

**DOING
HOPE IN
DESPERATE
TIMES**

2023
CCCC
Chicago
CONVENTION
FEBRUARY 15-18 | CHICAGO, IL

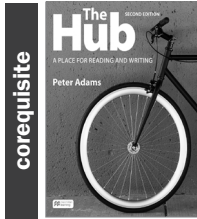


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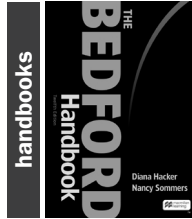
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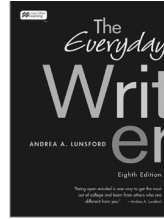
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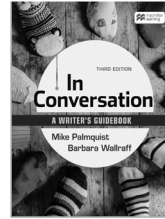
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The Hub, 2e



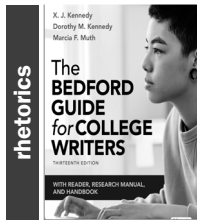
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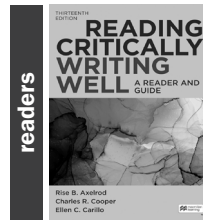
Palmquist · Walraff
In Conversation: A Writer's Guidebook, 3e



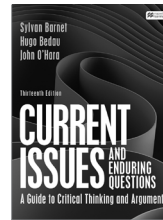
Kennedy, et al.
The Bedford Guide for College Writers, 13e



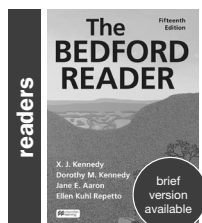
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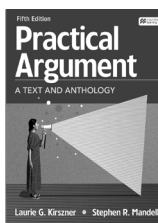
Axlerod et al.
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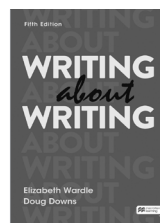
Barnet et al.
Current Issues and Enduring Questions, 13e



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74th Annual Convention
Conference on College Composition and Communication
February 15–18, 2023
Hilton Chicago
Chicago, Illinois

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Schedule at a Glance

Wednesday, February 15

7:00 a.m.–7:00 p.m.	Registration
8:00 a.m.–5:00 p.m.	TYCA Conference
8:30 a.m.–5:00 p.m.	Research Network Forum
9:00 a.m.–12:30 p.m.	Morning Workshops (additional registration required)
9:00 a.m.–5:00 p.m.	All-Day Workshops (additional registration required)
1:30 p.m.–5:00 p.m.	Afternoon Workshops (additional registration required)
5:00 p.m.–10:00 p.m.	Meetings and Events for Select Special Interest Groups, Committees, and Other Groups
5:15 p.m.–6:15 p.m.	Newcomers' Orientation

Thursday, February 16

7:00 a.m.–5:00 p.m.	Registration
7:00 a.m.–5:00 p.m.	Action Hub
7:30 a.m.–8:15 a.m.	Newcomers' Coffee Hour
8:30 a.m.–10:15 a.m.	Opening General Session
10:15 a.m.–6:00 p.m.	Exhibit Hall Open
10:30 a.m.–11:45 a.m.	A Sessions
12:15 p.m.–1:30 p.m.	B Sessions
1:45 p.m.–3:00 p.m.	C Sessions
3:15 p.m.–4:30 p.m.	D Sessions
4:45 p.m.–6:00 p.m.	E Sessions
5:30 p.m.–6:30 p.m.	Resolutions Committee Open Meeting
6:00 p.m.–7:00 p.m.	Scholars for the Dream Reception
6:30 p.m.–7:30 p.m.	Special Interest and Standing Group Meetings
7:00 p.m.–8:00 p.m.	Anzaldúa Awards Reception

Friday, February 17

8:00 a.m.–5:00 p.m.	Registration
8:00 a.m.–5:00 p.m.	Action Hub
8:00 a.m.–5:00 p.m.	Exhibit Hall
8:00 a.m.–9:15 a.m.	F Sessions
9:30 a.m.–10:45 a.m.	G Sessions
11:00 a.m.–12:15 p.m.	All-Attendee Event
12:30 p.m.–1:45 p.m.	H Sessions
2:00 p.m.–3:15 p.m.	I Sessions
3:30 p.m.–4:30 p.m.	Special Interest and Standing Group Meetings
4:45 p.m.–7:15 p.m.	Annual Business Meeting and Awards Presentation
7:15 p.m.–9:30 p.m.	Evening All-Attendee Event

Saturday, February 18

8:00 a.m.–1:00 p.m.	Registration
8:00 a.m.–2:00 p.m.	Action Hub
8:00 a.m.–9:15 a.m.	J Sessions
9:30 a.m.–10:45 a.m.	K Sessions
9:30 a.m.–11:30 a.m.	Teacher to Teacher
10:00 a.m.–1:00 p.m.	Exhibit Hall
11:00 a.m.–12:15 p.m.	L Sessions
12:30 p.m.–1:45 p.m.	M Sessions
2:00 p.m.–5:00 p.m.	Afternoon Workshops (registration required with no fee)

Greetings from the 2023 PROGRAM CHAIR



Frankie Condon
2023 Program Chair

Dear Friends! I am so delighted to welcome all of you to CCCC 2023. To those of you who have traveled to Chicago to convene in person—YAY!!! To those of you joining us virtually—YAY!!! As complicated and halting as our planning of this blended Convention has been, we are now together. And that is a victory!

In the last three years, humanity's vulnerabilities have become undeniable—even to those of us who have for so long been protected from them by design or historical accident. Perhaps, now, we may learn to take up the responsibilities that attend our shared precarity: to care well and deeply for one another's emotional as well as intellectual wellness; to protect one another's health by taking such precautions as we can—whether or not we are required to do so by law. Register your vaccination status with Crowdpass (maybe get a booster before the Convention begins). Please, wear your masks! Attend livestream events and access on-demand sessions! Remember that those who are presenting virtually deserve to be included in our field's conversations and recognized for their contributions to the field.

In the call for papers for our Convention, I invited us to *do hope*; not to mindlessly assert that things are better than they used to be or that they'll surely get better, but to actively, honestly, courageously contend with the evidence that things are not good. I invited us to recognize and act on our understanding that we have much to learn from one another. We need one another. And the future—if there is to be a future—depends upon our capacity to live with and for, to create and sustain deep affiliation relations at the joints where self and other are conjoined. I invited us to search for ways of knowing—for methodologies, methods, genres—that might take us beyond our failed convictions about what is true to explorations of what it might mean to write and speak, to teach and learn with the grace of uncertainty.

We have tried to create a Convention that surrounds you with opportunities to try out doing hope within and beyond workshops, panels, roundtables, and poster sessions. During the Wednesday workshops, for example, you'll find a session on ethical engagement as professionals and colleagues. Designed in response to concerns raised by members of identity caucuses, this session will support participants wishing to learn how to be allies and accomplices at CCCC and beyond. In the program, you will find lists of sessions by emerging scholars—folx who are newer to the field, who should be heard and recognized. You'll also find lists of promoted sessions. These are workshops, roundtables, and panels addressing matters that are particularly pertinent and significant to the Convention theme.

This year's opening session—livestreamed to ensure maximum access—will feature Exemplar Award winners Jonathan Alexander and Jacqueline Rhodes; presentation of Scholars for the Dream, Gloria Anzaldúa, and Lavender Rhetorics awards; and an extraordinary Chair's Address by the unstoppable Staci Perryman-Clark.

The Social Justice at the Convention (SJAC) Committee has worked particularly hard this year to create a thriving action hub. They've worked closely with me and with the Hospitality Committee to identify and invite BIPOC artists and booksellers from the Chicago area to take up free vendor space within our exhibit hall. Look in your program for Yoga for Black Lives for you are all welcome to join a practice that provides “healing space for Black people, people of color, and allies to the cause of Black Lives Matter and Criminal Justice Abolition” (www.yogaforblacklives.com).

Pop-up writing centres will be located throughout the convention space for the convenience and support of panelists and attendees working on papers, handouts, syllabi, and, especially, for those hoping to learn more about composing and delivering Land Acknowledgments.

This year's keynote will be a poetry reading and dialogue among two Queer/Trans/Two-Spirit poets: Stacey Waite and Andrea Abi-Karam. In their edited collection, *We Want It All: An Anthology of Radical Trans Poetics*, Abi-Karam and their coeditor, Kay Gabriel, write, “poetry bears on the project of imagining and making actual a totally inverted world . . . Poetry isn't revolutionary practice; poetry provides a way to inhabit revolutionary practice, to ground ourselves in our relations to ourselves and each other, to think about an unevenly miserable world and to spit in its face” (2). Both through their poetry and their conversation, Waite, Driskill, and Abi-Karam explore the relation of poetry to our relations as well as to how we learn, unlearn, resist, and reshape a broken world.

This year's cultural event will be a performance by a drag legend. The Vixen is a fierce antiracist activist within and outside Chicago's 2SLGBTQIA community for trans and gender non-conforming Black and Latinx youth against the deadly tides of racism, transphobia, and femme phobia. Among her activist projects, the Vixen is a spokesperson for Kindr Grindr, an initiative that opposes racism gender-based discrimination too common among users of the app. The Vixen's performance at CCCC will be followed by an open mic drag night for CCCC drag artists.

Planning a Convention as big as CCCC requires a lot of labour on the part of a great many people. CCCC 2023 would not have been possible without the dedication of the NCTE/CCCC's director and staff: especially, Emily Kirkpatrick, Kristen Ritchie, Lori Bianchini, and Matt Burruss. Local Arrangements Chair Charitianne Williams has worked tirelessly with the Hospitality Committee to make the Convention a success. Margaret Fink has developed the Accessibility Guide. SJAC Chair Antonio Byrd and the SJAC Committee deserve standing ovations, too. Monika Rickert-Bolter, a Chicago-based visual artist who identifies as Potawatomi, Black, and of German descent has been tremendously generous with her time and energy.

Among the too numerous to name who deserve thanks are the second-round proposal reviewers: Clint Gardner, Cheryl Hogue Smith, Clare Bermingham, Kendra Mitchell, Khirsten Scott, Cindy Tekobbe, Gavin Johnson, Aja Martinez, Mara Lee Grayson, Timothy Oleksiak, Ira Allen, Neisha Anne Green, Tommy Mayberry, and Jennifer Hernandez. I also extend my deepest gratitude to Andrea Riley-Mukavetz

with Kimberly Weiser and Lisa King, to Jennifer Mitchell and Jennifer Hernandez, and to Vershawn Ashanti Young, Michele Eodice, Trixie Baldwin, Grace Pregent, Sherry Wynne Perdue, Adrienne Jones Daly, Ashanka Kumari, Stacey Waite, Jay Dolmage, Aimee Morrison, Ersula Ore, Romeo García and Christina Cedillo, Matthew Cox and Donnie Sackey, Linh Dich and Lexus Ledbetter, Tamara Issa and Lana Oweidat, Millie Hizer, Alexandra Claire Russell, Charles M. McMartin, Walter Lucken, Kate Pantelides, Raquel Corona, Danielle Bacibianco, Megan McIntyre, Arnica Co, Logan Smilges, and Anna Barritt.



Save the Date: April 3–6, 2024

Join us for the 2024 CCCC Annual Convention April 3–6 in Spokane, WA! The call for proposals and more information will be available soon at ccc.ncte.org/cccc/conv.

Welcome from the Local Arrangements Committee

Welcome, each and every one, to the magnificent city of Chicago.

Please refer to the lovely website built by your local arrangements committee for a detailed guide to Chicago and its most immediate neighborhoods, but intel on how to have a great week down and around the Hilton Chicago follows—there is just too much Chicago to have it all in the short time you are here, but if you get started now, you are in for a wonderful experience in our City Beautiful.

The Elephant in the Room

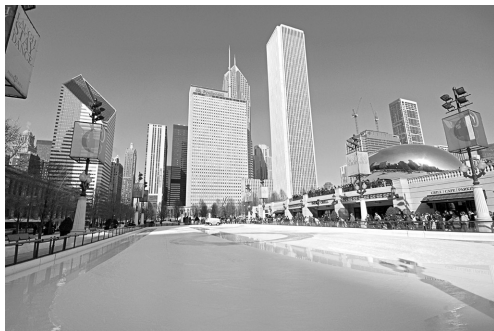
It is February in Chicago.

With an average temperature from 20 to 35 degrees Fahrenheit and snowfalls topping 9 inches, February is one of our coldest and snowiest months. Days are short, so try to catch some light for the 10 hours between sunrise and sunset. But don't let this scare you.

First, winter in the Windy City can be beautiful. The Hilton Chicago is across from Grant Park, and close to the Lakefront, which can be both dangerous and extraordinary during a period of deep freeze. Google images of “ice balls” and “ice volcanoes” for a preview. Stay off any path where the lake might splash, layer up against the hawk, bring some hand warmers, and be amazed.



Photo by Max Bender on Unsplash



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Second—wear boots. Warm, puffy, water-resistant boots. If you can't get your hands on some boots, warm socks are the next best thing. Dry feet are important, and in February Chicagoans wear snow boots to the opera. Expert lifers can wear 4-inch heels in 4 inches of snow, but that person is probably not you. If a winter wardrobe isn't in your possession, layer up.

If you travel just 5 blocks north, you can go ice skating at the McCormick Tribune Ice Rink in Millennium Park and/or the Skating Ribbon in Maggie Daley Park—the rink is free, although tickets must be reserved online, and the ribbon requires paid admission. The landscape from both is quintessential urban beauty, with the skyline and The Bean in full view. There is an impressive selection of winterized rooftop lounges to enjoy downtown, and the early sunsets only serve to enhance the experience. Embrace the cold like a sighing, curmudgeonly friend who continually reminds you that life is short, and you might as well do what you want.

Jazz

The oldest historic jazz club in Chicago, *The Jazz Showcase*, is only a 10-minute walk from the Hilton. The Jazz Showcase, like many buildings around the hotel, is a historic building and not accessible, but *Constellation* on Western has strong accessibility ratings. (To reserve accessible seating or request other accommodations, please email constellation.arts@atpluto.com.) *Winter's Jazz Club* in Streeterville is an easy 20-minute bus ride from the hotel, adjacent to Navy Pier, and boasts a calendar filled with many of Chicago's most popular traditional-style jazz artists. But these spots are just the top of the ice ball! Venturing out into the neighborhoods will reveal music on every corner, on every block. What's your flavor? There is no shortage of pop, house, indie, and glorious alt-country. Check the *Chicago Reader* for a comprehensive calendar.



Photo by Manvi Mathur on Unsplash

Pizza and Hot Dogs

No city in these United States rivals the cuisine of Chicago—yes, I said it. I mean it. *You can have it all here, and it is all good.* We are home to some of the world's finest restaurants, some seriously mouth-watering street food, and sammiches of all types. Truly delicious tacos are available on the South, West, North, and East sides. To really experience Chicago food, you need to hit the neighborhoods—once your choices are made, you will not be disappointed. Molecular gastronomy? Filipino breakfast? Steakhouse? Upscale vegan? Korean BBQ? Kosher BBQ? Old-school Italian? Cajun Soul? Jibaritos? Brunch? There's a neighborhood, a city block, and a restaurant for it all. (*Eater Chicago* is a good online source for the latest foodie news.)

Even our chains will thrill you—visit nearby *I Dream of Falafel* for an easy and delicious (and halal!) lunch.

But you really should try some pizza and hot dogs. (Steve Dolinsky is the local pizza guru; the hot-dog guru is up for debate, but we have a ruling queen.) Quick primer: there are actually three types of “deep dish” that non-Chicagoans think about when they think Chicago pizza. Classic, quintessential **deep dish** is available right around the corner from the Hilton at *Lou Malnati's AND Art of Pizza*. Deep dish is dough hand-pressed into a greased pan, layered with cheese, toppings, then sauce—in **that order**. **Stuffed** pizza is more like pizza pie—literally. Rolled dough, cheese, toppings, another layer of dough, and sauce. *Nancy's* pie is my favorite, but the most famous is *Giordano's*. For Chicago **pan** pizza, *Peaquod's* reigns supreme.

REAL Chicago pizza is **tavern style**—thin cracker-crust pizza cut into squares. Sausage is the traditional topping, with lots of fennel. Limit your toppings to avoid overburdening the crust, which is slightly salty and ranges in texture from cracker-crisp to slightly chewy. Chicago-style thin crust is meant to be eaten off a napkin with a couple-two-three drinks in your other hand. Both the afore-mentioned joints near the hotel offer the right thin crust, but *Flo & Santos* in South Loop is worth the short trip, and if you really want to say you know Chicago pizza, you'll make the trek to *Vito & Nick's* in Ashburn.

A final shout-out to *Roots* pizza, also near the hotel (and one of the more accessible restaurants near the hotel), for their Quad City style pie that Chicagoans have grown to love—a scissor-cut, malt crust with the toppings under the cheese (!), *Roots* is proof that if you introduce one city's style of pizza to Chicago, Chicago will perfect it.

And what about a hot dog? *Devil Dawgs* is around the corner and will do you right. If you need help navigating the menu, “dragged through the garden” is what you want—yellow mustard, bright green relish, chopped onion, pickle spear, tomato slices, sport peppers, and celery salt. It will be served on a steamed poppy seed bun. Chicago hot dogs are boiled (maybe steamed), unless you ask for a “char dog” (then it's grilled). A *red hot* is just another way of saying hot dog, although it might mean that the dog is specifically from Vienna Beef. Ketchup will probably be available by request, and most people will let it slide if you choose to use. (Most—not all.) *Comiskey* is the best place to get a red hot, but even Chicagoans don't play ball in February. So try *Portillo's*, a Chicagoland favorite with the added draw of the life-changing chocolate-cake shake. Or just look for the unmistakable yellow and blue Vienna Beef sign as you move around the city, you'll see it. (And don't forget to order your Italian Beef wet!)

Arts and Culture

Unfortunately, February is a slower time for many of Chicago's most famous stages. Take heart, though, the Theater District may slow in the winter but they never shut down! The sparkle and lights of the *Cadillac Palace Theatre* will thrill you, even if you are only walking by. If you prefer a play to sightseeing, the *DePaul Merle Ruskin*

Theatre is **across the street** from the Hilton parking garage and is running *Vinegar Tom* all week.

