

Postconvention Workshops

2:00–5:00 p.m.

Approaches to Teaching and Learning

SW.01 Building Student Resilience in Writing Courses

This interactive workshop offers participants the opportunity to learn from faculty and student presenters as we discuss, share, and reflect on activities and strategies that cultivate resilience through teaching practices and course design in writing courses.

International Ballroom North (2nd floor)

Workshop Facilitators: Maria Assif, University of Toronto Scarborough
Nicole Birch-Bayley, University of Toronto
Arsheen Bozai, University of Toronto Scarborough
Sayilaja Kalaimohan, University of Toronto Scarborough
Julie Prior, Oklahoma Panhandle State University

Community, Civic, and Public Contexts of Writing

SW.02 Circulating Stories: A Workswap and Ideas Exchange

An opportunity for conventiongoers to exchange stories and related expertise, to acknowledge and celebrate storywork as a vital activity and sustaining means of expression within our field. We invite colleagues with diverse relationships and approaches to storying to come together, to recognize the many experiences, traditions, histories, methodologies, and approaches to story.

International Ballroom South (2nd floor)

Workshop Facilitators: Kayla Fettig, University of Wisconsin-Milwaukee
Emma Howes, Coastal Carolina University
Michelle LaFrance, George Mason University

Community, Civic, and Public Contexts of Writing

SW.04 Community Writing Mentorship Workshop

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

Salon A-4 (lower level)

Workshop Facilitators: Damian Baca, University of Arizona
Sherri Craig, Virginia Tech University
Megan Faver Hartline, University of Tennessee-Chattanooga
Ada Hubrig, Sam Houston State University
Paula Mathieu, Boston College
Terese Guinsatao Monberg, Michigan State University
Veronica House, University of Denver
Beverly Moss, The Ohio State University
Lauren Rosenberg, University of Texas at El Paso
Sherita Roundtree, Towson University
Rachael Shah, University of Nebraska, Lincoln
Jasmine Villa, East Stroudsburg University

Community, Civic, and Public Contexts of Writing

SW.05 Handcrafted Rhetorics: DIY and the Public Power of Made Things

This workshop brings attendees into a local makerspace to learn about making, Chicago's DIY history, and do some making of our own. See <http://www.handcraftedrhetorics.org> for location information and details.

Salon A-3 (lower level)

Special Interest Group Chairs: Jason Luther
Kristin Prins, Cal Poly Pomona
Workshop Facilitators: Ashley Beardsley, Western Illinois University
Noël Ingram, Boston College
Danielle Koupf, Wake Forest University
Jason Luther
Kristin Prins, Cal Poly Pomona
Kristin Ravel, Rockford University
Kristen Wheaton, University of Oklahoma

Saturday, 2:00–5:00 p.m.

Community, Civic, and Public Contexts of Writing

SW.06 Text, Power, Telling: A Writing Workshop for Sexual Trauma Survivors

This workshop is for people who have experienced sexual trauma. Sexual harm takes many forms and occurs across identities, communities, and contexts; this workshop is inclusive. This workshop will first provide survivors with an overview of writing about sexual trauma in community-based, collaborative, non-evaluative environments; the second and longer portion will be the delivery of “Text Power Telling,” a writing workshop for sexual trauma survivors designed by the workshop facilitators (both survivors). For more information email Jess Restaino (restainoj@montclair.edu) or Jackie Regan (reganj@montclair.edu).

Salon A-1 (lower level)

Workshop Facilitators: Jacqueline Regan, Montclair State University
Jessica Restaino, Montclair State University

Creative Writing and Publishing

SW.08 Writing Creative Nonfiction: A Day of Writing and Ideas for Teaching

This workshop invites participants to a day writing creative nonfiction and exploring teaching ideas. Participants choose among prompts provided by CNF writers and teachers, do short writings, and share parts of work in progress. Two structured group conversations address opportunities for teaching CNF.

Sponsored by the Creative Nonfiction Standing Group

Salon A-5 (lower level)

Workshop Facilitators: Melissa Goldthwaite, Saint Joseph’s University,

“‘Crazy Hard Questions’: Going Deeper through Self Interviews”

Doug Hesse, University of Denver, “A Decision Revisited”

Libby Falk Jones, Berea College, “‘Hope Is the Thing with Feathers’:

Metaphors as Generative Writing”

Susan V. Meyers, Seattle University, “Writing from Witness”

Erin Pushman, Limestone University, “Working the Language”

Amy Robillard, “Averting Our Eyes”

Wendy Ryden, Long Island University Post, “Unspeakable”

Jenny Spinner, Saint Joseph’s University, “Writing, and Living, toward Hope”

First-Year Writing

SW.09 Dual Enrollment Composition: Building Our Story

With a theme of “Building Our Story,” this workshop includes conversations and activities that serve as the foundation for (a) examining the story of DE FYW; (b) engaging participants in building the DE community within the CCCC organization; and (c) providing just-in-time solutions to current challenges faced by DE composition instructors and administrators.

