Saturday, February 18
Special Events and Meetings

Cross-Caucus Collaborations
Pullman (4th floor)
8:00 a.m.–2:00 p.m.

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.

Adjunct/NTT
Room 4H (4th floor)
8:00 a.m.–9:00 p.m.

DBLAC Lounge
Room 5E (5th floor)
8:00 a.m.–2:00 p.m.

Graduate Student Lounge
Room 5F (5th floor)
8:00 a.m.–2:00 p.m.

TYCA Executive Committee

Continental C (lobby level)
8:00 a.m.–5:00 p.m.

Committee on Critical Whiteness

PDR #5 (3rd Floor)
9:30–10:45 a.m. (Open)
Chair: Mara Lee Grayson

Postconvention Workshops

Locations and descriptions are listed in this program after the M sessions.
2:00 p.m.–5:00 p.m.

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Teacher 2 Teacher
Teaching, Networking, Sharing, Community-Building
International Ballroom North (2nd floor)
9:30 a.m.–11:30 a.m.

Teacher to Teacher (T2T) offers CCCC participants a dynamic new professional development and networking opportunity. Designed as a series of practice-based conversations, T2T provides a space to celebrate teaching. Open to all Convention attendees, T2T participants will be invited to learn about a range of activities, assignments, and methods from more than 40 teacher-presenters. T2T presenters include full- and part-time faculty, graduate and undergraduate students, and aspiring educators as well as colleagues representing secondary, two-year, and four-year institutional homes. After a short welcome and introduction, attendees will select four 20-minute table presentations per session. Attendees are welcome during any part of the morning and afternoon sessions or as their schedules allow. Table leaders will facilitate discussion following short presentations from two teachers. Visit the Teacher to Teacher website for a complete list of table topics: https://sites.google.com/udel.edu/teacher2teacher

Chairs: Christine Cucciarre, University of Delaware
Lee Nickoson, Bowling Green State University
Lindsey Albracht, Queens College, CUNY
Natalia Andrievskikh, New York University
Holly Bird, Bowling Green State University
Destiny Brugman, Miami University of Ohio
Jeaneen Canfield, University of Central Oklahoma
Ryan Crawford, University of New Haven
Thom Davis, University of Nebraska at Omaha
Laura Decker, Nevada State College
Kat Greene, Ball State University
Stephen Grover, Park University
Jeffrey Jackson, SUNY Cortland
Anthony Lince, University of California, San Diego
Meng-Hsien (Neal) Liu, University of Illinois at Urbana-Champaign
Tara Lockhart, San Francisco State University
Matthew McCurrie, Columbia College Chicago
Laurie Nardone, Northeastern University
Osman Ozdemir, Istanbul Sabahattin Zaim University/Visiting Researcher at
    Indiana University of Pennsylvania
Lonni Pearce, University of Colorado Boulder
Rena Perez, Miami University of Ohio
Yvette Regalado, Texas State University

Saturday, 9:30 a.m.–5:00 p.m.

Emilie Schiess, Ball State University
Maseri Kisa Schultz, California State University, Northridge
Jerry Stinnett, Grand Valley State University
Chad Van Buskirk, Bowling Green State University
Allison Walker, High Point University
Mohamed Yacoub, Florida International University

J Sessions: 8:00–9:15 a.m.

8:00–9:15 a.m.
Antiracism and Social Justice
Promoted Session
Live-PS-J Doing Hope: Surviving Antiracism in the University
In the recent rush-response to racialized pandemic violence, many educational institutions claimed antiracist causes. For some BIPOC, this clamor to "social justice" elicits complicated feelings of being invisiblized even while hailed into institutional spotlights. This panel challenges seemingly mundane operations in academic environments, highlighting their insidious strategies to appear just.

Grand Ballroom (2nd floor) (this session will be Livestreamed to our virtual audience and available to registrants after the Convention)

Speakers: Louis Maraj, University of British Columbia, "No Hope in These Tropes: Zoom-o-tropes, Anti-Blackness, and Pandemic Learning"
Alexis McGee, "Voicing Speculative Hope and Mobilizing Black Futures"
Pritha Prasad, University of Kansas, "Silence/Absence and Middle Voice: Antiracism beyond White Learning"

8:00–10:45 a.m.
Poster Sessions
Normandie Lounge (2nd floor)

Inclusion and Access
Achieving Hope Inside: Working with Incarcerated Tutors in an Intensive Writing Course
This poster presents an overview of and data from an intensive writing course taught inside a college-in-prison program to entering students. It shows how the instructor worked together with trained writing tutors from among the incarcerated to use the course to integrate new students into the academic community of practice within this program.

Speaker: Damian Zurro, University of Notre Dame

College Writing and Reading
Facilitating Interdisciplinary Collaboration: Focused Literacy Instruction in Discourse Community
Collaboration with a chemistry department utilizing Discourse Community-focused semester-long activity resulted in improvement in the students' skill in utilizing scientific literature and a stronger sense of belonging to the scientific community revealing how foreign the idea of Discourse Community is to many disciplines and the opportunities for meaningful interdisciplinary collaborations.

Speakers: Carie King, Taylor University
Daniel King, Taylor University

Writing Programs
International Graduate TAs in the Composition Practicum: The TA Perspective
Using survey and interview data, this presentation shares the stories and experiences of international graduate TAs (ITAs) and offers strategies for how WPAs can improve their TA training practica for ITAs.

Speaker: Alyssa Devey, Arizona State University

Inclusion and Access
Labor-Based Grading Contracts: Navigating the Affective Dimensions of Learning as Productive Loss and Retention in a First-Year Writing Classroom
The speaker will share the qualitative results of her inquiry into how labor-based grading contracts impact first-year writing students' navigation of the affective dimensions of learning as a source of productive loss and retention at one four-year urban university with the dual mission of research and access.

Speaker: Debra Siebert, University of Wisconsin-Milwaukee

First-Year Writing
See Me After Class: The Case for Conferencing in First-Year Writing Instruction
Research indicates written instructor feedback on student writing is not consistently effective at producing its desired learning outcomes. Through a series of scaffolded first-year writing assignments punctuated by frequent, individual student-to-instructor conferencing, this presentation hopes to offer an alternative modality to the problem of written feedback in the writing classroom.

Speaker: Delia Pless, DePaul University

Language, Literacy, and Culture

J.01 Code-Meshing: The Confluence of Identity, Voice, and Epistemology in Academic Writing

This Engaged Learning Experience will use texts and a video project to demonstrate how code-meshing is more than a method for DEI. Utilizing code-meshing as a pedagogical tool creates active writers and readers who can perceive how languages have been marginalized, epistemologies lost, and the value of retrieving and using these languages for their inherent scientific and socio-cultural insights.

Lake Ontario (8th floor)

Speakers: Kate Soules, University of Rochester
Stella Wang, University of Rochester
Suzanne Woodring, University of Rochester

First-Year Writing

J.02 Multimodal Texts and Interdiscursivity: Social Media and Video Games in First-Year Writing

This panel considers how multimodal texts—such as video games, Instagram posts, and video essays—can be used to prompt critical analysis and student digital writing. Presentation 1 analyzes the importance of "otherness" in mainstream video games and argues that viewing video games-as-texts encourage confronting, understanding, and bonding with the unfamiliar. Presentation 2 shares findings from their ongoing study of the ways video submissions can help students meet the objectives of a first-year-writing course, primarily in regard to writing for an audience. Presentation 3 shares the results of an IRB-approved study of social media use in the first-year writing classroom for the purpose of teaching genres, discourse communities, and interdiscursivity.

International Ballroom South (2nd floor)

Speakers: Mark Brand, University of Illinois at Chicago, "Adventures in Empathy and Hope: Inviting Video Games into First-Year Writing"
Megan Busch, Charleston Southern University, "Returning to Instagram: Social Media Platforms as Writing Spaces for Interdiscursive Meaning Making in First-Year Writing"
James Drown, University of Illinois at Chicago, "Adventures in Empathy and Hope: Inviting Video Games into First-Year Writing"
Emily Kersten, University of Nebraska Omaha, "Analyzing Multimodal Projects in the Composition Classroom"

Approaches to Teaching and Learning

J.03   Uncommon Agency: Finding Motivation in All the Wrong Places

This panel investigates surprising sites of engagement, such as student choice of reading material, cell phones as learning tools, boredom as a feeling imbued with wisdom, and the act of doodling. We argue that instructors can draw on students' natural tendencies, creating curricula that foster motivation and agency in diverse composition classrooms.

Mobley (lower level)

Speakers: Joshua Belknap, City University of New York
Adele Doyle, Kingsborough Community College, CUNY
Elizabeth Goetz, Bard High School Early College-Newark
Carrie Hall, New York City College of Technology, CUNY, "The Boredoms: Learning under Duress"

Approaches to Teaching and Learning

J.04   "Don't Say Gay": Disclosure, Identity Affirmation, and Trauma in Desperate Times

Panelists will consider the role of self-disclosure in identity-affirming pedagogies against the backdrop of anti-LGBTQ legislation, COVID-19, and other traumatizing socio-political contexts, offering research and insight into students' and teachers' experiences disclosing their LGBTQ identities in classroom settings.

Salon A-4 (lower level)

Speakers: Joshua Barszczewski, Muhlenberg College
Tyler Gillespie, Ringling College of Art + Design
Rae Summers-Thompson, University of Memphis

Professional and Technical Writing

J.05   A Fully NTTF Program at an R2 Institution: Doing Hope in Desperate Academic Times

This roundtable focuses on programmatic revision to revitalize an asynchronous, online MA program in technical and professional communication at a Midwest R2 institution. Having only one dedicated faculty member and three affiliate faculty (all NTTF) in the program, the speakers discuss how they used their limited time and resources, and how they plan to keep the program moving forward.

Salon A-3 (lower level)

Roundtable Leaders: Cheryl Hoy, Bowling Green State University, "Moving Forward with Course Design"

Ethan Jordan, Bowling Green State University, "Visual Rhetoric, Technical Communication, and Procedural Rhetoric: Moving from Theory to Practice in Online Graduate Instruction"

Heather Jordan, Bowling Green State University, "Assessment and Accreditation as Guiding Principles for Change"

Emma Vallandingham, Shumaker, Loop & Kendrick, "Providing Perspective: One Successful Former Graduate Student Offers Insight"

Jennifer Warnke, Bowling Green State University, "Changing Dynamics Require Revision"

Theory and Research Methodologies

J.06   New Interrogations of Genders

This panel considers and challenges the way that rhetoric and composition takes up ideas about gender and gender performativity. Presenter 1 examines the instructional, rhetorical, and memetic function of several of those webcomics, and explores their possible future impacts in composition classrooms. Presenter 2 discusses the field's historical entanglements with Critical Studies on Men and Masculinities in order to reimagine the critical engagement of masculinities without latent androcentrism and through recent developments in New Materialism.

Salon A-1 (lower level)

Speakers: Michael Johnson, Purdue University, "Masculinities without Men: Reimagining Critical Masculinities Studies"

Zoe Wendler, Ferris State University, "Can I Offer You an Egg in This Trying Time? On the Memetic Rhetoric of Transgender Coming-Out Comics"

Information Literacy and Technology

J.07   Online Social Movements

This panel takes a close look at social media as a platform for activism. Attendees can expect to learn how to resist social media algorithm biases in online social movements, to teach students to analyze online social action movements, and to analyze the profitability of divisiveness in the media.

Salon A-2 (lower level)

Speakers: John Dunn, Eastern Michigan University, "Changing the 'Rules of Hate': Some Lessons (and Hope) from the New Rhetorics Movement for Reading, Writing, and Teaching in the Contemporary Public Sphere"

Heather Lang, Susquehanna University, "Writing against Algorithms: Designing Intersectional Feminism on Social Media"

Institutions: Labor Issues, Professional Lives, and Survival

J.08 **Overcoming Obstacles to Academic Labor Solidarity**

Panelists focus on several sites (graduate programs, tenured faculty organizing DEI efforts, disciplinary writing instruction, and scholarship) to explore obstacles and articulate pathways to labor solidarity. Participants will be invited to brainstorm and share ideas for solidarity-building on their campuses, in their systems, and in our professional associations.

Salon A-5 (lower level)

Chair: Bernice Olivas, Salt Lake Community College
Respondent: Bernice Olivas, Salt Lake Community College
Speakers: Anicca Cox, Methodist University, "Preparing Graduates for Collective Action"
Seth Kahn, "Tenure, Autonomy, and Solidarity"
Amy Lynch-Biniek, Kutztown University, "Solidarity and the Disciplinary Conversation"
Lacey Wootton, American University, "Professional Obligations and Deep Accountability: Obstacles and Pathways to Collectivity"

Inclusion and Access

J.09 **A Contradiction of Terms of Service: Accessibility as Federal Policy, Moral Imperative, and Moving Target (Starring Adobe Express)**

Students and teachers in all writing courses must learn how to ensure accessibility for print and multimedia content, whether creating from scratch or using templates. It's the right thing to do—and lapses by Adobe and other providers show that we cannot and should not assume that well-designed templates that facilitate presentation also incorporate accessibility to accommodate audiences.