Also across the street is Chicago's Museum Campus, home of the Shedd Aquarium, Adler Planetarium, and the Field Museum. While you are over by there, have a red hot from Kim and Carlo's.

Recommended is the new permanent exhibit at the Field Museum, *Native Truths: Our Voices, Our Stories*. Chicago is the ancestral home of the Anishinaabe, or the Council of the Three Fires: the Ojibwe, Odawa, and Potawatomi Nations. Many other Nations consider this area their traditional homeland, including the Myaamia, Ho-Chunk, Menominee, Sac and Fox, Peoria, Kaskaskia, Wea, Kickapoo, and Mascouten. Chicago remains home to a diverse and vibrant Native American community with peoples from well over 150 tribes. A council of Native American scholars and museum professionals joined the Field Museum to rethink their collection of Native American artifacts to represent not only the history, but also the present and future of these living, thriving cultures and peoples. At the heart of this exhibit are the voices of Native people speaking to their own experiences. It really is a not-to-be missed opportunity to connect with and honor Native culture, as well as witness acknowledgement of the harm done to indigenous cultures through the acts of institutions like the Field Museum, and their current attempts to change course.

I recommend purchasing a CityPass or similar option if you are planning on visiting more than one of Chicago's renowned downtown museums. Several programs exist with ticket prices around \$120 per person. CityPass includes admission to 5 different Chicago attractions and is valid for 9 days from your first visit. From the Hilton location you can reach all of Chicago's largest museums in minutes via public transportation.

Seeing It All



Photo by Nathyn Masters on Unsplash

Chicago Transit Authority (CTA) can get you to all the places you want to go. If you go to transitchicago.com, enter a starting point and destination, and choose "Google Maps" to be shown multiple routes and times to choose from according to your preference. The CTA is highly rated for accessibility, but in winter especially, complications arise. Elevators and escalators are not available at all train stops, but all buses are wheelchair accessible via lifts or ramps. The CTA website

monitors accessibility on the system and shows updates and outages—if accessibility is a concern, be sure to do a quick check before taking the train anywhere.

The closest train stops to the hotel are the Roosevelt station (10-minute walk, Green, Orange, and Red line trains) and the Harrison station (5-minute walk, Red line train).

I highly recommend taking the Brown, Orange, Pink, or Purple lines around the loop simply to see downtown and get a sense of the city and its architecture. If you are traveling at night, use common sense and don't go alone. If you are planning on making the most of your visit to Chicago, consider buying an unlimited 3-day pass from CTA. Look for the Ventra machine at any major CTA station or depot.

Past, Present, and Future

It is easy to find fault with Chicago and its history of segregation, brutality, and displacement. It is equally easy to find beauty and delight. Every neighborhood is ready to offer its individual take on what it means to be a Chicagoan. And every one of them is right.

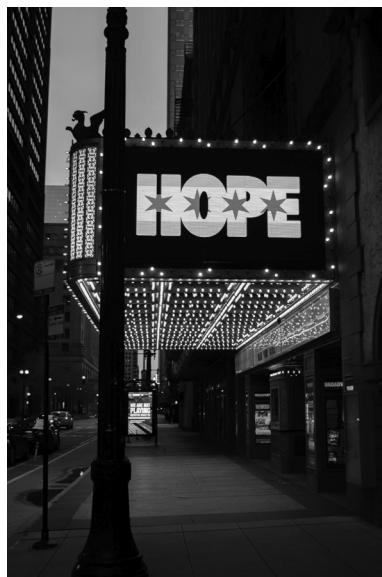


Photo by Ellery Sterling on Unsplash

From our founders Jean Baptiste and Kitihawa Point du Sable; to the female-centered activism for the sustenance of working-class immigrant residents of the Hull-House settlements in Little Italy; the Black-centered culture, business, and vibrancy resultant of the Great Migration found in Bronzeville and Harlem; the relocation of interned Japanese Americans and resettlement of Native Americans to Uptown and the creation of true community for both, there; the engagement and self-advocacy of Mexican immigrants and Mexican-Americans in Pilsen and Little Village; the escape from West Coast persecution that created Chinatown; and the inescapable influence of Polonia across Chicago, particularly Portage Park, **Chicago is a city continually rebuilt by the desire to build something better.**

We were founded on the pragmatics of trade and commerce, a tradition continued in our working-class culture. We are populated by those seeking self-determination and a community of their own. All of us have found joy. Celebration. Love. . . . A shared sense of ironic good humor. We can also come across as a little grumpy.

Chicago is a magnificent city. If you look closely, you will find yourself drawn in, inspired by the dedication of its residents to their community. Nelson Algren said it best:

“You may find lovelier lovelies. But never a lovely so real.”

Local Arrangements Committee

Charitianne Williams, University of Illinois at Chicago, Chair, 2023 CCCC

Local Arrangements Committee

Shakira Pleasant, UIC Law

Danielle McCain, UIC Law

Lydia Saravia, DePaul University

CCCC 2023 Land Acknowledgement

This year, the CCCC Annual Convention gathers on the traditional homelands of the peoples of the Council of Three Fires: the Ojibwe, Odawa, and Bodéwadmí, as well as the Miami, Ho-Chunk, Menominee, Sac, Fox, Kickapoo, and Illinois nations. Before settlement, this was a space of thriving communities that established a prosperous trade network. Although the United States attempted to exploit the Chicago treaties of 1821 and 1833 to effect dispossession and forced removal of these sovereign nations, today, the city of Chicago is home to one of the largest and most vibrant urban communities of Indigenous Peoples on Turtle Island, with more than 65,000 Indigenous residents representing 175 different Nations.

For more information, to learn about the Indigenous people of Chicago, and for additional resources on developing your own land acknowledgement, please visit <https://cccc.ncte.org/cccc/land-acknowledgement>.

In Memoriam

We celebrate the lives and the lasting legacy of the work of these members who have recently passed away.

Ann Berthoff

Hyoejin Yoon

Acknowledgments

Online Coaches

Ashok Bhusal
Valerie Green
Joanna Johnson

Jeffrey Klausman
Beatrice Newman
Sushil Oswal

Shyam Sharma
Zhaozhe Wang

Stage I Reviewers

Whitney Jordan Adams
G. Edzordzi Agbozo
Eman Al-Drouz
Leslie Anglesey
Maria Assif
Sara Austin
Jacob Babb
Danielle Bacibianco
Yu Bai
Lisa Bailey
Mary Baken
Doug Baldwin
Kim Ballard
Sweta Baniya
Will Banks
Nicholas Behm
Patrick Berry
Shuv Raj Rana Bhat
Ashok Bhusal
Moushumi Biswas
Bradley Bleck
Jessica Jorgenson Borchert
Melody Bowdon
Michelle Brazier
Cori Brewster
Laurie Britt-Smith
William Christopher
Brown
Yavanna Brownlee
Thir Budhathoki
Megan Busch
Carolyn Calhoun-
Dillahunt

Lillian Campbell
Ellen Carillo
Lauraanne Carroll-Adler
Angie Carter
Adrienne Cassel
Sean Chadwick
Kate Chaterdon
Polina Chemishanova
Patricia Childs
Irene Clark
Kaitlin Clinnin
Elisa Cogbill-Seiders
Kate Comer
Moira Connelly
S. Brook Corfman
Virginia Crisco
Christine Cucciarre
James Daniel
Jennifer Daniel
Gita Dasbender
Laura Davies
Tom Deans
Kira Dreher
Renee Drouin
Suelynn Duffey
Patricia Dunn
Sarah Dwyer
Megan Eatman
Anthony Edgington
Mike Edwards
Cris Elder
Chris Ervin
Jennifer Escobar

Alexander Evans
Jennifer Falcon
Ming Fang
Jenn Fishman
Amy Flick
Katherine Flowers
Bess Fox
Sarah Franco
Sarah Freye
Collie Fulford
Mikelle Gaines
Jordana Garbati
Romeo García
Zachary Garrett
Lauren Garskie
Anne Geller
Jeffrey Gerding
Shreelina Ghosh
Joanne Giordano
David Gold
Tarez Graban
David Grant
Valerie Greenthomas
Christian Gregory
Rochelle Gregory
Morgan Gresham
Teresa Grettano
Charles Grimm
Valerie Hanson
Susanmarie Harrington
Holly Hassel
Becca Hayes
Fangzhi He

Marcela Hebbard
Paige Hermansen
Doug Hesse
Alexandra Hidalgo
Judy Holiday
Liz Hutter
Tina Iemma
Rebecca Jackson
Brad Jacobson
Whitney James
Adrienne Jankens
Amber Jensen
Gavin Johnson
Jennifer Johnson
Joanna Johnson
Lilia Joy
Megan Keaton
Bret Keeling
Stephanie Kerschbaum
Laura Kieselbach
Sarah Kirk
Jeffrey Klausman
Annalee Kodman
Susie Kopecky
Michel Lacrue
Angela Laffen
Suzanne Lane
Sara Large
Jamee Larson
Ethna Lay
Eric Leake
Jc Lee
Eunjeong Lee
Soyeon Lee
Roberto Leon
Steven Lessner
Heather Lettner-Rust
Lynn Lewis
Xinqiang Li
Anthony Lince
Meng-Hsien Liu
Sarah Lonelodge
Brad Lucas
Walter Lucken IV
Andrea Lunsford
Quang Ly

Stephanie Maenhardt
Jennifer Mallette
Valerie Malott
Jennifer Marlow
Richard Matzen
Carol McCarthy
Lynn McCool
Kristi McDuffie
Deanna McGaughey-
Summers
Alexis McGee
Laura McGrath
Jaime Armin Mejía
Annie Mendenhall
Nate Mickelson
Lisa Marie Middendorf
Cynthia Miecznikowski
Patricia Miller
Robert Miller
Susan Miller-Cochran
Jeanetta Mohlke-Hill
Kelly Moreland
Jenna Morton-Aiken
Andree Myers
Julie Naviaux
Liliana Naydan
Cynthia Nearman
Dhruba Neupane
Beatrice Newman
Melissa Nicolas
Maria Novotny
Debbie Oesch-Minor
Timothy Oleksiak
Sushil Oswal
Amanda Oswald
Susan Pagnac
Jason Palmeri
Mike Palmquist
Shyam Pandey
Sarah-Hope Parmeter
Jagadish Paudel
Melissa Pavlik
Michael Pemberton
Laura Petersen
Patricia Poblete
Amanda Presswood

Devon Ralston
Clancy Ratliff
Lisa Reid
Lynn Reid
Dirk Remley
Michele Ren
Thomas Reynolds
Dahliani Reynolds
Serena Richards
Sherry Robertson
Natasha Robinson
Danny Rodriguez
Laura Rogers
Yasmine Romero
Kevin Roozen
Lauren Rosenberg
Cindy Ross
Sarah Rudewalker
Hannah Rule
Heather Rundo
Donnie Sackey
Christina Saidu
Dagmar Scharold
Carl Schlachte
Esther Schupak
Faith Sears
Elisa Serrano
Shyam Sharma
Katie Silvester
Amanda Sladek
Bradley Smith
Cheryl Hogue Smith
Lynette Smith
Mark Smith
Robin Snead
Vanessa Sohan
Liza Soria
Jenny Spinner
Jenny Staben
Amanda Stansell
Marjorie Stewart
Bethany E. Sweeney
Terri Taylor
Alison Thomas
Lindsey Thomas
Patrick Thomas

Katherine Tirabassi
Christie Toth
Abram Trosky
Karen Trujillo
Nicole Varty
Donald Vescio
Jasmine Villa
Stephanie Wade
John Walter
Yishan Wang
Zhaozhe Wang

Nicole Warwick
Carrie Wastal
Megan Weaver
Sara Webb-Sunderhaus
Travis Webster
Erin Wecker
Joanna Whetstone
Patricia Wilde
Natalie Wilson
Hilary Wilson

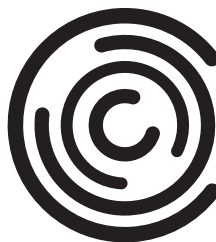
Shane Wood
Lacey Wootton
Erin Workman
Hui Wu
Chenxing Xie
Deb Young
Rasheda Young
Sarah Young
Qianqian Zhang-Wu
Melissa Zipper

Stage II Reviewers

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Clint Gardner
Mara Lee Grayson
Neisha Anne Green

Jennifer Hernandez
Gavin Johnson
Aja Martinez
Tommy Mayberry
Kendra Mitchell

Timothy Oleksiak
Khirsten Scott
Cheryl Hogue Smith
Cindy Tekobbe



2023 CCCC Convention Documentarians

The Documentarian role was created as an opportunity for attendees to participate in the Convention in a new way, and to take part in a collaborative inquiry into what a Convention is and does—and for whom—and to share the results of their inquiries with the rest of us. The following members have volunteered to serve as CCCC Documentarians for 2023:

Sayed Ali Reza Ahmadi	Allison Dziuba	Sarah Lonelodge
Tuka Al-Sahlani	Jessica Enoch	Claire Lutkewitte
Maryam Alikhani	Lauren Esposito	Bryan Lutz
Caitlin Allen	Charles Etheridge	Quang Ly
Steven Amador	Theresa Evans	Jill Manoukian
Karen Andrews	Maggie Fernandes	Jessica Mattox
Leslie Anglesey	Howard Fisher	Leslie Maxwell
Maria Assif	Moira Fitzgibbons	Laura McCartan
Danielle Bacibianco	Kohaku Flynn	Stephen McElroy
Lisa Bailey	Sethunya Gall	Peter McKenna
Doug Baldwin	Anne Gere	Paul McNeill
Rowan Bayne	Axel Gonzalez	Heather McShane
Cody Baynori	Kat Gray	Jessica Melilli-Hand
Kristin Bennett	Christine Gregory	Dawn Mendoza
Lauren Brentnell	Morgan Gresham	Frederick Miller
Lindy Briggette	Charles Grimm	Rabiatu Mohammed
Suzette Bristol	Jennifer Grouling	Clare Mullaney
Katie Brooks	Nicholas Haines	Mark Mullen
AC Carlson	Valerie Hanson	Ashley Murphy
Quanisha Charles	Ashleigh Hardin	Brigitte Mussack
Elizabeth Geib Chavin	Marcela Hebbard	Munira Mutmainna
Chen Chen	Amelia Herb	Spencer Myers
Tracy Clark	Nanette Hilton	Jane Nazzal
Richard Colby	Titcha Ho	Krystia Nora
Natalie Colosimo	Travis Holt	Ann O'Bryan
Julia Combs	Jasmine Holthaus	Rachel O'Donnell
Moira Connelly	Sherena Huntsman	Motunrayo Ogunrinbokun
Christine Cucciarre	Adrienne Jankens	Amanda Partin
Teresa Cusumano	Michael Johnson	Emma Catherine Perry
Anthony DeGenaro	Megan Kane	Laura Petersen
Marcos Del Hierro	Bret Keeling	Andrew Appleton Pine
Rachel Donegan	Barbara Kirchmeier	Mallory Pladus
William Donohue	Zuzanna Koziattek	Delia Pless
Brianna Doyle	Sarah Kugler	Maria Prikhodko
Michael DuBon	Livia Lakomy	Meridith Reed
Suchismita Dutta	Catherine Lamas	Antony Ricks
Sara M. Dye	Veve Lawson	Chloe Robertson

Ryan Roderick
Cindy Ross
Caitlyn Rudolph-Schram
Monique Saastamoinen
Rosalinda Salazar
Alisa Sanchez
Joanna Sanchez-Avila
Krista Speicher Sarraf
Kelly Scarff
Matthew Schering
Brett Shanley
Natalie Shellenberger
Amanda Shoaf
Kay Siebler
Carter Smith

Robin Snead
Mary Sosa
Catherine St. Pierre
Scott Stalcup
Gabrielle Stanley
Sara Strasser
Emi Stuemke
Mary Elizabeth Sullivan
Rachael Sullivan
Billie Tadros
Alexis Teagarden
Karen Tellez-Trujillo
Melissa Texidor
Christopher Thacker

Jason Tham
Jule Thomas
Katherine Tirabassi
Marlene Tovar
Madeleine Trees
Nicole Varty
Tye Vossler-Shipp
Joseph Vuletich
Stephanie Wade
Joyce Walker
Yishan Wang
Maggie Werner
Kelsey Willems
Sabrina Zertuche

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.

First Time at the Convention?

With pleasure, the CCCC Newcomers' Orientation Committee welcomes all of you to the 2023 CCCC Annual Convention, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference. (These events and their locations are listed in the Special Events schedules in the program.)

On Wednesday, our committee will host an Orientation Session (5:15–6:15 p.m., Waldorf, 3rd Floor), where we will discuss how to navigate the conference, how to use the program effectively, how to participate in the conference's many events, and how to meet others. We also look forward to meeting you at the Newcomers' Coffee Hour on Thursday (7:30–8:15 a.m., Grand Ballroom Foyer, 2nd Floor), a congenial start to the first full day of activities, where you can begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

We also hope that you will attend the Think-Tank (session K.33, Saturday, 9:30–10:45 a.m., Room 4B, 4th Floor) for proposing presentations and panels for the 2024 CCCC Annual Convention. At this session, you will have the opportunity to brainstorm initial ideas regarding papers and sessions, meet with other newcomers interested in similar topics, and also meet with established scholars in our field with expertise in the various program clusters in rhetoric, composition, and communication studies. These scholars will serve as facilitators, helping you conceptualize and frame your proposals.

Throughout the conference, the Newcomers' Orientation Committee members will wear specially marked badges. Please say hello; we are happy to listen to your concerns or answer any questions you have.

With warm good wishes,

CCCC Newcomers' Orientation Committee

Christine Tulley, Chair

Jessica Jorgenson Borchert

Michael Harker

Mary Karcher

Ben McCorkle

Michael Rifenburg

General Convention Information

Registration

Convention registration is located in the 8th Street North Lobby (lobby level) in the Hilton Chicago. Registration is open the following hours::

- Wednesday, February 15: 7:00 a.m.–7:00 p.m.
- Thursday, February 16: 7:00 a.m.–5:00 p.m.
- Friday, February 17: 8:00 a.m.–5:00 p.m.
- Saturday, February 18: 8:00 a.m.–1:00 p.m.

