

Friday, February 17

Special Events and Meetings

Special Session: ChatGPT, Magical Thinking, and the Discourse of Crisis

International Ballroom North (2nd floor)

8:00 a.m.–9:15 a.m.

In this roundtable, experts in digital technologies, media, and literacies gather to discuss the rise of ChatGPT, its pedagogical implications, and the crisis-speak within and beyond the academy that attended its launch in the fall of 2022, along with its swift user uptake in the months since.

Moderator: Frankie Condon, CCCC 2023 Program Chair, University of Waterloo

Panelists: Antonio Byrd, University of Missouri-Kansas City

Harry Denny, Purdue University

Gavin P. Johnson, Texas A&M University-Commerce

Aimee Morrison, University of Waterloo

Charles Woods, Texas A&M University-Commerce

Scholars for the Dream Coalition-Building Lounge

5H (5th floor)

8 a.m.–5 p.m.

This year the Scholars for the Dream (SFD) committee has a space available for the duration of the Convention. The purpose of the SFD Lounge is to provide a lounge atmosphere for socialization into an intellectual community drawn from our own cultural/linguistic perspectives as we conceptualize, plan, and build an SFD network. This will happen in an empowering space for SFD scholars and alumni to relax and meet while also building lasting relationships that we hope will serve everyone well beyond CCCC 2023. Come experience a safe, low-stakes environment where we're building a coalition and collaborations toward future projects, while offering survival strategies for historically underrepresented voices. Our hope is that you leave CCCC 2023 with relationships and resources that help you sustain long-term participation in the field.

Cross-Caucus Collaborations

Pullman (4th floor)

8:00 a.m.–9:00 p.m.

Friday, 8:00 a.m.–12:15 p.m.

Adjunct/NTT

Room 4H (4th floor)

8:00 a.m.–9:00 p.m.

DBLAC Lounge

Room 5E (5th floor)

8:00 a.m.–9:00 p.m.

Graduate Student Lounge

Room 5F (5th floor)

8:00 a.m.–9:00 p.m.

Social Justice at the Convention Committee

PDR #5 (3rd floor)

9:30–10:45 a.m. (Open)

Chair: Antonio Byrd

Committee on Undergraduate Research

McCormick Boardroom (4th floor)

9:30–10:45 a.m. (Closed)

Co-Chairs: Jessie L. Moore, Elon University, and Michael Neal,
Florida State University

Nominating Committee

PDR #6 (3rd floor)

9:30 a.m.–11:30 a.m. (Closed)

Chair: Eunjeong Lee

All-Attendee Event

“about to happen”/“poetry as forces”: abolitionist poetics

Grand Ballroom (2nd floor)

11:00 a.m.–12:15 p.m.

This year’s keynote features poet, educator, and scholar **Stacey Waite** (*Butch Geography and Teaching Queer*) and **Andrea Abi-Karam** (*Villainy* (author) and *We Want It All: An Anthology of Radical Trans Poetics* (co-edited with Kay Gabriel)), a trans, Arab-American punk poet-performer cyborg, workshop facilitator, and activist. Waite and Abi-Karam will each read from their work as well as engage in dialogue with each other and Program Chair Frankie Condon about poetry’s provision of “a way to inhabit revolutionary practice, to ground ourselves in our relations to ourselves and each other, to think about an unevenly miserable world, and to spit in its face” (Abi-Karam and Gabriel). The title of this year’s keynote is drawn from the work of Chilean poet and artist Cecilia Vicuña.



Stacey Waite



**Andrea
Abi-Karam**

Stacey Waite is associate professor of English and graduate chair at the University of Nebraska-Lincoln and is the author of four collections of poetry: *Choke* (winner of the Frank O’Hara Prize for Poetry), *Love Poem to Androgyny, the lake has no saint* (Winner of the Snowbound Prize for Poetry), and *Butch Geography*. Waite is also the author of *Teaching Queer: Radical Possibilities for Writing and Knowing*.

Andrea Abi-Karam is a trans, Arab American punk poet-performer cyborg. They are the author of *Extratransmission*, and with Kay Gabriel, they co-edited *We Want It All: An Anthology of Radical Trans Poetics*. Their second book, *Villainy*, reimagines militant collectivity in the wake of the Ghost Ship Fire and the Muslim Ban.

Yoga for Black Lives

International Ballroom North

12:30 p.m.–1:30 p.m.

Sponsored by the Social Justice at the Convention Committee

Get your mind-body connection flowing with this mid-day morning yoga session with instructors from Yoga for Black Lives, an organization that teaches yoga toward transformative justice and community healing. All levels and all bodies are welcome, including first timers. This event will be in person and streamed over Zoom.

Afternoon Mini Qigong/TaiChi & Yoga Session

Salon D (lower level)

3:15 p.m.—3:30 p.m.

Sponsored by the Social Justice at the Convention Committee

As the Convention winds down, reconnect mind-body with a mid-afternoon Qigong/TaiChi and Yoga mini-session. All levels and all bodies are welcome, including first timers.

Facilitator: Mara Lee Grayson, California State University, Dominguez Hills

Annual Business Meeting/Town Hall & Awards

Grand Ballroom (2nd floor)

4:45 p.m.—7:15 p.m.

Evening Event—The Vixen

Grand Ballroom (2nd floor)

7:15 p.m.—9:30 p.m.

See page 244 for event details.



F Sessions: 8:00–9:15 a.m.

8:00–9:15 a.m.

Institutions: Labor Issues, Professional Lives, and Survival

Emerging Scholar Session

Live-ES-F Coalitional Cohorts: Reimagining Graduate Students' Relationality

This panel investigates the nuances, intersections, and contradictions that stories bring to the forefront—both individually and as part of a larger narrative on cohort making and cohort dynamics in graduate students' lives. Deploying collaborative autoethnography as a methodological approach, the speakers explore their own fluctuating understandings of cohorts and their potential as coalitions.

Grand Ballroom (2nd floor)

Respondent: Aja Martinez, University of North Texas

Speakers: Morgan Beers, The Ohio State University

Jess Vazquez Hernandez, The Ohio State University

Eduardo Mabilog, The Ohio State University

Liliana Perez Rodriguez, The Ohio State University

8:00–10:45 a.m.

Poster Sessions

Normandie Lounge (2nd floor)

Writing Programs

Advanced WAC in the Time of Covid: Developing, Delivering and Assessing Online WAC training in Assignment Design

This poster presents the design, delivery, and assessment of an online Advanced WAC Workshop on assignment (re)design. My purpose is to share with other programs how to design online WAC training to make WAC accessible to all types of faculty and to meet the needs of unusual institutions like ours (heavy online teaching, geographically distributed faculty).

Speaker: Amy Mecklenburg-Faenger, Park University

Writing Centers (including Writing and Speaking Centers)

Do Writers Learn What Tutors Hope to Teach?

This poster details results from 74 sets of surveys accounting for what tutors identified as teaching in particular sessions and what the writers reported learning. The (mis)alignment across these responses reveal a motivating gap between tutors' and writers' perceptions of what happens in a tutorial session—a gap that raises questions about the kinds of lessons likely to stick with writers.

Speaker: Matthew Fledderjohann, Le Moyne College

College Writing and Reading

Learning from One Another: Teacher Perceptions and Practices and the High School to College Writing Transition

This poster reports on a study of high school and college writing teachers to understand the high school to college writing transition. We map teacher perceptions and practices across the grade levels to see teachers as co-writers, co-researchers, and co-collaborators working together to question and rethink normative writing practices and provide access and support to first-year writers.

Speakers: Nicole Nava, Arizona State University/Corona Del Sol High School
Christina Saidy, Arizona State University

Approaches to Teaching and Learning

Preservice Teachers' Exploration of Non-Fiction Writing through the Creation of Resources to Support Students' Social-Emotional Well-Being

This poster presentation focuses on the journey of three preservice teachers as they reimagine nonfiction writing through their own coursework and how they will authentically teach it to their future students. Encouraging choice, elevating student voice, and exploring topics that spark passion are key concepts that can be transferred from their college writing course to their future classrooms.

Speaker: Natalie Colosimo, University of Florida

Approaches to Teaching and Learning

"It was nice to just stop and be alive": Doing Hope by Paying Attention

This presentation introduces a low-stakes online assignment called the Contemplative Sandbox in which the instructor invites first-year students to do a different contemplative practice each week, reflect on the experience, and respond to the reflections of classmates. Survey results and analysis of student posts reveal that this simple assignment can have a high impact on students.

Speaker: Erika Scheurer, University of St. Thomas

Inclusion and Access

F.01 Lived Experiences of Disability and Access

Each individual presentation draws on lived experiences of disability to examine and share new perspectives on accessibility in writing spaces.

International Ballroom South (2nd floor)

Speakers: Katelin Anderson, The Ohio State University, “Temporary Retrofit to Sustainable Access: Lessons from COVID-19”

Abigail Long, Syracuse University, “‘I’m Not Sure If That’s a Disability, But’: Stuck Points and Graduate Teacher Training”

Aleashia Walton, University of Cincinnati, “Negotiating Needlework with Disabled Bodies (and Becoming-with the Syringe)”

Hunter Whitt, Salisbury University, “Accommodation Time: Sharing Stories That Encourage a New Outlook on Accommodation Transfer”

College Writing and Reading

F.02 Creative Composition: Narrative, Poetry, and Blended Scholarship in Academic Writing Contexts

These presentations explore the potential of creative methods of composing in writing classrooms. Specific topics include the interplay between personal and scholarly writing in blended scholarship, using autotheory to write with and through trauma, and teaching invention through ekphrastic poetry.

Mobley (lower level)

Speakers: Kathryn Douglas, Fairleigh Dickinson University, “There’s Poetry in Composition: Using Ekphrastic Process to Introduce Invention and Inspire Hope”

Katherine Mack, University of Colorado, Colorado Springs, “Heightening Students’ Awareness of Bias: A Call to Teach ‘Blended Scholarship’”

Institutions: Labor Issues, Professional Lives, and Survival

F.03 Composing beyond the Known: Turning toward Hope in Our Writing Processes and Workflows

This panel, consisting of five scholarly writers across different institution types, identities, and scholarly trajectories, presents stories as a form of knowledge, and seeks to examine, explain, and even exult in the ways writing processes change by exhibiting what is lost and gained through successive rounds of adaptation.

Salon A-4 (lower level)

Speakers: Beth Buyserie, “Writing Queerly: Honoring Fragmented Writing in the Composition Classroom”

continued on next page

Andrew Harnish, University of Alaska Anchorage, “‘Embodied Action’ as Precarious Process: Writing Productivity at the Intersection of Crip Self-Care and Academic Contingency”

Zakery Muñoz, Syracuse University, “Showing Up: Una Manera sobre Writing Process”

Kim Hensley Owens, Northern Arizona University, “Why Scholarly Writing Processes across Life Contexts Matter”

Derek Van Ittersum, Kent State University, “Why Scholarly Writing Processes across Life Contexts Matter”

Approaches to Teaching and Learning

F.04 Disparate Measures for Desperate Times: Writing about Writing Pedagogies and the Post-Pandemic Turn

Writing about Writing (WAW) practitioners emerging from the pandemic in 2023 may need to reevaluate some of the acquired pedagogical practices and praxe from the time period. This interactive session provides two discussions of where we may go next and a chance to discuss further the perception of WAW courses as it has evolved among students in the past several years since we last met in person.

Salon A-3 (lower level)

Speakers: Emily Beard, Saginaw Valley State University

Warren Fincher, Saginaw Valley State University

Sherrin Frances, Saginaw Valley State University

Samuel Stinson, Minot State University

Institutions: Labor Issues, Professional Lives, and Survival

F.05 We Are All So Tired: Meditations on Hope and Laughter as Rhetoric in the End Times

This roundtable will present possibilities created through empathy to reimagine our field and our institutions as places of joy and solidarity, rest and recovery, healing, and inappropriate laughter. Our shared knowledge and capacity for hope in even the most trying times demonstrates the possibility for change in otherwise oppressive institutions.

Salon A-1 (lower level)

Speakers: Lisa King, University of Tennessee, Knoxville

Daisy Levy, American University

Malea Powell, Michigan State University

Cindy Tekobbe, University of Illinois at Chicago

Jen Wingard, University of Houston

Institutions: Labor Issues, Professional Lives, and Survival

F.06 Rewriting at the End of the World

In 2005, Richard E. Miller published *Writing at the End of the World*, the central question of which is: why teach the literate arts—reading, writing, and talking—in a world increasingly marked by the wide-ranging mundaneness of catastrophe in our lives? This panel revisits Miller’s question nearly two decades later to reconsider the project of imagining “how to bring better worlds into being.”

Salon A-2 (lower level)

Respondent: Richard E. Miller, Rutgers University

Speakers: TJ Geiger, Baylor University, “Writing toward Joy Anyway—Even at the End of the World”

Kendall Gerdes, University of Utah, “How to Do Things with Hope”

Judy Holiday, University of La Verne, “Building on the Ruins of the Past”

Ryan Skinnell, San Jose State University, “Writing after the End of the World”

Writing Centers (including Writing and Speaking Centers)

F.08 Is There Any Hope? Stories of Contingent Women Writing Center Workers

This roundtable will present stories from our study on the working conditions of contingent women writing center administrators and will invite participants to discuss the intersections of contingency, gender, and other identities. Participants will gain insight into the sustainability of the writing center field and the personal well-being and professional hopes of writing center workers.

Continental C (lobby level)

Roundtable Leaders: Clinton Gardner, Salt Lake Community College
Maggie Herb, Buffalo State College
Liliana Naydan, Penn State Abington

Institutions: Labor Issues, Professional Lives, and Survival

F.09 Accolytes? Conscripts? Something Else? What Seven Years and Two Edited Collections Have Taught Us about TAships in Writing Studies

This roundtable discusses findings revealed through building two edited collections on the Rhetoric and Composition TAship. These two collections rely on TA voices and reveal concerning trends, conditions, and experiences. The editors discuss selected issues and challenges their research and scholarship have revealed. What’s the bottom line? We have a lot of work to do.

continued on next page

Grand Tradition (lobby level)

Speakers: Brady Edwards, New Mexico Junior College
Kathryn Lambrecht, Arizona State University
Phillip Lovas, University of California, Merced
William Macauley, University of Nevada, Reno

Theory and Research Methodologies

F.10 Accounting for Mobility: Methodological Approaches and Challenges to Examining Counter-Discourses

This panel recognizes a need for rhetoric and writing studies research methods/methodologies that account for movements (e.g., lived experiences) that produce counter-discourses. Panelists illustrate various methodological approaches by examining how marginalized voices have mobilized counter-discourses that subvert and transform dominant power structures while contributing to their communities.

Buckingham (lobby level)

Speakers: Holland Prior, Point Loma Nazarene University, “Transgressive Discourse: Studying Women Preachers’ Counter-Discourse in Sacred Places”

Paige Walker, University of Connecticut, “Collaboration, Community, and Engagement: A Case Study Examining the Relationship between March for Our Lives on Twitter and Shoaling Rhizomes”

Joseph Wilson, University of Washington, “Rethinking Place in Transnational Writing Research: On Post-Soviet Borderland Literacies in Translation”

Community, Civic, and Public Contexts of Writing

F.11 Activating Hope with Rhetorical Action: A Grassroots Antiracist Workshop, Humor and Disgust on TikTok, and Data Literacy through Digital Power Projects

“One step forward, two steps back” is a disheartening cliché, but when social and political progress is stifled by doubling down to uphold the status quo, operating from hope can feel futile without taking action. This panel explores how particular online and offline communities enact hope through an antiracist narrative workshop, humor, and disgust on TikTok, as well as building data literacy.

Blvd. A (2nd floor)

Speakers: Hillary Coenen, Midwestern State University
Desiree Dighton, East Carolina University
Michael Faris, Texas Tech University

Inclusion and Access

F.12 Admitting Our Failures: Working toward Anti-Oppressive Educational Practices in Dual Enrollment

This Engaged Learning Experience session invites participants to utilize antiracist and anti-oppressive principles to interrogate the racial, ethnic, and socioeconomic disparities that plague dual enrollment programs, particularly as they relate to first-year writing courses. We will discuss placement, pedagogy, curriculum, teacher training, coalition building, and writing support beyond FYW.

Blvd. B (2nd floor)

Speakers: Erin Wecker, University of Montana
Patricia Wilde, Washington State University Tri-Cities

Approaches to Teaching and Learning

F.13 Against the Norm: Conflict, Hope, and Anarchy in the Writing Classroom

Speakers offer anti-hierarchical strategies for developing egalitarian pedagogies in attunement to global South, critical race theory, and other perspectives from below.

Blvd. C (2nd floor)

Speakers: Axel Gonzalez, Independent Scholar, “Hope without Hierarchy: Anarchist Pedagogies and Their Dialectic with Institutional Educational Models”

Matt McKinney, Texas A&M University, “Cultivating Hope among Counter-Narratives: Co-Navigating Cultural Conflicts with Students through Rhetoric of Style Pedagogy”

Rory Moore, University of California, Riverside, “The ‘Shared’ Google Doc: Using Scaffolded Pre-Writing Templates for Collaborative Learning, Student Engagement, and Instructional Feedback”

Community, Civic, and Public Contexts of Writing

F.14 Doing Hope in Eco-Composition: Inscribing Local Resilience, One Student at a Time

Join us to learn how teacher-scholars are using ecocomposition to connect college writers with local communities to build local resilience and engender hope. Our roundtable presenters are experienced teacher-scholars from across the US who will discuss how they engage diverse students in public writing, rhetoric, communication, and environmental studies.

