Crystal Columbini, Fordham University, “Entrepreneurial Recovery and Precarities in the Post-COVID Writing Program”  
Kathryn Gindlesparger, Thomas Jefferson University, “Open Letters and Textual Circulation: Toward More Inclusive Shared Governance Practices”

Marylou Gramm, University of Pittsburgh, “A WPA Collaborative Navigation of University Policies during the Pandemic”

Stephanie Kerschbaum, University of Washington, “Equity and Disclosure in COVID Impact Statements”

Moriah Kirdy, University of Pittsburgh, “A WPA Collaborative Navigation of University Policies during the Pandemic”

Annette Vee, University of Pittsburgh, “A WPA Collaborative Navigation of University Policies during the Pandemic”

*First-Year Writing*

**OD-111 Collaboration and Coordination across the Institution in  
the Service of Equity in First-Year Composition**

This panel emphasizes collaboration and coordination at multiple levels of faculty and administration. This panel highlights three institutions’ approaches to promoting equity in developmental writing and first-year composition through a custom rhetoric textbook, advocacy of first-year composition with administration, and creating online developmental writing resources.

**Speakers:** Marc Azard, Collin College  
Rochelle Gregory, North Central Texas College  
Ben Sword, Tarleton State University  
Kristen Weinazapfel, North Central Texas College

*Community, Civic, and Public Contexts of Writing*

**OD-112 Away from Performative Activism: The Streetvibes Archive and Undergraduate Research**

This panel focuses on the lack of access to unwhitewashed social justice research and what we can learn from graduate and undergraduate work on that front. Each presentation will describe how working with the Streetvibes archive provides hands-on experience with social justice research.

*Speakers:* Shruthi Chidambaram, University of Cincinnati  
Lauren Jaeger, University of Cincinnati  
Vanessa Larkins, University of Cincinnati  
Katelyn Lusher, University of Cincinnati

*Community, Civic, and Public Contexts of Writing*

**OD-113 Highlighting and Resisting Extractive Infrastructures in Place, Practice, and Pedagogy**

This panel offers insight into how we, as scholars, teachers, and community members, might combat infrastructures that take value from ideas, people, and places without returning it. By positioning extraction as a central metaphor, we examine issues of equity in regard to environmental risk, technological platforms, and data practices.

*Speakers:* Rachel Atherton, Purdue University  
Erin Carlson, West Virginia University  
Dustin Edwards, San Diego State University

*Writing Programs*

**OD-114 Redefining Tradition: Building Equitable Writing Programs at SLACs**

Three panelists, representing small liberal arts colleges reckoning with structural injustices, will discuss their work building or reworking summer bridge, multilingual writing support, and intensive writing programs to support their institutions' commitments to social justice and antiracist pedagogies—even as they paradoxically maintain identities as small, exclusive, and selective.

*Respondent:* Stacey Sheriff, Colby College  
*Speaker:* Vanessa Petroj, Bryn Mawr College

*First-Year Writing*

### **OD-115 Opening Access through Self-Directed Writing Projects and Community-Based Assessment**

As we work to promote access to credit-level classes for an increasing number of students, knocking down the racist barriers to placement that have existed in the past, it is imperative that we also rethink the kind of writing we want our students to do. A move to more student-directed writing and community-created grading gives us a new way to approach the work we do in the classroom.

*Speakers:* Jamey Gallagher, Community College of Baltimore County  
Kris Messer, Community College of Baltimore County  
Lauren Pollak, Community College of Baltimore County

*Approaches to Teaching and Learning*

### **OD-116 Student Agency and Instructor Interventions in First-Year Writing, Advanced Writing, and the Graduate Teaching Practicum**

With each speaker focusing on a different course in USC's Writing Program, this panel recasts the desire to give students agency as a way to practice social justice and reaffirm composition pedagogy's relevance as central to postsecondary education's value. How can we help students develop agency in a way that validates their experience while preventing newfound freedoms from unmooring them?

*Speakers:* Jennifer Bankard, University of Southern California, "The Genre-less Revision Project: Anti-Oppression Assignment Design for Writing in the Disciplines"  
James Condon, University of Southern California, "A Theory of Practica: Considering the Place of Composition Theory in Graduate Teacher Training"  
Daniel Pecchenino, University of Southern California, "Personality or Persona? Helping Students Find Their Voices through Concepts and Contexts"

*Antiracism and Social Justice*

**OD-117 Between Rigor and Compassion: Plagiarism through the Lens of Social Justice**

This presentation will share the results of a year-long study focused on faculty and student perceptions, attitudes, and actions regarding plagiarism and the steps our institution is taking to identify and address ways in which implicit bias impacts how plagiarism is handled.

*Speakers:* Gregory Cass, Lasell University  
Sara Large, Lasell University  
Michelle Niestepski, Lasell University  
Annie Ou, Lasell University

*Theory and Research Methodologies*

**OD-118 Composing with AI: Contending with Emergent Writing Collaborators**

This panel examines how emergent artificial intelligence technologies have the potential to expand possibilities for digital forms of writing and create spaces for difference in and beyond the classroom.

*Speakers:* Jason Crider, Texas A&M University  
Natalie Goodman, University of Florida  
Sean Morey, University of Tennessee-Knoxville

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-119 Here to Make It Personal: Hospitality as a Way to the Table**

We explore how the metaphor of the table can act as a focal point for how early career WC administrators navigate identity-based and institutional tensions. We discuss three key concepts: what cultural forms of hospitality look like within academic spaces; how physical space is impacted by/impacts hospitality; and how our liminal identities as early career scholars inform our ability to be hospitable.

*Speakers:* Lauren Brentnell, University of Northern Colorado  
Elise Dixon, University of North Carolina at Pembroke  
Grace Pregent, Michigan State University  
Rachel Robinson, Georgia Tech University

*Approaches to Teaching and Learning*

**OD-120 Insider Identities and Inclusivity: Gen Z, Empathic Concern, and Teaching Writing**

Research on Gen Z points to increased anxiety and depression in their mental health. We explore the practice of empathic pedagogy and administration to help some Gen Z students, GTAs, and instructors thrive in writing courses.

*Speakers:* Abigail Morris, East Carolina University, “Leading with Empathy in Business Writing Courses”

Tracy Ann Morse, East Carolina University, “Inclusion through Empathy: A Program Value”

Zachary Singletary, East Carolina University, “Gen Z GTAs as ‘Insiders’”

*Antiracism and Social Justice*

**OD-121 Toward an Abolitionist Horizon in Rhetoric and Composition**

This panel explores the resources abolitionist theory/praxis offers teachers of writing, as well as how teachers of writing might consider abolition as their obligation. We extend Alexis Pauline Gumbs’s (2012) notion of a “community accountable” disposition to embrace an “abolition accountable” commitment as teacher-scholars.

*Chair and Respondent:* Elia Hohausen-Thatcher, Wayne State University

*Speakers:* Walter Lucken IV, Wayne State University

Anna Zeemont, CUNY Graduate Center

*Approaches to Teaching and Learning*

**OD-122 Supporting Underprepared Writers in Writing about Writing: A Study and Proposal from a Curriculum-in-Development**

This panel explores the struggles basic writers face in a writing-about-writing curriculum and engages attendees in a discussion about interventions that could address the struggles these writers face in WAW courses.



*Chair:* Morgan Talty, Husson University

*Speakers:* Maria Cahill, Husson University, “Revising the Literacy Narrative in WAW: How Can We Help Students Reposition Beliefs and Attitudes about Writing?”

Adam Crowley, Husson University, “WAW at a Small Private University: Curriculum Design and Launch in Abnormal Times”

Ryan Roderick, Husson University, “Writing about Writing and Underprepared Writers: Comparing Knowledge and Practices of High- and Low-Performing Students”

*Language, Literacy, and Culture*

### **OD-123 We’re Here Because It’s Our Job: Labor, Literacy, and Appalachian Identity**

This panel explores what happens when composition teachers from working-class, Appalachian, and first-generation backgrounds, who relate to higher education as a job, encounter students from more privileged backgrounds. We invite participants to explore their own relationships to the classed, gendered, and raced spaces of higher education, and how these affect their interactions with students.

*Speakers:* Kim Donehower, University of North Dakota, “The First-Generation Instructor: Bridging the Class(room) Divide”

Samantha NeCamp, University of Cincinnati, “How Did I Get Here? Historicizing Attitudes toward Work”

Sara Webb-Sunderhaus, Miami University, “‘I Haven’t Made It Out of Anything’: First-Generation Appalachian Academics and the Work of Composition”

*Information Literacy and Technology*

### **OD-124 Centering Feminist Praxis in Coding Literacies, Rhetoric, and Pedagogy**

This panel explores feminist rhetorical practices in research and teaching about and with code. It considers what theories, methods, and approaches for working and teaching about and with code are accessible and intersectional.

*Speakers:* Brandee Easter, York University

Cara Marta Messina, Jacksonville State University

Nupoor Ranade, George Mason University

Ashley Rea, Embry-Riddle Aeronautical University

*Community, Civic, and Public Contexts of Writing*

**OD-125 Community Work, Care, and Relationality: What Food Systems, Honey Bees, and Sea Slugs Can Teach Us about Knowledge Production**

This panel features community partner experiences that help us critique sanctioned modes of knowledge production. Through a new materialism lens that focuses on relationality, the presenters consider the conditions for remaking relationships among the community for enacting learning and policy changes. Presenters ask, how can we use community models to rethink our relationships to academia?

*Speakers:* Linh Dich, Miami University Regionals  
Lehua Ledbetter, University of Rhode Island  
Anita Long, Miami University

*Community, Civic, and Public Contexts of Writing*

**OD-126 Social Justice Is Local Justice: Re-Composing Community College**

If we are committed to social justice, we must understand why students of color have pulled away from their communities' colleges. The community college's FYW classroom must be a locally rhetorized place of social learning where students and their communities can respond to local community literacies, rhetorical relationships, and public spheres inside and outside the classroom and college.

*Speakers:* Lane Fletcher, Houston Community College  
Bruce Martin, Lone Star College-North Harris  
Allison Wright, Lone Star College-North Harris

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-127 "Being-in-the-Room Privilege": Graduate Student Activists and the Struggle to Transform Our Field**

We bring this panel together to articulate anew how we (all) got here and the revival of collective, coalitional action in getting us somewhere new. We draw upon notions of solidarity, activism, rhetorics of whiteness, and networks of care to provide a shared understanding of the importance of collective action and creating universities that work for all.

*Speakers:* Andrew Bowman, University of Illinois at Urbana-Champaign  
Kefaya Diab, Loyola University Maryland  
Jonathan Isaac, University of Wisconsin-Madison  
Bruce Kovanen, University of Illinois at Urbana-Champaign  
Liz Miller, The Ohio State University

*First-Year Writing*

## **OD-128 Thematic Access, Institutional Access: Faculty Collaboration and First-Year Writing Program Redesign**

Through interdisciplinary themed course content, our first-year writing program's recent redesign has transformed our understanding of institutional access for both students and faculty "here" on our campus. This panel features two administrators and two faculty members as we reflect on the institutional impact of our redesign—and its impact for other institutions.

*Chair and Speaker:* Peter Monahan, Washington University, St. Louis, "Democratizing a First-Year Writing Program"

*Speakers:* Rachel Adams, Washington University, St. Louis, "The 'Dream' of Student Buy-In: Finding Common Ground as a Community"

Deanna Benjamin, Washington University, St. Louis, "Writing Identity: Variations on Collaborative Teaching"

Kate Bloomquist, Washington University, St. Louis, "Place and Perspective: Access and Assessment"

*Community, Civic, and Public Contexts of Writing*

## **OD-129 Understanding Diverse Writers and Writing Pathways: Resetting the Norm for Writing Transfer Studies**

Synthesized findings from multi-institutional studies explore how the complex writing lives of diverse students impact writing transfer beyond the university. Teaching for writing transfer beyond the university must be based on a realistic understanding of writers' complicated pathways of development and utilize those pathways as opportunities so that a wider range of writers can succeed.

*Speakers:* Julia Bleakney, Elon University  
Jessie Moore, Elon University  
J. Michael Rifenburg  
Paula Rosinski, Elon University

*Inclusion and Access*

**OD-130 The Most Important Flex: Creating Inclusive Curricular Space during the Pandemic**

This panel presentation discusses the work we did (and are still doing) to use the opportunity to make our curriculum more accessible and inclusive during the COVID-19 pandemic. Attendees will have an opportunity to discuss this work with us and will leave with strategies they can use in their own programs to foster accessible and antiracist curricular changes.

*Speakers:* Kerri Bennett, Arkansas State University  
Leslie Reed, Arkansas State University  
Kristen Ruccio, Arkansas State University

*Writing Programs*

**OD-131 Working for Linguistic Equity Together: A Programmatic Approach to Diverse Literacy Practices**

This panel shares programmatic initiatives promoting equity with inclusive pedagogical approaches to invite diverse language practices to the writing classroom.

*Chair and Speaker:* Emma Howes, Coastal Carolina University  
*Speakers:* Becky Childs, Coastal Carolina University  
Denise Paster, Coastal Carolina University

*Writing Programs*

**OD-132 Not Just WPAing, Always Just WPAing: The CWPA Summer Workshop**

In response to the CWPA's antiracist statement in spring 2021 and its subsequent acknowledgment of how its organizational policies have supported white supremacist systems, panelists in this session offer a historical survey of the CWPA Summer Workshop's evolution, a discussion of its redesign, and suggestions for additional facets of the workshop training that demand deeper consideration.

*Speaker:* Melvin Beavers, University of Arkansas–Little Rock, “Telling Stories: An Unconventional Journey toward WPAing”

*Language, Literacy, and Culture*

**OD-133 Reimagining Transnational Spaces through Panoramic Ethos to Achieve Linguistic Justice and Inclusion along the Mexico–US Border**

Three transnational students show languages, literacies, and identities through testimonios as they constantly negotiate in contemporary academic and personal spaces in the US–Mexico border. This panel illustrates how through panoramic ethos, teaching practices can be redefined as spaces that allow for agency negotiation for transnational students to access greater linguistic justice.

*Speakers:* Juan García-Rentería, The University of Texas at El Paso  
Patricia Hutson, The University of Texas at El Paso  
Corina Lerma, The University of Texas at El Paso

*College Writing and Reading*

**OD-134 Their Goal Is Not Equity: The Intent of Ongoing Reforms Is to Cut Public Spending on Higher Education**

Panelists from the City Colleges of Chicago give context to education reforms to demonstrate how the intent of these reforms is not equity but economic efficiency. Speaker 1: The True Intent of Higher Education Reforms. Speaker 2: The Unprecedented Influence of the Bill and Melinda Gates Foundation. Speaker 3: Case Study: The Failed Reforms of CCC Reinvention. Speaker 4: What Is REAL Equity?

*Speakers:* Julia Cohen, City Colleges of Chicago–Wilbur Wright College  
Susan Grace, City Colleges of Chicago–Wilbur Wright College  
Kim Knutson, City Colleges of Chicago–Wilbur Wright College  
Keith Sprewer, City Colleges of Chicago–Harry Truman College

*College Writing and Reading*

**OD-135 Texts We Live by: English Writing in Cross-Cultural Contexts**

This study examines a popular English textbook in China as a rhetorical artifact which reflects and shapes Chinese readers' perception and preference of English texts and creates one more dimension of English writing culture through non-Western audience's eyes.

*Speaker:* Xinqiang Li, Michigan State University

*College Writing and Reading*

**OD-136 Social Reading for Social Justice: Digital Annotation and Cross-Boundary Discourse**

This panel investigates social annotation using digital tools' potential to help students encounter new ideas and perspectives without the mediation of traditionally authoritative structures and figures. We examine how students at different college campuses responded to using Hypothesis with assigned readings. Each presentation concludes with concrete recommendations about social reading.

*Speaker:* Noel Holton Brathwaite, State University of New York (SUNY) Farmingdale College, "Using Online Annotation to Explore Identity"

*Antiracism and Social Justice*

**OD-137 Stories and Praxes of Writing Program Transformation: Toward Linguistic/Racial Justice, Culturally Sustaining Pedagogies, and Equitable Classrooms**

Drawing on translingual, antiracist, and anticolonial approaches, this panel discusses ongoing work to transform a writing program (policies, curricula, assessment, teacher development) to promote linguistic/racial justice, culturally sustaining pedagogies, and more equitable learning environments. Panelists focus on centering language practices and lived experiences of first-generation, BIPOC students.

*Chair and Speaker:* Candice Rai

*Speakers:* Taiko Aoki-Marcial, University of Washington, Seattle  
Alec Fisher, University of Washington, Seattle, "Responding to Student Precarity and Marginalization in the 'Stretch-Model' Classroom?"  
Anselma Widha Prihandita, University of Washington, Seattle

*Professional and Technical Writing*

**OD-138 Mother, Heal Thyself: Designing Care in Postpartum Depression Awareness**

This presentation will offer findings of an exploratory rhetorical analysis on a small corpus of PPD awareness posters to examine how they define and present maternal care, with the goal of intervening on behalf of mothers at-risk or experiencing PPD.

*Speaker:* Dorothy Heedt, Texas Tech/Colorado State University-Pueblo

*First-Year Writing*

**OD-139 Equity and Inclusion Even in Times of Crises: Using Kairotic Pedagogy and Transformative Hospitality to Increase Access to Crucial First-Year Writing Skills**

This panel will offer attendees specific, concrete ways to increase student access to crucial first-year writing skills. Four different instructors from different scholarly backgrounds will explain how they use “kairotic pedagogy” and “transformative hospitality” to increase excellence in first-year writing instruction, thereby increasing equity, diversity, and inclusivity in their classrooms.

*Speakers:* Rossitza Ivanova, University of Wisconsin-Whitewater  
Alexis Piper, University of Wisconsin-Whitewater  
Dana Prodoehl, University of Wisconsin-Whitewater  
Trudi Witonsky, University of Wisconsin-Whitewater

*Inclusion and Access*

**OD-140 Three Pilot Studies of Directed Self-Placement and Its Role in Institutional Equity and Access**

This panel draws on data collected about new DSP surveys at three institutions, addressing the following: Do DSPs designed with antiracist goals counter the underplacement of students of color? What programmatic infrastructure must be in place to help realize such goals? How can we ensure that students are not only equitably placed but that they are empowered to use multiple literacies?

