

Thursday, February 16

Special Events and Meetings

Newcomers' Coffee Hour

Grand Ballroom Lobby (2nd floor)
7:30 a.m.–8:15 a.m.

Cross-Caucus Collaborations

Pullman (4th floor)
8:00 a.m.–9:00 p.m.

Adjunct/NTT

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

DBLAC Lounge

Room 5E (5th floor)
8:00 a.m.–9:00 p.m.

Graduate Student Lounge

Room 5F (5th floor)
8:00 a.m.–9:00 p.m.

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

Thursday, 8:30 a.m.–3:00 p.m.

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.

Opening General Session

Grand Ballroom Lobby (2nd floor)
8:30 a.m.–10:15 a.m.

Newcomers' Orientation Committee

McCormick Boardroom (4th floor)
10:30 a.m.–11:45 a.m. (Open)
Chair: Christine Tulley

Nominating Committee

PDR #6 (3rd floor)
10:30 a.m.–12:30 p.m. (Open)
Chair: Eunjeong Lee

Digital Praxis Posters

Continental A/B (lobby level)
12:15 p.m.–1:30 p.m. & 1:45 p.m.–3:00 p.m.
Digital Praxis Posters is an interactive exhibit format. Information about current posters and this year's schedule of presentations will be available on the CCCC Convention website and on signs in the #4C Justice in Action Learning Hub. Digital posters will be presented during sessions B and C on Thursday, February 16.

Cross-Caucus/SIG Roundtable on Coalitional and Collaborative Work

Continental C (lobby level)
1:45 p.m.–3:00 p.m.
Scholar-teachers representing various perspectives will discuss challenges, expectations, hopes, and opportunities for cross-group work.
Sponsored by the Social Justice at the Convention Committee

Co-Chairs: Elisa Cogbill-Seiders, US Air Force Academy
Al Harahap, Queens College, CUNY

Speakers: Raquel Corona, Queensborough Community College, CUNY
Matt Cox, East Carolina University
Cruz Medina, Santa Clara University
Ruth Osorio, Old Dominion University
Lana Oweidat, Goucher College
Patti Poblete, South Puget Sound Community College
Laurie Rozakis, SUNY Farmingdale
Brooke Schreiber, Baruch College, CUNY
Shawna Shapiro, Middlebury College
Lan Wang-Hiles, West Virginia State University
Kimberly Wieser, University of Oklahoma
Sharon Yam, University of Kentucky

SJAC Creative Reading and Open Mic

(formerly Poetry Slam)

Continental C (lobby level)

3:15 p.m.–4:45 p.m.

Sponsored by the Social Justice at the Convention Committee

The Poetry Event at the CCCC Annual Convention invites local social justice poets to help us make meaning. This year, we have collaborated with Chicago's Kuumba Lynx, who will provide a featured performance and then host an open mic for interested Convention attendees to perform creative work from multiple genres.

Facilitator: Michael Baumann, Marian University

Performers: from Kuumba Lynx

Committee on Computers in Composition and Communication

PDR #6 (3rd floor)

4:00 p.m.–5:00 p.m. (Closed); 5:00 p.m.–6:00 p.m. (Open)

Co-Chairs: Wendi Sierra and Naomi Silver

Graduate Student Networking Reception

DuSable Suite 2567

4:00–5:30 p.m.

Resolutions Committee

McCormick Boardroom (4th floor)

5:30 p.m.–6:30 p.m. (Open); 6:30 p.m.–7:30 p.m. (Closed)

Chair: Aja Y. Martinez

Thursday, 6:00–9:30 p.m.

Scholars for the Dream Reception

Grand Ballroom Lobby (2nd floor)

6:00 p.m.–7:15 p.m.

Anzaldúa Award Reception

Continental C (lobby level)

7:00 p.m.–8:00 p.m.

Cross-Caucus/SIG Engagement Event

Thursday, February 16, 8:00–9:00 p.m.

Continental C (lobby level)

Sponsored by the Social Justice at the Convention Committee

This social event aims to foster dialogue among identity-based Caucus and Special Interest Group members. All members are invited to attend and participate in pitching collaborative projects to journal editors or just mingle.

Facilitators: Michael Baumann, Marian University

Elisa Cogbill-Seiders, US Air Force Academy

Al Harahap, Queens College, CUNY

Speakers: Christopher Andrews, *Kairos*

Michael Faris, *Kairos*

Alexandra Hidalgo, *constellations*

Elise Versoza Hurley, *Rhetoric Review*

Tara Lockhart, *Literacy in Composition Studies*

Katherine Daily O'Meara, *Journal of Response to Writing*

Devon Pham, *constellations*

Jenny Rice, *Rhetoric Society Quarterly*

Kimberly Wieser, *constellations*

We Academics: Recovery Meeting

8:30 p.m.–9:30 p.m.

As an all-inclusive peer-led recovery meeting, “We Academics” encourages discussion of the intersectional experiences of being an academic in recovery, celebrating recovery from all addictions. “We Academics” is BIPOC, LGBTQ+, GNC/Non-Binary, and Trans welcoming and friendly.

Opening General Session

Grand Ballroom

8:30–10:15 a.m.

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

Greetings: Charitianne Williams, Local Arrangements Chair, University of Illinois at Chicago

Shelley Rodrigo, NCTE Vice President, University of Arizona, Tucson

Cheryl Hogue Smith, Kingsborough Community College, City University of New York, Brooklyn

Scholars for the Dream—2023 Recipients

Sadia Afrin, University of Waterloo

Cody Ares, Baynor Columbia University

Khadidja Belhadi, Illinois State University

Anuj Gupta, University of Arizona

Lena Hakim, Wayne State University

Meng-Hsien Liu, University of Illinois at Urbana-Champaign

Quang Ly, University of Miami

Angela Mack, Texas Christian University

Sherrel McLafferty, Bowling Green State University

Michelle Tram Nguyen, Bowling Green State University

Shankar Paudel, University of Texas at El Paso

Maria Perez, Texas Christian University

Carolina Roni, Universidad Pedagógica Nacional

Chenxing Xie, North Carolina State University

For a listing of previous Scholars for the Dream recipients, please visit <https://cccc.ncte.org/cccc/awards/scholarsforthedream>

Scholars for the Dream Travel Award Committee

Co-Chair: Khirsten Scott, University of Pittsburgh, PA

Co-Chair: James Chase Sanchez, Middlebury College, VT

Nouf Alshreif, Batterjee Medical College, Jeddah, Saudi Arabia

Sweta Baniya, Virginia Polytechnic Institute and State University, Blacksburg

Mara Lee Grayson, California State University-Dominguez Hills

Louis Maraj, University of British Columbia, Vancouver

Temptaous McKoy, Bowie State University, MD

Zhaozhe Wang, University of Toronto, Ontario

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CCCC has established the Scholars for the Dream Travel Awards to increase the participation of traditionally underrepresented groups. This includes Black, Latinx, Asian, American Indian/Alaska Native, Native Hawaiian, or other Pacific Islander scholars—persons whose presence and whose contributions are central to the full realization of our professional goals. The awards celebrate the scholarly contributions of first-time presenters at CCCC who are members of these groups. By providing some funding for these scholars to travel to the convention and to share their work with us, we hope to make the term “underrepresented” past history.

Chairs’ Memorial Scholarship—2023 Recipients

Priyanka Ganguly, Virginia Polytechnic Institute and State University
Jesse Wood, University of Minnesota, Twin Cities
Griffin Zimmerman, University of Arizona

Chairs’ Memorial Scholarship Award Committee

Chair: Linda Adler-Kassner, University of California, Santa Barbara
Chris Blankenship, Salt Lake Community College, UT
Nancy Bou Ayash, University of Washington, Seattle
Romeo García, University of Utah, Salt Lake City
Howard Tinberg, Bristol Community College, Fall River, M

To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of \$750 each to help cover the costs of four graduate students who are presenting at the annual conference. Full-time graduate students whose presentations were selected through the regular peer review process are eligible for these scholarships.

For a listing of previous Chairs’ Memorial Scholarship Award recipients, please visit <https://cccc.ncte.org/cccc/awards/chairsscholarship>

Presentation of the Exemplar Award

This award is presented to a person(s) who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.

Jonathan Alexander and Jacqueline Rhodes, recipients of the 2023 CCCC Co-Exemplar Award, will speak.

Exemplar Award Committee

Chair: Beverly Moss, The Ohio State University, Columbus
Steven Fraiberg, Michigan State University, East Lansing
Rhonda Grego, Midlands Technical College, Columbia, SC
Michelle LaFrance, George Mason University, Fairfax County, VA
Deborah Minter, University of Nebraska–Lincoln

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

Jonathan Alexander & Jacqueline Rhodes 2023 Exemplar Award of the Conference on College Composition and Communication



Jonathan Alexander



Jacqueline Rhodes

The Conference on College Composition and Communication (CCCC) Exemplar Award Committee is pleased to announce Professors Jonathan Alexander and Jacqueline Rhodes as the 2023 Exemplar Awardees. The CCCC Exemplar Award is described as honoring a person whose “years of service as an exemplar for our organization represents the highest ideals of scholarship, teaching, and service to the entire profession.” Their nominators and the CCCC Exemplar Committee agree that Alexander and Rhodes’s contributions, collaboratively and individually, meet these highest ideals of scholarship, teaching, and service to CCCC and the profession at large.

While their individual contributions as scholar-teachers and administrators are deserving of the highest praise, it is their collaborative work in multimodality/digital composition and queer rhetorics that has greatly influenced writing studies and rhetorical theories and, as one nominator noted, “challenged inherited presumptions about both sexuality and rhetoric.” We celebrate their award-winning collaborative scholarship, editorships, mentoring work, as well as their service to the profession—work that has been described by their nominators as “innovative, daring, ground-breaking, transformative, and edge-pushing.” Their scholarly collaboration has truly pushed the field and created a discursive path for more scholars in multimodal, queer, and sexual rhetorics. Pointing to their exemplary efforts to create a space for queer, trans, and a range of other scholars, one nominator writes that as exemplars in our field, they “are valued not only for their ability to shine on their own terms but also for their efforts to bring scholars together.” In relation to these collaborative efforts, the Alexander and Rhodes partnership has “brought forward stunning work”—through monographs, co-edited collections, editorial work, mentoring, and other areas—“from scholars across generations, racial and ethnic differences, and disciplinary specializations.”

As one support letter notes, their work is “a direct response to Ernest Boyer’s call to blur the boundaries that have long occupied and conditioned the academy, so much so that discovery, application, integration, and teaching are all rolled into one in their work.” Recent years at the CCCC Convention have been defined by urgent calls to speak and be heard beyond traditional academic boundaries, to communicate with larger publics—a charge increasingly important to the health of our country’s democracy. In that vein, Alexander and Rhodes have both demonstrated creative vision in their expansive use of new media to communicate and provoke. Their body of work demonstrates a willingness to take risks in challenging continuing misogyny and heteronormative privilege, and it is that willingness to take risks which, in our mind, particularly recommends them as the next CCCC Exemplars.

One nominator highlights the impact of Alexander and Rhodes’s *On Multimodality: New Media in Composition Studies* (2014) by describing how this monograph, their first major collaborative effort, “provocatively pushes our field to redefine *composing* in light of our now pervasive digital surround.” Another nominator comments on their next two collaborative texts: “*Techne: Queer Meditations on Writing the Self* (2015) and *Sexual Rhetorics: Methods, Identities, Publics* (2015) not only offer a compelling critique of heteronormativity or the structuring of desires along the male/female and straight/gay binary through a rhetorical lens but also develop and extend a more inclusive, a more dynamic framework that brings together sexuality and rhetoric for writing and rhetoric studies.”

Alexander and Rhodes’s prolific and exemplary impact has been recognized with the highest honors in the field:

Winner of the 2017 Lavender Rhetorics Award for *Sexual Rhetorics: Methods, Identities, Publics*

Winner of the 2016 Lavender Rhetorics Award for *Techne: Queer Meditations on Writing the Self*

Winner of the 2015 CCCC Outstanding Book Award for *On Multimodality: New Media in Composition Studies*

Winner of the 2014 Computers & Composition Distinguished Book Award for *On Multimodality: New Media in Composition Studies*

As important as their award-winning scholarship is their editorial work in the field. *Sexual Rhetorics: Methods, Identities, Publics* and the recently published *The Routledge Handbook of Queer Rhetoric* (2022) along with their co-edited special issue of *College English* and their individual contributions as editors of two of the most prestigious journals in the field—*College Composition and Communication* (Alexander) and *Rhetoric Society Quarterly* (Rhodes)—not only demonstrate their guidance in pushing the boundaries of the field but also demonstrate their exceptional and necessary leadership in creating a pathway for emerging and diverse scholars in queer

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rhetorics to enter the scholarly conversations in the field. They have been exemplary mentors, especially for those new to the profession, and for the countless number of graduate students they have mentored as advisors and graduate committee members. In so doing, they have gone about this process with a “profound sense of kindness, humility, and grace” that has “cut a path for junior scholars” and the development of the discipline.

Finally, though certainly not least, Alexander and Rhodes have served on and chaired a range of CCCC committees, including the CCCC Executive Committee (Alexander) and CCCC Studies in Writing and Rhetoric Advisory Committee (Rhodes), as just examples among a long list of their long-term and active participation in CCCC. Given their abundant generosity and collaborative approach, it is fitting that they have earned this award together “through their collective exemplary impact on the field” at the local, national, and international levels.

Chair's Address

Hilton Chicago
8:30–10:15 a.m.

I'm So Glad Trouble Don't Last Always: Reclaiming Our Discipline's Influence on Higher Education



**Staci M.
Perryman-Clark**

For the 2022 CCCC Annual Convention, I asked participants and attendees to consider how we promise to educate students in the pursuit of social justice, and the perils for not doing so. I also added a new area cluster, Antiracism and Social Justice, and was pleased to see many presentations not only presented within that cluster, but also across the other 13 clusters that are typically included on every Convention program. I was pleased to see antiracist work done within scientific and technical communication, research and scholarship, faculty development and writing program administration, to name a few. While the 2022 Convention may be all but a memory, the work we do with respect to the promises of higher

education must continue in order to avoid many of higher education's perils by not fulfilling our commitments and promises.

My chair's address, "I'm So Glad Trouble Don't Last Always: Reclaiming Our Discipline's Influence on Higher Education," extends our work by acknowledging some of the perils associated with higher education, some of which are avoidable. To avoid these perils, I examine the differences between commitments of substances and those of lip service. Commitment to substance, I assert, provides us with hope: We yet have time to change the narrative of higher education's gloom and doom, and use our disciplinary expertise to chart a path forward to a brighter future.

As we chart forward, I invite you to consider the calling to deeper organizational and disciplinary service in order to respond to higher education's shifting demographics in ways that hold our discipline and organizations accountable for what we do, for accountability is essential to healing. The Africanized rhetorical use of call/response is embedded carefully and purposefully throughout the address to provide us with hope moving forward. Additionally, the Black Church is used rhetorically and metaphorically to represent the spirituality and commitment that higher education's work requires. Through hope and spiritual redemption, we learn that trouble don't last always.

Staci M. Perryman-Clark serves as the Director of the Institute for Intercultural and Anthropological Studies at Western Michigan University, housed within the College of Arts and Sciences. She is also professor of English and African American Studies at Western Michigan University.

Her first book (2013), *Afrocentric Teacher-Research: Rethinking Appropriateness and Inclusion*, was a qualitative empirically-based teacher-research study that examines the ways in which African American students and all students perform expository writing tasks using an Ebonics-based Rhetoric and Composition focused first-year writing curriculum. As such, her work focuses on creating culturally relevant pedagogies and curricular designs to support all students' expository writing practices. She has also co-edited *Students' Right to Their Own Language: A Critical Sourcebook* (with David Kirkland and Austin Jackson) (2014), published by Bedford/St. Martin's and NCTE, and *Black Perspectives in Writing Program Administration: From the Margins to the Center* (2019) (with Collin Craig), published by NCTE/CCCC SWR. Forthcoming are two additional books: *The New Work of Writing Across the Curriculum: Diversity and Inclusion, Collaborative Partnerships, and Faculty Development* (2023), with Utah State University Press, and *The Black Feminist Coup: Black Women's Lived Experiences in White Supremacist Feminist Academic Spaces* (with Jennifer Richardson, Mariam Konaté, Olivia Marie McLaughlin, and Keiondra Grace), under Peter Lang Academic Publishing.

Perryman-Clark has previously served as the Associate and Acting Dean of the Lee Honors College at Western Michigan University, and has also served previously on the CCCC Executive Committee (2011–2014) and as Chair of the 2015 Nominating Committee. She is a previous recipient of the 2008 CCCC Scholars from the Dream Award, WMU College of Arts and Sciences Excellence in Diversity and Inclusion, WMU College of Arts and Sciences Faculty Achievement Award in Research and Scholarship, Council of Writing Program Administrators Best Book Award, and the WMU University-Wide Excellence in Diversity Award. She is the proud wife of Randall D. Clark, and proud mother of Jamison Inez Perryman-Clark.

A Sessions: 10:30–11:45 a.m.

10:30–11:45 a.m.

Antiracism and Social Justice

Promoted Session

Live-PS-A “This World Is Not Enough”: LGBTQ Rhetorics and Belonging-in-Difference

José Esteban Muñoz defined queerness as “that thing that lets us feel that this world is not enough.” Understanding queerness as the courage to dream otherwise, this roundtable explores the hopes that drive us, that we have lost or found, and that we intend to leave for future generations. Through Muñozian togetherness-in-difference, we consider the care and creativity required of LGBTQ thriving.

Sponsored by the CCCC Queer Caucus

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

Speakers: S. Brook Corfman, University of Pittsburgh
Shereen Inayatulla, York College, CUNY
Catheryn Jennings, Hamline University
Katie Manthey, Salem College
Ruben Mendoza, Michigan State University

10:30–11:45 a.m.

Institutions: Labor Issues, Professional Lives, and Survival

Promoted Session

PS-A.16 Doing Motherhood in Desperate Times: A Roundtable Discussion on Permeable Borders and Liberation

This roundtable seeks to encourage the maternal work that has resisted the white colonialist model of scholarship. We engage in the permeability of the borders between tradition and liberation. Through this lens of motherhood and feminine legacy we sow gardens, invoke our ancestors, and deliver action for change and liberation for all identities in the academic institution.

Williford A (3rd floor)

Speakers: LeTriece Calhoun, University of Pittsburgh
April Conway, University of Michigan
Jackie Hoermann-Elliott, Texas Woman’s University
Elizabeth Pitts, University of Pittsburgh
Helen Sandoval, University of California, Merced

10:45 a.m.–1:30 p.m.

Poster-UGR Undergraduate Researcher Poster Session

This annual event encourages undergraduate participation at the CCCC Annual Convention and showcases the field's premier undergraduate researchers and their projects.

Normandie Lounge (2nd floor)

Chair: Jessie Moore, Elon University, NC

Speakers: Cristina Baker, Florida International University
Robbin May Balagtas, University of California, Santa Barbara
Gabrielle (Gabby) Bunko, Montana State University
Anna Christie, University of La Verne
Teresa Contino, Santa Clara University
Jesse Espinoza, University of La Verne
Sydney Fry, University of California, Santa Barbara
Liz Galvez, Nevada State College
Leivys Garcia, Hofstra University
Jane Hahn, Drew University
Cody Hmelar, Hofstra University
Leila Katibah, University of California, Santa Barbara
Rebecca Kefer, University of North Carolina Greensboro
Anthony Kennedy, Nevada State College
Jonathan Navarro, University of La Verne
Zoë Rein, Elon University
Elaina Smolin, University of California, Santa Barbara
Brea Spencer, University of California, Santa Barbara
Eimy Vasquez, Nevada State College

*Information Literacy and Technology***A.01 The State of the Art of Online Writing Instruction:
A Decade of Research and Experience**

This roundtable will discuss a research project conducted by the CCCC Standing Group for Online Writing Instruction in 2021. The group will provide an overview of the survey, report, and results. A short presentation will be given by six of the report authors (the presenters of this roundtable) and guided discussion will follow.

International Ballroom North (2nd floor)

Chair: Jessie Borgman, Arizona State University, “The State of the Art of OWI: Project History and Project Summary”

Roundtable Leaders: Jessie Borgman, Arizona State University, “The State of the Art of OWI: Project History and Project Summary”

Heidi Skurat Harris, University of Arkansas at Little Rock, “The State of the Art of OWI: Course Activities and Elements”

Cat Mahaffey, University of North Carolina-Charlotte, “The State of the Art of OWI: Student Experience”

Casey McArdle, Michigan State University, “The State of the Art of OWI: Pedagogy Influences”

Jason Snart, College of DuPage, “The State of the Art of OWI: Lessons Learned and Areas for Future Research”

Scott Warnock, Drexel University, “The State of the Art of OWI: Instructor Experience”

*Approaches to Teaching and Learning***A.02 Rhetoric, Conflict, and Social Change: Putting Culture into Motion**

This panel will explore the ways that enduring cultural and artistic forms—discourses like “the law,” for example, and genres like “the essay” or “the poem”—are shaped by transformative historical events such as the Abolitionist movement, the 1960’s struggle over Civil Rights, and the murder of George Floyd. Then, writing becomes “event” or “happening” that puts culture into motion.

