

Workshops

Wednesday, March 9

All Workshops Are Live Sessions

11:00 a.m.–1:00 p.m. ET

Antiracism and Social Justice

W-1 Council on Basic Writing Workshop: Keynote on The Craft of Counterstory

Sponsored by the Council on Basic Writing

Counterstory is a writing and research method of Critical Race Theory, and as a narrative form, counterstory illuminates other(ed) perspectives about genre and dominant ideology, and functions as a method for social justice-oriented writers to intervene in and counter practices that dismiss or decenter racism and those whose lives are affected daily by it. Participants will learn about crafting counterstories in genres of dialogue, autobiography, and allegory, based on personal experience and supported by data and literatures on their chosen topics.

Chair and Workshop Facilitators: Jack Morales, Community College of Allegheny County

Lynn Reid, Fairleigh Dickinson University

Speaker: Aja Martinez, University of North Texas

Note: This workshop continues at 1:30 p.m. ET as W-1b.

Writing Programs

W-2 Behind the Scenes of WAC Program Development

Sponsored by the CCCC Writing Across the Curriculum Standing Group

This workshop invites participants behind the scenes of multiple WAC programs. It opens with an overview of WAC program development, followed by three breakouts focused on different commonplace activities in WAC program administration, from WAC advisory boards to WAC communications and marketing to diversity and inclusion efforts.

Workshop Facilitators: Christopher Basgier, Auburn University

Michael Cripps, University of New England

Heather Falconer, University of Maine

Pamela Flash, University of Minnesota

Crystal Fodrey, Moravian College

Jeffrey Galin, Florida Atlantic University

Amy Lannin, University of Missouri

Meg Mikovits, Moravian College
Kerri Morris, Governors State University
Lee Nickoson, Bowling Green State University
Laurie Pinkert, University of Central Florida
Paula Rosinski, Elon University
Erika Scheurer, University of St. Thomas
Stacey Sheriff, Colby College

Approaches to Teaching and Learning

**W-3 Transnational Writing Education and Social Justice:
Finding Opportunities**

Sponsored by the CCCC Transnational Composition Standing Group

Led by international scholars, this workshop explores translingual and transnational pedagogies and programs that disrupt racial and linguistic privilege.

Chairs and Leaders: Brooke Schreiber, Baruch College CUNY
Joyce Walker, Illinois State University
Xiaoye You, Pennsylvania State University

Facilitators and Speakers: Nancy Boy Ayash, University of Washington,
“Edible Literacies in Action: Foregrounding Translingual and
Transnational Connections”

Brandy Bippes, University of Utah, “Transnational COIL: Practices and
Lessons for Collaborative Online Learning”

Ming Fang, Florida International University, “Exploring First-Year
Writing Curriculum Design in the Transnational Context”

Jay Jordan, University of Utah, “Transnational COIL: Practices and
Lessons for Collaborative Online Learning”

Ligia Mihut, Barry University, “Language Ideologies in the Context of
Experiential Learning: A Troubling Legacy and Current Practices”

Antiracism and Social Justice

**W-4 Creole Composition: Learning with/from Caribbean-
Origin Students in US Composition Classrooms**

This is a workshop for US-based composition instructors to help them work with Caribbean-origin composition students and other diverse student groups. The presenters in the workshop are editors and authors of *Creole Composition: Academic Writing and Rhetoric in the Anglophone Caribbean*, which was the winner of the MLA’s Mina P. Shaughnessy Prize and the CCCC Outstanding Book Award.

Workshop Facilitators: Clover Jones McKenzie, University of
Technology, Jamaica

Vivette Milson-Whyte, University of the West Indies
Kendra Mitchell, Florida A&M University
Raymond Oenbring, University of the Bahamas
Heather Robinson, York College CUNY

Approaches to Teaching and Learning

W-5 (Re)Conceptualizing Online Writing Instruction: Designing and Teaching Online Academic Writing Courses for Multilingual Writers

Sponsored by the CCCC Online Writing Instruction Standing Group

In this two-hour workshop, the facilitators will guide participants through an adaptable framework of three main categories for decision-making in (re)conceptualizing their online academic writing courses specifically for and/or including multilingual writers. Indeed, the framework could be adapted for any online writing course with an academic language writing focus.