General Convention questions can be directed to NCTE staff at the Registration Desk during open hours.

Session and Event Locations

All meetings and concurrent sessions will be held at the Hilton Chicago.

Local Committee Office

The Local Committee Office is located in the 8th Street South Lobby (lobby level) in the Hilton Chicago.

Information for Attendees with Disabilities

CCCC is committed to making arrangements that allow all of its members to participate in the Convention. Wheelchair space is available in meeting rooms, and we have provided all speakers and session chairs with guidelines that will make sessions more accessible to all Convention participants. These arrangements result from conversations between the NCTE staff, the CCCC Program Chair, and the CCCC Committee on Disability Issues in Composition and Communication. Please download the Accessibility Guide from the CCCC 2023 website or mobile app. Information is also available at the Accessibilities Table, located near Registration in the 8th Street North Lobby (lobby level) in the Hilton Chicago.

Scooters and Wheelchairs

Scooters and wheelchairs are available at no charge beginning on Wednesday, February 15. They must be returned by 1:00 p.m. on Saturday, February 18. Stop by the Accessibilities Table in the 8th Street North Lobby (lobby level) in the Hilton Chicago.

Lactation Room

The Lactation Room is located in Room 5B (5th floor) in the Hilton Chicago. There will be signage outside of this room.

Family Room and Gaming Lounge

The Family Room and Gaming Lounge is located in 5D/5C (5th floor) in the Hilton Chicago.

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–5:00 p.m.

Quiet Room

The Quiet Room is located in Room 5I (5th floor) in the Hilton Chicago.

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–5:00 p.m.

Muslim/Arab Prayer Room

The Muslim/Arab Prayer Room is located in Room PDR #4 (3rd floor) in the Hilton Chicago.

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–5:00 p.m.

Speaker Ready Room

The Speaker Ready Room is located in PDR #5 (3rd floor) in the Hilton Chicago.

Hours:

- Wednesday through Friday: 7:00 a.m.–9:00 p.m.
- Saturday: 7:00 a.m.–2:00 p.m.

First Aid

For first aid services, contact Security by dialing “55” from any house telephone or 911 from any phone. The Hotel 24-hour in-house security officers are Certified Lodging Security Officer and CPR First Aid certified.

Coat Check

Check your coat and bags with the hotel’s Bell Stand on the Lobby Level in the Hilton Chicago.

Exhibits

The Exhibit Hall is located in Continental A/B (lobby level) in the Hilton Chicago.

Hours:

- Thursday: 10:00 a.m.–6:00 p.m.
- Friday: 8:00 a.m.–5:00 p.m.
- Saturday: 10:00 a.m.–1:00 p.m.

For the latest titles from NCTE, including new books in the CCCC Studies in Writing and Rhetoric series, visit the NCTE booth in the Exhibit Hall.

Planning for Next Year's CCCC Convention

Individuals interested in discussing program proposals for the 2024 CCCC Annual Convention in Spokane, WA, April 3–6, are invited to meet Jennifer Sano-Franchini, 2024 Program Chair, in the Registration Area on Friday, February 17, from 2:00 to 3:00 p.m.

Wi-Fi

The Hilton Chicago offers free public Wi-Fi in common areas and session rooms. Please look for signage onsite with information on how to access.

CCCC Mobile App

For the most up-to-date information on session locations and times, download the Whova mobile app and search for the 2023 CCCC Annual Convention. The app provides a quick way to search Convention sessions, view maps of the Convention locations, and more. Instructions will be sent to all registrants prior to the Convention.

Business Services

A FedEx Office Print & Ship Center is located on the Lobby Level in the Hilton Chicago.

We Academics: Recovery Meeting

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.

- Thursday, February 16, 8:30–9:30 p.m., Lake Erie Room (8th floor)

CCCC Annual Business Meeting

The CCCC Annual Business Meeting will be held Friday, February 17, 4:45–6:00 p.m., in the Grand Ballroom (2nd floor) in the Hilton Chicago.

Nonsexist Language

All CCCC 2019 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their sessions.

Healthy & Safety Policy

NCTE takes the health and safety of its personnel and all guests at events very seriously. In light of ongoing concerns regarding COVID and communicable health risks more generally, NCTE is requiring all attendees to be fully Vaccinated against COVID 19 to attend the 2023 CCCC Annual Convention and TYCA Conference. Prior to the event you will be asked to submit proof of vaccination using Crowdpass digital health-clearance program. In addition to the vaccine verification, NCTE may implement additional appropriate health and safety protocols in light of the public

health circumstances existing at the time of each NCTE event. NCTE will follow protocols that comply with any then-applicable local public health requirements and are consistent with then-prevailing public health standards as issued by the CDC (or other relevant public health authorities). Those protocols may include some or all of the following: self-monitoring, symptom screening, contact tracing, use of face coverings, social distancing, or other safety measures. Additional or enhanced measures may apply to certain events or activities in light of the particular circumstances and risks. Compliance with the protocols adopted by NCTE may be mandatory for in-person attendance and participation at the event. Additional information regarding the specific health and safety measures, and any necessary consents by you, will be communicated to Attendees before the event.

After patiently, eagerly waiting for the opportunity to meet in person once again, we are all working together to make this a rewarding, enjoyable, and safe event. Accordingly, you agree that you will not attend the event if within ten (10) days preceding the event, you have tested positive or been diagnosed with COVID or other communicable disease; or experienced any new or unexplained symptoms commonly associated with COVID or other communicable disease. Further, you understand and agree that NCTE may share any COVID-related information about you that NCTE receives as part of such health and safety protocols with public health authorities or other regulatory agencies, as required by applicable law.

Mutual Respect & Anti-Harassment Policy

NCTE is committed to producing events where everyone may learn, network, and socialize in an environment of mutual respect. Therefore, some behaviors are expressly prohibited: harassment or intimidation related to gender, gender identity and/or expression, sexual orientation, disability, race, age, religion; deliberate intimidation, stalking, or following; harassing photography or recording; sustained disruption of talks or events; inappropriate contact and unwelcome sexual attention. Participants are expected to observe this code of conduct policy in all venues and events. Contact an NCTE staff member onsite to intervene if you believe you have been harassed or that a harassing situation exists. All reports will be directed to NCTE leadership immediately. Legal counsel, venue security, and/or local law enforcement may become involved if deemed necessary.

Demonstrations Policy

Demonstrations and protests will be conducted in a peaceful and organized manner, will be within the policies of the venue, and will be compliant with federal, state, and local laws. Such activities are strictly forbidden in exhibition space, and protesters will not be permitted to block the entrance to traffic flow within the exhibit area. NCTE retains the right to permit protests to occur in predetermined areas and to terminate any protests that occur on its property or property NCTE is renting, leasing, or otherwise using for a specific time to host an event. Attendees who do not uphold these standards may jeopardize their membership and/or event participation.

Individuals and groups interested in demonstrating/protesting should contact our Convention Operations Team, at eventcommunications@ncte.org to register their plans and obtain further details.

Use of Multimedia

By attending the Convention, you acknowledge and agree that NCTE, or others acting on its behalf or through sponsorship or exhibitor contracts, may take photographs and video (by any means) and/or make sound recordings during the Convention (including through the digital event platform and via social media) and that you may appear in such photographs and videos and be heard in such sound recordings, and that NCTE may edit and use the footage it captures for marketing and promotional activities (including through social media) now and in the future, and for any other lawful purpose in the ordinary course of its business.

Please be respectful of presenters and other attendees when photographing, videoing or sound recording any part of any convention sessions or other content. Please request permission of presenters before photographing or recording and/ or posting on social media. Live streaming out any part of the convention on a personal device is prohibited.

Other Events at CCCC

#4C Justice in Action Learning Hub

Visit the following organizations, events, and activities in the #4C Justice in Action Learning Hub throughout the Convention.

Access Table (near CCCC 2023 registration in the 8th Street Lobby)

The Access Table provides information about access at the Convention city and site alongside information about disability community panels, events, and resources for all conference attendees.

WRITING CENTRE!

We are pleased to introduce pop-up writing centres to the CCCC program. #4C23 Writing Centres will be located in the #4C23 *Justice in Action Learning Hub* and in the second-floor balcony seating area in the Normandie Lounge. Professional and student tutors will be available to support participants with papers to be delivered, the creation of handouts, and/or to learn more about the real work that writing centres do. Also, and most especially, volunteer writing centre tutors are prepared to help you with the writing and delivery of Land Acknowledgements. All volunteer tutors have been prepared to work with participants on Land Acknowledgements by American Indian Caucus Co-Chair Andrea Riley Mukavetz. *Drop-in visitors are most welcome.*

Asian/Asian American Caucus Digital Member Showcase

A gathering place for new and current Asian/Asian American Caucus members, featuring our new digital member showcase.

Feminist Caucus

Building on the tradition of fabric arts and women's creativity, we launched the Feminist Caucus (FC) quilt project in 2018. We've assembled fabric squares, fabric markers, and embroidery materials to make available at the Convention and invite participants at our various connected events (Business Meeting and Feminist Workshop) to use their quilt squares to capture their Convention experience. In addition to creating squares that will document CCCC 2023, we'll have our previous quilts on display.

NCTE/CCCC Latinx Caucus

The Latinx Caucus of NCTE/CCCC is a network of Latinx/e educators in English studies, literacy, and language arts. Our purpose is to exchange ideas; to serve as a resource for members, the educational community, and the general public; and to support activities that promote the learning and advancement of students and teachers of color. Any Latinx/e, like-minded, or preservice educator who is a member of NCTE is invited to join us.

Peitho Journal

Peitho welcomes research about feminist rhetorics and pedagogies. Come talk to a member of the editorial team about your projects in these areas. We're also actively seeking reviewers for manuscripts as well as authors interested in writing book reviews.

Rhetoric and Composition Journal Editors

Representatives of journals in rhetoric and composition will be on hand to meet with prospective authors and share information about the submission and review process, subscriptions, and more.

Social Justice at the Convention Committee

The Social Justice at the Convention (SJAC) Committee promotes and advances principles of diversity, inclusion, equity, and access through education and activism at the Annual Convention, opposing racism and promoting cultural change that will guarantee equal opportunities for all. Visit the SJAC booth to learn more about our programming and how you can get involved!

Sweetland Digital Rhetoric Collaborative

The DRC is both a book series with the University of Michigan Press and a community web space by and for scholars, teachers, and learners working in computers and writing and digital rhetoric. We publish born-digital as well as digitally enhanced texts and curate conversations and resources that reflect and participate in the always-shifting interests and interactions of this scholarly community.

CCCC Executive Committee Conversation Table

Members of the Executive Committee will be available to learn from CCCC members about how the organization's leadership can meet member needs. The CCCC EC currently has working groups of EC members focused on the following efforts:

- Member Needs and Advocacy
- Structures and Processes
- Communication and Outreach
- Sustainable Futures

In the coming year, the EC plans to pursue agenda items related to the following topics and questions:

- **Higher Education enrollment:** What responsibilities do we bear as a discipline to encourage, maintain, and improve higher education's enrollment?
- **Diversity, equity, and inclusion across the organization:** How do we ensure that each initiative, working group, and all decision-bearing practices and policies align with the organization's commitment to DEI principles?
- **Public-facing outreach and dissemination of knowledge:** How do we demonstrate our ethos as experts and leading scholars to the broader public, and begin to influence public policy and decision making?

Stop by and talk over what your priorities are as a teacher-scholar and how the CCCC leadership can move the organization forward.

Social Justice at the Convention

The Social Justice at the Convention (SJAC) Committee is committed to the principles of diversity, inclusion, equity, fairness, access, and equal representation in all aspects of our profession and in all the communities that we inhabit. We promote and advance these principles through education and activism at our Annual Convention: opposing racism and other forms of systemic oppression, providing forums for those whose voices have been silenced or marginalized, and promoting cultural change that will guarantee equal opportunities for all, regardless of race, gender, religion, sexuality, or national origin. 2023 Program Chair Frankie Condon wishes to thank the members of this hardworking committee and its co-chairs for the good, needed work they perform in service of CCCC and its members.

SJAC committee members include Michael Baumann, Antonio Byrd, Kathleen Shine Cain, Elisa Cogbill-Seiders, Al Harahap, Megan Heise, Gabbi Kelenyi, Maria Novotny, Lauren Obermark, Michael Pemberton, Nicole Ramer, Kristen Ruccio, Gin Schwarz, and Kate Wills.

The following sessions and events are sponsored by the Social Justice at the Convention Committee.

SJAC Action Hub Table

Thursday, February 16–Friday, February 17, 8:00 a.m.–5:00 p.m.

Continental Lobby (lobby level)

- Social Justice Praxis at Community Colleges Poster Presentations at the Table
 - April Gibson, Malcom X College
 - Carrie Mocarski, Wilbur Wright College
 - Sakeena Khan, Wilbur Wright College

Vendors for Exhibit Hall

Thursday, February 16–Friday, February 17, 8:00 a.m.–5:00 p.m.

Continental A/B (lobby level)

- Women and Children First
- Kuumba Lynx

Cross-Caucus/SIG Roundtable on Coalitional and Collaborative Work

Thursday, February 16, 1:45–3:00 p.m.

Continental C (lobby level)

Scholar-teachers representing various perspectives will discuss challenges, expectations, hopes, and opportunities for cross-group work.

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

Creative Reading and Open Mic

Thursday, February 16, 3:15–4:45 p.m.
Continental C (lobby level)

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 attendees to perform creative work from multiple genres.

Facilitator: Michael Baumann, Marian University
Performers: from Kuumba Lynx

Cross-Caucus/SIG Engagement Event

Thursday, February 16, 8:00–9:00 p.m.
Continental C (lobby level)

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*

Yoga for Black Lives

Friday, February 17 12:30–1:30 p.m.

International Ballroom North (2nd floor)

Get your mind-body connection flowing with this mid-day morning yoga session with instructors from Yoga for Black Lives, an organization that teaches yoga toward transformative justice and community healing. All levels and all bodies are welcome, including first timers. This event will be in person and streamed over Zoom.

I.28 Love & Protect Letter Writing Workshop

Friday, February 17, 2:00–3:15 p.m.

Lake Ontario (8th floor)

Join us for a hands-on workshop on the importance of writing letters to people in prison, and particularly, to criminalized survivors of gender-based violence with community activists from Love & Protect. Love & Protect is a grassroots volunteer collective that supports those who identify as BIPOC trans and cis women and GNC people who have been incarcerated or criminalized by the state for defending themselves against interpersonal violence.

Facilitators: Bri Hanny, Love & Protect

Maya Schenwar, Love & Protect

Afternoon Mini Qigong/TaiChi & Yoga Session

Friday, February 17, 3:15–3:30 p.m.

Salon D (lower level)

As the conference winds down, reconnect mind-body with a mid-afternoon Qigong/TaiChi and Yoga mini-session. All levels and all bodies are welcome, including first timers.

Facilitator: Mara Lee Grayson, California State University, Dominguez Hills

Action Hub

Continental Lobby (lobby level)

Visit the following organizations, events, and activities in the Action Hub throughout the Convention.

Asian/Asian American Caucus

CCCC Executive Committee

CCCC Committee on Disability Issues in Composition and Communication

Feminist Caucus

NCTE/CCCC Latinx Caucus

Peitho Journal

Pop-Up Writing Centers

Rhetoric and Composition Journal Editors

Social Justice at the Convention Committee

Sweetland Digital Rhetoric Collaborative



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 Laffen, 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/UNIFE, "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/UNIFE/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"

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

Thursday, 8:30–10:15 a.m.

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

Thursday, 8:30–10:15 a.m.

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’”

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

Thursday, 12:15–1:30 p.m.

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)

continued on next page

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”

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
 Ian Golding, University of Cincinnati
 Anna Hensley, University of Cincinnati
 Kevin Oberlin, University of Cincinnati
 Brenda Refaei, University of Cincinnati

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

Thursday, 3:15–4:30 p.m.

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

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, advise, 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 Lebdukka, Wheaton College, “Enhancing Science Literacy through Remix”

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

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

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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.

continued on next page

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

Thursday, 6:30–7:30 p.m.

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

Friday, February 17

Special Events and Meetings

Special Session: ChatGPT, Magical Thinking, and the Discourse of Crisis

International Ballroom North (2nd floor)

8:00 a.m.–9:15 a.m.

In this roundtable, experts in digital technologies, media, and literacies gather to discuss the rise of ChatGPT, its pedagogical implications, and the crisis-speak within and beyond the academy that attended its launch in the fall of 2022, along with its swift user uptake in the months since.

Moderator: Frankie Condon, CCCC 2023 Program Chair, University of Waterloo

Panelists: Antonio Byrd, University of Missouri-Kansas City

Harry Denny, Purdue University

Gavin P. Johnson, Texas A&M University-Commerce

Aimee Morrison, University of Waterloo

Charles Woods, Texas A&M University-Commerce

Scholars for the Dream Coalition-Building Lounge

5H (5th floor)

8 a.m.–5 p.m.

This year the Scholars for the Dream (SFD) committee has a space available for the duration of the Convention. The purpose of the SFD Lounge is to provide a lounge atmosphere for socialization into an intellectual community drawn from our own cultural/linguistic perspectives as we conceptualize, plan, and build an SFD network. This will happen in an empowering space for SFD scholars and alumni to relax and meet while also building lasting relationships that we hope will serve everyone well beyond CCCC 2023. Come experience a safe, low-stakes environment where we're building a coalition and collaborations toward future projects, while offering survival strategies for historically underrepresented voices. Our hope is that you leave CCCC 2023 with relationships and resources that help you sustain long-term participation in the field.

Cross-Caucus Collaborations

Pullman (4th floor)

8:00 a.m.–9:00 p.m.

Friday, 8:00 a.m.–12:15 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.

Social Justice at the Convention Committee

PDR #5 (3rd floor)

9:30–10:45 a.m. (Open)

Chair: Antonio Byrd

Committee on Undergraduate Research

McCormick Boardroom (4th floor)

9:30–10:45 a.m. (Closed)

Co-Chairs: Jessie L. Moore, Elon University, and Michael Neal,
Florida State University

Nominating Committee

PDR #6 (3rd floor)

9:30 a.m.–11:30 a.m. (Closed)

Chair: Eunjeong Lee

All-Attendee Event

“about to happen”/“poetry as forces”: abolitionist poetics

Grand Ballroom (2nd floor)

11:00 a.m.–12:15 p.m.