*Speakers:* Jasmine Castillo, Lewis University  
Therese Jones, Lewis University  
Sheila Kennedy, Lewis University  
Tish Lopez, South Seattle College  
Tom McNamara, Lewis University  
Pamela Saunders, Suffolk University

*Language, Literacy, and Culture*

**OD-141 Visibility through Inquiry, Translanguaging, and Rhetorical Wellness**

This panel illustrates a model of inquiry, incorporates neurological benefits of translanguaging, and explores phrases, terms, and spaces that promote theories of rhetorical wellness all in efforts to maximize inclusivity within the writing classroom.

*Speakers:* Abriana Jette, Kean University  
Tara Scarola, St. John's University  
Peggy Suzuki, New York University

*Inclusion and Access*

**OD-142 Economy, Culture, Geography, Access, and Ethnicity: Eliminating Barriers to Embrace and Support Student Complexity**

Speakers share from their classrooms how students who—by virtue of complex layers of economy, culture, geography, access, and ethnicity—frequently find themselves on the margins and at risk, but who, through scaffolded pedagogical opportunities and removal of traditional barriers to access, are actively writing themselves into empowered identities as community members, scholars, and activists.

*Speakers:* Kathryn Broyles, American Public University System  
(American Military University)  
Jennifer Pauken, Heartland Community College  
Kay Walter, University of Arkansas at Monticello

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-143 Redefining Here: NTF Working Group Explores Solutions to Perilous Injustices That Interrupt the Full Embrace of Our Teaching Passion**

A working group of NTF searches for solutions to low pay and inadequate definitions of excellence within the ever-present challenge of excessive workloads.

*Speakers:* Michael Begnal, Ball State University  
Steve Chalk, Ball State University  
Kat Greene, Ball State University  
Leo Huisman, Ball State University  
Rick Wysocki, Ball State University



*Theory and Research Methodologies*

**OD-144 Narratives of Injustice: Resisting Institutional Histories in the Archives through Ancestral Counterstories**

This panel critically interrogates how institutional archives impose narratives of injustice onto our histories through erasure of texts and stories that challenge normative and colonial histories. Attendees will learn about new research methodologies drawn from connecting Indigenous and feminist rhetorical practices in order to expand what we consider legitimate archival texts and research data.

*Speakers:* Les Hutchinson Campos, Boise State University, “Who Was Los Angeles? Complicating a Settler City’s Origin Story with Feminist History”  
Genevieve Garcia de Mueller, Syracuse University, “Critical Genealogy and the History of US Colonial Violence”

*Approaches to Teaching and Learning*

**OD-145 Reconsidering Annotations as a Mode of Student Empowerment**

This panel considers the different ways in which annotations could help teachers of composition practice diversity and therefore augment the discussions that are already taking place around assessment and participation.

*Speakers:* Erin Andersen, Centenary University  
Drake Gossi, The University of Texas at Austin  
Holly Hamby, Fisk University  
Hunter Hoskins, Georgetown University

*Theory and Research Methodologies*

**OD-146 Writing Trauma and Violence: The Perils of Performative Diversity, Equity, Inclusion, and Social Justice Promises!**

This panel intervenes in the privileged and discriminatory perceptions of the diversity, equity, inclusion, and social justice promises made in academic discourse and composition classrooms.

*Speakers:* Daphne-Tatiana T. Canlas, University of the Philippines, Diliman, “Writing into Being: Estrangement and Quotidian Rhetorics in Reclaiming Diasporic Discourses”  
Victoria Houser, Methodist University, “Bodies Offshore: A Corporeal Feminist Approach to Writing about and within the Body”

Charlotte Lucke, Clemson University, “Writing Trauma Offshore:  
Composition in the Post-Traumatic Age”

Eda Ozyesilpinar, Illinois State University, “Writing with Wild Tongues:  
Healing from Performative Diversity, Equity, and Inclusion Practices”

*Antiracism and Social Justice*

**OD-147 Borders as Sites of Power and Possibility: From  
Rhetorical Bordering in Palestine to the HSI  
Composition Classroom**

Speakers analyze the form and function of three different yet related borders: transnational rhetorical bordering, borders of the nation-state, and borders of the composition classroom. Speakers propose that an attention to the symbolic and material power of borders continues to be of utmost importance in our work for social justice.

*Speaker:* Helen Sandoval, University of California, Merced, “Breaking Borders: The FYC Classroom as a Space of Shared Understanding or Conocimiento”

*Theory and Research Methodologies*

**OD-148 Making (and) Theory, Composing (as) Truths:  
Creative Critical Processes for/as/and Equitable  
World (Re)Making**

The makings we allow ourselves to include in our scholarly life fundamentally shape how we define the parameters of our discipline. This panel seeks to continue a conversation that will advance our field’s understanding of creative-critical scholarship and its implications for how we teach writing, who is included in our work, and the pathways we offer our students for (re)making the world.

*Committee Chair and Speaker:* Kristin Arola, Michigan State University

*Respondent:* Ames Hawkins, Columbia College Chicago

*Speakers:* Benjamin Lauren, Michigan State University  
Jackie Rhodes, The University of Texas at Austin

*Writing Programs*

**OD-149 The Collaborative Potential: How Writing Programs Are  
Poised for Impactful Learning Partnerships**

A consideration of the potential collaborative partnerships writing programs can establish across all levels of their local institutional setting. Speakers provide tools for participants to identify and interrogate their

own collaborative blind spots and establish a framework for developing diverse writing and learning partnerships.

*Chair:* Dana Blair, University of Arkansas

*Speakers:* Michel LaCrue, University of Arkansas  
Holly Riesco, University of Arkansas

*First-Year Writing*

**OD-150 Establishing Equitable Foundations in First-Year Writing: Three Journeys through Global Perspectives, Corequisite Courses, and Writing Analytics**

This panel features three journeys toward equity-mindedness in the areas of globalized pedagogy, corequisite composition courses, and writing program administration.

*Speakers:* Eman Sari Al-Drou, University of Delaware, “Globalizing Equity: An International Teacher’s Perspective”

Brian Gogan, Western Michigan University, “Promoting Text Equity: Closing Practice-Based Writing Gaps with Decision Making”

Savannah Xaver, Western Michigan University, “Feedback, Equity, Understanding: Studying Student Peer Review Exchange in a Corequisite Composition Course”

*First-Year Writing*

**OD-151 Challenging the Impact of Diverse Scholarship in First-Year Writing**

This panel explores the impact of first-year writing taught by women scholars from diverse fields of studies and highlights pedagogical vantage points for teaching FYW. Detailed academic expertise will highlight individual pedagogical vantage points for teaching FYW through the lens of rural studies, native American literature, poetry, medieval British literature, and technical writing.

*Speakers:* Sharon Burns, University of Cincinnati Clermont College

Cassie Fetters, University of Cincinnati Clermont College

Rebecca Proud, University of Cincinnati Clermont College

Phoebe Reeves, University of Cincinnati Clermont College

Jo Thompson, University of Cincinnati Clermont College

*Antiracism and Social Justice*

**OD-152 Time to Write: Material Considerations, Gatekeeping Realities, and Student Presence in the Composition Classroom**

We explore the implications of the idea that pedagogical equity does not always overcome the insurmountable material challenges our students often face. These external material challenges serve as gatekeepers that can lead to academic failure, despite an instructor's in-classroom efforts to ameliorate them.

*Speakers:* Erin Chandler, Huntingdon University  
Cynthia Mwenja, University of Montevallo  
Jennie Vaughn, Jacksonville State University

*First-Year Writing*

**OD-153 Curriculum Redesign for Co-Conspirators: Detonating Rhetorical Injustice**

The WPA team of a large public university discusses how it redesigned its entire program of courses that do not “cover” antiracism or social justice, but enact the practices that will produce a more just, equitable, and inclusive approach to writing pedagogy and practices.

*Speakers:* Lisa Blansett, University of Connecticut, “Dismantlement Plans for the WPA”  
Christopher Bolster, University of Connecticut, “Taking It to the Teachers”  
Alex Gatten, University of Connecticut, “Counterstorying Composition: Students as Ethnographers”  
Oliver Hiob, University of Connecticut, “Second-Language Writing Curriculum Redesign”

*Antiracism and Social Justice*

**OD-154 DEI Is Not Linguistic Justice: Beyond Buzzwords and toward Tangible Change**

We discuss what we can learn from how writers practice, or fail to practice, linguistic justice in professional, classroom, and community spaces.

*Speakers:* Brynn Fitzsimmons, University of Kansas  
Sarah Kugler, University of Kansas  
Yee-Lum Mak, University of Kansas  
Andrei Stoica, independent scholar

*Inclusion and Access*

**OD-155 Conversations about Neurodiversity in the Higher Ed Classroom**

A roundtable, led by neurodiverse graduate students/higher education instructors, discusses neurodiversity, how to make course materials and syllabi more accommodating for neurodiverse students, and tools to help neurodiverse students succeed in the higher education classroom.

**Roundtable Leaders:** Angel Alba, Northern Illinois University  
Jennifer Justice, Northern Illinois University  
Rachel Kurasz, Northern Illinois University  
Zoe Wendler, Ferris State University

**OD-156 Pursuing Social Justice in Writing Workshops**

This roundtable explores the promises and perils of the “workshop” as a writing pedagogy that reaches across educational contexts. We ask: What type of community are we creating in our workshops? Who and what do our workshops privilege? How can we build more inclusive pedagogies? Together with attendees, we will consider ways to commit to social justice in and through our writing workshops.

**Chair and Respondent:** Erika Luckert, University of Nebraska-Lincoln

**Roundtable Leaders:** Sarah A. Chavez, University of Washington, Tacoma, “Cool, Confident, Masculine: Patriarchy in the Writing Workshop”

Celie Knudsen, University of Nebraska-Lincoln, “Navigating Trauma and Identity: Employing an Ethics of Care in the High School Writing Workshop”

David Winter, University of Nebraska-Lincoln, “Liz Lerman’s Critical Response Process as a Feminist Rhetoric for the Writing Workshop”

*Approaches to Teaching and Learning*

**OD-157 Reconceptualizing Antiracist Labor in Composition Classrooms**

Our presentation argues for synthesizing the conversations surrounding teacher, administrator, and student labor. Speaker one will summarize key moments in composition labor history and pose a theory of labor that responds to the full material process in writing courses. Speaker two will discuss instructor and student negotiations of labor and risk when assigning and composing literacy narratives.

**Speakers:** Michael Blancato, Roosevelt University  
Sherita Roundtree, Towson University

*Community, Civic, and Public Contexts of Writing*

**OD-158 Uncatalogued, Undigested, Uninterpreted: Reading the Archives of Carceral Spaces**

This roundtable engages participants in a discussion of “how we can use carceral archives to gain a richer and more accurate history of the lives of the incarcerated.”

**Roundtable Leaders:** Sally Benson, University of Arizona, “Resisting Annihilation through the Historical Penal Press”  
Patrick Berry, Syracuse University, “Rhetorics of Addiction, Incarceration, and the Archives”  
Alexandra Cavallaro, California State University, San Bernardino, “Queer and Trans Abolitionist Literacy Practices”  
Kathie Klarreich, Exchange for Change, “Hear Us: Writing from the Inside during the Time of COVID”  
S.D.C. Parker, Rice University, “Japanese American Incarceration in the Jim Crow South”  
Laura Rogers, Albany College of Pharmacy and Health Sciences, “Feminist Methods and Carceral Archives”

*Theory and Research Methodologies*

**OD-159 Assessing and Mapping the Effect and Impact of Decoloniality on Writing and Rhetorical Studies**

Panelists discuss their 2019 CCCC Research Initiative Grant on digitally mapping historically grounded decolonial approaches to pedagogy, curriculum, and community engagement.

**Roundtable Leaders:** Damián Baca, University of Arizona  
Ellen Cushman, Northeastern University  
Romeo García, University of Utah

*Community, Civic, and Public Contexts of Writing*

**OD-160 Transforming Challenges into Opportunities: University/Community Writing Workshops That Foster Equitable and Sustainable Partnerships**

How do colleges and local communities form impactful partnerships around writing? How can such work be sustainable and inclusive for those who experience incarceration, homelessness, and other injustices? Our panelists are students, teachers, and community members who join writing workshops in South Central LA; they will model how these workshops are conducted and how they can be replicated.

**Roundtable Leaders:** Emily Artiano, University of Southern California  
Stephanie Lore Bower, University of Southern California  
Patrina Renee Franklin, J.D.'s Place  
Shenishe Kelly, University of Southern California  
Trinity Lee, University of Southern California  
Michelle Meyers, University of Southern California  
John Njoroge, The Francisco Homes  
Bernice Noflin, Restoration CDC  
Ben Pack, University of Southern California  
Piper Pugh, University of Southern California

*Approaches to Teaching and Learning*

### **OD-161 Nuts and Bolts of Labor-Based Grading, or How to Make Labor-Based Grading Work for You**

This roundtable provides concrete guidance for instructors looking to adopt labor-based grading. Featuring scholars from varied professional roles, institutions, and courses, the roundtable blends experience-based advice and IRB-approved research to inform attendees' assessment choices. The roundtable concludes with an extensive Q&A.

**Roundtable Leaders:** Sara Beam, University of Tulsa  
Amelia Chesley, Embry-Riddle Aeronautical University  
Lauren Garskie, Gannon University  
Ciara Graham, University of Tulsa  
Kara K. Larson, University of South Florida  
Megan Von Bergen, University of Tennessee

*Inclusion and Access*

### **OD-162 Diverse Tutoring Modalities and Access: Reimagining the Writing Center**

This roundtable invites participants to discuss an ongoing research project that explores how diversification of tutoring modalities (online, in-person, asynchronous, drop-in, etc.) impacts access for underserved student populations. We seek to collaborate with the broader WPA community to spur lasting, productive change in how writing centers and compositionists approach tutoring and feedback.

**Roundtable Leaders:** Kyle Barron, University of Connecticut  
Sophie Buckner, University of Connecticut  
Psyche Ready, University of Connecticut

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-163 Equitable Hiring Practices: Promoting Rhetorical Agency in Writing Center Development**

We will examine the student-centering methodology behind our hiring process. We will speak into the ways that our writing center fits into larger social and racial justice reforms and dissect the relationship between university writing centers and diversity, equity, and inclusion work, ultimately reflecting on the most critical factors that helped us to define a more inclusive hiring process.

**Chair and Roundtable Leader:** Tina Iemma, St. John's University

**Roundtable Leaders:** Soannie Maldonado, St. John's University

Colleen McClintock, St. John's University

Jariah McFadden, St. John's University

*Approaches to Teaching and Learning*

**OD-164 Violence in the Work of Composition: The Promises and Perils of Redressing Harm**

A roundtable inviting conversation about the complex ways composition is interwoven with violence as well as the equally complex ways compositionists can recognize and resist violence in our classrooms and writing programs.

**Chair and Respondent:** Kristie Fleckenstein, Florida State University

**Speakers:** Lisa Dooley, Illinois State University

Scott Gage, Texas A&M University–San Antonio

Lynn C. Lewis, Oklahoma State University

Trevor Meyer, Northwest Missouri State University

Krista Speicher Sarraf, West Virginia University

Tom Sura, Hope College

*Community, Civic, and Public Contexts of Writing*

**OD-165 Pedagogies of Responsibility: Teaching Environmental Justice in Writing and Rhetoric**

*Sponsored by the Environmental Rhetoric and Advocacy Special Interest Group*

Join us to learn how teacher-scholars are using environmental justice issues to connect college writers with local communities and bioregional issues. Our roundtable presenters are classroom practitioners from across the US who will discuss how they employ “pedagogies of responsibility” to engage diverse students in public writing, rhetoric, communication, and environmental studies.



*Chairs and Respondents:* Michael Geary, Bristol Community College  
Emily Murai, University of California, Santa Cruz, “A Multigenre  
Approach to Environmental Justice: Engaging Scholarly Sources to  
Boost Environmental Literacies”

*Roundtable Leaders:* Heather Augustyn, Purdue University Northwest,  
“Troubled Waters: Connecting Ecocomposition, Ecojustice, and  
Freshwater Issues”

Yavanna Brownlee, University of Northern Colorado, “Looking to  
Indigenous Land Management and Repatriation for Examples of  
Sustainable Environmental Practice in the EcoComposition Classroom”

Elisa Cogbill-Seiders, United States Air Force Academy, “‘Environment  
Is in Here’: Rhetorical Listening in the College Composition  
Classroom”

Justin Everett, University of the Sciences, “Engaging Honors Students  
in Ecocomposition: Community Activism and the Transition Town  
Movement”

Tara Hembrough, Southeastern Oklahoma State University, “An  
Ecocomposition Blog and COVID-19 Factors: A Case Study of  
Students Discussing COVID-19, Identifying Their Personal Stressors,  
and Writing about an Important Place to Them”

Mary Le Rouge, Kent State University, “Adapting the In-Class Debate to  
Promote Student Empathy for Local Populations and Promote Local  
Environmental Justice in the Classroom”

Bethany Lee, Purdue University Northwest, “Troubled Waters:  
Connecting Ecocomposition, Ecojustice, and Freshwater Issues”

Russell Mayo, Purdue University Northwest, “Troubled Waters:  
Connecting Ecocomposition, Ecojustice, and Freshwater Issues”

Lisa Phillips, Texas Tech University, “Teaching Environmental Justice in  
Writing and Rhetoric”

Yasmin Rioux, Divine Word College, “Increasing Inclusion, Belonging,  
and Environmental Awareness through Shared Places”

Steffanie Triller-Fry, Purdue University Northwest, “Troubled Waters:  
Connecting Ecocomposition, Ecojustice, and Freshwater Issues”

*Approaches to Teaching and Learning*

## **OD-166** Multiperspectival Approaches to Researching Multimodality and Transfer

Seven scholars explore the intersections between multimodal composing and transfer, considering digital media platforms, writing curricula, writing centers, genre, Teaching for Transfer, social advocacy, and research methodologies. After these opening remarks, session leaders and audience members will break into groups to discuss relevant topics in greater detail.

*Chair and Respondent:* Ryan P. Shepherd, Ohio University

*Speakers:* Kara Poe Alexander, Baylor University  
Matthew Davis, University of Massachusetts, Boston  
Jialei Jiang, independent scholar  
Anna Knutson, University of Victoria  
Travis Maynard, Elon University  
Kevin Roozen, University of Central Florida  
Crystal VanKooten, Oakland University

*College Writing and Reading*

**OD-167 Writing at Home, and a Home for Writing: Revisiting and Revitalizing Class Community, Inclusion, and Belonging Strategies in a Pandemic**

As representatives of the first-year writing program at Northern Illinois University, we offer this roundtable to share our strategies, discuss longer-term program changes, and engage in dialogue with audience members about their experiences, with an eye toward capitalizing upon what we can all learn from our experiences over the course of the pandemic and beyond.