Grand Tradition (lobby level)

Speaker: Tracy Clark, Purdue University

First-Year Writing

J.10 **#HumanizeArgumentation: A Possible Future for First-Year Composition**

In this Engaged Learning Experience session, two teacher-scholars discuss the affordances of an actionable empathy-oriented FYC curriculum that centralizes listening. Leading participants in a role-playing activity, the session prompts us to interrogate the field's compulsion toward argumentation and imagine a shift to a more humanized—and humane—form of communication within and beyond our classrooms.

Buckingham (lobby level)

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

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Community, Civic, and Public Contexts of Writing

J.11   Challenging Binaries across Institutional Contexts

This panel looks both within and outside of academia to examine the literate lives of disabled graduate student workers, citizen scientists, and YouTube video essayists. Panelists discuss how these individuals engage in literate practices, critique institutional barriers, and defy the traditional barriers of education.

Blvd. A (2nd floor)

Speakers: Bri Lafond, University of Illinois at Urbana-Champaign, "To Educate and to Entertain: The Multiple Motivations of YouTube Video Essayists"

Megan Mericle, University of Illinois at Urbana-Champaign, "Naming the Scientist and the Citizen: Institutional Critique in Citizen Science Communication"

Lesley Owens, University of Illinois at Urbana-Champaign, "Understanding Disabled Graduate Student Workers' Literate Lives"

Approaches to Teaching and Learning

J.12   A Language of Labor? Attention to Language in Alternative Approaches to Grading

This roundtable, sponsored by the Linguistics, Language, and Writing Standing Group, explores the ways students and instructors can draw attention to language to enrich and assess alternative approaches to grading for ethical, language justice, self-assessment, and metacognitive purposes.
Sponsored by the Linguistics, Language, and Writing Standing Group

Blvd. B (2nd floor)

Speakers: Laura Aull, University of Michigan
Laura Clapper, University of Michigan
Allison Ellsworth, Arizona State University
Jennifer Kontny, Mount Mary University
Cameron Mozafari, Cornell University
Standing Group Chairs: Laura Aull, University of Michigan
Cameron Mozafari, Cornell University

Institutions: Labor Issues, Professional Lives, and Survival

J.13   Contingent Faculty Concerns and Solutions: Coming Together to Ensure Change

These presentations explore the institutionally situated experiences of contingent faculty and the support tenure-track colleagues can provide.

Blvd. C (2nd floor)

Speakers: Maggie Cecil, Independent Scholar, "'You're an Adjunct?': Avoiding the Deprofessionalization of Adjunct Faculty in Shared Governance Documents"

Gina Hanson, California State University, San Bernardino, Palm Desert Campus, "'You're an Adjunct?': Avoiding the Deprofessionalization of Adjunct Faculty in Shared Governance Documents"

Natasha Robinson, Collin College, "Included, on the Edge: Contingent Faculty Wants and Needs for Professional Development"

Institutions: Labor Issues, Professional Lives, and Survival

J.14   Hope for Reimagined Graduate Education: A Community College-University Professional Apprenticeship Program

A team of community college and university faculty and graduate students will discuss the first three years of a Community College Professional Apprenticeship Program. We argue such partnerships are more than preparation for the job market: They can be a catalyst for more equitable inter-institutional collaboration and necessary epistemic change within the discipline.

Waldorf (3rd floor)

Speakers: Brandon Alva, Salt Lake Community College
Anne Canavan, Salt Lake Community College
Charissa Che, Queensborough Community College
Cassandra Goff, Salt Lake Community College
Alice Lopez, Salt Lake Community College
Donald Penner, University of Utah
Tiffany Rousculp, Salt Lake Community College
Christie Toth, University of Utah

Writing Centers (including Writing and Speaking Centers)

J.15   Changing from the Ground Up: Fostering Antiracist Writing Pedagogies in an Embedded Peer-Tutoring Program and Beyond

This presentation examines how a peer writing tutor program is working against racism at a PWI, the contradictions such efforts produce, and how tutors are prepared to be antiracist writing instructors. Tutor, alumnae, and WPA presenters argue for a bottom-up, collective model of change that aims to surface, rather than resolve, the contradictions of doing antiracist work at a racist institution.

Astoria (3rd floor)

Speakers: Hannah Dickinson, Hobart and William Smith Colleges
Bailey DiSanto, Geneva High School
Amy Green, Hobart and William Smith Colleges
Irini Konstantinou, Hobart and William Smith Colleges
Kylie Rowland, Hobart and William Smith Colleges
Olivia Rowland, Oregon State University

Language, Literacy, and Culture

J.16   (Re)Making Sense: Composition and Rhetoric at the End of Rationality

This panel amplifies and complicates how we "make sense," focusing on the ways non-rational rhetorics act as a suasive force in everyday life. We argue that a critical re-evaluation of sensation offers a way "to do hope at the outside edges of our knowns," providing the audience with sensory-based approaches applicable to a wide range of research and teaching practices.

Williford A (3rd floor)

Respondent: Eric Detweiler, Middle Tennessee State University
Speakers: Steph Ceraso, University of Virginia, "Sense Matter"
Jennifer Lin LeMesurier, Colgate University, "White Tears"
Jonathan Stone, University of Utah, "Sense Matter"
Justine Wells, New Mexico State University, "Re-educating Taste"

First-Year Writing

J.17   Centering Neurodiversity in First-Year Writing and WAC

From designing WAC and FYW to learning with and from students with learning disabilities.

Williford B (3rd floor)

Speakers: Brianna Doyle, Ohio Dominican University, "Instilling Agency by Challenging Linearity in FYC Pedagogy: A Study of Students with Learning Disabilities and Learning-Affected Disorders' Writing Processes"

Sara Glennon, Landmark College, "Designing a WAC Program for Neurodiverse College Writers"

John Kipp, Landmark College, "Designing a WAC Program for Neurodiverse College Writers"

Theory and Research Methodologies

J.19   (Re)Writing Our Histories, (Re)Building Our Worlds: Doing Hope in the Archives

This panel features archival research on Black educators, women's peace activists, interracial women's movements in the 1800's and 1960's, and chronically ill mothers. Merging feminist, queer, critical race, and disability rhetorical frameworks, the panelists reveal the generative possibilities of hope as archival practice to unsettle oppressive ideologies while helping us build the future.

Marquette (3rd floor)

Speakers: Cristina De Leon-Menjivar, Old Dominion University, "'Dear Spoonie Mom': Blog Posts as Counterstories for Chronically Ill Mothers"

Megan McIntyre, Sonoma State University, "Antiracist Histories, Antiracist Futures"

Ruth Osorio, Old Dominion University, "Am I Not a Sister: Literacies of Solidarity from the Philadelphia Female Anti-Slavery Society"

Emily January Petersen, Weber State University, "Archival Research in South Africa: Hope from the Women's Movement for Peace"

Lamaya Williams, Old Dominion University, "The Problems We Share: How Past Rhetorics of Allyship Inform Contemporary Coalition Building"

Professional and Technical Writing

J.20 **Innovative Uses of Professional and Technical Writing Pedagogy**

These diverse individual presentations explore varied practical methods to promote student learning.

Joliet (3rd floor)

Speakers: Abby Rabinowitz, New York University, "From Sentences to the World: Crafting Interdisciplinary Writing Workshops to Foster Ethics among STEM Students"

Chloe Robertson, Virginia Tech University, "Invitational Gaming: Incorporating Usability Testing and Inclusive Pedagogy in the Tech Comm Classroom"

Amanda Simson, The Cooper Union, "From Sentences to the World: Crafting Interdisciplinary Writing Workshops to Foster Ethics among STEM Students"

Community, Civic, and Public Contexts of Writing

J.21 **Correcting the Narrative: Reflections on a Community Partner Prison Literacy Project**

This panel discusses how a unique prison literacy project, in a graduate-level English course, that restores hope to elderly people on Wisconsin's sex offender registry through a digital database will better help them gain access to elder care facilities. Additionally, the panel will advocate for more research involving digital literacies, the registry, and access to end-of-life care.

PDR #2 (3rd floor)

Speakers: Kayla Fettig, University of Wisconsin-Milwaukee
David Kocik, University of Wisconsin-Milwaukee
Casey O'Ceallaigh, University of Wisconsin-Milwaukee

Information Literacy and Technology

J.22 **A Place-First Approach to Locative Writing Pedagogies**

This presentation draws on the speaker's own pedagogical experiences, as well as the insights of prominent digital media practitioners, to outline a "place-first" rhetorical framework for teaching and composing with locative media technologies.

Room 4D (4th floor)

Speaker: Jacob Greene, Arizona State University

Information Literacy and Technology

J.23 Introduction to Open Fuego and Basic Coding—Learn to Work with Code to Create Multimodal Webtexts and Publish Them on GitHub

This Engaged Learning Experience session will introduce participants to Open Fuego, a basic coding tool designed for the rhetoric and composition classroom (Quigley, 2022). The goal of this workshop is to introduce participants to the pedagogy of basic coding and give each a primer on how to use Open Fuego. Participants will also learn teaching best practices and sample assignment cycles.

Room 4K (4th floor)

Speaker: Stephen Quigley, University of Pittsburgh

Approaches to Teaching and Learning

J.24 Experiments in Vulnerability: Counterstory, Embodiment, Hope

This panel proceeds from the foundational assertion that the body can be a source of counterstory. Each speaker explores how foregrounding our embodied vulnerability as teachers models a critical, hopeful praxis. With our students, we analyze how the university privileges particular feeling, thinking, speaking, writing bodies and the stories they tell.

Room 4M (4th floor)

Speakers: Allison Dziuba, University of Alabama
Lane Riggs, Clemson University
Leah Senatro, University of California, Irvine
Franziska Tsufim, Georgia Institute of Technology

Professional and Technical Writing

J.25 Computing between Languages and Mathematics: Technical and Professional Writing of Grace Murray Hopper and Winifred "Tim" Asprey"

Centering the 1960s friendship of Grace Murray Hopper and Winifred "Tim" Asprey, this paper reframes public advocacy for computers as technical and professional communication. Disagreeing about the value of formal writing instruction, their work is approached not only through public understandings of science—especially, computer science—but also public understandings of writing.

Lake Huron (8th floor)

Speaker: Andrew Fiss, Michigan Technological University

Information Literacy and Technology

J.26 Doing Hope through Teaching and Designing Games for Social Change

Writing courses have often been sites for composing arguments towards social justice, building a rhetorical repertoire for change and hope. Many have added games in teaching the available means. Even though games might reflect the systemic forms of oppression around them, this panel explores how writing teachers can use games to critically interrogate and reimagine those oppressive systems.

Lake Michigan (8th floor)

Speakers: Rebekah Shultz Colby, University of Denver, "Designing Affective Game Systems for Social Change"
Richard Colby, University of Denver, "Is Hope and Change Even Possible with Games in FYW?"
Wendi Sierra, Texas Christian University, "Game Design as Hope: Doing Survivance"

Writing Programs

J.27 Doing Hope by Design: Cultivating an Institutional Culture to Support Multilingual Writing

This panel delineates a multipronged strategic approach to enhancing institutional writing culture to support the success of multilingual students at one of the largest Hispanic-serving universities in the nation. The presenters describe curricular, administrative, and faculty development efforts to shift our institutional writing culture to one that supports and celebrates linguistic diversity.

Lake Erie (8th floor)

Speakers: Kimberly Harrison, Florida International University
Cayce Wicks, Florida International University
Ruilan Zhao, Florida International University

Writing Centers (including Writing and Speaking Centers)

J.28 Re-imagining Writing Fellow and Faculty Partnerships for WID

This roundtable compares how two different institutions implemented this new program to encourage deeper collaboration between writing fellows (course-embedded writing tutors) and faculty. Writing Center administrators will describe the program design and implementation, and student writing fellows will share their experiences working in collaborative relationships with faculty partners.

Room 4C (4th floor)

Speakers: Mairin Barney, Towson University
Neisha-Anne Green, American University

First-Year Writing

J.29 Strengthening Writing Pedagogy through Partnerships with Concurrent Enrollment Faculty: One University's Story of Building a Teaching Community

University and concurrent enrollment faculty share their story of building teaching partnerships that strengthen writing pedagogy in their composition program. Through the panelists' presentations and a focused discussion, audience members gain concrete examples of and principles for collaborations that invite meaningful inquiry for all members of a teaching community.

PDR #1 (3rd floor)

Speakers: Deanna Allred, Utah State University
John Engler, Utah State University
Jeremy Ricketts, Utah State University
Jessica Rivera-Mueller, Utah State University
Andrea Thompson, Sky View High School

Writing Programs

J.30 Student Agency and in Self-Placement and Beyond

These four panels examine the ways that students build and use agency in seeking writing resources and in directed self-placement processes.