This year’s keynote features poet, educator, and scholar **Stacey Waite** (*Butch Geography and Teaching Queer*) and **Andrea Abi-Karam** (*Villiany* (author) and *We Want It All: An Anthology of Radical Trans Poetics* (co-edited with Kay Gabriel)), a trans, Arab-American punk poet-performer cyborg, workshop facilitator, and activist. Waite and Abi-Karam will each read from their work as well as engage in dialogue with each other and Program Chair Frankie Condon about poetry’s provision of “a way to inhabit revolutionary practice, to ground ourselves in our relations to ourselves and each other, to think about an unevenly miserable world, and to spit in its face” (Abi-Karam and Gabriel). The title of this year’s keynote is drawn from the work of Chilean poet and artist Cecilia Vicuña.



Stacey Waite



**Andrea
Abi-Karam**

Stacey Waite is associate professor of English and graduate chair at the University of Nebraska-Lincoln and is the author of four collections of poetry: *Choke* (winner of the Frank O’Hara Prize for Poetry), *Love Poem to Androgyny, the lake has no saint* (Winner of the Snowbound Prize for Poetry), and *Butch Geography*. Waite is also the author of *Teaching Queer: Radical Possibilities for Writing and Knowing*.

Andrea Abi-Karam is a trans, Arab American punk poet-performer cyborg. They are the author of *Extratransmission*, and with Kay Gabriel, they co-edited *We Want It All: An Anthology of Radical Trans Poetics*. Their second book, *Villainy*, reimagines militant collectivity in the wake of the Ghost Ship Fire and the Muslim Ban.

Yoga for Black Lives

International Ballroom North

12:30 p.m.–1:30 p.m.

Sponsored by the Social Justice at the Convention Committee

Get your mind-body connection flowing with this mid-day morning yoga session with instructors from Yoga for Black Lives, an organization that teaches yoga toward transformative justice and community healing. All levels and all bodies are welcome, including first timers. This event will be in person and streamed over Zoom.

Afternoon Mini Qigong/TaiChi & Yoga Session

Salon D (lower level)

3:15 p.m.—3:30 p.m.

Sponsored by the Social Justice at the Convention Committee

As the Convention winds down, reconnect mind-body with a mid-afternoon Qigong/TaiChi and Yoga mini-session. All levels and all bodies are welcome, including first timers.

Facilitator: Mara Lee Grayson, California State University, Dominguez Hills

Annual Business Meeting/Town Hall & Awards

Grand Ballroom (2nd floor)

4:45 p.m.—7:15 p.m.

Evening Event—The Vixen

Grand Ballroom (2nd floor)

7:15 p.m.—9:30 p.m.

See page 244 for event details.



F Sessions: 8:00–9:15 a.m.

8:00–9:15 a.m.

Institutions: Labor Issues, Professional Lives, and Survival
Emerging Scholar Session

Live-ES-F Coalitional Cohorts: Reimagining Graduate Students' Relationality

This panel investigates the nuances, intersections, and contradictions that stories bring to the forefront—both individually and as part of a larger narrative on cohort making and cohort dynamics in graduate students' lives. Deploying collaborative autoethnography as a methodological approach, the speakers explore their own fluctuating understandings of cohorts and their potential as coalitions.

Grand Ballroom (2nd floor)

Respondent: Aja Martinez, University of North Texas

Speakers: Morgan Beers, The Ohio State University
Jess Vazquez Hernandez, The Ohio State University
Eduardo Mabilog, The Ohio State University
Liliana Perez Rodriguez, The Ohio State University

8:00–10:45 a.m.

Poster Sessions

Normandie Lounge (2nd floor)

Writing Programs

Advanced WAC in the Time of Covid: Developing, Delivering and Assessing Online WAC training in Assignment Design

This poster presents the design, delivery, and assessment of an online Advanced WAC Workshop on assignment (re)design. My purpose is to share with other programs how to design online WAC training to make WAC accessible to all types of faculty and to meet the needs of unusual institutions like ours (heavy online teaching, geographically distributed faculty).

Speaker: Amy Mecklenburg-Faenger, Park University

Writing Centers (including Writing and Speaking Centers)

Do Writers Learn What Tutors Hope to Teach?

This poster details results from 74 sets of surveys accounting for what tutors identified as teaching in particular sessions and what the writers reported learning. The (mis)alignment across these responses reveal a motivating gap between tutors' and writers' perceptions of what happens in a tutorial session—a gap that raises questions about the kinds of lessons likely to stick with writers.

Speaker: Matthew Fledderjohann, Le Moyne College

College Writing and Reading

Learning from One Another: Teacher Perceptions and Practices and the High School to College Writing Transition

This poster reports on a study of high school and college writing teachers to understand the high school to college writing transition. We map teacher perceptions and practices across the grade levels to see teachers as co-writers, co-researchers, and co-collaborators working together to question and rethink normative writing practices and provide access and support to first-year writers.

Speakers: Nicole Nava, Arizona State University/Corona Del Sol High School
Christina Saidy, Arizona State University

Approaches to Teaching and Learning

Preservice Teachers' Exploration of Non-Fiction Writing through the Creation of Resources to Support Students' Social-Emotional Well-Being

This poster presentation focuses on the journey of three preservice teachers as they reimagine nonfiction writing through their own coursework and how they will authentically teach it to their future students. Encouraging choice, elevating student voice, and exploring topics that spark passion are key concepts that can be transferred from their college writing course to their future classrooms.

Speaker: Natalie Colosimo, University of Florida

Approaches to Teaching and Learning

“It was nice to just stop and be alive”: Doing Hope by Paying Attention

This presentation introduces a low-stakes online assignment called the Contemplative Sandbox in which the instructor invites first-year students to do a different contemplative practice each week, reflect on the experience, and respond to the reflections of classmates. Survey results and analysis of student posts reveal that this simple assignment can have a high impact on students.

Speaker: Erika Scheurer, University of St. Thomas

Inclusion and Access

F.01 Lived Experiences of Disability and Access

Each individual presentation draws on lived experiences of disability to examine and share new perspectives on accessibility in writing spaces.

International Ballroom South (2nd floor)

Speakers: Katelin Anderson, The Ohio State University, “Temporary Retrofit to Sustainable Access: Lessons from COVID-19”
Abigail Long, Syracuse University, “‘I’m Not Sure If That’s a Disability, But’: Stuck Points and Graduate Teacher Training”
Aleashia Walton, University of Cincinnati, “Negotiating Needlework with Disabled Bodies (and Becoming-with the Syringe)”
Hunter Whitt, Salisbury University, “Accommodation Time: Sharing Stories That Encourage a New Outlook on Accommodation Transfer”

College Writing and Reading

F.02 Creative Composition: Narrative, Poetry, and Blended Scholarship in Academic Writing Contexts

These presentations explore the potential of creative methods of composing in writing classrooms. Specific topics include the interplay between personal and scholarly writing in blended scholarship, using autotheory to write with and through trauma, and teaching invention through ekphrastic poetry.

Mobley (lower level)

Speakers: Kathryn Douglas, Fairleigh Dickinson University, “There’s Poetry in Composition: Using Ekphrastic Process to Introduce Invention and Inspire Hope”
Katherine Mack, University of Colorado, Colorado Springs, “Heightening Students’ Awareness of Bias: A Call to Teach ‘Blended Scholarship’”

Institutions: Labor Issues, Professional Lives, and Survival

F.03 Composing beyond the Known: Turning toward Hope in Our Writing Processes and Workflows

This panel, consisting of five scholarly writers across different institution types, identities, and scholarly trajectories, presents stories as a form of knowledge, and seeks to examine, explain, and even exult in the ways writing processes change by exhibiting what is lost and gained through successive rounds of adaptation.

Salon A-4 (lower level)

Speakers: Beth Buyserie, “Writing Queerly: Honoring Fragmented Writing in the Composition Classroom”

continued on next page

Friday, 8:00–9:15 a.m.

Andrew Harnish, University of Alaska Anchorage, “‘Embodied Action’ as Precarious Process: Writing Productivity at the Intersection of Crip Self-Care and Academic Contingency”

Zakery Muñoz, Syracuse University, “Showing Up: Una Manera sobre Writing Process”

Kim Hensley Owens, Northern Arizona University, “Why Scholarly Writing Processes across Life Contexts Matter”

Derek Van Ittersum, Kent State University, “Why Scholarly Writing Processes across Life Contexts Matter”

Approaches to Teaching and Learning

F.04 Disparate Measures for Desperate Times: Writing about Writing Pedagogies and the Post-Pandemic Turn

Writing about Writing (WAW) practitioners emerging from the pandemic in 2023 may need to reevaluate some of the acquired pedagogical practices and praxeï from the time period. This interactive session provides two discussions of where we may go next and a chance to discuss further the perception of WAW courses as it has evolved among students in the past several years since we last met in person.

Salon A-3 (lower level)

Speakers: Emily Beard, Saginaw Valley State University

Warren Fincher, Saginaw Valley State University

Sherrin Frances, Saginaw Valley State University

Samuel Stinson, Minot State University

Institutions: Labor Issues, Professional Lives, and Survival

F.05 We Are All So Tired: Meditations on Hope and Laughter as Rhetoric in the End Times

This roundtable will present possibilities created through empathy to reimagine our field and our institutions as places of joy and solidarity, rest and recovery, healing, and inappropriate laughter. Our shared knowledge and capacity for hope in even the most trying times demonstrates the possibility for change in otherwise oppressive institutions.

Salon A-1 (lower level)

Speakers: Lisa King, University of Tennessee, Knoxville

Daisy Levy, American University

Malea Powell, Michigan State University

Cindy Tekobbe, University of Illinois at Chicago

Jen Wingard, University of Houston

Institutions: Labor Issues, Professional Lives, and Survival

F.06 Rewriting at the End of the World

In 2005, Richard E. Miller published *Writing at the End of the World*, the central question of which is: why teach the literate arts—reading, writing, and talking—in a world increasingly marked by the wide-ranging mundaneness of catastrophe in our lives? This panel revisits Miller’s question nearly two decades later to reconsider the project of imagining “how to bring better worlds into being.”

Salon A-2 (lower level)

Respondent: Richard E. Miller, Rutgers University

Speakers: TJ Geiger, Baylor University, “Writing toward Joy Anyway—Even at the End of the World”

Kendall Gerdes, University of Utah, “How to Do Things with Hope”

Judy Holiday, University of La Verne, “Building on the Ruins of the Past”

Ryan Skinnell, San Jose State University, “Writing after the End of the World”

Writing Centers (including Writing and Speaking Centers)

F.08 Is There Any Hope? Stories of Contingent Women Writing Center Workers

This roundtable will present stories from our study on the working conditions of contingent women writing center administrators and will invite participants to discuss the intersections of contingency, gender, and other identities. Participants will gain insight into the sustainability of the writing center field and the personal well-being and professional hopes of writing center workers.

Continental C (lobby level)

Roundtable Leaders: Clinton Gardner, Salt Lake Community College

Maggie Herb, Buffalo State College

Liliana Naydan, Penn State Abington

Institutions: Labor Issues, Professional Lives, and Survival

F.09 Accolytes? Conscripts? Something Else? What Seven Years and Two Edited Collections Have Taught Us about TAships in Writing Studies

This roundtable discusses findings revealed through building two edited collections on the Rhetoric and Composition TAship. These two collections rely on TA voices and reveal concerning trends, conditions, and experiences. The editors discuss selected issues and challenges their research and scholarship have revealed. What’s the bottom line? We have a lot of work to do.

continued on next page

Grand Tradition (lobby level)

Speakers: Brady Edwards, New Mexico Junior College
Kathryn Lambrecht, Arizona State University
Phillip Lovas, University of California, Merced
William Macauley, University of Nevada, Reno

Theory and Research Methodologies

F.10 **Accounting for Mobility: Methodological Approaches and Challenges to Examining Counter-Discourses**

This panel recognizes a need for rhetoric and writing studies research methods/methodologies that account for movements (e.g., lived experiences) that produce counter-discourses. Panelists illustrate various methodological approaches by examining how marginalized voices have mobilized counter-discourses that subvert and transform dominant power structures while contributing to their communities.

Buckingham (lobby level)

Speakers: Holland Prior, Point Loma Nazarene University, “Transgressive Discourse: Studying Women Preachers’ Counter-Discourse in Sacred Places”

Paige Walker, University of Connecticut, “Collaboration, Community, and Engagement: A Case Study Examining the Relationship between March for Our Lives on Twitter and Shoaling Rhizomes”

Joseph Wilson, University of Washington, “Rethinking Place in Transnational Writing Research: On Post-Soviet Borderland Literacies in Translation”

Community, Civic, and Public Contexts of Writing

F.11 **Activating Hope with Rhetorical Action: A Grassroots Antiracist Workshop, Humor and Disgust on TikTok, and Data Literacy through Digital Power Projects**

“One step forward, two steps back” is a disheartening cliché, but when social and political progress is stifled by doubling down to uphold the status quo, operating from hope can feel futile without taking action. This panel explores how particular online and offline communities enact hope through an antiracist narrative workshop, humor, and disgust on TikTok, as well as building data literacy.

Blvd. A (2nd floor)

Speakers: Hillary Coenen, Midwestern State University
Desiree Dighton, East Carolina University
Michael Faris, Texas Tech University

Inclusion and Access

F.12 Admitting Our Failures: Working toward Anti-Oppressive Educational Practices in Dual Enrollment

This Engaged Learning Experience session invites participants to utilize antiracist and anti-oppressive principles to interrogate the racial, ethnic, and socioeconomic disparities that plague dual enrollment programs, particularly as they relate to first-year writing courses. We will discuss placement, pedagogy, curriculum, teacher training, coalition building, and writing support beyond FYW.

Blvd. B (2nd floor)

Speakers: Erin Wecker, University of Montana
Patricia Wilde, Washington State University Tri-Cities

Approaches to Teaching and Learning

F.13 Against the Norm: Conflict, Hope, and Anarchy in the Writing Classroom

Speakers offer anti-hierarchical strategies for developing egalitarian pedagogies in attunement to global South, critical race theory, and other perspectives from below.

Blvd. C (2nd floor)

Speakers: Axel Gonzalez, Independent Scholar, “Hope without Hierarchy: Anarchist Pedagogies and Their Dialectic with Institutional Educational Models”

Matt McKinney, Texas A&M University, “Cultivating Hope among Counter-Narratives: Co-Navigating Cultural Conflicts with Students through Rhetoric of Style Pedagogy”

Rory Moore, University of California, Riverside, “The ‘Shared’ Google Doc: Using Scaffolded Pre-Writing Templates for Collaborative Learning, Student Engagement, and Instructional Feedback”

Community, Civic, and Public Contexts of Writing

F.14 Doing Hope in Eco-Composition: Inscribing Local Resilience, One Student at a Time

Join us to learn how teacher-scholars are using ecocomposition to connect college writers with local communities to build local resilience and engender hope. Our roundtable presenters are experienced teacher-scholars from across the US who will discuss how they engage diverse students in public writing, rhetoric, communication, and environmental studies.

Sponsored by the Environmental Rhetoric & Advocacy SIG

Waldorf (3rd floor)

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Friday, 8:00–9:15 a.m.

Chair: Justin Everett, “Inscribing Hope through Embedded Writing within the Transition Town Movement”

Roundtable Leaders: Yavanna Brownlee, University of Northern Colorado, “Addressing Climate Change Panic through Relational Practice”

Elisa Cogbill-Seiders, United States Air Force Academy, “Whose Job Is It? College Composition and the Exigence of Climate Change”

Kim Freeman, University of California, Berkeley, “The Never-Ending Story: Teaching Climate Change, Research, and Interdisciplinary Narrative”

Zachary Garrett, “A Gateway Drug for Science Literacy and Moral Action: Climate Change in the Composition Classroom”

Mark Houston, University of Nebraska, Lincoln, “Messy Plates: Using Food-Themed Writing Courses to Resist Anthropocene Disorder”

Juliette Lapeyrouse-Cherry, St. Catherine University, “Mapping the Intersections of Ecomposition and Environmental Humanities: Exploring Local Places and Global Contexts in the Rhetoric and Writing Classroom”

Russell Mayo, Chicago Public Schools, “Ecomposition in the Writing Center: A Comparative Case Study of Ecology and (Post) Sustainability”

Lisa Phillips, Texas Tech University, “Teaching Tactics That Intervene in and Resist Matters of Climate Catastrophe”

Skye Roberson, University of South Carolina, Aiken, “Ecomposition in the Writing Center: A Comparative Case Study of Ecology and (Post) Sustainability”

Approaches to Teaching and Learning

F.15 Collaborative Teaching and New Approaches to STEM Learning

STEM students are more engaged if teachers demonstrate writing’s applicability to their career interests. This roundtable offers a variety of approaches involving collaboration, cross-disciplinary work, reflection, and data visualization that can help repair the relationship between our students’ STEM interests and their (often) negative experience of writing. *Sponsored by the Writing and STEM Standing Group Committee*

Astoria (3rd floor)

Speakers: Michelle Cowan, Texas Tech University, “Using Tableau to Teach Data Visualization”

Holly Gallagher, University of Georgia, “Reflection in the Process of Research Writing”

John Gallagher, University of Illinois at Urbana-Champaign,
“WAC-STEM Collaboration and Mentorship”
Jennifer Mallette, Boise State University, “Designing an Inclusive
Embedded Writing Course”
Katherine Rothschild, Stanford University, “How to Turn STEMers into
Writers Using Identity”
Standing Group Chair: Kate Maddalena, University of Toronto,
Mississauga

Community, Civic, and Public Contexts of Writing

F.16 Advocacy Rhetorics in the Work of Reproductive Justice

This roundtable examines scenes of reproductive justice advocacy in order to identify discursive strategies and their material benefits. What do principled, impactful acts of reproductive justice advocacy and solidarity entail, and how might they constitute a rhetoric, or set of persuasive moves that can be named and replicated?