Sponsored by the Dual Enrollment Collective

Waldorf (3rd floor)

Workshop Facilitators: Rebecca Babcock
Scott Campbell, University of Connecticut
Casie Moreland, University of Idaho
Jessica Rivera-Mueller, Utah State University
Frank Romanelli, University of Rhode Island
Kathy Rose, Utah Tech University
Erin Scott-Stewart, Southern University and A&M College

Inclusion and Access

SW.10 Designing Access Guides: Enacting Transformative Access

This workshop will offer an introduction to access guides as an inclusive practice. Participants will learn intersectional frameworks for imagining access guides in a variety of spaces, including conferences, classrooms, and other workplaces. Activities will engage participants in brainstorming contexts for their guides, planning their docs, and learning accessible document design techniques.

Williford A (3rd floor)

Workshop Facilitators: Morgan Blair, University of Louisville
Katie Bramlett, California State University, East Bay
Sean Kamperman, University of Kansas
Andrea Olinger, University of Louisville
Jeanne Popowits, Dominican University

Saturday, 2:00–5:00 p.m.

Institutions: Labor Issues, Professional Lives, and Survival

**SW.12 Even Job Seekers (Re)Invent the University:
Understanding Teaching-Intensive Positions and
Institutions as Hopeful Career Pathways**

The workshop will involve analyzing job ads; workshopping attendees' materials; preparing for interviews; and preparing for teaching demonstrations. The workshop presenters hold teaching faculty positions and seek to support others who are preparing to apply for teaching jobs at various institutions, including community colleges, regional universities, and small liberal arts colleges.

Williford C (3rd floor)

Workshop Facilitators: Sonja Andrus, University of Cincinnati Blue Ash College

Deborah Bertsch, Columbus State Community College

Margaret Gonzales, Texas Lutheran University

Debra Knutson, Shawnee State University

Ti Macklin, Boise State University

Brenda Refaei, University of Cincinnati Blue Ash College

Language, Literacy, and Culture

**SW.13 Supporting Multilingual Writers in Diverse Literacy
Spaces for Hope**

This workshop shares concrete pedagogical and programmatic strategies and practices with an orientation toward advocacy in diverse literacy spaces. Following an opening session chaired by the Second Language Writing Standing Group officers, leading scholars from multiple institutions will share their expertise and facilitate roundtable discussions. *Sponsored by the Second Language Writing Standing Group*

Marquette (3rd floor)

Roundtable Leaders: Marilee Brooks-Gillies, Indiana University Purdue University Indianapolis

Madeline Crozier

Estela Ene, Indiana University Purdue University Indianapolis

Norah Fahim, Stanford University

Steve Fox, Indiana University Purdue University Indianapolis

Xuan Jiang, Florida International University

Jennifer Johnson, Stanford University

Tanita Saenkhum, University of Tennessee Knoxville

Shawna Shapiro, Middlebury College

Nugraheny Zacharias, Pennsylvania State University Abington
Qianqian Zhang-Wu, Northeastern University
Ruilan Zhao, Florida International University
Zhaozhe Wang, University of Toronto
Standing Group or Caucus Chair: Zhaozhe Wang, University of Toronto
Workshop Facilitators: Analeigh Horton, University of Arizona
Sarah Snyder, Arizona Western College
Zhaozhe Wang, University of Toronto

Language, Literacy, and Culture

SW.14 Transnational Writing Education: What Transnational Relationships Make Possible

Led by transnational scholars, this workshop explores how translingual and transnational-oriented programs call us to teach differently. Four roundtable sessions present models and practical strategies for transnational partnerships for instructors, tutors, and administrators, and invite participants to question assumptions about effective writing pedagogy across national contexts.

Lake Michigan (8th floor)

Workshop Facilitators: Maria Avalos, Florida International University
Yiwen Chiu, California Polytechnic State University
Manuel Delgadillo, Florida International University
Glenn Hutchinson
Nicole Larraguibel, Florida International University
Tobias Lee, University of Louisville
Sabrina Martinez, Florida International University
Jason Peters, California Polytechnic State University
Brooke Schreiber, Baruch College, CUNY
Ana Sofía Ramírez, Pontificia Universidad Javeriana
Diana Rivero, Florida International University
Andrea Torres Perdigón, Pontificia Universidad Javeriana
Joyce Walker, Illinois State University
Chia-Yu Yeh, Department of Economics, National Chi Nan University

Information Literacy and Technology

SW.15 Playing for Hope: Interactive Narratives in the Classroom

This is a hands-on, half-day workshop introducing Twine, a tool for creating branching narratives, games, and other types of interactive writing. Aimed at those interested in incorporating interactive writing into their classes and requiring little experience with Twine or coding, participants will learn the Twine programming structure and ideas for how to implement it in their classrooms.

Sponsored by the Council for Play and Game Studies

Lake Erie (8th floor)

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

Sarah Dwyer, Texas A&M University

Emma Kostopolus, Valdosta State University