*Roundtable Leaders:* Michael Day, Northern Illinois University  
Marcy Bock Eastley, Northern Illinois University  
Faye Scott, Northern Illinois University

*First-Year Writing*

**OD-168 Spelling without A–F: Ungrading, Grammar, and the Possibilities of the Sentence**

How do we “teach grammar” in nonnormative way, consistent with the other inclusive, antiracist goals of our first-year writing seminars? This roundtable offers models for teaching syntax and the sentence in ways that not only empower students to navigate conventions steeped in supremacist histories, but empower them to recognize the boundless possibilities of the sentence.

*Roundtable Leaders:* Sarah Allison, Loyola University New Orleans  
Ahana Ganguly, Pratt Institute  
Kara Wittman, Pomona College

*Antiracism and Social Justice*

**OD-169 Antiracist and Inclusive Conferencing: Co-Constructing Access, Attending to Power, and Practicing Accountability**

Organizers of the 2021 Watson Conference, on antiracist conferences, reflect on conference commitments and invite discussion about next steps for conferences in our field.

*Chair and Roundtable Leader:* Andrea Olinger, University of Louisville

*Respondent:* Michael Benjamin, University of Louisville

*Roundtable Leaders:* Caitlin Burns, University of Louisville

Alex Way, University of Louisville

*First-Year Writing*

**OD-170 Professionalizing and Preparing Graduate Student Instructors for Two-Year Institutions**

Preparing to teach in two-year institutions requires a training penchant for social justice. We hope to share our experiences creating such training and encourage similar experiences.

*Roundtable Leaders:* Cassandra Goff, University of Utah, “(Net) working the Ecologies in Local Contexts”

Lauren Lipski, “Preparing Graduate Students to Teach Reading Methodologies to First-Year Composition Students”

Alice Lopez-Haute, “Intersectionality of Linguistic Diversity and Students’ Lived Realities”

Sarah Smith, University of Utah, “Equipping Graduate Students with Pedagogical Tools for Teaching Composition at Two-Year Institutions”

*Community, Civic, and Public Contexts of Writing*

**OD-171 Collaborative Writing for the Public Interest: Teaching Writing to Engineering Students on Wikipedia**

*Poster Session*

Upper-division engineering students who write Wikipedia articles learn to consider a world-wide audience and how they will choose to exercise their agency and skills in order to share knowledge with the world. They learn to scrutinize sources, examine tone and bias, and consider audience, while working in collaboration with other students and outside editors.

*Speaker:* Helen Choi, USC Viterbi School of Engineering

*Approaches to Teaching and Learning*

**OD-172 Tribally Specific Readings of Indigenous Literature: Putting Channette Romero's Call into Pedagogical Action**

*Poster Session*

The presenter develops, implements, and reviews the results of a lesson plan specifically designed to fulfill Indigenous scholar Channette Romero's call to action to incorporate tribally specific readings of Indigenous literature in the university classroom.

*Speaker:* Hailey Whetten, Marquette University

*Writing Programs*

**OD-174 Using Empirical Data to Improve Writing Consultant Training**

*Poster Session*

In this poster, I analyze data collected from over 1,600 comments given to students in an online writing center context. The comments helped me decide what type of training I needed to provide for my peer consultants. I make an argument for how empirical data in the writing center can enhance consultant training.

*Speaker:* David Elder, Morningside University

*First-Year Writing*

**OD-175 Fact versus Opinion: Using Social Media as a Gateway to Understand Credible Sources**

*Poster Session*

The pandemic made people question information more than ever before. While we want students to research and write using credible sources, we have to make sure they can engage in determining the credibility of sources that are most common to them. In an effort to be relevant, I redesigned several scaffolded assignments to incorporate new media and help students rethink what is factual information.

*Speaker:* Brianne Sardoni, Dallas College

*Community, Civic, and Public Contexts of Writing*

**OD-176 Service-Learning in an English Classroom: How Art Affects Community**

*Poster Session*

This poster presentation will demonstrate service-learning projects created over the past four years in my English literature and composition classes at the College of Coastal Georgia, all focusing on how art affects community.

*Speaker:* Emily Boyle, College of Coastal Georgia

*Inclusion and Access*

**OD-177 Where the Black People At? A Review of the *College Composition and Communication* Journal**

*Poster Session*

Students and instructors, especially Black students and students of color, must be able to access scholarship within the field that relates to their lived experiences and educational interest. The lack of scholarship in the *College Composition and Communication* journal about Black experiences allows for discussions of access and increased inclusion for marginalized groups.

*Speaker:* Ronada Hewitt, George Mason University

*Antiracism and Social Justice*

**OD-178 Reimagined Assessment: Grading Contracts as Antiracist Writing Pedagogy**

*Poster Session*

This poster presentation discusses the use of grading contracts as an example of antiracist writing pedagogy by focusing on equity through student agency.

*Speaker:* Kayla Bruce, Olivet Nazarene University

*Professional and Technical Writing*

**OD-179 Workplace Writing Experiences of Early Career Professionals during COVID-19**

*Poster Session*

This research explores changing scenes of workplace writing for two early career participants, one at an investment firm and one in a grants office, between 2019 and 2020. Using a coding scheme derived from Kenneth Burke's dramatic pentad (*A Grammar of Motives*), the researcher presents findings of workplace writing scenes and agents before and during a global pandemic.

*Speaker:* Melissa Bugdal, Salisbury University

*First-Year Writing*

**OD-180 Transitioning Positionality: Critical Reflection in the Classroom**

*Poster Session*

Critical reflection (CR) in the classroom can be used as both a training tool for teaching assistants (TAs) and as a method of archiving the complex positionality of being both a student and a teacher. This poster offers insight on transforming positionality, provides ways to adapt CR for TA training use, and details how other TAs can complete CRs in order to archive process and progress.

*Speaker:* Jessica Wiggins, James Madison University

*First-Year Writing*

**OD-181 Writing Center Use, Self-Regulation, and Writing Development: A First-Year Writing Assessment**

*Poster Session*

This poster shares research showing a correlation between self-initiated writing center visits and increases in university writing assessment scores between the first and second semester. Case studies present an exception and suggest the need for more attention to supporting multilingual writers' goals. This poster fosters discussion of promoting agency and self-regulation for first-year writers.

*Speaker:* Salena Anderson, Valparaiso University

*First-Year Writing*

**OD-182 Private Pathway to Educational Equity: Examining Perceptions of “Underprepared” First-Year Writing Students at the University of New Orleans**

*Poster Session*

COVID accommodations have allowed universities to rapidly lean away from standardized test scores as a single basis for entry denial. At the University of New Orleans this has led to greater educational access for its majority Black population. This study seeks to report on first-year writing student perceptions of educational equity, “preparedness,” community, purpose, and voice.

*Speaker:* Jade Hurter, University New Orleans

*Writing Programs*

**OD-183 Working with Second Language TAs in the Graduate Teaching Practicum**

*Poster Session*

This presentation offers strategies for how WPAs can address the needs of second language TAs in the teaching practicum and offers strategies for doing so using interview data.

*Speaker:* Alyssa Devey, Arizona State University

*Approaches to Teaching and Learning*

**OD-184 Negotiated Learning Spaces: The Ecology of Writing, Feedback, and Revision in a Disability and Writing Course**

*Poster Session*

In this poster presentation, attendees are invited to learn more about the nuanced ways in which college students and their professor in a disability and writing course perceived the tasks and purposes associated with writing, feedback, and revision, and how their perceptions and experiences impacted both learning in the immediate context of the course and beyond while also promoting inclusivity.

*Speaker:* Kelsie Endicott, Salisbury University

*Approaches to Teaching and Learning*

**OD-185 Linguistic Equity for Second Language Writers:  
Considering Students' Rights to Their Own Language in  
SLW Pedagogy**

*Poster Session*

The adoption of SRTOL policies may enhance SLW instruction and support our English language learners in the writing classroom. I emphasize that all languages are valuable in academia and encourage students to use their full linguistic repertoire to satisfy their writing goals. Through this claim, I aim to lessen the struggles writing instructors have in teaching academic English writing to ELLs.

*Speaker:* Anne Silva

*College Writing and Reading*

**OD-186 A Case Study on Teaching Experiences and Practices  
of Chinese Graduate Assistants of Writing at Four  
American Institutions**

*Poster Session*

Employing an autoethnographic approach and feminist standpoint theory, this study explores the challenges that four Chinese GTAs of college writing have encountered, their teaching practices, their perceived contributions and gains, and how they think about the professional training and development they have received at their institutions to support and prepare them for teaching college writing.

*Speakers:* Jianfen Chen, Purdue University  
Yingying Tang, Auburn University  
Chenxing Xie, North Carolina State University  
Jiixin Zhang, Texas Tech University



*Writing Programs*

**OD-187 Who Makes Knowledge? Supporting the Continual Learning of TAs in the TA Practicum**

*Poster Session*

This poster reports on the findings of a study of first-year TAs engaged in a teacher research project. Our findings suggest that new TAs who engage in teacher research become the field's knowledge makers and develop a keen understanding of their students, more effective strategies for teaching writing, and a sense of how their findings can impact the writing program in which they teach.

*Speakers:* Emily Robinson, University of Georgia, Athens  
Christina Saidy, Arizona State University

*Professional and Technical Writing*

**OD-188 Using Universal Design for Learning to Promote Equity in Professional Writing for Business Online**

*Poster Session*

This poster shares Universal Design for Learning (UDL) strategies used in the development and teaching of an intensive five-week online professional writing course. If you're asking, "How can I make my online writing class more equitable?", view this poster for teaching and design tips you'll be able to implement immediately.

*Speaker:* Kristina Wilson, DePaul University

*Inclusion and Access*

**OD-189 English Proficiency: The Vulnerable Ontology of English Language Requirements in American Universities**

*Poster Session*

By removing the English proficiency requirement in college applications, universities can decenter the white, colonizing language of Standard Written English (SWE) and increase opportunities for all students to further develop their own languages and communication skills, thereby including and supporting diverse voices instead of assimilating students into SWE.

*Speaker:* Erin Miller, University of Wisconsin-Madison

*First-Year Writing*

**OD-190 “Antiracist” Reading Practices: Navigating the Affective Dimensions of Failure and Kindness Pedagogies in a First-Year Composition Classroom**

*Poster Session*

The speaker will share the qualitative results of her inquiry into how antiracist reading practices impact first-year composition students’ navigation of the affective dimensions of failure and kindness pedagogies at a four-year urban university.

*Speaker:* Debra Siebert, University of Wisconsin-Milwaukee

*Language, Literacy, and Culture*

**OD-192 Be the Timeline: A Live Autoethnography on Race, Identity, and Scholarly Writing**

*Poster Session*

This poster session uses historical and experiential lenses to explore how identities of multicultural students are masked or silenced in scholarly discourse.

*Speakers:* Ulisa Blakely, Northeastern Illinois University  
Miguel Casimiro, Northeastern Illinois University  
Keisha Price, Kennedy King College

*Approaches to Teaching and Learning*

**OD-193 Undergraduate Researcher Poster Session**

*Poster Session*

*Sponsored by the CCCC Committee on Undergraduate Research*

This annual event showcases the field’s premier undergraduate researchers and their projects.

*Chair:* Jessie Moore, Elon University

*Approaches to Teaching and Learning*

**OD-194 (Re)considering Participatory Cultures in Classrooms with Practicing Teachers**

*Poster Session*

Participatory culture serves as theoretical and methodological framing for understanding participation in practicing teachers' online, asynchronous literacy learning at the graduate level and in their own secondary classrooms as well as in their PD. Analysis is collaborative between course instructor (Speaker 1) and graduate-student/practicing-teacher course member (Speaker 2).

*Speakers:* Emily Plummer Catena, Florida State University  
Kayla Valenica, Florida State University

*First-Year Writing*

**OD-195 Writing Transfer in Online First-Year Writing Courses: Student Perceptions and Instructor Practices**

*Poster Session*

This poster features results from a study addressing writing transfer in online first-year writing courses, especially highlighting how students perceived writing, themselves as writers, and the “transferability” of their new knowledge about writing into future contexts after taking their online first-year writing courses.

*Speaker:* Brian Urias, Bowling Green State University

*College Writing and Reading*

**OD-196 Toward a Universal Timeline-Based Narrative Model: A Teachable Diagrammatic Exploration of the Ways in Which Narrative Is Constructed and Managed**

*Poster Session*

This poster session will showcase a teachable diagrammatic exploration of the ways in which narrative is constructed and managed via a timeline-based narrative model that helps creative writing and composition students understand and control the many intersecting concerns of constructing, controlling, and sustaining a narrative.

*Speaker:* Christa Fraser, University of California, Merced/University of Iowa/International Writing Program

*Inclusion and Access*

**OD-197 Access Work as Cultural and Intersectional Writing Praxis**

How can compositionists invent accessible instructional spaces and writing that support intersectional inclusion and acceptance? This panel names disability access as a cultural and intersectional practice, surveying a number of locations of writing to offer a snapshot of where anti-ableist work across composition is today and imagines where it must go to assert that all disabled lives matter.

*Chair:* Logan Smilges, Texas Woman's University

*Speaker:* Annika Konrad, Dartmouth College

*Community, Civic, and Public Contexts of Writing*

**OD-198 Cultural Exchange and Cultural Appropriation: Decolonizing Intellectual Property**

*Sponsored by the CCCC Standing Group on Intellectual Property*

Cultural appropriation is an important part of the history of copyright and authorship studies, but it has not often been the focus of this research. This panel will discuss examples of cultural appropriation in the context of debate over what is meant by cultural ownership and how policy and pedagogy are impacted when one group's culture may have been appropriated by another.

*Speakers:* Wendy Austin, Wenzou-Kean University

Laurie Cubbison, Radford University

Kim Gainer, Radford University

Clancy Ratliff, University of Louisiana at Lafayette

*Inclusion and Access*

**OD-199 Chipping Away at the Ivory Tower: Rhetorical Barriers to Working-Class Inclusion in Higher Education**

*Sponsored by the CCCC Working-Class Culture and Pedagogy Standing Group*

To maintain the promise of "diversity, equity, and linguistic justice" in higher education, the Working-Class Culture and Pedagogy Standing Group seeks to explore the often-overlooked barriers for working-class inclusion and success in higher education that go beyond the inevitable conflict between high costs and limited financial resources.

*Chair and Respondent:* Nicole Wilson, Texas A&M University  
*Speakers:* Jennifer Ferrell, Cornell College  
Jessica McCrary, Georgia State University  
Nicole McNeal, California State Sacramento/Folsom Lake College  
Justin G. Whitney, Tennessee State University

*Antiracism and Social Justice*

## **OD-200 Learning to Practice What We Preach about Diversity, Equity, and Black Linguistic Justice**

Faculty from independent writing programs will share strategies for enacting linguistic pluralism in general, Black linguistic justice in particular, and antiracist writing assessment. Ideas for professional development work, policy statements related to equity, and classroom readings and assignments will be shared so that participants can get support for their own work toward such goals.

*Speakers:* Cynthia Nahrold, University of Arkansas, Little Rock  
Sue Pagnac, Central College  
Jen Talbot, University of Central Arkansas

*Approaches to Teaching and Learning*

## **OD-201 Mindfulness in Writing Studies**

*Mindfulness* has become a common keyword in recent composition scholarship. How might spiritual practices cultivate rhetorical being? How might contemplation and meditation occasion and shape our ethical response to the other and the world? And how might mindfulness deepen our students' (and our own) sensitivity to available means of persuasion, response, and engagement?

*Speakers:* Luke Brake, University of Memphis  
Paul Lynch, Saint Louis University  
Paula Mathieu, Boston College  
Alexandria Peary, Salem State University  
Holland Prior, University of Tennessee  
Scott Wagar, independent scholar  
Robert Yagelski, SUNY Albany

*Approaches to Teaching and Learning*

### **OD-202 The “Why Are You Here?” of Legal Writing and Rhetoric**

Recognizing the gatekeeping roles and responsibilities of legal writing and rhetoric instructors, this panel examines the WHY, YOU, and HERE of related composition courses. Offering collaborative classroom practices, applying labor-based approaches, and interrogating law’s rhetorics and reasonings, panelists consider how we provide all students a sense of belonging in legal discourse communities.

**Chair:** Lindsay Head, St. Thomas University College of Law, “The Bar Is Open”

**Chair and Respondent:** Lisa-Jane Klotz, University of California, Davis

**Speakers:** Antonio Elefano, University of Southern California, “May It Please the Court”

Brian Larson, Texas A&M University, “Law’s Rhetorics and Reasonings”

*Institutions: Labor Issues, Professional Lives, and Survival*

### **OD-203 Competing Exigencies and Realities: The Grad Student Experience**

*Sponsored by the CCCC Graduate Student Standing Group*

Graduate student life is often rife with pressing needs, unspoken requirements, and unreasonable demands that may or may not be in line with the published expectations set forth by the institution. To this effect, panelists will put forth analyses of different graduate instructor positionalities, with special attention given to race, disability, and mothering inside and outside of the classroom.

**Standing Group Chairs and Speakers:** Joanna Chromik, Indiana University

Angela Morris, The University of Memphis, “Who We Are; How They Respond: The Reality Graduate Students Face Daily”

**Speakers:** Millie Hizer, Indiana University, “The Competing Identities of a Teacher-Scholar: Navigating Graduate School as a Neurodivergent Writing Instructor”

Oksana Moroz, Indiana University of Pennsylvania, “Mothering, Dissertating, and Navigating Teaching Challenges during Pandemic”

*Approaches to Teaching and Learning*

**OD-204 Writing for All Bodies: Promising Uses of Embodied Cognition in Composition**

*Sponsored by the CCCC Standing Group on Cognition and Writing*

This panel will focus on embodied cognition, which was formally defined as a threshold concept in Adler-Kassner and Wardle's *Naming What We Know* in 2016 but deserves more scholarly attention as composition programs work to be more inclusive and supportive of all student writers.

**Speakers:** Allison Ellsworth, Arizona State University  
Jackie Hoermann-Elliott, Texas Woman's University  
Laura Miller, George Mason University

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-205 Tales from the Contingent: The Impact of COVID-19 Pandemic on the Labor Practices of the Neoliberal University**

*Sponsored by the CCCC Labor Caucus*

This panel explores ways exploitation of contingent labor undermines CCCC's commitment "to supporting the agency power, and potential of diverse communicators inside and outside of postsecondary classrooms." Panelists assert that pedagogical practices cannot be equitable when labor practices are not.

