

Wednesday, 9:00 a.m.–12:30 p.m.

# Half-Day Wednesday Workshops

## Morning: 9:00 a.m.–12:30 p.m.

---

*These workshops require a separate registration and fee.*

*Approaches to Teaching and Learning*

### **MW.01 Listening to Enhance Soundwriting**

Join us in an experience of listening to enrich how we understand, create, and teach sonic texts. We'll leave the Convention Center to listen to Chicago's soundscapes and later immerse ourselves in the crafted sounds of a podcast episode. You'll gain insight into the power of listening and leave the workshop with ideas about how listening can help you and your students become stronger soundwriters.

Blvd. C (2nd floor)

**Speakers:** Tanya Rodrigue, Salem State University  
Kyle Stedman, Rockford University

*Approaches to Teaching and Learning*

### **MW.02 Purposeful Practices of Hope: Critical Emotional Studies and Writing Instruction**

Calls for affective practices inspiring and enacting hope are vital as we negotiate agency, social justice, and well-being in a world shaped by neoliberal values and imbued with racism and sexism. In a series of interactive mini-workshops, teacher/scholars draw on peace, empathy, leadership, and Buddhist studies to share strategies that foster hope, equity, and well-being in the academy and beyond.

Waldorf (3rd floor)

**Workshop Facilitators:** Melody Bowdon, University of Central Florida  
Emily Brier, Western Carolina University  
Adenike Davidson, Delaware State University  
Lisa Langstraat, Colorado State University

*Approaches to Teaching and Learning*

**MW.03 Using Place to Enhance Writing Pedagogy**

This workshop explores ways that place connects college student writing to lived experiences and complex social environments. Building from the case of Appalachia, it offers opportunities for participants from any geographical background to consider how they can help students write to intervene in spatial identity making.

Astoria (3rd floor)

**Speakers:** Erin Brock Carlson, West Virginia University  
Amanda Hayes, Kent State University Tuscarawas  
Sarah Morris, West Virginia University  
Nathan Shepley, University of Houston  
Amanda Tennant, West Liberty University

*Community, Civic, and Public Contexts of Writing*

**MW.04 Hope, Rethreaded: Strengthening Prison-Based Literacies through Community Partnership**

Sponsored by the Prison Literacies and Pedagogy SIG, the workshop hosts a panel discussion from Chicago literacy and prisoner reentry groups, then convenes breakout groups for sharing teaching resources, strategies for collaboration across disciplines and professions, and space to examine both relationality and terms of access.

*Sponsored by the Prison Literacies and Pedagogy Special Interest Group*

Williford A (3rd floor)

**Respondent:** Derek Irvin, Houston Community College  
**Roundtable Leaders:** Wendy Hinshaw, Florida Atlantic University  
Cory Spice Holding, University of Pittsburgh  
Derek Irvin, Houston Community College  
Logan Middleton, University of Toronto  
**Speakers:** Libby Catchings, University of Denver  
Catherine Koehler, University of California, Merced  
**Special Interest Group Chair:** Libby Catchings, University of Denver

*Inclusion and Access*

**MW.05 Council on Basic Writing**

The Council on Basic Writing offers an annual morning workshop for teachers and scholars of basic writing. This year, CBW will be revisiting the politics of assessment by examining the history, theory, and practices of ungrading in the “post-pandemic” college/university. Workshop participants will work with facilitators to design their own grading contracts for basic writing.

Williford B (3rd floor)

Wednesday, 9:00 a.m.–12:30 p.m.

**Chairs:** Erika Johnson, Utah Valley University

Jack Morales, Pace University

**Speakers:** Ashleigh Fox, Community College of Allegheny County

Erika Johnson, Utah Valley University

Jack Morales, Pace University

**Workshop Facilitators:** James Dunn, Indiana University of Pennsylvania

Ashleigh Fox, Community College of Allegheny County

Barbara Gleason, City College of New York

Nicole Hancock, Southwestern Illinois College

Rachel Ihara, Kingsborough Community College

Darin Jensen, Salt Lake Community College

Erika Johnson, Utah Valley University

Leigh Jonaitis

William Lalicker, West Chester University

Jack Morales, Pace University

Hope Parisi

RAsheda Young, Rutgers University

*Inclusion and Access*

### **MW.06 Doing Hope for Native Americans in the Academy: Recruiting and Retaining Indigenous Students and Faculty**

This workshop surveys the history of Native education; shares first-hand stories and advice about Native faculty and student retention and recruitment; helps participants map their relationship to Indian Country on their home campus; provides hands-on learning and strategies for incorporating Indigenous best practices; and models effective and appropriate recruitment and interviewing practices.