Williford A (3rd floor)

Speakers: Erin Frost, East Carolina University, “Do No Harm: New Reproductive Justice Conversations and Rhetorical Strategies for Becoming Involved”

Sheri Rysdam, Eastern Oregon University, “Rhetorical Interventions by Volunteer Doulas in Labor and Delivery”

Jill Swiencicki, St. John Fisher College, “Senator Wendy Davis and the Rhetoric of Reproductive Justice Brokering”

Hannah Taylor, Clemson University, “Writing Health Activism: A Rhetoric of Health and Medicine Approach to Reproductive Justice in the Classroom”

Antiracism and Social Justice

F.17 Law and the Writing Classroom: Intersectional Accomplices for Cultural Competence and Social Justice

Panelists discuss infusing writing and rhetoric courses with legal discourse, offering a lens for viewing lives students have never seen; integrating social justice-related writing prompts and projects in legal writing courses; and asking students to read cases for implicit bias, empowering the next generation to discern deeply embedded inequities and pursue meaningful social change.

Sponsored by the Legal Writing and Rhetoric Standing Group

Williford B (3rd floor)

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Friday, 8:00–9:15 a.m.

Speakers: Antonio Elefano, University of Southern California
Lindsay Head, St. Thomas University
Lisa-Jane Klotz, University of California, Davis
Standing Group Chair: Lindsay Head, St. Thomas University

Information Literacy and Technology

F.18 Reimagining Hybrid Instruction in a (Post)Pandemic Writing Program

This panel presents findings from a study of student experiences and perceptions of hybrid writing courses in a (post)pandemic context. After a short introduction outlining context of the study, speakers on this panel will give short presentations followed by extended time for discussion. Speakers will present findings on the perceived value of in-person and online components of hybrid courses.

Williford C (3rd floor)

Speakers: Kory Lawson Ching, University of California, Davis
Carolyn Gubala, University of California, Davis
Sabina Simon, University of California, Davis

Writing Programs

F.19 Hope Is a QEP? A Roundtable on Institutional Change

In this roundtable discussion, leaders discuss their efforts to engage in systemic and sustainable change related to a writing-in-the-disciplines Quality Enhancement Plan (QEP) at their institution. After opening statements, leaders engage participants in discussions related to WAC/WID, tutoring centers, faculty development centers, general education programs, and first-year writing.

Marquette (3rd floor)

Roundtable Leaders: Ann Marie Ade, Embry-Riddle Aeronautical University (Worldwide)
Lindsey Ives, Embry-Riddle Aeronautical University
Caitlin Martin, Embry-Riddle Aeronautical University
Taylor Joy Mitchell, Embry-Riddle Aeronautical University
Lori Mumpower, Embry-Riddle Aeronautical University (Daytona Beach)
Ashley Rea, Embry-Riddle Aeronautical University (Prescott)
Meghan Velez, Embry-Riddle Aeronautical University

First-Year Writing

F.20 Crawling into FYW

This panel discusses various program reform strategies geared toward facilitating students' transition into first-year writing.

Joliet (3rd floor)

Speakers: Christine Denecker, The University of Findlay, “We Are First-Year Writing Teachers: The DE Composition ‘Kaleidoscope’”

Kim Jaxon, California State University, Chico, “Hope in Numbers: Nonscalability and Transformative Relationships in the First-Year Composition ‘Jumbo’”

Casie Moreland, University of Idaho, “We Are First-Year Writing Teachers: The DE Composition ‘Kaleidoscope’”

Jane Nazzal, Mt. San Antonio College, “Post-Reform Placement and Writing Proficiency in Community College Composition Courses”

Laura Sparks, California State University, Chico, “Hope in Numbers: Nonscalability and Transformative Relationships in the First-Year Composition ‘Jumbo’”

Inclusion and Access

F.21 Accommodations and Equitably Accessing the Academy

Each presentation takes up a different aspect of accommodations ranging from syllabi, accommodation transfer, and just what is “reasonable.”

PDR #2 (3rd floor)

Speakers: Rachel Donegan, Georgia Gwinnett College, “Syllabus Templates as Access and Equity Barriers in First-Year Writing”

Elizabeth Forsythe, Washington State University, “Ivory-Washing Academia: Higher Ed, Debility, and the Trouble with ‘Reasonable’ Accommodations”

Krys Ingman, Bowling Green State University, “Addressing Equitable Access to Higher Education: Assessing Accommodation through Syllabi”

First-Year Writing

F.22 Course Design: Archives, Artifacts, and Active Learning

How do we, or might we, design our first-year writing courses to centre student voices and lived experiences toward meaningful assessments? Embracing historical assessment data, student-run university newspapers, and backward design and planning, this session reports and reflects on learning activities for engaged composition courses and goals.

Room 4D (4th floor)

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Speakers: Megan Von Bergen, University of Tennessee, Knoxville,
“An Analysis of Historical Classroom Assessment Practices in a
First-Year Composition Course at a Large, Public Southern University,
1926–1932”
James Garner, Augusta University, “Zoned Editions: University
Newspapers and the Composition Classroom”

Writing Centers (including Writing and Speaking Centers)

**F.23 Creating Communities of Practice through Peer Writing
Tutor Development**

Through a combination of storytelling, guided reflection, and written/
spoken exercises, this Engaged Learning Experience session brings theory
to practice for peer writing tutor development that is self-motivated,
embodied, and inquiry-based. Participants will explore how they can
apply these approaches to multiple contexts, as well as share their own
experiences with peer writing tutor development.

Room 4K (4th floor)

Speakers: Roshny Roy, Northeastern University
Vittoria Rubino, US Military Academy at West Point
Nathalie Virgintino, Concordia College

Writing Centers (including Writing and Speaking Centers)

F.24 Post-Quarantine: Collaboration Is Key

Panelists discuss ways in which instructors can implement writing center
collaboration in class design to foster a greater sense of community and
help students transfer what they learn beyond the WC.

Room 4M (4th floor)

Speakers: Robert Bell, University of North Carolina, Asheville,
“Collaborating across Campus to Support Student Writing in a Post-
Pandemic University”
Mandy Macklin, University of Washington, “Designing Writing Center
Support for Transfer: Dialogues in a Global Pandemic”
Jessica Pisano, University of North Carolina, Asheville, “Collaborating
across Campus to Support Student Writing in a Post-Pandemic
University”

Professional and Technical Writing

**F.25 Practices of Inclusivity: Doing Hope in STEM Writing
Classrooms**

This panel explores three ways to help STEM writing classrooms and
programs integrate with STEM curricula to alter the structural inequities
and problems of access that continue to plague the fields. Panelists do

so through engineering curriculum planning, incorporating indigenous science through cultural safety, and analyzing the promises and perils of visual rhetoric and femvertising.

Lake Huron (8th floor)

Speakers: David Grant, University of Northern Iowa
Juval Racelis

Writing Programs

F.26 Effecting a Culture Shift in a Time of Turmoil: Five 2YC WPAs Offer Hope

Five two-year college WPAs share their experience forging cultures of writing instruction grounded in writing studies within environments resistant to change. They offer hope that a commitment to social justice and transformative change can win out over lore and tradition. The session details how to navigate departmental power dynamics, labor issues, and apathy to create a theory-informed program.

Lake Michigan (8th floor)

Speakers: Allison Gross
Kirsten Higgins, Green River College
Jeffrey Klausman, Whatcom Community College
Sarah Snyder, Arizona Western College
Anthony Warnke, Green River College

Institutions: Labor Issues, Professional Lives, and Survival

F.27 Elevating Graduate Student Voices: Reconsidering Spaces of Professionalization

As they become teachers and scholars, graduate students are enculturated into disciplinary ways of knowing and doing through social spaces (conferences, listservs, coursework, teacher preparation programs, etc.). This session questions the traditions and power imbalances of these spaces and explores what hopeful ways we might reimagine these spaces to empower and elevate graduate student voices.

Lake Erie (8th floor)

Speakers: Chen Chen, Utah State University
Emily Hopwood Durney, Brigham Young University
Meridith Reed, Brigham Young University
Amy Williams, Brigham Young University

Friday, 8:00–9:15 a.m.

College Writing and Reading

F.28 Grammar, Grammars, and the Teaching of Rhetorical Grammar

These presentations explore the benefits of teaching grammar as meaning-based in a writing classroom and as rhetorical choice in a creative writing class.

Lake Ontario (8th floor)

Speakers: Zhihui Fang, University of Florida, “Unpacking the Grammar Fatigue Syndrome in College English Teaching in China”

Joseph Salvatore, The New School, “Crafting Creative Clauses and Creating Crafty Clefts: Rhetorical Grammar in the Creative Writing Classroom”

Community, Civic, and Public Contexts of Writing

F.30 Reaching beyond the Academy to Change Public Conceptions of Writing

This panel describes the exigence for working to change public conceptions of and policies about writing, reviews past efforts by our field to do this work, overviews the design of a project the presenters co-designed and research on its efficacy, and provides a heuristic for attendees who would like to engage in public change efforts themselves.

PDR #3 (3rd floor)

Speakers: Will Chesher, Miami University of Ohio

Angela Glotfelter, Miami University of Ohio

Jennifer Maher, University of Maryland Baltimore County

Mandy Olejnik, Miami University

Elizabeth Wardle, Miami University

Inclusion and Access

F.31 Reaching for the Ineffable: Recovering HBCU Narratives of Pedagogy, Marginality, and Rhetoric

Drawing from a range of critical perspectives—historical, theoretical, rhetorical—the panelists examine and problematize notions of recovered and discredited knowledges and pedagogies at HBCUs.

Room 4A (4th floor)

Speakers: Kendra Mitchell, Florida A&M University

Robert Randolph, Shaw University

*Antiracism and Social Justice***F.32 Race, Racism, and Rhetorics of Drug Addiction**

These presentations consider the rhetorics around drug addiction in historical and contemporary US contexts. Specific topics include the racist stigmatization of addiction, white discursive moves in calls for legislation to address opioid addiction, and the limitations of memoir as a means of understanding addiction and recovery.

Room 4B (4th floor)

Speakers: Larry Morgan, Syracuse University, “The Rhetorics of the Drug War and the Production of the Other”

Andrew Appleton Pine, University of Michigan, “Hope as a Property of Whiteness: An Analysis of Opioid Advocates’ Racialized Narratives”

Alexis Young, Georgetown University, “Out of Sight, Out of Control: Using Memoir and Creative Nonfiction to Rethink Addiction and Rehab Culture”

*Community, Civic, and Public Contexts of Writing***F.33 Reconciling Structural Racism with “Free Will”: Antiracist Pedagogy and Incarcerated Students**

Antiracist pedagogy in teaching incarcerated students feels like a moral imperative. But is promoting resistance in an institution that violates students’ human rights unethical? Particularly difficult for these men is reconciling structural racism with their “Free Will.” This Engaged Learning Experience session seeks to generate terminology and exercises that might give these students a way out that doesn’t disempower them.

Room 4F (4th floor)

Speaker: Laura McCartan, Metro State University

*First-Year Writing***F.34 Reclaiming Rhetorics**

This panel discusses ways that educators can look toward traditional rhetorical theories to show students how they may be useful across the disciplines and in their daily lives.

PDR #1 (3rd floor)

Speakers: Sarah Lawler, Indiana University, “The Kairos of Liberatory Pedagogy: Cultivating Change in the FYC Classroom”

Fain Riopelle, Indiana University, Bloomington, “Phronesis and New Frameworks: What Aristotle and Cognitive Behavioral Therapy Have to Say about Writing Habits of Mind”

Antiracism and Social Justice

F.35 What the Hell Is Twi? Radical Hope for Multilingual Students in First-Year Writing

In this Engaged Learning Experience session, the facilitators will provide exercises, quotes from students, links to readings, and lessons learned in our own journey toward a multilingual writing program to guide the discussion and problem solving for these fundamental language questions as we try to find answers we can use across institutions and programs. Radical, critical hope flourishes in community.

Room 4E (4th floor)

Speaker: Jessica Parker, Metropolitan State University of Denver
Jane Vigil, Metropolitan State University of Denver

Approaches to Teaching and Learning

F.36 Writing with Monsters: College Composition Topic Approaches to Cultural Perceptions

In this session, the use of monster theory in college composition courses is discussed as a method of directing students as to how they have learned their concepts of social identity. Students are encouraged to use popular culture to explore how aspects of the monstrous and the heroic are ingrained in them. These concepts of monster theory cultivate students' awareness of identity formation.

Room 4Q (4th floor)

Speakers: Rebecca Borah, University of Cincinnati
Beverly Brannan, University of Cincinnati
Ronald Hundemer, University of Cincinnati
Mary Leech, University of Cincinnati
Cheli Reutter, University of Cincinnati

Information Literacy and Technology

F.37 The Writing Class in the Post-Truth Era: Methods to Help Students Discern

These individual presentations focus on teaching methods to help students develop research skills to discern valid from invalid resources.

Room 4L (4th floor)

Speakers: Sara Strasser, Ball State University, “The Novel Weapons Framework: Social Media and the Invasion of Fake News”
Joseph Vuletich, Indiana University, Bloomington, “Critical Times: Self-Reflection as a Method for Teaching (and Practicing!) Media Literacy in a Post-Truth Era”

Approaches to Teaching and Learning

F.38 Unlearning What We Know

This presentation offers strategies for unlearning troubling assumptions and for relearning to see a broader approach to collaborative teaching.

Room 4G (4th floor)

Speakers: Patricia Dunn, Stony Brook University, “The Role of Visualization in Unlearning Harmful Assumptions”

Valerie Hanson, Thomas Jefferson University, “Inventing Inclusive Infographics: What Students Learn about Developing Sensitivity to Diversity, Equity, and Inclusion while Composing Infographic Arguments”

Paul McNeill, Houston Community College, “Redefining the Role of Learning Facilitators in Tribal Colleges”

First-Year Writing

**F.39 First-Year Writing and ESL Writing Integration:
A Case Study**

In this presentation, the speaker will discuss how, over a three-year period, a collaborative system that includes orientation, placement testing, and course development successfully shifted 1 university from a “placement by passport” model (in which international students were automatically placed in a sheltered FYC course) to the Directed Self-Placement model (CCCC, 2020). Both qualitative and quantitative results.

Salon A-5 (lower floor)

Speaker: Ashley Murphy, Lehigh University

G Sessions: 9:30–10:45 a.m.

9:30–10:45 a.m.

Language, Literacy, and Culture

Emerging Scholar Session

Live-ES-G Callaitas Se Ven Más Bonitas: (Re)claiming Our Voice and Breaking Borders through Counterstory

Academia is a demoralizing space for women of color. Seguimos los pasos de las mujeres in the field who have embodied forms of writing that actively resist Eurocentric hegemonic conventions that academia perpetuates. We resist the pressures of assimilation through our counterstories fronteras. Lo hacemos con la frente en alto, grasping to hope, healing, and uplifting our people in the process.

Grand Ballroom (2nd floor)

Speakers: Clarice Blanco, University of Texas at Austin, “We Are Not Voiceless: Latina Empoderamiento en la Academia”

Olivia Hinojosa, Texas State University, “Preserving Language, Preserving Identities: A Narrative of Misidentification”

Elisa Serrano, Texas State University, “Juntas Todo Se Puede: Entering Conocimiento Con La Mejor Compañía”

Lindsey Villalpando, Texas State University, “Nepantla and Spiritual Activism: Healing Wounds y Procesando el Trauma”

Antiracism and Social Justice

G.01 Arab/Muslim Caucus Business Meeting

This Caucus invites scholars and teachers to engage in conversations about Arab and/or Muslim issues in academia and beyond.

International Ballroom South (2nd floor)

Caucus Chairs: Tamara Issak, St. John’s University
Lana Oweidat, Goucher College

Language, Literacy, and Culture

G.02 The Energy of Recollection: Generating Hope through Narrative

“The Energy of Recollection: Generating Hope through Narrative” references neuroscience research to argue that writing a narrative focused on an educational or workplace challenge can help students gain metacognitive awareness and a sense of empowerment, enabling them to formulate future goals. The panel will emphasize that the performative elements in narrative can foster hope for the future.

Mobley (lower level)

Chair: Gita DasBender, New York University

Respondent: Suresh Canagarajah, Pennsylvania State University

Speakers: Irene Clark, California State University Northridge, “Literacy Narratives, Identity, and the Brain: Story as a Springboard of Hope”

Dirk Remley, Kent State University, “Using Neuroscience to Create Hopeful Narratives in Crisis Communication”

Bonnie Vidrine-Isbell, Biola University, “Cognition and Composition: Can the Neuroscience of Narratives Help Us Heal Post-2020?”

College Writing and Reading

G.03 A Statewide Community of Practice on Placement into First-Year Writing: Doing Hope across Alaska through Collaborative Research

This panel brings together five faculty members from across the University of Alaska system in order to better understand placement into first-year writing across the state. We share our study design and findings from our research, including interviews with over 100 stakeholders in placement into first-year writing in order to arrive at a statewide placement philosophy and set of best practices.

Salon A-4 (lower level)

Speakers: Carrie Aldrich, University of Alaska Anchorage

Dana Greci, University of Alaska Fairbanks

Sarah Kirk, University of Alaska Anchorage

Jay Szczepanski, University of Alaska Southeast

Jennifer Tilbury, University of Alaska Fairbanks

Community, Civic, and Public Contexts of Writing

G.04 Collaborative, Intersectional, Disability Studies and Knowledge-Making from the Ground Up: A Student-Faculty Roundtable

Our roundtable explores a hopeful spark that emerged from our undergraduate students' formal statement of demands for disability awareness and its framing on campus, and its effect, which fueled a disability-centered pedagogical collaboration between professors of rhetoric and sociology and created an ongoing learning community between current students and alumni disability rights activists.

Salon A-3 (lower level)

Speakers: Ren Aguilar, Soka University of America
Ryan Caldwell, Soka University of America
Dana Fulton, Akakū Maui Community Media
Katy Gaastra, Cerebral Palsy Strong
Chloe Simson, San Francisco State University
Kristi Wilson, Soka University of America

Language, Literacy, and Culture

G.05 Looking at Language with Hope: Revising Our Language (mis)Understandings

Discussions about linguistic justice and language discrimination have brought to the forefront misunderstandings about language. Such misunderstandings, though unconscious, are influential in student success. Participants will explore some language misunderstandings that have historically affected students' relationship with language especially in FYC and through their work in writing centers.