Sponsored by the Environmental Rhetoric & Advocacy SIG

Waldorf (3rd floor)

continued on next page

Chair: Justin Everett, “Inscribing Hope through Embedded Writing within the Transition Town Movement”

Roundtable Leaders: Yavanna Brownlee, University of Northern Colorado, “Addressing Climate Change Panic through Relational Practice”

Elisa Cogbill-Seiders, United States Air Force Academy, “Whose Job Is It? College Composition and the Exigence of Climate Change”

Kim Freeman, University of California, Berkeley, “The Never-Ending Story: Teaching Climate Change, Research, and Interdisciplinary Narrative”

Zachary Garrett, “A Gateway Drug for Science Literacy and Moral Action: Climate Change in the Composition Classroom”

Mark Houston, University of Nebraska, Lincoln, “Messy Plates: Using Food-Themed Writing Courses to Resist Anthropocene Disorder”

Juliette Lapeyrouse-Cherry, St. Catherine University, “Mapping the Intersections of Ecomposition and Environmental Humanities: Exploring Local Places and Global Contexts in the Rhetoric and Writing Classroom”

Russell Mayo, Chicago Public Schools, “Ecomposition in the Writing Center: A Comparative Case Study of Ecology and (Post) Sustainability”

Lisa Phillips, Texas Tech University, “Teaching Tactics That Intervene in and Resist Matters of Climate Catastrophe”

Skye Roberson, University of South Carolina, Aiken, “Ecomposition in the Writing Center: A Comparative Case Study of Ecology and (Post) Sustainability”

Approaches to Teaching and Learning

F.15 Collaborative Teaching and New Approaches to STEM Learning

STEM students are more engaged if teachers demonstrate writing’s applicability to their career interests. This roundtable offers a variety of approaches involving collaboration, cross-disciplinary work, reflection, and data visualization that can help repair the relationship between our students’ STEM interests and their (often) negative experience of writing. *Sponsored by the Writing and STEM Standing Group Committee*

Astoria (3rd floor)

Speakers: Michelle Cowan, Texas Tech University, “Using Tableau to Teach Data Visualization”

Holly Gallagher, University of Georgia, “Reflection in the Process of Research Writing”

John Gallagher, University of Illinois at Urbana-Champaign,
“WAC-STEM Collaboration and Mentorship”
Jennifer Mallette, Boise State University, “Designing an Inclusive
Embedded Writing Course”
Katherine Rothschild, Stanford University, “How to Turn STEMers into
Writers Using Identity”
Standing Group Chair: Kate Maddalena, University of Toronto,
Mississauga

Community, Civic, and Public Contexts of Writing

F.16 Advocacy Rhetorics in the Work of Reproductive Justice

This roundtable examines scenes of reproductive justice advocacy in order to identify discursive strategies and their material benefits. What do principled, impactful acts of reproductive justice advocacy and solidarity entail, and how might they constitute a rhetoric, or set of persuasive moves that can be named and replicated?

Williford A (3rd floor)

Speakers: Erin Frost, East Carolina University, “Do No Harm: New Reproductive Justice Conversations and Rhetorical Strategies for Becoming Involved”

Sheri Rysdam, Eastern Oregon University, “Rhetorical Interventions by Volunteer Doulas in Labor and Delivery”

Jill Swiencicki, St. John Fisher College, “Senator Wendy Davis and the Rhetoric of Reproductive Justice Brokering”

Hannah Taylor, Clemson University, “Writing Health Activism: A Rhetoric of Health and Medicine Approach to Reproductive Justice in the Classroom”

Antiracism and Social Justice

F.17 Law and the Writing Classroom: Intersectional Accomplices for Cultural Competence and Social Justice

Panelists discuss infusing writing and rhetoric courses with legal discourse, offering a lens for viewing lives students have never seen; integrating social justice-related writing prompts and projects in legal writing courses; and asking students to read cases for implicit bias, empowering the next generation to discern deeply embedded inequities and pursue meaningful social change.

Sponsored by the Legal Writing and Rhetoric Standing Group

Williford B (3rd floor)

continued on next page

Speakers: Antonio Elefano, University of Southern California
Lindsay Head, St. Thomas University
Lisa-Jane Klotz, University of California, Davis
Standing Group Chair: Lindsay Head, St. Thomas University

Information Literacy and Technology

F.18 Reimagining Hybrid Instruction in a (Post)Pandemic Writing Program

This panel presents findings from a study of student experiences and perceptions of hybrid writing courses in a (post)pandemic context. After a short introduction outlining context of the study, speakers on this panel will give short presentations followed by extended time for discussion. Speakers will present findings on the perceived value of in-person and online components of hybrid courses.

Williford C (3rd floor)

Speakers: Kory Lawson Ching, University of California, Davis
Carolyn Gubala, University of California, Davis
Sabina Simon, University of California, Davis

Writing Programs

F.19 Hope Is a QEP? A Roundtable on Institutional Change

In this roundtable discussion, leaders discuss their efforts to engage in systemic and sustainable change related to a writing-in-the-disciplines Quality Enhancement Plan (QEP) at their institution. After opening statements, leaders engage participants in discussions related to WAC/WID, tutoring centers, faculty development centers, general education programs, and first-year writing.

Marquette (3rd floor)

Roundtable Leaders: Ann Marie Ade, Embry-Riddle Aeronautical University (Worldwide)
Lindsey Ives, Embry-Riddle Aeronautical University
Caitlin Martin, Embry-Riddle Aeronautical University
Taylor Joy Mitchell, Embry-Riddle Aeronautical University
Lori Mumpower, Embry-Riddle Aeronautical University (Daytona Beach)
Ashley Rea, Embry-Riddle Aeronautical University (Prescott)
Meghan Velez, Embry-Riddle Aeronautical University

First-Year Writing

F.20 Crawling into FYW

This panel discusses various program reform strategies geared toward facilitating students' transition into first-year writing.

Joliet (3rd floor)

Speakers: Christine Denecker, The University of Findlay, "We Are First-Year Writing Teachers: The DE Composition 'Kaleidoscope'"

Kim Jaxon, California State University, Chico, "Hope in Numbers: Nonscalability and Transformative Relationships in the First-Year Composition 'Jumbo'"

Casie Moreland, University of Idaho, "We Are First-Year Writing Teachers: The DE Composition 'Kaleidoscope'"

Jane Nazzal, Mt. San Antonio College, "Post-Reform Placement and Writing Proficiency in Community College Composition Courses"

Laura Sparks, California State University, Chico, "Hope in Numbers: Nonscalability and Transformative Relationships in the First-Year Composition 'Jumbo'"

Inclusion and Access

F.21 Accommodations and Equitably Accessing the Academy

Each presentation takes up a different aspect of accommodations ranging from syllabi, accommodation transfer, and just what is "reasonable."

PDR #2 (3rd floor)

Speakers: Rachel Donegan, Georgia Gwinnett College, "Syllabus Templates as Access and Equity Barriers in First-Year Writing"

Elizabeth Forsythe, Washington State University, "Ivory-Washing Academia: Higher Ed, Debility, and the Trouble with 'Reasonable' Accommodations"

Krys Ingman, Bowling Green State University, "Addressing Equitable Access to Higher Education: Assessing Accommodation through Syllabi"

First-Year Writing

F.22 Course Design: Archives, Artifacts, and Active Learning

How do we, or might we, design our first-year writing courses to centre student voices and lived experiences toward meaningful assessments? Embracing historical assessment data, student-run university newspapers, and backward design and planning, this session reports and reflects on learning activities for engaged composition courses and goals.

Room 4D (4th floor)

continued on next page

Speakers: Megan Von Bergen, University of Tennessee, Knoxville,
“An Analysis of Historical Classroom Assessment Practices in a
First-Year Composition Course at a Large, Public Southern University,
1926–1932”

James Garner, Augusta University, “Zoned Editions: University
Newspapers and the Composition Classroom”

Writing Centers (including Writing and Speaking Centers)

F.23 Creating Communities of Practice through Peer Writing Tutor Development

Through a combination of storytelling, guided reflection, and written/
spoken exercises, this Engaged Learning Experience session brings theory
to practice for peer writing tutor development that is self-motivated,
embodied, and inquiry-based. Participants will explore how they can
apply these approaches to multiple contexts, as well as share their own
experiences with peer writing tutor development.

Room 4K (4th floor)

Speakers: Roshny Roy, Northeastern University
Vittoria Rubino, US Military Academy at West Point
Nathalie Virgintino, Concordia College

Writing Centers (including Writing and Speaking Centers)

F.24 Post-Quarantine: Collaboration Is Key

Panelists discuss ways in which instructors can implement writing center
collaboration in class design to foster a greater sense of community and
help students transfer what they learn beyond the WC.

Room 4M (4th floor)

Speakers: Robert Bell, University of North Carolina, Asheville,
“Collaborating across Campus to Support Student Writing in a Post-
Pandemic University”

Mandy Macklin, University of Washington, “Designing Writing Center
Support for Transfer: Dialogues in a Global Pandemic”

Jessica Pisano, University of North Carolina, Asheville, “Collaborating
across Campus to Support Student Writing in a Post-Pandemic
University”

Professional and Technical Writing

F.25 Practices of Inclusivity: Doing Hope in STEM Writing Classrooms

This panel explores three ways to help STEM writing classrooms and
programs integrate with STEM curricula to alter the structural inequities
and problems of access that continue to plague the fields. Panelists do

so through engineering curriculum planning, incorporating indigenous science through cultural safety, and analyzing the promises and perils of visual rhetoric and femvertising.

Lake Huron (8th floor)

Speakers: David Grant, University of Northern Iowa
Juval Racelis

Writing Programs

F.26 Effecting a Culture Shift in a Time of Turmoil: Five 2YC WPAs Offer Hope

Five two-year college WPAs share their experience forging cultures of writing instruction grounded in writing studies within environments resistant to change. They offer hope that a commitment to social justice and transformative change can win out over lore and tradition. The session details how to navigate departmental power dynamics, labor issues, and apathy to create a theory-informed program.

Lake Michigan (8th floor)

Speakers: Allison Gross
Kirsten Higgins, Green River College
Jeffrey Klausman, Whatcom Community College
Sarah Snyder, Arizona Western College
Anthony Warnke, Green River College

Institutions: Labor Issues, Professional Lives, and Survival

F.27 Elevating Graduate Student Voices: Reconsidering Spaces of Professionalization

As they become teachers and scholars, graduate students are enculturated into disciplinary ways of knowing and doing through social spaces (conferences, listservs, coursework, teacher preparation programs, etc.). This session questions the traditions and power imbalances of these spaces and explores what hopeful ways we might reimagine these spaces to empower and elevate graduate student voices.

Lake Erie (8th floor)

Speakers: Chen Chen, Utah State University
Emily Hopwood Durney, Brigham Young University
Meridith Reed, Brigham Young University
Amy Williams, Brigham Young University

College Writing and Reading

F.28 Grammar, Grammars, and the Teaching of Rhetorical Grammar

These presentations explore the benefits of teaching grammar as meaning-based in a writing classroom and as rhetorical choice in a creative writing class.

Lake Ontario (8th floor)

Speakers: Zhihui Fang, University of Florida, “Unpacking the Grammar Fatigue Syndrome in College English Teaching in China”

Joseph Salvatore, The New School, “Crafting Creative Clauses and Creating Crafty Clefts: Rhetorical Grammar in the Creative Writing Classroom”

Community, Civic, and Public Contexts of Writing

F.30 Reaching beyond the Academy to Change Public Conceptions of Writing

This panel describes the exigence for working to change public conceptions of and policies about writing, reviews past efforts by our field to do this work, overviews the design of a project the presenters co-designed and research on its efficacy, and provides a heuristic for attendees who would like to engage in public change efforts themselves.

PDR #3 (3rd floor)

Speakers: Will Chesher, Miami University of Ohio

Angela Glotfelter, Miami University of Ohio

Jennifer Maher, University of Maryland Baltimore County

Mandy Olejnik, Miami University

Elizabeth Wardle, Miami University

Inclusion and Access

F.31 Reaching for the Ineffable: Recovering HBCU Narratives of Pedagogy, Marginality, and Rhetoric

Drawing from a range of critical perspectives—historical, theoretical, rhetorical—the panelists examine and problematize notions of recovered and discredited knowledges and pedagogies at HBCUs.

Room 4A (4th floor)

Speakers: Kendra Mitchell, Florida A&M University

Robert Randolph, Shaw University

Faye Spencer-Maor, North Carolina A&T State University

Antiracism and Social Justice

F.32 Race, Racism, and Rhetorics of Drug Addiction

These presentations consider the rhetorics around drug addiction in historical and contemporary US contexts. Specific topics include the racist stigmatization of addiction, white discursive moves in calls for legislation to address opioid addiction, and the limitations of memoir as a means of understanding addiction and recovery.

Room 4B (4th floor)

Speakers: Larry Morgan, Syracuse University, “The Rhetorics of the Drug War and the Production of the Other”

Andrew Appleton Pine, University of Michigan, “Hope as a Property of Whiteness: An Analysis of Opioid Advocates’ Racialized Narratives”

Alexis Young, Georgetown University, “Out of Sight, Out of Control: Using Memoir and Creative Nonfiction to Rethink Addiction and Rehab Culture”

Community, Civic, and Public Contexts of Writing

F.33 Reconciling Structural Racism with “Free Will”: Antiracist Pedagogy and Incarcerated Students

Antiracist pedagogy in teaching incarcerated students feels like a moral imperative. But is promoting resistance in an institution that violates students’ human rights unethical? Particularly difficult for these men is reconciling structural racism with their “Free Will.” This Engaged Learning Experience session seeks to generate terminology and exercises that might give these students a way out that doesn’t disempower them.

Room 4F (4th floor)

Speaker: Laura McCartan, Metro State University

First-Year Writing

F.34 Reclaiming Rhetorics

This panel discusses ways that educators can look toward traditional rhetorical theories to show students how they may be useful across the disciplines and in their daily lives.

PDR #1 (3rd floor)

Speakers: Sarah Lawler, Indiana University, “The Kairos of Liberatory Pedagogy: Cultivating Change in the FYC Classroom”

Fain Riopelle, Indiana University, Bloomington, “Phronesis and New Frameworks: What Aristotle and Cognitive Behavioral Therapy Have to Say about Writing Habits of Mind”

Antiracism and Social Justice

F.35 What the Hell Is Twi? Radical Hope for Multilingual Students in First-Year Writing

In this Engaged Learning Experience session, the facilitators will provide exercises, quotes from students, links to readings, and lessons learned in our own journey toward a multilingual writing program to guide the discussion and problem solving for these fundamental language questions as we try to find answers we can use across institutions and programs. Radical, critical hope flourishes in community.

Room 4E (4th floor)

Speaker: Jessica Parker, Metropolitan State University of Denver
Jane Vigil, Metropolitan State University of Denver

Approaches to Teaching and Learning

F.36 Writing with Monsters: College Composition Topic Approaches to Cultural Perceptions

In this session, the use of monster theory in college composition courses is discussed as a method of directing students as to how they have learned their concepts of social identity. Students are encouraged to use popular culture to explore how aspects of the monstrous and the heroic are ingrained in them. These concepts of monster theory cultivate students' awareness of identity formation.

Room 4Q (4th floor)

Speakers: Rebecca Borah, University of Cincinnati
Beverly Brannan, University of Cincinnati
Ronald Hundemer, University of Cincinnati
Mary Leech, University of Cincinnati
Cheli Reutter, University of Cincinnati

Information Literacy and Technology

F.37 The Writing Class in the Post-Truth Era: Methods to Help Students Discern

These individual presentations focus on teaching methods to help students develop research skills to discern valid from invalid resources.

Room 4L (4th floor)

Speakers: Sara Strasser, Ball State University, "The Novel Weapons Framework: Social Media and the Invasion of Fake News"
Joseph Vuletic, Indiana University, Bloomington, "Critical Times: Self-Reflection as a Method for Teaching (and Practicing!) Media Literacy in a Post-Truth Era"

Approaches to Teaching and Learning

F.38 Unlearning What We Know

This presentation offers strategies for unlearning troubling assumptions and for relearning to see a broader approach to collaborative teaching.

Room 4G (4th floor)

Speakers: Patricia Dunn, Stony Brook University, “The Role of Visualization in Unlearning Harmful Assumptions”

Valerie Hanson, Thomas Jefferson University, “Inventing Inclusive Infographics: What Students Learn about Developing Sensitivity to Diversity, Equity, and Inclusion while Composing Infographic Arguments”

Paul McNeill, Houston Community College, “Redefining the Role of Learning Facilitators in Tribal Colleges”

First-Year Writing

**F.39 First-Year Writing and ESL Writing Integration:
A Case Study**

In this presentation, the speaker will discuss how, over a three-year period, a collaborative system that includes orientation, placement testing, and course development successfully shifted 1 university from a “placement by passport” model (in which international students were automatically placed in a sheltered FYC course) to the Directed Self-Placement model (CCCC, 2020). Both qualitative and quantitative results.