PDR #3 (3rd floor)

Speakers: Gusztav Demeter, Case Western Reserve University, "Implementing DSP for Inclusion"
Jamey Gallagher, Community College of Baltimore County, "A Question of Scale: New Directions for Co-Requisite IRW Classes"
Kristen Messer, Community College of Baltimore County, "A Question of Scale: New Directions for Co-Requisite IRW Classes"
Martha Schaffer, Case Western Reserve University, "Implementing DSP for Inclusion"
Megan Schoen, Oakland University, "Modified DSP on a Dime: Using Changing Admissions Policies to Implement Directed Self-Placement for First-Year Writing"

Histories of Rhetoric

J.31 Unsettling as a Pedagogical Imperative: Archival Research and the Classroom

This panel wrestles and contends with unsettling as a pedagogical trope, ethos, and praxis of doing otherwise, centering archival research as a powerful medium for interventions in the classroom.

Room 4A (4th floor)

Respondent: Caitlin Allen, University of Louisville
Speakers: Caitlin Allen, University of Louisville
Deborah Hollis, University of Colorado Boulder
Amy Lueck, Santa Clara University
Nadia Nasr, Santa Clara University
Rebecca Schneider, New Mexico Highlands University

First-Year Writing

J.32   Teach Me How to Read

This panel will discuss ways that instructors can promote textbooks and OER resources to better engage with students class goals and motivations.

Room 4F (4th floor)

Speakers: Christopher Barber, Purdue University, "The Dialogue Culture: Composition Textbooks and a Future for Argumentation Pedagogy"
Travis Holt, Liberty University, "'Finding a Balance': User, Reader, and Learner Functions in First-Year Writing Textbook Engagement"
Chelsie McCorkle, University of Saint Francis, "Instructor Autonomy: Exploring the Role of OER in Composition Classrooms"
Annmarie Steffes, University of Saint Francis, "Instructor Autonomy: Exploring the Role of OER in Composition Classrooms"

Approaches to Teaching and Learning

J.33   What Students Hope for from Writing: From FYW to the PhD

This panel offers three pedagogical interventions aimed at restoring students' hope in writing: a FYW course focused on students' engagement in habits of mind (persistence, curiosity, and openness); a writing center tutor's replacement of clients' hope in standard English with hope in their own agency; and the use of student-authored learning outcomes to increase students' investment in writing.

Room 4B (4th floor)

Speakers: Hannah Davis, Duke University, "Habits of Mind as Hopeful Action in a Creativity-Themed Composition Course"
Nataly Dickson, Texas Christian University, "From Writing Centers as Sites of Hope to Sites of Hopeful Action"
Carrie Leverenz, "Student-Authored Learning Outcomes as Hopeful Action"

Writing Programs

J.34 Theory vs Practice: Identifying and Addressing Tensions in the Development of Sustainable WAC Programs

This panel explores the tensions between theory and practice when three Writing Across the Curriculum leaders attempt to launch sustainable initiatives at their respective institutions. Participants are invited to examine how tensions that emerge between research and practice within stakeholder perceptions and alongside institutional change might be addressed across institutional contexts.

Room 4E (4th floor)

Speakers: Cristyn Elder, University of New Mexico
Laurie Pinkert, University of Central Florida
Alisa Russell, Wake Forest University

Professional and Technical Writing

J.35 Uses of Multimodal Applications for Learning

Two presentations explore classroom application of multimodal design in collaborative learning environments.

Room 4L (4th floor)

Speakers: Michael Healy, Western Kentucky University, "Design Thinking, Collaboration, and Professional Writing"
Heather Listhartke, Miami University, "Communities and Cultures of Making: Bringing Diversity to Makerspaces"

Information Literacy and Technology

J.36 Troublemakers in Transdisciplinary Coding Communities

This panel examines four communities of coding literacy development. Looking to open-source creators and the writing classroom, these troublemakers dismantle gatekeeping, facilitate transdisciplinary collaboration, and embrace feminist praxis.

Room 4Q (4th floor)

Speakers: Michael Black, University of Massachusetts Lowell, "The Contested Literacies of Software Modification"

Brandee Easter, York University

Elena Kalodner-Martin, University of Massachusetts Amherst, "When Computer Science Meets Composition: Fostering Transdisciplinary Literacies for Social Change"

Cara Marta Messina, Jacksonville State University, "Code-Sharing and Documentation as Digital Feminist Praxis"

First-Year Writing

J.38 Your Story, Your Way

This panel discusses the use of storytelling frameworks to provide student autonomy and agency in first year writing courses.

Room 4G (4th floor)

Speakers: Yannel Celestrin, Old Dominion University, "Alborotando a través del Testimonio: Identity, Language, and Genre Crossings"

Sheryl Ruszkiewicz, Oakland University, "Sharing Hope through Storytelling: Building Connections with Counterstories and Positionality Narratives in the First-Year Writing Classroom"

Deirdre Vinyard, "Surfacing Identity through Narrative: Re-examining the Literacy Narrative in FYC"

K Sessions: 9:30–10:45 a.m.

9:30–10:45 a.m.
Institutions: Labor Issues, Professional Lives, and Survival
Promoted Session
Live-PS-K.08 The Future of Our Field: Emerging Graduate Student Scholars as Harbingers of Hope
This panel focuses on the ways graduate students can make meaningful change in our field, as well as how our complex identities as graduate students impact our approaches to issues of access and inclusion within the academy. Together, our presentations highlight the pivotal role graduate students can play in bringing about a hopeful future for our field.
Sponsored by the Graduate Student Standing Group

Grand Ballroom (2nd floor) (this session will be Livestreamed to our virtual audience and available to registrants after the Convention)

Respondent: Walter Lucken IV, Wayne State University
Speakers: Olalekan Adepoju, University of Louisville, "The Future of Our Field: Engaging International Graduate Students' Narratives about Writing Practices from a Transnational Perspective"
Thir Budhathoki, University of Arizona, "Critical Autoethnography of an International Graduate Teaching Assistant (IGTA) as a Narrative of Hope"
Savannah Foreman, University of North Carolina, Chapel Hill, "Our Stories: Navigating Mental Health/Illness in Academia as Graduate Students"
Millie Hizer, Indiana University, "An Accessible Future: Cultivating a Vulnerable, Disabled Teacherly Ethos as a Graduate Student Writing Instructor"
Charles McMartin, University of Arizona, "Early Career Faculty Perspectives on Graduate Programs: Habits of Collaboration"
Alexandra Russell, University of Memphis, "Nuances of Enacting and Experiencing Change as a Mother in Graduate School"
Standing Group Chairs: Millie Hizer, Indiana University
Walter Lucken IV, Wayne State University

Writing Centers (including Writing and Speaking Centers)

PS-K.03 Powered by Hope, Stalled by Backlash: Initiating Antiracism in Writing Centers while Racialized

We (three racialized, female, first-gen immigrant writing center administrators) interpret our experiences of initiating antiracist change as counterstories to linear narratives of progress. Trying to be "access points" (Faison) for minoritized people, but finding our work easily undone by backlash, we enact hope by persisting despite setbacks, and by conceptualizing history cyclically.

Mobley (lower level)

Speakers: Hidy Basta, Seattle University
Srividya Natarajan, King's University College

First-Year Writing

K.01 Doing Hope through Active Learning, Classroom Activities, and Teacher Community

Acknowledging students' unique needs post-pandemic, this session asserts the importance of creating and sharing pedagogical activities as fundamental to our work as writing teacher-scholars by highlighting two recent initiatives: an online archive for activities and assignments hosted by Writing Spaces and the forthcoming book *Dynamic Activities for the Composition Classroom*.

Lake Ontario (8th floor)

Speakers: David Coad, Santa Clara University
Michal Reznizki, University of California, Berkeley
Xiao Tan, Arizona State University
Matthew Vetter, Indiana University of Pennsylvania

Language, Literacy, and Culture

K.02 CCCC Latinx Caucus Annual Meeting
Sponsored by the CCCC Latinx Caucus

International Ballroom South (2nd floor)

Speakers: Christina Cedillo
Romeo Garcia, University of Utah

First-Year Writing

K.04 Doing Comp Differently: An Invitation to Reimagine the First-Year Writing Classroom, Curriculum, and Graduate Instructor Training

In this panel, presenters share an experimental model for teaching first-year writing at scale that invites writing studies scholars and teachers to challenge some of our deepest held notions and traditions in hopes of creating an innovative learning experience that is more dynamic, inclusive, collaborative, and future-oriented—for undergraduate students and graduate instructors (GSIs) alike.

Salon A-4 (lower level)

Speakers: Scot Barnett, Indiana University Bloomington
Justin Hodgson, Indiana University Bloomington
Miranda Rodak, Indiana University Bloomington

Professional and Technical Writing

K.05 Infrastructures and/as Writing: Methodological Innovations and Pedagogical Approaches

The infrastructural turn has begun in writing studies, with a focus on writing as infrastructure and the social and material infrastructures of writing. This roundtable, consisting of authors of the upcoming CDQ special issues on infrastructure, creates space to discuss how the infrastructural turn translates to methodological innovation and pedagogical approaches.

Salon A-3 (lower level)

Speakers: Jonathan Adams, Embry-Riddle Aeronautical University
Dana Comi, Auburn University at Montgomery
Jordan Frith, Clemson University
Clancy Ratliff, University of Louisiana at Lafayette
Sarah Read, Portland State University
Michael Salvo, Purdue University
Ryan Weber, University of Alabama Huntsville

Writing Programs

K.06 No Graduate Students Left Behind

Each presentation discusses ways in which universities can provide better writing support to alleviate the mental health and improve the writing performance for graduate students.

Salon A-1 (lower level)

Speakers: Anuj Gupta, University of Arizona, "Understanding and Responding to Graduate Students' Academic Writing Anxiety (AWA)"

Susan Miller-Cochran, University of Arizona, "Understanding and Responding to Graduate Students' Academic Writing Anxiety (AWA)"

Cory Elizabeth Nelson, University of Southern California, "When They Can't "Just Do It": Beyond the Behavioral Approach to Graduate-Writing Support"

Writing Programs

K.07 Optimism in the Classroom
This panel tackles hope in the writing classroom.

Salon A-2 (lower level)

Speakers: Suchismita Banerjee, "(Un)Doing Academic Freedom: Interrogating Political Bullying in Academia"

Katrin Fischer, Brandeis University, "Horizons of Hope: Teaching Environmental Justice in a First-Year Writing Course"

Writing Programs

K.09 Hope from the Center: The Art of Rebuilding a Writing Center While Rescuing Yourself
Follow the first year of Writing Center Directorship as experienced by a queer, Indigenous junior scholar finding her place in academia and putting food on the table, post-COVID-19. Grapple with ideas about the convergence of professional and personal, the emotional labor of Writing Center work, the poverty wages, and the place for tutors and students to make writing that matters.

Grand Tradition (lobby level)

Speaker: Caitlyn Rudolph-Schram, Indiana University Kokomo

Approaches to Teaching and Learning

K.10 Chicago Style: The Hopeful Legacy of Joseph M. Williams
Marking the 40th anniversary of *Style: Lessons in Clarity and Grace,* this panel reconsiders the legacy of the late University of Chicago linguist Joseph Williams by examining his classic text in the context of contemporary political, pedagogical, professional, and ethical concerns.

Buckingham (lobby level)

Speakers: Joseph M. Bizup, Boston University, "Joseph Williams's American Universalism"

Tom Deans, "Williams among the Scientists"

William FitzGerald, Rutgers University-Camden, "Joseph Williams's Style in Composition Studies: The Parallel Case of Richard Lanham"

Wei-Hao Huang, "Reader-Based Prose and Style Theory in *Style*"

Antiracism and Social Justice

K.11 Challenging Institutions and Institutional Challenges

These presentations consider institutional challenges and individual obstacles that impede the work of challenging institutional racism, including performative allyship, race-evasive instruction, and institutional memory.

Blvd. A (2nd floor)

Speakers: Kat Gray, Virginia Tech University, "Unruly Epideictics: Counterstories against Institutional Memorialization"
Andrew Moos, University of Michigan, "Meaningful Introspection or Performative Allyship? Unpacking the Shifting Language Ideologies of White Composition Instructors"

Community, Civic, and Public Contexts of Writing

K.12 Civic Storytelling

This panel questions existing narratives about voting design, state agents' writing, and climate change. This panel aims to inspire critical thought around the benefit of state agents as storytellers, the audience for current voter design, and environmental equity.

Blvd. B (2nd floor)

Speakers: Maddie Bruegger, University of Maine, "We the People: A Case Study in Advanced Voting Application Design and Rhetorical Action"
Matthew Heard, Unviersity of North Texas, "Storytelling in Child Welfare: Writing Other People's Children"

Creative Writing and Publishing

K.13 Innovations in Creative Writing Studies: Methods, Methodologies, Practices

This panel explores how new research methods in Creative Writing Studies render new perspectives on what creative writing is and how it can serve an equitable and diverse collective of writers. The purpose of this exploration is to help build an ecology of methods for Creative Writing Studies rather than a formula, a living network of ways of seeing and feeling one's way through the field.