International Ballroom South (2nd floor)

Speakers: Deborah H. Holdstein, Columbia College Chicago, “Rhetorics Lost and the Case of Possevino”

John Schilb, Indiana University, “The Genre(s) of James Baldwin’s *The Fire Next Time*”

Kurt Spellmeyer, Rutgers University, “The Rhetoric of Law and Poetry of Justice”

Jessica Yood, CUNY-Lehman, “After Abolition: First Year-Composition and Engendering Freedom”

Language, Literacy, and Culture

A.03 Vulnerability as Resource: Doing Hope through Translingual Literacies

In this panel, scholars who work with minoritized learners from diverse backgrounds analyze the resources that vulnerability generates. These learners develop strategies and dispositions that lead to more collaborative negotiations of meaning and resistant representations of identities that are rich and meaningful when they embrace their vulnerability as resourceful.

Mobley (lower level)

Chair: Jay Jordan, University of Utah

Respondent: Jay Jordan, University of Utah

Speakers: Shannon McClellan Brooks, The Pennsylvania State University, “Centerless? Disruptions, Vulnerability, and Graduate Writing Center Futures”

Suresh Canagarajah, The Pennsylvania State University, “Hopeful Resources from Vulnerable Contexts of Writing”

Lyana Sun Han Chang, The Pennsylvania State University, “Vulnerability and Resistance: Reclaiming Voice in Undocumented Status”

Institutions: Labor Issues, Professional Lives, and Survival

A.04 Pathways and Roadblocks: Evaluation and Promotion of Non-Tenure-Track Faculty in Writing, Rhetoric, and Communication Disciplines

This Engaged Learning Experience will invite conversation about promotion pathways for non-tenure-track faculty (NTTF). Facilitators will share research on how prevalent such promotion pathways are and what existing promotion guidelines reveal. Participants will break into groups to discuss challenges and barriers to achieving equity, and then develop a list of best practices for advancing NTTF.

Salon A-4 (lower level)

Speakers: Cynthia Martin, James Madison University

Karen McDonnell, James Madison University

Approaches to Teaching and Learning

A.05 Trauma, Peace, and Mindfulness in the Writing Classroom

Panelists offer pedagogies and methods for peace and mindfulness as a response to our field’s increased awareness of trauma and trauma-informed pedagogy.

Salon A-3 (lower level)

Speakers: Melissa Ames, Eastern Illinois University, “Social Emotional Learning in the College Composition Classroom: Moving Forward with Trauma Informed Teaching Practices and Lessons Learned from Pandemic Pedagogy”

Sara Kelm, Auburn University at Montgomery, “In Pursuit of the Peaceable Classroom: Reimagining a Nonviolent Composition Classroom within Violent Public Discourse”

Jessica Melilli-Hand, College of Coastal Georgia, “Rest and Reset Instead of Perpetually Running from the Lion: Mindfulness-Based Biofeedback as Preparation for Doing Hope in the Composition Classroom”

Inclusion and Access

A.06 Evaluating Anew: Accessible Assessment across Writing Spaces and Programs

Speakers will examine assessment through the lens of access and share their strategies for more equitable programmatic assessment, evaluation of student work, and grading.

Salon A-1 (lower level)

Chairs: Katherine O’Meara, St. Norbert College

Molly Ubbesen, University of Minnesota Rochester

Speakers: Sara Beam, University of Tulsa, “The Nature of Work: Ungrading, Labor Consciousness, and Solidarity”

Aaron Bruenger, University of Minnesota Rochester, “Recognizing Work and Learning”

Chad Iwertz Duffy, Pepperdine University, “Labor-Based Grading and Service Learning”

Mary Glavan, Tulane University, “Can We Universally Design FYW Learning Outcomes?”

Bronson Lemer, University of Minnesota Rochester, “In an Ideal World”

Katherine O’Meara, St. Norbert College, “‘I have room to both breathe and improve’: Student Perceptions of Engagement-Based Grading Contracts”

Brenna Swift, University of Wisconsin-Madison, “If You Enjoy Making It, It’s Worthwhile”

Molly Ubbesen, University of Minnesota Rochester, “Accessible Assessment”

Writing Programs

A.07 Revitalizing Placement Practices for Equity and Access in Writing Programs across Illinois

In this roundtable, WPAs at five Illinois four-year public universities discuss their goals, processes, and outcomes of revitalizing placement practices based on test-optional admissions and antiracist developmental education reform. Audience members are invited to share their experiences for a dynamic conversation.

Salon A-2 (lower level)

Chair: Kristi McDuffie, University of Illinois at Urbana-Champaign
Roundtable Leaders: Mark Bennett, University of Illinois at Chicago
Marcia Buell, Northeastern Illinois University
Dana Kinzy, University of Illinois at Urbana-Champaign
Kristi McDuffie, University of Illinois at Urbana-Champaign
Bradley Smith, Governors State University
Tina Villa, Northeastern Illinois University
Concetta Williams, Chicago State University

Creative Writing and Publishing

A.08 Secrets of the Creative Writing Scholar: Fiction, Nonfiction, and Poetry as Theoretical Methods

Led by a trio of award-winning fiction and nonfiction writers, filmmakers, and journal editors, this session makes an argument for creative writing as an integral part of the past and present of our field. It offers three complementary hands-on experiences for incorporating creative writing into scholarships and how to incorporate scholarship into creative writing.

Salon A-5 (lower level)

Speakers: Alexandra Hidalgo, Michigan State University
Cecilia Rodríguez Milanés, University of Central Florida
Catherine Vieira, University of Wisconsin-Madison

Professional and Technical Writing

A.09 Analysis Visual Design: Practical Applications

These individual presentations analyze real-world applications and explore impact of visual design.

Grand Tradition (lobby level)

Speakers: Lin Li, Virginia Polytechnic Institute and State University Graduate School, “Constructing ‘Romance’ on the Internet: A Comparative Rhetorical Analysis of Virginia Tourism Blogs Drawing on Invitational Rhetoric Theory”
Carol Reeves, Butler University, “Visualizing Climate Impacts, Adaptation, and Vulnerability: Accessibility and Usability of Visuals in the Latest U.N. Climate Assessment (AR6)”

College Writing and Reading

A.10 Very Very Tired: Understanding the Great Disengagement

Drawing on interviews with students, this presentation offers an analysis of the Great Disengagement of 2022. Building on the work of Michele Eodice et al., the broader goal is to offer insights about what makes writing projects meaningful and why students failed to connect during this late-pandemic semester. Participants will gain strategies for designing more meaningful courses and assignments.

Buckingham (lobby level)

Speaker: Sandie Friedman, George Washington University

Antiracism and Social Justice

A.11 And We Are Not Saved: Racial Hope (and Despair) in Our Classrooms and Communities

This panel discusses the pedagogical implications of utilizing hope (and despair) in climate, public memory, and antiracism discourses in classrooms and local communities, focusing intently on how we radically alter how we engage with students and community members and provide them the tools to re-imagine the world(s) in which they live.

Blvd. A (2nd floor)

Chair: James Sanchez, Middlebury College

Speakers: Brandon Erby, University of Kentucky, “Hope and Healing in the Face of Violence: Antiracist Teaching after George Floyd”

Ana Milena Ribero, Oregon State University, “Hope and Healing in the Face of Violence: Antiracist Teaching after George Floyd”

James Sanchez, Middlebury College, “Hope and Despair as Pedagogical Necessities”

Alexander Slotkin, University of Florida, “Smashing Statues: Creating Space for Real Hope in Our Communities”

Antiracism and Social Justice

A.12 Antiracist Pedagogy as a Possible Solution to DFWI Rate Gaps in Composition

DFWI (grades of D, F, withdrawal, or incomplete) rates in our composition courses are significantly higher for our BIPOC students than their white classmates. In this panel, we will discuss our DFWI rates and what we are doing to try to close the race gap in our program. Panelists will discuss their approach to antiracist pedagogy and how they are helping their BIPOC students succeed.

Blvd. B (2nd floor)

Speakers: Heather Hill, Northwest Missouri State University

Trevor Meyer, Northwest Missouri State University

Ildi Olasz, Northwest Missouri State University

College Writing and Reading

A.14 Digital Reading: Building Relationships between Students, Texts, Teachers, and Technologies

Students struggle with academic reading. This struggle is compounded for on-screen reading, particularly when students switch between reading in different genres and contexts. In this session, panelists share digital reading strategies and implementation research results that demonstrate the need for teachers to critically structure relationships between students, texts, and technologies.

Waldorf (3rd floor)

Speakers: Jenae Cohn, University of California, Berkeley, “Applying a Digital Reading Framework to Reading Activities”
Catrina Mitchum, University of Arizona, “Rhetorical Reading with Digital Notetaking Technologies”
Shelley Rodrigo, University of Arizona, “Adapting Digital Textbooks for Efficiency and Efficacy”

Writing Centers (including Writing and Speaking Centers)

A.15 Calling Out to Call In: Doing Hope in the Writing Center

The presenters critically examine the Writing Center’s everyday praxis to make visible both the implications of our actions and their shortcomings. They discuss how WCs can recenter their commitments to antiracism, to supporting writers across institutions, and to making the power relations we are steeped in transparent. We invite the audience to reflect and share their policies and practices.

Astoria (3rd floor)

Speakers: Stacie Klinowski, University of Massachusetts Amherst
Shannon Mooney, Mount Holyoke College
Jaclyn Ordway, University of Massachusetts Amherst
Melissa Strelke, Frontier Regional High School

College Writing and Reading

A.17 An Old Desperation? A New Hope? Redesigning Integrated Reading and Writing for Equity

This session defines Integrated Reading and Writing (IRW) as an essential and intentional teaching practice that must foreground reading to ensure equity. Presenters will guide participants through a set of reflective questions to redesign courses based on principles for inclusive, student-centered IRW. Attendees will reimagine pedagogy and professional development for redesigning literacy work.

Williford B (3rd floor)

Speakers: Steven Berg, Schoolcraft College
Joanne Giordano, Salt Lake Community College
Brett Griffiths, Schoolcraft College
Darin Jensen, Salt Lake Community College
Emily Suh, Texas State University

Community, Civic, and Public Contexts of Writing

A.18 Hopeful Feminisms

Speakers will explore the relationship between feminist rhetorics and hope. Topics range from trauma, disability studies, voting rights, and ecofeminism to tenant organizing, reproductive justice, antiracist editing, and feminist pedagogy. Following their remarks, speakers will take up CCCC 2023's call to explore hope "at the outside edges of our knows" by inviting small group discussion.

Williford C (3rd floor)

Chair: Cheryl Glenn, Pennsylvania State University
Speakers: Heather Adams, University of North Carolina-Greensboro, "Importunate Hope and Reproduction"
Jessica Enoch, University of Maryland, "Suffrage Memory and Voting Rights Hope"
Cheryl Glenn, Pennsylvania State University, "Hope as the Antidote to Trauma"
Jordynn Jack, University of North Carolina-Chapel Hill, "Locating Feminist Ecologies of Hope"
Mudiwa Pettus, Medgar Evers College, CUNY, "'I'm Always Going to Be a Mouth': Radical Black Feminist Hope"
Wendy Sharer, East Carolina University, "Hope Is in the How: Guidelines as Rhetorical Feminism"
Logan Smilges, Texas Woman's University, "Crippling Hope; Crippling Negativity"

Approaches to Teaching and Learning

A.19 Generating Engagement through Assessment: Finding Motivation in Unmotivating Times

This panel explores equitable assessment practices that increase student engagement by covering a wide array of assessment strategies—classroom policies; psychological approaches to motivation; gamification; learning modalities; and Universal Designs for Learning (UDL)—in hope of helping instructors develop equitable and effective practices that empower students.

Marquette (3rd floor)

Speakers: Nicholas Bonhomme, California State University
Gregory Combes, California State University, Northridge
Sylvia Hillo, California State University, Northridge
JC Lee, California State University, Northridge
Corie Mesa, California State University, Northridge

Approaches to Teaching and Learning

A.20 Contemplative Pedagogies, Wellness, and Empathy in Undergraduate Writing

This Engaged Learning Experience invites participants to practice, experiment, design, and reflect on strategies for integrating contemplative pedagogies centered on writing into undergraduate-level writing instruction. A primary area of focus will be exploring how these practices can cultivate empathy and promote values of diversity, equity, and inclusivity through writing.

Joliet (3rd floor)

Speaker: Denise Comer, Duke University

Institutions: Labor Issues, Professional Lives, and Survival

A.21 Getting a Handle: Building Hope Kits As a Strategy for Interrupting Despair

Although the work of social justice has never been easy, recent events have left many feeling exhausted and full of despair. This Engaged Learning Experience offers participants a way of “doing hope.” Informed by Sara Ahmed’s killjoy survival kit, participants will engage in the process of making hope kits that can interrupt times of despair, allowing us to keep pushing toward our desired futures.

PDR #2 (3rd floor)

Speakers: Biven Alexander, Middle Tennessee State University
Erica Cirillo-McCarthy, Middle Tennessee State University
Sami Grayson, Middle Tennessee State University

Approaches to Teaching and Learning

A.22 Approaches to Genre and Professional Writing

The essays of this panel invite audiences to think bigger and beyond—through and past narrow cultural constraints, simple career-readiness, and the constraints of typified college genres—by inhabiting professional and academic writing in new ways.

Room 4D (4th floor)

Speakers: Heather Fester, Colorado School of Mines, “Cultivating Wild Hope: Rhetorical Risk and Flexibility as Outcomes in an Advanced Rhetoric and Writing Course”

Christopher Thacker, Texas Tech University/Towson University, “Dream Big: Using the Resume to Promote Blue Sky Thinking in Students”

Language, Literacy, and Culture

A.23 Digital (counter)Stories and (counter)Rhetorics

These presentations examine digital rhetorics through indigenous, cultural, and postcolonial lenses as a way to empower students to celebrate marginalize discourses.

Room 4K (4th floor)

Speakers: Marcos Del Hierro, Texas A&M San Antonio, “Valuing Culture and Its Role in Digital Rhetorics”

Christina Fisanick, California University of Pennsylvania, “Collaboration and Hell Raisin’ in the Third Space: Decolonizing Northern Appalachia through Digital Storytelling”

Information Literacy and Technology

A.24 Discord Servers and Writing Pedagogies for Dangerous Times

In this panel, scholars explain how writing instructors might use Discord, a VoIP technology that emerged from online gaming culture, in the college classroom.

Room 4M (4th floor)

Speakers: Danielle Koepke, University of Wisconsin-Milwaukee, “Caring for Students in Ongoing Pandemic Times: Compassionate Pedagogy and Design Justice in Professional Writing Courses”

Kristin Ravel, Rockford University, “A Technofeminist Account of Discord”

Rebecca Richards, University of Massachusetts Lowell, “The Laugh of the (Digital) Medusa: Feminist Praxes of Discord in the Writing Classroom”

First-Year Writing

A.25 Can We Have a Deliberative Pedagogy? Conspiracies, Post-Truth, and Demagoguery in FYC

Is a deliberative pedagogy possible in this political moment? This panel investigates approaches to addressing conspiracies, post-truth, and demagoguery in FYC. Presentation 1 demonstrates methods to engage FYC goals that are meant to begin an ongoing, interdisciplinary, and equitable conversation about using writing curriculum to combat disinformation and conspiracist thinking. Presentation 2 examines the failure of neutrality to reckon with demagoguery, hidden forms of liberalism in our classes, and striking possibilities for deliberative pedagogy. Presentation 3 features two instructors from different colleges discussing their use of deliberative pedagogy and reporting both on its promise for effecting growth in students' civic and academic writing processes and instructional challenges.

Lake Michigan (8th floor)

Speakers: Jay Arns, University of Cincinnati, “Confounding Conspiracies: Teaching Anticonspiracism in the FYC Classroom”

Jake Buller-Young, University of Tennessee, “When Neutrality Fails: Deliberation, Demagoguery, and Instructor Ideology in First-Year Composition”

Daniel Floyd, University of Cincinnati, “Confounding Conspiracies: Teaching Anticonspiracism in the FYC Classroom”

Anne Porter, Alma College, “The Promise and Perils of Integrating Deliberative Pedagogy into First-Year Writing”

First-Year Writing

A.26 Collaboration, Community, and Curiosity: Partnerships between Writing Programs and University Archives

This interdisciplinary roundtable session explores collaborations between writing programs and university libraries, with a special focus on teaching writing and research with special collections and exhibitions.

Salon A-3 (lower level)

Speakers: Katherine M. Crowe, University of Denver

Robert Gilmore, University of Denver

Kamila Kinyon, University of Denver

Madison Sussmann, University of Denver

Olivia Tracy, University of Denver

First-Year Writing

A.27 Critiquing Reality, Doing Hope: FYW, Its Programming, and Disciplinary Change

This session challenges panel attendees to rethink FYW theory's most basic principles of student knowledge, pedagogical best practice, and disciplinary values to radically reassess our work toward a more just world—one in which we acknowledge our shortfalls and begin to do hope.

Lake Ontario (8th floor)

Speakers: Kate Highfill, University of Houston
Maurice Wilson, Southwestern University
James Zebroski, University of Houston

Approaches to Teaching and Learning

A.28 “Religion” in Comp/Rhet: The Pedagogical Usefulness of a Ubiquitous but Unstable Category

Recent surveys and scholarship in Comp/Rhet find that higher education is not always supporting students' development of the ability to communicate about religious identity or across religious difference. I suggest that centering reflexivity about what defines religion in the classroom can foster the inclusivity many of us desire while helping students learn to communicate across differences.

Lake Huron (8th floor)

Speaker: Phillip Fackler, Marks Family Center for Excellence in Writing, University of Pennsylvania

Community, Civic, and Public Contexts of Writing

A.29 A Digital Mapping Project as a Counterstory

As Iraqi Americans, we have been doubly impacted of the erasure. One, most of the Iraqi immigrants to the USA are refugees from wars on Iraq by the US. Two, we bring our heterogeneity of provincial alliance, religious beliefs, and political ideologies with us from Iraq. Three, we assimilate with larger more established Arab groups. So, how can a project to locate a micro community in New York City claim to be a counterstory?

Room 4F (4th floor)

Speaker: Tuka Al-Sahlani, CUNY Graduate Center, “A Digital Mapping Project as a Counterstory”

Antiracism and Social Justice

**A.30 Remembering bell hooks: Teaching/Learning/Thinking/
Writing in Desperate Times**

This panel brings together teachers and students from a variety of educational settings and subject positions to reflect on the impact of bell hooks's work on our teaching, thinking, writing, and learning. What, if anything, is the value of hope? What do we mean by "hope" in the context of educational settings? And how does bell hooks help us to address and complicate these questions?

Room 4C (4th floor)

Chair: Nora Rivera, Chapman University

Speakers: Ian Barnard, Chapman University, "Teaching (with) bell hooks"
Sophia Greco, Independent Scholar, "Four Years of Yearning to
Transgress"

Montèz Jennings, Chapman University, "bell hooks and Black Feminist
Theory"

Aneil Rallin, "Refusing the University"

Approaches to Teaching and Learning

A.31 Voice and Expressive Pedagogies

Speakers draw on ancient and modern traditions of voice-making and agency-negotiation to place action on justice at the center of the pedagogical vision.

Room 4A (4th floor)

Speakers: Lee Bauknight, Lehigh University, "Hope Is Not Enough:
Arendtian Natality and Pedagogical Action"

Desiree Brown, Texas A&M University San Antonio, "Unlearning
Colonial and Oppressive Implications of Standard American English in
the First-Year Writing Classroom: Antiracist Pedagogy and Expressivist
Theory"

Scott Koski, City College of New York

Peter McKenna, Gogebic Community College, "Flipping the Classroom:
Student Engagement Ideas Using Memes, GIFs, and Student Teaching"

Jessica Moon, Southern Utah University, "Meet Me at Metanoia:
Normalizing and Reframing the Revision Process to Prioritize Agency
and Voice"

Language, Literacy, and Culture

A.32 Rhetorics of Trauma and Recovery

In this panel, presenters offer rich case studies exploring the rhetorical framing and re/positioning that happens in trauma and recovery narratives.

PDR #3 (3rd floor)

Speakers: Evelyn Saru Jimmy, University of Texas El Paso, “Rethinking Metaphor in the Rhetoric of Alzheimer’s Disease”

Jessica Restaino, Montclair State University, “Saving the Self: Violence and Love in Reframing Our Work”

First-Year Writing

A.33 Shifting Expertise, Breaking Teacher Control, and Ungrading

This panel challenges attendees to reconsider issues of control, expertise, and fairness in the writing classrooms. Speaker 1 uses expressive writing assignments as a way to invite students to recover lost individual and cultural knowledge. Speaker 2 advocates for more student influence and participation in terms of setting deadlines, the choosing of assignments, and the construction of rubrics and other grading criteria/emphases, including grading contracts, to create a classroom environment relinquishing much teacher control in favor of addressing the various needs of increasingly diverse students. Speaker 3 examines a recurrent critique students articulate toward ungrading practices in their writing courses: grades are an unfortunate but necessary means of ranking students and to remove them is “unfair” and unpacks the educational privileges behind this critique, and suggests ways to counter them not simply through changes in assessment but through assignment design and learning goals.