By the end of the workshop, participants will be better prepared to design and teach writing courses for multilingual writers in their contexts as specifically outlined in the CCCC Statement of Second Language Writing and Multilingual Writers, Parts 3 and 5. Participants will leave the workshop with the adaptable framework (and their initial work on it) to refer to iteratively as their online course design and teaching evolves over time. In addition, participants will leave with sample lessons and syllabi. This workshop would benefit all novice and experienced online writing instructors, as well as WPAs aiming to meet the needs of linguistically diverse learners in their writing programs.

Workshop Facilitators: Jessie Borgman, The Online Writing Instruction Community

Katie Silvester, University of Arizona
Jennifer Slinkard, University of Arizona
Tanya Tercero, University of Arizona

Approaches to Teaching and Learning

W-6 In Praise of Multimodality: Decolonizing Writing

Decolonizing is an academic buzzword, but it has a specific purpose and meaning. In this workshop, attendees will learn the vocabulary and techniques required to facilitate multimodal writing and build skills surrounding social justice literacy.

Speaker: Bunny McFadden, independent scholar

Community, Civic, and Public Contexts of Writing

W-7 CCCC 2022 Edits Wikipedia!

Sponsored by the CCCC Wikipedia Initiative (CCCCWI) Committee

This workshop proceeds from the conviction that it matters to edit Wikipedia, especially for scholars committed to social justice. Join members of the CCCC Wikipedia Initiative Committee to edit Wikipedia for knowledge equity and improve articles on key topics in composition and rhetoric.

Workshop Facilitators: Dylan Dryer, University of Maine
Tarez Graban, Florida State University
Melanie Kill, University of Maryland
Alexander Lockett
Matthew Vetter, Indiana University of Pennsylvania

Theory and Research Methodologies

W-22 Committed to an Inclusive Discipline: Broadening CCCC Conversation with International Researchers and Contexts

Through a series of discussions, 31 international colleagues and workshop registrants meet to engage in the discipline of writing research and development within an inclusive international framework. Participants choose among each other's texts to read in advance and to discuss in small groups during the workshop, enabling deep, sustained international exchange.

This workshop requires advance reading of a selection among draft texts provided by workshop leaders; please contact intresearchersconsortium@gmail.com as soon as you decide to join the workshop so that we can provide you with the materials and instructions.

Standing Group Chairs and Workshop Facilitators: Tiane Donahue,
Dartmouth University/University of Lille

Co-Chairs: Steffen Guenzel, University of Central Florida
Amy Zenger, American University of Beirut

Speakers: Nova Ariani, Universitas Negeri Malang, "Indonesian
Doctoral Students' Academic Literacies and EAP Writing Experience:
Implications for Studying Overseas"

Graciela Arizmendi González, Universidad Nacional Autónoma de
México, FES Acatlán, "Reading/Writing Gaps and Connections
Identified in Postgraduates in an EFL Context"

Angela Hakim, King's College London, "Implementing Discipline-
Specific Academic Writing Courses in English Medium Instructional
Contexts"