Blvd. C (2nd floor)

Speakers: Rubén Casas, University of Washington Tacoma
Ben Ristow, Hobart and William Smith Colleges
Jon Udelson, Shenandoah University

Language, Literacy, and Culture

K.14 **Literacies of Decolonizing: Strategies of Marginalized Peoples**

Framed by the colonial matrix, speakers in this session consider how Black and indigenous people in colonial spaces use literacy to facilitate processes of decolonizing in order to affirm their rights and preserve their cultures.

Waldorf (3rd floor)

Speakers: Anne Gere, University of Michigan, "Survivance Literacies of Indigenous Women"
Kristin VanEyk, Hope College, "Decolonial Work in Colonized Spaces"
Elizabeth Vander Lei, Calvin University, "You Left Your Mind in Africa: Epistemic Disobedience in Malcom X's Message to the Grass Roots"

Approaches to Teaching and Learning

K.15 **Doing Faculty Development in Desperate Times: Supporting Our Colleagues as Writers and Teachers**

Presenters working at three different kinds of institutions share success strategies for working with writing teachers and teachers who write.

Astoria (3rd floor)

Speakers: Sarah Adams, Berea College
Katie Lynn Garahan, University of North Carolina, Charlotte
Amanda Kellogg, Radford University

Writing Centers (including Writing and Speaking Centers)

K.16 **Equitable Hiring: Reflective Practices for Inclusivity**

Scholars have consistently called for writing center hiring processes that prioritize racial, sexual, disability-based, linguistic, educational, and socioeconomic equity. However, few resources help centers turn those goals into practice. This discussion by leaders from a variety of writing centers reflects on challenges and strategies for equitable recruitment, hiring, and retention.

Williford A (3rd floor)

Speakers: Melody Denny, University of Northern Colorado
Leigh Elion, Oxford College of Emory University
Kristi Girdharry, Babson College
Daniel Gerling, Augustana University
Rachel Herzl-Betz, Nevada State College
Michelle Marvin, University of Notre Dame

Institutions: Labor Issues, Professional Lives, and Survival

K.17 Hope as Action: Stories from Untenured WPAs

This SIG panel for Untenured WPAs at CCCC 2023 will be focused on spotlighting and amplifying members of our community who are doing the work of imagining a different kind of academy—whose work is itself constructing a hopeful narrative of a future—without the status or protection of tenure.

Sponsored by the CCCC Untenured and Alternative-Academic Standing Group

Williford B (3rd floor)

Chair: Angela Mitchell, University of North Carolina, Charlotte
Respondent: Cheryl Glenn, Pennsylvania State University
Speakers: Elizabeth Burrows, Auburn University at Montgomery
Roland Dumavor, Michigan State University
Amy Locklear, Auburn University at Montgomery
Ashley Lyons, University of Chicago
Angela Mitchell, University of North Carolina, Charlotte
Kem Roper, Alabama A&M University

Antiracism and Social Justice

K.20 "'If There Is Shouting after You Keep Going': The Hope for Writing Programs doing Justice Work in Desperate Times"

This roundtable explores how one writing program continues antiracist work in a red state where it is not institutionally supported. With an emphasis on hope, love, and care, the presenters of this roundtable aim to create an insightful dialogue on justice work in academic institutions and discuss the need for subversive strategies to persevere.

Joliet (3rd floor)

Speakers: Allyn Bernkopf, Oklahoma State University
Joshua Daniel, Oklahoma State Unversity
Anna Sicari, Oklahoma State University
Lisa Wright, Johns Hopkins University

Approaches to Teaching and Learning

K.21 Pedagogies of the Flesh: Orienting Abstract Theories into Corporeal Experiences in Writing Classrooms

How do composition instructors enact pedagogy that addresses the multi-faceted bodies in their classes? This panel discusses pedagogies that encourage inclusivity of bodies, modalities, nationalities, and traumas in order to advance advocacy that the writing classroom is not one-size-fits-all.

PDR #2 (3rd floor)

Chair: Charity Givens
Speakers: Charity Givens, "Internationalizing Writing Pedagogy
Education"
Sherrel McLafferty, Bowling Green State University, "Personal Gains:
Improving the Inclusivity of Teaching Philosophies through Embodied
Rhetoric"
Michelle Tram Nguyen, Bowling Green State University, "Trauma-
Informed Writing Pedagogy: Far beyond a Well-Being Statement or a
Soft Deadline"
Timothy Pyatt, Bowling Green State University, "Quilting Composition:
Multimodal Writing in Process"

Antiracism and Social Justice

K.22 Seeing Accents: Impact of Linguistic Racism and Racial Discrimination on Asian American Instructors

This session discusses racial and linguistic discrimination of Asian
instructors in higher education.

Room 4D (4th floor)

Speaker: Tom Do, University of Arizona

First-Year Writing

K.23 Juntos at the Table

Panelists will discuss strategies and outcomes that have been identified
specifically with multilingual writers during peer review.

Room 4K (4th floor)

Speakers: Brayton Hagge, University of Nebraska-Omaha, "Not So
Novice? Multilingual Students' Approach to Online Peer Review in
First-Year Writing"
Titcha Ho, Baruch College CUNY, "All Hands on Deck: Highlighting
Hope by Using Social Annotation in the Multilingual Composition
Classroom"
Reymond Levy, Florida International University, "All Hands on Deck:
Highlighting Hope by Using Social Annotation in the Multilingual
Composition Classroom"
Shaofei Lu, Princeton University, "Dialoguing Hope with Student
Writers—Promoting Student Agency through a 3-R Revision Process"

Writing Centers (including Writing and Speaking Centers)

K.24   Challenging the Hegemonic Materials and Practices of Writing Centers

This roundtable takes a hard look at writing centers' institutionalized materials and practices, seeing them as hegemonic mechanisms that reinscribe liberal multiculturalist, neoliberal, and white supremacist ideologies-even at writing centers led by practitioners who disavow such politics. Each presenter challenges a specific practice and posits how writing centers might better *do hope*.

Room 4M (4th floor)

Chairs: Eric Camarillo, Tarrant County College District
Jasmine Kar Tang, University of Minnesota-Twin Cities
Speakers: Eric Camarillo, Harrisburg Area Community College
Harry Denny, Purdue University
Anne Geller, St. John's University
Jasmine Kar Tang, University of Minnesota-Twin Cities

Approaches to Teaching and Learning

K.25   Exploring the Hakawati Tradition and Genres of Storytelling in Composition Course to Empower Learners: Reflection and Workshop

Speakers 1 and 2 explore their personal connections with the Hakawati tradition as a framework for better utilizing storytelling in writing courses. This Engaged Learning Experience offers a reflective space to discuss storytelling and narrative as tools for greater student success while engaging with non-Eurocentric rhetorical traditions and an emphasis on decolonial efforts in composition curriculum.

Lake Huron (8th floor)

Speakers: Anthony DeGenaro, Ohio Dominican University
Lena Hakim, Wayne State University

Inclusion and Access

K.26   Hope for (more Accessible Models of) Online Writing Instruction through Various Modalities

To better understand the accessibility of online learning environments, this study investigates the assumption that asynchronous instruction is fairer and more equitable than online synchronous instruction by researching student success in different learning environments and presenting survey data from writing instructors who taught in different online modalities.

Lake Michigan (8th floor)

Speakers: Hannah Betz, Florida State University
Michael Neal, Florida State University
Bridgette Sanders, Florida State University

First-Year Writing

K.27 Healing as a Collective

This panel focuses on trauma-informed pedagogical strategies instructors may implement in their course and assignment design.

Lake Erie (8th floor)

Speakers: Kaitlin Clinnin, University of Nevada Las Vegas, "A Hopeful Trauma-Informed Writing Pedagogy"
Melanie Gagich, Cleveland State University, "Writing Emotions: The FYW Classroom as a Caring Space"
Raphael Reyes Juarez, University of Texas at El Paso, "Mental Health as a Research Interest for Undergraduate Students in the First-Year Composition Class at the University of Texas at El Paso"
Emily Zickel, Cleveland State University, "Writing Emotions: The FYW Classroom as a Caring Space"

Theory and Research Methodologies

K.28 Storying Methodologies: Counterstories, Countermemory, Testimonios, Autoethnography

This panel demonstrates the methodological power and flexibility of storying. Presentations (1) consider the possibilities of "countermemory" as a methodological framework for teaching and researching the transfer of writing knowledge; (2) present a critical history of autoethnography in relation to broader movements ranging from personal writing (e.g., expressivism/autobiography) to the rise of broader ethnographic approaches to teaching and research, offering a framework for individual pedagogical and scholarly action; and (3) discuss oral histories conducted with Latinx graduate students and propose that integrating oral history practices into the methodology of counterstory reinforces its tenets of accessibility, antiessentialism, and centrality of experiential knowledge.

Room 4C (4th floor)

Speakers: Joe Cirio, Stockton University, "CounterMemory Methodologies and Transfer of Writing Knowledge"
Brad Lucas, Texas Christian University, "Autoethnography's Accountability: Mobilizing the Methodology for the Disciplinary Now"
Melissa Texidor, Florida International University, "Storying Reality: Preserving Counterstories through Oral Histories of Latinx Graduate Students"

First-Year Writing

K.29 **Student Agency and Academic Success: Results from a Study of Directed Self-Placement**

Recognizing the limitations of and inherent biases in test-based placement practices, in 2021, we launched a Directed Self-Placement (DSP) instrument to replace our conventional placement test and designed a study on the effects of DSP on student academic success. Panelists present preliminary results of the study, reflecting their overlapping positions as WPAs, researchers, and instructors.

PDR #1 (3rd floor)

Speakers: Carolyn Skinner, The Ohio State University, "Transitioning to DSP: A WPA's Observations"

Joan Richmond, The Ohio State University, "The Effects of DSP on Student Engagement in FYW"

Kelly Whitney, The Ohio State University, "Tracking Student Success: Preliminary Findings on the Efficacy of DSP"

Professional and Technical Writing

K.30 **Student Writing Proficiencies in Technical and Professional Writing**

These individual presentations analyze students from diverse backgrounds' proficiencies in technical and professional writing.

PDR #3 (3rd floor)

Speakers: Paul Beehler, University of California, Riverside, "Paths of Progress: A Big Data Analysis of WAC Business Students and Their Writing Accomplishments over Nine Years"

Jessica Mattox, Radford University, "'Whose Definition Is It, Anyway?' Investigating Non-English Majoring Students' Conceptions of Professional Communication"

Antiracism and Social Justice

K.31 **Supporting Students By Really Listening to Their Racialized Experiences**

Are we really listening to our students? These presentations consider how teachers can better support students by hearing and responding to their experiences of racialization in undergraduate and graduate classrooms.

Room 4A (4th floor)

Speakers: Quanisha Charles, North Central College, "Support Systems for First-Generation African American Doctoral Students in Language Education Programs"

Charise Pimentel, Texas State University, "Oyendo Cuentos: Hearing the Voices of Marginalized Students"

Octavio Pimentel, Texas State University, "Oyendo Cuentos: Hearing the Voices of Marginalized Students"

Institutions: Labor Issues, Professional Lives, and Survival

K.33 Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2024

Newcomers will develop ideas for sessions for CCCC 2024 with help from established scholar/teachers. The CCCC 2024 chair will be present.
Sponsored by the CCCC Newcomers' Orientation Committee

Room 4B (4th floor)

Speaker: Christine Tulley, University of Findlay

Language, Literacy, and Culture

K.34 Islamic Rhetorics in Transnational and Translingual Context as Event, Literacy, and Gender Justice

This panel illuminates multiple ways in which Islamic rhetorics signify at the intersection of religion and culture, especially when viewed through a decolonial or postcolonial lens. Each paper reads Islamic texts or social practices as they operate on a border with the non-Muslim world, centering Islam normatively rather than representing it as the 'other' in need of explanation.
Sponsored by the Rhetoric and Religious Traditions Standing Group

Room 4E (4th floor)

Standing Group Chair: Jim Beitler, Wheaton College
Speakers: Sabita Bastakoti, University of Utah, "Rhetoric as Event: The Life of 'Umar ibn Sayyid in the Foundation of Islam in America"

Amber Engelson, Massachusetts College of Liberal Arts, "'Mubadalah Is In-Between': Performing Translingual Praxis to Enact Islamic Gender Justice and Decolonial Meaning-Making"

Shakil Rabbi, Virginia Polytechnic and State University, "The Rhetorics of Languages in Puthi Genres: Literacy Practices of Bengali Muslim Communities in Religious Narratives"

Language, Literacy, and Culture

K.35 Expanding Understandings of Translingual Practice

Drawing from examples of Black Language and Chinese, these papers explore how repositioning English and writers' relationship to it and their own language can lead to transformative translingual pedagogy and practice.