PDR #1 (3rd floor)

Speakers: Jacob Jardel, University of Missouri-Kansas City, “You Teach Me and I Teach You: First-Year Writing and the Intersections of Collaboration, Expertise, and (Marginalized) Student Experiences”

Nathaniel Myers, University of Notre Dame, “Educational Privilege, ‘Fairness,’ and Student Resistance to Ungrading Practices”

Matthew Varvel, University of Texas at El Paso, “The Pandemic and Essential Flexibility: Breaking the Chains of Teacher Control in the First-Year Writing Class”

Professional and Technical Writing

A.34 Publishing in the NCTE-CCCC Studies in Writing and Rhetoric Series

Want to learn more about the process of developing a book project and getting it published? This panel features the editor of the Studies in Writing and Rhetoric book series as well as others involved in the publication process. After some opening remarks describing the series' mission and publishing vision, panelists will share the process of querying and submitting a book proposal and a recently published SWR author will share her experience of navigating the movement from initial idea to final book manuscript. The session will be highly interactive and audience members will be encouraged to ask questions. This panel will be followed immediately by a second conversation featuring SWR authors, editorial board members, and reviewers who will be on hand to talk one-with-one or in small groups with prospective authors and contributors (just outside of NCTE Central in the CCCC Convention Exhibit Hall).

Room 4B (4th floor)

Chair: Stephanie Kerschbaum, University of Washington-Seattle

Speakers: Taiko Aoki-Marcial, University of Washington-Seattle
Rachel Bloom-Pojar, University of Wisconsin-Milwaukee
Stephanie Kerschbaum, University of Washington-Seattle

Institutions: Labor Issues, Professional Lives, and Survival

A.35 The Importance of Mentoring for Graduate Students and Emerging Scholars

These presentations explore professional identity development of graduate students and emerging scholars. Topics explored include the development of researcher identity during graduate education, a coaching framework for mentorship, and the incorporation of mentorship through threshold concepts in teacher training courses.

Room 4E (4th floor)

Speakers: Christine Cucciarre, “Threshold Concepts of the Academy: Mentoring Graduate Students into New Knowledge”

Letizia Guglielmo, Kennesaw State University, “‘Doing Hope’ by Doing Right: A New Approach to Professional Development in Writing Studies

Laura Howard, Kennesaw State University, “‘Doing Hope’ by Doing Right: A New Approach to Professional Development in Writing Studies”

Melika Nouri, Arizona State University, “Scholarly Publication and Researcher Identity: Narratives of Emerging Scholars Developing Researcher Identity during Doctoral Education”

Theory and Research Methodologies

**A.36 Writing, Affect, and Techniques of Relation in
Composition Research and Pedagogy**

We explore how an affect-oriented approach to literacy might open up new possibilities for literacy engagement, justice, and access. We use Manning and Massumi’s “techniques of relation” to examine how affect propels literate becoming in writing centers, research methods, literacy sponsors, and intermediate writing coursework as well as explore mundane writing as animated by potentiality.

Room 4Q (4th floor)

Speakers: Nick Avery, University of Wisconsin-Madison
Nora Harris, University of Wisconsin-Madison
Yu-Kyung Kang, Gonzaga University
Eileen Lagman, University of Wisconsin-Madison
Steve Lamos, University of Colorado-Boulder

College Writing and Reading

A.37 WAC as Equitable Practice: Success beyond FYW

Looking beyond the first-year writing classroom, these presentations consider writing contexts across the curriculum and throughout students’ academic journeys, from high school through college graduation.

Room 4L (4th floor)

Speakers: Jason Godfrey, University of Michigan, “What Are the Common Contexts for College Writing?”
Mike Ion, University of Michigan, “What Are the Common Contexts for College Writing?”
Catherine Lamas, East Los Angeles College, “Reading and Writing beyond First-Year Courses: Pursing Student Equity in Writing Across the Curriculum and Writing Intensive Courses”
Anna Paulson, University of Michigan, “What Are the Common Contexts for College Writing?”
Carolina Roni, GICEOLEM/ UNIPE/ IUHIBA, “Writing to Learn Molecular Biology: A Collaborative Designed-Based Study between University and High School Teachers Blending WAC Theory and French ‘Didactics’”

Thursday, 10:30–11:45 a.m.

First-Year Writing

A.38 Getting STEAMed up not Steamrolled: Advocating for Writing as a Content Course through Integrated Learning Communities with Math and Science

Based on over half a decade of creating fully integrated learning communities with math, chemistry, business, and computer science, this presentation provides the next iteration in the WAW/TFT conversation, providing strategies for advocating for writing as a content course. Further, the presentation will provide a holistic model of writing that moves composition away from its identity crisis.

Room 4G (4th floor)

Speaker: Gregory Fields, Chandler-Gilbert Community College

Community, Civic, and Public Contexts of Writing

A.39 Hope through Care

This panel asserts that new avenues of hope are most accessible to us when we engage in our work through/with/within embodied practices of community care.

Continental C (lobby level)

Presenters: Kristin Arola, Michigan State University
Maria Novotny, University of Wisconsin-Milwaukee
Ames Hawkins, Columbia College Chicago
Karricann M. Soto Vega, University of Kentucky
Respondent: Steven Hammer, St. Joseph's University

B Sessions: 12:15–1:30 p.m.

12:15–1:30 p.m.

Antiracism and Social Justice

Promoted Session

Live-PS-B Interweaving Stories of Survivance against Anti-Asian Violence: Critical Autoethnographies of Transnational Asian American Women Scholars

This panel discusses transnational writing scholar-activist labor of cultivating hope against anti-Asian violence. We forward anticolonial stances for survivance as crucial scholar-activist labor of hope against anti-Asian violence and share our stories of “doing” hope as transnational Asian women scholars in spaces of families, communities, and classrooms in transnational writing education.

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

Chair: Ligia Mihut, Barry University

Respondent: Amy Wan, Queens College/CUNY Graduate Center

Speakers: Stephie Kang, Michigan State University

Eunjeong Lee, University of Houston

Soyeon Lee, University of Texas at El Paso

Community, Civic, and Public Contexts of Writing

B.01 Literacy, Prisons, and the Need to Move beyond Hope

This panel engages in a dialogue on hope with teachers and formerly incarcerated students. We contend that hope, while necessary, can obscure our efforts to see what is really taking place in the moment, to deeply listen to one other.

International Ballroom North (2nd floor)

Respondents: Johnny Page

David Todd, Education Justice Project, University of Illinois at Urbana-Champaign

Speakers: Patrick Berry, Syracuse University, “Social Relations and Social Action in Prison”

Alexandra Cavallaro, California State University, San Bernardino, “The Promises and Perils of Queer Abolitionist Literacy Sponsorship”

Laura Rogers, Albany College of Pharmacy and Health Sciences, “Editor and Writer Barrington Henry: Reflections on Hope and Publication in Prison”

Approaches to Teaching and Learning

B.02 Strategies for Teaching Empathic Relations

This roundtable explores strategies, accounts, and rationales for teaching empathy in rhetoric and writing courses. Each panelist shares a distinct approach and experience of teaching for, with, and about empathy, and they reflect upon the possibilities and limitations of teaching empathic relations in the ongoing work of doing hope.

International Ballroom South (2nd floor)

Chair: Eric Leake, Texas State University

Roundtable Leaders: Kelly Blewett, Indiana University East, “Empathy in Teacher/Student Relationships”

Lauren Esposito, Marywood University, “Cultivating Empathy-Centered Classrooms through Applied Improvisation”

Teresa Grettano, The University of Scranton, “Fostering Empathy through Story Exchange”

Ashley Holmes, “Building Empathy and Doing Hope: Teaching Civic Writing through Embodied, Place-Based Learning”

June Johnson, Seattle University, “Teaching ‘Slow Listening’ as Doing Hope and Cultivating Empathy”

Eric Leake, Texas State University

Kate Ryan, Montana State University, “Teaching Relationality”

First-Year Writing

B.03 Listen, Memory: Metacognition As Community Action in the First-Year Writing Seminar

In this Engaged Learning Experience, we reconsider the power of metacognitive writing to form connections in the classroom. Participants will discuss example assignments that invite students to reveal themselves as thinkers and actors in the ways they wish to be seen, heard, and understood. We will then strategize using those moments of revelation to make our classes into more dynamic, more social, and more connected learning spaces.

Mobley (lower level)

Speakers: Julie Christoph, University of Puget Sound
George Cusack, Carleton College
Bridget Fullerton
Kara Wittman, Pomona College

Information Literacy and Technology

B.04 Information Access, Power, and Privilege: How Librarians, Faculty, and Students Navigate Wikipedian Tensions as Creators and Consumers

Our cross-disciplinary participation in the CCCC Wikipedia Initiative has opened a space for us to interrogate critical dimensions of information literacy. We strive to underscore the power and privilege of information creation and access and invite participants to articulate their experiences, values, and go to places that can inspire hope whether it be within, around, or outside our work.

Salon A-4 (lower level)

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

Approaches to Teaching and Learning

B.05 The Joy of Discovery: What Former Writing Center Directors Can Teach Us

Frank Smith, bell hooks, Elizabeth Bouquet, and others relate learning to enjoyment. Using an international survey of former writing center directors, presenters will engage participants in discussing how this joy might function to benefit writers as well as teachers of writing, writing center directors, and peer tutors, and to explore ways of promoting and sustaining that joy beyond the academy.

Salon A-3 (lower level)

continued on next page

Speakers: Kathleen Shine Cain, Merrimack College
Pamela Childers, The McCallie School
Leigh Ryan, University of Maryland

Approaches to Teaching and Learning

B.06 The Ethics of Text Recycling: Professional and Instructional Practices

This panel explores the nature and ethics of text recycling (reusing all or part of one document in a subsequent document without attribution, such as replicating two paragraphs from one paper in a new paper) in scholarly publishing and student coursework. Comparisons of our NSF-funded research in the two contexts suggest implications for both professional and pedagogical practice.

Salon A-1 (lower level)

Chair and Speaker: Cary Moskovitz, Duke University, “Text Recycling Terminology”

Speakers: Chris Anson, North Carolina State University, “Instructional Attitudes toward Text Recycling in Higher Education”

Susanne Hall, CA, “Approaches to Text Recycling Policies for the Classroom”

Michael Pemberton, Georgia Southern University, “An Introduction to the Text Recycling Research Project”

Antiracism and Social Justice

B.07 Transnational Asian American Feminists after Hope: Doing Anger, Rage, Dissent, and Despair

This roundtable focuses on the productive role of anger and dissent in the midst of ongoing anti-Asian hate, discrimination, and gendered violence across domestic and transnational sites. Although anger and dissent have been theorized as BIPOC feminist rhetorical strategies, transnational Asian American feminist forms of rage are often overlooked as rhetorically productive forms of dissent.

Salon A-2 (lower level)

Respondent: K. Hyoejin Yoon, West Chester University, “Rhetorically Situating Asian American Feminist Anger in Relation to Asian American Affect”

Speakers: Sweta Baniya, Virginia Tech University, “Nepali Women’s Activism during COVID-19: Serving Communities from Afar”

Florianne Jimenez, University of Massachusetts Boston, “Filipinx American Affect, Representation, and Ruby Ibarra”

Terese Guinsatao Monberg, Michigan State University, “Mobilizing Dissent across Sites of Scholarship: Asian American Feminist Perspectives on Citation Politics”

Jennifer Sano-Franchini, West Virginia University, “Mobilizing Dissent across Sites of Scholarship: Asian American Feminist Perspectives on Citation Politics”

Xiaobo Wang, Sam Houston State University, “Anger and Hope on the Reproductive Landscape in Contemporary China: The Chained Woman and COVID Policies as Cases”

Antiracism and Social Justice

B.08 Rhetorics of Pain: Distress, Harm, and Healing in Academic and Everyday Life

This roundtable brings together scholars across rank in our field (e.g., PhD student, lecturer, assistant professor, associate professor, full professor) to consider the rhetoric of pain through seven key constructs. After introducing the panel and establishing access needs, the panelists will give brief remarks and leave ample time for conversation and questions.

Salon A-5 (lower level)

Chair: Margaret Price, The Ohio State University

Speakers: Christina Cedillo

Jo Hsu, University of Texas at Austin

Stephanie Larson, Carnegie Mellon University

Vyshali Manivannan, Pace University-Pleasantville

Devon Pham, University of Pittsburgh

Margaret Price, The Ohio State University

M. Remi Yergeau, University of Michigan-Ann Arbor

Professional and Technical Writing

B.09 Analyzing Professional and Technical Communication in Diverse Settings

These individual presentations use analytical methods to explore how technical and professional writing is represented in diverse settings.

Grand Tradition (lobby level)

Speakers: Kristin Bennett, Sam Houston State University, “Enacting Disability Access as Social Justice in Academic Conferences through Twitter Analysis”

Martha Russell, Old Dominion University, “TPC in Small US Colleges: A Survey of Undergraduate Programs and Curriculum”

Antiracism and Social Justice

B.10 Arab/Muslim Caucus Roundtable on Disrupting Silences and Promoting Inclusive Pedagogical Interventions

This roundtable explores new possibilities for pedagogical interventions to widen students' perspectives and engage in cross-cultural, ethical knowledge-making. We hope to engage the audience in conversation about inclusive and culturally sensitive pedagogies.

Sponsored by the Arab/Muslim Caucus

Buckingham (lobby level)

Caucus Chairs: Tamara Issak, St. John's University

Lana Oweidat, Goucher College

Respondent: Rasha Diab, University of Texas at Austin

Speakers: Kefaya Diab, Loyola University Maryland

Nabila Hijazi, Loyola University Maryland

Tamara Issak, St. John's University

Lana Oweidat, Goucher College

Soha Youssef, Thomas Jefferson University

Theory and Research Methodologies

B.11 Artifacts of Research: The Politics and Design of Transcriptions, Citations, and Visual Abstracts

This panel looks to the artifacts scholars create when documenting and circulating research. Presentation 1 demonstrates the benefits of microanalytic approaches to analysis and transcription in examining the interview as a social practice in itself. Presentation 2 explores the scholarly conversations that have developed in *College Composition and Communication* from 1950 to 2021 by tracking the citations between articles within the journal. Presentation 3 demonstrates a heuristic of research dissemination, the visual abstract—along with its characteristics, facets, and possibilities—is representative of the “what’s next” in pronomic rhetorical communication.

Blvd. A (2nd floor)

Speakers: Tait Bergstrom, Yale-NUS College, “Verbatim: Reassessing Interview Data and the Politics of Transcription in Composition Research”

Marie Pruitt, University of Louisville, “Citation as Scholarly Conversation: Using Citation Analysis to Track Conversations in *College Composition and Communication*, 1950–2021”

Molly Ryan, Virginia Tech University, “Accessibility, Identity, and Expression: Breaking Binaries and (Re)Inventing the Vision of Research Summary through the Visual Abstract”

Antiracism and Social Justice

B.12 Antiracist Labor in the Context of Racist Legislation

These presentations consider the recursive work of antiracism in light of legislation that explicitly or covertly threatens antiracist education, including bans on teaching Critical Race Theory and acts that limit free speech by (re)defining its parameters.

Blvd. B (2nd floor)

Speakers: Robert Beck, Purdue University, “Rhetorical Circulation in Legislation: Indiana General Assembly Act 1549–2021 and the Rhetorical Weight of Freedom of Speech”

Frederick Miller, Arizona State University, “Resisting Censorship of Critical Race Theory: A Critique of Colorblind Logics in State Law”

Approaches to Teaching and Learning

B.13 Anxious Students and Uncertain Professors: Assessment in the (Post?) COVID-19 Age

During COVID-19, our assessment practices changed as we shifted into crisis mode. Often that meant prioritizing empathy over rigor. As we return to our classrooms, we hope to transition away from emergency without reverting to flawed “old normal” ways of evaluating student work. Our panel examines this liminal space, confronting the simultaneously unsettling and promising lessons it holds.

Blvd. C (2nd floor)

Speakers: Tamara Black, University of Southern California, “Got Stressed Students? Maybe It’s Time to Raise Your Standards of Engagement”

Rochelle Gold, University of Southern California, “‘Is This Right?’: Feeling Weird about Plagiarism”

P.T. McNiff, University of Southern California, “How I Learned to Stop Worrying and Love the Rubric”

David Tomkins, University of Southern California, “Let’s Talk: Grading Contracts and Instructor Feedback”

Theory and Research Methodologies

B.14 Future Theory/Method(ologies): Research Methods for Writers

Taking as its exigence the release of an undergraduate research methods textbook, our roundtable opens dialogue about the connective quality of methods as an orienting map for teaching rhetoric and writing studies. We spotlight research methods as a hub for curriculum and pedagogy, research apprenticeships, and a renewed interplay among theory, method, and methodology.

Waldorf (3rd floor)

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Respondents: Jennifer Clary-Lemon, University of Waterloo
Derek Mueller, Virginia Tech

Kate Pantelides, Middle Tennessee State University

Speakers: Bailey Doan, Virginia Tech University, “Leveling with Methods: Adapting Research Methods across University Classrooms”
Holly Hassel, North Dakota State University, “Just-in Time Methods”
Erica Stone, Middle Tennessee State University, “Introducing Playfulness and Interdisciplinarity into Researched Writing”
Christa Teston, The Ohio State University, “Amplifying Analysis”
Crystal VanKooten, Oakland University, “Paying Attention to Identities and Ethics in Digital Research”

First-Year Writing

B.15 Hope: Re-Vision and Resistance in First-Year Composition

This panel argues that “doing hope” is a process of resisting inequitable power systems within the classroom. We seek to “re-vision” (Rich 1972) core practices of First-Year Composition (FYC)—“the syllabus, assignments, participation, assessment”—with student voices at the forefront. Through four qualitative studies, we inform our theories and practices with student input and experiences.

Astoria (3rd floor)

Speakers: Ashley Barry, “Participation, Kairotic Spaces, and Hope: What We Can Learn from the Pandemic about Access and Inclusion”

Jen Daly, University of New Hampshire, “Gender and the Rhetoric of Writing Assessment: A Justice Driven Approach to Assessing Student Writing in First-Year Writing Classes”

Ann DeCiccio, University of New Hampshire, “For First-Year Writers, Meaningful Writing Is Hopeful Writing”

Rachel Roy, “The Syllabus As a Form of Hope”

Writing Programs

B.16 Career Options for Master’s Program Graduates: Expanding beyond Preparation for PhD Work

This panel explores several higher-ed career options for MA graduates as alternatives to seeking a PhD and becoming full-time faculty. To prepare graduates for employment in these types of positions, MA programs may need to adjust their curriculum, GA training, and more. MA alumni and current grad students will discuss how their programs prepared them for their current full-time jobs.

Sponsored by the Master’s Degree Consortium of Writing Studies Specialists (MDCWSS)

Williford A (3rd floor)

Chair: Joanne Matson, University of Arkansas at Little Rock
Speakers: Madison Ellis, University of Arkansas at Little Rock
Kailyn Shartel Hall, Purdue University
Kathryn Lee Hunt, Seminole State College of Florida
Karen Kuralt, University of Arkansas at Little Rock
Lydia Perry, University of Arkansas at Little Rock
Keely Reeves, University of Arkansas at Little Rock

Writing Centers (including Writing and Speaking Centers)

B.17 Beyond Hoping for Peaceful Transfers of Power: Overcoming Tumultuous Transitions and Transformations through Planning for Specialized Writing Centers

Writing centers experience change, turnover, and transition, perhaps more so than other aspects of the academy, and there is scant scholarship dedicated to the issue regarding writing centers and writing studies departments. This session will connect key scholarship from other disciplines for planning succession, transition, and acculturation to ensure resilience and stronger communities.

Williford B (3rd floor)

Chair: Jeffrey Turner, National Defense University
Speakers: Brandy Lyn Brown, Marine Corps University
Nicole Cox, National Defense University
Aileen Houston, Naval Postgraduate School
Lucie Moussu, Royal Military College of Canada
Jeffrey Turner, National Defense University

Community, Civic, and Public Contexts of Writing

B.18 Food Justice Rhetoric and Literacies; Practicing Hope and Growing Change Inside and Outside the Writing Classroom

This roundtable will address how writing teacher-scholars are working to address food as a topic of inquiry in their courses and as a matter of social justice in their communities. Joining with food activists, farmers, and community literacy scholars, presenters address ways that writing teacher-scholars can engage in advocating for food justice in our research, teaching, and community work.

Williford C (3rd floor)

Roundtable Leaders: Oreoluwa Badaki, University of Pittsburgh, “Seeds of the Diaspora: Stories from Black Youth Working for Food Justice in Urban Communities”

continued on next page

Thursday, 12:15–1:30 p.m.

Cori Brewster, “Agricultural Public Relations, Feminist Food Literacies, and the Rhetorical Power of Women in Agriculture”

Nabila Hijazi, Loyola University Maryland, “Reclaiming Forgotten Literacies: Syrian Refugee Women’s Agency through Food Entrepreneurship”

Veronica House, University of Denver, “When the Land Writes: The Rhetorical Life of Soil and Plants”

Eileen Schell, Syracuse University

Pritisha Shrestha, Syracuse University, “Food Justice Literacies, Citizenship Rights, and the Right Food in Nepal”

Stephanie Wade, Searsport High School, “Food Justice and Garden Writing in First-Year Seminars”

Dianna Winslow, California Polytechnic State Institute

Histories of Rhetoric

B.19 Doing Hope via Deep Rhetoricity: Teaching Archival Research as Stories-So-Far and the Possibility of New Stories

This panel wrestles with teaching archival research and proposes deep rhetoricity and its epistemic principles (e.g., a return, a careful reckoning, and enduring tasks) as a means to grapple critically with haunted histories while establishing an important interplay between our stories-so-far and the possibilities of new stories.

