



Two-Year College English Association National Conference

W. E. B. Du Bois describes a college as a community “of human beings, learning of the things they do not know from things they do know in their own lives.” In every class and in every action we take as teachers, we engage with the larger purposes and contexts of our institutions and of our students’ lives. Our 2022 Conference examined those efforts through a lens of recovery and reinvention as we emerged from a time of crisis. TYCA 2023 offers us another space to name and examine our best efforts to grow and expand our practice, engage with our students’ lives as they are lived (and not as we imagine them or wish them to be), and think toward a collective understanding of what it is we’re trying to do together.

Growing Down to the Roots

Wednesday, February 15

Hilton Chicago

Offered at the 2023 CCCC Annual Convention

REGISTRATION INFORMATION:

TYCA Conference Registration: \$150

Add on CCCC 2023 (Feb. 16–18) Registration: \$100

SCHEDULE:

8:00–8:50	Opening Session
9:00–10:05	Breakout Sessions 1
10:15–11:20 a.m.	Breakout Sessions 2
11:30 a.m.–12:20 p.m.	Roundtable Sessions
12:30–1:45 p.m.	Keynote Speaker: Decoteau J. Irby , author, creator, activist, musician, consultant, and associate professor in the Department of Educational Policy Studies at the University of Illinois at Chicago
2:00–3:05 p.m.	Breakout Sessions 3
3:15–4:20 p.m.	Breakout Sessions 4
4:30–5:35 p.m.	Breakout Sessions 5
5:45–6:00 p.m.	Closing Session
All Day	hospitality room: TYCA regionals, taking a breather, making connections

CONTACT FOR QUESTIONS: tyca@ncte.org

DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

These awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students' language learning, helping them to achieve their college, career, and personal goals.

Outstanding Programs Award Committee

Chair: Justin Jory, Salt Lake City Community College

Alex Arreguin, Mesa Community College

Anthony Sams, Ivy Tech Community College

Kristen Weinzapfel, North Central Texas College

For a listing of previous winners, please visit

<https://ncte.org/awards/tyca-diana-hacker-outstanding-programs-in-english-award/>.



Conference on
College Composition
& Communication



National Council of
Teachers of English

Sessions and Workshops on Two-Year College Concerns

- A.17 An Old Desperation? A New Hope?: Redesigning Integrated Reading and Writing for Equity
- B.34 The Emotional Work of Writing: Four Qualitative Investigations of Advanced Writers
- C.17 Feedback and Response Post(?) Pandemic: Perspectives across Institutional Contexts
- C.34 The Hard and Messy Work of Hope: Transitioning to Guided Self-Placement in a Pandemic
- C.38 Writing Self-Efficacy of Dual-Credit FYC Students: Are We Setting Students Up for Success?
- D.26 From Individual to Institution: Supporting, Sustaining, and Growing Antiracist Language Pedagogy through Coalition
- E.10 Professional Development for Co-requisite Writing Instruction at a Four-Year Institution
- F.12 Admitting Our Failures: Working toward Anti-Oppressive Educational Practices in Dual Enrollment
- F.20 Crawling into FYW
- F.26 Effecting a Culture Shift in a Time of Turmoil: Five 2YC WPAs Offer Hope
- G.09 Agency, Ethics, and Boundaries: Adapting Disciplinarity in a Challenging Two-Year College Environment
- G.21 Disrupting Writing Normativities and Enacting Institutional Change across Secondary, Postsecondary, and Community College Contexts
- H.08 Reimagining Resistance
- H.35 What Happens Next? Hopeful Writing Program Responses to Placement Reforms in the Two-Year College
- I.11 Composting, Cookbooks, and Climate Change, Oh My!
- J.14 Hope for Reimagined Graduate Education: A Community College-University Professional Apprenticeship Program
- L.11 Pandemic Pedagogies or, How We Managed to Survive
- MW.05 Council on Basic Writing
- SW.09 Dual Enrollment Composition: Building Our Story
- SW.12 Even Job Seekers (Re)Invent the University: Understanding Teaching-Intensive Positions and Institutions as Hopeful Career Pathways

CCCC Committee Meetings

CCCC Executive Committee

Wednesday, February 15, 8:30 a.m.–5:00 p.m.
Continental C, Lobby Level
Chair: Staci M. Perryman-Clark

Committee on Computers in Composition and Communication

Thursday, February 16, 4:00–5:00 p.m. (Closed)
5:00–6:00 p.m. (Open)
PDR #6, 3rd Floor
Co-Chairs: Wendi Sierra and Naomi Silver

Committee on Critical Whiteness

Saturday, February 18, 9:30–10:45 a.m. (Open)
PDR #5, 3rd Floor
Chair: Mara Lee Grayson

Language Policy Committee

Wednesday, February 15, 7:30–9:30 p.m. (Closed)
Pullman Boardroom, 4th Floor
Co-Chairs: Elaine Richardson and Denise Troutman

Newcomers' Orientation Committee

Thursday, February 16, 10:30–11:45 a.m. (Open)
McCormick Boardroom, 4th Floor
Chair: Christine Tulley

Nominating Committee

Thursday, February 16, 10:30 a.m.–12:30 p.m. (Open)
Friday, February 17, 9:30–11:30 a.m. (Closed)
PDR #6, 3rd Floor
Chair: Eunjeong Lee

Resolutions Committee

Thursday, February 16, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
McCormick Boardroom, 4th Floor
Chair: Aja Y. Martinez

Social Justice at the Convention Committee

Friday, February 17, 9:30–10:45 a.m. (Open)
PDR #5, 3rd Floor
Chair: Antonio Byrd

Wednesday, February 15

Special Events and Meetings

Research Network Forum

International Ballroom South (2nd floor)

8:30 a.m.–5:30 p.m.