Room 4L (4th floor)

Speakers: Eric A. House, New Mexico State University, "Finding Hope in Black Language and Transatlantic Linguistic Flows"

Yishan Wang, "Challenges to Translanguaging before International Students Enter the Classroom: Investigating Chinese Students' Prior Attitudes toward Chinese and English"

First-Year Writing

K.36 Writing Wellness, Doing Hope

To do hope, we need to promote wellness for our students and for ourselves. This multi-institutional panel features speakers that share four different intersections between first-year writing and wellness, ranging from program design to assignment design and encompassing first-year writers and graduate student instructors.

Room 4Q (4th floor)

Speakers: Eman Sari Al-Drous, University of Delaware, "Demystifying Wellness for Graduate Student Instructors"

Brian Gogan, Western Michigan University, "Wellness, Cross-Campus Collaboration, and Writing Program Design"

Joshua Scheidler, Miami University, Ohio, "Picturing Wellness: An Analysis of a Photovoice Wellness Assignment"

Savannah Xaver, Western Michigan University, "Writing Wellness in a Summer Bridge Program"

K.37 A Pedagogical Approach to Restoring Trust and Hope in STEM Writing

This roundtable addresses how writing teachers can use their rhetorical expertise to help students in Science Writing classrooms to produce expert-to-non-expert communication, especially during an era where trust in science has eroded, hope is scarce, and scientific misinformation abounds. Panelists also discuss potential outcomes for their students' projects—from publishing to collaboration.

Williford C (3rd floor)

Speaker: Matthew Rossi, Michigan State University

Language, Literacy, and Culture

K.38 **Transforming Writing Pedagogy and Student Engagement through International Virtual Writing Collaborations in Composition Classes**

This presentation examines the ways in which an "international virtual exchange" (IVE) provides opportunities for students in undergraduate writing classes to engage in meaningful dialogue and collaborative reading and writing activities with students from diverse backgrounds, cultures, languages, and values to develop and deepen their inter- and transcultural understanding and engagement.

Room 4G (4th floor)

Speakers: Melissa Dykes, Fayetteville State University
Mary Queen, Texas A&M University at Qatar

Writing Centers (including Writing and Speaking Centers)

K.39 **Composing Writing Center Justice: Building Community to Address WC Challenges/Opportunities**

In this roundtable, members of the Inclusion and Social Justice (ISJ) Task Force of the IWCA will describe the history of their group's formation, the sense of urgency felt to disrupt ableism, racism, and homophobia, and the desire to form community and keep each other accountable as we look at opportunities and challenges for WCs and writing programs moving forward.

Salon A-5 (lower level)

Respondent: Rachel Robinson, Georgia Tech University
Speakers: Rachel Azima, University of Nebraska
Dianna Baldwin, Longwood University
Marilee Brooks-Gillies, Indiana University–Purdue University
    Indianapolis
Karen Moroski-Rigney, Michigan State University
Stacia Moroski-Rigney, Michigan State University
Trixie Smith, Michigan State University

L Sessions: 11:00 a.m.–12:15 p.m.

11:00 a.m.–12:15 p.m.
Community, Civic, and Public Contexts of Writing
Promoted Session
Live-PS-L Narratives of Hope and Disruption: A Public Praxis of All Things Queer and Rhet

Speakers at this roundtable will open with individual narratives of hope and disruption. We will share how—despite the marginalization of our Queer efforts in and out of academe—we have navigated and claimed public rhetorical space. Following this narrative opening, panelists will open a discussion of hope and disruption as a form of public praxis, engaging in dialogue with roundtable attendees.

Grand Ballroom (2nd floor) (this session will be Livestreamed to our virtual audience and available to registrants after the Convention)

Speakers: Danielle Bacibianco, St. John's University
Jaymi Grullon, St. John's University
Ruby Nancy, University of Minnesota-Duluth

Information Literacy and Technology
Emerging Scholar
ES-L.05 Transcending the Essay: Inventing New Approaches to Multimodality in the Writing Classroom

This panel of graduate student and early career instructors discusses how each of us have worked within a shared curriculum or set of learning objectives to design and assess multimodal projects. We reflect on the opportunities and limitations of our pedagogies and offer guiding principles for instructors to craft assignments that engage students' capacities for multimodal invention.

Salon A-3 (lower level)

Speakers: Philip Choong, Indiana University, Bloomington, "From Arbiter to Consultant: Student Agency in Co-Writing Assignment Criteria"
Jesse Crombie, Indiana University, "Un-rule-y Genres: Rhetorical Analysis and Multimodal Composition in the Professional Writing Class"
Rebecca Ottman, Texas A&M University at Galveston, "Make It or Break It: Using Multimodal Experimentation to Augment Rhetorical Awareness in FYC"

College Writing and Reading

L.02 **Second Language (L2) Writers and Writing Output: Comparing Digital Multimodal Composing and Traditional Essay Writing**

Empirical research on digital multimodal composing (DMC) tasks in second language (L2) writing contexts offer disparate views on the effects DMC may have on L2 writing development. In this presentation, the speaker describes findings of a within-group comparison study among L2 students to examine how they approach DMC tasks in comparison to traditional essay writing.

International Ballroom South (2nd floor)

Speaker: Marlene Tovar, Arizona State University

Community, Civic, and Public Contexts of Writing

L.03 **Inclusive Teaching Strategies**

This panel addresses inclusive writing instruction practices with the aim to move students closer to the focus of the Convention.

Mobley (lower level)

Speakers: Mark Mullen, The George Washington University, "Less Marx, More Machiavelli: Toward a Pedagogy of the Irrational"
Petger Schaberg, University of Colorado, Boulder, "Service Learning and the Pedagogies of Inclusion"

Approaches to Teaching and Learning

L.04 **It's in the Syllabus! (Mis)alignments between Student Interpretations and Teacher Intentions in a Statewide FYW Syllabi Corpus Study**

This panel will share initial findings from a state-wide study of FYW course syllabi collected from postsecondary institutional types from across our state, focusing on the domains of grading and other course policies; panelists will lead participants through an analysis of sample syllabi and lead them through a reflection activity about their own practices.

Salon A-4 (lower level)

Speaker: Jesus Limon, Sacramento City College

Institutions: Labor Issues, Professional Lives, and Survival

L.06   No "or" Exists. There Is Only "and": Online Research Mentorship in a Figurative Threshold

Building on interdisciplinary studies scholarship on faculty-student mentorship in higher education (Hathaway et al.; Junge et al.; Lechuga), this panel offers undergraduate virtual mentoring experiences from a faculty-student perspective as they collaborated on an ePortfolio project throughout the pandemic. Additionally, this panel identifies strategies and best practices for online mentoring.

Salon A-1 (lower level)

Speakers: Oveen Joseph, Quinnipiac University
Marissa McKinley, Quinnipiac University
JT Torres, Quinnipiac University

Institutions: Labor Issues, Professional Lives, and Survival

L.07   Organizing for Social Justice: Unionization and Institutional Investment among Writing Educators

Aligning with CCCC's aim to oppose systemic oppression, these presentations explore the role of unions in advocating for social justice. Topics addressed include the relationship between collective bargaining and institutional investment and the labor conditions, compensation, and union interest among graduate student instructors.

Salon A-2 (lower level)

Speakers: Logan Clem, Miami University of Ohio, "Graduate Students Working and Organizing: A Mixed Methods Study of Labor Conditions, Compensation, and the Impact of Unions on the Work of Writing Studies GTAs"
Aja Gorham, Triton College, "Collective Bargaining and Social Justice: Union Role in Addressing Inequality and Instability among Writing Educators"

Approaches to Teaching and Learning

L.08   Pedagogical Experiences and Identities as Resources for Hope: Implications for Our Students and Ourselves

In this panel, we explore how we all seek to "do hope" by creating spaces that transgress borders and boundaries. These papers explore places, identities, and pedagogies across different contexts as resources for hope in our classrooms and in our lives.

Salon A-5 (lower level)

Speakers: Katie Brooks, College of Coastal Georgia
Leah Sink Haynes, Wake Forest University
Andrea McCrary, Queens University of Charlotte
Julie Mengert, Virginia Tech University
Sarah Swofford

Approaches to Teaching and Learning
L.10   Classroom Policy and Teacher Education
Speakers address policy and teacher preparation pedagogies in graduate and writing administration work.

Buckingham (lobby level)

Speakers: Rachel Morgan, University of Louisville, "'Post-Pandemic' Policies Informing the Accessible Composition Classroom"
Annika Reitenga, University of Louisville, "'Post-Pandemic' Policies Informing the Accessible Composition Classroom"
Megan Weaver, Virginia Tech University, "Reflection as Practice and Product in Developing a Critical Teacher Identity"

Approaches to Teaching and Learning
L.11   Pandemic Pedagogies or, How We Managed to Survive
This panel examines the conditions for and practices of pedagogy as justice-oriented carework, offering hope under conditions—like a global pandemic—that make everyone want to quit.

Blvd. A (2nd floor)

Speakers: Moe Leckie, Ivy Tech Community College, Anderson, "Learn Anywhere (while you give care): Community College Virtual Writing Instruction as Reproductive Justice"
Jennifer Sheppard, San Diego State University, "How the Pandemic Changed Us: Training, Technologies, and Pedagogies in COVID-Era Online Writing Instruction"
Joyce Walker, Illinois State University, "'Who Told Me I Could Do That?' Observations on Learning How to Not Quit"

Antiracism and Social Justice

L.12 **Finding Strength in Vulnerability: NNESWI' Feedback Practices for Diverse Student Populations**

This presentation explicates how NNESWIs' culture, identity, and positionality influence their pedagogical practices and interactions with writing students when offering feedback in and beyond their writing classrooms.

Sponsored by the Non-native English-Speaking Writing Instructors (NNESWIs) Standing Group

Blvd. B (2nd floor)

Speakers: Ming Fang, Florida International University
Xuan Jiang, Florida International University
Lan Wang-Hiles, West Virginia State University

Information Literacy and Technology

L.13 **Innovative Teaching Methods in Information Literacy**

Three individual presentations that explore innovative pedagogical methods in traditional settings.

Blvd. C (2nd floor)

Speakers: Kevin Augustine, California State University, Stanislaus, "Beyond Essays and One-Shots: Embedded Librarianship in First-Year Composition"
Ashleigh Hardin, The Ohio State University, "Fostering OER Awareness among Students and Instructors in First-Year Writing: Integrating Information Literacy and Enacting Sustainability"
Jacqueline Hollcraft, California State University, Stanislaus, "Beyond Essays and One-Shots: Embedded Librarianship in First-Year Composition"
Mariya Tseptsura, University of Arizona, "Instructor Autonomy and Pre-Designed Online Writing Courses: Finding Hope and Balance through Flexible Design"

Approaches to Teaching and Learning

L.14 **Light as a Feather: Hopeful Collaboration and Playful Pedagogy**

Drawing from adrienne maree brown's work on pleasure activism and theories on collaboration and play in and beyond writing studies, this panel highlights "Pedagogy Jams," a workshop series designed to bring writing program colleagues together in ways that amplify levity and joy. Our interactive workshops range from teaching interpretive writing with tarot cards to science writing with games.

Waldorf (3rd floor)

Speakers: Sean Dolan, Georgia Institute of Technology, "Tarot and
  Serious Play"
Kathleen Leuschen, Emory University, "The Pleasure of Improvisation:
  Pedagogy Jams"
Donna McDermott, Emory University, "Bop: Science Writing with Games"
Melissa Yang, Emory University, "Flocking Together: From Promiscuous
  Collaboration to Dynamic Groupwork"

College Writing and Reading

L.15 How We Keep Hope Alive: HYPE Media and Reimagining Pathways to College and Community Writing
bell hooks teaches us that hope "emerges from those places of struggle
where. . . individuals [are] positively transforming their lives and the
world around them." Using bell hooks' pedagogy of hope, this interactive
panel discusses a university and community partnership through the
reflections and recommendations of high school-aged Black girls, graduate
and undergraduate students, and university faculty.

Astoria (3rd floor)

Speakers: Khirsten Scott, University of Pittsburgh
Jaime Booth
Ariana Brazier
LaNiya Brown
Kayla Butler
Sanai Carey
JaLissa Coffee
Taja Davis
Nadia Dixon
Kamiyah Hall
Elise Silva
Maia Stephenson
Amber Taylor

Writing Programs

L.16 Change and Then Hope: A Pandemic-Accelerated Shift to Institutional ePortfolios with Reflective Self-Assessment and Self-Placement

A multidisciplinary panel will present on A) facilitating a shift in the power of large-scale writing assessment at a comprehensive regional university, B) utilizing ePortfolios to improve writing programs, and C) the results of a mixed-methods study of ePortfolios (N=2192) supporting theories that reflection contributes to the development of writers as they work across contexts.