Sponsored by the Language, Linguistics, and Writing Standing Group

Salon A-1 (lower level)

Chair: Laura Aull, University of Michigan
Speakers: Dylan Dryer, University of Maine
Cornelia Paraskevas, Western Oregon University

First-Year Writing

G.06 Making a Way for Hope: A Rural College's Adaptive Advising Model in Its First-Year Writing Curriculum

In this panel, tenure- and non-tenure-track faculty speakers discuss their pedagogical and curricular approaches in teaching first-year writing and a new advising initiative at a small, rural college. The speakers transparently position their curriculum's successes and challenges to addressing students' foundational literacy needs while also striving to decolonize the classroom.

Salon A-2 (lower level)

Speakers: Sheila Gross, Thiel College
Taylor Hughes, Thiel College
Sean Oros, Thiel College

Inclusion and Access

G.07 Malleable Spaces: Diversity, Accessibility, and Meaning-Making in Learning Environments

Sharing ethnographic studies that investigate the connections between diversity, rhetorical circulation, and meaning-making in various learning spaces, presenters examine how users and space (physical, virtual, mental, conceptual) shape each other, asking how writing spaces, despite their limitations, can be made more inclusive and accessible to the individual and collective needs of all learners.

Salon A-5 (lower level)

Speakers: Alexandra Chakov, University of Wisconsin-Madison
Eric Joseph, Purdue University
Ghada Seifeddine, Purdue University

Antiracism and Social Justice

G.08 Medical Rhetoric Roundtable: Doing Hope in Health and Medicine—Action and Intervention

This roundtable, sponsored by the Medical Rhetoric Standing Group, aims to foster interactive discussions of possibilities for doing hope as action and/or intervention through rhetoric of health and medicine (RHM) research and teaching aimed at ameliorating current pressing problems and global events.

Sponsored by the Medical Rhetoric Standing Group

Continental C (lobby level)

Chair: D. Mollie Stambler, Arizona State University
Roundtable Leaders: Cristina De Leon-Menjivar, Old Dominion University
Bryna Siegel Finer, Indiana University of Pennsylvania
Priyanka Ganguly, Virginia Tech University
Emily Gresbrink, University of Minnesota-Twin Cities
Brian Harrell, Northeast Ohio Medical University
Cathryn Molloy, James Madison University
Tori Thompson Peters, University of Memphis
Jamie White-Farnham, University of Wisconsin-Superior
Chenxing Xie, North Carolina State University

Friday, 9:30–10:45 a.m.

Writing Programs

G.09 Agency, Ethics, and Boundaries: Adapting Disciplinarity in a Challenging Two-Year College Environment

This Engaged Learning Experience session addresses the challenges of sustaining agency and disciplinarity in the current two-year college context. Participants learn strategies for navigating challenging contexts in the classroom, in the program, and with professional development.

Grand Tradition (lobby level)

Speakers: Rachel Barger, University of Wisconsin-Milwaukee at Washington County
Jennifer Heinert, University of Wisconsin-Milwaukee at Waukesha
Cassandra Phillips, University of Wisconsin-Milwaukee at Waukesha

Theory and Research Methodologies

G.11 Collaborative and Empathetic Methods and Methodologies That Provide Hope through Action

This presentation will discuss how the methods/methodologies in the speakers' dissertations functioned to uplift the rhetoric and voices of underrepresented student populations in higher education: feminist research methods grounded in agency, collaboration, and representation; co-researching and autoethnographically informed case studies; and radical empathy and passionate advocacy as methods.

Blvd. A (2nd floor)

Speakers: Morgan Buchs, University of Cincinnati
Emma Guthrie, Bowling Green State University
Kylie Stocker, Tiffin University

Antiracism and Social Justice

G.12 African Student Advocacy for the Writing Classroom

Using decolonial, storytelling, and counterstory approaches, these presenters argue for racial justice, social justice, and student advocacy.

Blvd. B (2nd floor)

Speakers: Sethunya Gall, Clemson University, "An African Storyteller's Education of the Mind and Heart"
Motunrayo Ogunrinbokun, University of Florida, "Whose English?: Resistance, Agency, and the Writing Classroom"
Olagbenro Oladipo, University of Wisconsin-Madison, "Whose English?: Resistance, Agency, and the Writing Classroom"

Community, Civic, and Public Contexts of Writing

G.13 Community Storytelling

This panel explores various rhetorical practices in community writing.

Blvd. C (2nd floor)

Speakers: Jens Lloyd, Drew University, “Telling Other People’s Stories: Reconfiguring Archival Research for Community-Based Learning”
Jonathan Rivera, California State University, San Bernardino, “Writing Home, from Home: Writing Extra-Curricular Epistola Work in the First-Year Classroom”

Community, Civic, and Public Contexts of Writing

G.14 Radical Pedagogy

This panel tackles gun regulation, mass shootings, and re-entry programming for incarcerated youth in an effort to highlight strategies of hope.

Waldorf (3rd floor)

Speakers: Julia Combs, Southern Utah University, “Come My Friends, ’Tis Not Too Late: Teaching FYW to Youth in an Incarcerated Youth Facility”
Matthew Hill, University of Denver, “A Manifesto for Hope and Writing”
John Jones, Southern Utah University, “Come My Friends, ’Tis Not Too Late: Teaching FYW to Youth in an Incarcerated Youth Facility”
Chase Redd, Southern Utah University, “Come My Friends, ’Tis Not Too Late: Teaching FYW to Youth in an Incarcerated Youth Facility”
Lydia Wilkes, Auburn University, “Our Deaths Are Not Enough: Radical Writing and Rhetoric Tactics to Disrupt, Divest from, and Refuse Gun Violence as Usual”

Approaches to Teaching and Learning

G.15 Composition Pedagogy Goes to High School: Trouble and Potential across Institutional Spaces

Speakers on this panel argue that different teaching styles and lack of training for high school ELA instructors in teaching writing lead to conflicting ideologies about writing in high school and college classes. Three speakers—two composition instructors and one ELA instructor—explore opportunities for engagement when incorporating college-level writing pedagogy in the high school ELA class.

Astoria (3rd floor)

Speakers: Joe Courchesne, Granby Public Schools
Jennifer DiGrazia, Westfield State University
Wyatt Paige Hermansen, Westfield State University

Approaches to Teaching and Learning

G.16 Composition and Rhetoric in Contentious Times: Cautious Optimism through Collective Reflection

This panel considers the ways in which edited collections offer a unique communal space for academic writers to collaborate over shared concerns. Through the editing and writing process for *Composition and Rhetoric in Contentious Times*, the panelists consider how the genre of the edited collection facilitates collegial dialogue between contributors.

Williford A (3rd floor)

Speakers: Anna Barritt, University of Oklahoma
Christopher Basgier, Auburn University
Jennifer Juskiewicz, Saint Mary's College
Rachel McCabe, La Salle University
Kalyn Prince, University of Oklahoma

Writing Programs

G.17 Lessons Learned and Hopeful Ways Forward for Online, Hybrid, and In-Person First-Year Writing Instruction and Writing Program Decision Making

Using grade, survey, and interview data, we explore results of a large study of different teaching modalities (i.e., in person, online, hybrid) of first-year writing instruction during Fall 2021 (2,901 students) at a public university. We consider what these results could mean for writing programs and class modalities (e.g., placement, scheduling, training, support, pandemic, and trauma effects).

Williford B (3rd floor)

Speakers: Lisa Blankenship, Baruch College, CUNY
Daniel Libertz, Baruch College, CUNY
Constantin Schreiber, Baruch College, CUNY

Writing Programs

G.18 Metacognition, Universal Design, and Neurodiversity

The presenters examine how metacognition can support transfer, and how it can be a barrier for neurodiverse students in writing classrooms.

Williford C (3rd floor)

Speakers: Virginia Crisco, California State University, Fresno, "Creating Access and Challenge in a First-Year Writing Program: Building 'Constructive Metacognition' Into a Template Curriculum"
Madeleine Trees, Angelo State University, "Masking in the Mirror: Neurodiversity and Reflective Writing"

Inclusion and Access

G.19 Empowering Our Neurodiverse Students: New Pathways to Inclusion and Equity in Composition Pedagogy and Praxis

We propose a radical rethinking of classroom practices that unlearns the rhetoric of limitation and exclusion and embraces neurodiverse behavioral patterns and expression, making them a core consideration rather than a disability to be “dealt with.” This can transform rhetorical development by reshaping the conversation and amplifying neurodiverse voices through inclusive practical tools.

Marquette (3rd floor)

Speakers: Laurie Fisher, University of Southern California
Sarah Orem, University of Southern California
Vanessa Osborne, University of Southern California

Community, Civic, and Public Contexts of Writing

G.20 Post-Truth Rhetoric in Desperate Times

This panel describes post-truth rhetoric in multiple contexts and from various perspectives, providing a rich understanding of rhetoric in these desperate times. Challenging post-truth despair with rhetorical hope, these four speakers analyze post-truth language using methods such as identification, ethos, disaster mitigation, and paternalism.

Joliet (3rd floor)

Speakers: Megan Bronson, Virginia Tech University, “Mitigating Disaster Policy in a Post-Truth Climate: A Case for Rhetorical Lying”
Sarah Cozort, Virginia Tech University, “Post Truth and the Paternal: A Reevaluation of Roberts-Miller’s Discussion of Demagoguery”
Andre Jones, Virginia Tech University, “Why Not to Be Like Mike: The Dangers of Black Athletic Ethos under Post-Truth during COVID-19”
Lin Li, Virginia Tech University, “A Comparative Rhetorical Analysis of Trump’s Address at Gettysburg and Xi’s Inaugural Address Drawing on the Concept of Identification”

Antiracism and Social Justice

G.21 Disrupting Writing Normativities and Enacting Institutional Change across Secondary, Postsecondary, and Community College Contexts

We offer strategies for disrupting and enacting institutional change across roles and contexts: a TT WPA, & GTA Practicum leader at a 4-year university; a tenured professor of Developmental English at a 2-year college; a high school teacher and English department chair; a part-time instructor at a 2-year college and PhD student; and a full-time staff professional and MA student at a 4-year university.

PDR #2 (3rd floor)

Speakers: Liz Adames, College of DuPage
Kim Gwizdala, Glenbard West High School
Kerri Martin, College of DuPage
Steven Reese, DePaul University
Erin Workman, DePaul University

Approaches to Teaching and Learning

G.22 Empirical and Theoretical Approaches to the Study of Writing

Speakers offer insights into writing about writing, teaching for transfer, and applications of expressivist pedagogies in the writing classroom.

Room 4D (4th floor)

Speakers: Lauren Coldiron, Old Dominion University, “What Is a Meta-Critical Writing Classroom (and Why Do We Want One)?”
Matthew Overstreet, Khalifa University, “Taking the Low Road: A RECTified Approach to Teaching for Transfer”

First-Year Writing

G.23 Please, Mind Me

This panel discusses strategies by which instructors can foster community within classrooms with the goal of reducing student stress and anxiety.

Room 4K (4th floor)

Speakers: Amanda Hobmeier, University of Southern California, “Building Micro-Communities: Inclusive and Adaptive First-Year Pedagogy”
Amber Nichols-Buckley, University of Mississippi, “Write Here Now: Contemplative Practices in First-Year Writing”
Kirin Wachter-Grene, School of the Art Institute of Chicago, “Building Micro-Communities: Inclusive and Adaptive First-Year Pedagogy”

Inclusion and Access

G.24 Embracing Class in Sites of Writing: Perspectives in Working Class Pedagogy and Praxis

This roundtable explores different strategies, philosophies, and perspectives in centering working-class voices and standpoints in various sites of writing on and around campuses. Perspectives include contingent faculty, writing centers, writing program administration, and researchers.

Room 4M (4th floor)

Speakers: Jennifer Ferrell, Cornell College
Axel Gonzalez, Independent Scholar
Nicole McNeal, Folsom Lake College
Justin G. Whitney, Tennessee State University

Inclusion and Access

G.25 Embodied Representation: Bringing Low-Income, First-Generation Histories to the Classroom

In this Engaged Learning Experience session, two first-generation faculty members will share how they facilitated workshops with low-income, first-generation students, using reading/writing exercises to invite meaning-making from experience. Participants will reflect on and share their own sense of disembodiment in academic spaces and strategize ways to bring experiential knowledge to the classroom.

Lake Huron (8th floor)

Speakers: Joanne Mallari, University of Nevada, Reno
Alissa Surges, University of Nevada, Reno

Information Literacy and Technology

G.26 Ways of Knowing and Doing (Hope) in Digital Rhetoric

With reference to two sets of video interviews--conducted in 2015 and 2019, respectively--with scholars in Digital Rhetoric, we reflect on the ways in which Digital Rhetoric has typically operated reactively to changing technological and cultural conditions. We then ask: what would a more proactive (and more hopeful) field of digital rhetoric look like?

Lake Michigan (8th floor)

Respondent: Matthew Davis, University of Massachusetts Boston

Speakers: Rory Lee, Ball State University
Stephen McElroy, Babson College

Friday, 9:30–10:45 a.m.

Approaches to Teaching and Learning

G.27 Feminist Pedagogies: Care, Resilience, and Vulnerabilities in the Writing Classroom

Speakers engage with feminist rhetorical concepts (care, resilience, and vulnerability) to imagine new responses to the pressures facing writing students and teachers.

Lake Erie (8th floor)

Speakers: June Manuel, University of Oregon, “Dwelling in Silence: A Writing Pedagogy toward Unknowing”

David Riche, University of Denver, “Pedagogy, Vulnerability, and Rhetorical Self-Care”

Karen Tellez-Trujillo, Cal Poly Pomona, “Let’s Unknow What We Think We Know About Student Resilience in the Writing Classroom”

Theory and Research Methodologies

G.28 Unsettling as a Method/ological Intervention into Archival Research

This panel wrestles and contends with unsettling as a method/ological trope, ethos, and praxis of doing archival research otherwise.

Lake Ontario (8th floor)

Respondent: Gesa E. Kirsch, Soka University of America

Speakers: Sally Benson, University of Arizona

Lynée Lewis Gaillet, Georgia State University

Romeo Garcia, University of Utah

Kathryn Manis, Washington State University

Maria Carvajal Regidor, University of Massachusetts Boston

Jessica Rose, Georgia Institute of Technology

Pamela Takayoshi, Kent State University

First-Year Writing

G.29 Radical Joy: Making Space in the First-Year International Writing Classroom

Presenters will share pedagogical design and discuss the underlying theoretical principles that offer ways to make space for joy in the international writing composition classroom through the use of embodied learning, mindfulness practices, contract grading, and community agreements.

Room 4C (4th floor)

Speakers: Natalia Andrievskikh, New York University, “Affective Spaces: Embodied Learning and Visual Thinking in the ELL Classroom”
Megan Murtha, New York University, “Mindful Breathing, Mindful Writing: Cultivating the ELL Writing Classroom as Writing Sanctuary through Mindfulness Practices”
Amira Pierce, New York University, “Contract Grading and Community Agreements in the ELL Classroom: Practices that Enable Joy”

College Writing and Reading

G.30 Reading across Educational, International, and Personal Boundaries

These presentations each demonstrate how they consider teaching reading across boundaries as a necessary step to ensure student success. Topics addressed are teaching reading in graduate school and situating self as reader and as research subject.

PDR #3 (3rd floor)

Speakers: Bess Fox, “Reading Identity”
Alice Horning, Oakland University, “Critical Reading: A Hope for Faculty Training and Action”

Community, Civic, and Public Contexts of Writing

G.31 Recirculating Rhetorical Memories across Publics and Places

This panel engages with rhetorics of memory and place in presentations on kinship identity in the Cherokee Nation and Cherokee homelands; stories of migration, displacement, and colonialism of African diasporas in Australia; pedagogical approaches for recirculating often-erased local histories of BIPOC community organizing; and the politics of remembrance of a civil rights worker.

Room 4A (4th floor)

Speakers: Suban Nur Cooley, New Mexico State University, “Migration, Colonization: A Collective Conversation toward Healing”
Becca Hayes, “Remembering Viola Liuzzo”
Vani Kannan, “Writing Community Histories through Public Archival Pedagogy”
Jaquetta Shade-Johnson, University of Missouri, “Kinship, Clans, Hills, and Homelands”

Friday, 9:30–10:45 a.m.

Approaches to Teaching and Learning

G.32 Teaching and Learning about Privacy and Surveillance: Doing Hope through the Digital Rhetorical Privacy Collective

This panel builds on interdisciplinary work within and beyond rhetoric and writing studies to introduce the Digital Rhetorical Privacy Collective, a digital resource for instructors who wish to incorporate intersectional learning about digital privacy and surveillance into their classrooms.

Room 4B (4th floor)

Speakers: Morgan Banville, East Carolina University
Gavin Johnson, Texas A&M University-Commerce
Charles Woods, Texas A&M University-Commerce

Language, Literacy, and Culture

G.33 Reconsidering Contexts of Textual Production and Distribution

Through case studies in the Ukraine, the 19th-century US, and colonial America, these presentations examine the resistance value and narratives of texts and their distribution.

Room 4F (4th floor)

Speakers: Sherrin Frances, Saginaw Valley State University, “The Trash Libraries of Amherst, Bogota, and Ankara: Public Literacy, Kairotic Invention, and Emergent Hope”
Peter Mortensen, University of Illinois at Urbana-Champaign, “Decolonizing Knowledge in the History of Literacy: Reconsidering the Consequences of Writing and Print in Early Colonial Maryland”
Catherine Pavia, Brigham Young University, “The Circulation of Books and of Hope: Rhetorical Ecologies and the Promotion of the Book Wagon in the United States”

Professional and Technical Writing

**G.34 Reframing via the Popular Science Article Genre:
Pedagogical Takeaways from Recent Publications about
Psilocybin Mushrooms**

This article brings Lakoff’s metaphor theory into conversation with rhetorical genre studies to examine how the popular science article allows for felicitous reframing of contested and controversial research topics. We conclude by offering a series of classroom activities based on these findings, thereby offering students access to powerful forms of discourse that will help them enact change.

PDR #1 (3rd floor)

Speakers: Paul Thompson Hunter, Purdue University
Kaden C. Milliren, Purdue University

Professional and Technical Writing

**G.35 Writing All Day Every Day: Exploring What Professionals
Tell Us about the Value of Transactional Writing in the
Workplace**

This Engaged Learning Experience sets out to explore the role of transactional writing in the workplace and its potential role in college curricula through a blend of writing, discussion, and visual representation. We weave research and findings with prompted audience participation.