Salon A-5 (lower floor)

Speaker: Ashley Murphy, Lehigh University

G Sessions: 9:30–10:45 a.m.

9:30–10:45 a.m.

Language, Literacy, and Culture

Emerging Scholar Session

Live-ES-G Callaitas Se Ven Más Bonitas: (Re)claiming Our Voice and Breaking Borders through Counterstory

Academia is a demoralizing space for women of color. Seguimos los pasos de las mujeres in the field who have embodied forms of writing that actively resist Eurocentric hegemonic conventions that academia perpetuates. We resist the pressures of assimilation through our counterstories fronteras. Lo hacemos con la frente en alto, grasping to hope, healing, and uplifting our people in the process.

Grand Ballroom (2nd floor)

Speakers: Clarice Blanco, University of Texas at Austin, “We Are Not Voiceless: Latina Empoderamiento en la Academia”

Olivia Hinojosa, Texas State University, “Preserving Language, Preserving Identities: A Narrative of Misidentification”

Elisa Serrano, Texas State University, “Juntas Todo Se Puede: Entering Conocimiento Con La Mejor Compañía”

Lindsey Villalpando, Texas State University, “Nepantla and Spiritual Activism: Healing Wounds y Procesando el Trauma”

Antiracism and Social Justice

G.01 Arab/Muslim Caucus Business Meeting

This Caucus invites scholars and teachers to engage in conversations about Arab and/or Muslim issues in academia and beyond.

International Ballroom South (2nd floor)

Caucus Chairs: Tamara Issak, St. John’s University
Lana Oweidat, Goucher College

Language, Literacy, and Culture

G.02 The Energy of Recollection: Generating Hope through Narrative

“The Energy of Recollection: Generating Hope through Narrative” references neuroscience research to argue that writing a narrative focused on an educational or workplace challenge can help students gain metacognitive awareness and a sense of empowerment, enabling them to formulate future goals. The panel will emphasize that the performative elements in narrative can foster hope for the future.

Mobley (lower level)

Chair: Gita DasBender, New York University

Respondent: Suresh Canagarajah, Pennsylvania State University

Speakers: Irene Clark, California State University Northridge, “Literacy Narratives, Identity, and the Brain: Story as a Springboard of Hope”

Dirk Remley, Kent State University, “Using Neuroscience to Create Hopeful Narratives in Crisis Communication”

Bonnie Vidrine-Isbell, Biola University, “Cognition and Composition: Can the Neuroscience of Narratives Help Us Heal Post-2020?”

College Writing and Reading

G.03 A Statewide Community of Practice on Placement into First-Year Writing: Doing Hope across Alaska through Collaborative Research

This panel brings together five faculty members from across the University of Alaska system in order to better understand placement into first-year writing across the state. We share our study design and findings from our research, including interviews with over 100 stakeholders in placement into first-year writing in order to arrive at a statewide placement philosophy and set of best practices.

Salon A-4 (lower level)

Speakers: Carrie Aldrich, University of Alaska Anchorage

Dana Greci, University of Alaska Fairbanks

Sarah Kirk, University of Alaska Anchorage

Jay Szczepanski, University of Alaska Southeast

Jennifer Tilbury, University of Alaska Fairbanks

Community, Civic, and Public Contexts of Writing

G.04 Collaborative, Intersectional, Disability Studies and Knowledge-Making from the Ground Up: A Student-Faculty Roundtable

Our roundtable explores a hopeful spark that emerged from our undergraduate students' formal statement of demands for disability awareness and its framing on campus, and its effect, which fueled a disability-centered pedagogical collaboration between professors of rhetoric and sociology and created an ongoing learning community between current students and alumni disability rights activists.

Salon A-3 (lower level)

Speakers: Ren Aguilar, Soka University of America
Ryan Caldwell, Soka University of America
Dana Fulton, Akakū Maui Community Media
Katy Gaastra, Cerebral Palsy Strong
Chloe Simson, San Francisco State University
Kristi Wilson, Soka University of America

Language, Literacy, and Culture

G.05 Looking at Language with Hope: Revising Our Language (mis)Understandings

Discussions about linguistic justice and language discrimination have brought to the forefront misunderstandings about language. Such misunderstandings, though unconscious, are influential in student success. Participants will explore some language misunderstandings that have historically affected students' relationship with language especially in FYC and through their work in writing centers.

Sponsored by the Language, Linguistics, and Writing Standing Group

Salon A-1 (lower level)

Chair: Laura Aull, University of Michigan
Speakers: Dylan Dryer, University of Maine
Cornelia Paraskevas, Western Oregon University

First-Year Writing

G.06 Making a Way for Hope: A Rural College's Adaptive Advising Model in Its First-Year Writing Curriculum

In this panel, tenure- and non-tenure-track faculty speakers discuss their pedagogical and curricular approaches in teaching first-year writing and a new advising initiative at a small, rural college. The speakers transparently position their curriculum's successes and challenges to addressing students' foundational literacy needs while also striving to decolonize the classroom.

Salon A-2 (lower level)

Speakers: Sheila Gross, Thiel College
Taylor Hughes, Thiel College
Sean Oros, Thiel College

Inclusion and Access

G.07 Malleable Spaces: Diversity, Accessibility, and Meaning-Making in Learning Environments

Sharing ethnographic studies that investigate the connections between diversity, rhetorical circulation, and meaning-making in various learning spaces, presenters examine how users and space (physical, virtual, mental, conceptual) shape each other, asking how writing spaces, despite their limitations, can be made more inclusive and accessible to the individual and collective needs of all learners.

Salon A-5 (lower level)

Speakers: Alexandra Chakov, University of Wisconsin-Madison
Eric Joseph, Purdue University
Ghada Seifeddine, Purdue University

Antiracism and Social Justice

G.08 Medical Rhetoric Roundtable: Doing Hope in Health and Medicine—Action and Intervention

This roundtable, sponsored by the Medical Rhetoric Standing Group, aims to foster interactive discussions of possibilities for doing hope as action and/or intervention through rhetoric of health and medicine (RHM) research and teaching aimed at ameliorating current pressing problems and global events.

Sponsored by the Medical Rhetoric Standing Group

Continental C (lobby level)

Chair: D. Mollie Stambler, Arizona State University
Roundtable Leaders: Cristina De Leon-Menjivar, Old Dominion University
Bryna Siegel Finer, Indiana University of Pennsylvania
Priyanka Ganguly, Virginia Tech University
Emily Gresbrink, University of Minnesota-Twin Cities
Brian Harrell, Northeast Ohio Medical University
Cathryn Molloy, James Madison University
Tori Thompson Peters, University of Memphis
Jamie White-Farnham, University of Wisconsin-Superior
Chenxing Xie, North Carolina State University

Writing Programs

G.09 Agency, Ethics, and Boundaries: Adapting Disciplinarity in a Challenging Two-Year College Environment

This Engaged Learning Experience session addresses the challenges of sustaining agency and disciplinarity in the current two-year college context. Participants learn strategies for navigating challenging contexts in the classroom, in the program, and with professional development.

Grand Tradition (lobby level)

Speakers: Rachel Barger, University of Wisconsin-Milwaukee at Washington County

Jennifer Heinert, University of Wisconsin-Milwaukee at Waukesha

Cassandra Phillips, University of Wisconsin-Milwaukee at Waukesha

Theory and Research Methodologies

G.11 Collaborative and Empathetic Methods and Methodologies That Provide Hope through Action

This presentation will discuss how the methods/methodologies in the speakers' dissertations functioned to uplift the rhetoric and voices of underrepresented student populations in higher education: feminist research methods grounded in agency, collaboration, and representation; co-researching and autoethnographically informed case studies; and radical empathy and passionate advocacy as methods.

Blvd. A (2nd floor)

Speakers: Morgan Buchs, University of Cincinnati

Emma Guthrie, Bowling Green State University

Kylie Stocker, Tiffin University

Antiracism and Social Justice

G.12 African Student Advocacy for the Writing Classroom

Using decolonial, storytelling, and counterstory approaches, these presenters argue for racial justice, social justice, and student advocacy.

Blvd. B (2nd floor)

Speakers: Sethunya Gall, Clemson University, "An African Storyteller's Education of the Mind and Heart"

Motunrayo Ogunrinbokun, University of Florida, "Whose English?: Resistance, Agency, and the Writing Classroom"

Olagbenro Oladipo, University of Wisconsin-Madison, "Whose English?: Resistance, Agency, and the Writing Classroom"

Community, Civic, and Public Contexts of Writing

G.13 Community Storytelling

This panel explores various rhetorical practices in community writing.

Blvd. C (2nd floor)

Speakers: Jens Lloyd, Drew University, “Telling Other People’s Stories: Reconfiguring Archival Research for Community-Based Learning”
Jonathan Rivera, California State University, San Bernardino, “Writing Home, from Home: Writing Extra-Curricular Epistola Work in the First-Year Classroom”

Community, Civic, and Public Contexts of Writing

G.14 Radical Pedagogy

This panel tackles gun regulation, mass shootings, and re-entry programming for incarcerated youth in an effort to highlight strategies of hope.

Waldorf (3rd floor)

Speakers: Julia Combs, Southern Utah University, “Come My Friends, ’Tis Not Too Late: Teaching FYW to Youth in an Incarcerated Youth Facility”
Matthew Hill, University of Denver, “A Manifesto for Hope and Writing”
John Jones, Southern Utah University, “Come My Friends, ’Tis Not Too Late: Teaching FYW to Youth in an Incarcerated Youth Facility”
Chase Redd, Southern Utah University, “Come My Friends, ’Tis Not Too Late: Teaching FYW to Youth in an Incarcerated Youth Facility”
Lydia Wilkes, Auburn University, “Our Deaths Are Not Enough: Radical Writing and Rhetoric Tactics to Disrupt, Divest from, and Refuse Gun Violence as Usual”

Approaches to Teaching and Learning

G.15 Composition Pedagogy Goes to High School: Trouble and Potential across Institutional Spaces

Speakers on this panel argue that different teaching styles and lack of training for high school ELA instructors in teaching writing lead to conflicting ideologies about writing in high school and college classes. Three speakers—two composition instructors and one ELA instructor—explore opportunities for engagement when incorporating college-level writing pedagogy in the high school ELA class.

Astoria (3rd floor)

Speakers: Joe Courchesne, Granby Public Schools
Jennifer DiGrazia, Westfield State University
Wyatt Paige Hermansen, Westfield State University

Approaches to Teaching and Learning

G.16 Composition and Rhetoric in Contentious Times: Cautious Optimism through Collective Reflection

This panel considers the ways in which edited collections offer a unique communal space for academic writers to collaborate over shared concerns. Through the editing and writing process for *Composition and Rhetoric in Contentious Times*, the panelists consider how the genre of the edited collection facilitates collegial dialogue between contributors.

Williford A (3rd floor)

Speakers: Anna Barritt, University of Oklahoma
Christopher Basgier, Auburn University
Jennifer Juskiewicz, Saint Mary's College
Rachel McCabe, La Salle University
Kalyn Prince, University of Oklahoma

Writing Programs

G.17 Lessons Learned and Hopeful Ways Forward for Online, Hybrid, and In-Person First-Year Writing Instruction and Writing Program Decision Making

Using grade, survey, and interview data, we explore results of a large study of different teaching modalities (i.e., in person, online, hybrid) of first-year writing instruction during Fall 2021 (2,901 students) at a public university. We consider what these results could mean for writing programs and class modalities (e.g., placement, scheduling, training, support, pandemic, and trauma effects).

Williford B (3rd floor)

Speakers: Lisa Blankenship, Baruch College, CUNY
Daniel Libertz, Baruch College, CUNY
Constantin Schreiber, Baruch College, CUNY

Writing Programs

G.18 Metacognition, Universal Design, and Neurodiversity

The presenters examine how metacognition can support transfer, and how it can be a barrier for neurodiverse students in writing classrooms.

Williford C (3rd floor)

Speakers: Virginia Crisco, California State University, Fresno, "Creating Access and Challenge in a First-Year Writing Program: Building 'Constructive Metacognition' Into a Template Curriculum"
Madeleine Trees, Angelo State University, "Masking in the Mirror: Neurodiversity and Reflective Writing"

Inclusion and Access

G.19 Empowering Our Neurodiverse Students: New Pathways to Inclusion and Equity in Composition Pedagogy and Praxis

We propose a radical rethinking of classroom practices that unlearns the rhetoric of limitation and exclusion and embraces neurodiverse behavioral patterns and expression, making them a core consideration rather than a disability to be “dealt with.” This can transform rhetorical development by reshaping the conversation and amplifying neurodiverse voices through inclusive practical tools.

Marquette (3rd floor)

Speakers: Laurie Fisher, University of Southern California
Sarah Orem, University of Southern California
Vanessa Osborne, University of Southern California

Community, Civic, and Public Contexts of Writing

G.20 Post-Truth Rhetoric in Desperate Times

This panel describes post-truth rhetoric in multiple contexts and from various perspectives, providing a rich understanding of rhetoric in these desperate times. Challenging post-truth despair with rhetorical hope, these four speakers analyze post-truth language using methods such as identification, ethos, disaster mitigation, and paternalism.

Joliet (3rd floor)

Speakers: Megan Bronson, Virginia Tech University, “Mitigating Disaster Policy in a Post-Truth Climate: A Case for Rhetorical Lying”
Sarah Cozort, Virginia Tech University, “Post Truth and the Paternal: A Revaluation of Roberts-Miller’s Discussion of Demagoguery”
Andre Jones, Virginia Tech University, “Why Not to Be Like Mike: The Dangers of Black Athletic Ethos under Post-Truth during COVID-19”
Lin Li, Virginia Tech University, “A Comparative Rhetorical Analysis of Trump’s Address at Gettysburg and Xi’s Inaugural Address Drawing on the Concept of Identification”

Antiracism and Social Justice

G.21 Disrupting Writing Normativities and Enacting Institutional Change across Secondary, Postsecondary, and Community College Contexts

We offer strategies for disrupting and enacting institutional change across roles and contexts: a TT WPA, & GTA Practicum leader at a 4-year university; a tenured professor of Developmental English at a 2-year college; a high school teacher and English department chair; a part-time instructor at a 2-year college and PhD student; and a full-time staff professional and MA student at a 4-year university.

PDR #2 (3rd floor)

Speakers: Liz Adames, College of DuPage
Kim Gwizdala, Glenbard West High School
Kerri Martin, College of DuPage
Steven Reese, DePaul University
Erin Workman, DePaul University

Approaches to Teaching and Learning

G.22 Empirical and Theoretical Approaches to the Study of Writing

Speakers offer insights into writing about writing, teaching for transfer, and applications of expressivist pedagogies in the writing classroom.

Room 4D (4th floor)

Speakers: Lauren Coldiron, Old Dominion University, “What Is a Meta-Critical Writing Classroom (and Why Do We Want One)?”
Matthew Overstreet, Khalifa University, “Taking the Low Road: A RECTified Approach to Teaching for Transfer”

First-Year Writing

G.23 Please, Mind Me

This panel discusses strategies by which instructors can foster community within classrooms with the goal of reducing student stress and anxiety.

Room 4K (4th floor)

Speakers: Amanda Hobmeier, University of Southern California, “Building Micro-Communities: Inclusive and Adaptive First-Year Pedagogy”
Amber Nichols-Buckley, University of Mississippi, “Write Here Now: Contemplative Practices in First-Year Writing”
Kirin Wachter-Grene, School of the Art Institute of Chicago, “Building Micro-Communities: Inclusive and Adaptive First-Year Pedagogy”

Inclusion and Access

G.24 Embracing Class in Sites of Writing: Perspectives in Working Class Pedagogy and Praxis

This roundtable explores different strategies, philosophies, and perspectives in centering working-class voices and standpoints in various sites of writing on and around campuses. Perspectives include contingent faculty, writing centers, writing program administration, and researchers.

Room 4M (4th floor)

Speakers: Jennifer Ferrell, Cornell College
Axel Gonzalez, Independent Scholar
Nicole McNeal, Folsom Lake College
Justin G. Whitney, Tennessee State University

Inclusion and Access

G.25 Embodied Representation: Bringing Low-Income, First-Generation Histories to the Classroom

In this Engaged Learning Experience session, two first-generation faculty members will share how they facilitated workshops with low-income, first-generation students, using reading/writing exercises to invite meaning-making from experience. Participants will reflect on and share their own sense of disembodiment in academic spaces and strategize ways to bring experiential knowledge to the classroom.

Lake Huron (8th floor)

Speakers: Joanne Mallari, University of Nevada, Reno
Alissa Surges, University of Nevada, Reno

Information Literacy and Technology

G.26 Ways of Knowing and Doing (Hope) in Digital Rhetoric

With reference to two sets of video interviews--conducted in 2015 and 2019, respectively--with scholars in Digital Rhetoric, we reflect on the ways in which Digital Rhetoric has typically operated reactively to changing technological and cultural conditions. We then ask: what would a more proactive (and more hopeful) field of digital rhetoric look like?

Lake Michigan (8th floor)

Respondent: Matthew Davis, University of Massachusetts Boston

Speakers: Rory Lee, Ball State University
Stephen McElroy, Babson College

Approaches to Teaching and Learning

G.27 Feminist Pedagogies: Care, Resilience, and Vulnerabilities in the Writing Classroom

Speakers engage with feminist rhetorical concepts (care, resilience, and vulnerability) to imagine new responses to the pressures facing writing students and teachers.