Williford A (3rd floor)

Speakers: Scarlet Boggs, Sacramento State University
Samuel Dunn, California State University Sacramento
Candace Gregory-Abbott, California State University, Sacramento
Hogan Hayes, Sacramento State University
Marie Lorraine Mallare-Jimenez, California State University, Sacramento
Carolyn Pickrel, California State University Sacramento
William Reliford Jr., Sacramento State University

Antiracism and Social Justice

L.17 Labor-Based Hope: Three Counternarratives on Complicating Antiracist Grading Practices

The speakers share their experiences with labor-based grading to explore the promise and problems of implementing these grading practices in the writing classroom. We conclude that the current methodology for antiracist teaching remains aspirational. There is still much work to be done to ensure the sustainability of antiracist institutions, not just instructors, classrooms, and writing programs.

Williford B (3rd floor)

Speakers: Barclay Barrios, Florida Atlantic University
Sherri Craig, Virginia Tech University
Jeffrey Galin, Florida Atlantic University

Approaches to Teaching and Learning

L.18 Pedagogies of Flesh: Embodied, Lived Experience as Feminist Practices for Teaching and Researching

This panel highlights four graduate students' journeys with feminist research and teaching practices that draw on personal experience. Taking up interdisciplinary perspectives of vlogger, poet, life writer, and community-engaged writer, we offer possibilities for hope—especially for marginalized teacher-scholars—in the composition classroom and rhetoric and composition at large.

Williford C (3rd floor)

Speakers: Sarah Fischer, Indiana University
Joanna Gordon, Indiana University
Peyton Lunzer, Indiana University
Megan McCool, Indiana University

Community, Civic, and Public Contexts of Writing

L.19 Hope and Misalignments: The Essential Irony of Service Learning and Nonprofit Work

Our panel highlights the lack of technical communication scholarship surrounding ideologies of nonprofit environments. Grantwriting students move into service learning programs at nonprofits without critical frameworks necessary to translate their experiences into coherent ethics of practice to guide them in their careers. The roundtable's goal is to begin developing such a critical framework.

Marquette (3rd floor)

Speakers: Christoper Andrews, Texas A&M University-Corpus Christi
Patrick Corbett, New York City College of Technology, CUNY
Charles Etheridge, Texas A&M University-Corpus Christi
Carolyn Grant, Towson University
Catherine Schumann, Texas A&M University-Corpus Christi
Zosha Stuckey, Towson University

First-Year Writing

L.20 It's All Technicalities

This panel will discuss how instructors can present technical elements in course design as continuous learning processes.

Joliet (3rd floor)

Speakers: Shuv Raj Rana Bhat, "Rethinking the Way We Teach First-Year Composition: A Critical Stylistic Approach to Teaching Rhetoric and Writing"
Zuzanna Koziatek, Indiana University Bloomington, "We're Writing Teachers, Not the Morality Police"

Writing Programs

L.21   Justice Pedagogy Enacted

This panel presents "justice pedagogy," an asset-based and reflective learning model that draws on writing transfer, multimodal, and antiracist pedagogies.

PDR #2 (3rd floor)

Speakers: Abigail Carlson
Casanova Green, Hocking College/Ohio University
Ryan P. Shepherd, Ohio University

First-Year Writing

L.22   Somatic Literacies: Bodies of Knowledge in Composition Theory and Pedagogy

"Somatic Literacies" is an exposé on how the body shapes knowledge in the context of a first-year university writing course. This presentation considers the topic philosophically but, more importantly, provides an ontological and rhetorical analysis of how the body serves as the material basis for textuality.

Room 4D (4th floor)

Speaker: Andrew Weiler, University of Waterloo

First-Year Writing

L.23   Just Literacies in Vulnerable Times

This panel considers the possibilities of justice and equity in classrooms. Presenters consider the contemporary circumstances—the global pandemic, gender discrimination, democratic decline—that make difficult progressive pedagogies. Audience members can expect to learn strategies and frameworks for being vulnerable and moving toward peace through inquiry and writing.

Room 4K (4th floor)

Speakers: Vee Lawson, Michigan State University, "Liminality in Zoom University: Convergences of Intimacy, Vulnerability, and Gender-Just Online Writing Pedagogies"
Mary Lowry, Ball State University, "Peace-Centered Pedagogy as an Approach to Restore Justice in FYC"
Lindsey Spring, The Citadel, "Inquiry and Information Literacy: A Course Framework for First-Year Writing"

Theory and Research Methodologies

L.24 Humanizing Higher Education: Doing Hope through Narrative, Counter-Story, and Lived Experience

In this session we ask how we can honor student writers as holders and creators of knowledge. We believe that writers in institutional spaces must notice, describe, and react to the explicit and implicit structures shaping their writing and the conditions of its creation. With pedagogical examples based in counter-narrative we aim to resist the dehumanization of learners within higher education.

Room 4M (4th floor)

Speakers: Tamar Bernfeld, University of Iowa
Cate Dicharry, University of Iowa
Nicholas Dolan, University of Iowa

Histories of Rhetoric

L.25 Historical Perspectives and Contemporary Composition

These presentations consider the implications of historical literacies and literacy instruction for contemporary composition. Topics include models of invitational rhetoric, genres for composing in the face of disaster, and the historical connections between eugenics and writing assessment.

Lake Huron (8th floor)

Speakers: Jimmy Butts, Louisiana State University, "Cahiers De Doléances: Who Could Know the Genres of Hope and Disaster?"
Nanette Hilton, University of Nevada, Las Vegas, "Rhetorical Model for Inclusion: Margaret Fuller in the 19th Century Recovered"
Stephanie Wheeler, University of Central Florida, "Assessing Assessment: Unlearning Our Relationship to Eugenics in Writing Assessment"

First-Year Writing

L.26 Humanizing Composition: Identities, Compassion, and Engagement

In this panel, presenters share research on humanizing composition. Speaker 1 reflects on acting as "identity agent" when working with first generation in a first-year writing course. Speaker 2 focuses on student engagement and presents research from a mixed-methods study of students across modes of instruction in first-year writing courses. Speaker 3 offers findings from a narrative inquiry study focusing on the experiences of underrepresented and marginalized students that informed the development of a relationship-rich and humanized pedagogy to aid student success and retention.

Lake Michigan (8th floor)

Speakers: Charmian Lam, Indiana University, "Responding to Diverse Levels of Engagement in the Liminal 'Post'-Pandemic Classroom: A Mixed-Methods, Student-Centered Study"

Elizabeth Maffetone, Xavier University, "Responding to Diverse Levels of Engagement in the Liminal "Post"-Pandemic Classroom: A Mixed-Methods, Student-Centered Study"

Ashna Singh, California State University, Stanislaus, "Cultivating the Student Writer Identity Among First-Generation College Students: A Humanizing Approach to Writing in First-Year Composition"

Robin Snead, "Doing Hope in Desperate Times by Humanizing Composition: Balancing Relevance, Relationships, Compassion, and Boundaries to Aid Student Success and Retention"

Community, Civic, and Public Contexts of Writing

L.27 High Impact Practices: Providing New Hope and Opportunities for Graduate and Undergraduate Teaching and Learning

What new pedagogical approaches emerged during the pandemic, and how can we engage students in these challenging times? This panel will explore innovative approaches to AAC&U High Impact Practices in undergraduate and graduate courses. The projects and research shared through faculty and student collaboration reveal new hope for experiential learning and research in rhetoric and composition.

Lake Erie (8th floor)

Speakers: James Blakely, Kennesaw State University, The Rhetoric of Noise: Expanding Composing Practices"

Oksana Flores, Kennesaw State University, "Those Before Us: Creating the Land Acknowledgment"

Jeff Greene, Kennesaw State University, "More than Work-Based Learning: Opportunities in Internship Course Design"

Haley Hamilton, Kennesaw State University, "Making Composition Meaningful: Showing Students How Writing Courses Can Engage Them in the World"

Lara Smith-Sitton, Kennesaw State University, "High Impact Practices and Sustainable Development Goals: New Approaches to Community-Engaged Teaching and Learning"

Theory and Research Methodologies

L.28   Storying Selves in Interview Contexts: Reflection and Rhetorical Agency

This presentation explores how the rhetorical space of qualitative interviews offers methodological possibilities for marginalized individuals. Bringing scholarship on storytelling into conversation with theories of rhetorical agency, we demonstrate how interviews enabled participants to employ (counter)storytelling in ways that cultivated their self-formation and claims of rhetorical agency.

Room 4C (4th floor)

Speakers: Risa Applegarth, University of North Carolina, Greensboro, "Reframing Activist Failure"

Kefaya Diab, Loyola University Maryland, "Reclaiming Agency as Counterstory"

Nisha Shanmugaraj, Carnegie Mellon University, "Counterstorying the Model Minority Script"

Community, Civic, and Public Contexts of Writing

L.29   HBCUs and Historically Black Community Activisms

This panel highlights the ways historically Black universities and historically Black communities do hope through community partnerships and self-advocacy.

PDR #1 (3rd floor)

Speakers: James Beasley, University of North Florida, "Counterstory, Social Circulation, and Transfer for Social Action"

Michelle Bachelor Robinson, Spelman College, "Doing Hope in Historically Black Spaces: Community Engagement, Collaboration, and Change"

Nkenna Onwuzuruoha, University of Utah, "Hopeful Rhetorical Action: A Critical Discourse Analysis of Three Press Releases by Two Radical Student Organizations at San Francisco State, 1967–1968"

Antiracism and Social Justice

L.30   "The Truth Is No Longer Enough": Student-Activist Writing and Rhetorical Authority

Using the '90s climate of insurgent campus protests and conversations as a starting point, this presentation analyzes how student rhetorics theorize and contest notions of authority and objectivity in their public, activist literacies.

PDR #3 (3rd floor)

Speaker: Anna Zeemont, SUNY Buffalo State College, "'The Truth Is No Longer Enough': Student-Activist Writing and Rhetorical Authority"

Inclusion and Access

L.31 Surfacing Multilingual Students' Classroom Experiences: A Faculty and Undergraduate, Multilingual Student Team Share their Videos

Integrating playful "Why Don't They?" videos made by a faculty (undergraduate)-student team, this highly interactive Engaged Learning Experience session presents multiple opportunities for participants to share their own assumptions and practices of teaching multilingual students. The team also explains how it came together—across national and disciplinary lines—to create these teaching videos in the first place.

Room 4A (4th floor)

Speakers: Cheryl Caesar, Michigan State University
Ky Chimrak, Michigan State University
Nadiah Mohamed Hasnol, Michigan State University
Juhua Huang, Michigan State University
Joyce Meier, Michigan State University
Apichaya Thaneerat, Michigan State University

Writing Programs

L.32 Teaching Assistants Need Assistance

Panelists will discuss strategies and program reform to better support teaching assistants as they navigate their own studies and mentor undergraduate students.

Room 4F (4th floor)

Speakers: Layla Barati, University of Nevada, Las Vegas, "Elevating Writing Tutors Confidence: A Study on One Writing Center's Graduate Tutor Training Overhaul"
Timothy Buchanan, University of Nevada, Las Vegas, "Elevating Writing Tutors Confidence: A Study on One Writing Center's Graduate Tutor Training Overhaul"
Laura Proszak, Mercy College, "Hope across the Institution: Enacting an Emerging, Multivocal TA Program"
Carlos Tkacz, University of Nevada, Las Vegas, "Elevating Writing Tutors Confidence: A Study on One Writing Center's Graduate Tutor Training Overhaul"
Sidney Turner, Syracuse University, "Emphasizing Transfer: Zooming in on TA Education"
Gabriella Wilson, Syracuse University, "Emphasizing Transfer: Zooming in on TA Eeducation"

Andrew Yim, University of Nevada, Las Vegas, "Elevating Writing Tutors Confidence: A Study on One Writing Center's Graduate Tutor Training Overhaul"

Erin Zimmerman, University of Nevada, Las Vegas, "Elevating Writing Tutors Confidence: A Study on One Writing Center's Graduate Tutor Training Overhaul"

Approaches to Teaching and Learning

L.33 Unlearning Problematic Beliefs to Improve the Teaching and Learning of Academic Writing

This panel examines methods for helping writing instructors and college writers unlearn problematic beliefs that create unfavorable classroom contexts—from misguided views on the writing process and plagiarism to mental health myths. The panel proposes how writing instructors and students can uncover preconceived notions that impede the writing instruction and relearn research-based principles.

Room 4B (4th floor)

Speakers: Diana Awad Scrocco, Youngstown State University, "A Research-Driven Approach for Helping New Graduate Assistants Unlearn Writing Misconceptions"

Alexandria Jennings, University of Pittsburgh, "Identifying Common Misconceptions about Writing and Their Effects on First-Year Writers"

Heather Sutherin, Youngstown State University, "Mental Health in the Composition Classroom: Unlearning Mental Health Biases"

Writing Programs

L.34 Threshold Communities: Giving a Sh*t about and Sharing the Knowledge of Writing Studies Research

This panel addresses the question "What can we learn together when we seek out possibilities for deep relationship[s] with collaborators, fellow troublemakers?" from various administrative/scholarly spaces within writing studies, with a central argument that collaboration through what we call "threshold communities" is integral for sharing our disciplinary knowledge in collaborative contexts.