**Standing Group Chair:** Anicca Cox, Methodist University  
**Respondent:** Amy Lynch-Binieck, Kutztown University  
**Speakers:** Shelagh Patterson, Montclair State University  
Tina Puntasecca, Michigan State University  
Stephanie Williams, University of Arkansas-Little Rock/Arkansas State University-Beebe/Excelsior College

*Community, Civic, and Public Contexts of Writing*

### **OD-206 Enacting Equity and Inclusion beyond the Provisions of the Ivory Tower**

*Sponsored by the NCTE/CCCC Latinx Caucus*

This panel highlights an array of theories, teaching praxes, and mentorship practices employed by members of the NCTE/CCCC Latinx Caucus.

**Caucus Chair and Speaker:** Christina Cedillo, University of Houston–Clear Lake

**Speakers:** Everardo Cuevas, Michigan State University, “Settler Colonial Critique as a Theoretical Underpinning for Practicing Antiracism”

Raphael Reyes Juarez, The University of Texas at El Paso, “‘Your teaching style is different than what I expected!’ Teaching English with Experiences Based in Mexican Rurality”

Bernice Olivas, Salt Lake Community College, “Compassionate Mentoring: A Holistic Approach to Mentoring Graduate Writers”

*Community, Civic, and Public Contexts of Writing*

### **OD-207 Encounters with Academic Discourse**

This panel explores how we can teach communication in ways that build inclusion and diversity, focusing on academic discourse while questioning its conventions.

**Speakers:** Beniamino Peruzzi Castellani, Scuola Normale Superiore/Scuola Superiore Sant’Anna, “The Opportunity of Diversity: Models, Strategies, and Practices for the Promotion of Cultural and Linguistic Diversity in Education”

Lynn Reid, Fairleigh Dickinson University, “Writing Program Administration and Threshold Concepts for Basic Writing Studies in an Era of Remediation Reform”

Alyssa Revels, United States Air Force Academy, “From Airman to Academia: Inviting Prior-Enlisted Cadets Into the Conversation”

*Professional and Technical Writing*

### **OD-208 (Multi)Modalities and Design in Upper-Level Courses**

With a focus on modalities, the presenters in this session examine different teaching and mentoring contexts in which technical and professional writing can serve key interventions in student experiences with composition and design projects.



*Speakers:* Luciana Herman, The University of Texas at El Paso, “Social Justice in Teaching Technical Writing: Remoding”  
Shyam Pandey, Purdue University, “STEM Job Market and Transnational Digital Writers’ Making of Multimodal Career Portfolio”  
Geoffrey Sauer, Iowa State University, “Why English Departments Must Teach Web Design and Development...Here”

*Language, Literacy and Culture*

### **OD-209 A Student’s Right to Decolonial Linguistic Justice**

This panel engages issues of Linguistic Justice, STROL, Decoloniality, and Policing POC language practice.

*Speakers:* Thir Budhathoki, The University of Arizona, “Promoting Linguistic Justice in FYW with Diverse Readings”  
Matthew Homer, Virginia Tech, “Mo bettah I show you: Multimodal Decolonial Enactments in Composition Pedagogy”  
Eduardo Mabilog, The Ohio State University, “How do we stop the policing of PoC in our classrooms? The Paradox in Infantilizing Literacy Experiences while Policing Language”

*Professional and Technical Writing*

### **OD-210 Access and Accessibility in Professional Writing Classrooms**

Technical and professional writing practices have centered user design and experience for decades, but often that same focus on user experience has been absent in professional writing pedagogies and students’ classroom experiences. Presenters in this session focus on how student experiences can help shape open and accessible professional writing classroom.

*Speakers:* Michael Black, University of Massachusetts Lowell, “Making Structured Authoring Accessible: Incorporating Open-Source Tools and Lightweight DITA in the Technical Writing Classroom”  
Henry Covey, University of Wisconsin-Madison, “Use & Usability: The User Experience (UX) of Open Educational Resources (OERs) for Professional and Technical Writing (PTW)”  
Veronica Joyner, George Mason University/Howard University, “For Those Who Come Behind: Operationalizing Student Expertise to Improve Higher Education Access”

*Inclusion and Access*

**OD-211 Access and Community in Online Learning**

As we build sustainable online pedagogy from K–16, this panel considers ways to build and assess accessibility and inclusion in these digital classrooms.

*Speakers:* Amanda Athon, Governors State University, “Engaging Online Learners in Accessible Digital Spaces”

Ashley Barry, University of New Hampshire, “Inequities in Digital Literacies and Innovations in Writing Pedagogies during COVID-19 Learning”

Rachel Roy, University of New Hampshire, “Crip Time during Remote Learning: Creating Accessible Writing Classrooms for the Future”

Kimberly Thomas, New York University, “Why C.A.R.E. Matters: Building Community through Access, Respect, and Engagement”

*Inclusion and Access*

**OD-212 Accessibility as Curriculum**

Accessibility is not external to the curriculum and pedagogy of the writing classroom, but can instead be the curriculum in practice.

*Speakers:* Rachel Donegan, Georgia Gwinnett College, “Equitable Foundations, Rhetorical Promises: Teaching Accessibility in the First-Year Writing Classroom”

Alina Thurman, Georgia State University, “You Are Welcome Here: Promoting Accessibility in the Online Composition Classroom”

*Antiracism and Social Justice*

**OD-213 Activism and Resistance in Higher Ed: Finding New Ways to Make Change**

Much of the history of writing studies has been centered on resistance, whether pedagogical or ideological, as our faculty lines and student bodies alike have often been framed by higher education as precarious. Presenters in this session look at the recent history of resistance in writing studies and in particular at how differently precarious instructors have found ways to effect change at both the personal and the programmatic levels.

*Speakers:* Mark Brenden, University of Minnesota, “*Composition & Resistance at 30*”

Sherri Craig, Virginia Tech, “The Waymaking Promise of Black Women in the Academy”

Talisha Morrison, University of Oklahoma, “The Waymaking Promise of Black Women in the Academy”

*Antiracism and Social Justice*

## **OD-214 Advances in Antiracist Assessment**

Labor-, data-, and community-driven assessment can forward antiracist, socially-just assessments of courses and programs.

*Speakers:* Alicia Brazeau, College of Wooster, “Labor-Based Programmatic Assessment”

Joe Cirio, Stockton University, “Grounding Community-Driven Assessment in Frameworks of Rhetorical Memory”

Mary Stewart, California State University, San Marcos, “Confronting Lip Service: Applying Iterative, Data-Driven, Antiracist Writing Program Assessment to Connect Programmatic Policies with Classroom Practices”

Amy Woodworth, Rowan University, “Stop Circling the Assessment Wagons: Partnering with Data Specialists to Identify Factors in Inequity and Foster BIPOC Success”

*Theory and Research Methodologies*

## **OD-215 Advancing Student Research in the Classroom: Archives, Wikis, Feminist Historiography**

Panelists explore ways to incorporate and analyze student research in the classroom using archives, wikis, and feminist historiography.

*Speakers:* Teresa Contino, Santa Clara University, “Composing Collaborative Recovery Projects with Scalar”

Amy Lueck, Santa Clara University, “Composing Collaborative Recovery Projects with Scalar”

Tana Wojczuk, New York University, “Re-discovering the Archive: Material Culture and Localized Learning through Student Research”

*Writing Programs*

**OD-216 Affect and Access in Writing Programs**

Panelists discuss how affect, emotion, and knowledge-making influence students', instructors', and WPAs' experiences and sense of belonging in writing programs.

**Speakers:** Ruth Book, Rochester Institute of Technology, "Making Ambivalence, Embodiment, and Emotional Labor Visible for WPAs and Writing Instructors"

Erin Kelly, Rutgers University, "Engaging beyond the Disciplinary Space in Graduate Writing Education"

Elisa Serrano, Texas State University, "The Red Pen Cuts Deep: How Paper Feedback on Language Affects Identity and Classroom Relations"

Alicia Williams, Rutgers University, "Engaging Beyond the Disciplinary Space in Graduate Writing Education"

*Approaches to Teaching and Learning*

**OD-217 Alternative Methods of Feedback and Evaluation**

This panel examines pedagogical models for equitable and effective learning that work against traditional practices of feedback and evaluation.

**Speaker:** Merideth Garcia, University of Wisconsin-La Crosse, "Reframing Assessment"

*Antiracism and Social Justice*

**OD-218 Antiracist Research Models, Methods, and Interrogations**

The panel will offer methodological approaches for exploring white fragility, white supremacist language ideologies, and faculty attitudes towards language and literacy diversity.

**Speakers:** Hillary Coenen, Midwestern State University, "Calling In White Writing Instructors to Antiracism and Unlearning White Fragility"

Mariel Krupansky, Wayne State University, "Towards Antiracist Research Methods: Notes from a Pilot Study on Faculty Attitudes towards Language and Literacy Diversity across the Disciplines"

Andrew Moos, University of Michigan, "Participatory Research with White-Identifying Writing Instructors: Interrogating the White Supremacist Language Ideologies of First-Year Composition"

Kendon Smith, University of Michigan, “Textbook Grammar: Recognizing and Subverting the Language Choices That Perpetuate Linguistic Injustice”

Clay Walker, Wayne State University, “Towards Antiracist Research Methods: Notes from a Pilot Study on Faculty Attitudes towards Language and Literacy Diversity across the Disciplines”

*Community, Civic, and Public Contexts of Writing*

### **OD-219 Archives, Student Writing, and Students’ Experiences in the Archives**

Contributing to the “archival turn” and increased attention to student writing in non-traditional settings, this panel investigates how students enrolled in religious settings experience a “loosening of resentment,” archival records of post WWII student travel writing shape self-discovery, archives of students self-imaginings of professional futures reflect empowered institutional structures.

*Speakers:* Ashley Pendleton, University of Missouri–Kansas City, “From ‘I Want’ to ‘I Am Going To’: Patricia Stevens Modeling Agency as a Feminist Literacy Sponsor for Girls”

Jens Lloyd, Drew University, “‘The Return to a Peaceful Curriculum’: Student Travel Writing in The Drew Acorn, 1946–1955”

*Antiracism and Social Justice*

### **OD-220 Black Language, Leveraging Linguistic Agency and SRTOL**

This panel will share strategies for using a linguistic pluralism framework to build student based research projects and social just oriented pedagogies.

*Speakers:* Anne Charity-Hudley, Stanford University, “The Creation of the Students’ Right to Their Own Writing Website”

William Donohue, Lincoln University, “Language, Identity, Antiracism: Students’ Perspectives”

Hannah Franz, Jack Kent Cooke Foundation, “The Creation of the Students’ Right to Their Own Writing Website”

Michelle Grue, University of California, Santa Barbara, “The Creation of the Students’ Right to Their Own Writing Website”

Sierra Johnson, College of William & Mary, “The Creation of the Students’ Right to Their Own Writing Website”

Angela Rowell, San Francisco State University, “The Creation of the Students’ Right to Their Own Writing Website”

Marie-Emmanuelle Tano, Stanford University, “The Creation of the Students’ Right to Their Own Writing Website”

*Language, Literacy, and Culture*

### **OD-221 Black Women's Rhetoric and Composition**

This panel examines the expressive rhetorical practices and theoretical contributions of women of color in the public sphere and demonstrates pedagogical approaches for centering Black women's rhetoric as a theme of analysis in the composition classroom.

**Speaker:** Kylie Stocker, Tiffin University, "Celebrating Black Women through Research, Writing, and Rhetoric"

*Information Literacy and Technology*

### **OD-222 Bringing Technologies of Composing to the Foreground**

Panelists share findings from their inquiries into how technologies of composing, new or newly applied, are shaping instruction and practice in postsecondary writing classrooms.

**Speakers:** Stephen Quigley, University of Pittsburgh, "Basic Coding"  
Kathryn Warrender-Hill, University of Connecticut, "The Realities of the Cyberwriter: How Students Use Technology to Compose Across Modes"

*Approaches to Teaching and Learning*

### **OD-223 Building Inclusive Learning Communities**

This panel will present innovative ideas for facilitating inclusive learning spaces through mentorship, student-faculty partnerships, workshops, and peer-led writing groups.

**Speakers:** Maria Bergstrom, Michigan Technological University, "Competitive Google Doc Poetry and Other Adventures: Recruiting Students into the Humanities through Virtual and In-Person Writing Workshops"  
Christine Boehr, University of Cincinnati, "Inclusive Mentorship: Writing in Feminist-Relational Spaces in and outside the Academy"  
Mia Zendejas Rivera, Pepperdine University, "Putting the Buzzwords to Work: Student-Faculty Partnerships for Diversifying Courses"  
Heather Thomson-Bunn, "Putting the Buzzwords to Work: Student-Faculty Partnerships for Diversifying Courses"  
Kate Woodford, Michigan Technological University, "Competitive Google Doc Poetry and Other Adventures: Recruiting Students into the Humanities through Virtual and In-Person Writing Workshops"

*Inclusion and Access*

**OD-224 Building Support and Inclusion Across the Curriculum**

This panel explores cross-curricular academic spaces (such as living-learning communities and writing centers), asking how we can build on established practices to become more accessible and more useful to a range of students.

**Speakers:** Paul Beehler, University of California, Riverside, “Bridging the Gap: The Case for Implementing Equity-Minded Academic and Mentoring Support Services for Foster Youth within University Writing Programs”

Sam Carpenter, Duke University, “Meet Them Where They Are or Make the Meeting Mandatory? Incentivized Writing Center Visits as Social Justice Work”

Alicia Clark-Barnes, University of New Hampshire, “First-Year Students and Writing Support: Learning from Student Choices”

Aaron Colton, Duke University, “Meet Them Where They Are or Make the Meeting Mandatory? Incentivized Writing Center Visits as Social Justice Work”

Rory Moore, University of California, Riverside, “Bridging the Gap: The Case for Implementing Equity-Minded Academic and Mentoring Support Services for Foster Youth within University Writing Programs”

Eliana Schonberg, Duke University, “Meet Them Where They Are or Make the Meeting Mandatory? Incentivized Writing Center Visits as Social Justice Work”

Dana Thomann, University of Iowa, “Using the Power of Our Discipline to Commit to First-Generation College Students’ Retention”

*Information Literacy and Technology*

**OD-225 Capitalizing on the Affordances and Threats of Technologies for Teaching Writing**

Through an examination of picturebooks, a blogging site, and a machine learning program for creating high-quality original essays, this panel will discuss the affordances as well as novel threats of technologies for teaching college writing.

**Speakers:** Alexander Landfair, New York University, “Machine Learning and the Undergraduate Essay: GPT-3’s Matriculation on College Campuses”

Gabrielle Stecher, University of Georgia, “Picture Books in the First-Year Writing Classroom: Multimodality, Accessibility, Diversity”

*First-Year Writing*

### **OD-226 Carrying Forward Pandemic Lessons on Self-Care and Empathy in First-Year Writing**

Effective care for self and other became central concerns in the teaching of college composition during the pandemic. Panelists discuss how self-care and empathy might figure in post-pandemic writing instruction, beginning with approaches to elicit from students what they most need to access the benefits of learning in community.

*Speakers:* Elizabeth Angeli, Marquette University, “Writing across the Patient Care Continuum: How to Integrate Writing Education into Workplace-based Healthcare Training”

Danielle Donelson, Pfeiffer University, “Harnessing COVID Lessons: Shifting Approaches to Mental Health Wellness and Self Care as Issues of Accessibility within the First Year Writing Classroom”

Olivia Imirie, Salisbury University, “Wrestling with Writing Anxiety: Pedagogical Interventions That Work and Why”

*First-Year Writing*

### **OD-227 Centering Student Writers in Project-Based Learning**

Panelists describe designs and implementation of project-based learning initiatives in several settings, including first-year composition classrooms and an undergraduate research symposium. Initiatives at HBCUs are featured.

*Speakers:* Alicia Hatcher, East Carolina University, “Project-Based Learning and Undergraduate Conferences: Effectively Connecting Experiential Knowledge and Scholarship for the HBCU Undergraduate Student”

Margaret Holloway, Clark Atlanta University, “The 1619 Project Class: Teaching a Themed First-Year Writing Course at an HBCU”

Deborah Oesch-Minor, Indiana University-Purdue University, Indianapolis, “Project-Based Learning in First-Year Writing Classes: Exploring Rhetorical Context through Familiar Genres, Student-Directed Projects, and ePortfolios”



*Writing Programs*

**OD-228 Centering Students in Conversations about Composition's Institutional Homes**

College composition has many institutional homes. Panelists note that the professional tendency to focus on these homes as abstractions diverts attention from actual students and what they need, wherever they are situated, to succeed as writers.

*Speakers:* Christine Denecker, The University of Findlay, “Waiting for Our Invite: Dual Enrollment’s Search for a Seat at the Table”  
Ian Golding, University of Cincinnati, Blue Ash, “Seeing the Workplace Constellation: A Cultural Rhetorics Approach to Career Preparation at the Two-Year College”  
Casie Moreland, Willamette Education Service District, “Waiting for Our Invite: Dual Enrollment’s Search for a Seat at the Table”

*College Writing and Reading*

**OD-229 Challenging Literacy Deficit Frameworks with Cultural Rhetorics**

Focusing on international, immigrant, and refugee writers, these panelists identify community knowledges and community texts as a resource for challenging a deficit model of literacy.

*Speakers:* Megan Boyewtt, University of Louisville, “Standing Under Community Wealth Discourses: Using a Cultural Community Wealth Lens to Shift Literacy Program Structures”  
Halle Neiderman, American University of Beirut, “‘But, Miss, the Lebanese are Hopeless’: Using Community Listening and Multimodal Composing to Combat Linguistic and Cultural Gatekeeping in Beirut, Lebanon”  
Marwa Mehio, American University of Beirut, “‘But, Miss, the Lebanese are Hopeless’: Using Community Listening and Multimodal Composing to Combat Linguistic and Cultural Gatekeeping in Beirut, Lebanon”

**OD-230 Challenging Texts, Challenging Practices: Using Visual and Aural Assignments to Disrupt Hegemonic Practices**

What value do visual and aural assignments hold for students and instructors looking to understand, confront, and disrupt hegemonic literacy practices? This panel examines the value of critical visual vigilance, multimodal assignments, and immersive pedagogy in breaking down barriers and creating more inclusive classrooms.