- Helen Hint, University of Tartu, “How to Determine Estonian Writing Structures at the Macro-, Meso-, and Micro-level”
- Amy Hodges, University of Texas at Arlington, “Reading/Writing Gaps and Connections Identified in Postgraduates in an EFL Context”
- Olena Horner, University of Minnesota, “Conceptual Framework for Understanding the Climate for L2 (English) Academic Writing on University Campuses in Germany: A Cultural Approach”
- Jay Jordan, University of Utah, “Accounting for Transfer during and after an International Student Bridge Program”
- Julie Kolgjini, RIT, “Dismantling Linguistic Invisibilization: The (re)surfacing of marginalized varieties in translanguaging”
- Adrienne Lamberti, University of Northern Iowa, “Critical Academic Studies as an Opportunity for Justice: Crisis Communications in Higher Education”
- Djuddah Leijen, University of Tartu, “How to Determine Estonian Writing Structures at the Macro-, Meso-, and Micro-level”
- Tetyana Müller-Lyaskovets, Technische Universität, Dortmund, Germany, “Conceptual Framework for Understanding the Climate for L2 (English) Academic Writing on University Campuses in Germany: A Cultural Approach”
- Theron Müller, University of Toyama, “Graphically Representing Text Trajectories: Examining Processes of Production, Evaluation, and Revision”
- Neslihan Onder-Ozdemir, Bursa Uludağ University, “How Academic Reading and Writing Could Be Embraced to Motivate Students to Be Active Learners during the COVID-19 Pandemic”
- Tamer Osman, Chinese Academy of Social Sciences, “The Challenges That the Chinese Postgraduate Researchers Encounter When Writing Their Research Papers”
- Zsuzsanna Palmer, Grand Valley State University, “Global Promotional Genre Systems in Higher Education: A Longitudinal Multimodal Analysis”
- Avasha Rambiritch, University of Pretoria, “Advancing Multilingualism in the Writing Centre”
- Natalia V. Smirnova, HSE University, Open University, “Exploration of the Geopolitical Dimension of Citation Practices of Russian Experienced Scholars”
- Meni Syrou, TU Dortmund University, “Conceptual Framework for Understanding the Climate for L2 (English) Academic Writing on University Campuses in Germany: A Cultural Approach”
- Massimo Verzella, Penn State Erie, The Behrend College, “Pragmatic Strategies Used in ELF Interactions between Proficient and Emergent Speakers of English”
- Xiqiao Wang, University of Pittsburgh, “Using Mobile Ethnography to Map the Literacy Trajectories of Migrant/Left-Behind Children in China”

Wednesday, 1:30–3:30 p.m. ET

Ke Xu, University of Pittsburgh, “Using Mobile Ethnography to Map the Literacy Trajectories of Migrant/Left-Behind Children in China”

1:30–3:30 p.m. ET

W-1b Council on Basic Writing Workshop: Keynote on The Craft of Counterstory (Part 2)

Critical Race Theory and Antiracism Work in Basic Writing: Perspectives on Research, Pedagogy, and Writing Program Administration

Part 2 of workshop W-1 offers three roundtables on basic writing (BW) syllabi as survivor narratives of critical consciousness, the pedagogy of play, and teaching/learning at the intersections of trauma-informed pedagogy and antiracism. This session centers BIPOC theory and practice as we critically interrogate the work of BW.

Chairs and Workshop Facilitators: Jack Morales, Community College of Allegheny County

Lynn Reid, Fairleigh Dickinson University

Workshop Facilitators and Speakers: Andrew Anastasia, Harper College
Susan Bernstein, Queens College CUNY

Erika Johnson, Utah Valley University

Jan Rieman, University of North Carolina, Charlotte

RAsheda Young, Rutgers University

Writing Programs

W-8 We Are All Writers and Teachers: Working with Faculty Writers to Build Sustainable Support Systems

Participants will develop strategies for working with faculty writers, framing faculty writing initiatives as an opportunity for faculty to build support systems and to discover new ways to write collaboratively with others. Workshop facilitators will offer insights based on their experiences meant to help workshop participants to plan faculty writing initiatives for their institutions.

Speakers: Jacob Babb, Indiana University Southeast

Lars Soderlund, Western Oregon University

Christine Tulley, University of Findlay

Jaclyn Wells, University of Alabama at Birmingham

Jennifer Wells, New College of Florida

Inclusion and Access

W-9 Demystifying the Dissertation: A Critical Conversation with Graduate Students and Advisors

We invite graduate students and advisors across institutions to critically examine the dissertation genre as an access point into the field. This workshop demystifies the dissertation genre by asking participants to collaboratively map its tensions across stakeholders; analyze a variety of examples; and negotiate possible innovations for current dissertation projects (as writers or advisors).

Speakers: Dana Comi, Auburn University at Montgomery
Charlesia McKinney, Middle Tennessee State University
Alisa Russell, Wake Forest University

Creative Writing and Publishing

W-10 Writing Creative Nonfiction: A Day of Writing and Ideas for Teaching

Sponsored by the CCCC Creative Nonfiction Standing Group

In this workshop, participants explore creative nonfiction by writing to choices among prompts, sharing what they'd like to share, listening to others, discussing teaching approaches, experiences, and challenges, and convivially networking with other writers and teachers of creative nonfiction, both established and new.