Room 4E (4th floor)

Speakers: Patricia Welsh Droz, Houston Christian High School
Lorie Jacobs, University of Houston-Clear Lake

First-Year Writing

G.36 Who Are Our Students, and What Do They Hope For? Confronting the Complex Interplay between Their (and Our) Identities

To the question we often ask colleagues—“what are you teaching?”—we add another: “whom are you teaching?” This panel posits a needed corrective to the rigidity of the “what” through attention to the complicated landscapes of both students’ and teachers’ identities and hopes. Reclaiming the “who” offers an antidote to the alienation of desperate times.

Room 4Q (4th floor)

Speakers: Jeanne Costello, Fullerton College, “Are Faculty Student-Ready? How a ‘Critical Hope’ Pedagogy Supports Culturally and Linguistically Diverse Students as They Develop Academic Identities”
Sharon Marshall, St. John’s University, “Quotidian Lives/Surprising Identities: Getting to Know Students through Autoethnography”
Irene Papoulis, Trinity College, “What Hopes Might a Student’s Apparent ‘Self-Absorption’ Conceal?”
Wendy Ryden, Long Island University Post, “Advancing Environmental Literacy through WAL (Writing about Literature)”

Theory and Research Methodologies

G.37 Theories and Methods for Social Justice Pedagogies

This panel considers how social justice and Critical Race Theory can influence pedagogical theories and methods. Presenter 1 examines using Critical Race Theory and Interest Convergence analysis of popular culture as first-year composition pedagogy. Specifically, how to use my case study on HBO’s *And Just Like That*, as a template for teaching the tenets of CRT. Presenter 2 examines the educational theories of Antonio Gramsci, and challenges current use of Gramsci’s theories of hegemony in the field of rhetoric and composition. It formulates a new theory of Gramsci’s role in education, and places writing studies in a theoretical context.

Room 4L (4th floor)

Speakers: Rory Lukins, University of Southern California, “Rethinking Antonio Gramsci’s Place in Theories of Rhetoric and Composition”
Natalie Shellenberger, Texas Christian University, “And Just Like That: Using Critical Race Theory to Analyze DEI Infusion in Popular Media as First-Year Composition Pedagogy”

Approaches to Teaching and Learning

G.38 Translating Identities

Speakers explore the limits and possibilities of re- and de-identification with familiar categories for helping writers to invent their own, substantively novel approaches to learning.

Room 4G (4th floor)

Speakers: Deidra Jackson, University of Mississippi, “Deep-Six the Initiation: Guiding Beginning Research Writers, Who Don’t Want to Identify as Academic Scholars, but Simply Get from One Paper to the Next”

Anne Silva, “Preparing for a Hopeful Future: Bridging the Gap Between K–12 and Higher Education Writing Pedagogy”

Maryna Teplova, Illinois State University, “Fostering Creativity in a Socioculturally Oriented Academic Writing Course”

Inclusion and Access

G.39 Hope Is a Fickle Thing

This panel establishes a praxis of queer hope, drawing on theories informed by queer, trans, BIPOC, and disabled people. Together, the speakers trace how a queercrip praxis of hope can shape our liberation work, our care work, and our academic work.

International Ballroom North (2nd floor)

Chair: Jacqueline Rhodes, University of Texas at Austin

Respondent: Jacqueline Rhodes, University of Texas at Austin

Speakers: Ada Hubrig, Sam Houston State University

Keshia McClantoc, University of Nebraska-Lincoln

Timothy Oleksiak, University of Massachusetts Boston

Logan Smilges, Texas Woman’s University

11:00 a.m.–1:45 p.m.

Poster Sessions

Normandie Lounge (2nd floor)

Professional and Technical Writing

Mitigating Student Resistance to Diversity, Equity, and Inclusion in Undergraduate-Level Technical and Professional Writing: An Exploratory Study

This poster presents the results of a pilot study of a 300-level professional writing course that aims to mitigate student resistance to socially just approaches to technical and professional writing. Focus group and survey results provide detailed information regarding students' perceptions of the DEI-infused curriculum and offer insight into how to mitigate resistance to DEI.

Speaker: Mindy Myers, Ferris State University

Inclusion and Access

Paying Attention to Executive Dysfunction: Writing Accommodations and a Writing Process that Students Want

This presentation explains the role of executive functioning in writing and the limitations of prescriptive writing process for students with executive dysfunction (such as students with ADHD). Then, the speaker provides more appropriate writing accommodations that are supported by student experience.

Speaker: Emilie Schiess, Ball State University

Antiracism and Social Justice

Teaching Social Justice in a Post-MAGA World: Writing Past the Stop WOKE Act

This paper will discuss the social justice turn and the public opposition to that turn in the studies of Technical and Professional Communication (TPC), rhetoric, and composition. By interpreting the elements of the Stop Woke Act, I will attempt to demonstrate the academic field's diverging trajectory of pedagogical practices with the simultaneously emerging political opposition (Kynard, 2018).

Speaker: Amanda Partin, East Carolina University

Antiracism and Social Justice

The Difficulties and the Applicability of Implementing Critical Pedagogy in the Egyptian Educational Context

This study aims to explore the applicability and the difficulties of implementing critical pedagogy in the Egyptian Educational context. A brief description of the Egyptian education will be presented to shed light on the context which represents the focus of the study.

Speaker: Mahmoud Othman, Indiana University of Pennsylvania

H Sessions: 12:30–1:45 p.m.

12:30–1:45 p.m.

Antiracism and Social Justice

Promoted Session

PS-H.03 Teaching CRT Post-2020: Uncovering Racial Histories and the Struggle over Critical Race Theory

This panel features four educators who live and teach in states embroiled in CRT controversy.

Sponsored by the Latinx Caucus

Salon A-4 (lower level)

Caucus Chairs: Christina Cedillo

Romeo García, University of Utah

Respondent: Cruz Medina, Santa Clara University

Speakers: Aja Martinez, University of North Texas

Jaime Armin Mejia, Texas State University

Yvette Regalado, Texas State University

Ada Vilageliu-Diaz

Approaches to Teaching and Learning

Live-H.15 How Do We Teach Men to Stop Killing Us? Masculine Threat, Mass Shootings, and Male Gender Role Conflict/Stress

Violence borne of toxic masculinity, research shows, is now predominantly done by college-aged men. Thus, it is necessary to engage men in conversations about masculine requisites and their elicited anguish. Panelists believe that our writing classrooms are uniquely positioned to do this work as they are spaces where men shape gendered identities that reproduce or challenge hegemonic masculinity.

Astoria (3rd floor)

Speakers: Michael Benjamin, University of Louisville

Nicholas Marino, Trinity College

Robert Mundy, Pace University

College Writing and Reading

H.01 Locating Empathy in Structures of Writing

How do we teach writing and ethical rhetorical engagement within our polarized cultural moment? What role can empathy play in our classrooms and institutions? These questions are more relevant now than ever as we work toward greater racial and social justice and face the many challenges of our time. This panel locates empathy in the structures informing our teaching and understanding of writing.

Sponsored by the Assembly for Expanded Perspectives on Learning (AEPL) Standing Group

International Ballroom South (2nd floor)

Speakers: Rosanne Carlo, College of Staten Island, CUNY, “The Empathy Block: How Institutions Fail Our Students”

J. W. Hammond, University of Michigan, “Infrastructuring for Empathy in Writing Assessment”

Theresa Kulbaga, Miami University, “Teaching Critical Empathy and Epistemic Justice through the Politics of Citation”

Nadya Pittendrigh, University of Houston-Victoria, “African Restorative Justice and the Composition Classroom”

Harry Thorne, College of Staten Island, CUNY, “The Empathy Block: How Institutions Fail Our Students”

Professional and Technical Writing

H.02 Complicating Rhetorics of Consensus and Hope in Scientific Discourse

In the face of science denialism and controversy, consensus is leveraged within the scientific community to soothe public anxieties that experts are divided or that knowledge is unsettled. As such, scientific consensus is framed as a hope for definitive action in the face of high-stakes technical and scientific issues. This panel explores complications associated with these consensus rhetorics.

Mobley (lower level)

Speakers: Laura Roberts, University of Wisconsin-Platteville, “Citizens’ Use of Scientific Rhetoric and Topoi to Oppose Wind Turbines”

Michael Zerbe, York College of Pennsylvania, “The Impacts of Incrementalism on Consensus and Hope in the Rhetoric of Science”

Elise Li Zheng, Georgia Tech, “Sociotechnical Networks, Consensus, and Big Science”

Friday, 12:30–1:45 p.m.

Inclusion and Access

H.04 Re-Visioning Access and Inclusion: Toward an Intersectional Disability Pedagogy

This roundtable explores what access can be and what limits or disables practices of access, particularly in the context of multiply marginalized individuals. Presenters will speak to access practices that privilege more dynamic, intersectional approaches called for by disability justice activists and scholars. Attendees are invited to engage in reflective prompts and other forms of dialogue.

Sponsored by the Disability Studies Standing Group

Salon A-3 (lower level)

Respondent: Stephanie Kerschbaum, University of Washington

Speakers: Leah Heilig, University of Rhode Island, “‘Prescriptive Accessibility’: Accessibility Projects with External Clients in the Writing Classroom”

Drew Holladay, University of Maryland, Baltimore County, “A Building Like This One: Using Campus History to Illustrate Barriers to Access”

Annika Konrad, University of Michigan-Ann Arbor, “Teaching and Learning Access”

Brenna Swift, University of Wisconsin-Madison, “‘I Had to Write My Way through It’: Disabled Writers Journaling to Name and Build Futures”

Elizabeth Tacke, Eastern Illinois University, “Access and the Precarity of Disclosure”

Inclusion and Access

H.05 Maintaining Hope as Rhetoric: Pedagogical Journeys into Online Classrooms amid the Pandemic and Personal Tragedies

This panel discusses hope as a rhetorical process in writing instruction in times of global catastrophes and despair. This panel presentation features some unique methods informed by hope as a rhetorical construct to find new values of learning amid the pandemic as a temporary lapse.

Salon A-1 (lower level)

Speakers: Moushumi Biswas

Uma S. Krishnan, Kent State University

Maria Prikhodko, “Hope as Rhetoric in US-Based Remote Writing Classes: Drawing on Indigenous Traditions of Russia to Decolonize Academic Success and Its Assessment”

Inclusion and Access

H.06 Making Academia Accessible through Linguistic Justice across the Disciplines

These individual presentations explore methods to create accessible pathways by respecting students' right to their own language.

Salon A-2 (lower level)

Speakers: Benjamin Hojem, University of Cincinnati, “Writing in Bounds: A Study in Genre and the Expression of Racial Identity in College English Writing”

Sarah Huddleston, Columbia University, “Building Linguistic Pathways: Increasing Accessibility in Academia through Transdisciplinary Codemeshing”

Dhruba Jyoti Neupane, University of Iowa, “Doing Diversity Differently”

College Writing and Reading

H.07 Mercantile Identity in the Creative Writing Classroom

A marketplace outcome often predominates over aesthetic or intellectual concerns for students in creative writing classrooms. This paper explores how we can help students recognize and critique how the marketplace affects production and help prepare them to participate in the “fundamentally changed social and material practice” of writing in a 21st century digital framework.

Salon A-5 (lower level)

Speaker: Carol Spaulding-Kruse, Drake University

Language, Literacy, and Culture

H.08 Reimagining Resistance

These presentations, one featuring identity and resistance work through creatively modified graduation regalia and one discussing POC authors' notes in YA fiction, help to reimagine resistance and engage important identity work.

Continental C (lobby level)

Speakers: Charles Grimm, Georgia Highlands College, “Hope to Graduate: Visual Analysis of Rural 2YC Graduates Commencement Decorations”

Tasha Lindo, University of Iowa, “Figured Worlds of Activism: Finding Hope in YA POC Authors' Notes”

Friday, 12:30–1:45 p.m.

Approaches to Teaching and Learning

H.09 Collaboration, Teamwork, and Peer Review

Speakers offer a range of approaches to collaboration within and beyond the writing classroom and its effects on students' literate practices.

Grand Tradition (lobby level)

Speakers: Paula Carlino, National Council for Scientific and Technical Research/University of Buenos Aires/UNIFE, "Video-Recorded Collective Reviews: A Powerful Tool to Teach and Investigate the Process of Teaching and Learning to Write in a New Genre"

Quang Ly, University of Miami, "What Can Writing Instructors Learn about Collaboration from a Business Group Project"

Emi Stuemke, University of Wisconsin-Stout, "Intentional Teamwork Training: The Step before Creating Successful Writing Groups"

Community, Civic, and Public Contexts of Writing

H.10 Finding Hope through Grant Writing

These individual presentations center on grant writing, both in practical application of composing them and in classroom-based application.

Buckingham (lobby level)

Speakers: Julia Garrett, Northeastern University, "Grant Writing with Community Partners: Fostering Programs to Support Food Security, Youth Leadership, Public Health, and Immigrant Labor"

Mika Stepankiw, Texas Tech University, "Checking My Positionality: Deconstructing Knowledge to Uncover New Ways of Composing Grants"

First-Year Writing

H.11 Common Readings, Uncommon Readers

This panel features speakers from a first-year writing program who have recently added common readings into their courses. We resist the narratives of standardization/conformity that some associate with common readings and instead share the hopeful effects that our common readings have inspired in our program—from updated syllabi and class plans to conversations amongst faculty and students.

Blvd. A (2nd floor)

Speakers: Kate Bloomquist, Washington University in St. Louis, "Uncommon Fragments: Excerpting Common Readings"

Nathaniel Farrell, Washington University in St. Louis, “Racial Parity in Reading Selection: Authenticity as Resistance”

Dustin Iler, Washington University in St. Louis, “Sequencing Common Readings”

Aileen Waters, Washington University in St. Louis, “Uncommon Literacy”

First-Year Writing

H.12 Rhetorical Listening for Thesis Statements and Civic Engagement

This session brings together two presentations on rhetorical listening to spark conversations on how an ethos of listening can inform and transform thesis statement pedagogies as well as how rhetorical listening in service-learning models can empower passion and change agency in social and political realms.

Blvd. B (2nd floor)

Speakers: Jennifer Chancellor, University of Oklahoma, “Doing Hope in a Seemingly Hopeless State: Engaging First-Year Composition Students in Rhetorical Listening through Service Learning”

Silke Feltz, University of Oklahoma, “Doing Hope in a Seemingly Hopeless State: Engaging First-Year Composition Students in Rhetorical Listening through Service Learning”

Esther Schupak, “A Pedagogy of Hope: Listening Rhetoric and the Thesis Statement”

Antiracism and Social Justice

H.13 Institutional Considerations in Antiracist Writing Program Work

By exploring institutional texts and writing program texts, these speakers offer a framework for subverting white supremacy and creating justice in programs and policies.

Blvd. C (2nd floor)

Speakers: Andrew Hollinger, University of Texas Rio Grande Valley, “Hope Is a Discipline, or Dynamic Criteria Mapping at the End of the World”

Ray Rosas, Penn State, “Identifying Race-Evasive Textual Tactics in a Predominantly White Institution: Toward Antiracist Genre Resistance”

Maggie Shelledy, University of Texas Rio Grande Valley, “Hope Is a Discipline, or Dynamic Criteria Mapping at the End of the World”

Inclusion and Access

H.14 Radical Trust and Self-Efficacy: Cultivating Hope through Reflective Self-Placement

Placement can leave students despondent. When the University of California discontinued a timed-writing exam, we wanted to know: could students build self-efficacy through a tool built on radical trust and feel hope about succeeding in college writing? Thus, Reflective Self-Placement was born. In this Engaged Learning Experience session, we'll explore values of RSP, learn about the RSP tool, and explore strategies for addressing resistance.

Waldorf (3rd floor)

Speakers: Estee Beck, University of California, Merced
Eileen Camfield, University of California, Merced
Erin Goldin, University of California, Merced
Samantha Ocena, University of California, Merced
Angela Winek, University of California, Merced

Inclusion and Access

H.16 Hopeful Revisions of Labor-Based Grading Practices

Our roundtable engages writing instructors who wish to incorporate alternative assessment practices. Alternative grading practices, like ungrading, serve to create inclusive assessments of student writing. We see our roundtable as a way to engage in hopeful conversations about ways of enacting social justice methodologies in our feedback to student writing through alternative grading practices.

Williford A (3rd floor)

Speakers: Jessica Jorgenson Borchert, Pittsburg State University
Antonio Byrd, University of Missouri-Kansas City
Nicole Hancock, Southwestern Illinois College
Liane Malinowski, University of North Texas
Lizbett Tinoco, Texas A&M University-San Antonio

First-Year Writing

H.17 Let the Negotiations Begin

Presenters will share ways to reimagine rubrics and course materials that promote student agency and structure the “rules” of the class as an ongoing conversation.

Williford B (3rd floor)

Speakers: Amanda Athon, Governors State University, “One Size Does Not Fit All: Designing Flexible Template Course Shells for First-Year Writing Instruction”
Steven Nelson, Concordia University Wisconsin, “All Aboard: A Plan for Building Momentum in the First Two Weeks of Composition Class”

Language, Literacy, and Culture

H.18 Military Literacies

These presentations consider the roles of military teachers and the literate practices taught in their classrooms.

Williford C (3rd floor)

Speakers: Brittney Boykins, Florida A&M University, “From Students to Soldiers, From Professor to Trainee: Language and Literacy in Combat Training Spaces”

Catherine St Pierre, Florida Gateway College, “Literacy Sponsors and Theory of Writing: A Case Study of Military-Affiliated Writers”

Writing Programs

H.19 Postdoc Positions and Future Possibilities for New PhDs

By utilizing a range of theoretical and empirical methodologies, this panel describes one approach to address our endemic labor problems through the creation and leadership of equitable and effective postdoctoral teaching fellow programs. Panelists also explore strategies for program diversification and PhD placement that are broadly applicable to other program configurations.

