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

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)
**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, Niigaandiwini 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 panhistorigraphic 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 Laflen, 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

**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
**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
           Karrieann 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

CCCC CONVENTION, CHICAGO 2023

Wednesday, 9:00 a.m.–5:00 p.m.
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 CCC
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
Wednesday, 9:00 a.m.–5:00 p.m.

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”
- 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”