*Sponsored by the American Indian Caucus*

Marquette (3rd floor)

**Speakers:** Andrea Riley Mukavetz, Grand Valley State University

Cindy Tekobbe, University of Illinois Chicago

Amanda Weinert, Niigaandiwin Education Department of the Little

Traverse Bay Bands of Odawa Indians

Rance Weryackwe, University of Oklahoma

Luhui Whitebear, Oregon State University

Kimberly Wieser, University of Oklahoma

*Institutions: Labor Issues, Professional Lives, and Survival*

### **MW.07 Archiving for Life: Anticipating Histories to Preserve the Past and Craft Hopeful Futures**

This workshop engages the diverse, intergenerational nature of archiving in rhetoric/composition, inviting participants to try various archival roles. How do we identify artifacts as “meaningful” and sources that can “tell” histories from multiple perspectives? How can we collaborate to co-create richer panhistoriographic pasts, presents, and futures for all writing teachers, scholars, and WPAs?

*Sponsored by the Standing Group for Senior, Late Career, and Retired Professionals (SGSLR) & the National Archive of Composition and Rhetoric Working Group*

Lake Michigan (8th floor)

**Speaker:** Joel Wingard, Moravian University

**Standing Group Chair:** Joel Wingard, Moravian University

**Workshop Facilitators:** John Brereton, University of Massachusetts  
Boston

Kathleen Shine Cain, Merrimack College

Garrett Ivan Colon, Purdue University

Meaghan Dittrich, University of New Hampshire

Cinthia Gannett, Fairfield University

Shirley Rose, Arizona State University

Robert Schwegler, University of Rhode Island

Katherine Tirabassi, Keene State College

*Theory and Research Methodologies*

### **MW.08 Never Enough Time: Staying Current by Indexing for CompPile**

The official CompPile workshop guides participants through indexing and other strategies for diversifying and sustaining CompPile. Participants learn how to use CompPile as a resource, how to index, and help us at CompPile to build a more sustainable and diverse open-access database for composition and rhetoric scholarship.

Lake Erie (9th floor)

**Workshop Facilitators:** Whitney Jordan Adams, Berry College

Jessica Jorgenson Borchert, Pittsburg State University

Lauren Brentnell, University of Northern Colorado

Lorie Jacobs, University of Houston-Clear Lake

Angela Laflen, California State University, Sacramento

Susan Wolff Murphy, Texas A&M, Corpus Christi

Tara Wood, University of Northern Colorado

Wednesday, 9:00 a.m.–12:30 p.m.

*Writing Centers (including Writing and Speaking Centers)*

### **MW.09 Developing Hopeful and Labor-Conscious Strategic Plans for the Writing Center**

Three writing center directors from different types of institutions first share models for developing strategic plans for writing centers that account for everyday, disciplinary, and emotional labor (Caswell et al., 2016). Facilitators will then provide space and support for participants to create, revise, or strengthen their own hopeful and labor-conscious strategic plans.

Lake Ontario (8th floor)

**Workshop Facilitators:** Evin Groundwater, University of California, Irvine  
Allison Kranek, The Ohio State University  
Maria Carvajal Regidor, University of Massachusetts Boston

# Half-Day Wednesday Workshops

## Afternoon 1:30–5:00 p.m.

---

*These workshops require a separate registration and fee.*

*Approaches to Teaching and Learning*

**AW.01 Hybrid Teaching and Learning: Workshop Sponsored by the Online Writing Instruction Standing Group**

This workshop focuses on hybrid learning with emphasis on course design, professional development, and cultivating institutional support.