Speakers: Melissa Goldthwaite, Saint Joseph's University, "When the Sugar Isn't Sweet: Exploring Parlance, Idiom, and Slang"
Ann Green, Saint Joseph's University, "Three Questions for Writing about Race, Class, and Gender"
Doug Hesse, University of Denver, "Writers Teaching Writers"
Libby Jones, Berea College, "Unpacking the Invisible Knapsack"
Erin Pushman, Limestone University, "Borrowing Forms to Tell the Truth: Hybrid Writing in Creative Nonfiction"
Jenny Spinner, Saint Joseph's University, "Familect: Writing about Family Language"
Christy Zink, George Washington University, "Rewriting the Body: Personal Narrative and Metaphor"

Approaches to Teaching and Learning

W-11 Introduction to Linguistics for Teachers and Students in Support of CLA Pedagogy

Sponsored by the CCCC Language, Linguistics, and Writing Standing Group

This workshop provides an accessible and practical introduction to linguistic knowledge and activities in support of critical language awareness (CLA) pedagogy for writing teachers and students.

Speakers: Laura Aull, University of Michigan
Whitney Gegg-Harrison, University of Rochester
Craig Hancock, University at Albany SUNY
Cornelia Paraskevas, Western Oregon University
Shawna Shapiro, Middlebury College

Antiracism and Social Justice

W-12 Building Brave Spaces by Centering a Coalition of Feminist Leadership: Responding to Trauma through Diverse, Inclusive, and Equitable Feminist Practices

Through a coalition of leadership that features BIPOC and un(der) represented scholars, august feminist respondents, and emerging scholars, the workshop provides practical and concrete ways of creating brave and open spaces to ensure trauma-informed centering that is not based on white-supremacist practices.

Chair: Kate Pantelides, Middle Tennessee State University

Speakers: Joyce Rain Anderson, Bridgewater State University, “Infusing Indigenous Knowledges”

Sonia Arellano, University of Central Florida, “Tactile Rhetoric and Quilting Methods”

Sweta Baniya, Virginia Tech, “Transnational Feminist Practices of Coping, Managing, and Resisting the Global Pandemic”

Karma Chavez, University of Texas

Genevieve Garcia de Mueller, Syracuse University

Mays Imad, Pima Community College, “Trauma-Informed Pedagogy and Marginalized Student Experiences”

Keshia Mcclantoc, University of Nebraska-Lincoln, “Pedagogies of Rural Consciousness”

Lou Maraj, University of British Columbia, “Autoethnographic Orientations Workshop”

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

Sherry Rankins-Robertson, University of Central Florida

Respondents: Cheryl Glenn, Pennsylvania State University

Gesa Kirsch, Soka University of America

Shirley Logan, University of Maryland

Andrea Lunsford, Stanford University

Beverly Moss, The Ohio State University

Lana Oweidat, Goucher College

Krista Ratcliffe, Arizona State University

Eileen Schell, Syracuse University

Kathleen Yancey, Florida State University

Workshop Facilitators: Kayla Bruce, Olivet Nazarene University

Rachel Daugherty, Texas Woman’s University

Rachelle Joplin, University of Houston

Karen Tellez-Trujillo, Cal Poly Pomona

Patricia Wilde, Washington State University Tri-Cities

Workshop Facilitators and Speakers: Angela Clark-Oates

Aurora Matzke, Azusa Pacific University

Note: This workshop continues during the 4:00–6:00 p.m. ET session time.

Institutions: Labor Issues, Professional Lives, and Survival

W-13 **Composition and Its Work: The Perils of Violence and the Possibilities of Hope**

This workshop asks, “How can we reduce violence in composition, in our disciplinary home, and in our pedagogical practices?” It answers with a series of breakout sessions and activity tables designed to engage participants in identifying violence(s); strategizing responses; applying both processes to specific sites; and, finally, devising resourcement practices to support this ongoing work.