Marquette (3rd floor)

Speakers: Sabita Bastakoti, University of Utah

Mitzi Ceballos, University of Utah

Romeo Garcia, University of Utah

Gesa E. Kirsch, Soka University of America

Writing Programs

B.20 Hopeful Collaborations: Examining Scenes of Transfer in Graduate Students’ Reading and Reading-Writing Practices

The apprenticeship structure of most graduate programs ignores the impact collaborative communities have on graduate student reading. This panel asks: “How do graduate students negotiate the development of disciplinary and novel reading practices across different sites and identity positions?”

Using a range of qualitative methods, our panel investigates scenes of transfer.

Joliet (3rd floor)

Speakers: Elizabeth Hutton, Miami University of Ohio, “Incoherence and Progression as Readers”

Carolyne King, Salisbury University, “Incoherence and Progression as Readers”

Adam Kuchta, Independent Scholar, “Seeing Reading: Graduate Student Literacy Narratives”

Michelle Sprouse, Bowling Green State University, “Authorizing Graduate Public Commentary: A Social Annotation Project”

Language, Literacy, and Culture

B.21 Getting Students Back to Studenting: Emerging from Post-COVID in Appalachia

This panel discusses the aftereffects of COVID-19 in programs serving Appalachian, rural, and first-generation college students. It uses three different angles of approach: student development, commonplaces in the field of writing studies, and writing program administration. Ultimately, it invites audience participation on ways to get these students back to “studenting” post-COVID.

Sponsored by the Appalachian Studies Standing Group

PDR #2 (3rd floor)

Speakers: Joe Bouchelle, Southern Virginia University

Jonathan Bradshaw, Western Carolina University

Kim Donehower, University of North Dakota

Approaches to Teaching and Learning

B.22 Approaches to Multilingual Student Writers and Writing

Speakers offer methods and insights into vexing problems facing multilingual writers.

Room 4D (4th floor)

Speakers: Monika Shehi Herr, University of South Carolina, “The Mother Tongue Fallacy and the Smothering of Non-Native Speaker Students’ Voices in the English Writing Classroom”

Paul McNeill, Houston Community College, “Collaborative Writing across Cultures: The Third Space in Chinese, American, and Iñupiaq Classrooms”

Institutions: Labor Issues, Professional Lives, and Survival

B.23 Equitable Considerations of Labor: Differential Impacts and Solutions to Effect Change

These presentations examine the institutional contexts and conditions in which we labor and their differential impacts on specific populations. Topics addressed include microaggressions, graduate students' affective labor, and labor conditions in non-tenure-track institutions.

Room 4K (4th floor)

Speakers: Suchismita Banerjee, “Interconnections between Student to Faulty Microaggression and Conditions of Labor”

Brooke Boling, University of Cincinnati, “Affect, Labor, and Grading: Composition Instruction by Graduate Students”

Jessica Estep, Georgia Gwinnett College, “Constructing a New College in the 21st Century: A Case Study Examining the Compromises of Innovation”

Katie Monthie, University of Cincinnati, “Affect, Labor, and Grading: Composition Instruction by Graduate Students”

First-Year Writing

B.24 Equity Focused Writing Instruction: Lessons from a Majority Hispanic Serving Institution

This session shares lessons from a pilot implementation of an equity-focused writing instruction initiative to reduce and/or eliminate the equity gaps in the first-year writing program of a majority Hispanic serving university in Southern California.

Room 4M (4th floor)

Speakers: Danelle Dyckhoff, California State University, Los Angeles

Linda Greenberg, California State University, Los Angeles

Mijanur Rahman, California State University, Los Angeles

Theory and Research Methodologies

B.25 Critiquing Power Structures and Institutions

This panel offers theories and frameworks for challenging institutional bodies and harmful power structures across diverse contexts. Presentation 1 offers a propaedeutic reframing of writing and writing pedagogy through the lens of surplus value to examine how “micro-writing” tasks, as an increasingly ubiquitous and hegemonic form of writing in the context of late capitalism, extract surplus value from writers, and comprehensively diminish writing’s value. Presentation 2 offers the results of the institutional ethnography study and outlines methods for conducting multilingual-focused institutional research. Presentation 3 will consider

how humanitarian narratives more broadly can serve as a rich site for student practice of critical rhetoric by examining the paradoxical genre of the human trafficking memoir.

Lake Michigan (8th floor)

Speakers: Joanna Chromik, Indiana University, “Rhetorical Paradoxes of the Human Trafficking Narrative: A Rich Site for Student Practice of Critical Rhetoric”

Analeigh Horton, University of Arizona, “Locating the Multilingual Perspective in an Institutional Ethnography”

Antiracism and Social Justice

B.26 CRT Frameworks for Composition Pedagogy

These presentations interrogate the impact of the ban of CRT from some classrooms, looking toward antiracist teachings, social justice theory, and rupturing white supremacy in composition pedagogy.

Lake Erie (8th floor)

Speakers: Suchismita Dutta, Georgia Institute of Technology, “Towards Hope-Making: Inclusive Teaching Practices in the Post-Covid Classroom”

Michael Gallaway, DePaul University, “Interrogating Whiteness in First-Year Writing: The Role of Empathy and Self-Reflection in the Antiracist Composition Classroom”

Writing Programs

B.27 Doing Hope across Disciplines: The Longevity of a 25-Year-Old Writing and Engineering Design Transdisciplinary Program

A look at an interdisciplinary writing and engineering design program that’s been doing hope for 25 years. Discussion includes the integration of disciplines; the iterative instruction of drafts and revision common to both; the interdependence of the co-teaching relationship; the reflective nature of student teamwork; and the mentoring of new faculty as well as how hope was made during the pandemic.

Lake Ontario (8th floor)

Speakers: John Anderson, Northwestern University

Jen Baker, Northwestern University

Alex Birdwell, Northwestern University

Lisa Del Torto, Northwestern University

Michele Zugnoni, Northwestern University

Antiracism and Social Justice

B.28 Carceral Contexts

These presentations consider the relationship between writers and systems of incarceration. Topics addressed include the writing processes of incarcerated students, first-year writing as an “intellectual home” for justice-involved students, and writing curricula that examine stereotypical representations of prisoners and the network of systems that impact students’ lived experiences.

Lake Huron (8th floor)

Speakers: Gregory Bruno, Kingsborough Community College
Cody Baynori, Columbia University
Virginia Costello, University of Illinois at Chicago

Approaches to Teaching and Learning

B.29 Reshaping the Box: Breaking Unwritten Rules to Help Students Succeed during and after COVID-19

This Engaged Learning Experience reveals how presenters broke traditional rules and expectations to increase student success during COVID-19 and challenges audience members to rethink “standard” classroom policies, assignments, and activities in a post-pandemic world.

Room 4F (4th floor)

Speakers: Daniel Dissinger, University of Southern California
Scott Morgan, Southeastern University
Stephanie Renee Payne, University of Southern California

Antiracism and Social Justice

B.30 Something Is Rotten in the State of Texas: Finding Hope amidst the Racial Inequality Where We Learn, Teach, and Live

As POC feminists at a large, public HSI, we teach students to interrogate the narratives that erase the voices of folks out of power. We are graduate students, faculty, and a WPA who confront the injustice of the 2021 Texas House Bill 3979. Our individual presentations consider situations in which we push back on attempts to manipulate learning through ongoing antiracist praxis.

Room 4C (4th floor)

Speakers: Jazmine Janay Cuevas, University of Texas at El Paso,
“Resiliency and Revolution, Theory as a Site for Hope”

Corina Lerma, The University of Texas at El Paso, “Building Hope through Intra-Action and Counterstories in the Invisible Known”
Juan Moisés García Rentería, Wake Forest University, “Lok’tay sok K’op: Hope and the Dream of Coalitional Transformative Radicalism”
Lauren Rosenberg, University of Texas at El Paso, “Pushing Back on Charges of ‘Reducing Academic Freedom’”

Histories of Rhetoric

B.31 Rhetoric beyond Borders: A Hopeful Vision of Global Rhetorical Perspectives

This panel explores a hopeful vision of global perspectives on rhetoric and their implications for the classroom.

Sponsored by the Global and Non-Western Rhetorics Standing Group
Room 4A (4th floor)

Speakers: Eliza Gellis, Purdue University, “‘Arguing’ with God: The Hebrew Bible’s Rhetoric of Divine Otherness”
Keith Lloyd, Kent State University at Stark, “What Does Rhetoric Mean in a Global Context?”
Eda Ozyesilpinar, Illinois State University, “Teaching (with) Hope and Taking Action with Little Amal”
Hua Zhu, University of Utah, “Comparative Global Rhetorics as Common Topics”

Community, Civic, and Public Contexts of Writing

B.32 Righting Scholarship beyond Borders

Using a brief framing, condensed papers, and a robust hands-on activity based upon a transdisciplinary and transnational scholar training program, this panel discusses how to make transformative interventions in higher education within and across national borders, sharing a radical hope in action.

PDR #3 (3rd floor)

Speakers: Saurabh Anand, University of Georgia
Nela Navarro, Rutgers University
Shyam Sharma

First-Year Writing

B.33 Shifting Our Priorities toward Student Self-Sufficiency and Academic Literacy in the FYW Classroom

This panel focuses on changes amongst first-year students' socioemotional intelligence, academic literacy, and sense of academic citizenship in the wake of the COVID-19 pandemic. Taking into account the effects of the pandemic on both students and instructors, this panel explores empathetic, but practical pedagogical approaches based on the speakers' own experiences in their FYW classrooms.

PDR #1 (3rd floor)

Speakers: Kathryn Burt, University of North Carolina-Greensboro
Leslie Knight, University of North Carolina-Greensboro
Alison Rodriguez, North Carolina State University
Bethany Van Scooter, North Carolina State University

Approaches to Teaching and Learning

B.34 The Emotional Work of Writing: Four Qualitative Investigations of Advanced Writers

This panel features qualitative studies and pedagogical approaches that demonstrate the roles emotions play in the composing processes of experienced writers across community colleges, an HBCU, and land grant and research universities. It offers implications for professional development and mentorship and invites attendees to reflect on their own pedagogical approaches and writing practices.

Room 4B (4th floor)

Speakers: Zachary Beare, North Carolina State University, "Acts of Recognition: Acknowledging the Emotional Dimensions of Seeking Publication"
Collie Fulford, "Emotional Agency: Using Writing to Endure and Redress Harm"
Shari Stenberg, University of Nebraska-Lincoln, "Acts of Recognition: Acknowledging the Emotional Dimensions of Seeking Publication"
Sandra Tarabochia, University of Oklahoma, "Emotion in Faculty Writers—Trajectories of Becoming: An Arts-Based Approach"
Melissa Tayles, Metropolitan Community College, "Normalizing the Emotions of Writing through a Trauma-Informed Lens"

Community, Civic, and Public Contexts of Writing

B.35 The Rhetoric of Social Justice and Imagined Futures

Arguments supporting and denying social justice initiatives fuel many conversations in contemporary political discourses—such as calls for defunding the police and the erosion of reproductive justice. This panel locates arguments regarding abolition, abortion, and social justice to explicate rhetoric’s role in articulating these conversations that also craft pedagogical possibilities.

Room 4E (4th floor)

Speakers: Elizabeth Catchmark, University of Maryland
Erin Green, University of Maryland
Alexis Walston, University of Maryland

Theory and Research Methodologies

B.36 Together in the (re)Making: Rethinking Key Terms and Practices through a Food Lens

This panel examines how the uptake of a “food lens” and the centering of food-related practices provide ways of reimagining the potentials of our research, scholarship, and teaching, while encouraging us to rethink some of our field’s key terms in new ways—terms such as literacy, multimodality, collaboration, embodiment, memory, and community.

Room 4Q (4th floor)

Speakers: Ashley Beardsley, Western Illinois University, “More Than Domestic Nostalgia: How Baking Sourdough Bread Is a Multisensory Research Practicet”
Erica Leigh, Clarkson University, “Doing Hope in Uncertain Times: Building Community through Food”
Jody Shipka, University of Maryland, Baltimore County, “On the Tenacious Pleasure of Doing-Cooking: Rethinking Embodiment, Rethinking Collaboration”

Language, Literacy, and Culture

B.37 Tras la Lucha Hay Esperanza: Counterstory and Testimonios by Female Latinas Moving from the Margins

This presentation highlights the experiences of two Latinas who thrive in spite of struggles in academic spaces and provides valuable insight to how they do hope in desperate times. Through counterstory and testimonios of two Latinas who overcame barriers and leveraged their identity and cultural knowledge, we invite Latinx to emerge from the margins and bring their counterstory to the forefront.

Room 4L (4th floor)

Speakers: Elvira Carrizal-Dukes, University of Texas at El Paso
Maria Isela Maier, University of Texas at El Paso

Community, Civic, and Public Contexts of Writing

B.38 Students' Voices in Public Writing Pedagogy with Online Fandom Communities: Social Tension, Identity Conflicts, and Privacy Issues

This qualitative case study explores students' perspectives on social tension, identity conflicts, and privacy issues they experience in public writing pedagogy with online fandom communities, aiming to inform and innovate public writing pedagogy, and help teachers foster a more inclusive, supportive, and safer classroom environment.

Room 4G (4th floor)

Speaker: Eva Jin, Arizona State University

Institutions: Labor Issues, Professional Lives, and Survival

B.39 Creating Opportunities to Do Hope by Way of Reflective Practice: Learning from the Documentarian Project

In her Call for Proposals for the 2023 CCCC Convention, Frankie Condon invokes Cornel West's teachings about hope as a practice necessary for social action. We describe a reflective practice—a "preflective" method for "projection, collection, and recollection," along with an example of something that the method can do: in the case of the CCCC Documentarian project to date, to make labor visible and meaningful.

Continental C (lobby level)

Respondents: Adrienne Jankens, Wayne State University
Shelagh Patterson, Montclair State University

Speakers: Bump Halbritter, Michigan State University
Julie Lindquist, Michigan State University
Bree Straayer, Western Michigan Literacy Center

C Sessions: 1:45–3:00 p.m.

1:45–3:00 p.m.

Antiracism and Social Justice

Promoted Session

Live-PS-C Realities and Rhetorical Uses of Antisemitism

Antisemitic violence, white nationalism, and campus hate crimes (despite institutional commitments to equity and inclusion) necessitate difficult conversations about our field’s unchecked and unacknowledged Christian hegemony. In the spirit of “doing hope,” the Jewish Caucus initiates this conversation about the impacts of Christian hegemony and antisemitism on Jewish teachers and scholars.

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

Speakers: Mara Lee Grayson, California State University, Dominguez Hills
Brooke Hotez, Utah Tech University
Lindsey Novak, Arizona State University

1:45–3:00 p.m.

Antiracism and Social Justice

Promoted Session

PS-C.09 Antiracist Curriculum

These presentations consider antiracist pedagogies as student centric, community centric, and translingual in composition classrooms.

Grand Tradition (lobby level)

Speakers: Paige Arrington, Georgia Institute of Technology, Atlanta, “Berthoff’s Critical Pedagogy: Hope through Method, Practice, Faith”
Kristopher Lotier, Hofstra University, “Choose Your Own Antiracist Writing Adventure: Student Empowerment, Contract Grading, and (Non-)Standard English”
Nicole Varty, Wayne State University, “Complexity of Writing Identity: A Critical-Pragmatic Approach to Language Awareness through Multimodal Narrative in the Basic Writing Summer Bridge Classroom”

1:45–4:30 p.m.

Poster Sessions

Normandie Lounge (2nd floor)

Approaches to Teaching and Learning

Becoming Teacher-Writers: A Self-Study of Teachers as Composers and Researchers

Learn about how four future secondary English teachers and their professor recently completed self-study about their collective beliefs and practices as composers. Presenters will discuss their research methods and findings as well as implications for writing pedagogy and secondary/post-secondary composition teaching.

Speakers: Luke Bensing, Purdue University Northwest
Amanda Beristain, Senior English Teaching Major
Russell Mayo, Chicago Public Schools
Riley Metzcus, Purdue University Northwest
Alexander Vrbanoff, Purdue University Northwest

First-Year Writing

Critical Language Awareness Informed by Labor-Based Grading: First-Year Student Self-Reflections and Rhetorical Choices in Final Draft Revision and Editing

This poster explores the use of in-class and take-home assignments to promote students' self-reflection on rhetorical and linguistic choices in their final draft revisions in a first-year writing class. We consider reflections from the full class and more extended reflections and draft changes from students who completed an additional set of assignments as part of a labor-based grading contract.

Speaker: Salena Anderson, Valparaiso University

Antiracism and Social Justice

Hoping and Laboring toward Equitable Writing Pedagogies by Examining International Students' Assumptions about Writing

Using survey-based data to examine commonly held assumptions about culturally and socially reflective writing, writing practices and approaches, research, and writer's identity to gain a better understanding of our multilingual and international writers and allow for the creation of more equitable and inclusive writing spaces for all college writing students.

Speaker: Yasmin Rioux, Divine Word College

Professional and Technical Writing

Rehumanizing the Study and Practice of Medicine through Writing

In recent years, medicine has privileged an evidence-based approach that often devalues the whole patient; however, writing is working to reorient medicine to its humanity. This poster explores two case studies that demonstrate this shift, argues for writing's role in developing compassionate medical professionals, and offers practices for the teaching of writing in the health professions.

Speaker: Kristin LaFollette, University of Southern Indiana

Thursday, 1:45–3:00 p.m.

Inclusion and Access

C.01 Disability Studies Standing Group Annual Meeting

The annual meeting of the Disability Studies Standing Group is open to everyone interested in disability studies in the field of writing studies!

International Ballroom North (2nd floor)

Speakers: Brianna Doyle, Ohio Dominican University
Ada Hubrig, Sam Houston State University

Antiracism and Social Justice

C.02 The Legacies of American Slavery Project: Community Engaged Learning and Equitable Rhetorical Relations

This roundtable draws on work at the Legacies of American Slavery project site at Lewis University, a mid-sized university in the Chicago area. In the session, participants will be given time to reassess and redesign their community partnerships so that they counter racial distrust and cultivate equitable rhetorical relations.

International Ballroom South (2nd floor)

Speakers: Tennille Allen, Lewis University
Rosalynn Knoble, Lewis University
Alexandra Martinez, Lewis University
Morgan Page, Lewis University
Brandon Peck, Lewis University
Selena Tomas, Lewis University

Approaches to Teaching and Learning

C.03 Answering the Call to Write: Celebrating John Trimbur's Legacy

This roundtable celebrates the legacy of recently retired John Trimbur's impact on composition and writing studies scholarship and teaching. Speakers will begin the conversation by exploring Trimbur's contributions to program administration, teaching and mentorship, and scholarship before opening the floor to audience participation.

Mobley (lower level)

Speakers: Mary Kovaleski Byrnes, Emerson College
Steve Himmer, Emerson College
Whitney James, University of Notre Dame
Elizabeth Parfitt, Penn State University

Writing Programs

C.04 Flexibility, Hybridity, and the Living-with-COVID-19 WPA Landscape

In this panel, WPAs from different institutions explore the impact of demands for flexibility during the COVID-19 pandemic on faculty, pedagogy, and curricula. From its association with austerity measures to its role in universal design, panelists theorize the tensions of flexibility—its pedagogical possibilities and its potential to contribute to disengagement and inequity in writing programs.

Salon A-4 (lower level)

Speakers: Megan Callow, “Great Expectations: Models for Sustainable Teaching”

Crystal Colombini, Fordham University, “Bending Like a Bow: Flexibility as Possibility of Linked Duality”

James Garner, Augusta University

Stephanie Kerschbaum, University of Washington, “On Structures, Limitations, and Boundaries: Theorizing Flexibility and Disability”

Annie Mendenhall, “Flexibility in the Age of Austerity: Curricular Experimentation as Resistance to Workload Changes”

Morris Young, University of Wisconsin-Madison, “Flexibility as Value: Creating Conditions for Dis/Engagement”

Institutions: Labor Issues, Professional Lives, and Survival

C.05 Toward a Methodology of Self/Care in Teaching and Researching Antiracism, Antiblackness, and Social Justice

This roundtable invites teacher-scholars in rhetoric, education, and writing studies to collaborate in cultivating a methodology of self/care as we live with, teach through, and dismantle antiblackness, heteronormativity, and white supremacy. After brief reflections on our own practices, copresenters ask the audience to join us in reflective dialogue as an embodied moment of mutual care.

Salon A-3 (lower level)

Speakers: Richard Branscomb, Carnegie Mellon University, “Self/Care as Self-Work in Antiracist Research”

Monét Cooper, University of Michigan, “Against Narrating Precarity: Erotic Attention in Black Quare Girl Research”

Kelly L. Wheeler, Curry College, “Power and Ethical Questions in Embodied Research”

Language, Literacy, and Culture

C.06 Literacy Objects as Material Culture in Times of Despair and Hope

This panel examines literacy objects as material culture, and particularly how they undergo shifts—in use, importance, and meaning (personal, community, familial, cultural, historical)—in times of despair and hope, crisis and community-building.

Salon A-1 (lower level)

Speakers: Cydney Alexis, Kansas State University, “The Roller Skate as Literacy Artifact”

Keri Epps, Wake Forest, “Pen-to-Paper: Material Systems of Genre in Teens’ Social Justice Writing”

Jenny Krichevsky, California State University, Fresno, “The Winter Coat”

Nathan Ross Freeman, Authoring Action, “Pen-to-Paper: Material Systems of Genre in Teens’ Social Justice Writing”

Hannah Rule, University of South Carolina, “The Computer Monitor Stand”

Language, Literacy, and Culture

C.07 Multilingual Literacy Narratives

Exploring the liberating potential of multimodal and literacy narratives across multilingual contexts, including Honduran and Nepalese writers.