*Sponsored by the Online Writing Instruction Standing Group*

Blvd. C (2nd floor)

**Speakers:** Jennifer Cunningham, Kent State University  
Miranda Egger  
Lyra Hilliard, University of Maryland  
Angela Lafen, California State University, Sacramento  
Jason Snart, College of DuPage  
Mary Stewart, California State University, San Marcos  
Natalie Stillman-Webb, University of Utah  
Scott Warnock, Drexel University  
Joanna Whetstone, Lakeland Community College

*Approaches to Teaching and Learning*

**AW.02 Practicing Hope through Relational Listening as Professors and Administrators**

This workshop aims to provide space for thinking about and practicing hope in the form of developing listening practice as professors and administrators. We will invite participants to consider the many ways we can enact more effective cross-cultural listening in our teaching, administrative, research, and service work.

Astoria (3rd floor)

**Workshop Facilitators:** Ann Amicucci, University of Colorado Springs  
Jessica Schreyer, University of Dubuque  
Nicole Warwick, University of California, Santa Barbara

Wednesday, 1:30–5:00 p.m.

*Approaches to Teaching and Learning*

**AW.03 Where Do We Go Now? Doing Hope, Healing, and Recovery through Writing Assessment Designs**

Punitive assessments damage students' and teachers' attachments to learning. This reflective, hands-on workshop presents social justice and ethics of care frameworks for writing assessment, and participants will leave with an expanded inventory of possibilities and critical questions for assessment designs for their local contexts that focus on hope, social justice, healing, and recovery.

Williford A (3rd floor)

**Speakers:** Antonio Byrd, University of Missouri, Kansas City  
Gavin Johnson, Texas A&M University-Commerce  
Virginia Schwarz, San Francisco State University  
Lizbett Tinoco, Texas A&M University-San Antonio

*Inclusion and Access*

**A.04 Demystifying the Dissertation: A Critical Conversation with Graduate Students and Advisors**

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

Williford B (3rd floor)

**Respondents:** Brynn Fitzsimmons, University of Kansas  
Christopher Peace

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

*Institutions: Labor Issues, Professional Lives, and Survival*

**AW.05 Next Gen Reimagining Leadership Workshop:  
Institutional Change through Teaching, Administration,  
and Professionalism**

Considering the ongoing impact of the pandemic, participants (graduate students and early career faculty) and facilitators will reflect on our own values and goals as leaders in our current and future positions, make sense of the major professional challenges we are facing, strategize responses to those challenges, and reimagine just and equitable futures in our contexts.

Lake Michigan (8th floor)

**Workshop Facilitators:** Sonia Arellano, University of Central Florida  
Brooke Hotez, Utah Tech University  
Eric A. House, New Mexico State University  
Charles McMartin, University of Arizona

*Institutions: Labor Issues, Professional Lives, and Survival*

**AW.06 The Labor of ePortfolios: Demanding Equitable and  
Ethical Practices**

The Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL)'s Digital Ethics and ePortfolios Task Force developed ten principles promoting ethical ePortfolio practices. In this workshop, facilitators invite participants to use the principles as a heuristic for demanding institutional action and support for ethical labor practices and relationships in ePortfolio practice.

Lake Erie (8th floor)

**Speaker:** Sarah Zurhellen, Appalachian State University  
**Workshop Facilitators:** Morgan Gresham, University of South Florida, St.  
Petersburg  
Megan Mize, Old Dominion University



Wednesday, 1:30–5:00 p.m.

*Approaches to Teaching and Learning*

**AW.07 Instilling Hope, Empathy, and Self-Love: Compassionate Pedagogy for First-Year Composition, Literature, and STEM Writing Classrooms**

Participants will engage in activities aimed at promoting compassionate pedagogy in the literature, first-year composition, as well as STEM writing classrooms. They will acquire classroom activities, lessons, and an understanding of how they can modify their current classroom practices and syllabi to promote a more compassionate pedagogy that is inclusive and affirming for their students.

Lake Ontario (8th floor)

*Speakers:* Amelia Herb, University of Arizona  
Josie Portz, University of Arizona  
Larissa Runyan, University of Arizona

*Inclusion and Access*

**AW.11 Working with Undergraduate Researchers: Developing Inclusive Projects and Mentoring**

A working session sponsored by the Undergraduate Research Standing Group in which participants will collaborate with each other and facilitators to move from goals to action plans for taking next steps in mentoring undergrad researchers. We are especially interested in working with new, aspirational, or less experienced mentors, and will tailor the workshop to participants' specific project goals.