Room 4E (4th floor)

Speakers: Sara Austin, AdventHeath University
Lauren Garskie, Gannon University
Kelly Moreland, Minnesota State University

First-Year Writing

L.35 Visual Archives: Medieval Manuscripts, Maps, and Multimodality

From teaching with medieval manuscripts alongside contemporary comic books, to student mapping projects and student-built board games as multimodal creations, first-year writing classes are readymade hives for visual archives. How might these visual archives and multimodality inspire, sponsor, and bridge hope for our students (and our) learning, growth, and engagement?

Room 4L (4th floor)

Speakers: Moira Fitzgibbons, Marist College, "From Banderoles to Speech Bubbles: Exploring Comics Alongside Medieval Manuscripts in a First-Year Writing Course"

Marcela Hebbard, "Doing Hope through Mapping Translingual, Transnational, and Multimodal Literacy Ethnographies in FYW Courses"

Nick Van Kley, Dartmouth College, "'Integrative Learning in Interdisciplinary, Multimodal Compositions: A Multi-Institution, Grounded Theory Analysis"

Ethan Youngerman, New York University, "Integrative Learning in Interdisciplinary, Multimodal Compositions: A Multi-Institution, Grounded Theory Analysis"

Theory and Research Methodologies

L.36 Wandering/Pulling: Rhetorical Tensions while Walking a Dog

This presentation will explore that rhetorical tension, the pulling and wandering dynamic between interlocutors (i.e., human and dog) that cannot completely reconcile their rhetorical differences. There is pedagogical hope in this relationship, where tension can lead to wandering, going off the beaten path, creating new lines of flight (styles of life, desire paths).

Room 4Q (4th floor)

Speaker: Joshua Abboud, University of Kentucky

Writing Centers (including Writing and Speaking Centers)

L.38   Writing Center Praxis for Evolving Writing Centers

Although writing centers have similar missions, each one is unique. This session takes a look at how three different writing centers are evolving and adding to our growing praxis.

Room 4G (4th floor)

Speakers: Amanda Anderson, Delaware State University, "Reconceptualizing Writing Centers from 'Fixing Places' to Productivity Studios"

Bhushan Aryal, Delaware State University, "Reconceptualizing Writing Centers from 'Fixing Places' to Productivity Studios"

Kristine Johnson, Calvin University, "Negotiating Belief in the Writing Center"

Sonya McCray, Delaware State University, "Reconceptualizing Writing Centers from 'Fixing Places' to Productivity Studios"

Mallory Pladus, Immaculata University, "The Problem of Reading in the Writing Center"

Approaches to Teaching and Learning

L.39   Working In Progress: Our Chance to Create a New Model of Graduate Pedagogy Education

This presentation addresses the lack of training and support for those who teach and advise at the graduate level, identifying the current approach as a model-method of pedagogical inheritance, by which instructors replicate the values, habits, and behaviors of their mentors, and proposing instead two models for a new system of Graduate Pedagogy Education.

Grand Tradition (lobby level)

Presenter: Lyndsey Elizabeth Key, Oklahoma State University

M Sessions: 12:30–1:45 p.m.

12:30–1:45 p.m.
Approaches to Teaching and Learning
Promoted Session
Live-PS-M Hopepunk Pedagogy
This combination roundtable/Engaged Learning Experience session defines 'hopepunk'—a stance of defiantly, disruptively responding to the status quo —using tools of radical kindness and collaborative solidarity to actively work toward positive change, even when the odds of success seem insurmountable. We then guide participants in operationalizing hopepunk for their classrooms and pedagogies.

Grand Ballroom (2nd floor) (this session will be Livestreamed to our virtual audience and available to registrants after the Convention)

Speakers: Erin Chandler, Huntingdon College
Cynthia Mwenja, University of Montevallo
SDC Parker
Jennie Vaughn, Jacksonville State University

Community, Civic, and Public Contexts of Writing

M.02 Narrative World-Making and Institutional Transformation through Equity-Oriented Writing Pedagogies and Partnerships

Our panel contributes to rhetoric/composition work on relational ethics in diverse stakeholder groups and equity-oriented transformation through strategic framing and story/counterstory-telling. Using various cases and methodologies (interview, participatory observation, desire-based frameworks, oral history, digital storytelling, and more), we explore issues of social justice in public advocacy.

International Ballroom South (2nd floor)

Speakers: Jessica Batychenko, University of Pittsburgh, "The Poetry of the Everyday: Oral History as Counter-Narrative in a Student-Centered Education Project"

Alex Helberg, Trinity College, "Podcasting as Advocacy: Toward a Multimodal Composition Scaffold for Ethical Digital Storytelling and Community Learning"

Calvin Pollak, Utah State University, "From Analysis to Action: Rhetorics of Data in Sexual Misconduct Prevention Communication"

Candice Rai, "Access, Equity, and Cultural Sustainable Pedagogies in a Writing Partnership"

Celena Todora, University of Pittsburgh, "Hope in the Face of 'Disillusionment and Despair': Institutionality and Liberatory Rhetoric in Community-Based Prison Education Initiatives"

Information Literacy and Technology

M.03 Information, Technology, and Hope: Pedagogical Strategies for Empowering Student Researchers

Incorporating a range of disciplinary perspectives, this diverse panel hopes to complicate understandings of information literacy by exploring iterative strategies (involving assignment design, in-class activities, pedagogical disposition, and life skills instruction) that empower both students and instructors to approach source-based writing from a position of skeptical hope.

Mobley (lower level)

Speakers: Christina Bush, American University
Lydia Fettig, American University
Edward Helfers, American University
Chelsea Horne, American University
Derrick Jefferson, American University

Information Literacy and Technology

M.05   Navigating Online Learning Environments

Individual presentations on best practices for using online learning environments and social media.

Salon A-3 (lower level)

Speakers: Ming Fang, Florida International University, "Virtual Learning, Real Hope: Fostering Authentic Learning through Virtual Collaborative Multimodal Writing"

Laura Feibush, Penn State Harrisburg, "Sounding the Black Box: Cultivating Listening Practices in Synchronous, Online Writing Instruction"

Jacob Richter, Clemson University, "Maximizing the Success of Digital Learning Networks: 'Best Practices' for Using Social Media as an Educational Tool in Composition Instruction"

Luciani Tenani, São Paulo State University, "Virtual Learning, Real Hope: Fostering Authentic Learning through Virtual Collaborative Multimodal Writing"

Inclusion and Access

M.06   On the Job Market? Ideas and Advice for Rhet/Comp Job Seekers

The presenters present an analysis of the job market to identify alternative employment opportunities and share experiences from the search process.

Salon A-1 (lower level)

Speakers: Charlotte Asmuth, Duke University, "Navigating the Academic Job Market as a Nonbinary Queer"

Adam Phillips, University of South Florida, "The R/C Job Market Post-Pandemic: What to Expect When You're Expecting . . . to Graduate"

Inclusion and Access

M.07   Our Hopes for Hybrid Learning: Technology, Access, and Labor in the Writing Classroom

By reviewing recent scholarship on post-pandemic pedagogy and sharing first-hand teaching and administrative experience, panelists will give audience members the opportunity to work through several interlocking issues surrounding the use of hybrid classroom technologies so that they might more thoughtfully decide how and to what extent they should utilize such tools in their own classrooms.

Salon A-2 (lower level)

Speaker: Jennifer Bankard, University of Southern California

300

First-Year Writing

M.08 Pedagogical Futures for First-Year Writing

This panel will explore how early career teacher-scholars can reimagine the purpose and possibilities of first-year writing, particularly how our responses to our present challenges provide important resources for the future of rhetoric and writing pedagogy.

Salon A-5 (lower level)

Respondent: Elizabeth Kimball
Speakers: Lena Hakim, Wayne State University
Jennifer Hernandez, University of Illinois at Chicago
Abigail Kremer, University of Illinois at Chicago
Walter Lucken IV, Wayne State University
Frida Sanchez Vega, University of Illinois at Chicago

Community, Civic, and Public Contexts of Writing

M.09 Considering Matthew Shepard: The Rhetoric of Song in Post-COVID America

This presentation blends rhetorical and music theories to analyze "Considering Matthew Shepard" as a transformative work, and argues for the ability of the rhetoric of music to enable learning about social justice in what is otherwise a difficult time for our country.

Grand Tradition (lobby level)

Speaker: Jill Morris, Frostburg State University

Antiracism and Social Justice

M.10 Considering Religion in First-Year Composition

These presentations consider the centrality of religion in common cultural conflicts and foreground pedagogy to encourage critical thinking and interfaith cooperation.

Buckingham (lobby level)

Speakers: Shawn Bowers, Queens University of Charlotte, "Embracing Religious Differences through Narratives, Rhetoric, and Reflection"
Heidi Giffin, Queens University of Charlotte, "Embracing Religious Differences through Narratives, Rhetoric, and Reflection"
Tye Vossler-Shipp, Northern Arizona University, "How Capitalism Constrains Us All: The Role of Rhet/Comp in Dismantling White Supremacy"

Community, Civic, and Public Contexts of Writing

M.11 **Doing Difference Differently: A Trans-situational Method Featuring Undergraduates Leveraging Mediating Means to Do Hope in Desperate Times**

We invite audience participants to try a trans-situational method for re-evaluating Western rhetorical concepts that may have exceeded their expiration date. The focus is on practical wisdom, phronesis. We'll consider students' interventions in light of a practice community members use to produce material change as they negotiate a colonial logic that would weaponize their cultural differences.

Blvd. A (2nd floor)

Speakers: Pascale Jarvis, Nile Institute for Peace and Development
Elenore Long, Arizona State University

Approaches to Teaching and Learning

M.12 **Handle with Care: Trauma-Informed Approaches to the First-Year Writing Classroom**

Trauma-informed approaches have become more common across the university, including in writing classrooms. In Spring 2022, researchers across three universities implemented trauma-informed policies in their writing courses. They learned valuable lessons about trauma-informed strategies and student responses to such approaches; they also saw implications for writing programs, centers, and research.

Blvd. B (2nd floor)

Speakers: Lauren Brentnell, University of Northern Colorado
Elise Dixon, University of North Carolina at Pembroke
Rachel Robinson, Georgia Tech University

Antiracism and Social Justice

M.13 **Learning from Our Students: Rethinking Academic Writing Instruction**

These presenters discuss antiracist methods in teaching writing by engaging students in the writing and pedagogical design processes.

Blvd. C (2nd floor)

Speakers: Angela Mitchell, University of North Carolina, Charlotte, "Students as Co-Researchers in Hope: What Focus Groups from FYW Teach Us about Equity"
Soha Youssef, Thomas Jefferson University, "The Hope in Redefining the Genre of Academic Writing: Who Should We Invite to the Table for a Socially Just Definition that Does Not Fail our BIPOC Students?"

Histories of Rhetoric

M.14   Historical Models for Contemporary Resistance

These presentations highlight historical means of resistance and advocacy and their implications for contemporary teacher-scholar-activists. Topics include feminist resistance among 1950s college students, Indigenous survivance literacies in extracurricular and community spaces, and rhetorical strategies of resistance in popular music.

Waldorf (3rd floor)

Speakers: Triauna Carey, Southern Methodist University, "'How Did We Get Here?' Mapping What 21st Century Music of Resistance Teaches Us about Social and Political Movements in the West"

Jason Palmeri, Miami University, "'Why I Dislike Men?' Feminist Resistance in 1950s Composition"

Institutions: Labor Issues, Professional Lives, and Survival

M.15   Coordinating the Curriculum: Fostering Faculty Buy-in Without Giving In

In this Engaged Learning Experience session, this problem-solving group explores the challenges of implementing a shared first-year writing curriculum. We address the benefits of the shared curriculum and some reasons for faculty resistance. Then, together, we brainstorm ways to navigate the conflict and create opportunities for faculty agency while retaining our pedagogical convictions.

Astoria (3rd floor)

Speakers: Renee Drouin, Norwich University
Dalyn Luedtke, Norwich University
Marthe Russell, Norwich University

Professional and Technical Writing

M.16   Pedagogical Methods to Promote Social Justice in the Professional and Technical Writing Classroom

These individual sessions explore innovative pedagogical methods to disrupt everyday commonplaces of the professional and technical writing classroom in order to provide access to students from diverse background.

Williford A (3rd floor)

Speakers: Sarah Carter, Georgia State University, "Utilizing Primary Research Initiatives in Advanced Professional Writing Classrooms to Promote Diverse Voices and Inclusive Classrooms"

Amelia Herb, University of Arizona, "Hope Is Action: Science Writing as a Revolutionary Act"

Shuwen Li, University of Michigan, Ann Arbor, "Teaching from a Humanistic, Communalist, and Interpretative Stance: Tapping Diverse Resources in Professional and Technical Writing Classroom"

Information Literacy and Technology

M.17 First-Year Writing Students' Source Evaluation Practices: How Do We Foster Critical, Rhetorical Intertextuality?