Salon A-2 (lower level)

Speakers: Jagadish Paudel, University of Texas at El Paso, “Fostering Literacy through Sponsors: Building on an Autobiographical Literacy Narrative of a Multilingual Writer”

Dalel Serda, College of the Mainland/University of Houston, “The Decolonizing Potential of the Humble Multimodal Literacy Narrative”

Information Literacy and Technology

C.08 Multimodal Dispositions: Helping Students Develop Critical Awareness

These individual presentations explore diverse applications of multimodality.

Salon A-5 (lower level)

Speakers: Nathaniel Deyo, University of Miami, “Videographic Criticism and/as Multimodal Composition”

Jeffrey Gerding, Xavier University, “Sonic Rhetorical Strategies in Student-Produced Podcasts: Description, Discussion, and Directions for Future Research”

Xiao Tan, Arizona State University, “An Exploratory Study of the Attribution Patterns in Videos for Academic Purposes”

Wei Xu, University of Arizona, “An Exploratory Study of the Attribution Patterns in Videos for Academic Purposes”

Approaches to Teaching and Learning

C.10 Blasting the Feedback Process: Cultivating Hope on the Edges of the Feedback Knowns

Within the field of composition, when it comes to responding to student writing, the same general top-down tactic is often employed: the expert teacher provides advice for the novice writer. In an attempt to change the top-down tactic, we developed a culturally relevant feedback pedagogy, one that puts autonomy in students’ hands and begins to reverse the power dynamics in a writing classroom.

Buckingham (lobby level)

Speakers: Shannon Baker, California State University, San Marcos
Dawn Formo, California State University, San Marcos
Cyndi Headley, California State University, San Marcos
Lauren Springer, Mt. San Jacinto College

Writing Centers (including Writing and Speaking Centers)

C.11 Avowing Antiracist Praxis in a Small Liberal Arts Writing Center: Resistance, Partners, and Hope

This panel on a Writing Center’s process of implementing an explicitly antiracist mission at a Southeastern US SLAC presents strategies for navigating resistance to radically redefining the WC’s role in antiracist work; prioritizing antiracist goals in tutor training; addressing tensions of competing expectations; and bolstering relationships with campus allies to deepen impact and cultivate buy-in.

Blvd. A (2nd floor)

Speakers: Selena Wolf Berkley, Guilford College, “‘Who do I believe now?’ Tutor Responses to Tensions between Faculty Expectations and Student Goals”

Melissa Daniel, Guilford College, “Avowing Antiracism in a SLAC Writing Center”

Cynthia Nearman, “Spreading the Antiracist Love: Writing-Center Partnerships with FYC, Faculty Development, and Beyond”

Community, Civic, and Public Contexts of Writing

C.12 Archival Hope in the Greater Kansas City Public Sphere

Through archival research about and with public communities, our research creates a roadmap for hope in the public sphere.

Blvd. B (2nd floor)

Speakers: Lydia Benda, University of Kansas, “We Can Do It: The Rhetoric of Women at Wartime KU”

Jasmine Holthaus, University of Kansas, “Congoers’ Stories: A Local Digital Archive”

Approaches to Teaching and Learning

C.13 Assessing Writing: Automation, Rubrics, and Student Labor

Speakers address a wide range of assessment practices and their consequences on student writing.

Blvd. C (2nd floor)

Speakers: Suzette Bristol, “Reflective Labor Logs: A Space to Learn and Assess”

Phyllis Hastings, Saginaw Valley State University, “Rubrics Cubed: Not Rules but Tools”

Finola McMahon, University of Illinois at Urbana-Champaign, “Perceptions of AWE Feedback: Valuing Affect and Student Perception in the College Writing Classroom”

Approaches to Teaching and Learning

C.14 Mindful Modes and Hopeful Reflections: Metacognition and Teacher-Researcher Identity

This roundtable considers mindful modes of expression—reflective writing, autoethnography, teacher memos, multimodal reflections, and critical distraction—as hopeful tools for exploring teacher-researcher identity.

Waldorf (3rd floor)

Speakers: Christopher Carter, University of Cincinnati

Andy Cheng, University of Cincinnati

Alexander Evans, University of Cincinnati

Laura Micciche, University of Cincinnati

Katie Monthie, University of Cincinnati

Community, Civic, and Public Contexts of Writing

C.15 The Artist/Scholar Life: Musicians, Writers, and Filmmakers Reflect on Creativity and Storytelling in Rhetoric and Composition

In this presentation three artist/scholars, working as songwriters, rappers, filmmakers, and creative writers, reflect on how creativity and storytelling can enrich our approach to scholarly pursuits and help us theorize collaboration, audience engagement, and our identity as human beings and content creators in the context of rhetoric and composition.

Astoria (3rd floor)

Speakers: A.D. Carson, University of Virginia
Alexandra Hidalgo, Michigan State University
Benjamin Lauren, Miami University

Inclusion and Access

C.16 Countering Pedagogical Traditions

These individual presentations provide engaging practices to counter problematic traditional pedagogical practices that undermine student learning.

Williford A (3rd floor)

Speakers: Michael DuBon, Utah State University, “Cultivating Self-Advocacy in the First-Year Classroom and Beyond: Professional Wrestling, Conflict Theater, and Other Role-Playing Stances”

Sue Hum, University of Texas at San Antonio, “#ECOJEDI: Counter-Storytelling to Implement a Culturally Responsive, Writing Enriched Curriculum for Underserved Populations”

Jeffrey Hutchinson, University of Texas at San Antonio, “#ECOJEDI: Counter-Storytelling to Implement a Culturally Responsive, Writing Enriched Curriculum for Underserved Populations”

Vikram Kapoor, University of Texas at San Antonio, “#ECOJEDI: Counter-Storytelling to Implement a Culturally Responsive, Writing Enriched Curriculum for Underserved Populations”

Laura Perry, Northeast Lakeview College, “#ECOJEDI: Counter-Storytelling to Implement a Culturally Responsive, Writing Enriched Curriculum for Underserved Populations”

Cheryl Price-McKell, Arizona State University, “Hope through Wholehearted Pedagogy: The Importance of Naming and Countering Practices and Traditions within FYC That Promote Student Cultural Severance”

Briana Salas, Our Lady of the Lake University, “#ECOJEDI: Counter-Storytelling to Implement a Culturally Responsive, Writing Enriched Curriculum for Underserved Populations”

Gwen Young, University of Texas at San Antonio, “#ECOJEDI: Counter-Storytelling to Implement a Culturally Responsive, Writing Enriched Curriculum for Underserved Populations”

First-Year Writing

C.17 Feedback and Response Post(?) Pandemic: Perspectives across Institutional Contexts

How has teacher response changed because of the COVID-19 pandemic? This panel investigates the hopeful possibilities offering feedback on student writing and offers frameworks for attendees to consider. Presentation 1 explores how classroom experiences during the pandemic affected the practices and methods teachers used to respond to student writing. Presentation 2 shares results of a first-year writing course at an HBCU enhanced with activities meant to reshape students' perspectives on feedback. Presentation 3 details a mixed-methods study that offers insight as to the need and challenges of working to transform pedagogy, particularly given the COVID-influenced, classroom dynamic. Presentation 4 shares findings from a year-long survey-based project on whether grading practices (e.g., traditional grading and contract grading) and learning modality (e.g., in person, hybrid, online) impact the rates at which students use their feedback and their motivation for using the feedback.

Williford B (3rd floor)

Speakers: Anthony Edgington, University of Toledo, “Searching for a New Voice: Teacher Response after the Pandemic”

Jillian Grauman, College of DuPage, “Impacts of Modality and Grading Practices on Two-Year College Students’ Feedback Usage Habits”

Kristen Hill, Tuskegee University, “Highlighting the Hopefulness of Feedback in First-Year Writing”

Jean-Paul Nadeau, Bristol Community College, “Transforming Response: Contrasting Pre- and Post-Pandemic Approaches”

Approaches to Teaching and Learning

C.18 Making Hope: Handcrafted Rhetorics as a Way to Encourage Invention, Reuse, and Resistance in Composing Communities

Since 2015, the Handcrafted Rhetorics SIG has sponsored occasions at the CCCC Convention for members of the field to create, connect with community makers, and discuss the relationship between critical making and composition practices. This roundtable asks, “How can we make hope in our scholarship and pedagogy?” Attendees will leave with tangible, tactile strategies to create hope in local contexts.

Sponsored by the Handcrafted Rhetorics Special Interest Group

Williford C (3rd floor)

Special Interest Group Chairs: Jason Luther
Kristin Prins, Cal Poly Pomona

Roundtable Leaders: Sara Cooper, Murray State University
Megan Heise, Indiana University of Pennsylvania
Noël Ingram, Boston College
Danielle Koupf, Wake Forest University
Jason Luther
Kristen Wheaton, University of Oklahoma
Patrick Williams, Syracuse University

Antiracism and Social Justice

C.19 Beyond CV Lines and the White Gaze of Academic Success: Laboring and Cultivating Hope as BIPOC Writing Faculty

This panel discusses how we—as a collective of Black, Latinx, Asian, and immigrant-generation writing faculty—have and continue to work with, and for “crazy hard questions” that aim to center equity and justice for multilingual students and their communities. We raise questions such as, “How can we ‘thrive’ beyond the traditional white-gaze measures of the academy (CV lines, ‘diversity’ work)?”

Marquette (3rd floor)

Chair: Marco Navarro, Queens College, CUNY, “Why Am I Doing This Work? Community Work in Writing Centers”

Respondent: Eunjeong Lee, University of Houston, “Building, Sustaining, and Feeling Community Close and Far: Reflections from a Transnational Liminal Space”

Speakers: Sara P. Alvarez, Queens College, CUNY, “‘I’ll do that, but I’m not working alone’: Channeling into Our Networks of Care to Cultivate Writing Change”

Amy Wan, Queens College, CUNY Graduate Center, “Cultivating Community and the (Im)Possibilities of Non-reformist Reform in Writing Program Administration”

Christopher John Williams, Queens College, CUNY, “Imagining and Enacting Liberatory Faculty Development in a First-Year Composition Program”

Thursday, 1:45–3:00 p.m.

Community, Civic, and Public Contexts of Writing

C.20 Imagining Better Futures: Critical Strategies and Frameworks for Institutional Change

This panel offers critical strategies for advancing institutional change across university and extramural settings.

Joliet (3rd floor)

Speakers: Maggie Fernandes, University of Arkansas, “Hope in Collective Complaint: Reading Digital Creator Complaints as Maps for Better Platform Futures”

Wilfredo Flores, Michigan State University, “Community Knows Best for Community: Storying Coalitional Literacies of University-Sponsored Organizing”

Stacy Wittstock, University of California, Davis, “Through the Funhouse Mirror: A Heuristic for Leveraging Institutional Ethnography toward Institutional Change”

Approaches to Teaching and Learning

C.21 Glimmers of Hope: Engaging Practices of Deep Listening, Reflection, and Discernment

Based in the Jesuit rhetorical tradition of eloquentia perfecta, this three-part Engaged Learning Experience session invites participants to identify, embody, and enact glimmers of hope in the writing classroom through contemplative practices of deep listening, empathy, reflection, and discernment.

PDR #2 (3rd floor)

Speakers: Elizabeth Angeli, Marquette University

Simone Billings, Santa Clara University

Renea Frey, Xavier University

Community, Civic, and Public Contexts of Writing

C.22 Breaking and Building: The Cube’s Approach to Publishing, Praxis, and Process

We’ll introduce the Cube, an open-access research, community publishing, and digital production space housed in the writing program at Michigan State University.

Room 4D (4th floor)

Speakers: Kate Birdsall, Michigan State University

Danielle Nicole DeVoss, Michigan State University

Kristen Pratt, Michigan State University

Antiracism and Social Justice

C.23 Fugitive Justice: Photography, Self-Care, and Visual Storytelling as Radical Imaginations of Flight in Praxis

This panel pursues fugitive justice by centering photography, self-care practices, and oral histories from scholars and communities of color—that is, the perpetually captured. These are ruptures in praxis where possibility is no longer conceived as a stable subject, but as radical imaginations of flight in teaching and in self-advocacy.

Room 4K (4th floor)

Speakers: José Luis Cano Jr., Texas Christian University
Angela DeAnn Mack, Texas Christian University
María D. Pérez, Texas Christian University

Antiracism and Social Justice

C.24 Feminism, Affect, and the Geopolitics of Hope

This panel complicates the idealism of hope, providing new perspectives on hope and how it can enact and combat violence on marginalized groups. From conceptualizing hope in a rape crisis center, to transnational feminist movements, to refugee resettlement narratives, to an Appalachian feminist non-profit, we reveal the harm of hope and the rhetorical complexity of feminist actors' strategies.

Room 4M (4th floor)

Speakers: Mais Al-Khateeb, Florida State University
Salma Kalim, Miami University of Ohio
Megan Schoettler, Miami University

Creative Writing and Publishing

C.25 Ethical Eating: Conflicts, Collaborations, and Commitments

Four contributors to the forthcoming creative nonfiction collection *Ethical Eating* tell complicated and conflicted stories about trying to eat ethically and consider the ways they have worked for change—and have been changed in the process—both inside and outside of the writing classroom.

Lake Michigan (8th floor)

Speakers: Jennifer Cognard-Black, St. Mary's College of Maryland, "My Body, Our Body, Her Body"
Katharine Cognard-Black, Bucknell College, "My Body, Our Body, Her Body"
Melissa Goldthwaite, Saint Joseph's University, "Farm Fresh: Harm and Healing"
Jenny Spinner, Saint Joseph's University, "The Plant"

Institutions: Labor Issues, Professional Lives, and Survival

C.26 Freedom, Hope, and Relationships: The Experiences of Three Scholars and Mentorship in Digital Spaces

During COVID-19, mentorship transformed into a new dimension. The amalgamation of digital spaces, work deadlines, institutional politics, pandemic hardship, and self-care altered our positionalities of mentor/mentee. The panelists will address how the pandemic and working in digital spaces accelerated their relationships, work, and reframed the perception of who they were in the mentorship space.

Lake Erie (8th floor)

Speakers: Estee Beck, University of California, Merced
Christina Montgomery, University of Texas at Dallas
Kassandra Ramírez Buck, Dallas College

First-Year Writing

C.27 Freewriting Set Free: Authorial Choices, Attention to Affect, and Agentive Potential in the “Unfocused” Freewriting and Video Reflections of FYW Students

When granted the opportunity to freewrite freely, what choices do FYW students make? In video reflections on their freewriting, what metacognitive frameworks emerge? This presentation examines what “unfocused” freewriting does for students as writers and as individuals navigating desperate times. It considers how this practice might contribute to the well-being of students within FYW and beyond.

Lake Ontario (8th floor)

Speaker: Miranda Lutyens, University of Massachusetts Amherst

Antiracism and Social Justice

C.28 Care/Mentorship/Support

COVID-19 has uniquely harmed students and antiracist pedagogy can retraumatize BIPOC instructors. These papers consider neglected mental health and encourage careful carework and support.

Lake Huron (8th floor)

Speakers: Natalie Dorfeld, Florida Institute of Technology, “A Student Was Shot on My Campus”
Michelle Flahive, Texas Tech University, “Considering and Addressing the Needs of BIPOC WPAs, Instructors, and Students Who Are Teaching and Learning about Racial Injustice in Writing Studies”

Approaches to Teaching and Learning

C.29 Resilient Pedagogies in Times of Crisis: Innovative Teaching and Learning Strategies in Nepal, Nigeria, and the US

This panel examines responses to teaching and learning crises in international contexts. Using diverse methods like social media analysis, teacher research, and autoethnography, we document resilience in the face of crisis, and find hope in how we might teach differently, learn differently, and relate differently using both new and familiar methods of communication.

Room 4F (4th floor)

Speakers: Chimee Adioha, University of Texas at El Paso, “Inventing Hope in the Season of a Learning Disaster”

Brad Jacobson, University of Texas at El Paso, “Finding Hope in Digital Writing Pedagogy”

Shankar Paudel, University of Texas at El Paso, “Experiencing and Teaching Sound”

Information Literacy and Technology

C.30 Rethinking Assumptions: Student-Informed Hybrid Writing Course Design

Presenters in this Engaged Learning Experience will discuss data from a survey of student experiences in hybrid writing courses, including how different student populations experience hybrid courses, and offer a heuristic to help participants identify and reflect on assumptions they make about students in hybrid courses and how different populations of students can be better served through hybrid writing courses.

Room 4C (4th floor)

Speakers: Brian Fitzpatrick, George Mason University

Kerry Folan, George Mason University

Ariel Goldenthal, George Mason University

Courtney Adams Wooten, George Mason University

Language, Literacy, and Culture

C.31 Rhetorical and Linguistic Practices in Inequitable Workplaces

These presentations explore how multiple marginalized women navigate workplaces outside academia, individually and collaboratively. Topics include the rhetorical ethos of Black women in the bourbon industry and translanguaging strategies of Hmong women in monolingual workplaces.

Room 4A (4th floor)

Speakers: Kaia Simon, University of Wisconsin-Eau Claire, “Finding Hope by Translanguaging at Work: Agency Matters”
J Wells, University of Kentucky, “‘I’m Done Proving Myself’: Black Women in the Bourbon Industry and the Community Literacy Practices They Use to Defend Their Ethos”

Approaches to Teaching and Learning

C.32 Running Up That Hill: Using Pop Culture to Teach for Social Change

We use pop culture to encourage students to pursue the socio-political causes they care about. By sharing our assignments and celebrating student projects, we argue that teaching with pop culture allows students to do hope as they analyze and create emergent digital genres, take greater authority over their writing and learning, and connect to significant social issues.

PDR #3 (3rd floor)

Speakers: Russell Brakefield, University of Denver
David Daniels, University of Denver
LP Picard, University of Denver
Aubrey Schiavone, University of Denver

First-Year Writing

C.33 Show Me Your Stories

Panelists will discuss the value in implementing multimodal projects as more effective in teaching students how their writing can be facilitated through the genre of storytelling.

PDR #1 (3rd floor)

Speakers: Ashok Bhusal, Texas Christian University, “Implementing Multimodal Projects Using a Decolonial-Multilingual Perspective in First-Year Writing Classes”
Matthew Hitchcock, Northeastern University, “Thinking Outside the Archive: Discovering through Lived Experience”
Abigail Lambke, Avila University, “Listening and Process: Modeling Vulnerability and Perseverance with Story-Telling Podcasts”

Writing Programs

C.34 The Hard and Messy Work of Hope: Transitioning to Guided Self-Placement in a Pandemic

This panel reflects on the transition to a Guided Self-Placement system at a two-year regional campus—a process complicated by the conditions of the COVID-19 pandemic and other institutional factors. The panel will offer the audience key considerations for the practical reality of instituting a GSP program and a method to examine their own institution to better streamline the process.

Room 4B (4th floor)

Speakers: Brian Bailie, University of Cincinnati Blue Ash College
 Ian Golding, University of Cincinnati Blue Ash College
 Anna Hensley, University of Cincinnati Blue Ash College
 Kevin Oberlin, University of Cincinnati Blue Ash College
 Brenda Refaei, University of Cincinnati Blue Ash College

Histories of Rhetoric

C.35 Rhetoric in Early Engineering Education

Previous scholarship has shown that rhetoric’s role in the earliest colleges in the American colonies and independent United States underwent many transformations over the 19th century. One transformation not well studied was the rise of engineering as a field of work and a curriculum. These papers explore the place of rhetoric in early engineering education at four representative institutions.

Room 4E (4th floor)

Chair: Elizabethada Wright, University of Minnesota Duluth
Respondent: Elizabethada Wright, University of Minnesota Duluth
Speakers: Jennifer Bay, Purdue University, “Rhetoric, Indiana: Tracing the Foundations of Rhetoric at Purdue University”
 Stephen Halloran, Rensselaer Polytechnic Institute, “Rhetoric in Early Engineering Education at Rensselaer Polytechnic Institute”
 Richard Johnson-Sheehan, Purdue University, “Rhetoric, Indiana: Tracing the Foundations of Rhetoric at Purdue University”
 Andreas Karatsolis, MIT, “The Origins and Growth of Rhetorical Theory and Praxis at MIT”
 Carolyn Miller, North Carolina State University, “Present at the Creation: Rhetoric at the North Carolina College of Agricultural and Mechanic Arts”

College Writing and Reading

C.36 “I Hope I Get In...”: Crafting Identities through Application Writing (A Demonstration and Dialogue)

This Engaged Learning Experience session addresses ways that college composition instructors can support students in articulating professional identities as they apply for program admissions, awards, and extracurriculars. Representing two programs—for college writing and for secondary STEAM learners—the speakers will model their approach, engaging participants in a demonstration and dialogue around institutional access.

Room 4Q (4th floor)

Speakers: Rowan Bayne, University of Southern California
Alvina Mardhani-Bayne, MacEwan University

Writing Programs

C.37 Wishin’, and Hopin’, and WPA’n’: Perspectives on WPA Identity, Advocacy, and Renewal

Speakers in this session will offer a variety of frames and strategies for building writing programs and academic identities over time. Speakers come from a variety of institutions and represent diverse perspectives and positionalities, and presentations will address WPA renewal, identity, and advocacy, with a unifying focus on equity and social justice.