*Speakers:* Patricia Dunn, Stony Brook University, “Student-Drawn, Juxtaposed Visual Representations to Promote Access, Engagement, and Inclusion”

Kristie Fleckenstein, Florida State University, “Si(gh)ting Peril: Visual Technologies, White Privilege, and the Composition Classroom”

Nathan Wagner, University of North Georgia, “Writing How They Know: The Student Benefits of Risk-Taking and Immersive Pedagogy”

**OD-231 Community and Identity in Creative Writing**

On this panel, new approaches to composition instruction (incorporating genres typically taught in creative writing workshops) complement an argument for pairing creative writing instruction with a tool (rhetorical grammar) borrowed from composition pedagogy, all in service of building community and identity.

*Speakers:* Reema Albilehi, King Saud bin Abdulaziz University for Health Sciences, “Moving beyond Segregation: Saudi First-Year College Students’ EFL Poetry Writing on Women Empowerment and Gender Equality”

Mohammed Alzahrani, King Saud bin Abdulaziz University for Health Sciences, “Moving Beyond Segregation: Saudi First-Year College Students’ EFL Poetry Writing on Women Empowerment and Gender Equality”

Joseph Salvatore, The New School, “Tools, Not Rules: Rhetorical Grammar as Meaning-making Tool in the Creative Writing Classroom”

**OD-232 Community Engagement and Engaging in Community**

The presentations in this panel describe assignments and approaches for involving students in their communities with social justice awareness and aims.

- Speakers:** Anthony Fulton, Prince George’s Community College, “‘Let’s Just Go There Right Now’: Mister Rogers and the Messy Neighborhood of Writing Thresholds”  
Lauren Fusilier, University of Louisville, “Mapping Restorative Justice: Commemorating Non-Dominant Communities through Multimodal Composing”  
Maria Maier, University of Texas at El Paso, “Positioning Students as Allies for Social Change through Community Engagement Projects”  
Jonathan Nehls, University of Texas at El Paso, “Positioning Students as Allies for Social Change through Community Engagement Projects”

**OD-233 Composing in a Time of Trauma, Death, and Pandemic**

This session explores new approaches to writing instruction through an examination of trauma-informed teaching at a community college, an ethical curriculum that engages with the topic of death, and a study examining teacher artifacts crafted and circulated during the first ten weeks of the COVID-19 health crisis.

- Speakers:** Melissa Ames, Eastern Illinois University, “Emotion as a Pedagogical Resource in Writing Classroom: Learning from Instructional Practices during the COVID-19 Health Crisis”  
Jimmy Butts, Louisiana State University, “WAD Curriculum: Teaching Students to Write the Unwritable”  
Lindsay Simpson, Des Moines Area Community College, “Trauma-Informed Teaching: Practicing Compassion and Social Justice in the Community College Writing Classroom”

*Antiracism and Social Justice*

**OD-234 Composition, Literacy Narratives, and Carcerality**

This panel examines writing as a space for examining border crossing strategies, prison abolitionist epistemologies, and pedagogical failures and possibilities of teaching the literacy narrative to BIPOC students.

**Speakers:** Timothy Barnett, Northeastern Illinois University, “Currently and Formerly Incarcerated Writers Negotiating for Change”  
Maggie Shelledy, University of Texas Rio Grande Valley, “Decarcerating Composition”  
Soha Youssef, Thomas Jefferson University, ““Does It Have to Be a Sad Story?” Why the Literacy Narrative Is Failing BIPOC Students and How to Learn from That Failure”

*Language, Literacy, and Culture*

**OD-235 Considering the Product of Multiplied Literacies**

Panelists investigate the implications of our field’s embrace of multiliteracies, asking critical questions about hierarchy, privilege, and the domain—both conceptual and material—of composing.

**Speaker:** Kristine Blair, Duquesne University, “Diversifying Digital Writing Research: Triangulating the Multimodal, the Multivocal, and the Multilingual”

*Writing Programs*

**OD-236 Contending with Assessment**

Starting from different premises, the presenters on this panel offer arguments for altering how writing teachers approach the assessment of student writing: it is abusive and must be made more compassionate; it is opaque and must be made more legible; it is vague and must be made more precise.

**Speakers:** Megan Kane, Temple University, “Leveraging Computational Tools to Support First-Year Writing Assessment Practices”  
James Miller, University of Wisconsin-Whitewater, “Instrumentalizing Inclusion, Standardizing Diversity: The Power of Metrics in First-Year Composition”

*Language, Literacy, and Culture*

**OD-237 Crossing Institutional and (Inter)National Borders and Boundaries: Literacies for Languageing and Writing**

This panel engages topics of writing centers, literacy practice, regional and international language practice.

*Speakers:* Brooke Boling, University of Cincinnati, “Appalachian Contrariness: Literacy and Equity for Rural Students in Higher Education”

Steve Fraiberg, Michigan State University, “Cultivating Translingual Dispositions: Tracing the Transliterations of a First-Year Bolivian Student”

Katherine Frankel, University of Cincinnati, “Appalachian Contrariness: Literacy and Equity for Rural Students in Higher Education”

Caroline Jennings, Purdue University, “Methods and Metaphors of Ear Training in Language Learning: Facilitating Cherokee Voices in Peer Review”

*Institutions: Labor Issues, Professional Lives, and Survival*

**OD-238 Cultivating Connections in FYC and WAC Professional Development**

FYC and WAC WPAs discuss ways of connecting faculty through network leadership, collaborative curriculum development, and rhetorical engagement amongst instructors.

*Speakers:* Bhushan Aryal, Delaware State University, “Writing Program Administration at HBCUs: Negotiating Mainstream Textbooks, Traditionally Trained Instructors, and Antiracist Composition Programs”

Bethany Mannon, Appalachian State University, “Assessing Online Writing Instruction to Move from Crisis to Sustainability”

*Inclusion and Access*

**OD-239 Designing Peer Review, Reflective Writing, and ePortfolios for Inclusion and Metacognition**

While the metacognitive value of peer review, reflective writing, and ePortfolios is well-established, presenters in this session update and extend our understanding of their possibilities, both by documenting and analyzing the outcomes of specific activities and recognizing the possibilities for these practices as conscious acts of inclusion.

**Speakers:** Dominique Bourg Hacker, University of Wisconsin-Madison, “Feedback Filtering: Empowering Student Writers for the Uncertainty of Workplace Feedback”

Melanie Hoftyzer, University of Wisconsin-Madison, “Feedback Filtering: Empowering Student Writers for the Uncertainty of Workplace Feedback”

Daniel Kenzie, North Dakota State University, “Reflective Writing in a Pharmacy Co-Curriculum”

Sofia Tarabrina, University of New Mexico, “Peer Review Modes in a Technical Writing Class: Which One to Choose to Achieve Inclusivity?”

Scott Wible, University of Maryland, College Park, “Composing a Vision for One’s Life Work: Framing ePortfolio Assignments in the Gen Ed Professional Writing Course”

*Information Literacy and Technology*

**OD-240 Digital Pedagogies in Professional Writing Classes**

Presenters in this panel make the case for functional digital literacies in PW courses and demonstrate how creating assignments around editing in online publication spaces like Wikipedia can provide 21<sup>st</sup>-century students with important publishing skills.

**Speakers:** Jacob Craig, College of Charleston, “Badging the Functional Digital Literacies of Writing Majors”

Sara West, San José State University, “Toward Skills-Based Editing: Using Wikipedia for Copyediting Practice”

*Information Literacy and Technology*

**OD-241 Digital Pedagogy in Uncertain Times**

Panelists consider targeted approaches to digital pedagogy in a time of complicated pandemics and politics.

**Speakers:** Ian Barnard, Chapman University, “The Promises and Perils of Pandemic Pedagogy and the (Further) Erosion of Student-Centered Teaching and Learning”

Anthony Box, University of Houston, “Meme Potential: Using Internet Memes to Talk About Sentences, Structure, and Relationships in the Writing Classroom”

Tara Moore, Elizabethtown College, “Flipping Composition Instruction to Increase Flexibility and Delight: Pandemic Teaching Discoveries”

*College Writing and Reading*

**OD-242 Developing a Multicultural Reader for First-Year Writing Courses: A Backward Design Approach**

This presentation features the redesign of a piloted multicultural reader which serves to cultivate intercultural competence in diverse domestic and international first-year writing students. Writing pedagogues are offered a practical model of material development that produces pedagogically aligned, culturally inclusive, experiential learning-directed, and growth-oriented reading materials.

**Speaker:** Phuong Tran, Purdue University

*Writing Programs*

**OD-243 Empathy and Rhetorical Action in Composition**

This panel centers culturally responsive approaches for framing empathy as a tool for in class writing instruction and writing center pedagogy.

**Speakers:** Lauren Esposito, Marywood University, “Empathy, Connection, and Composition: Teaching Writing with Applied Improvisation”

Sheri Henderson, King’s University College at Western University, “Empathy in Action: Culturally Responsive Pedagogy at the Writing Centre”

## OD-244 Engaging Culture in the Composition Classroom

This panel describes assignments and curricula that engage food, fashion, and cross-cultural inquiries within and beyond the classroom, including conversations about students' positionalities and representations of race, gender, and class.

**Speakers:** Nicklas Haglund, Champlain College, "Cross-Border Writing and Cultural Inquiry: Connecting Québec and Michigan College Classrooms through Collaborative Digital Composition Practices"  
Kim Lacey, Saginaw Valley State University, "Cultural Cuisine and Courageous Conversations"  
Sara Kelm, Auburn University at Montgomery, "You Are What You Eat: Teaching Positionality through Food Inquiry"  
Michael Lockett, Michigan State University, "Cross-Border Writing and Cultural Inquiry: Connecting Québec and Michigan College Classrooms through Collaborative Digital Composition Practices"  
Rachel McCabe, La Salle University, "Unpacking Clothing: Writing about Fashion's Rhetorical Relationship to Identity"

### Writing Programs

## OD-245 Engaging Multilingual Learners in Sophisticated Writing Pedagogy

Panels describe ways to strengthen writing pedagogy to support multilingual learners and build on their abilities.

**Speakers:** Timothy Buchanan, University of Nevada Las Vegas, "Committing to Diverse Student Needs in Writing Center Tutor Training: Working with Multilingual, Gen 1.5, Disabled, and Neurodiverse Writers"  
Brianna Taormina, Nevada State College, "Committing to Diverse Student Needs in Writing Center Tutor Training: Working with Multilingual, Gen 1.5, Disabled, and Neurodiverse Writers"  
Erin Zimmerman, University of Nevada Las Vegas, "Committing to Diverse Student Needs in Writing Center Tutor Training: Working with Multilingual, Gen 1.5, Disabled, and Neurodiverse Writers"



*First-Year Writing*

**OD-246 Engaging Pedagogies for First-Year Writing**

This panel provides the audience with information designed to help them structure their courses to best support students. Two presenters describe classroom approaches that can support critical thinking and invite trust and collaboration. The other presenters describe frameworks and pedagogies that can increase students' grammatical and rhetorical awareness as well as their awareness of the relationship between design and equity.

*Speakers:* Jeannie Im, New York University, “Envisioning Design Justice in First-Year Writing”

Michael Laudenbach, Carnegie Mellon University, “Corpus-Based Approaches to Genre and Critical Language Awareness”

Nitya Pandey, Florida State University, “Balancing Diverse Voices, Perspectives, and Positionalities: Response As a Conversation Framework in FYC Classrooms

Roz Roseboro, Northern Michigan University, “Building Critical Thinking Competence in First-Year Composition”

*College Writing and Reading*

**OD-247 Revising Labor in Labor-Based Grading Contracts for Intersectional Assessment Agendas: Results from Two Courses**

Studying students enrolled two online composition courses, this presentation reports on the effects of a labor-based grading contract designed to better account for “neurodivergent conceptions of time, effort, and presence” by removing behavioral standards, including requirements for attendance and on-time submission. Results are reported by race and ability independently and in intersection.

*Speaker:* Mathew Gomes, Santa Clara University

*Approaches to Teaching and Learning*

**OD-248 Equitable Assessment**

A re-assessment of assessment through lenses including intersectionality, neurodivergence, and Indigenization.

*Speakers:* Charissa Che, Queensborough Community College, “Mind the (Linguistic) Gap: Toward More Equitable ‘ESL’ Writing Placement in Community Colleges”

Keith Harms, University of the Fraser Valley, “On the Use of Portfolio Assessment for Indigenization at a Small, Western Canadian University”

Ilknur Sancak- Marusa, West Chester University of Pennsylvania, “Directed Self-Placement: Transferring Power Away from the Factors of Privilege to Welcome New Spaces of Inclusion to Empower Student Agency”

Rachel Stroup, University of Maryland, “Losing Our (Habits of) Mind: Interrogating Implications of Neurotypical Thinking in Cognitive Writing Research”

*Approaches to Teaching and Learning*

**OD-249 Everyday Practices: Interrogating Grading, Syllabi Design, and Assignment Construction**

This panel investigates the seemingly mundane and commonplace aspects of our teaching, interrogating the assumptions that shape how we grade, design syllabi, and construct writing assignments.

*Speakers:* Susanmarie Harrington, University of Vermont, “Assignment Design for Equity: The TILT Framework’s Effect on Instructors and Students”

Luke Thominet, Florida International University, “The Design of Grading: An Analysis of Writing Instructors’ Process for Creating Grading Systems”

Julie Watts, University of Wisconsin-Stout, “Analyzing Access: Power and the Dominant Discourses of the Course Syllabus”

*Writing Programs*

**OD-250 Examining What Counts in Writing Programs: How Labor Practices and Contexts Impact Our Work**

Writing program administrators and department chairs are often challenged to maintain disciplinary values when our programs are increasingly framed by capitalist logics of accountability and labor. With careful attention to the contexts of work, presenter

*Speakers:* Rory Lukins, University of Southern California, “Grading Contracts, Instructional Labor, and Institutional Change: Considering Instructor Experience of Grading Contracts in a Programmatic Setting”

Suzie Null, Fort Lewis College, “Cruel and Usual: The Psychological Financial Impact of Student Evaluation of Teaching among Female Faculty and BIPOC Faculty”

Leah Pate, University of Southern California, “Grading Contracts, Instructional Labor, and Institutional Change: Considering Instructor Experience of Grading Contracts in a Programmatic Setting”

Pegeen Reichert Powell, Columbia College Chicago, “Doing What Counts: Administrative Work in an Audit Culture”

Mary Lourdes Silva, Ithaca College, “Cruel and Usual: The Psychological Financial Impact of Student Evaluation of Teaching among Female Faculty and BIPOC Faculty”

*Professional and Technical Writing*

### **OD-251 Expanding Our View: Reconsidering Citation, Program Identity, Composing Processes**

Answering this year’s call of “Why are we here?,” this panel responds by investigating ‘Where have we come from?’ in three distinct ways: by examining citation practices in major field journals, the way MA programs redefine themselves and the discipline through their websites, and a disciplinary return to empirical studies.

*Speakers:* Will Chesher, Miami University of Ohio

*Writing Programs*

### **OD-252 Exploring Instructor Agency and Autonomy**

In this panel, presenters examine the different ways that instructors often have to navigate their professional identities and roles as part of the complex social and political worlds of college writing programs.

*Speakers:* Kimberly Bain, Florida Atlantic University, “The Power of No and the Navigation the Inevitable Flexibilities of the Adjunct Writing Instructor”

Jonathan Udelson, Shenandoah University, “Middle Men, Netherworlds, and Something Like People: Constructing Teacherly Identities as Disciplinary and Professional Outsiders”

Christina Usler, University of Northern Colorado, “What Do We Talk About When We Talk About Composition Instructors?”

*First-Year Writing*

**OD-253 Feminist Approaches to First-Year Writing, Medical Rhetorics, Research Methods, and Ontology**

This panel complicates and enriches feminist theories of composing, historiography, research efficacy, and subjectivity through examinations of classroom management strategies for resisting harassment, refugee medical encounters, identity and inclusion in composing practices, and historical recovery methods.

*Speakers:* Nicolette Bragg, University of Delaware, “Writing against Solitude: Feminist Theories of Subjectivity and First-Year Writing?”  
Renee Drouin, Norwich University, ““You Had Not Expected This”: Introducing and Normalizing Anti-Harassment Strategies in the Research Methods Classroom”

*Language, Literacy, and Culture*

**OD-254 Global Voices in the Composition Classroom: Language, Culture, and Change**

This session provides three approaches to engaging with international students and global voices in the composition classroom, providing insights into the role of English language instruction in Algeria, presenting on research into international students’ perceptions of peer review in Spain, and examining how students in rural Pennsylvania respond to international voices in the composition classroom.

*Speakers:* Jeff Dories, Florida Institute of Technology, “Introducing Non-Western Voices into the Composition Classroom”  
Fatiha Gussabi, Bechar University, “The Impact of Social Justice Protests on the Acquisition of Foreign Languages: English and French Competition in Algeria”

*Professional and Technical Writing*

**OD-255 Health Discourse as Common Ground for Composing**

Panelists position health discourse as an intersection at which writing students can encounter and explore numeracy, literacy, and consciousness.

*Speakers:* Alexis Piper, University of Wisconsin-Whitewater, “Thrive, Listen, and Write in Nature: Three Innovative Approaches and Three Writing Assignments to Increase Access and Equity, Even in the Hierarchy of Higher Ed”

Amanda Pratt, UW-Madison, “Psychedelic Experience-Driven Shifts in Consciousness around Health Ideologies and Literacies: Applications for Teaching Critical Information-Seeking Practices”

Amber Simpson, Auburn University, “Mētis, Rhetorical Genre Studies, and Feminist Rhetorical Practices: An Approach to First-Year Composition”

Emi Stuemke, University of Wisconsin-Stout, “On the Boundaries of Literacy and Numeracy: Fighting for Students’ Right of Entry to Medical Discourse”

*First-Year Writing*

**OD-256 Helping Students Thrive in First Year Writing**

This panel describes pedagogical approaches for increasing access and equality for non-traditional and minoritized students.