Celebrating our 36th year in 2023, the Research Network Forum is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers.

Chairs: Risa Gorelick, New Jersey Institute of Technology
Jennifer K. Johnson, University of California, Santa Barbara
Carrie Wastal, University of California, San Diego

Committee Members: Anthony Atkins, University of North Carolina-Wilmington

Jeanne Bohannon, Kennesaw State University
Risa Gorelick, New Jersey Institute of Technology
Jennifer K. Johnson, University of California, Santa Barbara
Ollie Oviedo, Eastern New Mexico University

Tom Pace, John Carroll University
Rebecca Rickly, Texas Tech University
Kevin Rutherford, University of California, Santa Barbara
Elizabeth Saur, University of California, Santa Barbara

Glen Southergill, Montana Technical University
Patrick Thomas, University of Dayton
Carrie Wastal, University of California San Diego
Katherine Wills, Indiana University-Purdue University Columbus

Speakers: Stephanie Kerschbaum, University of Washington
M. Remi Yergeau, University of Michigan-Ann Arbor

Training for Writing Centre Pop-Up: Do You Know Whose Land You're On? Wise Practices on Land and Water Acknowledgements

McCormick Room (4th floor)

1:30 p.m.–5:00 p.m.

This workshop is the culmination of preparation for writing centre tutors, professional staff, and directors who will be volunteering in CCCC 2023 Pop-Up Writing Centres and/or committed to taking new understanding about the writing and deliv-

Wednesday, 1:30–8:00 p.m.

ery of land and water acknowledgements back to their home institutions. Registrants must have completed at least one prerequisite webinar. This workshop is free for participants who have completed the prerequisite.

Intellectual Property in Composition Studies

Room 4D (4th floor)

2:00 p.m.–5:30 p.m.

The CCCC-IP Standing Group annual meeting provides a forum for discussions of authorship, copyright, fair use, remix, access, and IP issues via roundtables that explore composition instruction on intellectual property, discuss scholarly strategies and resources, and create action plans on current events and issues.

Chair: Thomas Pickering, Massachusetts Institute of Technology

Roundtable Leaders: Wendy Austin, Wenzou-Kean University

Mike Edwards, Washington State University

Kim Gainer, Radford University

Newcomers' Orientation

Waldorf (3rd floor)

5:15 p.m.–6:15 p.m.

Join members of the Newcomers' Orientation Committee for an orientation session. The committee will discuss how to navigate the Convention and share tips to get the most out of the Convention activities.

Coalition of Feminist Scholars in the History of Rhetoric and Composition

International Ballroom South (2nd floor)

6:00 p.m.–8:00 p.m.

Annual two-part session hosted by Coalition of Feminist Scholars in the History of Rhetoric and Composition featuring mentoring tables and a panel on emerging scholarship from feminist dissertators.

Chair: Jessica Enoch, University of Maryland

Speakers: Michelle Flahive, Texas Tech University

Danielle Koepke, University of Wisconsin-Milwaukee

Abigail Long, Syracuse University

Nelesi Rodriguez, University of Pittsburgh

Documentarians' Reception

Location TBA

Evening time TBA

We are hosting a reception to celebrate the 2023 Documentarians. If you're serving as a Documentarian this year, please join us for snacks, drinks, introductions, and a chance to get to know your fellow Documentarians. We will email information to you before the event.

2023 IWCA Collaborative

Writing Center Relationships, Partnerships, and Coalitions

Sponsored by the International Writing Centers Association

DePaul University—Loop Campus

1 East Jackson Blvd., Suite 8003

Chicago, IL 60604

Schedule Overview

7:30–2:45 p.m.—Registration

7:30–9:30 a.m.—Breakfast

8:00–9:15 a.m.—Session 1

9:15–9:30 a.m.—Break

9:30–10:45 a.m.—Session 2

10:45–11:00 a.m.—Break

11:00–12:15 p.m.—Session 3

12:15–1:15 p.m.—Lunch

1:15–4:00 p.m.—Open House: DePaul's Writing Center

1:15–2:30 p.m.—Session 4

2:30–2:45 p.m.—Break

2:45–4:00 p.m.—Session 5

4:00–5:30 p.m.—Reception: Greetings from Frankie Condon, CCCC Convention Program Chair

Collaborative Co-Chairs: Grace Pregent (pregentg@msu.edu)

Trixie Smith (smit1254@msu.edu)

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"