Room 4L (4th floor)

Speakers: Mark Blaauw-Hara, University of Toronto Mississauga, “Ready for Equity Work: Community-College Developmental Writing Reform as a Social-Justice Initiative”

Colin Charlton, University of Texas Rio Grande Valley, “WPA Renewal as Cartography: Designing Resilience amidst Persistent Ecological Change”

Jonikka Charlton, University of Texas Rio Grande Valley, “WPA Renewal as Cartography: Designing Resilience amidst Persistent Ecological Change”

Joseph Janangelo, Loyola University Chicago, “Creating Hope in Task Repetition and the Cyclical Aspects of WPA Work”

Jolivette Mecenas, California Lutheran University, “Resistance and Refusal as an Intersectional Praxis of WPA Leadership”

College Writing and Reading

C.38 Writing Self-Efficacy of Dual Credit FYC Students: Are We Setting Students Up for Success?

Measuring writing self-efficacy of students who took a college-level FYW dual credit course will help us to better understand the effects of dual credit writing courses on student success in writing. Borrowing the Self-Efficacy of Writing scale developed by Bruning et al. (2012), I measure the writing self-efficacy of dual credit students who completed a first-year writing dual credit course.

Room 4G (4th floor)

Speaker: Barbara Kirchmeier, University of Idaho

D Sessions: 3:15–4:30 p.m.

3:15–4:30 p.m.

Institutions: Labor Issues, Professional Lives, and Survival

Live-PS-D Decolonial Potentials in Community-Engaged Academic Spaces

As Indigenous scholar/teacher/activists invested in restoring and protecting the sovereignty of Indigenous communities, the members of this panel demonstrate the ways we are committed to using our positionality, privilege, and power as scholars toward decolonial futures. Responding to the Call for Proposals, this panel theorizes decolonial practice and Indigenous futures as “doing hope.”

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

Speaker: Andrea Riley Mukavetz, Grand Valley State University

Institutions: Labor Issues, Professional Lives, and Survival

D.01 Graduate Student Standing Group 2023 Meeting

The Graduate Student Standing Group welcomes all graduate students to join us for our annual meeting. Here, you will have the opportunity to meet a variety of established scholars and connect with fellow graduate students.

Sponsored by the Graduate Student Standing Group Meeting

International Ballroom North (2nd floor)

Standing Group Chairs: Millie Hizer, Indiana University

Walter Lucken IV, Wayne State University

Speakers: Millie Hizer, Indiana University

Charles McMartin, University of Arizona

Alexandra Russell, University of Memphis

First-Year Writing

D.02 The Open Movement: Faculty and Student Experiences Using Open-Educational Resources (OER) in a First-Year Composition Program

This roundtable will share findings from a pilot project to replace paid texts with OER in FYC. A team of five contingent faculty will share experiences implementing OER during fall term 2022 to increase access to course texts, enhance engagement, and decrease costs. Undergraduate research fellow Chris Perez will report preliminary assessment of the impact of OER on teaching and learning.

International Ballroom South (2nd floor)

Chair: Bridget O'Rourke, Elmhurst University

Speakers: Jacob Hill, Elmhurst University

Faiza Ikram, Elmhurst University

Christopher Perez, Elmhurst University

Samuel Rush, Elmhurst University

Elisabeth ("Liz") Stark, Elmhurst University and Triton College

Natasha Strother, Elmhurst University

Robert Wilson, Elmhurst University and University of Illinois at Chicago

Approaches to Teaching and Learning

D.03 What We Know / What We Teach: On the Permeability of Our Professional Pursuits

As a panel of faculty and graduate students, we collectively examine the fraught and relatively underexplored permeability between research and teaching in our field. Topics include mentorship and the realities of publishing; challenges to engaging students with one's own publications; and ethics and strategies for bringing trauma-informed and politically divisive research into our courses.

Mobley (lower level)

Speakers: Heather Adams, University of North Carolina-Greensboro, "The Time Is Now: An Unapologetic Pedagogy"

Jean Bessette, University of Vermont, "Teaching in the Shadow of a Book"

Elena Makarion, University of North Carolina, Greensboro, "Requiring Healing: Student Agency and Trauma Prompts"

Ashli Miller, University of Missouri-St. Louis, "Do as I Teach, Not as I Do"

Courtney Rivard, University of North Carolina, Chapel Hill, "Turning a Class into a Book: Merging Pedagogy and Research"

Institutions: Labor Issues, Professional Lives, and Survival

D.04 Building a Community of Practice—and Hope—around Critical Language Awareness

This panel describes an online, co-created community of practice centered around Critical Language Awareness (CLA), highlighting what the community has offered to us personally and professionally. We situate our experience within literature on critical, feminist praxis, highlighting benefits and challenges of sustaining these hope-building communities and providing a potentially replicable model.

Salon A-4 (lower level)

Respondent: Andrea Lunsford, Stanford University

Speakers: Jessica Bannon

Kathleen Turner Ledgerwood, Lincoln University

Shawna Shapiro, Middlebury College

Malavika Shetty, Boston University

Theory and Research Methodologies

D.05 Toward a Research Ethics of Entanglement: Attuning Methods toward Messiness, Difference, and Indeterminacy

During this roundtable session hosted by six writing researchers, attendees will examine short segments of data from five different qualitative studies of writing as entanglement and, based on those data, collaboratively explore methodological approaches for ethically fostering, analyzing, and representing the continually emergent relations that animate research on composing as entangled activity.

Salon A-3 (lower level)

Chair: Xiqiao Wang, University of Pittsburgh

Speakers: Ana Cortes, Syracuse University

Dan Ehrenfeld, Farmingdale State College

Calley Marotta, Utah Valley University

Guadalupe Remigio Ortega, University of Wisconsin Madison

Kevin Roozen, University of Central Florida

Xiqiao Wang, University of Pittsburgh

*Language, Literacy, and Culture***D.06 Moving Away from Monolingualism in Composition**

These presentations highlight pedagogical and programmatic efforts to challenge monolingualism in composition classrooms. Topics include students' discursive strategies in online literacy instruction, monolingual bias in remediation reform, and preparation of teaching assistants to support multilingual students.

Salon A-1 (lower level)

Speakers: Kate Batson, University of Georgia, “English Monolingual Ideologies in Remediation Reform Policies on College Composition: A Critical Discourse Studies Analysis”

Anjanette Griego, Arizona State University, “TAs’ Critical Perspectives on Language and Race Bring to Light Questions about FYC Pedagogy”

Linda Harklau, University of Georgia, “English Monolingual Ideologies in Remediation Reform Policies on College Composition: A Critical Discourse Studies Analysis”

Tamara Roose, Mercy College, “Online Discussions: International Students’ Social Interaction and Use of Cultural Resources to Develop New Academic Writing Practices”

*First-Year Writing***D.07 Multilingual Writers, First-Year Writing, and Writing Transfer**

These presentations consider the specific pedagogical needs for multilingual writings in first-year writing courses. Presentation 1 explores the perceptions and feelings individual multilingual students have about their placement in either mainstream or sheltered FYW courses through a survey and individual interviews. Presentation 2 proposes a six-tenet transfer-encouraging methodology that draws on both L1 and L2 writing transfer studies to investigate and develop best practices in supporting multilingual writers in first-year composition programs and courses. Presentation 3 utilizes a metacognitive lens to theorize how multilingual writers transfer their L2 writing knowledge. Findings of the study provide a new theoretical framework for future research investigating multilingual writers’ learning transfer.

Salon A-2 (lower level)

Speakers: Nouf Alshreif, Indiana University of Pennsylvania/Batterjee Medical College, “Thinking about Thinking: How Multilingual Writers’ Metacognition Facilitates Writing Knowledge Transfer”

Yan Li, Miami University of Ohio, “A Transfer-Encouraging Methodology for Multilingual Curriculum Development in First-Year Composition”

Ashley Murphy, Lehigh University

Information Literacy and Technology

**D.08 “I Want Them to Want to Look at the Feedback:”
FYC Instructors as Designers of Multimodal Feedback**

This presentation shares results from a study focused on how FYC instructors navigated the challenges of composing multimodal feedback and the impact of their design choices on students’ perceptions and uptake of feedback. The presenters will lead a discussion and share strategies about how instructors can effectively design multimodal feedback.

Salon A-5 (lower level)

Presenters: Michelle Bean Knabe, California State University,
Sacramento
Angela Laflen, California State University, Sacramento

Inclusion and Access

D.09 Prioritizing Access across Abilities and Embodiments

From sound, captions, and access in video composition to lessons learned in the pandemic and multimodal maps.

Grand Tradition (lobby level)

Speakers: Raj Kumar Baral, University of Texas at El Paso, “The Lesson(s) of the Pandemic: Opportunities for Accessible, Inclusive, and Resilient Education”
Janine Butler, Rochester Institute of Technology, “Advocacy for Sound, Captions, and Access in Video Composition Projects across the Disciplines”

Approaches to Teaching and Learning

D.10 Breaking the Laws: Challenging Institutional Norms in the Writing Classroom

In this panel, four instructors share experiences when they made a choice to challenge norms—of their institution, of writing pedagogy, of student expectations—and “do hope,” despite the risks. Our goal is not to celebrate our rule-breaking, but to interrogate the bind we found ourselves in, and share, reflect upon, and weigh the value and effectiveness of our choices in these moments.

Buckingham (lobby level)

Speakers: Jessica Cantiello, University of Southern California
James Clements, University of Southern California
James Condon, University of Southern California
Deborah Sims, University of Southern California

Approaches to Teaching and Learning

D.11 Broad Approaches to Vexing Problems: Critical Pedagogy, Conformity, and Subtractive Schooling

Panelists develop tools for confronting and negotiating blockages that uphold dominant culture/whiteness at the expense of critical thought and meaningful diversity alike.

Blvd. A (2nd floor)

Speakers: Sayed Ali Reza Ahmadi, Indiana University of Pennsylvania, “Promoting Critical Rhetoric through Socratic Method in Writing”
Andrew Testa, University of Florida, “Conformity in the Composition Classroom”

Antiracism and Social Justice

D.12 Medical Rhetoric and Health Disparities: A Course That Utilizes Hope and Reflection to Reimagine Our Definitions of Identity, Access, Power, and Equality

This panel will describe and discuss an interdisciplinary course exploring the rhetoric of medicine and health disparities. Our panel will provide an overview of the goals of the course, the collaboration between the Medical School and the Rhetoric Department, and suggestions for developing curriculum that supports moments for learning that are intersectional, collaborative, and transformative.

Blvd. B (2nd floor)

Speakers: KM Begian-Lewis, Wayne State University
Carly Braxton, Wayne State University
Jule Thomas, Wayne State University

Community, Civic, and Public Contexts of Writing

D.13 Beyond Reproductive Rights: Enacting a Justice-Oriented Approach in Scholarship on Reproduction

As reproductive rights policy and discussion enters a new era, we examine how a reproductive justice oriented approach moves us beyond thinking about what rights (particularly abortion rights) should be available to all people to what justice entails for families in our local, regional, and national communities.

Blvd. C (2nd floor)

Speakers: Megan Faver Hartline, University of Tennessee-Chattanooga
Kristiana Perleberg, University of Wisconsin-Milwaukee
Janie Raghunandan, University of North Carolina, Greensboro
Shui-Yin Sharon Yam, University of Kentucky

Information Literacy and Technology

D.14 Reclaiming Scholarly Publishing: Embracing and Advancing the New Normal of Open-Access Publishing

This roundtable reflects efforts to establish open-access publishing as a common practice in our field. Speakers will (1) reflect on established and emerging initiatives that respond to challenges including ensuring equitable access, reducing time to publication, and addressing monopolistic practices by some publishers, and (2) consider the future of open-access publishing of scholarly work.

Waldorf (3rd floor)

Speakers: Caleb Gonzalez, The Ohio State University
Lee Nickoson, Bowling Green State University
Mike Palmquist, Colorado State University
Michael Pemberton, Georgia Southern University

Approaches to Teaching and Learning

D.15 Grading Contracts as Opportunity Structures: A Flex Model for Building Inclusive, Transparent, and Sustainable Assessment Practices across Contexts

Concerns about grading have intensified during two years of pandemic teaching, and in response, there has been growing interest in contract grading. However, recent scholarship raises questions about whether the approach is equitable across contexts. The goal of this Engaged Learning Experience session is to explore and learn from this tension as attendees craft an outline for a contract customized to their circumstances.

Astoria (3rd floor)

Speakers: Gita DasBender, New York University
Michelle McSwiggan Kelly, New York University
Nate Mickelson, New York University
Megan Shea, New York University
Christina Van Houten, New York University

Inclusion and Access

D.16 Disability Studies and Practices of Care in the Composition Classroom

This roundtable addresses how Disability Studies provides an interdisciplinary and intersectional framework in which to approach care work in the composition classroom. Building on their experiences as educators, graduate students, and administrators, the participants invite discourse into how care work can be reframed as productive and necessary for critical engagement and community development.

Williford A (3rd floor)

Chair: Jessie Male, University of Pittsburgh

Speakers: Dev Bose, University of Arizona
Megan Eatman

Brynn Fitzsimmons, University of Kansas

Jason McCormick, University of Nebraska, Lincoln/Southeast Community College

Jessie Male, University of Pittsburgh

Sam Pittman, University of Pittsburgh

Writing Centers (including Writing and Speaking Centers)

D.17 Focal Points for Better Futures

This panel hosts various research studies which hone in on undervalued perspectives that, when reviewed with priority, can provide strategies for making writing centers an all-inclusive resource for students and local communities.

Williford B (3rd floor)

Speakers: Elizabeth Geib Chavin, Slippery Rock University, “Political Barriers to Community Writing Centers: Addressing Sustainability, Reciprocity, Access, and Labor”

Sarah Kugler, University of Kansas, “Race and White Linguistic Hegemony in *The Writing Center Journal*”

Kerri Rinaldi, Immaculata University, “Disability Justice in the Writing Center: Reducing Access Fatigue through Pedagogies of Care”

Rebecca Spiegel, Immaculata University, “Disability Justice in the Writing Center: Reducing Access Fatigue through Pedagogies of Care”

David Stock, Brigham Young University, “Connecting First-Generation College Students and Writing Centers”

Writing Programs

D.18 Making Labor-Based Grading Actionable: Creating Programmatic Structures of Support for Instructors

In an interactive roundtable, speakers share their administrative experiences creating structures of support at the program level for instructors interested in labor-based grading at their Big Ten University. After offering programmatic context, presenters detail four specific modes of labor-based grading implementation they created: orientation, message, system, integration.

Williford C (3rd floor)

Speakers: Catherine Bayly, University of Maryland College Park
Melvette Davis, University of Maryland
Jessica Enoch, University of Maryland
Britt Starr, University of Maryland
Alexis Walston, University of Maryland

Approaches to Teaching and Learning

D.19 Articulating Pain in the First-Year Writing Classroom

In her groundbreaking study *The Body in Pain* (1985), Elaine Scarry argues that pain destroys language. Drawing on recent developments in the health humanities and disability studies, this roundtable discussion questions whether pain might be understood instead for its sharability—its facilitation of conversation through language.

Marquette (3rd floor)

Speakers: Jess Libow, Haverford College
Clare Mullaney, Clemson University
Sarah Nance, United States Air Force Academy

Inclusion and Access

D.20 Inclusive Linguistic Justice

This panel explores different approaches to enacting linguistic justice in our research methods, our advocacy, our academic work, and our mentoring. We describe the ways our work centers the language and language practices of groups that have been largely silenced and excluded, offering hopeful ways forward.

Joliet (3rd floor)

Speakers: Dania Ammar, University of New Mexico, “FANBOYS and Embodied Knowledge”
Bethany Davila, University of New Mexico, “Graduate Students’ Rights to Their Own Language”
Melisa Garcia, “Graduate Students’ Rights to Their Own Language”
AJ Odasso, San Juan College, “Unsolved Autism, Invisible Autistics”

Inclusion and Access

D.21 Grad School Personal Statements for Equity and Access

These presentations highlight the barriers inherent in personal statements and discuss rethinking statement prompts and mentorship of marginalized students.

PDR #2 (3rd floor)

Speakers: Olalekan Adepoju, University of Louisville, “Examining How Personal Statement Prompts Complicate Holistic Review in Rhetoric and Composition Doctoral Admissions”

Alisa Sanchez, University of Southern California “Writing Mentorship for Graduate Applications: Ethics and Hope”

Joseph Sharp, Abraham Baldwin Agricultural College, “Examining How Personal Statement Prompts Complicate Holistic Review in Rhetoric and Composition Doctoral Admissions”

Information Literacy and Technology

D.22 Critical Responses to Online Learning Systems

These individual presentations offer critical assessment of online learning systems, and developing human response to them.

Room 4D (4th floor)

Speakers: Hannah Hopkins, University of Texas at Austin, “Writing Back to Learning Management Systems: Data-Infrastructural Critiques of the LMS in the Writing Classroom”

Laurence JOSE, Grand Valley State University, “Critical Digital Literacies: Creating Points of Intervention to Challenge the Tech WYSIWYG”

Histories of Rhetoric

D.23 Disciplinary Histories in Local Contexts

These presentations consider how the local historical contexts of rhetoric, composition, and literacy instruction, including university history and educational policy and legislation, impact classroom instruction, program ideology, and the relationship between the university and the surrounding community.

Room 4K (4th floor)

Speakers: Paul Beilstein, Northwestern University, “‘Typical—Is There Such a Student in Our Midst?’ Ideological Becoming in the Archives at Illinois in the 1960s”

Vanessa Kraemer Sohan, Florida International University, “Senator Gordon’s Rule: Uncovering the History of Educational Policy around Writing”

Writing Programs

D.24 Cultivating Writing Program Identities in Tumultuous Times

This panel examines how we cultivate programmatic identities on shifting grounds. More specifically, the speakers profile three contextually diverse writing programs—a new technical writing program, a transitioning professional writing program, and a revitalized writing center—and how they’re uniquely establishing identities during tumultuous times.

Room 4M (4th floor)

Speakers: Bridget Gelms, San Francisco State University
Cynthia Johnson, University of Central Oklahoma
Enrique Paz, Southern Illinois University

Antiracism and Social Justice

D.26 From Individual to Institution: Supporting, Sustaining, and Growing Antiracist Language Pedagogy through Coalition

How do we build networks to transform individual antiracist teaching practices into a campuswide norm? Through the case study of an antiracist grammar education initiative at a PNW Community College, this panel discusses their collaborative grassroots efforts to grow antiracist pedagogy across the college’s departments and engages session participants with concrete strategies for action.

Lake Erie (8th floor)

Speakers: Chessie Alberti, Linn-Benton Community College
Kristen Jennings, Linn-Benton Community College
Addison Koneval, The Ohio State University
Dionisia Morales, Linn-Benton Community College

Histories of Rhetoric

D.27 Drawing Upon History to Reconsider Contemporary Writing Pedagogy

These presentations turn to the field of history and histories of our discipline to consider contemporary writing pedagogy and the future of rhetoric and composition. Topics include posthuman reflection, a Platonic critique of remote learning, and the importance of grounding our work in student-centered practice.

Lake Ontario (8th floor)

Speakers: John Schranck, University of California, Santa Barbara,
“Writing, Technology and Plato’s *Phaedrus*: A Classical Critique of Remote Learning”

Nathan Shepley, University of Houston, “Remixed History, Hopeful Future: Composition as a Study of Students”
Jessi Thomsen, Western Kentucky University, “A Posthuman Reflection for Writing Pedagogy”

Writing Programs

D.28 Cultivating Inclusive Classrooms: Critical Pedagogy and Support-Based Resources for Multilingual Language Learners

This panel offers strategies to embrace and support multilingual learners by recognizing global and cultural forms of Englishes. Panelists will provide concepts that favor context; challenge socio-linguistic hierarchies; and build awareness of biases to promote active engagement that encourage ownership, creativity, and authentic student voices.

Lake Huron (8th floor)

Speaker: Stephanie Renee Payne, University of Southern California

Antiracism and Social Justice

D.29 Rethinking Grading

Presenters discuss contract grading as it may help or harm international students and machine grading encoded with white supremacy.

Room 4F (4th floor)

Speakers: Cathy Gabor, University of San Francisco, “International Students’ Perceptions of Contract Grading: Results of a Qualitative Study”

Antonio Hamilton, University of Illinois at Urbana-Champaign, “Writing and Automation: How Writing Identity Is Constricted in an Era of Automated Composing”

Writing Programs

D.30 Promoting Psychological Capacities for Learning in Composition Courses: A Longitudinal Assessment and Experimental Design Project

This study reports on a longitudinal assessment and experimental design project that promoted psychological resources for learning in composition courses. Study results demonstrate statistically significant gains in student capacities for psychological resources linked with academic performance, engagement, retention, and professional success.

Room 4C (4th floor)

Speakers: Abram Anders, Iowa State University
Amy Walton, Iowa State University

Thursday, 3:15–4:30 p.m.

Community, Civic, and Public Contexts of Writing

D.31 Rhetorical Education

This panel provides rhetorical analyses of various national discourses as seen in media and politics.

Room 4A (4th floor)

Speakers: Michael Donnelly, Ball State University, “Demagoguery, Behavioral Economics, and Rhetorical Education”

Bruce McComiskey, Virginia Tech, “Post-Truth Rhetoric and Con-Substantiality: Fraudulent Persuasion in Desperate Times (with a Hint of Hope)”

Community, Civic, and Public Contexts of Writing

D.32 Service-Learning Instruction

This panel uses service learning to do hope.