Workshop Facilitators: Kerry Banazek, New Mexico State University

Eric Camarillo, Harrisburg Area Community College

Joshua Daniel, Oklahoma State University

Kristie Fleckenstein, Florida State University

Scott Gage, Texas A & M University–San Antonio

Eric House, New Mexico State University

Elizabeth Chilbert Powers, University of Maine at Augusta

Kellie Sharp-Hoskins, New Mexico State University

Antiracism and Social Justice

W-14 Usin They Own Language, Disruptin White Language Supremacy and Servin Black Linguistic Justice Realness

“In the spirit of inclusivity” this workshop really addresses how antiracist writing instructors and co-conspirators can practice diversity in teaching, learning, and indeed how we can “really practice diversity as opposed to simply teaching about it.”

Speakers: Isabel Baca, The University of Texas at El Paso
Qwo-Li Driskill, Oregon State University
David Green, Howard University
Austin Jackson, Brown University
Kim Brian Lovejoy, Indiana University
Rashidah Muhammad, Governors State University
Elaine Richardson, The Ohio State University
Denise Troutman, Michigan State University
Bonnie Williams, California State University, Fullerton

Inclusion and Access

W-25 Creating Cultures of Access across Contexts

We will share knowledge about how to create intersectional and inclusive cultures of access across academic and institutional contexts.

Chairs and Speakers: Annika Konrad, Dartmouth College
Molly Ubbesen, University of Minnesota-Rochester

Speakers: Margaret Fink, University of Illinois at Chicago
Rachel Herzl-Betz, Nevada State College
Elisabeth Miller, University of Nevada, Reno
Jenni Moody, Mount Mary University
Sushil Oswal, University of Washington
Brenna Swift, University of Wisconsin-Madison
Muffy Walter, Washburn University

Roundtable Leaders: Elizabeth Brewer, Central Connecticut State University

Chad Iwertz Duffy, Bowling Green State University
Kathleen Hunzer, University of Wisconsin-River Falls
Valerie Ross, University of Pennsylvania
Anne-Marie Womack, Tulane University

Workshop Facilitators: Robert Bruss, Marquette University
Mary Clinkenbeard, Southern University and A&M College
Leigh Elion, Oxford College of Emory University
Mary Glavan, Tulane University
Allison Hitt, Ball State University

Loretta Huizar, California State University, Northridge
Molly Kessler, University of Minnesota
Tracy Ann Morse, East Carolina University

4:00–6:00 p.m. ET

Antiracism and Social Justice

W-12b Building Brave Spaces by Centering a Coalition of Feminist Leadership: Responding to Trauma through Diverse, Inclusive, and Equitable Feminist Practices (Part 2)

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Keshia McClantoc, University of Nebraska-Lincoln, “Pedagogies of Rural Consciousness”

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Respondents: Cheryl Glenn, Pennsylvania State University

Gesa Kirsch, Soka University of America

Shirley Logan, University of Maryland

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Lana Oweidat, Goucher College

Krista Ratcliff, Arizona State University

Eileen Schell, Syracuse University

Kathleen Yancey, Florida State University

Wednesday, 4:00–6:00 p.m. ET

Workshop Facilitators: Kayla Bruce, Olivet Nazarene University
Rachel Daugherty, Texas Woman's University
Rachelle Joplin, University of Houston
Karen Tellez-Trujillo, Cal Poly Pomona
Patricia Wilde, Washington State University Tri-Cities
Workshop Facilitators and Speakers: Angela Clark-Oates
Aurora Matzke, Azusa Pacific University

Theory and Research Methodologies

W-15 Qualitative Research Network

The Qualitative Research Network (QRN), which meets annually at the CCCC Annual Convention, is offered for new and experienced qualitative researchers. The QRN provides mentoring and support to qualitative researchers at all levels of experience and those working in diverse areas of study within the college composition and communication community.

Speaker: Will Banks, East Carolina University

Institutions: Labor Issues, Professional Lives, and Survival

W-16 Writing Welcome: Recruitment as Intentional Invitation to Inclusive Spaces in Graduate Education

Sponsored by the CCCC Master's Degree Consortium of Writing Studies Specialists

This workshop considers ways to be both inviting and transparent about our programs in recruitment efforts with particular attention to diversity and inclusivity initiatives. Facilitators will guide participants in reflecting on, planning, and producing strategies for recruitment for their programs.