Lake Erie (8th floor)

Speakers: June Manuel, University of Oregon, “Dwelling in Silence: A Writing Pedagogy toward Unknowing”

David Riche, University of Denver, “Pedagogy, Vulnerability, and Rhetorical Self-Care”

Karen Tellez-Trujillo, Cal Poly Pomona, “Let’s Unknow What We Think We Know About Student Resilience in the Writing Classroom”

Theory and Research Methodologies

G.28 Unsettling as a Method/ological Intervention into Archival Research

This panel wrestles and contends with unsettling as a method/ological trope, ethos, and praxis of doing archival research otherwise.

Lake Ontario (8th floor)

Respondent: Gesa E. Kirsch, Soka University of America

Speakers: Sally Benson, University of Arizona

Lynée Lewis Gaillet, Georgia State University

Romeo Garcia, University of Utah

Kathryn Manis, Washington State University

Maria Carvajal Regidor, University of Massachusetts Boston

Jessica Rose, Georgia Institute of Technology

Pamela Takayoshi, Kent State University

First-Year Writing

G.29 Radical Joy: Making Space in the First-Year International Writing Classroom

Presenters will share pedagogical design and discuss the underlying theoretical principles that offer ways to make space for joy in the international writing composition classroom through the use of embodied learning, mindfulness practices, contract grading, and community agreements.

Room 4C (4th floor)

Speakers: Natalia Andrievskikh, New York University, “Affective Spaces: Embodied Learning and Visual Thinking in the ELL Classroom”
Megan Murtha, New York University, “Mindful Breathing, Mindful Writing: Cultivating the ELL Writing Classroom as Writing Sanctuary through Mindfulness Practices”
Amira Pierce, New York University, “Contract Grading and Community Agreements in the ELL Classroom: Practices that Enable Joy”

College Writing and Reading

G.30 Reading across Educational, International, and Personal Boundaries

These presentations each demonstrate how they consider teaching reading across boundaries as a necessary step to ensure student success. Topics addressed are teaching reading in graduate school and situating self as reader and as research subject.

PDR #3 (3rd floor)

Speakers: Bess Fox, “Reading Identity”
Alice Horning, Oakland University, “Critical Reading: A Hope for Faculty Training and Action”

Community, Civic, and Public Contexts of Writing

G.31 Recirculating Rhetorical Memories across Publics and Places

This panel engages with rhetorics of memory and place in presentations on kinship identity in the Cherokee Nation and Cherokee homelands; stories of migration, displacement, and colonialism of African diasporas in Australia; pedagogical approaches for recirculating often-erased local histories of BIPOC community organizing; and the politics of remembrance of a civil rights worker.

Room 4A (4th floor)

Speakers: Suban Nur Cooley, New Mexico State University, “Migration, Colonization: A Collective Conversation toward Healing”
Becca Hayes, “Remembering Viola Liuzzo”
Vani Kannan, “Writing Community Histories through Public Archival Pedagogy”
Jaquetta Shade-Johnson, University of Missouri, “Kinship, Clans, Hills, and Homelands”

Friday, 9:30–10:45 a.m.

Approaches to Teaching and Learning

G.32 Teaching and Learning about Privacy and Surveillance: Doing Hope through the Digital Rhetorical Privacy Collective

This panel builds on interdisciplinary work within and beyond rhetoric and writing studies to introduce the Digital Rhetorical Privacy Collective, a digital resource for instructors who wish to incorporate intersectional learning about digital privacy and surveillance into their classrooms.

Room 4B (4th floor)

Speakers: Morgan Banville, East Carolina University
Gavin Johnson, Texas A&M University-Commerce
Charles Woods, Texas A&M University-Commerce

Language, Literacy, and Culture

G.33 Reconsidering Contexts of Textual Production and Distribution

Through case studies in the Ukraine, the 19th-century US, and colonial America, these presentations examine the resistance value and narratives of texts and their distribution.

Room 4F (4th floor)

Speakers: Sherrin Frances, Saginaw Valley State University, “The Trash Libraries of Amherst, Bogota, and Ankara: Public Literacy, Kairotic Invention, and Emergent Hope”

Peter Mortensen, University of Illinois at Urbana-Champaign,

“Decolonizing Knowledge in the History of Literacy: Reconsidering the Consequences of Writing and Print in Early Colonial Maryland”

Catherine Pavia, Brigham Young University, “The Circulation of Books and of Hope: Rhetorical Ecologies and the Promotion of the Book Wagon in the United States”

Professional and Technical Writing

**G.34 Reframing via the Popular Science Article Genre:
Pedagogical Takeaways from Recent Publications about
Psilocybin Mushrooms**

This article brings Lakoff’s metaphor theory into conversation with rhetorical genre studies to examine how the popular science article allows for felicitous reframing of contested and controversial research topics. We conclude by offering a series of classroom activities based on these findings, thereby offering students access to powerful forms of discourse that will help them enact change.

PDR #1 (3rd floor)

Speakers: Paul Thompson Hunter, Purdue University
Kaden C. Milliren, Purdue University

Professional and Technical Writing

**G.35 Writing All Day Every Day: Exploring What Professionals
Tell Us about the Value of Transactional Writing in the
Workplace**

This Engaged Learning Experience sets out to explore the role of transactional writing in the workplace and its potential role in college curricula through a blend of writing, discussion, and visual representation. We weave research and findings with prompted audience participation.

Room 4E (4th floor)

Speakers: Patricia Welsh Droz, Houston Christian High School
Lorie Jacobs, University of Houston-Clear Lake

First-Year Writing

G.36 Who Are Our Students, and What Do They Hope For? Confronting the Complex Interplay between 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 both students’ and teachers’ identities and hopes. Reclaiming the “who” offers an antidote to the alienation of desperate times.

Room 4Q (4th floor)

Speakers: Jeanne Costello, Fullerton College, “Are Faculty Student-Ready? How a ‘Critical Hope’ 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, “What Hopes Might a Student’s Apparent ‘Self-Absorption’ Conceal?”
Wendy Ryden, Long Island University Post, “Advancing Environmental Literacy through WAL (Writing about Literature)”

Theory and Research Methodologies

G.37 Theories and Methods for Social Justice Pedagogies

This panel considers how social justice and Critical Race Theory can influence pedagogical theories and methods. Presenter 1 examines using Critical Race Theory and Interest Convergence analysis of popular culture as first-year composition pedagogy. Specifically, how to use my case study on HBO’s *And Just Like That*, as a template for teaching the tenets of CRT. Presenter 2 examines the educational theories of Antonio Gramsci, and challenges current use of Gramsci’s theories of hegemony in the field of rhetoric and composition. It formulates a new theory of Gramsci’s role in education, and places writing studies in a theoretical context.

Room 4L (4th floor)

Speakers: Rory Lukins, University of Southern California, “Rethinking Antonio Gramsci’s Place in Theories of Rhetoric and Composition”
Natalie Shellenberger, Texas Christian University, “And Just Like That: Using Critical Race Theory to Analyze DEI Infusion in Popular Media as First-Year Composition Pedagogy”

Approaches to Teaching and Learning

G.38 Translating Identities

Speakers explore the limits and possibilities of re- and de-identification with familiar categories for helping writers to invent their own, substantively novel approaches to learning.

Room 4G (4th floor)

Speakers: Deidra Jackson, University of Mississippi, “Deep-Six the Initiation: Guiding Beginning Research Writers, Who Don’t Want to Identify as Academic Scholars, but Simply Get from One Paper to the Next”

Anne Silva, “Preparing for a Hopeful Future: Bridging the Gap Between K–12 and Higher Education Writing Pedagogy”

Maryna Teplova, Illinois State University, “Fostering Creativity in a Socioculturally Oriented Academic Writing Course”

Inclusion and Access

G.39 Hope Is a Fickle Thing

This panel establishes a praxis of queer hope, drawing on theories informed by queer, trans, BIPOC, and disabled people. Together, the speakers trace how a queercrip praxis of hope can shape our liberation work, our care work, and our academic work.

International Ballroom North (2nd floor)

Chair: Jacqueline Rhodes, University of Texas at Austin

Respondent: Jacqueline Rhodes, University of Texas at Austin

Speakers: Ada Hubrig, Sam Houston State University

Keshia McClantoc, University of Nebraska-Lincoln

Timothy Oleksiak, University of Massachusetts Boston

Logan Smilges, Texas Woman’s University

11:00 a.m.–1:45 p.m.
Poster Sessions
Normandie Lounge (2nd floor)

Professional and Technical Writing

Mitigating Student Resistance to Diversity, Equity, and Inclusion in Undergraduate-Level Technical and Professional Writing: An Exploratory Study

This poster presents the results of a pilot study of a 300-level professional writing course that aims to mitigate student resistance to socially just approaches to technical and professional writing. Focus group and survey results provide detailed information regarding students' perceptions of the DEI-infused curriculum and offer insight into how to mitigate resistance to DEI.

Speaker: Mindy Myers, Ferris State University

Inclusion and Access

Paying Attention to Executive Dysfunction: Writing Accommodations and a Writing Process that Students Want

This presentation explains the role of executive functioning in writing and the limitations of prescriptive writing process for students with executive dysfunction (such as students with ADHD). Then, the speaker provides more appropriate writing accommodations that are supported by student experience.

Speaker: Emilie Schiess, Ball State University

Antiracism and Social Justice

Teaching Social Justice in a Post-MAGA World: Writing Past the Stop WOKE Act

This paper will discuss the social justice turn and the public opposition to that turn in the studies of Technical and Professional Communication (TPC), rhetoric, and composition. By interpreting the elements of the Stop Woke Act, I will attempt to demonstrate the academic field's diverging trajectory of pedagogical practices with the simultaneously emerging political opposition (Kynard, 2018).

Speaker: Amanda Partin, East Carolina University

Antiracism and Social Justice

The Difficulties and the Applicability of Implementing Critical Pedagogy in the Egyptian Educational Context

This study aims to explore the applicability and the difficulties of implementing critical pedagogy in the Egyptian Educational context. A brief description of the Egyptian education will be presented to shed light on the context which represents the focus of the study.

Speaker: Mahmoud Othman, Indiana University of Pennsylvania

H Sessions: 12:30–1:45 p.m.

12:30–1:45 p.m.

Antiracism and Social Justice

Promoted Session

PS-H.03 Teaching CRT Post-2020: Uncovering Racial Histories and the Struggle over Critical Race Theory

This panel features four educators who live and teach in states embroiled in CRT controversy.

Sponsored by the Latinx Caucus

Salon A-4 (lower level)

Caucus Chairs: Christina Cedillo

Romeo García, University of Utah

Respondent: Cruz Medina, Santa Clara University

Speakers: Aja Martinez, University of North Texas

Jaime Armin Mejia, Texas State University

Yvette Regalado, Texas State University

Ada Vilageliu-Diaz

Approaches to Teaching and Learning

Live-H.15 How Do We Teach Men to Stop Killing Us? Masculine Threat, Mass Shootings, and Male Gender Role Conflict/Stress

Violence borne of toxic masculinity, research shows, is now predominantly done by college-aged men. Thus, it is necessary to engage men in conversations about masculine requisites and their elicited anguish. Panelists believe that our writing classrooms are uniquely positioned to do this work as they are spaces where men shape gendered identities that reproduce or challenge hegemonic masculinity.

Astoria (3rd floor)

Speakers: Michael Benjamin, University of Louisville

Nicholas Marino, Trinity College

Robert Mundy, Pace University

College Writing and Reading

H.01 Locating Empathy in Structures of Writing

How do we teach writing and ethical rhetorical engagement within our polarized cultural moment? What role can empathy play in our classrooms and institutions? These questions are more relevant now than ever as we work toward greater racial and social justice and face the many challenges of our time. This panel locates empathy in the structures informing our teaching and understanding of writing.

Sponsored by the Assembly for Expanded Perspectives on Learning (AEPL) Standing Group

International Ballroom South (2nd floor)

Speakers: Rosanne Carlo, College of Staten Island, CUNY, “The Empathy Block: How Institutions Fail Our Students”

J. W. Hammond, University of Michigan, “Infrastructuring for Empathy in Writing Assessment”

Theresa Kulbaga, Miami University, “Teaching Critical Empathy and Epistemic Justice through the Politics of Citation”

Nadya Pittendrigh, University of Houston-Victoria, “African Restorative Justice and the Composition Classroom”

Harry Thorne, College of Staten Island, CUNY, “The Empathy Block: How Institutions Fail Our Students”

Professional and Technical Writing

H.02 Complicating Rhetorics of Consensus and Hope in Scientific Discourse

In the face of science denialism and controversy, consensus is leveraged within the scientific community to soothe public anxieties that experts are divided or that knowledge is unsettled. As such, scientific consensus is framed as a hope for definitive action in the face of high-stakes technical and scientific issues. This panel explores complications associated with these consensus rhetorics.

Mobley (lower level)

Speakers: Laura Roberts, University of Wisconsin-Platteville, “Citizens’ Use of Scientific Rhetoric and Topoi to Oppose Wind Turbines”

Michael Zerbe, York College of Pennsylvania, “The Impacts of Incrementalism on Consensus and Hope in the Rhetoric of Science”

Elise Li Zheng, Georgia Tech, “Sociotechnical Networks, Consensus, and Big Science”

Inclusion and Access

H.04 Re-Visioning Access and Inclusion: Toward an Intersectional Disability Pedagogy

This roundtable explores what access can be and what limits or disables practices of access, particularly in the context of multiply marginalized individuals. Presenters will speak to access practices that privilege more dynamic, intersectional approaches called for by disability justice activists and scholars. Attendees are invited to engage in reflective prompts and other forms of dialogue.

Sponsored by the Disability Studies Standing Group

Salon A-3 (lower level)

Respondent: Stephanie Kerschbaum, University of Washington

Speakers: Leah Heilig, University of Rhode Island, “‘Prescriptive Accessibility’: Accessibility Projects with External Clients in the Writing Classroom”

Drew Holladay, University of Maryland, Baltimore County, “A Building Like This One: Using Campus History to Illustrate Barriers to Access”

Annika Konrad, University of Michigan-Ann Arbor, “Teaching and Learning Access”

Brenna Swift, University of Wisconsin-Madison, “‘I Had to Write My Way through It’: Disabled Writers Journaling to Name and Build Futures”

Elizabeth Tacke, Eastern Illinois University, “Access and the Precarity of Disclosure”

Inclusion and Access

H.05 Maintaining Hope as Rhetoric: Pedagogical Journeys into Online Classrooms amid the Pandemic and Personal Tragedies

This panel discusses hope as a rhetorical process in writing instruction in times of global catastrophes and despair. This panel presentation features some unique methods informed by hope as a rhetorical construct to find new values of learning amid the pandemic as a temporary lapse.

Salon A-1 (lower level)

Speakers: Moushumi Biswas

Uma S. Krishnan, Kent State University

Maria Prikhodko, “Hope as Rhetoric in US-Based Remote Writing Classes: Drawing on Indigenous Traditions of Russia to Decolonize Academic Success and Its Assessment”

Inclusion and Access

H.06 Making Academia Accessible through Linguistic Justice across the Disciplines

These individual presentations explore methods to create accessible pathways by respecting students' right to their own language.

Salon A-2 (lower level)

Speakers: Benjamin Hojem, University of Cincinnati, "Writing in Bounds: A Study in Genre and the Expression of Racial Identity in College English Writing"

Sarah Huddleston, Columbia University, "Building Linguistic Pathways: Increasing Accessibility in Academia through Transdisciplinary Codemeshing"

Dhruba Jyoti Neupane, University of Iowa, "Doing Diversity Differently"

College Writing and Reading

H.07 Mercantile Identity in the Creative Writing Classroom

A marketplace outcome often predominates over aesthetic or intellectual concerns for students in creative writing classrooms. This paper explores how we can help students recognize and critique how the marketplace affects production and help prepare them to participate in the "fundamentally changed social and material practice" of writing in a 21st century digital framework.

Salon A-5 (lower level)

Speaker: Carol Spaulding-Kruse, Drake University

Language, Literacy, and Culture

H.08 Reimagining Resistance

These presentations, one featuring identity and resistance work through creatively modified graduation regalia and one discussing POC authors' notes in YA fiction, help to reimagine resistance and engage important identity work.

Continental C (lobby level)

Speakers: Charles Grimm, Georgia Highlands College, "Hope to Graduate: Visual Analysis of Rural 2YC Graduates Commencement Decorations"

Tasha Lindo, University of Iowa, "Figured Worlds of Activism: Finding Hope in YA POC Authors' Notes"

Approaches to Teaching and Learning

H.09 Collaboration, Teamwork, and Peer Review

Speakers offer a range of approaches to collaboration within and beyond the writing classroom and its effects on students' literate practices.

Grand Tradition (lobby level)

Speakers: Paula Carlino, National Council for Scientific and Technical Research/University of Buenos Aires/UNIPe, "Video-Recorded Collective Reviews: A Powerful Tool to Teach and Investigate the Process of Teaching and Learning to Write in a New Genre"

Quang Ly, University of Miami, "What Can Writing Instructors Learn about Collaboration from a Business Group Project"

Emi Stuemke, University of Wisconsin-Stout, "Intentional Teamwork Training: The Step before Creating Successful Writing Groups"

Community, Civic, and Public Contexts of Writing

H.10 Finding Hope through Grant Writing

These individual presentations center on grant writing, both in practical application of composing them and in classroom-based application.