PDR #3 (3rd floor)

Speakers: Ann O’Bryan, University of Houston, “Creating Community in the Composition Classroom”

Adrienne Raw, SUNY Cortland, “‘I Feel’: Service-Learning Projects as a Tool for Hope and Affective Engagement”

Professional and Technical Writing

D.33 Skepticism, Sensation, and Myth: Counterstories That Promote Hope for Environmental Justice

This panel for scholars and teachers analyzes how at-risk populations respond to wicked environmental problems differently than technical communicators by either dismissing the existence of environmental injustice or by recognizing it and responding by developing “counterstories” (as defined by Aja Martinez) using sensory rhetorics and myth to communicate and warn against future harms.

PDR #1 (3rd floor)

Speakers: Zachary Garrett, “Joining the Story: A Case Study of Climate Impacts and Communication in Southernmost Illinois”

Mary Le Rouge, Cleveland Institute of Music, “The Genesis of ‘Helltown’: The Dynamics of Myth and Legend in Technical Communication about Environmental Injustice”

Lisa Phillips, Texas Tech University, “Building a Sense of Hope in Environmental Injustice Zones”

*Approaches to Teaching and Learning***D.34 The Hope in Risk: (Re)Engaging Failure by Doing Intellectual Risk Taking**

Current crises render risk and failure hopelessly fraught, raising questions about their role in writing classrooms. Approaching intellectual risk taking as deliberation, we suggest, helps students explore the dynamics of risk and failure while fostering awareness of them as rhetorical and contingent. As a counterpoint to composition's failure pedagogies, we advocate doing intellectual risk.

Room 4B (4th floor)

Speakers: Carolyn Commer, Virginia Tech University
Ana Cooke, Penn State University
Justin Mando, Millersville University
Alexis Teagarden, University of Massachusetts Dartmouth

*Theory and Research Methodologies***D.35 Writing, Hope, and Disruption: Intersections of Writing, Agency, and Identity during Major Life Transitions**

We share preliminary findings of a longitudinal study investigating how people's writing changes during major life transitions. Integrating data from 12 extended families (broadly defined), the research provides a cross-generational look at how writing lives change when transitions reshape identity and agency in hopeful and problematic ways.

Room 4E (4th floor)

Speakers: Lauren Bowen, University of Massachusetts
Ryan Dippre, University of Maine
Talinn Phillips, Ohio University
Anna Smith, Illinois State University

*Language, Literacy, and Culture***D.36 Writing Bodies from the Margins: Religion, Sexuality, and Science in Desperate Times**

This panel addresses harm on bodies by centering rhetorical religious belief and its material effects on marginalized people. We make explicit how bodies are constituted and constructed within the contours of religious, scientific, and political spheres. And we argue that writing bodies from the margins is imperative in desperate times.

Room 4Q (4th floor)

Speakers: Victoria Houser, Methodist University
Eda Ozyesilpinar, Illinois State University
Mari Ramler, Tennessee Tech University

Language, Literacy, and Culture

D.37 Writing Center Desegregation: From Allies to Accomplices

Existing linguistic resources are not being readily distributed/supplied to underrepresented native English-speakers. This panel re-envisioning how the writing center can be utilized as a tool to provide opportunities for these students to engage with composition scholarship on language policy, which may encourage them to seek more inclusive quality writing instruction.

Room 4L (4th floor)

Respondent: Timothy Harvey, California State University, Fullerton

Speakers: Dave Barton, California State University, Fullerton

Madeline Hurst, California State University, Fullerton

Anita Kiannasr, California State University, Fullerton

Katherine O’Neil, California State University, Fullerton

Bonnie Williams, California State University, Fullerton

Language, Literacy, and Culture

D.38 Transnational Connections and Global Contexts

These presentations offer strategies for honoring and supporting graduate and undergraduate students’ translanguaging practices in classrooms in the U.S. and internationally.

Room 4G (4th floor)

Speakers: Rajwan Alshareefy, Indiana University of Pennsylvania,
“Perceived Identities and Academic Writing in a Transnational Educational Context”

Gitte Frandsen, University of Wisconsin-Milwaukee, “Sustaining Transnational Students’ Language and Literacy Practices”

Theory and Research Methodologies

D.39 Doing Hope in UX Research through Testimonios

This work features testimonios, or narratives that trace a user’s experience through a collective voice, as a UX method. Using testimonios in UX research traces users’ social and cultural contexts through individual accounts that represent the experiences of a community, identifying the issues experienced by a group while allowing participants to exercise their agency and promote social change.

Lake Michigan (8th floor)

Speaker: Nora Rivera, Chapman University

E Sessions: 4:45–6:00 p.m.

4:45–6:00 p.m.

Inclusion and Access

Promoted Session

Live-PS-E What Tribal College and University and Native American-Serving, Nontribal Institution Faculty Need from the Field

In response to the 2023 CCCC call “to amplify, to lift up, to elevate those whose voices in our field have too long been ignored,” this panel session engages writing, rhetoric, and literacy studies at tribal colleges and universities and Native American–serving, nontribal institutions to amplify what they need from the discipline.

Sponsored by the CCCC American Indian Caucus

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

Caucus Chair: Cindy Tekobbe, University of Illinois Chicago

Respondent: Yavanna Brownlee, University of Northern Colorado

Speakers: Alysa Landry, Diné College

Jaquetta Shade-Johnson, University of Missouri, “Reflections from a Tribal College Alumna in the Field”

Kimberly Wieser, University of Oklahoma

4:45–6:00 p.m.

Writing Centers (including Writing and Speaking Centers)

Emerging Scholar Session

ES-E.20 Counterstories from the Writing Centre: Intersectional Theory and Practice

Countering ongoing effects of white second wave feminisms on historically marginalized tutors and students, panelists offer an intersectional approach to writing centre praxis that critiques white supremacy, white patriarchy, and heteronormativity even as it enables engagement in radical re-imagining of the work of writing centers committed to socially and materially just writing centre pedagogy.

Joliet (3rd floor)

Speakers: Wonderful Faison, Langston University

Douglas Kern, Valencia College-Osceola Campus

Bernice Olivas, Salt Lake Community College

Anna Trevino, Oklahoma University

4:45–6:00 p.m.

Inclusion and Access

Emerging Scholar Session

ES-E.21 Hopeful Futures: BIPOC Scholars' Critical Frameworks to Amplify and Protect BIPOC Communities

As emerging BIPOC scholars, this panel collectively addresses the importance of building critical frameworks to amplify and protect BIPOC communities that are harmed by organizational and institutional practices. The panel discusses how their scholarship attends to their communities' needs and what practices everyone can do to generate and maintain hope for a more just future.

PDR #2 (3rd floor)

Speakers: Nicole Golden, Michigan State University
Constance Haywood, East Carolina University
Ruben Mendoza, Michigan State University
Floyd Pouncil, Michigan State University

4:45–6:00 p.m.

Writing Programs

Promoted Session

PS-E.24 From Theory to Practice: How Otros Dreamers Students Have Impacted Our Classroom Pedagogy

This panel highlights our project's aim at understanding how México-US realities are reshaping our teaching practices at our Mexican university. The panel considers, in four turns, one of the key projects we have undertaken in updating our undergraduate Language Teacher Program curriculum to help meet the dynamic and evolving binational languaging demands of our northern México-US border region.

Room 4M (4th floor)

Speakers: Rene De los Santos, Independent Scholar
Tatiana Galvan de la Fuente, Universidad de Baja California
Saul Gonzalez, Facultad de Idiomas, Universidad Autonoma de Baja California

Language, Literacy, and Culture

E.01 Literature and Composition, Reading and Writing toward Social Justice

This panel decries the longstanding lit/comp divide that undermines the pedagogical effectiveness of both areas of teaching, preventing redress of structural social inequity across campus. We advocate teaching the multifaceted nature of language, provoking and igniting student thought, and assisting students to render thoughts into impassioned, persuasive language challenging master narratives.

International Ballroom North (2nd floor)

Speakers: Whitney Jordan Adams, Berry College
Cameron Bushnell, Clemson University
Elizabeth McClure, University of Maryland-College Park

Institutions: Labor Issues, Professional Lives, and Survival

E.02 Student Workers of the World Unite: A Roundtable Discussion of Graduate Union Organizing

Eight graduate student organizers invite all student workers and our faculty/staff allies to a roundtable discussion of our union work. Why are unions valuable? What problems do we face during the fight for a union, the fight for a contract, and the everyday work of organizing? The CCCC Convention affords us the opportunity to join together at a national level in the fight for better working conditions for all.

Sponsored by the CCCC Labor Caucus

International Ballroom South (2nd floor)

Caucus Chair: Anicca Cox, Methodist University
Speakers: Andrew Bowman, University of Illinois at Urbana-Champaign
Kathleen Dillon, University of Nebraska-Lincoln
Bruce Kovanen, University of Illinois at Urbana-Champaign
Brian McShane, Texas A&M University-Commerce
Rachel McShane, Texas A&M University-Commerce
Sarah Stetson, University of Massachusetts, Amherst
Janell Tryon, University of Massachusetts, Amherst
Olivia Wood, City College of New York

Thursday, 4:45–6:00 p.m.

Inclusion and Access

E.03 Building Inclusion and Access into Classes from the Ground Up

These individual presentations offer innovative methods to incorporate inclusive practices into writing classes.

Mobley (lower level)

Speakers: Steven Accardi, College of DuPage, “Breaking and Rebuilding Institutional Practices with Nonbinary Rhetoric to Remake the First-Year Writing Classroom as a Space of Becoming”

Carrie Dickison, Wichita State University, “Centering Accessibility in First-Year Writing”

Jill Manoukian, Ohio University, “International Students from Distressed Locations: Perceived Needs and Teacher Awareness”

Antiracism and Social Justice

E.04 Community Writing Showcase: Epistemologies for Enacting Hope

This panel offers successful community writing initiatives involving equity and social justice. Besides providing useful models and know-how, we explore the dissonance between, on one hand, the global and transnational discourses of sustainability, racial equity, and linguistic justice as components of social justice, and, on the other hand, the local conditions in which those discourses circulate.

Salon A-4 (lower level)

Speakers: Mohammed Sakip Iddrisu, Arizona State University, “Confronting Linguistic Injustice: Epistemological Decolonization and Stranger-Relationality as Artistic Rhetorical Arts”

Elizabeth Kimball, “Doing the Humanities at Work: Antiracism Initiatives in a Social Service Organization”

Jason Peters, California Polytechnic State University, San Luis Obispo, “Authors Inside: Community-Engaged Writing and Publishing for the Incarcerated and Formerly Incarcerated”

Histories of Rhetoric

E.05 Literacy and Neocolonial Necropolitics

These presentations take decolonial approaches to African images and colonial “perfectionism” to invoke new ways of thinking about literacy in a postcolonial world.

Salon A-3 (lower level)

Speakers: Rabiatu Mohammed, New Mexico State University, “Perfection as European: All We Have Is Hope”

Adeyoyin Ogunfeyimi, University of Pittsburgh, “From Necropoligraphy to Biovisualcy: Inventing New Species of Being against Neo/Colonial Time”

Language, Literacy, and Culture

E.06 Multilingual and Translingual Literacy for Hope: Making Meaning in Diverse Literacy Spaces

In this panel, speakers will share their ethnographic/narrative accounts of multilingual writers' literacy practices in diverse spaces: transnational lyrical composing, translingual practices in an online class, emotional experience in a dissertation writing group, and disciplinary meaning making in mathematics.

Salon A-1 (lower level)

Chair: Zihui Fang, University of Florida

Speakers: Suzanne Chapman, University of Florida

Chaoran Wang, Colby College

Zhaozhe Wang, University of Toronto

Qianqian Zhang-Wu, Northeastern University

Community, Civic, and Public Contexts of Writing

E.07 Digital Communities and Hyper-Local Giving in the Face of Isolation: The Buy Nothing Project through a Pandemic

The Buy Nothing Project aims to connect individuals through hyper-local giving. This presentation describes a contextual analysis of the online Buy Nothing groups' roles in building community during the 2020 COVID-19 pandemic lockdowns and beyond. The analysis will be applied to lessons and multimodal projects for students of writing to examine their own hyper-local groups and online communities.

Salon A-2 (lower level)

Speaker: Laura Ewing, Eckerd College

Community, Civic, and Public Contexts of Writing

E.08 Public Pedagogy As Empowerment: Applying Public Genres in the Composition Classroom

This panel offers a discussion of how to ethically and effectively incorporate public genres and civic-engaged assignments into the composition classroom. It combines theory and praxis to help audience members create space for public contexts in their curricula along with offering several assignments and materials ready to be implemented.

Salon A-5 (lower level)

Speakers: Abby Breyer, University of Kansas

Delana Price, University of Kansas

Zachary Smith, University of Kansas

Thursday, 4:45–6:00 p.m.

Language, Literacy, and Culture

E.09 Counterstories, Storytelling, and Genres

These creative presentations consider counterstory and Indigenous storytelling as they are applied to docupoetry, Appalachian narratives, and Indigenous film noir

Grand Tradition (lobby level)

Speakers: Jackie Chicaese, University of Arkansas, “Reinscribing History through Docupoetry: Don Mee Choi’s DMZ Colony as Counterstory”
Paul McNeill, Houston Community College, “Film Noir in the Land of the Midnight Sun”

First-Year Writing

E.10 Professional Development for Co-Requisite Writing Instruction at a Four-Year Institution

Scholarship on co-requisites focuses primarily on two-year institutions. This panel, therefore, describes the initial results and ongoing assessment of a co-requisite at an urban, four-year, public institution with an enrollment of 13,000. It highlights the professional development we designed to improve student retention and includes the history and adaptation of our co-req implementation.

Buckingham (lower level)

Speakers: Barbara Flinn, Youngstown State University
Jay Gordon, Youngstown State University
Tom Slagle, Kent State University

First-Year Writing

E.11 Designing Assignments and Aligning Grading Rubrics for Innovative Writing Assessments: Lessons for the FYW Classroom

Three speakers discuss their experiences designing and scoring three writing assignments, focusing on challenges they encountered in developing appropriate rubrics to evaluate student success on these assessments: an innovative assignment where students need to understand different cultural perspectives; a new assessment of creativity and idea generation; and a traditional “synthesis” assignment.

Blvd. A (2nd floor)

Speakers: Doug Baldwin, Educational Testing Service
David Escoffery, Educational Testing Service
George Kresak, Educational Testing Service

Information Literacy and Technology

E.12 Artificial Intelligence and Writing Studies

These sessions explore the ramifications of AI applications for writing studies.

Blvd. B (2nd floor)

Speakers: Anna Mills, City College of San Francisco, “Teaching with AI: Using Writing Generators in the Classroom”
Amber Simpson, University of North Carolina, Greensboro, “An Investigation into How Grammarly’s Surveillance Ecology Perpetuates Language Ideologies and the Implications for Non-Mainstream English Dialects”

Approaches to Teaching and Learning

E.13 Creating Containers of Support and Hope through Mindfulness and Other Contemplative Pedagogies: Fostering Transfer in and beyond the Writing Classroom

Panel members will present contemplative practices designed to develop connected learning environments that support student overall well-being, in particular increased calm, compassion, awareness, and confidence. How these affective states influence writing development is presented in the context of transfer theory. The session ends with an interactive discussion among attendees and panel members.

Blvd. C (2nd floor)

Speakers: Jen Consilio, Lewis University
Laurie Miller, George Mason University
Suzanne Woodring, University of Rochester

Writing Programs

E.14 Quick Fix or Long-Term Vision: Hoping for WAC in an Age of Austerity

This panel presents an 8+ year case study in building a writing culture across a big, public research university—both to share successful principles, models, and resources as well as to generate discussion about improving sustainability for institutional writing initiatives. The panelists will share concrete examples of what has worked and will lead audience discussion regarding ongoing challenges

Waldorf (3rd floor)

Speakers: T. Kenny Fountain, University of Virginia
Heidi Nobles, University of Virginia
James Seitz, University of Virginia

Thursday, 4:45–6:00 p.m.

Community, Civic, and Public Contexts of Writing

E.15 Public Writing Research

This panel provides original research about public writing within and beyond the classroom. The presentations aim to fill key holes in existing conversations that align with the conference’s focus.

Astoria (3rd floor)

Speakers: Rachael Shah, University of Nebraska, Lincoln, “Equity-Based Approaches to Collaborative Writing: Co-Authorship across University-Community Lines”

Jaclyn Wells, University of Alabama-Birmingham, “Just Follow the (Ten) Steps: Breastfeeding Education in Baby-Friendly Hospitals”

College Writing and Reading

E.16 Answerability in CCCC Statement Revision: The Work of Hope in Reimagining the Principles of Postsecondary Teaching

This is an open format session where members of the task force revising the “CCCC Principles for the Postsecondary Teaching of Writing” invite CCC members to discuss, advice, and provide feedback on the “revised” document. We use this as a beta-test for a potential new protocol to produce important disciplinary statements such as this and make policy change more transparent and involved.

Williford A (3rd floor)

Respondent: Sara P. Alvarez, Queens College, CUNY

Speakers: David Grant, University of Northern Iowa

Matthew Nelson

Patrick Sullivan

Antiracism and Social Justice

E.17 Doing Virtue: “And now abideth faith, hope, charity,” 1 Corinthians 13

This panel will address the rhetorical dimensions of what the Christian tradition refers to as “the three virtues” of faith, hope, and charity (love) and map the features of “doing virtue” in these divisive, desperate, and dangerous times.

Williford B (3rd floor)

Speakers: John Duffy, University of Notre Dame

Cheryl Glenn, Pennsylvania State University

Shirley Logan, University of Maryland

Andrea Lunsford, Stanford University

Inclusion and Access

E.18 Mentorship and Institutional Support for Student Parents

These two individual presentations bring role feminist theory and pedagogy to mentoring doctoral students and supporting all students who balance their studies with parenthood.

Williford C (3rd floor)

Speakers: Khadidja Belhadi, Illinois State University, “Reconciling Mind and Body: Reimagining Doctoral Mentorship through a Transnational Feminist-Oriented Pedagogy”

Lisya Seloni, Illinois State University, “Reconciling Mind and Body: Reimagining Doctoral Mentorship through a Transnational Feminist-Oriented Pedagogy”

Jenna Vinson, University of Massachusetts Lowell, “Doing ‘Weary Hope’ to Improve Universities for Pregnant and Parenting Students”

Information Literacy and Technology

E.22 Digital and Practical Storytelling: Teaching and Learning

Individual sessions that focus on digital storytelling, literacy narrative, and zines.

Room 4D (4th floor)

Speakers: Jeffrey Bacha, University of Alabama at Birmingham, “Engaging Public Audiences through the Production of Self-Published Zines”

Spencer Myers, Bowling Green State University, “A Thousand Sledgehammers Falling out of a Thundercloud: Using Jon Bois’ Multimodal Compositions to Teach New Media Storytelling in Research Writing Courses”

Nitya Pandey, Florida State University, “Stories of Hope: Reading Undergraduate Students’ Digital Literacy Narratives”

Professional and Technical Writing

E.23 Cultivating Science: Identity, Collaboration, Communication

This session “does hope” by challenging anti-scientism through the cultivation of scientific literacy. We describe three approaches to expanding scientific literacy: genre-focused writing mentorships; cultivating literacy practices of science students; and collaborative digital remix projects between non-science and science students.

Room 4K (4th floor)

Speakers: Jani Benoit, Wheaton College, “Cultivating Scientific Identity via Writing”

Lisa Lebduska, Wheaton College, “Enhancing Science Literacy through Remix”

Laura Muller, The Jackson Laboratory, “Science Mentoring through Collaborative Proposal Writing”

Thursday, 4:45–6:00 p.m.

Institutions: Labor Issues, Professional Lives, and Survival

E.25 From the Front Lines: Experiential Accounts of the 2020–2022 Job Market

To better understand the highs and lows of going on the market over the past two years, this Doctoral Consortium in Rhetoric and Composition-sponsored panel features five presenters and a respondent who share their experiences in an effort to generate conversation about how best to support doctoral students in their job searches, regardless of their career goals.

Sponsored by the Doctoral Consortium in Rhetoric and Composition

Lake Michigan (8th floor)

Respondent: Karen Tellez-Trujillo, Cal Poly Pomona

Speakers: Anthony DeGenaro, Ohio Dominican University

Al Harahap, The University of Oklahoma

Liz Miller, The Ohio State University

Ruby Nancy, University of Minnesota Duluth

Ja’La Wourman, James Madison University

Writing Centers (including Writing and Speaking Centers)

E.26 Cross-Disciplinary Collaborations to Support Transfer and Self-Efficacy

Presenters discuss cross-disciplinary faculty and writing centre partnerships to share disciplinary genre and convention knowledge for transfer and self-efficacy.

Lake Erie (8th floor)

Speakers: D’Arcy Randall, University of Texas at Austin, “Engineering Sentences through the Texas Snowpocalypse: A Collaboration between a University Writing Center and an Engineering Writing Course”

Tisha Turk, Grinnell College, “Training for Transfer: Preparing WAC Faculty to Cue Transfer across the Curriculum”

Hye Sun You, University of Texas at Austin, “Engineering Sentences through the Texas Snowpocalypse: A Collaboration between a University Writing Center and an Engineering Writing Course”

Institutions: Labor Issues, Professional Lives, and Survival

E.27 Disrupting Recycled Institutional Practices: Rethinking the Composition and Rhetoric Job Market

This Engaged Learning Experience addresses common job market practices, asking how we can leverage inclusive, equitable design to meet our professional needs.