Speaker: Jen Almjeld, James Madison University

Facilitators and Speakers: Andrew Fiss, Michigan Technological University

Laura Kasson Fiss, Michigan Technological University

Kailyn Shartel Hall, Purdue University

Eric Leake, Texas State University

Matthew Moberly, California State University, Stanislaus

Group Leader: Karen Kuralt, University of Arkansas at Little Rock

Antiracism and Social Justice

W-17 Linguistic Justice and Critical Approaches in Second Language Writing

Sponsored by the CCCC Second Language Writing Standing Group

This workshop explores the lens of criticality for important work in Second Language Writing toward the shared goal of linguistic justice in composition. A keynote, multiple roundtables, and a respondent offer applied critical approaches from theory, to classroom practices, through to teacher training and administration, and beyond academia.

Standing Group Chair: Sarah Snyder, Arizona Western College

Speakers: Rebecca Lorimer Leonard, University of Massachusetts Amherst

Shawna Shapiro, Middlebury College

Roundtable Leaders: Emma Britton, University of Massachusetts Amherst

Analeigh Horton, University of Arizona

Alan Kohler, University of Arizona

Rachael Shapiro, Rowan University

Zhaozhe Wang, University of Toronto

Missy Watson, City College of New York

Qianqian Zhang-Wu, Northeastern University

Workshop Facilitator: Jeroen Gevers, University of Arizona

Antiracism and Social Justice

W-18 From Outcomes to Goals: Creating Antiracist FYC Programs and Course Goals in Local Contexts

The FYC “Goals Statement” (a revision of the WPA Outcomes Statement) provides an approach for creating antiracist course goals for locally diverse students along common languaging dimensions. This workshop guides participants to employ the revision to do antiracist work in their local writing programs and classrooms through meaningful, if hard, conversations.

Speakers: Melvin Beavers, University of Arkansas at Little Rock

Beth Brunk-Chavez, The University of Texas at El Paso

Neisha-Anne Greene, American University

Asao Inoue, Arizona State University

Iris Ruiz, University of California, Merced

Tanita Saenkhum, University of Tennessee, Knoxville

Vershawn Ashanti Young, University of Waterloo

Community, Civic, and Public Contexts of Writing

W-19 Teaching Writing with Your Local Archives: Designing Archival Writing Courses to Improve Student Access, Citizenship, and Representation

Learn to find and work with local archives to empower all your students as writers and citizens of your institutions and communities. This workshop includes archival and course-planning activities focusing on both institutional and community ethnographies and increased access and representation for diverse students. Participants critically engage with pedagogical scenarios using local archives.

Workshop Facilitators and Speakers: Heidi Nobles, University of Virginia, “History and Culture of Writing at UVA: A Case Study in Discovering Who and What Belongs”
Vanessa Rouillon, James Madison University, “‘This Paper Is Like a Joint . . . It Needs to Be Passed Around!’: Student Underground Writing in Campus Newspapers”

Community, Civic, and Public Contexts of Writing

W-20 Interest-Driven Public Writing Pedagogy with Reddit: Classroom Reconceptualized as a Workshop to Support Student Writing for Concrete Authentic Audiences

This workshop introduces online interest-driven sites as a site of public writing pedagogy, and invites participants to reenvision how to tap into students’ personal interests to teach public writing with and in interest-driven sites like Reddit. Participants will develop an initial, experimental public writing project with Reddit that could be implemented in their own contexts.

Speaker: Eva Jin, Arizona State University

Professional and Technical Writing

W-21 Engaging Cultural Differences for Empowering Design

This workshop asks participants to reconsider commonly held design beliefs and routine design practices with a lens of cultural differences. Illustrated with design case studies, it introduces strategies and techniques to create empowering design in a globalized world at a divisive time.

The first 25 participants will be admitted from the waiting room 10 minutes before the session begins. Please arrive early. To reserve a spot, please sign up at this google form (<https://bit.ly/3Mb78pq>) by March 8.