Buckingham (lobby level)

Speakers: Julia Garrett, Northeastern University, "Grant Writing with Community Partners: Fostering Programs to Support Food Security, Youth Leadership, Public Health, and Immigrant Labor"

Mika Stepankiw, Texas Tech University, "Checking My Positionality: Deconstructing Knowledge to Uncover New Ways of Composing Grants"

First-Year Writing

H.11 Common Readings, Uncommon Readers

This panel features speakers from a first-year writing program who have recently added common readings into their courses. We resist the narratives of standardization/conformity that some associate with common readings and instead share the hopeful effects that our common readings have inspired in our program—from updated syllabi and class plans to conversations amongst faculty and students.

Blvd. A (2nd floor)

Speakers: Kate Bloomquist, Washington University in St. Louis, "Uncommon Fragments: Excerpting Common Readings"

Nathaniel Farrell, Washington University in St. Louis, “Racial Parity in Reading Selection: Authenticity as Resistance”

Dustin Iler, Washington University in St. Louis, “Sequencing Common Readings”

Aileen Waters, Washington University in St. Louis, “Uncommon Literacy”

First-Year Writing

H.12 Rhetorical Listening for Thesis Statements and Civic Engagement

This session brings together two presentations on rhetorical listening to spark conversations on how an ethos of listening can inform and transform thesis statement pedagogies as well as how rhetorical listening in service-learning models can empower passion and change agency in social and political realms.

Blvd. B (2nd floor)

Speakers: Jennifer Chancellor, University of Oklahoma, “Doing Hope in a Seemingly Hopeless State: Engaging First-Year Composition Students in Rhetorical Listening through Service Learning”

Silke Feltz, University of Oklahoma, “Doing Hope in a Seemingly Hopeless State: Engaging First-Year Composition Students in Rhetorical Listening through Service Learning”

Esther Schupak, “A Pedagogy of Hope: Listening Rhetoric and the Thesis Statement”

Antiracism and Social Justice

H.13 Institutional Considerations in Antiracist Writing Program Work

By exploring institutional texts and writing program texts, these speakers offer a framework for subverting white supremacy and creating justice in programs and policies.

Blvd. C (2nd floor)

Speakers: Andrew Hollinger, University of Texas Rio Grande Valley, “Hope Is a Discipline, or Dynamic Criteria Mapping at the End of the World”

Ray Rosas, Penn State, “Identifying Race-Evasive Textual Tactics in a Predominantly White Institution: Toward Antiracist Genre Resistance”

Maggie Shelledy, University of Texas Rio Grande Valley, “Hope Is a Discipline, or Dynamic Criteria Mapping at the End of the World”

Inclusion and Access

H.14 Radical Trust and Self-Efficacy: Cultivating Hope through Reflective Self-Placement

Placement can leave students despondent. When the University of California discontinued a timed-writing exam, we wanted to know: could students build self-efficacy through a tool built on radical trust and feel hope about succeeding in college writing? Thus, Reflective Self-Placement was born. In this Engaged Learning Experience session, we'll explore values of RSP, learn about the RSP tool, and explore strategies for addressing resistance.

Waldorf (3rd floor)

Speakers: Estee Beck, University of California, Merced
Eileen Camfield, University of California, Merced
Erin Goldin, University of California, Merced
Samantha Ocena, University of California, Merced
Angela Winek, University of California, Merced

Inclusion and Access

H.16 Hopeful Revisions of Labor-Based Grading Practices

Our roundtable engages writing instructors who wish to incorporate alternative assessment practices. Alternative grading practices, like ungrading, serve to create inclusive assessments of student writing. We see our roundtable as a way to engage in hopeful conversations about ways of enacting social justice methodologies in our feedback to student writing through alternative grading practices.

Williford A (3rd floor)

Speakers: Jessica Jorgenson Borchert, Pittsburg State University
Antonio Byrd, University of Missouri-Kansas City
Nicole Hancock, Southwestern Illinois College
Liane Malinowski, University of North Texas
Lizbett Tinoco, Texas A&M University-San Antonio

First-Year Writing

H.17 Let the Negotiations Begin

Presenters will share ways to reimagine rubrics and course materials that promote student agency and structure the “rules” of the class as an ongoing conversation.

Williford B (3rd floor)

Speakers: Amanda Athon, Governors State University, “One Size Does Not Fit All: Designing Flexible Template Course Shells for First-Year Writing Instruction”
Steven Nelson, Concordia University Wisconsin, “All Aboard: A Plan for Building Momentum in the First Two Weeks of Composition Class”

Language, Literacy, and Culture

H.18 Military Literacies

These presentations consider the roles of military teachers and the literate practices taught in their classrooms.

Williford C (3rd floor)

Speakers: Brittney Boykins, Florida A&M University, “From Students to Soldiers, From Professor to Trainee: Language and Literacy in Combat Training Spaces”

Catherine St Pierre, Florida Gateway College, “Literacy Sponsors and Theory of Writing: A Case Study of Military-Affiliated Writers”

Writing Programs

H.19 Postdoc Positions and Future Possibilities for New PhDs

By utilizing a range of theoretical and empirical methodologies, 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 strategies for program diversification and PhD placement that are broadly applicable to other program configurations.

Marquette (3rd floor)

Respondent: Kelly Ritter, Georgia Institute of Technology

Speakers: Andy Frazee, Georgia Institute of Technology

Jeffrey Howard, Converse University

Melissa Ianetta, Georgia Institute of Technology

Caitlin Kelly, Georgia Institute of Technology

Antiracism and Social Justice

H.20 Hope Is Giving Yourself Permission: Celebrating the Confluence of Student Identities in Your Pedagogy

After providing the audience with heuristics for thinking about character, curriculum, classroom, and community, the presenters will lead a discussion about the need for the audience to give themselves permission to do antiracist work in their literacy courses and why they may hesitate to do so.

Joliet (3rd floor)

Speakers: Kevin DePew, Old Dominion University, “Classroom & Community”

Kylowna Moton, Los Angeles City College, “Character & Curriculum”

Michael Seward, Minneapolis College, “Overview”

Antiracism and Social Justice

H.21 Sharing and Preserving Historical and Creative Counter-Narratives

Panelists in this session explore the power of historical and creative counter-narratives to interrupt and intervene in master narratives that reproduce class- and regional-stereotypes in Appalachia and white supremacist tropes of progress in Boston's urban renewal project.

PDR #2 (3rd floor)

Speakers: Joshua Christian, Southern Illinois University at Carbondale, "Hope for Appalachian Narratives"

Rachael McIntosh, Northeastern University, "Temporal Containment and the Archive: Countering Rhetorics of Progress in Boston's Urban Renewal Project"

College Writing and Reading

H.22 Decriminalizing Plagiarism: Teaching Citations as Effective (and Affective) Pedagogy

These presentations demonstrate how their cognitive and affective approaches to teaching plagiarism help students more effectively incorporate sources into their papers.

Room 4D (4th floor)

Speakers: Trischa Duke, University of Illinois at Chicago, "Embracing a Growth Mindset toward Plagiarism with Developmental Writers"

Lucas Pasquina, Columbia University, "Lowering the Stakes: Exploring a Cognitivist Approach to Patchwriting"

Approaches to Teaching and Learning

H.23 Encompassing Collaboration in a Post-Pandemic World: Meeting Our Students' Needs

By looking at the creation of specialized and interdisciplinary writing courses designed to meet specific needs, as well as assessment data for a program that has multiple iterations of English 101, the panel explores how we, as educators, must adjust to our students needs. Through trust, collegiality, and collaboration, we can work to restore hope for a better-prepared graduate.

Room 4K (4th floor)

Speakers: Barbara Ladner, West Virginia State University, "Help Us Help You: Creating Specialized Learning Courses for Specialized Programs"

Jeffrey Pietruszynski, West Virginia State University, "Is Any of This Actually Working? Assessing Multimodal Courses in an Academically Underserved Fishbowl"

Jessica Pietruszynski, West Virginia State University, “Our Students Can’t Write: The Importance of Collaboration in Interdisciplinary Writing Classes”

Writing Programs

H.24 Finding Hope in Hopelessness

The presenters share their stories and experiences of finding hope through faculty support, in research interviews, and through the act of lament.

Room 4M (4th floor)

Speakers: Heather Bastian, University of North Carolina, Charlotte, “Making Hope Visible with Institutional Partners”

Rebecca Gerdes-McClain, Columbus State University, “Lament: Hope in Difficult Times”

Adrienne Jankens, Wayne State University, “Zooming into a Research Method and Findings: Learning Myself as Interviewer and WPA in Conversations with Practicum Instructors about Writing Program Values”

Theory and Research Methodologies

H.25 Finding Hope in Rhetorical Constructions of Motherhood across Time and Space

Taking examples from each of the last three centuries, this panel examines how rhetorical constructions of motherhood fail to make space for alternative narratives that illustrate how the personal is political while also establishing choice as an essential element of mothering.

Lake Huron (8th floor)

Speakers: Shanna Cameron, University of Memphis

Katherine Fredlund, University of Memphis

Liz Rohan, University of Michigan-Dearborn

Institutions: Labor Issues, Professional Lives, and Survival

H.26 Finding Hope: The Need for Post-COVID Connection and Community

In this session, presenters draw from qualitative research and personal reflection to consider the influence of the COVID-19 pandemic on faculty members’ experiences as teachers and scholars and how collaboration and community may encourage hope in seemingly hopeless times.

Lake Michigan (8th floor)

Speakers: Christine Kugelmann, University of Central Florida, “CCCCs of Hope: Collaboration, Connection, Cooperation, and Community”

Rachael Sullivan, Saint Joseph’s University, “Mom Guilt and Hope on the Tenure Track”

Approaches to Teaching and Learning

H.27 Grounding Relationality in the Writing Classroom

This panel suggests new ways of deepening the relational framing of graduate and undergraduate education in writing studies.

Lake Erie (8th floor)

Speakers: Fia Christina Borjeson, Chalmers University of Technology, “Let’s Talk about Writing—Feedback Dialogues to Promote Learning”
Carl Johan Carlsson, Chalmers University of Technology, “Let’s Talk about Writing—Feedback Dialogues to Promote Learning”
Katherine Frankel, University of Cincinnati, “Fostering Connections, Fostering Hope: Implementing Relational-Cultural Theory in the Composition Classroom

Professional and Technical Writing

H.28 Practical Applications of Professional and Technical Writing: Exploring Connections

Diverse individual presentations center on practical applications of professional and technical writing to real-world contexts.

Lake Ontario (8th floor)

Speakers: Jo Mackiewicz, Iowa State University, “Skilled Trade Literacies: Examining Overlooked Genres and Their Exigencies in Technical Communication Classes”
Olga Menagarishvili, Metropolitan State University, “Student Attitudes to Multimodal Assignments in a Technical Communication Class for ELL Students at a Swedish Technological University”

Language, Literacy, and Culture

H.29 Re-Envisioning Witte and Peirce’s Semiotics through a Contemporary Field Theory of Composition

Expanding on work conducted in a research methods seminar, in this panel speakers utilize a Unified Field Theory of Composition to examine the semiotic process of writing in contemporary domains. The goal of this session is to develop insights in composition as a complex process of negotiations involving multiple interpretants: knowledge of what writing is, what it does, and who writers are.

Room 4C (4th floor)

Speakers: Maddie Bruegger, University of Maine
Amy Jones, University of Maine
Dylan Morin, University of Maine

Inclusion and Access

H.30 Reading and Writing Pedagogy at Access-Oriented Institutions (AOIs): Centering Access in Cross-Institutional Collaboration and Curriculum Building

MLA organized nine regional institutes for graduate students interested in teaching at AOIs and early-career faculty at AOIs, each led by facilitators from two- and four-year institutions. Institute facilitators will discuss the curriculum, its theoretical foundations, and its development in addressing different institutional concerns (e.g., teaching at HSIs, teaching Indigenous texts).

PDR #3 (3rd floor)

Speakers: Stacey Lee Donohue, Central Oregon Community College
David Green, Howard University
Lisa King, University of Tennessee, Knoxville

Approaches to Teaching and Learning

H.31 Reckoning Pasts to Reimagine Disciplinary Futures: Black Feminist Methodologies, Sexual Violence Response, and White Racial Un/Learning

Through a critical discussion of sexual violence, Black feminist methodologies, and unlearning whiteness, this panel critically interrogates disciplinary homeplaces, and their histories, toward reimagining the discipline that centers justice in teaching and learning, including program administration, pedagogy, and policy.

Room 4A (4th floor)

Speakers: Amanda Hawks, Michigan State University, “Toward a Black Renaissance: Liberatory Rage and Why We Need the Irrational Other”
Bethany Meadows, Michigan State University, “From Anger to Opportunities for Change: Examining Sexual Harassment in Writing Studies”
Nick Sanders, Michigan State University, “Notes toward Tomorrow: Toward a Rhetoric of White Racial Un/Learning”

Community, Civic, and Public Contexts of Writing

H.32 The Struggles and the Silences: Performing Hope in Sonic Practices

Soundscape analyses and musical composing use reduced listening and narrative inquiry to analyze how sound creates a sense of place, invoking intersectional identities. Since limited methods hide struggles and silences that haunt our soundscapes, speaker 1 addresses silences in an advanced campus soundscape assignment, while speaker 2 addresses the struggles in musical soundscapes, new knowledge, and “doing hope.”

Room 4B (4th floor)

Speakers: Michelle Comstock, University of Colorado at Denver
Mary Hocks, Georgia State University

Approaches to Teaching and Learning

H.33 Reconsidering Research-Based Practices in Online Writing Instruction: Modality, Community, and Linguistic Justice

The presenters reassess their research on learning communities in online and hybrid writing courses conducted in 2017–2019 in light of conversations that have fundamentally shifted their thinking about online writing instruction since 2020: modality, community, and linguistic justice.

Room 4F (4th floor)

Speakers: Jennifer Cunningham, Kent State University
Lyra Hilliard, University of Maryland
Mary Stewart, California State University, San Marcos
Natalie Stillman-Webb, University of Utah

Community, Civic, and Public Contexts of Writing

H.34 Co-Creating Shared-Vocabulary Across Communities: A Research Method for Building Sustainable and Nuanced Partnerships with Local Communities

My research explores an innovative method of research praxis that considers establishing reciprocal partnerships between universities and culturally marginalized local communities of literacy engagement. My project better honors these spaces of literacy production as we glean knowledge from them as they do from us. My research will provide improved strategies of communicating across communities.

PDR #1 (3rd floor)

Speaker: Nicole Cunningham-Frisbey, University of New Hampshire

Writing Programs

H.35 What Happens Next? Hopeful Writing Program Responses to Placement Reforms in the TYC

Over the last several years, two-year college (TYC) teacher/scholar/activists have been deeply involved in leading radical placement reforms in their institutions. This panel presentation brings together TYC faculty to report on what happens after placement reform. Panelists will share stories, data, and new ideas born from major reforms at their institutions.

Room 4E (4th floor)

Speakers: Sara Amani, Arizona Western College, “Ripple Effects of Change: ODSP at the TYC”

Carolyn Calhoon-Dillahunt, Yakima Valley College, “Placement Reform as a Catalyst for Programmatic and Institutional Change”

Rachel Ihara, “New Placement as Teachable Moment: Learning from the Effects of System-Wide Reform”

Kevin Kato, Arizona Western College, “Ripple Effects of Change: ODSP at the TYC”

Annie Del Principe, Kingsborough Community College, CUNY, “New Placement as Teachable Moment: Learning from the Effects of System-Wide Reform”

Sarah Snyder, Arizona Western College, “Ripple Effects of Change: ODSP at the TYC”

Inclusion and Access

H.36 “Keying In” to the Margins: Launching an Interactive e-Map to Include and Support Diverse Writing Practices

Our Engaged Learning Experience session reexamines how and where writing happens, and how we can manifest a more inclusive vision of our field. We report on the launch of an interactive digital map, Writing Sites, which explores writing trends at diverse institutions, and then invite participants, particularly those not well represented in similar research, to contribute, lifting up underheard colleagues’ voices.

Room 4Q (4th floor)

Respondent: Katherine O’Meara, St. Norbert College

Speakers: Kendon Kurzer, University of California, Davis

Greer Murphy, University of Rochester

Robyn Russo, Northern Virginia Community College

College Writing and Reading

H.37 Third Spaces: The Rhetoric of Reform, Perception, and Environment

Connecting writing classrooms to students' college experiences, these presentations consider a dialogic third space as part of basic writing course reform, how writing assignments impact students' perceptions of college education, and the rhetoric classroom as refuge in fast-paced educational and residential environments.

Room 4L (4th floor)

Speakers: Michelle Zaleski, Benedictine College, "Creating Space for Change in Basic Writing Reform"

Dan Zhang, University of Illinois at Urbana-Champaign, "From Writing Ability to Holistic Development: How Writing Assignments Impact Students' Perceptions of their College Education"

Language, Literacy and Culture

H.38 Writing Diversity and Resistance at HSIs

These panelists explore notions of "in-betweenness," myths of linguistic uniformity, and the strength of translangual pedagogy at HSIs.