**Speaker:** Suresh Lohani, The University of Texas at El Paso, “Smartphones as Agencies to Foster Equity and Linguistic Justice in First-Year Composition: A Research Analysis of South Asian Students at a US University”

*Information Literacy and Technology*

**OD-257 How Technologies Make Meaning across Modes of Composing**

Panelists demonstrate that whether viewed as accessories, channels, containers, or vehicles, the technologies that bear on contemporary composing deserve our scrutiny for their potential to make (and constrain) meaning in ways that can escape authorial in

**Speakers:** Mashaela Farris, Weber State University, “Demenstruators, Menstrual Products, and Mētis: An Embodied Rhetoric of Wearable Technologies”

Sohui Lee, CSU Channel Islands, “Asynchronous Tutoring Using VoiceThread Feedback: Exploring the Equity of Integrating Multimodal Communication in Asynchronous Tutoring”

Abigail Michelini, CSU Channel Islands. “Asynchronous Tutoring Using VoiceThread Feedback: Exploring the Equity of Integrating Multimodal Communication in Asynchronous Tutoring”

Mary Newbegin, Lehigh University, “Digital Literacies to Support the Writing Process: Pedagogical Significance of e-Portfolios”

*Antiracism and Social Justice*

**OD-258 How/Who Will We Manage? Intersections of Race, Class, and Labor Justice in Writing Programs and Writing Centers**

Despite a long history in writing studies that critiques our “managerial unconscious,” writing programs/centers often struggle to frame management work outside of capitalist frameworks. Presenters in this panel push past critiques forward in order to demonstrate how issues particular to race and class have to be part of our larger conversations around labor and management in writing studies.

*Speaker:* James Daniel, University of Washington, “Management Fever: Racial Capitalism and Class Difference in the Writing Program”

*First-Year Writing*

**OD-259 Imagining, Enacting, and Enlarging Community in First-Year Writing**

The idea of community as related to literacy is examined critically by teacher-scholars who recognize the need to challenge institutional assumptions about the rich variety of linguistic experience twenty-first century students bring to the college writing classroom.

*Speakers:* Lauren Coldiron, Old Dominion University, “Why We Should Be Teaching FYC Students Biomythography as a Genre: A Rethinking of the Traditional Literacy Narrative”

Tracy Iftikar, “Towards Linguistic Justice: Imagined Communities in First-Year Composition Pedagogy”

Jagadish Paudel, The University of Texas at El Paso, “Enacting Social Justice Through Assignments in a Multilingual First-Year Writing Class”

*Inclusion and Access*

**OD-260 Inclusion and Belonging: Addressing Equity in Placement Practices, Syllabi, Curricula, and Language**

This panel describes multiple ways of addressing equity and student inclusion in writing classes—from requiring writing labs for all students and revising syllabus language to centering BIPOC students’ experiences.

*Speakers:* Kelly Blewett, Indiana University East, “Learning from Black Students’ Experiences in a Predominantly White Writing Classroom”

Karen Kaiser Lee, Saint Xavier University, “All First-Year Students Take the Writing Lab: Inclusionary Placement in the Wake of COVID-19”  
Robert Mellin, Saint Xavier University, “All First-Year Students Take the Writing Lab: Inclusionary Placement in the Wake of COVID-19”  
Cheryl Price-McKell, Arizona State University, “Scripting and Casting the Successful Student: Syllabi as Rhetorical Acts of Student Construction and Gatekeeping”  
Robin Snead, “When ‘You’re Accepted’ Doesn’t Seem Like a Welcome: Constellations of Writing, Race, and Belonging in a Bridge Program Composition Course at a NASNTI Institution”

*Inclusion and Access*

### **OD-261 Inclusion as Ongoing Practice**

This panel will critically explore discourses of inclusion, diversity, and antiracism as forms of labor and social capital. Emphasis is on studies of specific initiatives that engage broader disciplinary questions.

**Speakers:** Michael Faris, Texas Tech University, “The Inaugural ‘Summer Teachers of English Program’: A Department’s Attempt to Recruit Graduate Students of Color”

Lily Howard-Hill, University of South Carolina, “Composition in a Minor(ity) Key: Diversity, Access, and Inclusion in Writing Studies Programs”

Aisha Wilson-Carter, Hofstra University, “How Can Administrators, Faculty, and Students Who Research and Serve Traditionally Marginalized Student Populations Get Institutions to ‘Say Less’ and Ante Up?”

*Inclusion and Access*

### **OD-262 Inclusion, Justice, and Ethics in Professional Development**

This panel focuses on professional development (largely but not exclusively for graduate students) in forms that directly engage issues of social justice and ethics: fostering inclusion in online graduate programs; construing job market preparation in social justice terms; and understanding the rhetorical work of Research Positionality Statements.

**Speakers:** Rachael Jordan, California State University Channel Islands, “Inclusive Doctoral Education: Social Engagement in Online Doctoral Cohorts”

Hannah Stevens, Utah State University, “Articulating the Rhetorical Situation of Positionality Statements: A Move toward More Critically Reflective Research Methods”

*Inclusion and Access*

### **OD-263 Inclusive Research Methodologies & New Knowledges**

This panel offers perspectives on using accessible and inclusive research methods to uncover new forms of knowledge.

**Speaker:** Lea Colchado, University of Houston, “Autohistoria-teoría as Method and Genre for Chicanas’ Traumatic Narratives: Chicana Epistemology within Writing and Composition Studies”

*Inclusion and Access*

### **OD-264 Inclusive, Embodied Classrooms**

This panel offers specific approaches to what are usually broadly labeled diversity issues—focusing on questions that engage fatphobia, whiteness, agency for Black and Latinx college writers, and queer theory.

**Speakers:** Ray Rosas, Penn State University, “Black and Latinx College Writers Claim Writerly Agency: Questions of Access in Predominately White Institutions”

Andrew Wright, Wayne State University, “Teaching the Queer World: Intersectional Student Identities and Inclusive Strategies”

*Language, Literacy, and Culture*

### **OD-265 Indigenous Epistemologies and Classroom Composition**

The panel examines indigenous knowledge, critical ignorance, and testimonios as critical multiperspectivism and counter hegemonic pedagogical practice.

**Speakers:** Raquel DeLeon, Texas Tech University, “Living Testimonios: How Latinx Graduate Students Persist and Enact Social Justice within Higher Education”

Jacquelyne Kibler, University of Arizona, “On Faking a Burke-asm: Allyship as Critical Ignorance”

Charise Pimentel, Texas State University, “Empowering Latinx Composition Students: Recognizing their Language y Cultura en la Clase de Escritura (Language and Culture in the Writing Classroom)”

Octavio Pimentel, Texas State University, “Empowering Latinx Composition Students: Recognizing their Language y Cultura en la Clase de Escritura (Language and Culture in the Writing Classroom)”



**OD-266 Individual Learning Plans and Labor-Based Grading**

This panel describes approaches to inclusive, antiracist grading practices that give students authority over what and how they learn. Presenters will consider the relationship between labor-based grading, multimodality, and holistic academic advising approaches and will describe individual learning plans as an assessment practice.

**Speakers:** Meaghan Fritz, Northwestern University, “Arbiters of Their Fates: Individual Learning Plans and the Equitable Assessment of Writing”

Matthew Hitchcock, Northeastern University, “Writing the Whole Student: Tracing the Intersections between Holistic Academic Advising, Labor Based Grading, and the Writing Classroom”

Vee Lawson, Michigan State University, “A Space to Create Together: Multimodal Pedagogy and Antiracist, Labor-based Assessment in the FYW Classroom”

**OD-267 Integrating Social Justice Pedagogies in Technical and Professional Writing Courses**

Presentations in this session invoke different metaphors for integrating antiracist/diverse-equitable/inclusive pedagogies (revitalizing, recentering) as ways of understanding the possibilities for socially justice interventions. Featuring examples from a range of courses and assignments, attendees will see ways to go beyond simply tacking on a diversity project.

**Speakers:** Richard Branscomb, Carnegie Mellon University, “Paradox as a Resource: Vitalizing Antiracist Pedagogy for ‘Professional’ Writing”

Shuwen Li, University of Michigan, “Beyond ‘Standard’ English: Implementing an Intercultural Communication Project to Promote Diversity, Equity, and Inclusion in a Technical Communication Course”

Mindy Myers, Ferris State University, “Centering Technical and Professional Communication around Diversity, Equity, and Justice: A Case Study Approach”

*Institutions: Labor Issues, Professional Lives, and Survival*

## **OD-268 Invitational Practices of the Profession**

Focusing on a diverse range of settings (including professional journals, job ads, and mission statements), this panel explores rhetorics of access as expressed in calls for participation in academic spaces.

- Speakers:** Felicita Arzu Carmichael, Oakland University, “‘Are You Authorized to Work in the United States?’ How Academic Job Descriptions Attract and Repel International Scholar Job Seekers”
- N. Claire Jackson, College of the Holy Cross, “Articulating Our Commitments: Conceptions of Diversity, Inclusion, and Access in Mission Statements and Writing Program Websites”
- Zakery Muñoz, Syracuse University, “‘The Manuscript Should Bear No Identification of the Author’: Examining Submission Practices as Rhetorics of Invitation”
- Emily Pifer, Syracuse University, “‘The Manuscript Should Bear No Identification of the Author’: Examining Submission Practices as Rhetorics of Invitation”
- Josephine Walwema, University of Washington, Seattle, “‘Are You Authorized to Work in the United States?’ How Academic Job Descriptions Attract and Repel International Scholar Job Seekers”
- Heidi Williams, Tennessee State University, “‘I Ain’t Doin’ No SpEd’: An Analysis of the Titles of Disability Support Services at Historically Black Colleges and Universities”

*Institutions: Labor Issues, Professional Lives, and Survival*

## **OD-269 Journaling to Make Sense of Teaching and Learning**

Panelists explore how journaling is of value to both students and teachers of writing. Journaling can support student membership in learning communities new to them, and teachers can benefit from using journals to reflect on their efforts to make learning communities inviting and inclusive.

- Speakers:** Shawn Bowers, Queens University of Charlotte, “Close Reflection: Journaling as an Equity Practice to Keep Us Honest”
- Heidi Griffin, Queens University of Charlotte, “Close Reflection: Journaling as an Equity Practice to Keep Us Honest”
- Dan Metzger, Northeastern University, “Journaling on the Transition to College: Interrupting Institutional Power and Fostering Student Agency in the First-Year Writing Classroom”
- Jeff Naftzinger, Sacred Heart University, “A Time Use Diary Assignment for FYC: Student Research as an Answer to ‘Why am I here?’”

*Institutions: Labor Issues, Professional Lives, and Survival*

### **OD-270 Labor, Innovation, and Promise in Faculty Professional Development**

This panel investigates approaches to faculty professional development, revealing what happens when we assume an intentional approach to developing and revising teaching materials, when we recognize the intersection between faculty and student labor, and

*Speaker:* Brandie Bohny, Bowling Green State University, “Material World: Professional Development through Revision of Instructional Documents”

*Writing Program*

### **OD-271 Let's Talk about Change: Reflections on Writing Program Innovations**

Changes abound in writing programs, and these panelists discuss their efforts to revise course materials, integrate DEI frameworks, and reconceptualize reflective practice.

*Speakers:* Trent Kays, Augusta University, “Attitudes and Directions on Diversity, Equity, and Inclusion in Writing Program Administration: Results from a Pilot Study”  
Erick Piller, Nicholls State University, “Writing Program Administration and the Adoption of Open (and Other Freely Available) Educational Resources: Agency, Labor, Consistency, and Cost”  
Margaret Willard-Traub, University of Michigan-Dearborn, “Reconceiving Reflection”

*Antiracism and Social Justice*

### **OD-272 Leveraging Critical Race Studies and Fostering Antiracist Writing Spaces**

This panel will explore how learners use language and literacy to cultivate social justice oriented agency and advocate for their learning within and beyond traditional academic environments.

*Speakers:* Steffen Guenzel, University of Central Florida, “Lessons Learned from the Covid-19 Pandemic: How Technology Changed Access to Higher Education in Florida Prisons”  
Ashton Ray, University of Alabama, “Celebrating the Voices of Rural Black Students: Creating Antiracist Writing Environments”  
Bryan Trabold, Suffolk University, “Critical Race Theory and Conservative Misrepresentation of Martin Luther King, Jr.”

*Language, Literacy, and Culture*

### **OD-273 Linguistic and Communicative Justice**

This panel suggests ways to build on past work about linguistic justice to consider new arenas such as fluency, access, and labor.

**Speakers:** Janine Butler, Rochester Institute of Technology, “The Creation of Inclusive Sonic Composition Spaces: How Students Access and Compose with Voices in Videos”  
Mike Edwards, Washington State University, “Racial Capitalism and the Labor Theory of Value in Composition Pedagogy”  
Alex Sibó, Pennsylvania State University, “Stuttering, Linguistic Justice, and the Writing Classroom”

*Language, Literacy, and Culture*

### **OD-274 Linguistic Justice: Changing What We and Our Students Value**

Human presence leaves digital traces that writers may approach as subjects of rhetorical inquiry.

**Speakers:** Kristen Hill, Tuskegee University, “Centering Audience to Decenter ‘Correctness’ in the First-Year Writing Class”  
Samantha Looker-Koenigs, University of Wisconsin-Oshkosh, “Cultivating Linguistic Knowledge and Empathy in First-Year Writing”  
James Seitz, University of Virginia, “A Path to Linguistic Justice: Exploratory Writing in the First-Year Course”

Antiracism and Social Justice

### **OD-275 Looking to Community Activism as a Model for Justice-Informed Writing Instruction**

Panelists look to examples of community activism as possible models that might help compositionists answer the question of how our writing classrooms might adopt a socially just praxis.

**Speakers:** Jessica Batychenko, University of Pittsburgh, “‘The Real True Facts’: Locating Literacy in Narratives of Public Memory”  
Megan Faver Hartline, University of Tennessee-Chattanooga, “Antiracist Coalition-Building: The Role of Community in Learning How to Make Change”  
Eric Rodriguez, Portland State University, “Palante!: The Young Lords and Community Writing for Collective Change”  
Emily Smith, Georgia Institute of Technology, “Community Writing and Mutual Aid”

Laura Tetreault, University at Albany SUNY, “Antiracist Coalition-Building: The Role of Community in Learning How to Make Change”

*Language, Literacy, and Culture*

### **OD-276 Making Good on Our Demands for Linguistic Justice**

Changing the linguistic landscapes of our campuses often starts with being critical of our own professional language choices and professional language policies. Presenters in this session begin by critiquing WPA-L languaging practices and then turn to the ways that writing studies professionals frame and enact language policies and procedures around linguistic justice on campuses.

**Speakers:** Tara Coleman, City University of New York/LaGCC, “Beyond Celebrating Language Diversity: The Radical Hope of Linguistic Justice on Campus”

Marissa DuBois, University of Central Florida, “Let’s Thrive, Not Survive: How Socially Attuned Mentoring Practices Can Increase Student Agency and Decrease Assimilation”

Mallory Henderson, University of Central Florida, “Let’s Thrive, Not Survive: How Socially Attuned Mentoring Practices Can Increase Student Agency and Decrease Assimilation”

Mellisa Huffman, Angelo State University, “Stepping Out of the Parlor and Onto the Shared Road Before Us: Reseeing 25 Years of WPA-L Languaging through the Lens of Nonviolent Communication”

Maria Jerskey, City University of New York/LaGCC, “Beyond Celebrating Language Diversity: The Radical Hope of Linguistic Justice on Campus”

Cheri Lemieux Spiegel, Northern Virginia Community College, “Stepping Out of the Parlor and Onto the Shared Road Before Us: Reseeing 25 Years of WPA-L Languaging through the Lens of Nonviolent Communication”

*Writing Programs*

### **OD-277 Making Space with Rhetorical Literacies – In the Institution and Beyond**

This panel engages topics of institutional writing, rhetoric literacies, and maker literacies.

**Speakers:** Estee Beck, University of California Merced, “At the Intersection of a Dissertation and a Dissertation Chair’s Graduate Writing Course: How DF Commenting Changed a Teaching Practice”

Shereen Inayatulla, York College CUNY, “Sans Papiers: Census Rhetorics and the Right Not To Be Counted”

Michael MacDonald, University of Michigan-Dearborn, “Sans Papiers: Census Rhetorics and the Right Not to Be Counted”  
Christina Montgomery, University of Texas at Dallas, “At the Intersection of a Dissertation and a Dissertation Chair’s Graduate Writing Course: How DF Commenting Changed a Teaching Practice”  
Christine Olding, Trine University, “Don’t Put That on Your CV: Religious Inequity in Rhetoric and Composition Scholarship”

*Writing Programs*

**OD-278 Making Spaces for Teaching Writing Amidst the COVID-19 Pandemic**

This panel will make spaces for teaching writing during the COVID-19 pandemic by, first, presenting empirical studies on how the pandemic has shaped students’ writing practice and more broadly their educational, emotional, and social lives and, second, introducing a social presence theory to foster student engagement in the online classroom.

*Speakers:* Chitralekha Duttgupta, Utah Valley University, “Ongoing Impact of the COVID-19 Pandemic on Students in Three Writing Courses of the Literacies and Composition Department at Utah Valley University”

Sheri Henderson, King’s University College At Western University, “Empathy in Action: Social Presence Theory in Writing Classes”

Virginia Robson, University of Pittsburgh, “Empathy in Action: Social Presence Theory in Writing Classes”

*Histories of Rhetoric*

**OD-279 Managing Digital Tracings of Presence, Then and Now**

Human presence leaves digital traces that writers may approach as subjects of rhetorical inquiry.

*Speakers:* Thomas Lawson, University of Pittsburgh, “Metastable Networks or: Preliminary Steps toward Confronting Infrastructural Violence”

Courtney Rivard, University of North Carolina, Chapel Hill, “Digital Methods in Feminist Rhetorical Historiography: Analyzing Race, Gender, and Representation in the Southern Life Histories Project”

Andrew Virtue, Western Carolina University, “Humanistic Infrastructures: The Need to Rethink Technological Applications in Migration Management”

*Language, Literacy, and Culture*

**OD-280 Mapping New Language Terrain: Language Pedagogy in an Era of Global Uncertainty**

This panel engages issues of L2, translingual pedagogy, multilingual writing, virtual classrooms/pedagogy.

**Speakers:** Joshua Belknap, City University of New York, “Promoting Translanguaging in the Virtual Composition Classroom”

Elizabeth Blomstedt, University of Southern California, “L2 Students Writing about (Multilingual) Writing: Translingual Pedagogical Approaches to Examining and Challenging White Language Supremacy”

Vanessa Guida, Columbia University, “Promoting Translanguaging in the Virtual Composition Classroom”

*Writing Programs*

**OD-281 Material Culture, Affordability, and Access**

How do we use material culture to make place, space, and access within writing classrooms and programs?

**Speaker:** Carrie Dickison, Wichita State University, “Rethinking the Reader: One WPA’s Journey Developing an Alternative Educational Resource for FYW”

Mason Pellegrini, Purdue University, “The Real Price of That Shrimp Cocktail: Why Academic Textbooks Cost So Much and Ways Forward with Open Access”

*Language, Literacy, and Culture*

**OD-282 Metaphors for Teachers and Student**

This panel problematizes student identity tropes that exist at the intersection of language attitudes and international student writer identity.