Lake Ontario (8th floor)

Speakers: Juliette Kitchens, Nova Southeastern University

Claire Lutkewitte, Nova Southeastern University

Approaches to Teaching and Learning

E.28 Developments with Contract Grading

This panel offers insights and contemporary examples of working with contract grading in the writing classroom.

Lake Huron (8th floor)

Speakers: Anna D’Orazio, University of Cincinnati, “‘Doing’ Hope with Engagement-Based Contracts: Applying a Disability Lens to Assessment Practices”

Mikenna Sims, University of California, Davis, “Constructing Well-Being-Centered Assessment Ecologies through Contract Grading and Instructor Response”

Sydney Sullivan, University of California, Davis, “Constructing Well-Being-Centered Assessment Ecologies through Contract Grading and Instructor Response”

Language, Literacy, and Culture

E.29 Rethinking Pedagogies in Multilingual and Multicultural Classrooms

These presentations explore language ideologies, white replacement theory, and cultural justice in writing pedagogies.

Room 4F (4th floor)

Speakers: Shalle Leeming, California College of the Arts, “Renegotiating Grammar in a First-Year L2 Writing Classroom”

Antony Ricks, Purdue University, “Hope for Transfer: Seeing and Supporting Cultural Backgrounds in Composition Classrooms”

Cindy Ross, Langston University, “Matters of the Heart: How the Rhetoric and Politics of Critical Language Awareness Dismantles Hope in Desperate Times”

Writing Programs

E.30 The Work of Doing Hope in Writing Across the Curriculum

Panelists explore “crazy hard questions” (Frankie Condon, 2023 CCCC CFP) facing WAC: “What would a feminist model of WAC look like?” (Speaker One); “What stories do students and teachers in writing-in-the-disciplines (WID) courses share?” (Speaker Two); and “How are WPAs implementing antiracist work?” (Speaker Three).

Sponsored by the Writing Across the Curriculum Standing Group

Room 4C (4th floor)

Chair: Lee Nickoson, Bowling Green State University

continued on next page

Thursday, 4:45–6:00 p.m.

Speakers: C.C. Hendricks, University of New Hampshire Manchester, “WAC for Hope: A Feminist Approach”
Haivan Hoang, University of Massachusetts Amherst, “Antiracist Writing Pedagogy: Why We Need to Recast Audience in WID Courses”
Jessa Wood, “Doing Antiracism in Writing Across the Curriculum”

Antiracism and Social Justice

E.31 Rhetorical Significance of Flags

These presentations consider the rhetorical construction, usage, and impact of flags.

Room 4A (4th floor)

Speakers: Steven Amador, East Carolina University, “(On/Off)line Documenting of Queer Culture Festival Attendance by an LGBTQIA+ University Club in Korea”
Bryan Lutz, Ohio Northern University, “A Burkean Cluster Analysis of Websites Selling the Thin Blue Line Flag”

Professional and Technical Writing

E.32 Social Justice and Professional and Technical Writing: Classroom Application

Three individual presentations offer distinct pedagogical applications focused on social justice and inclusion.

PDR #3 (3rd floor)

Speakers: Moira Connelly, Pellissippi State Community College, “Making Inclusion Intentional: A Digital Writing Team Explores the Experience of Individual Writers”
Andrea Francioni Rooney, Carnegie Mellon University, “Incorporating Social Justice Topics in Engineering Professional Writing Courses”

Approaches to Teaching and Learning

E.33 So By Plagiarism You Mean...? Rethinking Plagiarism Practices to Embrace the Struggle

This presentation will share results of a study focused on faculty and student attitudes and actions regarding plagiarism and our steps to reform how plagiarism is addressed. By utilizing formative assessment of low-stakes assignments, we aim to develop a unified culture of plagiarism education that disrupts the patterns of learned behavior that lead to student academic dishonesty.

PDR #1 (3rd floor)

Speakers: Gregory Cass, Lasell University
Sara Large

Michelle Niestepski, Lasell University
Annie Ou, Lasell University

Information Literacy and Technology

E.34 The Impact of Online Learning Environments

These individual presentations explore how online learning environments and digital spaces shape identity.

Room 4B (4th floor)

Speakers: Caitlin Allen, University of Louisville, “But Have You Tried Yoga: Wellness Culture, Chronic Illness, and Circulation in Online Spaces”

Destiny Brugman, Miami University of Ohio, “Identity and Representation: Considering Young Adult’s Rhetorical Decision Making for Digital Spaces”

John Logie, University of Minnesota-Twin Cities, “Another Four: Clouds, Collaboration, Curation, and Cultures”

Community, Civic, and Public Contexts of Writing

E.35 Women’s Storytelling as a Way of “Doing Hope”

Our panel looks at four historical and contemporary sites representing vastly different contexts to highlight the ways that women have used storytelling to offer hope and bring about change, ranging from personal self-revisions to broader social action.

Room 4E (4th floor)

Chair: Lisa Shaver, Baylor University

Speakers: Cristy Beemer, University of New Hampshire, “Hope by Example: Shared Stories of Cancer Survival”

Jane Greer, University of Missouri, Kansas City, “Hoping for New Horizons: Narratives of Women’s Work as Air Hostesses, 1959–1964”

Lisa Shaver, Baylor University, “The Chicago Training School as an Instrument of Hope and Change”

Writing Programs

E.36 Busting Binaries in Mentorship with WPA-GO’s Breakfast Buddies

This panel will counter the commonplace understandings of mentorship as top-down, hierarchical experiences through describing graduate student-led mentorship program, WPA-GO’s Breakfast Buddies, which “busts binaries.” It narrates the event’s evolution to a co-mentorship model and reports survey data to destabilize views of mentorship as linear, transactional, and singular in context.

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Room 4Q (4th floor)

Respondent: Sarah Snyder, Arizona Western College

Speakers: Kathleen Lyons, University of Delaware

Jennifer Burke Reifman, University of California, Davis

Community, Civic, and Public Contexts of Writing

E.37 Why Have We Gathered Here? Tracking Differences between Adult Ed and Undergraduate Creative Writing Classrooms

Differences exist between adult ed creative writing classes and undergrad courses. Why are students gathering in each of these spaces? How are we bumping up against neoliberal, assessment-based education's goals even inside an intro creative writing classroom—both as students and as teacher? The speaker talks about her move toward a “flipped classroom” and Relational Pedagogy in both spaces.

Room 4L (4th floor)

Speaker: Nora Boxer, University of Wisconsin-Milwaukee

Community, Civic, and Public Contexts of Writing

E.38 Turbulent Transnational Citizenship: How Taiwanese Americans' Rhetorical Practices Reject Geopolitical Homogenization

In this presentation, I aim to pivot another turn on the current understandings of literacies and rhetorical practices deployed by transmigrants in forming transnational citizenship. Focusing on Taiwanese Americans (TAs)' rhetorical practices, I argue transnational citizenship and literacies are discursively turbulent and that differentiated levels of (dis)affiliations figure into citizenshiphood.

Room 4G (4th floor)

Speaker: Neal Liu, University of Illinois at Urbana-Champaign

Writing Programs

E.39 Before Errors and Expectations: Non-Tenure Track Feminist Visions for Curriculum and Writing Program Administration in the CUNY SEEK Program (1966–1969)

This presentation investigates archival materials to consider the emergence of antiracist, anticolonialist, and translingual programmatic and curricular visions articulated by radical feminist non-tenure track adjunct lecturer/poet/scholars of the late 1960s Search for Education, Elevation, and Knowledge (SEEK) program at the City University of New York.

Speaker: Lindsey Albracht, Queens College, CUNY

Thursday Special Interest Group Meetings

6:30–7:30 p.m.

Approaches to Teaching and Learning

TSIG.01 The Assembly for Expanded Perspectives on Learning

The Assembly for Expanded Perspectives on Learning (AEPL), an official assembly of the National Council of Teachers of English (NCTE), as well as an officially recognized standing group of the Conference on College Composition and Communication (CCCC), is open to all those interested in exploring the boundaries of teaching and learning beyond traditional disciplines and methodologies.

Sponsored by the Assembly for Expanded Perspectives on Learning

International Ballroom North (2nd floor)

Standing Group Chairs: Lisa Blankenship, Baruch College

Eric Leake, Texas State University

Approaches to Teaching and Learning

TSIG.02 Teaching for Transfer

The Teaching for Transfer (TFT) Standing Group brings together researchers, teachers, and program administrators interested in or working on approaches to teaching for transfer. This group of teacher-scholars meets to discuss how to incorporate some of the interlocking components of the TFT curriculum into their own writing courses and programs.

Sponsored by the Teaching for Transfer (TFT) Standing Group

International Ballroom South (2nd floor)

Speakers: Matthew Davis, University of Massachusetts Boston

Kara Taczak, University of Denver

College Writing and Reading

TSIG.03 The Role of Reading in Composition Studies

This SIG session is an opportunity to discuss the role that reading plays within the composition classroom as well as a chance to come together and initiate new reading-related scholarship.

Mobley (lower level)

Chairs: Ellen Carillo, University of Connecticut

Carolyne King, Salisbury University

Kenny Smith, University of California, Santa Barbara

Mary Traester, University of Southern California

Community, Civic, and Public Contexts of Writing

TSIG.04 Community Writing and Public Rhetorics

We meet to provide ongoing collaborative space for participants to share their community writing research/pedagogy at all levels; to raise and problem-solve concerns; and to plan future initiatives and publication venues. We consider how to do hope through community writing work—and in the context of burnout, austerity, white supremacy, and the pandemic.

Sponsored by the Community Writing and Public Rhetorics Special Interest Group

Salon A-4 (lower level)

Chair: Joyce Meier, Michigan State University

Speakers: Ada Hubrig, Sam Houston State University

Joyce Meier, Michigan State University

Stephanie Wade, Searsport High School

Community, Civic, and Public Contexts of Writing

TSIG.05 Environmental Rhetoric and Advocacy

This SIG session offers attendees a collective space within the CCCC community for faculty to collaborate on writing and advocacy efforts related to environmentalism. It further provides opportunities for curriculum design and sharing and collaboration on presentations for national and regional conferences.

Sponsored by the Environmental Rhetoric and Advocacy Special Interest Group

Salon A-3 (lower level)

Speaker: Michael Geary, Bristol Community College

Community, Civic, and Public Contexts of Writing

TSIG.06 Handcrafted Rhetorics

This SIG session is a chance for scholars, teachers, and community organizers to converse about the relationships among craft, DIY, multimodality, making, public composition, and culture. See <http://www.handcraftedrhetorics.org>

Sponsored by the Handcrafted Rhetorics Special Interest Group

Salon A-1 (lower level)

Speakers: Noël Ingram, Boston College

Danielle Koupf, Wake Forest University

Kristin Prins, Cal Poly Pomona

Community, Civic, and Public Contexts of Writing

TSIG.07 Medical Rhetoric

Sponsored by the Medical Rhetoric Standing Group

Salon A-2 (lower level)

Speaker: Joanna Johnson

Community, Civic, and Public Contexts of Writing

TSIG.08 Prison Literacies and Pedagogy

This Prison Literacies and Pedagogy SIG session serves to connect emerging scholars and established prison-based practitioners by (a) identifying shared interests, and (b) providing attendees year-long opportunities to engage, including mentorship roles, contributions to the online archive, and crafting support documents on best practices (pedagogical, community-engaged, and administrative).

Sponsored by the Prison Literacies and Pedagogy Special Interest Group

Salon A-5 (lower level)

Speakers: Libby Catchings, University of Denver
Catherine Koehler, University of California, Merced

Creative Writing and Publishing

TSIG.09 Creative Nonfiction

Mimi Schwartz, a pioneer in teaching creative nonfiction, will discuss her 2021 publication, *Good Neighbors, Bad Times Revisited*, and the interconnections of recorded history and memoir, incorporating opposing perspectives with first-person narration, and the values of rewriting story to capture fuller histories. We will also present the annual Donald Murray Prize for Creative Nonfiction.

Sponsored by the Creative Nonfiction Standing Group

Grand Tradition (lobby level)

Speaker: Mimi Schwartz, Stockton University
Standing Group Chair: Jenny Spinner, Saint Joseph's University

Creative Writing and Publishing

TSIG.10 Creative Writing

In this standing group meeting, we explore ways in which crafting creative work can transform our research and practice as teachers, scholars, and writers. We are highly interested in recruiting new members and new voices. If you are interested in incorporating creative writing in college writing courses (composition, WAC, etc.), if you are interested in research on creative writing, or if you are a creative writer, join us!

Sponsored by the Creative Writing Standing Group

Buckingham (lobby level)

Speakers: Maryam Alikhani, County College of Morris
Michael Baumann, Marian University
Standing Group Chair: Maryam Alikhani, County College of Morris

First-Year Writing

TSIG.11 Dual Enrollment Collective

The complex relationship between high school and college writing expectations is a familiar one to the field of composition. That relationship has taken on added complexity with the rise of dual enrollment programs that are changing the landscape of composition studies. The 2023 DE Collective Standing Group will provide a forum for discussing and understanding those changes.

Sponsored by the Dual Enrollment Collective Standing Group

Blvd. A (2nd floor)

Speakers: Christine Denecker, The University of Findlay
Casie Moreland, University of Idaho

Histories of Rhetoric

TSIG.12 National Archive of Composition and Rhetoric

During this annual gathering of the National Archives of Composition and Rhetoric (NACR), members of the newly reconstituted National Archives of Composition and Rhetoric Working Group will share a new vision for the future of the organization and invite all participants to join this revitalized effort to create a more accessible, inclusive, and democratized set of active networked archival sites.

Sponsored by the National Archives of Composition and Rhetoric Special Interest Group

Blvd. B (2nd floor)

Speakers: John Brereton, University of Massachusetts
Geoffrey Clegg, Midwestern State University
Cynthia Gannett, Fairfield University
Robert Schwegler, University of Rhode Island
Katherine Tirabassi, Keene State College
Special Interest Group Chair: Katherine Tirabassi, Keene State College

Histories of Rhetoric

TSIG.13 Rhetoric's Histories, Theories, Pedagogies, and Practices

This SIG session provides a space where CCCC Convention participants interested in rhetoric, including issues in historiography, theory, and teaching, can gather for a discussion of current issues in the field.

Sponsored by the Rhetoric's Histories, Theories, Pedagogies, and Practices Special Interest Group

Blvd. C (2nd floor)

Speakers: José Cortez, University of Oregon
Rasha Diab, University of Texas at Austin

Tarez Graban, Florida State University
Arabella Lyon, University at Buffalo
LuMing Mao, University of Utah
Kathleen Welch, The University of Oklahoma
Special Interest Group Chairs: Lydia McDermott, Whitman College
Bo Wang, California State University, Fresno

Histories of Rhetoric

TSIG.14 The Global and Non-Western Rhetorics

The Global and Non-Western Rhetorics Standing Group Business Meeting will allow participants to network with other scholars doing similar work and discuss the group's plans for the next year. The recently established GNWR Standing Group is excited about growing the number of our members and opening doors for opportunities to promote work in this field.

Sponsored by the Global and Non-Western Rhetorics Standing Group

Waldorf (3rd floor)

Standing Group Chairs: Elif Guler, Longwood University
Keith Lloyd, Kent State University at Stark

Inclusion and Access

TSIG.15 Council on Basic Writing

The Council on Basic Writing SIG session offers a special interest group meeting for new and established members each year at the CCCC Convention. The meeting gives CBW members an opportunity to network with one another, raise issues of concern for BW teachers and students, and to identify areas of focus for next year's program.

Sponsored by the Council on Basic Writing Standing Group

Astoria (3rd floor)

Special Interest Group Chairs: Erika Johnson, Utah Valley University
Jack Morales, Pace University

Inclusion and Access

TSIG.16 Working Class Culture and Pedagogy

The Working Class Culture and Pedagogy Standing Group meeting at CCCC 2023 will comprise three parts: We will introduce the group's mission to current and prospective members. We will discuss future projects to publish as a Standing Group and possible themes for the 2024 panel, We will host a roundtable for attendees regarding their experiences building social class inclusive sites of writing.

Sponsored by the Working Class Culture and Pedagogy Standing Group

Williford A (3rd floor)

Speaker: Jennifer Ferrell, Cornell College

Institutions: Labor Issues, Professional Lives, and Survival

TSIG.17 Mothers in Rhetoric and Composition

We are a group of faculty and graduate students at institutions around the country who are mothers, interested in becoming mothers, and/or interested in motherhood and infertility as research topics. We seek to advocate, mentor, and support each other and to provide visibility to our members' work.

Williford B (3rd floor)

Chair: Christina Saidy, Arizona State University

Institutions: Labor Issues, Professional Lives, and Survival

TSIG.18 Transnational Writing Group

This is the Transnational Composition Group annual meeting. The purpose of this meeting is to continue to enhance transnational work through scholarship and teaching. The meeting is open to anyone interested in transnational work.

Sponsored by the Transnational Composition Standing Group

Williford C (3rd floor)

Chair: Ligia Mihut, Barry University

Language, Literacy, and Culture

TSIG.19 Writing through the Lifespan

Meeting to discuss updates on the "Writing through the Lifespan Collaboration," consider innovations and insights in lifespan-oriented writing research, and begin collaborative lifespan research projects.

Marquette (3rd floor)

Chair: Talinn Phillips, Ohio University

Speakers: Lauren Bowen, University of Massachusetts

Ryan Dippre, University of Maine

Erin Workman, DePaul University

Professional and Technical Writing

TSIG.20 Legal Writing and Rhetoric

The Legal Writing and Rhetoric Standing Group invites teachers, researchers, and students in legal rhetoric and composition to attend our annual business meeting, facilitating collaboration and supporting research in legal writing and/ or legal rhetoric, providing mutual support for our pedagogical practices, and contributing to the professional development of our members.

Sponsored by the Legal Writing and Rhetoric Standing Group

Joliet (3rd floor)

Speakers: Antonio Elefano, University of Southern California

Lindsay Head, St. Thomas University College of Law

Lisa-Jane Klotz, University of California, Davis

Standing Group Chair: Lindsay Head, St. Thomas University College of Law

Professional and Technical Writing

TSIG.21 Workplace Writing

The Workplace Writing SIG seeks business, professional, and technical writing instructors to discuss the challenges of teaching inside and outside the English department. Specific focus is paid to pedagogy, curricular placement, and advice on assignments. We seek to provide a welcoming space for all who teach within the professional writing core.

PDR #2 (3rd floor)

Chair: Geoffrey Clegg, Midwestern State University

College Writing and Reading

TSIG.22 WAC SG Business Meeting and Mentoring Session

WAC Standing Group annual business meeting and mentoring session. *Sponsored by the Writing Across the Curriculum Standing Group*

Room 4D (4th floor)

Standing Group Chair: Lee Nickoson, Bowling Green State University

Theory and Research Methodologies

TSIG.23 Cognition and Writing

Group member Irene Clark will share ideas from her new book, *Writing, Imitation, and Performance: Insights from Neuroscience Research*. According to Rutledge, “This book reconsiders imitation as a valuable pedagogical approach in Writing Studies.” We will also conduct 15 minutes of group business. Contact airliesattlerrose@gmail.com to join our Google Group and learn more.

Sponsored by the Cognition and Writing Standing Group

Room 4K (4th floor)

Speakers: Irene Clark, California State University, Northridge
Allison Ellsworth, Arizona State University
Whitney Gegg-Harrison, University of Rochester
Airlie Rose

Language, Literacy, and Culture

TSIG.24 Second Language Writing

A space for those interested in L2 writing to plan, network, and explore issues in research, pedagogy, and advocacy for multilingual students. We will brainstorm the upcoming sponsored workshop/panel topic for CCCC 2024 and help members find collaborators, while encouraging wider participation to those who are new to SLW.

Sponsored by the CCCC Second Language Writing Standing Group

Room 4M (4th floor)

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Thursday, 6:30–7:30 p.m.

Presenters: Analeigh Horton, University of Arizona
Shawna Shapiro, Middlebury College
Zhaozhe Wang, University of Toronto
Qianqian Zhang-Wu, Northeastern University
Standing Group Chair: Zhaozhe Wang, University of Toronto

Antiracism and Social Justice

TSIG.25 NCTE/CCCC Black Caucus

This meeting will provide members of the NCTE/CCCC Black Caucus detailed information regarding the Caucus's business, budget, programming, updates, and future planning.

Sponsored by the NCTE/CCCC Black Caucus

Lake Michigan (8th floor)

Speakers: Alexis McGee, University of British Columbia
Ersula Ore, Arizona State University

Information Literacy and Technology

TSIG.26 Online Writing Instruction

The annual meeting of the Online Writing Instruction Standing Group is open to everyone interested in online/hybrid writing pedagogy, administration, and research.

Sponsored by the Online Writing Instruction Standing Group

Lake Erie (8th floor)

Speaker: Jessie Borgman, Arizona State University

Institutions: Labor Issues, Professional Lives, and Survival

TSIG.27 Labor Caucus Annual Meeting

Meeting of Labor Caucus new and existing membership. Meeting will discuss past initiatives, new business, and proposals.

Sponsored by the Labor Caucus

Lake Ontario (8th floor)

Chair: Anicca Cox, Methodist University

Community, Civic, and Public Contexts of Writing

TSIG.28 Appalachian Studies Standing Group

This standing group session convenes scholars, teachers, and community organizers interested in teaching, learning, research, and community projects in and about Appalachia to discuss potential collaborations and topics of mutual interest.

Sponsored by the Appalachian Studies Standing Group

Lake Huron (8th floor)

Chair: Kim Donehower, University of North Dakota