Room 4G (4th floor)

Speakers: Jamila Kareem, University of Central Florida, "The Hopeful Pursuit of Linguistic Justice: Student Perspectives of FYW Language Diversity"

Christine Martorana, Florida International University, "Making Zines, Choosing Hope: Multicultural Students and the Pedagogy of Chosen Ambiguity"

Mijanur Rahman, California State University, Los Angeles, "'Return of the Repressed': Celebrating Diverse Writing Practices"

I Sessions: 2:00–3:15 p.m.

2:00–3:15 p.m.

Inclusion and Access

Promoted Session

Live-PS-I Planning for the Last Minute: A 24-Hour Film Project

This session presents a short documentary about the conference paper writing processes of presenters with ADHD, recorded and edited while at CCCC 2023.

Grand Ballroom (2nd floor)

Chair: Aimee Morrison, University of Waterloo

Speakers: Melissa Forbes, Gettysburg College

Aimee Morrison, University of Waterloo

Institutions: Labor Issues, Professional Lives, and Survival

Emerging Scholar Session

ES-I.08 What Would We Do without You? A Genealogy of Hope and Harm Reduction in Graduate Student Labor

Three writing center practitioners share their experiences as consecutive graduate student administrators. They recount their work to maintain and expand programs and improve working conditions for others. Roundtable participants are invited to reimagine graduate student labor, not just as a professionalization opportunity, but as essential to WCA work and worthy of being valued as such.

Continental C (lobby level)

Speakers: Chanara Andrews-Bickers, University of Georgia

Emma Catherine Perry, University of Nebraska-Lincoln

Paula Rawlins, Yale Poorvu Center for Teaching and Learning

Inclusion and Access

Promoted Session

PS-I.22 Culturally Sustaining, Critical Race, and Intentionally Inclusive Pedagogies: Rethinking Graduate Student Professional Development

The presenters will question whether traditional education and training practices are serving Graduate Teaching Assistants (GTAs) and, by extension, the students they teach in first-year writing courses. We will also discuss how instructors can explore their own intersectional identities while questioning their positionality in the classroom in an effort to improve teaching practices.

Room 4D (4th floor)

continued on next page

Friday, 2:00–4:45 p.m.

Speakers: Tiffany Bourelle, University Of New Mexico
Sunnie Clahchischiligi, University of New Mexico
Cyrus Stuvland, University of New Mexico

Antiracism and Social Justice
Emerging Scholar Session

ES-I.26 Decolonizing the Dissertation: Autoethnography, Counterstory, and Teaching Queer

This panel interrogates the genre of the dissertation. Reflecting on their experiences as dissertation writers using autoethnography, counterstory, and/or teaching queer, panelists individually and collectively share how they write from the liminal spaces they occupy by narrating themselves in the academy. In doing so, they livingly (start) to decolonize what dissertations are and can be(come).

Lake Michigan (8th floor)

Speakers: Sadia Afrin, University of Waterloo, “‘It begins with you and me’: Writing without Handcuffs”
Chitra Karki, University of Waterloo, “(Critical) Autoethnography as a Survivance Genre in Dissertation”
Tommy Mayberry, University of Alberta, “Decolonizing the Dissertation: Chair’s Introductory Remarks”
Stephanie Sambo, University of Waterloo, “Centering the Margins through the Dissertation”

2:00 p.m.–4:45 p.m.

Poster Sessions

Normandie Lounge (2nd floor)

First-Year Writing

A Hopeful Blending of Quantitative Reasoning and First-Year Writing

Poster presents the results of a small study analyzing students’ ability to develop quantitative reasoning skills in a first-year writing course by counting, calculating, and analyzing their written error types and rates over three papers and creating a shared spreadsheet of data from the class. Students compare their data to national norms and reflect on this comparison as part of a final exam.

Speaker: Dawn Mendoza, Dean College

Professional and Technical Writing

Active Listening, a Neglected Communication Cornerstone: Teaching a Fundamental Skill for Empathy and Collaboration

This poster summarizes the research, pedagogy, and implementation of listening instruction in the required undergraduate business communication class at the Wisconsin School of Business (University of Wisconsin-Madison). Additionally, it will describe methods of instruction and activities to build active listening skills, empathy, and respect in peer workshop and collaboration.

Speaker: Melanie Hoftyzer, University of Wisconsin-Madison

First-Year Writing

Toward Radical Kindness in Peer Workshop

This poster session invites participants to rethink the ways that we as educators frame and present peer review, starting with the name: peer workshop rather than peer review. The presenter will make the case for kindness—specifically radical kindness—in peer workshops.

Speaker: Leslie Maxwell, Duke University

First-Year Writing

Using Zines to Empower First-Year Students through Self-Knowledge

Learn how to incorporate zines (short, often self-published booklets) in first-year writing courses. Zines are often political or personal. They can be used to develop rhetorical and expository skills and help students situate themselves in their new college environment.

Speaker: Heather McShane, University of Illinois at Chicago

Institutions: Labor Issues, Professional Lives, and Survival

I.01 American Indian Caucus Business Meeting

The American Indian Caucus invites Indigenous rhetoricians to attend our open meeting.

International Ballroom South (2nd floor)

Caucus Chairs: Lisa King, University of Tennessee, Knoxville

Cindy Tekobbe, University of Illinois at Chicago

Kimberly Wieser, University of Oklahoma

Speaker: Andrea Riley Mukavetz, Grand Valley State University

Histories of Rhetoric

I.02 Composing Public Memory

These presentations explore the rhetorical practices by which public memory is composed or reconsidered, with particular attention to how hope is sustained. Specific topics include the implications of studying monuments in the composition classroom and culinary icon Julia Child's rhetorics of hope.

Mobley (lower level)

Speakers: Lindy Briggette, Fairfield University, "Distributed Public Rhetorics of Hope: Exploring the Sixty-Year Viral Spread of Julia Child's *The French Chef*"

Emily Smith, Brenau University, "Monumental Hope"

Antiracism and Social Justice

I.03 Collective Hope: Pedagogies of Community

Community is something we must meaningfully make. Community is not a buzzword, not a sentimental concept we toss around in the abstract. Communities are tangible, touchable realities. This roundtable describes precisely how community is viscerally made and how specific, contextual communities might bring us to collective hope.

Salon A-4 (lower level)

Chair: Stacey Waite, University of Nebraska-Lincoln

Speakers: Zoe McDonald, University of Nebraska-Lincoln, "Writing Coalitions and Risky Solidarity"

Logan Middleton, University of Toronto, "Literacy, Fugitivity, and Collective Dreambuilding"

Sherita Roundtree, Towson University, "'She Isn't Engaged': Black Women Graduate Students' Community Counterstory"

Khirsten Scott, University of Pittsburgh, “HYPE Media: Negotiations of Hope and Black Girl Youth Participatory Action Research and Pedagogies”

Stacey Waite, University of Nebraska-Lincoln, “Queer Love and Radical Hope”

Community, Civic, and Public Contexts of Writing

I.04 Hope in Community Literacy, Classroom Community, and Coalitional Knowledge Building: Esperanza y Comunidad

This panel focuses on the necessity of hope during desperate times and why it remains critical for working in communities. Presentations include research on maintaining hope with a community literacy program with Indigenous migrant students and classroom community building in the Rio Grande Valley to help students become hopeful again.

Salon A-3 (lower level)

Speakers: Denae Dibrell, The University of Texas Rio Grande Valley, “Collective Hope in the Classroom Community”

Cruz Medina, Santa Clara University, “Community Literacy Counterstory and Expectations of White Supremacy”

Approaches to Teaching and Learning

I.06 Making Global Rhetorics Central to the Classroom in Difficult Times

Three contributors to *Global Rhetorical Traditions* (2022) share insights from their pedagogy and scholarship on teaching global rhetorics in desperate times.

Salon A-2 (lower level)

Speakers: Tarez Graban, Florida State University, “Teaching Global Rhetorics alongside Antiracist and Decolonizing Agendas”

Elif Guler, Longwood University, “Teaching Rhetorical Transcendence through Non-Western Texts”

Hui Wu, University of Texas at Tyler, “Teaching Rhetorical Transcendence through Non-Western Texts”

Institutions: Labor Issues, Professional Lives, and Survival

**I.07 Master's Degree Consortium of Writing Studies
Specialists Annual Business Meeting**

The Master's Degree Consortium of Writing Studies Specialists is focused on MA and MS programs in rhetoric, composition, and writing studies. The Consortium serves as a network to help programs, promote the value of the Master's degree, and foster articulation. The Consortium is currently discussing creating and sharing resources for members.

Salon A-5 (lower level)

Speakers: Jen Almjeld, James Madison University
Karen Kuralt, University of Arkansas at Little Rock

College Writing and Reading

**I.09 Collaborations and Connections: Thematic Writing,
Gamification, and Student Anxiety**

These presentations explore writing classrooms as sites of connection, collaboration, and cross-disciplinary critical inquiry. Topics include thematic first-year writing courses, gamification and collaboration in creative writing, and how teachers can draw upon their own experiences to understand and address their students' writing anxieties.

Grand Tradition (lobby level)

Speakers: Amy Ash, Indiana State University, "Composing Joy: Helping Students Find Hope through Collaborative Writing Activities"
Christopher Drew, Indiana State University, "Composing Joy: Helping Students Find Hope through Collaborative Writing Activities"
Meghan Hancock, Marshall University, "'Is It Going to Work This Time?' Working through Faculty Perceptions of Writing Anxiety"
Gabrielle Stecher, University of Georgia, "Hopeful Futures: Reflecting on History in the Writing Classroom"

First-Year Writing

**I.10 Come Play with Us, CCCC! Play Pedagogies and
Play(ing) in the Classroom**

This session looks at concepts and enactments of play through crafting and messiness, ePortfolios and genre, and arts-based creative composition. Play pedagogies and play(ing) create places in our composition classrooms, in our students, and in ourselves to activate hope by intervening in writing practices, genres, and outcomes.

Buckingham (lobby level)

Speakers: Lisa Blansett, University of Connecticut, “Imagining a Future through ePortfolios”

Jeanetta Mohlke-Hill, Michigan State University, “Messy Rhetorics: The Possibilities of Craft”

Kathryn Warrender-Hill, University of Connecticut, “Imagining a Future through ePortfolios”

First-Year Writing

I.11 Composting, Cookbooks, and Climate Change, Oh My!

This session brings together a seemingly separate but intimately interconnected set of papers for an engaged conversation on generative hopefulness, personal writing, and becoming through ideas of process and revision as composting, cookbook writing as community, and autoethnography as part of climate change pedagogy.

Blvd. A (2nd floor)

Speakers: Molly McConnell, Syracuse University, “Compos[t]ing: Exploring Multimodality and Making Alongside”

Krystia Nora, Milwaukee Area Technical College, “Cookbooks and Hopefulness: Building Community Rhetorical and Linguistic Awareness while Fostering Writing Development in a Post-COVID Basic Writing Classroom”

Shane Peterson, University of North Carolina at Chapel Hill, “Autoethnographic Writing as a Pedagogy of Crisis: Student Agency, Personal Writing, and Field Research in the Midst of Global Climate Change”

Community, Civic, and Public Contexts of Writing

I.12 Collaborative Writing in Community-Engaged Courses: Finding Hope in Writing Together

Collaborative writing can be an antidote to pandemic fatigue by connecting students and community partners in hopeful learning. In this Engaged Learning Experience session, the presenters will share living documents from two community-engaged courses in which students “listen” to each other in profound ways. Participants will contribute to a Google Doc-style discussion and consider how to incorporate living documents into their teaching.

Blvd. B (2nd floor)

Speakers: Kate Kostelnik, University of Virginia
Kate Stephenson, University of Virginia

Inclusion and Access

I.13 Inclusive Practices for Fostering Transfer

Writing instructors and students need inclusive approaches to writing knowledge transfer. From inclusive writing knowledge transfer practices to TESOL teacher education for transfer to inclusive transfer spaces in writing centers, this action-oriented panel will offer new practices for a myriad of transfer contexts.

Blvd. C (2nd floor)

Speakers: Katherine Rothschild, Stanford University
Omar Yacoub, Indiana University of Pennsylvania
Andrew Yim, University of Nevada, Las Vegas

Writing Programs

I.14 Re-Envisioning GenAdmin: How the Pandemic Shifted WPAs' Perspectives and Priorities

Based on survey and interview data, we explore how the COVID-19 pandemic has contributed to WPAs' perceptions of and responses to trauma and mental health as well as WPAs' own reconceptualization of their professional identities. Also in this Engaged Learning Experience session, we suggest that the pandemic hastened an in-progress paradigm shift toward a re-envisioned GenAdmin that emphasizes the well-being of WPAs and writing instructors.

Waldorf (3rd floor)

Speakers: Jacob Babb, Appalachian State University
Jessie Blackburn, Appalachian State University
Kristi Costello, Old Dominion University
Ashanka Kumari, Texas A&M University-Commerce

Professional and Technical Writing

I.15 How the Pandemic Shaped Pedagogy in Professional and Technical Communication: Explorations

These individual presentations explore what the COVID-19 pandemic revealed about learning environments—both online and in person.

Astoria (3rd floor)

Speakers: Lauren Esposito, Marywood University, “Working toward Writing Transfer That Is Epistemologically Just”
Philip Gallagher, Mercer University, “Balancing Privacy and Presence in Post-COVID Pedagogy: A TPC Study”
Jason Michálek, Indiana University, “Communication in Dynamic Contexts: Conocimiento as a Technology of Hybridity”

Approaches to Teaching and Learning

I.16 The Transformative Power of Stories in Critical Composition Pedagogies

Drawing on scholarship on narratives, critical composition and rhetoric, CRT, and disability studies, this panel explores narratives in the teaching of composition for critical and equity-oriented purposes. Panelists engage with genres such as traditional stories, student and teacher narratives, fan fiction, and podcasting to illustrate the transformative power of stories.

Williford A (3rd floor)

Speakers: Taiko Aoki-Marcial, University of Washington, Seattle, “Storytelling for Translingual and Intergenerational Connections to Writing”

MiSun Bishop, University of Washington, Seattle, “A Multimodal Toolkit for Teacher Disclosure”

Anselma Widha Prihandita, University of Washington, Seattle, “Fanfiction as Critical Counterstories”

Rebecca Taylor, University of Washington, Seattle, “Narrative in Podcasting”

Jacob Wilson, University of Washington, Seattle, “Resisting Rhetorics of Work through Personal Work Narratives”

Creative Writing and Publishing

I.17 Creative Writing as Doing Hope: Self-Inquiry, Pedagogy, and Sharing Narratives

We explore the relationship between creative writing, composition studies, and hope. We will be sharing narratives of creative writing, teaching college writing, and research on teaching writing creatively. This panel is sponsored and presented by the Creative Writing Standing Group members and will be conducted in the form of a robust interactive roundtable among the presenters and attendees.

Sponsored by the Creative Writing Standing Group

Williford B (3rd floor)

Chair: Maryam Alikhani, County College of Morris

Respondents: Maryam Alikhani, County College of Morris

Michael Baumann, Marian University

Speakers: Maryam Alikhani, County College of Morris

Erika Luckert, University of Nebraska-Lincoln

Susan V. Meyers, Seattle University

Jenni Moody, Mount Mary University

Michelle Taransky

Community, Civic, and Public Contexts of Writing

I.18 Millennial Protest Rhetorics: How Amazon Unions, Black Lives Matter, and #OKBoomer Countered a Generation's Individualist Burnout

What makes millennial protest rhetorics distinct? We explore Amazon unionization, Black Lives Matter, and #OKBoomer in order to ask: How have millennials overcome the neoliberal individualist burnout that defines their generation to engender solidarity? Where have millennial protests thrived and failed? And, overall, what rhetorical strategies are learned by studying millennial culture(s)?

Williford C (3rd floor)

Speakers: William Kurlinkus, University of Oklahoma
Sarah RudeWalker, Spelman College
Kimberly Scott, University of Oklahoma

Writing Programs

I.19 Practicing Unlearning, Doing Hope, and Imagining New Futures: Graduate Courses as Spaces to Further Composition's Commitments to Justice

Graduate education in Composition and Rhetoric is where the past, present, and future of the field are reflected upon, critiqued, and revised. In this collaborative, interactive session, audience members will be invited to explore how graduate programs might actualize the discipline's commitments to more just futures. This panel includes both faculty and graduate student perspectives.

Marquette (3rd floor)

Speakers: Rebecca Kim, San Francisco State University
London Pinkney, San Francisco State University
Carlos Quinteros III, San Francisco State University
Clare Russell, University of Pittsburgh
Virginia Schwarz, San Francisco State University
Christa Westaway, Cerritos College

Theory and Research Methodologies

I.20 Hoping This Works: Assessing Learning in STEM Writing and Reading Instruction

As STEM educators, we hope our pedagogies prepare our students to develop writing and reading skills; however, we rarely assess whether they actually do. The papers on this panel aim to address this research gap by analyzing the efficacy of different STEM writing and reading pedagogies using qualitative and quantitative assessment methods.