Speaker: Huatong Sun, University of Washington, Tacoma

6:30–8:30 p.m. ET

Community, Civic, and Public Contexts of Writing

W-23 Writing toward Belonging: Crafting Prison Pedagogies and Partnerships That Bridge the Educational Divide

Sponsored by the CCCC Prison Writing and Pedagogy Collective

This workshop will host a panel discussion with Chicago-based members of the Education Justice Project on how writing programs might build more meaningful pathways between postsecondary education, prisoner reentry, and communities most affected by incarceration. The panel will be followed by working groups sharing research and pedagogical best practices in prison contexts.

Standing Group Chairs: Elizabeth Catchings, University of Denver, “Digitizing the Carceral Divide: Harnessing the COVID Moment to Expand Synchronous and Asynchronous Writing Community in Prison”
Alexandra Cavallaro, California State University, San Bernardino,

“Archives Inside/Out: Teaching and Learning with Prison Archives”

Respondent: David Todd, Education Justice Project, University of Illinois

Roundtable Leaders: Patrick Berry, Syracuse University, “Writings from the Inside during the Time of COVID”

Melanie Burdick, Washburn University, “College Student Identity and Supporting a Prison to School Pipeline”

Kathie Klarreich, Exchange for Change, “Writings from the Inside during the Time of COVID”

Laura Rogers, Albany College of Pharmacy and Health Sciences, “I Just Want to Be Heard: Twenty-Five Years of a Creative Writing Workshop”

Workshop Facilitator and Speaker: Tobi Jacobi, Colorado State University

Catherine Koehler, University of California, Merced, “Critical Prison Literacy through Community Engaged Writing Projects”

Professional and Technical Writing

W-26 Access and Equity . . . Structures and Pedagogies: A Comprehensive Workshop Exploring Internships in English and Writing Studies in a Post-COVID-19 World

This workshop will explore the complexities of college internships and work-based learning, including internship program structures; pedagogy; outreach, access, and equity; best practices for student support and mentoring; and research, scholarship, theory, and practice for faculty working with student interns.

Workshop Facilitators and Speakers: Chen Chen, Winthrop University
Lauren Ingraham, University of Tennessee at Chattanooga
Angela Jones, Western Kentucky University
Tiffany Kinney, Colorado Mesa University
Lisa Knapp, Grand Valley State University
Dauvan Mulally, Grand Valley State University
Cynthia Nahrold, University of Arkansas, Little Rock
Lara Smith-Sitton, Kennesaw State University

Antiracism and Social Justice

W-27 Making Indigenous Space in Higher Education

Sponsored by the CCCC American Indian Caucus Special Interest Group

Responding to the 2022 CCCC call for proposals, we will examine the concepts, strategies, and challenges of making Indigenous space in academia.

Speakers: Melissa Borgia-Askey
Kathryn Pewenofkit Briner, Florida Atlantic University/Comanche Nation
Yavanna Brownlee, University of Northern Colorado
Ezekiel Choffel, Syracuse University
David Grant, University of Northern Iowa
Catheryn Jennings, Hamline University
Andrea Riley Mukavetz, Grand Valley State University
Julianne Newmark, University of New Mexico
Sarah Prielipp, University of Alaska Anchorage
Luhui Whitebear, Oregon State University
Lydia Wilkes, Auburn University

Community, Civic, and Public Contexts of Writing

W-28 Community Writing Mentorship Workshop

Sponsored by the Coalition for Community Writing

This workshop offers mentoring and feedback to attendees at any level of experience with community-based writing research, scholarship, organizing, and teaching. Led by a diverse group of prominent scholars with deep experience with community projects who have published books and articles in community writing or are journal editors themselves.

Workshop Facilitators: Damián Baca, University of Arizona
Sherri Craig, Virginia Tech
Ellen Cushman, Northeastern University
Romeo García, University of Utah
Megan Faver Hartline, University of Tennessee-Chattanooga
Veronica House, University of Colorado Boulder

Wednesday, 6:30–8:30 p.m. ET

Adam Hubrig, Sam Houston State University
Charisse Iglesias, University of Arizona
Paula Mathieu, Boston College
Beverly Moss, The Ohio State University
Jessica Restaino, Montclair State University
Sherita Roundtree, Towson University
Iris Ruiz, University of California, Merced
Rachael Shah, University of Nebraska, Lincoln
Don Unger, University of Mississippi