**Speakers:** Maxine Krenzel, CUNY Graduate Center, “Building Community beyond Disciplinarity: The Trans-Historic Practice of Writing Instruction and the Teacher Memoir”

Kristin Raymond, Bentley University, “Unraveling the Narrative of the Ideal International University Student”

*Inclusion and Access*

**OD-283 Multimodality and Inclusivity**

This panel describes multimodal practices, assignments, and experiences that work toward inclusivity, including centering counterstories and using multimodality as a tool for engagement, reform, and agency.

**Speakers:** Ashok Bhusal, The University of Texas at El Paso, “Understanding Culture, Race, and Multilingualism in Implementing Multimodal Projects in First-Year Composition”  
Olivia Evans, Cornell University, “Composing Counter-Archives through Multimodal Documentary Practice”  
Brennan Thomas, Saint Francis University, “Student-Authored Multimodal Texts as Tools for Social Engagement and Reform”

*Writing Programs*

**OD-284 Multiple Visions for the Work of Writing Centers**

Using theory, pedagogy, historical inquiry, and programmatic descriptions, these presentations represent multiple visions of writing centers’ missions, values, and practices.

**Speakers:** Larysa Bobrova, Miami University, “Building Multilingual Student Writers’ Self-Editing Skills: Pedagogical Tools and Strategies for Writing Center Consultants”  
Megan Keaton, Pfeiffer University, “Metaphorically Speaking: A Historical Trace of Writing Center Metaphors and the Stories They Do (Not) Represent”  
Tina Matuchniak, California State University, Long Beach, “Empathy: A Pedagogical Imperative in the Antiracist Writing Center”  
Maurika Smutherford, Winston-Salem State University, “Multimodality in the HBCU Writing Center: Communicating for the Future”

*Inclusion and Access*

**OD-285 New Approaches to Writing Center Tutor Training: Improving Equity and Access**

Writing center tutors can be trained to develop consulting practices that promote access and equity for students with diverse backgrounds, identities, and needs.

**Speakers:** Logan Clem, Miami University of Ohio, “Tutoring for Transfer with Asynchronous Motivational Scaffolding”



Sarah Fischer, Indiana University, “Towards a More Equitable Writing Center: Rethinking Commonplace Tutoring Strategies for Working with Multilingual Writers”

Martha Russell, Old Dominion University, “Writing Tutor Education: Approaches to Equitable Theories and Practices”

*Approaches to Teaching and Learning*

### **OD-286** New Considerations When Teaching for Transfer

This panel describes an assemblage pedagogy and the role of feedback and metacognition in the transfer of knowledge. The presenters consider transfer for non-traditional students, international students, and writing students more broadly.

**Speakers:** Misa Lucyshyn, Columbia University, “Knowledge Transfer in Non-Traditional Students’ ‘Reverse Commute’ into Academic Discourse”

Travis Maynard, Elon University, “Writing across Inter-Texts: An Assemblage-Based Approach to Transfer”

Gilberto Pereira, Arizona State University, “The Impact of L2 Writing Feedback on Transfer of Genre Knowledge”

*First-Year Writing*

### **OD-287** Of Critical Choices and Actionable Pedagogies

Panelists focus on the persistence of practices that limit full participation in higher education generally and college composition specifically. They advocate choices of writing assignments and instructional materials meant to engage students in acts of composing that are designed to change institutions.

**Speakers:** Melanie Gagich, Cleveland State University, “Opening Up: Two FYW Assignments that Invite Students to Write Their Right Way”

Jennifer Gray, College of Coastal Georgia, “Aren’t We Past the Modes?: Gatekeeping and Mode-Based Mentalities in FYW”

Mary McGinnis, College of Coastal Georgia, “Aren’t We Past the Modes?: Gatekeeping and Mode-Based Mentalities in FYW”

Sarah Morris, West Virginia University, “Dismantling an Anthem: Charismatic Text in the Composition Classroom”

Emily Zickel, Cleveland State University, “Opening Up: Two FYW Assignments that Invite Students to Write Their Right Way”

## **OD-288 Rethinking Peer Review**

Peer reviewing has long been a staple in college composition pedagogy. Whether it is an activity that can support collaboration and respect linguistic diversity is a matter that the presenters on this panel address in their reports of current research.

**Speakers:** Daniel Buhrman, University of Nebraska-Omaha, “Reflective Dialogic Exchange: Promoting Collaboration and Agency in First-Year Writing Peer Review”

Jennifer Cunningham, Kent State University, “Linguistic Diversity and Social Presence: A Qualitative Study of Online Peer Review Workshops”

Titcha Kedsri Ho, SUNY Albany, “Dissent without Discord: A Study of Linguistic Diversity in Collaboration among First-Year Composition Students and the Inclusive Promise of Peer Review”

Reymond Levy, Florida International University, “Dissent without Discord: A Study of Linguistic Diversity in Collaboration among First-Year Composition Students and the Inclusive Promise of Peer Review”

Natalie Stillman-Webb, University of Utah, “Linguistic Diversity and Social Presence: A Qualitative Study of Online Peer Review Workshops”

## **OD-289 Opening up Places through Literacy Education**

The panelists will examine ideologies of place and introduce strategies for enhancing students’ awareness of place-related ideologies and practices and their access to higher education through writing assignments.

**Speakers:** Anna Bogen, The Ohio State University, “Resisting the ‘Bus of Shame’: Challenging the Literal Displacement of Basic Writers”

Lydia Saravia, DePaul University

Sabrina Anfossi Kareem, Instituto Health Sciences Career Academy, “K-12/Higher Education Collaboration: Rhetoric and Literacy Instruction”

Aaron Ritzenberg, Columbia University, “Teaching Progressive Citizenship in the Writing Classrooms of Conservative Institutions”

Lydia Saravia, DePaul University, “K-12/Higher Education Collaboration: Rhetoric and Literacy Instruction”

*Information Literacy and Technology*

**OD-290 Pedagogical Approaches for Enhancing ePortfolios**

The panelists describe four ways to enhance ePortfolios by connecting them to other key pedagogical approaches.

**Speakers:** Genesis Altamirano, Bloomfield College, “Co-Designing ePortfolios to Facilitate Students Writing Their Own Stories”

Nora McCook, Bloomfield College, “Co-Designing ePortfolios to Facilitate Students Writing Their Own Stories”

Katie Martin, DePaul University, “How to Assign High-Impact ePortfolios”

Emily Jo Schwaller, The University of Arizona, “Are ePortfolios Inclusive Spaces? Focusing on DEI Efforts in ePortfolio Pedagogy”

*Antiracism and Social Justice*

**D-291 Pedagogical Lessons about Social Justice from Popular Culture**

The following panelists prove that compositionists can learn a lot about inclusive teaching practices from the most surprising pockets of popular culture.

**Speakers:** Ashley Beardsley, University of Oklahoma, “‘Teach Me Something’: How #bakeclub Uses Food and Instagram to Create Inclusive Spaces”

Kristin Ravel, Rockford University, “Toward a Community Care-Centered Assessment Model: Opportunities in the LGBTQ+ Community-Based Learning Rhetoric Class”

Colleen Wilkowski, Chandler-Gilbert Community College, “Folk Pedagogy: Writing for Social Change in the Composition Classroom”

*Language, Literacy, and Culture*

**OD-292 Pedagogies**

This panel examines feminism, counter story, and multimodal composition as approaches for scaffolding cross culture dialogues in the writing classroom.

**Speakers:** Melissa Forbes, Gettysburg College, “Multimodal Writing as Equity Work”

Danielle Koepke, University of Wisconsin-Milwaukee, “Feminist Killjoys in Pursuit of Social Justice: Building Toolkits for Sustainable and Equitable Classroom Practices”

Nadya Pittendrigh, University of Houston-Victoria, “Extending the Antiracist Promise of Counter-Story through Restorative Justice”

*Professional and Technical Writing*

### **OD-293 Personal and Professional Identities in Professional Writing**

Technical writers are required to navigate complex professional spaces where personal and professional identities often clash. In this panel, presenters explore the intersections among narrative theories, social and linguistic justice, and individual agency to discuss methods interrogating personal and professional identities in workplace settings.

*Speakers:* Cody Januszko, Carnegie Mellon University, “White Coats and Closets: Identity Formation in Queer Medical Professionals”  
Zarah Moeggenberg, Metropolitan State University, “Rhetoric, Technical Communication, and Nursing: A Social Justice Imperative”  
Nora Rivera, Chapman University, “‘Not a Horizontal Dialogue’: Indigenous Interpreters and Linguistic Justice in Technical Communication”

*Professional and Technical Writing*

### **OD-294 Producing Diversity and Justice in Technical and Professional Communication**

Presenters describe a variety of approaches to building diverse/just communicative practices, ranging from podcasts to posters to makerspaces, and offering both concrete and theoretical perspectives on the work.

*Speakers:* Brad Herzog, Saginaw Valley State University, “Podcasting and Community Engagement: Building Common Ground for Shared Action”  
Johndan Johnson-Eilola, Clarkson University, “Makerspaces, Assemblage, Technical Communication”  
Stuart Selber, Penn State, “Makerspaces, Assemblage, Technical Communication”

*Writing Programs*

### **OD-295 Prospects for Online Writing Instruction after the Pandemic Lockdown**

The turn to online writing instruction during the pandemic lockdown illuminated barriers to access and elicited strategies for getting around them. Two panelists ask how might these lessons serve us—and our students—now? And, with more students online now, two panelists ask what challenges to ethical authorship must we address?

*Speakers:* Nina Conrad, University of Arizona, “‘The Essay Writing Service for Students Who Can’t Even’: How Contract Cheating Providers Target Vulnerable Students”  
Alexander Evans, Cincinnati State Technical and Community College, “Only Out of Necessity: The Future of Online Developmental First-Year Writing Courses in Post-Pandemic Society”

*Approaches to Teaching and Learning*

## **OD-296 Public Memory**

The panel demonstrates how historical memory, narrative inquiry, and vernacular language worldviews can be used creating discursive classroom spaces, centering public memory as a source of knowledge making.

*Speakers:* Tom Do, University of Arizona, “Left Untranslated: Maintaining Bonds through Memory and Heritage Language as Forms of Resistance against Linguistic Racism in English Only Policies”  
Angel Evans, The Ohio State University, “And We Will Laugh Deeply: Black Language and the Work of Healing”  
Anne Wheeler, Springfield College, “Tubbies’ or Cesspools? Making Space for Celebratory Remembering of Pre-AIDS Gay Life”

*College Writing and Reading*

## **OD-297 Questioning the Design of Things Visible and Invisible: How Algorithms, Access, and Graphics Shape Student Writing**

Challenging the premise that information is innocent, each panelist examines how the design of information affects its delivery, and how teaching analysis of such design and delivery can enhance critical awareness in student writing.

*Speakers:* Jason Godfrey, University of Michigan, “How Does Information Privilege Define First-Year Writing?”  
Rachael Sullivan, Saint Joseph’s University, “Interrogating Corporate Design as a Gatekeeper of ‘Good Design’ in Our Multimodal Assignments”

*College Writing and Reading*

### **OD-298 Reading and then Reading Again: Rhetorical Intertextuality, Literacy Narratives, and Framing the Text**

This panel engages issues of literacy narratives, rhetorical intertextuality, and lenses for rereading texts.

*Speakers:* Janet Eldred, University of Kentucky, "Rereading Literacy Narratives"

Rebecca Moore Howard, Syracuse University, "Rhetorical Intertextuality: When Equity and Ethics Clash"

Lynn Ishikawa, DePauw University, "'That Voice of English in My Ear': Literacy Biographies of Three Chinese University Students"

Peter Mortensen, University of Illinois at Urbana-Champaign, "Rereading Literacy Narratives"

Steven Shoop, Salisbury University, "Composition through a Different Lens: Using Film and Film Studies to Promote Access and Inclusion in the Writing Classroom"

*Approaches to Teaching and Learning*

### **OD-299 Reciprocity, Empathy, Compassion, and Participatory Hospitality: Toward a Pedagogy of Care**

The panelists describe pedagogical approaches that can be used to more carefully attend to students' affective experiences and improve both life and learning outcomes.

*Speakers:* Kelly Bradbury, Colorado State University, "Learning to Listen/Listening to Learn: Rhetorical Empathy as an Inclusive Response Strategy"

Destiny Brugman, Miami University of Ohio, "Pedagogies of Reciprocity: Compassionate Teaching Practices and Risk Taking in the Writing Classroom"

Megan Knight, University of Iowa, "'The Revolution Is in the Details': Building Compassionate Classrooms through Pedagogical Praxis"

Erin Schaefer, Indiana University Northwest, "Moving from Self-Management to Self/Society Care"

Aly Welker, Colorado State University, "Learning to Listen/Listening to Learn: Rhetorical Empathy as an Inclusive Response Strategy"

*Writing Programs*

### **OD-300 Reimagining Graduate Students' Professional Development in Composition Programs**

Panelists discuss changes to graduate student teaching practica to account for online instruction, antiracism, and research methods.

*Speakers:* Sarah Carter, Georgia State University, “Investigating the Lack of Inclusion of Research Methods in Teacher Training within Writing Programs across the Country”  
Kaitlin Clinnin, University of Nevada Las Vegas, “Designing an Antiracist Teaching Practicum for Graduate Students”  
Kirsti Cole, Minnesota State University, “Equity and Access in Graduate Education: Teaching Graduate Students to Teach Online”  
Maria Conti Maravillas, Youngstown State University, “‘A Stronger Teacher Because I Tutored First’: Graduate Teaching Assistants’ Experiences with Online Teaching and Tutoring”

*Theory and Research Methodologies*

### **OD-301 Researching Communication in Practice**

Engaging a range of methodologies, this panel offers four studies of the nuances of communication in diverse and embodied contexts.

*Speakers:* Jay Arns, University of Cincinnati, “Living and Working in Crip Time: Neurodiversity, Universal Design, and the Post-Covid Composition Classroom”  
Julie Gerdes, Virginia Tech, “‘We don’t have the time or money’: Examining Inclusion in Public Health Organizations”  
Steven Krause, Eastern Michigan University, “When ‘You’ Cannot be ‘Here’: What Shifting Teaching Online Teaches Us about Access, Diversity, Inclusion, and Opportunity”  
Rachel Larrowe, “Why Are You (Still) Here? Flippin’ the Script on Madness and Mentorship”  
Erin Workman, DePaul University, “Why Are You (Still) Here? Flippin’ the Script on Madness and Mentorship”

*Antiracism and Social Justice*

### **OD-302 Responses to Institutional Responses to Antiracism**

These panels examine how well-meaning institutional responses to racism can co-opt and derail antiracism movements and what can be done in response.

*Speakers:* Axel Gonzalez, independent scholar, “More than Just Reading Brown People: How ‘Decolonization’ Gets Defanged in Practice and What It Truly Implies in Theory”  
Cynthia Nearman, Guilford College, “Troubling Whiteness Along the Social Justice Turn: Transforming Technical Communication at a Small Liberal Arts College”

*Professional and Technical Writing*

**OD-303 Bold (but also skilled) Editing Needed!: Stalled Wikipedia Articles and the Teaching of Applied Comprehensive Editing**

This paper analyzes writing tutor handbooks in conjunction with affect theory. By locating the gendered body in the writing center, this study reveals how writing pedagogy can mobilize embodiment rhetoric and affective response as productive tools to fortify existing practices of inclusive pedagogy, challenge academic writing's alienating effect on certain bodies, and empower the student writer.

*Speaker:* Joshua DiCaglio, Texas A&M University

*Histories of Rhetoric*

**OD-304 Revising and Recentering Rhetoric's Histories**

Following important revisionist historiography, this panel recovers the rhetorical practices of Black women preachers, compositionist and Black Panther George Mason Murray, and Chicago labor activist and orator Lucy Parsons while also refocusing attention on the important influences of the elocutionary movement on multimodality.

*Speakers:* Cona Marshall, University of Rochester, "Ain't I a Preacher?: Black Women's Preaching Rhetoric"

Liane Malinowski, University of North Texas, "Where's Lucy Parsons in Histories of Rhetoric?"

Nkenna Onwuzuruoha, University of Utah, "Mapping Our Legacy: George Mason Murray Black Power Compositionist"

Lauren Whitehead, Miami University of Ohio, "Where's Lucy Parsons in Histories of Rhetoric?"

*Theory and Research Methodologies*

**OD-305 Revisiting Disciplinary Methods: Ethnodrama, Autoethnography, Sound, and Affect**

Members of this panel continue the work of expanding our research and methodological theories by exploring playwriting processes among LGBTQ+ youth, excavating writing frameworks from scholarly narratives, mapping and mining pedagogical soundscapes across the field, and identifying genres and spaces to position affect within our writing and research processes.



*Speakers:* Danielle Nicole DeVoss, Michigan State University, “Institutionally Mapping Sound”  
Daniel Krack, Penn State Fayette, The Eberly Campus, “Ethnodrama: An Arts-Based Methodology for Amplifying Marginalized Voices”  
Eileen Lagman, University of Wisconsin-Madison, “Revisiting ‘Writing as Method’: Exploring Approaches to Affect and Research Writing”

*Information Literacy and Technology*

### **OD-306 Rhetorical Theory in Writing for STEM: Empathy, Design Justice, Stasis**

Highlighting the social relations that STEM disciplines sometimes elide, presenters in this session pose an array of theoretical approaches to humanizing STEM rhetoric in order to build inclusion, resist systems of domination, and improve research/design/persuasion in engineering programs.

*Speakers:* Richard House, Rose-Hulman Institute of Technology, “Hard Times for Soft Skills: Writing, Empathy, and STEM Problem-Solving”  
Suzanne Lane, MIT, “Stasis Theory as a Multifunctional Rhetorical Framework for Engineering Communication”  
Bibhushana Poudyal, The University of Texas, El Paso, “Rethinking Theories and Praxes of Technical and Professional Communication with Diverse Communities through Design Justice Frameworks”  
Sarah Summers, Rose-Hulman Institute of Technology, “Hard Times for Soft Skills: Writing, Empathy, and STEM Problem-Solving”

*Writing Programs*

### **OD-307 Searching for Inclusive Assessment Practices in Teaching Writing**

This panel explores inclusive assessment practices by studying faculty’s definitions of risk-taking in writing, understanding the causes of divergent writer development, and experimenting with new ways of assessing writing.