Sponsored by the Writing and STEM Standing Group

Joliet (3rd floor)

Speakers: Meaghan Brewer, Pace University, “Reading as Problem Solving: Undergraduate Perceptions of Assigned Reading in STEM Courses”

Garrett Cummins, Ohio University, “Assessing Visual Literacy in the STEM Writing Classroom: A Research Story”

Michele Hanks, New York University, “‘Have They Taken AP Bio?’: Imagining Lay Audiences and Establishing Expertise in First-Year STEM Writing”

James Wynn, Carnegie Mellon University, “Do Humanities Interventions Make a Difference in the STEM Classroom? An Empirical Study of Pedagogy Designed to Teach STEM Students How to Read Scientific Arguments”

Histories of Rhetoric

I.21 Feminist Strategies for Hope across Time and Space

We have always lived in desperate times. In seeking hope for the future, we take inspiration from the past, exploring sites where our predecessors practiced hope despite oppressive circumstances. Each speaker examines a particular use of space/place that facilitated hope for racial justice, access, queer futures, and/or intersectional understanding.

PDR #2 (3rd floor)

Speakers: Sarah Cooper, Clemson University, “Mapping Hope for Queer Futures in Historical Women’s/Womyn’s Lands”

David Gold, “Finding Hope for Racial Justice in Wartime France”

Sarah Hallenbeck, University of North Carolina, Wilmington, “Building Hope for Access through Tinkering and Queer Use”

Michelle Smith, Clemson University, “Curating Hope for Intersectionality through Archival Collaboration”

Language, Literacy, and Culture

I.23 Engaging Immigrant Voices in Classroom and Community

Working with immigrant voices and communities, these presentations offer insights into ways to preserve culture and make visible rich culture and identity work.

Room 4K (4th floor)

Speakers: Shreelina Ghosh, “‘Sleep My Golden Child or the Monster Will Get You’: Listening to and Learning from the Lullabies in Immigrant Voices”

Amir Kalan, McGill University, “‘Our Culture Is a Product of Active Word’: A Poetic Inquiry into Immigrants’ Experiences with Writing in a Host Language”

Language, Literacy, and Culture

I.24 Embracing Food as Hope: Unlearning the Binary between Home and Academic Discourses in the Writing Classroom

The work of this panel looks to instill hope in our students by challenging the dichotomy between academic and home knowledges. This panel will discuss how each panelist brings hope to their classrooms by exploring how food-based pedagogies situate different literacies and identities to embrace the transnational, multiracial, and multiethnic student bodies we serve (Yosso 2015; Moll et al. 2005).

Room 4M (4th floor)

Speakers: Eirein Gaile Florendo, San Diego State University
Matthew Louie, San Diego State University
Consuelo Salas, San Diego State University

First-Year Writing

I.25 Curriculuming for Hope: Modifications for a More Equitable Future

After an academic year filled with many challenges, the Composition Program at the University of Louisville regrouped to discuss and modify the FYW curriculum, making manageable modifications based on a pedagogy of care. This panel will discuss hope and its requirement for us to listen to feedback and band together to create a more equitable and supportive learning environment for all who enter.

Lake Huron (8th floor)

Speakers: Cooper Day, University of Louisville
Lauren Fusilier, University of Louisville
Taylor Riley, University of Louisville

Antiracism and Social Justice

I.27 GTA Training and Linguistic Justice across the Curriculum

As seasoned administrators, we continuously reflect on whether we are adequately fostering linguistic justice in the ways we train GTAs to teach and respond to writing across campus. This panel will share how we work to foster linguistic justice, how our positionalities shape our work and conversations, and how we assess our methods. We will also invite audience reflection and participation.

Lake Erie (8th floor)

Chair: Mike Palmquist, Colorado State University

Speakers: Kelly Bradbury, Colorado State University, “Cross-Campus Perspectives”

Genesee Carter, Colorado State University, “Composition Program Perspectives”

Sue Doe, Colorado State University, “Administrative Perspectives”

Community, Civic, and Public Contexts of Writing

I.28 Love & Protect Letter-Writing Workshop (SJAC)

Join us for a hands-on workshop on the importance of writing letters to people in prison, and particularly, to criminalized survivors of gender-based violence with community activists from Love & Protect. Love & Protect is a grassroots volunteer collective that supports those who identify as BIPOC trans and cis women and GNC people who have been incarcerated or criminalized by the state for defending themselves against interpersonal violence.

Sponsored by the Social Justice at the Convention Committee

Lake Ontario (8th floor)

Facilitators: Bri Hanny, Love & Protect

Maya Schenwar, Love & Protect

Inclusion and Access

I.29 Re-Humanizing the Classroom: (hopefully) Inclusive Pedagogy across Delivery Modalities

In this Engaged Learning Experience session, speakers facilitate conversations about risks that students take as they externalize their identities in digital spaces. While we want to empower students to tell their stories, we do not want to put them at risk for biases, harassment, and/or digital exploitation. Multimodal instruction must be designed using a lens of equity, inclusion, and belonging.

Room 4C (4th floor)

Speakers: Roxanne Aftanas, Marshall University
Molly Daniel, University of North Georgia, Gainesville
Morgan Gresham, University of South Florida, St. Petersburg

College Writing and Reading

I.30 Reading the Room: Understanding Reading Struggle and Reading Choice

These presentations examine how to understand reading struggles beyond comprehension and explore text choices in the classroom.

PDR #3 (3rd floor)

Speakers: Kofi Adisa, Howard Community College, “Reading the Room: An Introduction to the Difficult Art of Reading to Learn”
Daniel Keller, The Ohio State University, “Theories of Reading: What Do We Need for Pedagogy?”

First-Year Writing

I.31 Reconceptualizing Composition I: Inclusion of Project-Based Learning and Collaboration to Enhance Student Success

This panel addresses the need to provide first-year college students with opportunities for continued development of their ability to communicate beyond the rhetoric of their high school education through Project-Based Learning.

Room 4A (4th floor)

Speakers: Maira Cabaniss, Our Lady of the Lake University
James Crawford, Our Lady of the Lake University
Amy Eickhoff, Our Lady of the Lake University
Amber Gutierrez, Our Lady of the Lake University
Laura Petersen, Our Lady of the Lake University

I.32 *Writing Centers (including Writing and Speaking Centers)*
Hope in Storytelling: Writing Center Research toward Linguistic Justice

This session features three studies funded by the International Writing Centers Association that prioritize the intersectional narratives of the writers and professionals who inhabit writing centers and writing center research. After brief presentations about each project, presenters will invite attendees to discuss how their methods/methodology enact hope by advancing linguistic justice.

Sponsored by the International Writing Centers Association

Room 4B (4th floor)

Speakers: Rachel Azima, University of Nebraska
Marina Ellis, University of Maryland, College Park
Kelsey Hixson-Bowles, Utah Valley University
David Kelly, University of Baltimore
Elaine MacDougall, University of Maryland, Baltimore County
Sherry Wynn Perdue, Oakland University
Neil Simpkins
James Wright, University of Maryland

I.33 *Antiracism and Social Justice*
An Experiment in Antiracist Pedagogy and Practice in the College Composition Classroom: What's Food Got to Do with It?

This paper argues for creating an antiracist College Composition course. It considers innovatively and effectively optimizing every student-writer's voice and agency by focusing on food...food as theme, food as topic, and food as community builder and support. Participants come away with concrete and creative ideas for antiracist curriculum, classroom, and program design.

Room 4F (4th floor)

Speaker: Rosalinda Salazar, Sacramento City College

Theory and Research Methodologies

I.34 Reimagining Agency: Land Ecologies and the Power of Refusal

This panel brings together research on reimagining agency through ecological methods and theories of Indigenous refusal. Presentation 1 uses refusal to reposition actors in a rhetorical exchange, decentering the people and structures that have been the hegemonic gatekeepers to agency. Presentation 2 proposes a parallax of ecologies as a methodology that accounts for the excluded as constitutive forces in rhetorical ecologies. Presentation 3 discusses phenology as environmental writing to shift our spacetime attunements from chronos and kairos to aion, the spacetime of rhythms and recurrence, which may induce action toward ecological hope.

PDR #1 (3rd floor)

Speakers: Linh Dich, Miami University Regionals, “Parallaxing Ecologies as Methodology: What Honey Bees Can Teach Us about Re-seeing Research”

Elle Fournier, University of Alaska, Fairbanks, “Rhetorical Refusal as Rhetorical Practice”

Jason Kalin, DePaul University, “Writing Environments, Practicing Phenology, and Living Aion”

Anita Long, Miami University, “Parallaxing Ecologies as Methodology: What Honeybees Can Teach Us about Re-seeing Research”

Writing Programs

I.35 WAC/WID/WEC: A Multidimensional Approach to Sustaining a Culture of Writing on Campus

This session addresses how the intersections of WAC/WID/WEC approaches have created and sustained a culture of writing on Appalachian State University’s campus since the implementation of our award-winning vertical writing curriculum in 2009. We explore the multidimensional approach that has enabled us to adapt to a shifting institutional landscape without drifting from our primary commitment.

Room 4E (4th floor)

Chair and Speaker: Beth Carroll, Appalachian State University

Speakers: Julie Karaus, Appalachian State University

Kelly Terzaken, Appalachian State University

Sarah Zurhellen, Appalachian State University

Theory and Research Methodologies

I.36 Writing for New Publics in New Spaces: Bringing Students Into College Classrooms and Helping Them Out

This panel posits “contributive inquiry” and metacognition as paths to, and gauges of, student access to writing publics and consequentiality. Speakers present data from two longitudinal studies, exploring undergraduate research journals and WAW curricula as ways of bridging student access to new writing spaces. This session includes audience writing and reflection.

Room 4Q (4th floor)

Speakers: Judith Chriqui Benchimol, Marymount Manhattan College
Doug Downs, Montana State University
Diana Epelbaum, Marymount Manhattan College

First-Year Writing

I.37 Toward an Antiracist Writing Program: The Pace of Change and the Need for It

This session presents examples of moving toward antiracist first-year writing programs. Presentation 1 features a WPA grappling with and making meaning out of being forced to slow down when unforeseen life events put her advocacy work on hold. Specifically, she honors the affordances of her new pace to allow for her program’s sustained, difficult, but productive revision of objectives using the CWPA’s newly published document, “Toward Antiracist First-Year Composition Goals.” Presentation 2 reports on an antiracist first-year writing curriculum initially developed in 2020. Recognizing that the curriculum was helping diverse students to bridge academic and personal experiences, we now work to expand its purview and remain culturally responsive. This presentation will share details about the existing curriculum as well as a pilot revision that integrates Jesuit mission.

Room 4L (4th floor)

Speakers: Cristine Busser, University of Central Arkansas, “Pace, Change, and the WPA: How Slowing Down Might Help Us See Where We’re Going”

Lillian Campbell, Marquette University, “From Expedient Response to Curricular Transformation: Working toward Sustainability of an Antiracist Cultural Rhetorics Unit in FYW”

Jenna Green, Marquette University, “From Expedient Response to Curricular Transformation: Working toward Sustainability of an Antiracist Cultural Rhetorics Unit in FYW”

Writing Programs

I.38 Using Data in Writing Program Assessment and Research

These individual presentations explore, critique, and propose new approaches to using and managing data for writing program assessment and research.

Room 4G (4th floor)

Speakers: Stephen Disrud, North Dakota State University, “Beyond the Record: Program Archiving as Research, for Research”

Megan Kane, Temple University, “Finding Hope in Unlikely Tools: Deploying Digital Text Analysis to Support Writing Program Assessment”

Christopher Shosted, Lehigh University, “Quantitative Data in Writing Assessment—Panacea or Poison? The Biopolitics of Writing Program Development”

Professional and Technical Writing

**I.39 Black Technical and Professional Communication:
A New Body of Scholarship**

In this roundtable we will discuss the growth of a body of Black Technical and Professional Communication (BTPC) scholarship. Roundtable participants will each situate their scholarship in both BTPC and Black intellectual traditions and discuss the possibilities and challenges that BTPC brings to the fore.

Sponsored by the Black Caucus

International Ballroom North (2nd floor)

Speakers: Constance Haywood, East Carolina University
Donnie Sackey, University of Texas at Austin
Cecilia Shelton, University of Maryland
Ja’La Wourman, James Madison University

Friday Special Interest Groups (SIG) Meetings

3:30–4:30 p.m.

Approaches to Teaching and Learning

FSIG.01 CCCC 2023 Council for Play and Game Studies

The Council for Play and Game Studies (CPGS) will conduct the annual business meeting. At this gathering, the CPGS executive committee will review the past two years' activities as well as discuss upcoming plans and events. At this time, we will also solicit interest for upcoming EC elections, recruit additional membership, promote upcoming events, as well as discuss opportunities for scholarship.

Sponsored by the Council for Play and Game Studies Standing Group

International Ballroom South (2nd floor)

Speakers: Dylan Altman, California State University, Northridge/
Oxnard College
Emma Kostopolus

Approaches to Teaching and Learning

FSIG.02 Studio PLUS

The Studio PLUS SIG works to support Studio approaches and programs being used across various educational contexts.

Mobley (lower level)

Speakers: Rhonda Grego, Midlands Technical College
Mark Sutton, Midlands Technical College

Approaches to Teaching and Learning

FSIG.03 Writing about Writing

The Writing about Writing Standing Group general business meeting provides a space for the following three agenda items: a brief presentation from an invited special guest; announcement of steering committee election results; and onsite breakout groups focusing on newcomers, WAW research, advocacy, and online teaching.

Sponsored by the Writing about Writing Standing Group

Salon A-4 (lower level)

Speaker: Samuel Stinson, Minot State University

Approaches to Teaching and Learning

FSIG.04 Writing with Current, Former, and Future Members of the Military

The Writing with Current, Former, and Future Members of the Military Standing Group welcomes scholars of all levels interested in the intersections of composition, pedagogy, and veterans studies.

Sponsored by the Writing with Current, Former, and Future Members of the Military Standing Group

Salon A-3 (lower level)

Speaker: Corrine Hinton, Texas A&M University-Texarkana

Standing Group Chair: Kathryn Broyles, American Public University System (American Military University)

College Writing and Reading

FSIG.05 Writing and STEM

This session is the annual business meeting for the Writing and STEM Standing Group.

Sponsored by the Writing and STEM Standing Group

Salon A-1 (lower level)

Speaker: Kate Maddalena, University of Toronto, Mississauga

College Writing and Reading

FSIG.06 Writing Assessment

Open to scholars at two- and four-year institutions and community organizations who research or work in writing assessment, which includes classroom assessment, WAC/WID assessment, programmatic assessment and accreditation, and related subjects. The SIG session makes space for participants to discuss research, teaching, and administrative work, and develop channels to stay in contact over the year.

Salon A-2 (lower level)

Speakers: Megan Von Bergen, University of Tennessee, Knoxville

Joanne Giordano, Salt Lake Community College

Katie Miller, University of Nevada-Reno

Jessica Nastal, Prairie State College

Mya Poe

Virginia Schwarz, San Francisco State University

Lizbett Tinoco, Texas A&M University, San Antonio

Christie Toth, University of Utah

Stacy Wittstock, University of California, Davis

Shane Wood, University of Southern Mississippi

Special Interest Group Chair: Megan Von Bergen, University of Tennessee, Knoxville

Community, Civic, and Public Contexts of Writing

FSIG.07 Internship

If your professional responsibilities include internship program administration or internship instruction then this special interest group might be the professional network for you. The Internship SIG seeks to enlarge the field's discussions of internships and serve as a potential resource for internship directors and instructors seeking models and practical suggestions for designing and assessing internship programs.

Salon A-5 (lower level)

Speaker: Dauvan Mulally, Grand Valley State University

Community, Civic, and Public Contexts of Writing

FSIG.08 Rhetoric and Religious Traditions

The Rhetoric and Religious Traditions Standing Group is for any scholar interested in the ways in which writing (construed as broadly as possible) shapes and is shaped by religious experience (construed as broadly as possible). We welcome scholars and teachers from any career stage who study and/or teach anything and everything that falls under the categories "religious" and/or "spiritual."

Sponsored by the Rhetoric and Religious Traditions Standing Group

Continental C (lobby level)

Speakers: Jim Beitler, Wheaton College

Emily Cope, York College of Pennsylvania

William FitzGerald, Rutgers University-Camden

Holland Prior, University of Tennessee, Knoxville

Melody Pugh

Standing Group Chair: Jim Beitler, Wheaton College

Inclusion and Access

FSIG.09 Dissertation

This SIG is a collaborative opportunity to question, discuss, and improve a key genre—the dissertation—that represents a significant gatekeeping and enculturation measure in our field. During this meeting, we will invite both graduate students and dissertation advisors to map the tensions of dissertation writing before problem-solving sources of immediate and long-term relief/support.

Grand Tradition (lobby level)

Speakers: Dana Comi, Auburn University at Montgomery

Charlesia McKinney, Middle Tennessee State University

Alisa Russell, Wake Forest University

Inclusion and Access

FSIG.10 Teaching Adult Writers in Diverse Contexts

This SIG, as a community of teachers of adult learners, examines ways to educate and advocate for these students, who are a diverse and growing population often marginalized both economically and educationally. We will celebrate these students as well and revel in the hope that propels them forward.

Buckingham (lobby level)

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

Information Literacy and Technology

FSIG.12 Sound

The Sound SIG welcomes everyone interested in sonic rhetoric in all its forms: instructors who are new to or experienced with soundwriting in the classroom, theorists seeking new understandings of sound's functions, historians of archival sound recordings, soundscape designers, musicians, and more. The group will network, plan for the future, and make some noise.