*Sponsored by the CCCC Undergraduate Research Standing Group*

Waldorf (3rd floor)

*Workshop Facilitators:* Doug Downs, Montana State University  
David Grant, University of Northern Iowa  
Jane Greer, University of Missouri, Kansas City  
Joyce Kinkead, Utah State University  
Ethna Lay  
Alexandria Lockett  
Michael Neal, Florida State University

# All-Day Wednesday Workshops

## 9:00 a.m.–5:00 p.m.

---

*These workshops require a separate registration and fee.*

*Antiracism and Social Justice*

### **W.01 Troubling “Presence”: (Re)Making, Thinking, Doing Coalition**

To trouble the concept of coalition—the barriers, affordances, assumptions, and possibilities—this full-day workshop centers the concept of presence and doing/making in relation to coalition. Featured speakers, leaders from CCCC caucuses, makers, and participants will critically reflect on how presence acts as a prism for understanding difference with an emphasis on transmemoration and emotion.

*Sponsored by the Feminist Caucus*

Salon A-4 (lower level)

**Caucus Chair:** Kate Pantelides, Middle Tennessee State University

**Chair:** Louis Maraj, University of British Columbia

**Session Co-Chairs:** Angela Clark-Oates, California State University, Sacramento

Juliette Holder, Texas Women University

Aurora Matzke, Azusa Pacific University

Andrea McCrary, Queens University of Charlotte

Tzion Tran, California State University, Sacramento

Karen Tellez-Trujillo, Cal Poly Pomona

Karriann M. Soto Vega, University of Kentucky

Patricia Wilde, Washington State University Tri-Cities

**Respondent:** Mara Lee Grayson, California State University, Dominguez Hills

**Speakers:** Sonia Arellano, University of Central Florida

Christina Cedillo

Linh Dich, Miami University Regionals

Michael Faris, Texas Tech University

Brynn Fitzsimmons, University of Kansas

Romeo García, University of Utah

Jo Hsu, University of Texas at Austin

Brittany Hull, Stanford University

Lisa King, University of Tennessee, Knoxville

Louis Maraj, University of British Columbia

Alexis McGee, University of British Columbia

Temptaous Mckoy, Bowie State University

Mudiwa Pettus, Medgar Evers College, CUNY

Wednesday, 9:00 a.m.–5:00 p.m.

Pritha Prasad, University of Kansas  
Margaret Price, The Ohio State University  
Andrea Riley Mukavetz, Grand Valley State University  
Donnie Sackey, University of Texas at Austin  
Cecilia Shelton, University of Maryland  
Cindy Tekobbe, University of Illinois at Chicago

*Approaches to Teaching and Learning*

**W.02 Mining Ubuntu: Reconstituting Community to Foster Healing and Growth in Veterans Studies Ten Years On**

Join us as we (re)assemble/renew connections, welcome scholars of all levels, and seek to support the success of the 3 million+ military-affiliated students now enrolled in higher education. This workshop via a new scholars panel, an international keynote message, and focused discussions, examines the intersections of veterans studies, composition, pedagogical innovations, and best practices.

Salon A-3 (lobby level)

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

**Workshop Facilitators:** Kathryn Broyles, American Public University System (American Military University)

Corrine Hinton, Texas A&M University-Texarkana

*Inclusion and Access*

**W.03 Sharing Space as Professionals and Colleagues: Making Zines for Ethical Engagement at CCCC**

In intercultural spaces, coexisting in ethical ways means engaging in self-reflective and proactive labor to share space thoughtfully and be in community with people like and not like you. In this zine-making workshop, we will share strategies for navigating professional spaces and develop guidelines for ethical engagement at Cs through creating zines to share with the larger Cs community.