Librarians and a composition scholar use findings from their recent empirical research about first-year college students' information literacy practices to guide discussion about how best to foster students' development of authority and sense of academic belonging and critical engagement through intertextual assignments, including undergraduate RAD research.

Williford B (3rd floor)

Speakers: Maria Barefoot, University of Delaware
Yuqiao Cao, University of Delaware
Jennifer Follett, University of Delaware
Lauren Wallis, University of Delaware

Approaches to Teaching and Learning

M.18 New Directions in TFT Research During and Post-pandemic

This panel presents four research projects, based on Teaching for Transfer at different institutional contexts, that explore the continued viability of the curriculum for facilitating transfer of writing knowledge and practice during the pandemic, in online teaching, and for workplace writing.

Williford C (3rd floor)

Speakers: Sonja Andrus, University of Cincinnati Blue Ash College
Matthew Davis, UMass Boston
Richard Matzen, Woodbury University
Kara Taczak, University of Denver

First-Year Writing

M.19 Existing Strengths in L2 Learners: Case Studies

This panel will present various case studies focused on L2 learners and make recommendations for how to teach students to transfer their existing strengths in first-year writing.

Marquette (3rd floor)

Speakers: Bee Chamcharatsri, University of New Mexico, "Written Genres of Thai Undergraduate Students: An Exploratory Research"
Madhukar K C, Arizona State University, "Decolonizing First-Year Writing Classrooms through World Englishes Pedagogical Framework"

Kittika Limpariwatthana, University of New Mexico, "Written Genres of Thai Undergraduate Students: An Exploratory Research"

Jagadish Paudel, University of Texas at EL Paso, "Decolonizing First-Year Writing Classrooms through World Englishes Pedagogical Framework"

Jet Saengngoen, University of New Mexico, "Written Genres of Thai Undergraduate Students: An Exploratory Research"

Antiracism and Social Justice

M.20 **Learningful Unlearning: Implementing Antiracist WAC Programming with Faculty Fellows & Embedded Tutoring**

This panel describes an antiracist WAC initiative made possible by the collaboration between WAC and the writing center at a land grant, HSI university. Speakers address our intentional use of antiracist strategies in WAC faculty training, the role of embedded tutoring in this initiative, and how a WAC Faculty Fellow in Public Health used the training in their writing course.

Joliet (3rd floor)

Speakers: Leah Bowshier, University of Arizona, "Embedded Tutoring as Mutually Beneficial Partnerships"

Laura Gronewold, University of Arizona, "Public Health Narratives"

Aimee Mapes, University of Arizona, "'An Exciting Journey of Mind and Heart': Doing Antiracist WAC Training"

First-Year Writing

M.21 **Let's Collab**

Presenters focus on peer-review strategies that aid in fostering a better sense of community.

PDR #2 (3rd floor)

Speakers: Becky Bonarek, University of Illinois at Chicago, "Going Beyond Editing: Scaffolding Developing Writers' Peer Review Skills with Google Docs"

Trischa Duke, University of Illinois at Chicago, "Going Beyond Editing: Scaffolding Developing Writers' Peer Review Skills with Google Docs"

Jamie Edlin, Ivy Tech Community College, "Using Group Writing Assignments to Develop Students' Analyses"

Carl Schlachte, Kingsborough Community College, "Using Group Writing Assignments to Develop Students' Analyses"

Professional and Technical Writing

M.22 **Innovative Uses of Professional Writing for Social and Economic Justice**

These individual presentations explore applications of professional and technical writing to promote social and economic justice.

Room 4D (4th floor)

Speakers: Steve Fraiberg, Michigan State University, "Unsettling Start-Up Ecosystems: Mobilities, Geographies, and Decolonial Rhetorics in the Palestinian Start-Up Ecosystem"
Krista Speicher Sarraf, Cal Poly San Luis Obispo, "Amplifying Creative Approaches to Fundraising in Rural Nonprofits"

Approaches to Teaching and Learning

M.23 **Inviting Alternative Perspectives: Emerging Scholars and Multidisciplinary Approaches to Teaching and Learning**

This panel considers how first-year PhD students in English might foster reciprocal relationships between writing theory and pedagogy and their specific research interests. We ask what opportunities these hopeful and inclusive composition instruction practices might afford, especially in acknowledging diverse voices and perspectives.

Room 4K (4th floor)

Speakers: Kellie Chouinard, University of Waterloo
Giuseppe Femia, University of Waterloo
Christopher Rogers, University of Waterloo

Writing Programs

M.24 **Intersectional Stories of Hope**

These individual presentations explore how sharing stories between faculty and students build relationships to further social justice and belonging.

Room 4M (4th floor)

Speakers: Heather Camp, Minnesota State University, Mankato, "Leveraging Deep Relationships to Sustain WAC and Advance Social Justice"
Brigitte Mussack, University of Minnesota, "On Hopeful Rebuilding: Reframing Student, Instructor, and Departmental Wellbeing as Carework"

Community, Civic, and Public Contexts of Writing

M.25   Doing Hope during COVID-19

This panel addresses various ways the panelists do hope during the COVID-19. The panelists discuss the results from the data they have collected and offer strategies for moving forward.

Lake Huron (8th floor)

Speakers: Jamie Crosswhite, Our Lady of the Lake University, "Walking/Wandering as a Rhetorical Practice of Hope"

Mickey Gough, University of Utah, "Differentiating between Fact and Conspiracy Commonplaces in the Time of COVID-19"

Maureen Mathison, University of Utah, "Differentiating between Fact and Conspiracy Commonplaces in the Time of COVID-19"

Professional and Technical Writing

M.26   Exploring Public Health Discourse

These three individual presentations focus on distinct public health discourse context and explore their pedagogical implications.

Lake Michigan (8th floor)

Speakers: Jacqueline James, University of Minnesota-Twin Cities, "Navigating Credibility and Uncertainty in Public Health Discourse: What Microbiome Research in Popular Magazines Can Tell Us about Teaching for Layered Literacies"

Daniel Kenzie, North Dakota State University, "Epidemiological Literacy in the Classroom and the Public Sphere"

Molly Kessler, University of Minnesota, "Navigating Credibility and Uncertainty in Public Health Discourse: What Microbiome Research in Popular Magazines Can Tell Us about Teaching for Layered Literacies"

Munira Mutmainna, George Mason University, "A Narrative Inquiry of Health Rhetoric of South-Asian Immigrant Communities in the US Healthcare System"

D. Mollie Stambler, Arizona State University, "Navigating Credibility and Uncertainty in Public Health Discourse: What Microbiome Research in Popular Magazines Can Tell Us about Teaching for Layered Literacies"

Histories of Rhetoric

M.27 **Historical and Ethnoreligious Rhetorical Practices**

These presentations consider historical and ethnoreligious rhetorical practices, including traditions of Hindu debate and Jesuit prelection, and their implications for contemporary rhetoric and composition.

Lake Erie (8th floor)

Speakers: Madhukar K C, Arizona State University, "The Rhetoric of the Bhagavad Gita: Honest Debate as a Way of Arriving at a Conclusion"

Maureen Fitzsimmons, University of California, Irvine, "Prelection Meets Neurodiversity"

Approaches to Teaching and Learning

M.28 **Storying, Storytelling, and Counterstory in the Writing Classroom**

Speakers illustrate the power and educational value of stories, storytelling, and counterstory methods in the writing and composition classroom.

Room 4C (4th floor)

Speakers: Chloe Milligan, Pennsylvania State University, Berks, "Heterotopia Over Homophobia: Queer Games, Trans Technologies, and Pedagogies of Counterstory"

Tania de Sostoa-McCue, Michigan State University, "Naming That Which We Fear: Storying Failure and Performance"

Writing Centers (including Writing and Speaking Centers)

M.29 **Higher Self-Efficacies for Healthier Writing Lives**

Panelists will present research findings and strategies focused on ways in which writing center tutors can mentor students toward self-assured writing habits.

PDR #1 (3rd floor)

Speakers: Tina Matuchniak, California State University, Long Beach, "Course-Embedded Tutoring: Centripetal and Centrifugal Forces for Student Success"

Laura Wilder, University at Albany, SUNY, "Listening to and Learning from Low Self-Efficacy Student Writers: A Longitudinal Study of Eight Students' Theories of Writing"

Writing Programs

M.30 Supporting Multimodal Composition

These presenters discuss two perspectives for supporting multimodal composition for students and faculty through partnerships and mentorship.

PDR #3 (3rd floor)

Speakers: Christine Gregory, Florida International University, "When the Forward-Thinking Past Meets Present Realities: Enduring Hope in the Digital Writing Studio"

Santosh Khadka, "Professionalizing Multimodal Composition: Institutional Initiatives and Faculty Development"

First-Year Writing

M.31 Take it Outside

This panel discusses practices by which educators can help students transfer their knowledge in and beyond the walls of first year writing.

Room 4A (4th floor)

Speakers: Howard Fisher, University of Connecticut, Storrs, "Queering Context in Writing for Transfer"

Keira Hambrick, The Ohio State University, "Critical Hope and Cultural Accountability in First-Year Writing Pedagogy: Results and Key Practices from a Nationwide Study of Instructors"

Shelley Reid, George Mason University, "DEAL and Delve: Structuring, Integrating, and Evaluating Writing Student Reflective Practice"

Approaches to Teaching and Learning

M.32 Teaching Engaging Practices: Games, Music, and Multimodal Pedagogy

Speakers offer a diverse array of pedagogical practices to help writers engage the complexities of diversity, equity, and inclusion in and beyond the writing classroom.

Room 4F (4th floor)

Speakers: AC Carlson, Indiana University-Bloomington, "Gamespace: Doing (Playful) Hope in the Classroom"

Oscar Garcia, University of Massachusetts Amherst, "Seeking Rhetorical Attunement Convergence of Multilingual and Multimodal in STROL—How Multimodal Pedagogy Diverted from the Race Question"

Approaches to Teaching and Learning

M.33 **"Hope That Has Lost Its Bearings": Making Space for Lament in Writing, Teaching, and Professional Life**

This Engaged Learning Expeience session invites participants to explore their writing, teaching, and professional lives through lament and provides frameworks for bringing lament into the classroom. Speakers will briefly reflect on the power of lament in their own work before guiding participants in hands-on activities to help them productively harness the expressive, galvanizing, and healing power of lament for themselves.

Room 4B (4th floor)

Speakers: Leslie Akst, Queensborough Community College, CUNY
Charlesia McKinney, Middle Tennessee State University
Amanda Sladek, University of Nebraska-Kearney
Tanya Jo Woodward, Riverside Immediate School

Inclusion and Access

M.34 **Supporting Pacific Island Students in Advanced Composition**

This panel presents the initial findings of in-progress longitudinal research assessing risk factors that contribute to Pacific Island student failure rates in postsecondary advanced composition courses. We hope to leverage our findings to reimagine institutional and pedagogical supports for an at-risk and understudied population in order to improve retention and graduation rates.

Room 4E (4th floor)

Speakers: Christina Akanoa, Brigham Young University-Hawaii
Becky DeMartini, Brigham Young University-Hawaii
Caryn Lesuma, Brigham Young University-Hawaii
Spencer Scanlan, Brigham Young University-Hawaii

First-Year Writing

M.35 **Writing Campus Communities, Disrupting Campus Stereotypes**

This panel features presenters who use writing to understand different kinds of campus communities. Presenter 1 investigates the similar histories of honors and basic writing programming and the ways they have created distinct cultures and hierarchies of writing in higher education. Presenter 2, studying the literacies of college athletes, translates the teamwork and

collaboration needed to succeed in a competition environment into writing activities that we include in an Athletic Playbook for Academic Writing. Presenter 3 critically examines a partnership between first-year writing courses and residence halls at an R1 institution and highlights the benefits as well as the challenges that may arise out of these well-intentioned partnerships.

Room 4L (4th floor)

Speakers: Allison Kranek, University of Illinois at Urbana-Champaign, "Communities of (In)Convenience: Triangulating Student, Instructor, and Administrator Experiences with FYW Courses in Residence Halls"
Alex Mena, University of Illinois at Chicago, "Taking a Page from Their Playbook: Learning from Student Athletes By Simulating Sport Practices in Assignments for FYW"

Community, Civic, and Public Contexts of Writing

M.36 Using Oral History to Re-examine the Borders between College and Community at an MSI

Drawing on our experiences with Stories of Newark, a transdisciplinary oral history project, we argue that MSIs should "do hope" by recognizing their in-betweenness as institutions and critically examine how their relationship to communities has intentionally or unintentionally drawn upon PWI hierarchies and how their own histories might help rewrite these dominating narratives.

Room 4Q (4th floor)

Chair: Nora McCook, Bloomfield College
Speakers: Tyra Brooks, Boston University
Hugo Gonzalez, Bloomfield College
Nora McCook, Bloomfield College

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

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 Lousiville
Katie Bramlett, California State University, East Bay
Sean Kamperman, University of Kansas
Andrea Olinger, University of Louisville
Jeanne Popowits, Dominican University

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 liberals 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

Nugrahenny 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