Blvd. B (2nd floor)

Speakers: Abigail Lambke, Avila University
Kyle Stedman, Rockford University

Information Literacy and Technology

FSIG.13 Writing and Rhetorics of Code (SIGWROC)—Doing Hope

Our meeting will use our time together to develop a statement of shared and foundational values and goals for "Doing Hope." This statement will establish a socially-just precedent and commitment for what our scholarly work accomplishes in the world.

Blvd. C (2nd floor)

Speakers: Brandee Easter, York University
Elena Kalodner-Martin, University of Massachusetts, Amherst
Chris Lindgren, Virginia Tech University
Cara Marta Messina, Jacksonville State University
Sarah Young, University of Arizona
Special Interest Group Chair: Chris Lindgren, Virginia Tech University

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.14 4C Untenured and Alternative-Academic

The Untenured and Alternative-Academic WPA Standing Group is dedicated to supporting non-tenured and alt-ac WPAs in their administration, research, teaching, and personal lives. Untenured and Alternative-Academic WPAs may include tenure-track, non-tenure-track, staff, term lecturer, adjunct, or graduate student positions that administer first-year composition, writing centers, and WAC/WID.

Sponsored by the Untenured and Alternative-Academic Standing Group

Waldorf (3rd floor)

Speakers: Stacy Kastner, University of Pennsylvania

Angela Mitchell, University of North Carolina, Charlotte

Kem Roper, Alabama A&M University

Kaia Simon, University of Wisconsin, Eau Claire

Standing Group Chair: Angela Mitchell, University of North Carolina, Charlotte

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.15 Non-Native English Speaking Writing Instructors

The NNESWIs Standing Group represents individuals whose first language is not English and who teach college-level credit-bearing writing courses in the US. In this annual business meeting, the Executive Committee will report on the work of the group in 2021–2023 and then discuss ways to promote and grow the group; professional development opportunities; and ways to advocate for NNESWIs in the CCCC.

Sponsored by the Non-Native English Speaking Writing Instructors Standing Group

Astoria (3rd floor)

Speaker: Lan Wang-Hiles, West Virginia State University

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.16 English Education/Composition Studies Connections

This SIG welcomes all who are interested in the intersections between composition, English education, cross-level collaborations, and related areas. Alongside a little group business, at this year's meeting participants will share their own interests and connections to this work. Join us in meeting others with similar scholarly and professional interests.

Williford A (3rd floor)

Speaker: Nicole Green, Denison University

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.17 Feminist Caucus

The Feminist Caucus advocates for issues of feminist concern in the profession—contingency in the labor force; the material conditions that impact the working lives of women teaching in rhetoric and composition; feminist, antiracist, and anti-ableist teaching and research methodologies; and the promotion of feminist scholarship. We will host our annual business meeting and workshop this year.

Sponsored by the Feminist Caucus

Williford B (3rd floor)

Caucus Chairs: Raquel Corona, Queensborough Community College

Kate Pantelides, Middle Tennessee State University

Speakers: Danielle Bacibianco, St. John's University

Alex Hanson, Syracuse University

Megan McIntyre, Sonoma State University

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.18 Independent Scholar

This Independent Scholars SIG provides a hopeful community of support for transitory scholars working outside university-affiliated employment, and/or who have been displaced. It supports members in their research, helps brainstorm ways to solve issues unique to independent scholarship, and promotes the visibility of such scholars within composition studies.

Williford C (3rd floor)

Speakers: Risa Gorelick, New Jersey Institute of Technology

Mary Karcher

Krystia Nora, Milwaukee Area Technical College

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.20 Senior, Late-Career, and Retired Professionals in RCWS

The Standing Group for Senior, Late-Career, and Retired Professionals will review the year's activities, finalize revisions to its Mission Statement and Bylaws, plan for elections, and preview activities for the coming year.

Joliet (3rd floor)

Speaker: Joel Wingard, Moravian University

Language, Literacy, and Culture

FSIG.21 A New Hope: Rhetorical Grammar as Tool for Inclusivity and Linguistic Justice in the Writing Classroom

This SIG will challenge the privileged place that traditional grammar and standard English have held in our writing classrooms and offer instead a hopeful, progressive approach that moves us from a prescriptive, rule-based notion of grammar to descriptive, inclusive grammars—expanding our vocabularies of sentence functions and challenging our usual methodologies to foster linguistic inclusivity. *Sponsored by the Special Interest Group on Rhetorical Grammar*

PDR #2 (3rd floor)

Speakers: Deb Rossen-Knill, University of Rochester
Joseph Salvatore, The New School

Language, Literacy, and Culture

FSIG.23 Language, Linguistics, and Writing

The group discusses collaboration and other support for language in composition.

Sponsored by the Language, Linguistics, and Writing Standing Group

Room 4K (4th floor)

Speakers: Laura Aull, University of Michigan
Angel Evans, The Ohio State University

Theory and Research Methodologies

FSIG.24 International Researchers' Consortium

The International Researchers' Consortium (IRC) is dedicated to promoting, advancing, and creating equal exchange spaces for writing research by international researchers from around the world. We invite anyone interested in this work to join our Standing Group to discuss our annual workshop and developing resources to promote understanding of international research.

Sponsored by the International Researchers' Consortium

Room 4M (4th floor)

Speakers: Nova Ariani, Universitas Negeri Malang
Tiane Donahue, Dartmouth and University of Lille
Steffen Guenzel, University of Central Florida
Magnus Gustafsson, Chalmers University of Technology
Marcela Hebbard, University of Texas Rio Grande Valley
Jay Jordan, University of Utah
Rich Rice, Texas Tech University
Brooke Schreiber, Baruch College, CUNY
Amy Zenger, American University of Beirut

Friday, 3:30–4:30 p.m.

Antiracism and Social Justice

FSIG.25 Jewish Caucus

Open meeting

Sponsored by the Jewish Caucus

Lake Huron (8th floor)

Chair: Mara Lee Grayson, California State University, Dominguez Hills

Antiracism and Social Justice

FSIG.26 A Conversation with the Task Force to Develop a “Position Statement: Principles for Equitable and Ethical Scholarship in Writing, Rhetoric, and Composition Studies”

In this roundtable, the CCCC Task Force to Develop a Position Statement on Principles for Equitable and Ethical Scholarship in Writing, Rhetoric, and Composition Studies invites a conversation about the purpose and outcomes of our work. We share progress on two position statements we are developing—one on editorial ethics and one on citation justice—and seek to foster a discussion about equity and scholarly engagement in current times. Making space for audience participation, this roundtable is designed to provide opportunities for a larger community dialogue around this work.

Sponsored by the Task Force to Develop a Position Statement on Principles for Equitable and Ethical Scholarship in Writing, Rhetoric, and Composition Studies

International Ballroom North (2nd floor)

Chairs: Sheila Carter-Tod, Denver University
Jennifer Sano-Franchini, West Virginia University

Speakers: Leigh Gruwell, Auburn University
Alexandra Hidalgo, Michigan State University
Rachel Ihara, Kingsborough Community College
Lori Ostergaard, Oakland University

Inclusion and Access

FSIG.27 Queer Caucus Meeting 2023

This is the annual meeting of the Queer Caucus in which we discuss any yearly business or issues related to caucus projects and queer/ LGBTQ+ visibility within the conference and disciplines.

Sponsored by the Queer Caucus

Lake Erie (8th floor)

Caucus Chairs: Matt Cox, East Carolina University
Elise Dixon, University of North Carolina at Pembroke

Inclusion and Access

FSIG.28 Asian and Asian American Caucus Business Meeting

This is the annual business meeting of the Asian and Asian American Caucus at the CCCC Annual Convention.

Sponsored by the Asian and Asian American Caucus

Lake Ontario (8th floor)

Caucus Chairs: Florianne Jimenez, University of Massachusetts
Boston
Lehua Ledbetter, University of Rhode Island

Inclusion and Access

FSIG.29 Undergraduate Research Standing Group Business Meeting

The Undergraduate Research Standing Group's mission is to foster undergraduate researchers in rhetoric and writing studies and their mentors. Undergraduate researchers and mentors are invited to join the group's meeting to network, talk about their experiences with undergraduate research, and plan new projects. If you're interested in doing or supporting undergraduate research, this is your place!

Sponsored by the Undergraduate Research Standing Group

Room 4C (4th floor)

Chairs: Doug Downs, Montana State University
Alexandria Lockett, Spelman University

Friday, 4:45–6:00 p.m.

Annual Business Meeting

Grand Ballroom

4:45–6:00 p.m.

All members and newcomers of CCCC are invited to attend and vote at the business meeting.

Chair: Staci M. Perryman-Clark, Western Michigan University, Kalamazoo

Associate Chair: Frankie Condon, University of Waterloo, Ontario

Assistant Chair: Jennifer Sano-Franchini, West Virginia University, Morgantown

Immediate Past Chair: Holly Hassel, North Dakota State University, Fargo

Secretary: David F. Green, Howard University, Washington, DC

CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE Executive
Director

CCCC Parliamentarian: Collin Craig, Hunter College, NY



Rules and Procedures for the Annual Business Meeting of the Conference on College Composition and Communication

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give their name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.
- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

Friday, 4:45–6:00 p.m.

- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
- d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their postconvention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

Friday, 6:00–7:15 p.m.

CCCC Awards Presentation and Reception

Grand Ballroom

6:00–7:15 p.m.

Chair: Frankie Condon, Program Chair/CCCC Associate Chair, University of Waterloo, Ontario

At this reception we announce the recipients of the 2023 CCCC and select TYCA awards. Past CCCC Chairs, distinguished guests, and international participants will be recognized. Please take the time to come celebrate with your colleagues.

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Jamey Gallagher, Community College of Baltimore County, MD
Yu Bai, Northern Virginia Community College, Annandale
Shuv Raj Rana Bhat, Texas Christian University, Fort Worth
Gita DasBender, New York University, NY
Deborah Minter, University of Nebraska–Lincoln

For a listing of previous Outstanding Book Award winners, please visit <https://cccc.ncte.org/cccc/awards/oba>.

JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Outstanding Dissertation Award Committee

Chair: Carmen Kynard, Texas Christian University, Fort Worth
Paige M. Hermansen, Westfield State University, MA
Cassandra M. Phillips, University of Wisconsin-Milwaukee at Waukesha
Karen R. Tellez-Trujillo, Cal Poly Pomona, CA
Qianqian Zhang-Wu, Northeastern University, Boston, MA

For a listing of previous Berlin Outstanding Dissertation Award recipients, please visit <https://cccc.ncte.org/cccc/awards/berlin>.

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

Chair: Antonio Byrd, University of Missouri-Kansas City
Sonia C. Arellano, University of Central Florida, Orange County
Jenn Fishman, Marquette University, Milwaukee, WI
Aneil Rallin
Christie Toth, University of Utah, Salt Lake City

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

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Friday, 6:00–7:15 p.m.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Cecilia D. Shelton, University of Maryland, College Park
Jonathan Buehl, The Ohio State University, Columbus
Geoffrey Clegg, Midwestern State University, Wichita Falls, TX
Erin Frost, East Carolina University, Greenville, NC
Stacey Pigg, North Carolina State University, Raleigh

For a listing of previous Outstanding Dissertation Award in Technical Communication recipients, please visit <https://cccc.ncte.org/cccc/awards/techcommdissertation>.

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee

Chair: Fernando Sánchez, University of St. Thomas, Saint Paul, MN
Kristin Bennett, Arizona State University, Tempe
Holly Gallagher, University of Georgia, Athens
Kathryn Lambrecht, Arizona State University, Tempe
Candie McKee-Williams, Oklahoma City Community College
Jason Tham, Texas Tech University, Lubbock

For a listing of previous Technical and Scientific Communication Award recipients, please visit <https://cccc.ncte.org/cccc/awards/techsci>.

WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to twenty writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Writing Program Certificate of Excellence Committee

Chair: Matt Gomes, Santa Clara University, CA
Florianne Jimenez, University of Massachusetts Boston
Kristi McDuffie, University of Illinois at Urbana-Champaign
Lynn Reid, Fairleigh Dickinson University, Teaneck, New Jersey
Kimberly Stewart, North Dakota State University, Fargo

For a listing of previous Writing Program Certificate of Excellence recipients, please visit <https://cccc.ncte.org/cccc/awards/writingprogramcert>.

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

The program offers financial aid, two travel grants of \$1,250 each, to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. With this Fellowship, CCCC hopes to create new opportunities for Tribal College faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education.

Tribal College Faculty Fellowship Committee

Chair: Qwo-Li Driskill, Oregon State University, Corvallis
Whitney Jordan Adams, Clemson University, SC
Sarah Prielipp, University of Alaska, Anchorage

For a listing of previous Tribal College Faculty Fellowship recipients, please visit <https://cccc.ncte.org/cccc/awards/tribalcollegefellow>.

ANNOUNCEMENT OF THE 2022-2023 CCCC RESEARCH INITIATIVE AND CCCC EMERGENT RESEARCHER AWARD RECIPIENTS

CCCC ADVANCEMENT OF KNOWLEDGE AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor
Clint Gardner, Salt Lake Community College, UT
Shyam Sharma, Stony Brook University, NY

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

CCCC RESEARCH IMPACT AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Chair: Carolyn Calhoon-Dillahunt, Yakima Valley College, WA
Suresh Canagarajah, Pennsylvania State University, University Park
Tony Scott, Syracuse University, NY

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

CCCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS

Established in 2011, this award provides two \$1,000 travel reimbursement awards to scholars from Mexico, Central, or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.

Luiz Antonio Marcuschi Travel Awards—2023 Recipients

Paula Carlino, Universidad de Buenos Aires, Argentina

Luciani Tenani, Universidade Estadual Paulista, São Paulo, Brazil

For a listing of previous Luiz Antonio Marcuschi Travel Award recipients, please visit <http://www.ncte.org/cccc/awards/marcuschi>.

CCCC GLORIA ANZALDÚA RHETORICIAN AWARD

Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three \$750 awards for travel to the CCCC Convention.

Gloria Anzaldúa Rhetorician Award—2023 Recipients

Monét Cooper, University of Michigan

Ruby Mendoza, Michigan State University

Gloria Anzaldúa Rhetorician Award Committee

Chair: Wilfredo Flores, University of North Carolina at Charlotte
Gavin Johnson, Texas A&M University-Commerce
Maria Novotny, University of Wisconsin-Milwaukee
Donnie Sackey, University of Texas at Austin

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

Friday, 6:00–7:15 p.m.

CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

Established in 2013, this award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric.

Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

Chair: Katie Manthey, Salem College, Winston-Salem, NC
Martha Brenckle, University of Central Florida, Orange County
Michelle Flahive, Texas Tech University, Lubbock
Jolivet Mecenaz, California Lutheran University, Thousand Oaks
Alejandra Irene Ramírez, University of Arizona, Tucson

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship recipients, please visit <https://cccc.ncte.org/cccc/awards/lavender>.

CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS

Established in 2014, these awards recognize scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens.

Disability in College Composition Travel Awards—2023 Recipients

Ashley Barry, University of New Hampshire
Lesley Owens, University of Illinois at Urbana-Champaign
Devon Pham, University of Pittsburgh
Kerri Rinaldi, Old Dominion University
Rebecca Spiegel, Drexel University

Disability in College Composition Travel Awards Committee

Chair: Ruth Osorio, Old Dominion University, Norfolk, VA
Christina Cedillo, University of Houston-Clear Lake
Ada Hubrig, Sam Houston State University, Huntsville, TX
Stephanie Kerschbaum, University of Washington, Seattle
Alexandria Lockett, Spelman College, Atlanta, GA

For a listing of previous Disability in College Composition Travel Awards recipients, please visit <https://cccc.ncte.org/cccc/awards/disability>.

Thank you to McGraw-Hill Education for sponsoring our awards session.



Friday, 7:15–9:30 p.m.

Performance by The Vixen and Open-Mic Drag Show

Grand Ballroom (2nd floor)

7:15 p.m.–9:30 p.m.

The Vixen is a multitalented performer dedicated to making the world a better place. Growing up on the South Side of Chicago, she has always intertwined her art with social justice and activism. An accomplished drag queen, songwriter, fashion designer, and dancer, she credits her creative family for her love of the arts. As a student at Columbia College in Chicago, the Vixen learned the makeup skills it took to create her growing drag persona. After turning 21, she quickly gained attention in the Chicago drag scene for her athletic performance style.

Through hard work and dedication, the Vixen has become an influential member of Chicago's gay community—interviewed by many publications for her unique style and outspoken viewpoint. As a rapper, her bold lyrics and intricate delivery have earned her national attention for her show-stopping collaborations. Her proudest achievement is creating BlackGirlMagic, a drag concert where queens of color can celebrate their unique experiences through storytelling and performance. The Vixen lives by her grandmother's belief that helping others makes life worthwhile.

The Vixen's CCCC 2023 performance will feature dance and spoken word and an open-mic drag show following. So, Queens or Kings, if you want to add your name to the roster for open-mic drag night, please send your name, song, and a list of any props you'll be using (this is a BYOP performance, by the way) to our MC, Dr. Tommy at tmayberr@ualberta.ca before midnight on January 23, 2023.