*Sponsored by the Committee for Change and the Committee for Critical Whiteness*

Salon A-5 (lower level)

**Chair:** Adrienne Jones Daly, Rhode Island University

**Speakers:** Everardo Cuevas, Michigan State University

Cheryl Glenn, Pennsylvania State University, “Critiquing Whiteness, Conceptualizing Equity, and (Re)Defining Engagement”

Mara Lee Grayson, California State University, Dominguez Hills

Al Harahap, University of Oklahoma

Zandra L. Jordan, Stanford University

Douglas Kern, Valencia College, “Critiquing Whiteness, Conceptualizing Equity, and (Re)Defining Engagement”

Cara Marta Messina, Jacksonville State University, “Critiquing Whiteness, Conceptualizing Equity, and (Re)Defining Engagement”

Robert Mundy, Pace University, “Critiquing Whiteness, Conceptualizing Equity, and (Re)Defining Engagement”

Lana Oweidat, Goucher College

*Inclusion and Access*

**W.04 Community-Centered Approaches to Accessible Pedagogy: Teachers and Learners Come Together to Design an Inclusive Classroom**

This workshop focuses on ways to integrate accessibility in composition and TPC courses using participatory design principles. Organized in three modules, participants will explore working with LMS restrictions and options; integrating student-generated accessible writing in curriculum; and conducting reflexive accessibility evaluation. Additionally, participants will leave with a digital drive.

Williford C (3rd floor)

**Workshop Facilitators:** Cat Mahaffey, University of North Carolina, Charlotte

Cassie Miura, University of Washington, Tacoma

Sushil Oswal, University of Washington

Michelle Stuckey, Arizona State University

Ashlyn Walden, University of North Carolina, Charlotte

Joanna Whetstone, Lakeland Community College

*Community, Civic, and Public Contexts of Writing*

**W.05 “With Our Hearts in Our Hands and Our Hands in the Soil”: Food Justice and Community Writing in Theory and Practice**

This workshop proposes food justice as a focus for community writing projects that enact hope via material and culture work. After an overview of food justice scholarship, facilitators will describe several diverse community-engaged writing projects. Then, participants will work with facilitators to develop and refine projects that support food justice in their own communities.

Joliet (3rd floor)

**Workshop Facilitators:** Veronica House, University of Denver

Mark Houston, University of Nebraska-Lincoln

Sarah Moon, Massachusetts Maritime Academy

Donnie Sackey, University of Texas at Austin

*continued on next page*

Eileen Schell, Syracuse University  
Pritisha Shrestha, Syracuse University  
Stephanie Wade, Searsport High School  
Dianna Winslow, California Polytechnic State Institute

*Theory and Research Methodologies*

**W.06 Doing Hope through International Writing Research**

Through a full-day series of discussions, 16 international colleagues and workshop registrants meet to engage in the discipline of writing research and development within an inclusive international framework. Participants choose among each others' texts to read in advance and to discuss in small groups during the workshop, enabling deep, sustained international exchange.

*Sponsored by the International Researchers Consortium*

**PDR #2 (3rd floor)**

**Speakers:** Tatiana Alenkina, Moscow Institute of Physics and Technology, "Genre Pedagogy across Educational L2 Contexts in Russia: In Search of the Method"

Nancy Bou Ayash, University of Washington, "Translation Literacy and Globalizing Undergraduate Writing Education"

Paula Carlino, National Council for Scientific and Technical Research/ University of Buenos Aires/UNIPE, "Reading and writing in graduate teacher education. Learning processes reported in portfolios in a master's thesis proposal writing seminar"

Durba Chattaraj, Ashoka University, "US and India: A study of curricular transfer and collaboration between two writing programs"

Tom Deans, "An Interview-Based Study of Undergraduate STEM Writers in East Africa"

Mariëlle Leijten, University of Antwerp, "Hand-in-hand: Keystroke logging in research and education"

Min Yang, Texas Tech University, "Developing Intercultural Communicative Competence in a Technical Writing Course in China"

Carolina Roni, GICEOLEM/UNIPE/IUHIBA, "Reading and writing in graduate teacher education. Learning processes reported in portfolios in a master's thesis proposal writing seminar."

Alessandra Rossetti, University of Antwerp, "Hand-in-hand: Keystroke logging in research and education"

Nina Vandermeulen, Umea University, Sweden, "Hand-in-hand: Keystroke logging in research and education"