*Speakers:* David Eubanks, Furman University, “Divergent Writer Development”  
Meghan Hancock, Marshall University, “From ‘Defiance’ to ‘Hybridity’: How Faculty Define Risk-Taking in Writing”  
Matthew Macomber, Murray State University, “Why Does Everything Have to Be Written Down? Analyzing Literature and Writing Orally”  
Sara Vanovac, Furman University, “Divergent Writer Development”  
Tianzhi Zhang, University of Pittsburgh, “How Feedback on Writing Quality and Feedback on Revision Practices Shape the Writing of College-level ELLs”

*Inclusion and Access*

**OD-308 Selecting and Scaffolding Reading for Inclusion, Access, and Relevance**

After examining current practices in teaching reading in the writing classroom through the frameworks of inclusion, access, and relevance, the panel will introduce strategies for selecting and scaffolding reading.

**Speakers:** Minkyung Choi, Bronx Community College CUNY, “The Impact of a Scaffolded Reading Instruction Model on Engaged Writing”

Daniel Keller, The Ohio State University, “Access or Alienation: Questioning Reading Pedagogies”

Bradley Smith, Governors State University, “What to Consider When Assigning Reading”

*Community, Civic, and Public Contexts of Writing*

**OD-309 Service Learning in the Service of Justice**

Panelists examine how compositionists might work with community partners to build sustainable, justice-centered partnerships with community organizations.

**Speakers:** Julia Garrett, Northeastern University, “Food Justice Pedagogies: Engaging Community Knowledges and Student Activism”

Glenn Hutchinson, “Revising My Writing Syllabus with Student Organizers”

Charisse Iglesias, University of Arizona, “Layers of Infrastructure: Reciprocity to Promote Intercultural Competency through Service Learning”

Sean Kamperman, Valparaiso University, “From Collaboration to Interdependence: Labor-Based Team Grading as an Anti-Ableist Intervention in Community-Engaged Writing Classrooms”

*Community, Civic, and Public Contexts of Writing*

**OD-310 Social Identity, Self-Building, and Teaching Writing**

Writing pedagogy shapes how students interact with the world and how they invent themselves for the task.

**Speakers:** Robin Garabedian, University of Massachusetts Amherst, “Taylor and (Resistance to) Alienation: Academic Writing in the Age of Neoliberalism”

Patrick Love, Monmouth University, “The ‘Here’ of Online Learning: Social Pedagogy in Online Writing Classes”

Nick Van Kley, Dartmouth College, “Undergraduate Digital Portfolios and Rhetorics of Self”

*Antiracism and Social Justice*

### **OD-311 Social Justice Pedagogies**

This panel will explore a range of inquiry based, problem posing writing projects that are social justice oriented and promotes student engagement and community building as methods for cultivating spaces for solving social justice problems.

**Speakers:** Johnny Calavitta-dos Santos, Red Rocks College, “A Social Justice Model for Project-Based Learning for the 21st Century”  
Megan Friess, Chapman University, “Fanfiction as Community Space”  
Alexander Lev-Da-Silva, University of La Verne, “A Social Justice Model for Project-Based Learning for the 21st Century”  
Karen Tellez-Trujillo, Cal Poly Pomona, “The Advocacy Project: Because Traditional Research Papers Don’t Move, Shake, or Flip”  
Sybil White, Queensborough Community College, “Creating an Academic Space Devoted to Examining Racism and Social Injustice on a National and Global Level: A Research Project”

*Inclusion and Access*

### **OD-312 Stories of Negotiating Access**

Grounded in lived experience, this panel offers stories and cases from students and instructors as they negotiate for access to higher education in diverse contexts.

**Speakers:** Neal Liu, University of Illinois at Urbana-Champaign, “Queer World-Making: Autobiographical Account of Inter-trans-national Citizen”  
Jason McCormick, University of Nebraska, Lincoln/Southeast Community College, “Disability, Disclosure, and Accommodations in Grad School”  
John Raucci, Frostburg State University, “The Promises and Perils of Disclosure: Composing Mental Health and Neurodiversity”  
Kristen Starkowski, Harvard College Writing Program, “Inside the Hidden Curriculum: Practical Approaches to Promoting First-Generation Student Success in the First-Year Writing Classroom”

*Professional and Technical Writing*

**OD-313 Taking Justice-Informed Writing Praxis to Technical Spaces**

Challenging the notion that compositionists' reach begins and ends in humanities-related fields, the following panelists make the case for why a justice-informed writing curriculum is critical for technical spaces/workplaces.

**Speakers:** Sara M. Dye, Baylor University, "A New Kind of Service-Learning: Preparing for the Think Tank, the Research Institute, and the Halls of Congress"

Leonard Grant III, Syracuse University, "Building a Community Trauma Response Team: Using Nominal Group Technique as Infrastructure for Coalitional Technical Communication"

Daniel Libertz, Baruch College CUNY, "Using Data Feminism For Quantitative Writing toward Social Justice"

*Approaches to Teaching and Learning*

**OD-314 Teacher Preparation, Philosophies, and Transitions**

This panel describes research findings on teacher preparation and their commitment to antiracist writing pedagogy as well as instructors' transitions into new institutions and contexts, such as online teaching. Presenters offer recommendations for supporting instructors and their professional development.

**Speakers:** Christine Garcia, Eastern Connecticut State University-Willimantic, "Bridging the Gap between Autohistoria-Teoria and Writing Program Administration: A Conversation on Bringing Theory and Practice Together"

Keira Hambrick, The Ohio State University, "Teaching Philosophy Statements as Windows into Culturally Relevant Pedagogy"

Mary PlymaleLarlee, University of Maine, "Supporting Consequential Transitions in Adjunct Faculty"

*College Writing and Reading*

**OD-315 Teaching Intersectionality in the Writing Classroom**

This panel will explore the ways in which intersectionality can be used as a heuristic to teach writing and critical thinking strategies across a range of composition courses.

**Speaker:** Daphne Thompson, Johnson & Wales University Charlotte, "Invite and Include: An Intersectionality Activity that Elicits Empathy for Diversity, Equity, and Inclusion"

*Writing Programs*

**OD-316 Teaching Writing that Voices Dissent**

Through a variety of critical lenses, the presenters on this panel share visions of undergraduate writing curriculum and pedagogy that encourage students to be critical of established structures of institutional power.

*Speakers:* Misty Fuller, Louisiana State University, “Cruising Failure: Thoughts towards a Queer First-Year Writing Syllabus”  
Joyce Inman, University of Southern Mississippi, “The Aims and the Means of Social Justice in a Statewide Study of First-Year Writing”  
Jeanetta Mohlke-Hill, Michigan State University, “Writing on Public Spaces: The Critical Pedagogy of Protest Graffiti”  
Rebecca Powell, “The Aims and the Means of Social Justice in a Statewide Study of First-Year Writing”  
Sheryl Ruskiewicz, Oakland University, “Dare You to Move: How to Enact Equity, Inclusion, and Linguistic Justice Practices in the First-Year Writing Classroom”

*Language, Literacy, and Culture*

**OD-317 The Borderlands of Decoloniality: Writing, Literacies, and Linguaging Inside and Outside the Institution**

This panel engages issues of decoloniality, borderlands and immigrant language and literacy, writing programs, writing centers, community learning, and ESL programs.

*Speakers:* Marina Ellis, University of Maryland, College Park, “Tutors’ and Spanish-Speaking Tutees’ Dispositions toward Literacy and How Those Dispositions Effect Their Experiences in the Writing Center”  
Tabitha Espina, Northeastern University, “Poemapping the Composition (Dis)Course on Guáhan”  
Su Yin Khor, Pennsylvania State University, “Immigrant Women’s Experiences in Community-Based Adult ESL Programs: Making Connections and Fighting Isolation during a Pandemic”

*Antiracism and Social Justice*

**OD-318 The Ethos of Teaching, Teacher Identity, and How We Facilitate Social Justice Pedagogy**

The panel examines teacher ethos as a point of view for facilitating conversations about antiracist texts, and utilizing theories and practices that foster equity and social justice.

*Speakers:* Bryan Lutz, Ohio Northern University, “Ethos and Standpoint: Locations and Paths to Responsibly Teach about Rhetoric, Race, and Authority”

*First-Year Writing*

### **OD-319 The Place of Rhetoric in First-Year Writing**

Observing that Western rhetoric remains central to the enterprise of writing instruction in the US, presenters on this panel mount arguments for decentering that tradition: by looking to ancient rhetoric in China, by lifting up imaginative thinking unimpeded by rhetoric, by shifting rhetorical practice from writing to reading.

*Speakers:* Jonathan Adams, Virginia Tech, “Ghost Valley Pedagogy: Escaping the Legacy of Aristotle in the Composition Classroom”  
Matthew Hill, University of Denver, “Lusorhetorics: Analog Games as Writing Pedagogy”  
Michelle Sprouse, University of Michigan, “From Social Annotation to Reflection: Connecting Rhetorical Reading and Writing in First-Year Composition”

*Writing Programs*

### **OD-320 The Textbooks We Need: Centering Linguistic and Social Justice in Professional Writing Textbooks**

Presenters in this panel look at their recent programmatic and course-level attempts to select or create professional writing textbooks that speak to the central work of linguistic and social justice in technical and professional writing courses.

*Speakers:* Megan Busch, Charleston Southern University, “Textbook Interventions: A Study and a Call for a Focus on Language Variation in Current Business and Professional Writing Textbooks”  
Brigitte Mussack, University of Minnesota, “Toward a Culturally Responsive, Ethically Responsible Technical Communication Textbook: Centering Social Justice and Reflecting on Collaborative Labor”  
Melika Nouri, Arizona State University, “Layered Literacies Framework: A Guide for Assessing and Selecting Technical Communication Textbooks with an Integrated Approach to Literacies”

*Writing Programs*

**OD-321 The Work of Writing Instruction and Writing Program Administration**

Panelists discuss challenges posed for administrators and instructors laboring in writing programs, including FYC and dual enrollment.

*Speakers:* Morgan Hanson, University of Southern Indiana, “Double the Standards, Double the Labor: Uncovering Dual-Enrollment Writing Instructors’ Labor Negotiations”

Galen Gorelangton, University of Nevada, Reno, “Building Effective Arguments about Writing Class Size: Advancing Equity across Institutions”

Todd Ruecker, University of Nevada, Reno, “Building Effective Arguments about Writing Class Size: Advancing Equity across Institutions”

*Writing Programs*

**OD-322 Writing and the Pandemic: The Rhetoric of Masks, Memes, and Assessment**

With attention to some of the broad and still, yet, unaccounted for impacts of the COVID-19 pandemic, panelists use methods of circulation, feminist rhetoric, and assessment to unearth contemporary writing and rhetorical practices in social media, day-to-day dress, and student compositions about social justice.

*Speakers:* Lauren Connolly, Lewis-Clark State College, “We Are All Niqabis Now: The Gendered Rhetoric of Facial Masks”

Andrea Scott, Pitzer College, “Students’ Rights to Their Own Language in Research Design: A Student-Led Approach to Studying ‘How We Write Now’ in the Pandemic”

*Antiracism and Social Justice*

**OD-323 Writing Assessment and Whiteness**

This panel demonstrates approaches for building antiracist principles through assessment praxis and labor-based grading at public two- and four-year higher education institutions.

**Speakers:** Ann Dean, University of Massachusetts, Lowell, “What Data Can and Can’t Tell Us about Racial Equity in a Writing Program”

Ellen Barton, Wayne State University, “Implicit Bias?: Effects of Grammatical or Surface-Level Errors in a Large-Scale FYW Assessment”

Bernardo Feliciano, University of Massachusetts, Lowell, “What Data Can and Can’t Tell Us about Racial Equity in a Writing Program”

Sandie Friedman, George Washington University, “Supporting First Ventures in Labor-Based Grading”

Jeff Pruchnic, Wayne State University, “Implicit Bias?: Effects of Grammatical or Surface-Level Errors in a Large-Scale FYW Assessment”

Sarah Stetson, University of Massachusetts Amherst, “Organizing for Justice in Basic Writing: Learning from Teachers Who Imagine and Practice Socially Just Assessment in Their Basic Writing Courses”

*College Writing and Reading*

**OD-324 Writing Assignment Research and Pedago**

This panel focuses on four writing assignments. Two assignments, a positionality memo, and the personal narrative assignment, offer opportunities for students to critically reflect on their identities and experiences; the other two assignments, the research paper and the literacy narrative, can serve in the transition from high school to college writing.

**Speakers:** William FitzGerald, Rutgers University-Camden, ““What We Learned in High School”: The Research Paper that Students Bring to College”

Eric Grunwald, Massachusetts Institute of Technology, ““Charged Freewriting’: Releasing L2 Students Into Fluency While Guiding them toward Self-Examination”

Paige Hermansen, Westfield State University, “Literacy Narratives as a Transitional Tool: A Case Study in a Dual-Enrollment Composition Course”

Ashley Newby, University of California Los Angeles, “Positionality in a Post-Pandemic World”



*Writing Programs*

**OD-325 Writing Center Pedagogies in the Center and Beyond**

This panel investigates ways to adapt writing center pedagogies to support students in new ways in the writing center as well as in other learning domains.

**Speakers:** Kelle Alden, University of Tennessee at Martin, “A Productive Response: Combining Writing Center Studies and Creative Writing Studies in a Workshop Setting”

Tereza Kramer, Saint Mary’s College of California, “Mindfulness in the Writing Center: How imbuing our everyday work with reflective practice impacts writers in the moment and ourselves far beyond college”

Avasha Rambiritch, University of Pretoria, “Humour in Writing Centre Consultations”

Rachel Telljohn, Saint Mary’s College of California, “Mindfulness in the Writing Center: How imbuing our everyday work with reflective practice impacts writers in the moment and ourselves far beyond college”

Sara Wilder, University of Maryland, “Communities or Contact Zones? Student Emotion and Sense of Belonging in Writing Center-Sponsored Writing Groups”

*Writing Programs*

**OD-326 Writing Centers as Sites of In/Justice**

The following panelists look to contemporary and historical examples of how writing centers have become sites of in/justice.

**Speakers:** Ross Atkinson, Colorado State University, “‘Your Story Is Important. No Experience Necessary’: The Transformative Journey of Charlie Mike, a Community-Based Veterans Writing Workshop”

James Purdy, Duquesne University, “Collaborative Dialogue: Community Engagement and the University Writing Center”

*Antiracism and Social Justice*

**OD-327 Writing Transfer, Mapping Writing Ecologies and Antiracist Pedagogies**

This panel will explore ways that antiracist pedagogy can be used to interrogate normative pedagogies of literacy learning, and demonstrates how to effectively map equitable, social justice oriented writing ecologies.

*Speakers:* Brian Cope, Whatcom Community College, “Mapping Our Theoretical Frame—Connecting Antiracist Assessment Ecologies with Teaching for Transfer to Promote Inclusive Spaces for BIPOC Student Writers”

Miriam Jaffe, Rutgers University, “Integrated Literacy Instruction as Antiracist Pedagogy in Graduate Schools”

Nisha Shanmugaraj, Carnegie Mellon University, “Accounting for Asian American Racial Trauma in Antiracist Pedagogy”

Lisa Tremain, Humboldt State University, “Radical Frameworks for Writing Transfer: Epistemological Justice in the Writing Classroom”

#### *Writing Programs*

### **OD-328 Writing Programs**

Workshop leaders will explore how writing programs implement diversity, equity, and inclusion initiatives through their pedagogical missions and teaching practices. This workshop will also examine how DEI initiatives are experienced by students.

*Speakers:* Charlotte Asmuth, University of Louisville, “Challenging Rubrics of Whiteness”

Jeanette Lehn, University of Pittsburgh, “Imagining Utopias: How WPAs Set Conditions for Social Justice within Pre-existing Systems”

Belinda Walzer, Appalachian State University, “Exposing the Limits of DEI: Institutional Language, Local Practice, and Linguistic Justice”

Bret Zawilski, Maynooth University, “Exposing the Limits of DEI: Institutional Language, Local Practice, and Linguistic Justice”

#### *Histories of Rhetoric*

### **OD-329 National Archives of Composition and Rhetoric Special Interest Group**

The goal of this SIG is to introduce scholars to a new vision for the National Archives of Composition and Rhetoric and to learn from these scholars about their own archival work and interests. As the NACR transitions into 21st century archival practices, the input of scholars from across different sub-fields and areas of interest is critical to a re-envisioning of the NACR and to its future.

*Special Interest Group Chair:* Katherine Tirabassi

*Speakers:* Cinthia Gannett, Fairfield University

Robert Schwegler, University of Rhode Island

*Histories of Rhetoric*

**OD-330 Memeing Our Way through the Pandemic: Sarcasm, Sadism, and Satire as Coping Mechanisms for the 2020s**

Memes played an influential role in shaping public opinion during the COVID-19 pandemic. This presentation analyzes memetic pandemic discourse, demonstrating how memes provided solidarity, assurance, misinformation, and ideological grandstanding via Burkean rhetorical identification.

*Speaker:* Tom Ballard, Brigham Young University-Idaho

*Antiracism and Social Justice*

**OD-331 Justice-Oriented Work in the Rhetoric of Health and Medicine**

This roundtable explores and encourages justice-oriented work in the rhetoric of health and medicine. This roundtable aims to foster interactive discussions among presenters and the audience through short presentations where presenters provide an overview of their work related to justice-oriented work in RHM and conclude with discussion questions to guide dialogue with the audience.

*Chair and Leader:* Molly Kessler, University of Minnesota

*Speakers:* Julia Burns, University of San Francisco, “Addressing Racial Disparities through Narrative Medicine and Cultural Humility”

Justiss Burry, University of South Florida, “Medicalizing Minority Bodies: Introducing Collective Metis to Enact Justice”

Shanna Cameron, University of Memphis, “Feminist Materialism as Embodied Research Practice”

Leonard Grant III, Syracuse University, “Reallocating Community Mental Health Resources is Enacting Justice in RHM”

Melissa Guadrón, The Ohio State University, “Social Work as Coalition Building”

Elena Kalodner-Martin, University of Massachusetts Amherst, “Language Ideologies in Clinical Contexts: Examining the Effects of Policy at the Level of Patient-Provider Interactions”

Brittany Smart, University of Louisville, “The Way of All Flesh: Confronting Medicine’s Racist Past”

Christa Teston, The Ohio State University, “Social Work as Coalition Building”

Kelly Whitney, The Ohio State University, “Sensing, Knowing, Being: RHM’s Sensible Justice”