Marquette (3rd floor)

Respondent: Kelly Ritter, Georgia Institute of Technology

Speakers: Andy Frazee, Georgia Institute of Technology

Jeffrey Howard, Converse University

Melissa Ianetta, Georgia Institute of Technology

Caitlin Kelly, Georgia Institute of Technology

Antiracism and Social Justice

H.20 Hope Is Giving Yourself Permission: Celebrating the Confluence of Student Identities in Your Pedagogy

After providing the audience with heuristics for thinking about character, curriculum, classroom, and community, the presenters will lead a discussion about the need for the audience to give themselves permission to do antiracist work in their literacy courses and why they may hesitate to do so.

Joliet (3rd floor)

Speakers: Kevin DePew, Old Dominion University, “Classroom & Community”

Kylowna Moton, Los Angeles City College, “Character & Curriculum”

Michael Seward, Minneapolis College, “Overview”

Antiracism and Social Justice

H.21 Sharing and Preserving Historical and Creative Counter-Narratives

Panelists in this session explore the power of historical and creative counter-narratives to interrupt and intervene in master narratives that reproduce class- and regional-stereotypes in Appalachia and white supremacist tropes of progress in Boston’s urban renewal project.

PDR #2 (3rd floor)

Speakers: Joshua Christian, Southern Illinois University at Carbondale, “Hope for Appalachian Narratives”

Rachael McIntosh, Northeastern University, “Temporal Containment and the Archive: Countering Rhetorics of Progress in Boston’s Urban Renewal Project”

College Writing and Reading

H.22 Decriminalizing Plagiarism: Teaching Citations as Effective (and Affective) Pedagogy

These presentations demonstrate how their cognitive and affective approaches to teaching plagiarism help students more effectively incorporate sources into their papers.

Room 4D (4th floor)

Speakers: Trischa Duke, University of Illinois at Chicago, “Embracing a Growth Mindset toward Plagiarism with Developmental Writers”

Lucas Pasquina, Columbia University, “Lowering the Stakes: Exploring a Cognitivist Approach to Patchwriting”

Approaches to Teaching and Learning

H.23 Encompassing Collaboration in a Post-Pandemic World: Meeting Our Students’ Needs

By looking at the creation of specialized and interdisciplinary writing courses designed to meet specific needs, as well as assessment data for a program that has multiple iterations of English 101, the panel explores how we, as educators, must adjust to our students needs. Through trust, collegiality, and collaboration, we can work to restore hope for a better-prepared graduate.

Room 4K (4th floor)

Speakers: Barbara Ladner, West Virginia State University, “Help Us Help You: Creating Specialized Learning Courses for Specialized Programs”

Jeffrey Pietruszynski, West Virginia State University, “Is Any of This Actually Working? Assessing Multimodal Courses in an Academically Underserved Fishbowl”

Jessica Pietruszynski, West Virginia State University, “Our Students Can’t Write: The Importance of Collaboration in Interdisciplinary Writing Classes”

Writing Programs

H.24 Finding Hope in Hopelessness

The presenters share their stories and experiences of finding hope through faculty support, in research interviews, and through the act of lament.

Room 4M (4th floor)

Speakers: Heather Bastian, University of North Carolina, Charlotte, “Making Hope Visible with Institutional Partners”

Rebecca Gerdes-McClain, Columbus State University, “Lament: Hope in Difficult Times”

Adrienne Jankens, Wayne State University, “Zooming into a Research Method and Findings: Learning Myself as Interviewer and WPA in Conversations with Practicum Instructors about Writing Program Values”

Theory and Research Methodologies

H.25 Finding Hope in Rhetorical Constructions of Motherhood across Time and Space

Taking examples from each of the last three centuries, this panel examines how rhetorical constructions of motherhood fail to make space for alternative narratives that illustrate how the personal is political while also establishing choice as an essential element of mothering.

Lake Huron (8th floor)

Speakers: Shanna Cameron, University of Memphis

Katherine Fredlund, University of Memphis

Liz Rohan, University of Michigan-Dearborn

Institutions: Labor Issues, Professional Lives, and Survival

H.26 Finding Hope: The Need for Post-COVID Connection and Community

In this session, presenters draw from qualitative research and personal reflection to consider the influence of the COVID-19 pandemic on faculty members’ experiences as teachers and scholars and how collaboration and community may encourage hope in seemingly hopeless times.

Lake Michigan (8th floor)

Speakers: Christine Kugelmann, University of Central Florida, “CCCCs of Hope: Collaboration, Connection, Cooperation, and Community”

Rachael Sullivan, Saint Joseph’s University, “Mom Guilt and Hope on the Tenure Track”

Friday, 12:30–1:45 p.m.

Approaches to Teaching and Learning

H.27 Grounding Relationality in the Writing Classroom

This panel suggests new ways of deepening the relational framing of graduate and undergraduate education in writing studies.

Lake Erie (8th floor)

Speakers: Fia Christina Borjeson, Chalmers University of Technology, “Let’s Talk about Writing—Feedback Dialogues to Promote Learning”
Carl Johan Carlsson, Chalmers University of Technology, “Let’s Talk about Writing—Feedback Dialogues to Promote Learning”
Katherine Frankel, University of Cincinnati, “Fostering Connections, Fostering Hope: Implementing Relational-Cultural Theory in the Composition Classroom”

Professional and Technical Writing

H.28 Practical Applications of Professional and Technical Writing: Exploring Connections

Diverse individual presentations center on practical applications of professional and technical writing to real-world contexts.

Lake Ontario (8th floor)

Speakers: Jo Mackiewicz, Iowa State University, “Skilled Trade Literacies: Examining Overlooked Genres and Their Exigencies in Technical Communication Classes”
Olga Menagarishvili, Metropolitan State University, “Student Attitudes to Multimodal Assignments in a Technical Communication Class for ELL Students at a Swedish Technological University”

Language, Literacy, and Culture

H.29 Re-Envisioning Witte and Peirce’s Semiotics through a Contemporary Field Theory of Composition

Expanding on work conducted in a research methods seminar, in this panel speakers utilize a Unified Field Theory of Composition to examine the semiotic process of writing in contemporary domains. The goal of this session is to develop insights in composition as a complex process of negotiations involving multiple interpretants: knowledge of what writing is, what it does, and who writers are.

Room 4C (4th floor)

Speakers: Maddie Bruegger, University of Maine
Amy Jones, University of Maine
Dylan Morin, University of Maine

Inclusion and Access

H.30 Reading and Writing Pedagogy at Access-Oriented Institutions (AOIs): Centering Access in Cross-Institutional Collaboration and Curriculum Building

MLA organized nine regional institutes for graduate students interested in teaching at AOIs and early-career faculty at AOIs, each led by facilitators from two- and four-year institutions. Institute facilitators will discuss the curriculum, its theoretical foundations, and its development in addressing different institutional concerns (e.g., teaching at HSIs, teaching Indigenous texts).

PDR #3 (3rd floor)

Speakers: Stacey Lee Donohue, Central Oregon Community College
David Green, Howard University
Lisa King, University of Tennessee, Knoxville

Approaches to Teaching and Learning

H.31 Reckoning Pasts to Reimagine Disciplinary Futures: Black Feminist Methodologies, Sexual Violence Response, and White Racial Un/Learning

Through a critical discussion of sexual violence, Black feminist methodologies, and unlearning whiteness, this panel critically interrogates disciplinary homeplaces, and their histories, toward reimagining the discipline that centers justice in teaching and learning, including program administration, pedagogy, and policy.

Room 4A (4th floor)

Speakers: Amanda Hawks, Michigan State University, “Toward a Black Renaissance: Liberatory Rage and Why We Need the Irrational Other”
Bethany Meadows, Michigan State University, “From Anger to Opportunities for Change: Examining Sexual Harassment in Writing Studies”
Nick Sanders, Michigan State University, “Notes toward Tomorrow: Toward a Rhetoric of White Racial Un/Learning”

Community, Civic, and Public Contexts of Writing

H.32 The Struggles and the Silences: Performing Hope in Sonic Practices

Soundscape analyses and musical composing use reduced listening and narrative inquiry to analyze how sound creates a sense of place, invoking intersectional identities. Since limited methods hide struggles and silences that haunt our soundscapes, speaker 1 addresses silences in an advanced campus soundscape assignment, while speaker 2 addresses the struggles in musical soundscapes, new knowledge, and “doing hope.”

Room 4B (4th floor)

Speakers: Michelle Comstock, University of Colorado at Denver
Mary Hocks, Georgia State University

Approaches to Teaching and Learning

H.33 Reconsidering Research-Based Practices in Online Writing Instruction: Modality, Community, and Linguistic Justice

The presenters reassess their research on learning communities in online and hybrid writing courses conducted in 2017–2019 in light of conversations that have fundamentally shifted their thinking about online writing instruction since 2020: modality, community, and linguistic justice.

Room 4F (4th floor)

Speakers: Jennifer Cunningham, Kent State University
Lyra Hilliard, University of Maryland
Mary Stewart, California State University, San Marcos
Natalie Stillman-Webb, University of Utah

Community, Civic, and Public Contexts of Writing

H.34 Co-Creating Shared-Vocabulary Across Communities: A Research Method for Building Sustainable and Nuanced Partnerships with Local Communities

My research explores an innovative method of research praxis that considers establishing reciprocal partnerships between universities and culturally marginalized local communities of literacy engagement. My project better honors these spaces of literacy production as we glean knowledge from them as they do from us. My research will provide improved strategies of communicating across communities.

PDR #1 (3rd floor)

Speaker: Nicole Cunningham-Frisbey, University of New Hampshire

Writing Programs

H.35 What Happens Next? Hopeful Writing Program Responses to Placement Reforms in the TYC

Over the last several years, two-year college (TYC) teacher/scholar/activists have been deeply involved in leading radical placement reforms in their institutions. This panel presentation brings together TYC faculty to report on what happens after placement reform. Panelists will share stories, data, and new ideas born from major reforms at their institutions.

Room 4E (4th floor)

Speakers: Sara Amani, Arizona Western College, “Ripple Effects of Change: ODSP at the TYC”

Carolyn Calhoon-Dillahunt, Yakima Valley College, “Placement Reform as a Catalyst for Programmatic and Institutional Change”

Rachel Ihara, “New Placement as Teachable Moment: Learning from the Effects of System-Wide Reform”

Kevin Kato, Arizona Western College, “Ripple Effects of Change: ODSP at the TYC”

Annie Del Principe, Kingsborough Community College, CUNY, “New Placement as Teachable Moment: Learning from the Effects of System-Wide Reform”

Sarah Snyder, Arizona Western College, “Ripple Effects of Change: ODSP at the TYC”

Inclusion and Access

H.36 “Keying In” to the Margins: Launching an Interactive e-Map to Include and Support Diverse Writing Practices

Our Engaged Learning Experience session reexamines how and where writing happens, and how we can manifest a more inclusive vision of our field. We report on the launch of an interactive digital map, Writing Sites, which explores writing trends at diverse institutions, and then invite participants, particularly those not well represented in similar research, to contribute, lifting up underheard colleagues’ voices.

Room 4Q (4th floor)

Respondent: Katherine O’Meara, St. Norbert College

Speakers: Kendon Kurzer, University of California, Davis

Greer Murphy, University of Rochester

Robyn Russo, Northern Virginia Community College

Friday, 12:30–1:45 p.m.

College Writing and Reading

H.37 Third Spaces: The Rhetoric of Reform, Perception, and Environment

Connecting writing classrooms to students' college experiences, these presentations consider a dialogic third space as part of basic writing course reform, how writing assignments impact students' perceptions of college education, and the rhetoric classroom as refuge in fast-paced educational and residential environments.

Room 4L (4th floor)

Speakers: Michelle Zaleski, Benedictine College, "Creating Space for Change in Basic Writing Reform"

Dan Zhang, University of Illinois at Urbana-Champaign, "From Writing Ability to Holistic Development: How Writing Assignments Impact Students' Perceptions of their College Education"

Language, Literacy and Culture

H.38 Writing Diversity and Resistance at HSIs

These panelists explore notions of "in-betweenness," myths of linguistic uniformity, and the strength of translanguing pedagogy at HSIs.

Room 4G (4th floor)

Speakers: Jamila Kareem, University of Central Florida, "The Hopeful Pursuit of Linguistic Justice: Student Perspectives of FYW Language Diversity"

Christine Martorana, Florida International University, "Making Zines, Choosing Hope: Multicultural Students and the Pedagogy of Chosen Ambiguity"

Mijanur Rahman, California State University, Los Angeles, "'Return of the Repressed': Celebrating Diverse Writing Practices"

I Sessions: 2:00–3:15 p.m.

2:00–3:15 p.m.

Inclusion and Access

Promoted Session

Live-PS-I Planning for the Last Minute: A 24-Hour Film Project

This session presents a short documentary about the conference paper writing processes of presenters with ADHD, recorded and edited while at CCCC 2023.

Grand Ballroom (2nd floor)

Chair: Aimee Morrison, University of Waterloo

Speakers: Melissa Forbes, Gettysburg College

Aimee Morrison, University of Waterloo

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

Emerging Scholar Session

ES-I.08 What Would We Do without You? A Genealogy of Hope and Harm Reduction in Graduate Student Labor

Three writing center practitioners share their experiences as consecutive graduate student administrators. They recount their work to maintain and expand programs and improve working conditions for others. Roundtable participants are invited to reimagine graduate student labor, not just as a professionalization opportunity, but as essential to WCA work and worthy of being valued as such.

Continental C (lobby level)

Speakers: Chanara Andrews-Bickers, University of Georgia

Emma Catherine Perry, University of Nebraska-Lincoln

Paula Rawlins, Yale Poorvu Center for Teaching and Learning

Inclusion and Access

Promoted Session

PS-I.22 Culturally Sustaining, Critical Race, and Intentionally Inclusive Pedagogies: Rethinking Graduate Student Professional Development

The presenters will question whether traditional education and training practices are serving Graduate Teaching Assistants (GTAs) and, by extension, the students they teach in first-year writing courses. We will also discuss how instructors can explore their own intersectional identities while questioning their positionality in the classroom in an effort to improve teaching practices.

Room 4D (4th floor)

continued on next page

Friday, 2:00–4:45 p.m.

Speakers: Tiffany Bourelle, University Of New Mexico
Sunnie Clahchischiligi, University of New Mexico
Cyrus Stuvland, University of New Mexico

Antiracism and Social Justice
Emerging Scholar Session

ES-I.26 Decolonizing the Dissertation: Autoethnography, Counterstory, and Teaching Queer

This panel interrogates the genre of the dissertation. Reflecting on their experiences as dissertation writers using autoethnography, counterstory, and/or teaching queer, panelists individually and collectively share how they write from the liminal spaces they occupy by narrating themselves in the academy. In doing so, they livingly (start) to decolonize what dissertations are and can be(come).

Lake Michigan (8th floor)

Speakers: Sadia Afrin, University of Waterloo, “‘It begins with you and me’: Writing without Handcuffs”

Chitra Karki, University of Waterloo, “(Critical) Autoethnography as a Survivance Genre in Dissertation”

Tommy Mayberry, University of Alberta, “Decolonizing the Dissertation: Chair’s Introductory Remarks”

Stephanie Sambo, University of Waterloo, “Centering the Margins through the Dissertation”

2:00 p.m.–4:45 p.m.

Poster Sessions

Normandie Lounge (2nd floor)

First-Year Writing

A Hopeful Blending of Quantitative Reasoning and First-Year Writing

Poster presents the results of a small study analyzing students’ ability to develop quantitative reasoning skills in a first-year writing course by counting, calculating, and analyzing their written error types and rates over three papers and creating a shared spreadsheet of data from the class. Students compare their data to national norms and reflect on this comparison as part of a final exam.

Speaker: Dawn Mendoza, Dean College

Professional and Technical Writing

Active Listening, a Neglected Communication Cornerstone: Teaching a Fundamental Skill for Empathy and Collaboration

This poster summarizes the research, pedagogy, and implementation of listening instruction in the required undergraduate business communication class at the Wisconsin School of Business (University of Wisconsin-Madison). Additionally, it will describe methods of instruction and activities to build active listening skills, empathy, and respect in peer workshop and collaboration.

Speaker: Melanie Hoftyzer, University of Wisconsin-Madison

First-Year Writing

Toward Radical Kindness in Peer Workshop

This poster session invites participants to rethink the ways that we as educators frame and present peer review, starting with the name: peer workshop rather than peer review. The presenter will make the case for kindness—specifically radical kindness—in peer workshops.

Speaker: Leslie Maxwell, Duke University

First-Year Writing

Using Zines to Empower First-Year Students through Self-Knowledge

Learn how to incorporate zines (short, often self-published booklets) in first-year writing courses. Zines are often political or personal. They can be used to develop rhetorical and expository skills and help students situate themselves in their new college environment.

Speaker: Heather McShane, University of Illinois at Chicago

Institutions: Labor Issues, Professional Lives, and Survival

I.01 **American Indian Caucus Business Meeting**

The American Indian Caucus invites Indigenous rhetoricians to attend our open meeting.

International Ballroom South (2nd floor)

Caucus Chairs: Lisa King, University of Tennessee, Knoxville

Cindy Tekobbe, University of Illinois at Chicago

Kimberly Wieser, University of Oklahoma

Speaker: Andrea Riley Mukavetz, Grand Valley State University

Histories of Rhetoric

I.02 **Composing Public Memory**

These presentations explore the rhetorical practices by which public memory is composed or reconsidered, with particular attention to how hope is sustained. Specific topics include the implications of studying monuments in the composition classroom and culinary icon Julia Child's rhetorics of hope.

Mobley (lower level)

Speakers: Lindy Brigette, Fairfield University, "Distributed Public

Rhetorics of Hope: Exploring the Sixty-Year Viral Spread of Julia

Child's *The French Chef*"

Emily Smith, Brenau University, "Monumental Hope"

Antiracism and Social Justice

I.03 **Collective Hope: Pedagogies of Community**

Community is something we must meaningfully make. Community is not a buzzword, not a sentimental concept we toss around in the abstract. Communities are tangible, touchable realities. This roundtable describes precisely how community is viscerally made and how specific, contextual communities might bring us to collective hope.

Salon A-4 (lower level)

Chair: Stacey Waite, University of Nebraska-Lincoln

Speakers: Zoe McDonald, University of Nebraska-Lincoln, "Writing

Coalitions and Risky Solidarity"

Logan Middleton, University of Toronto, "Literacy, Fugitivity, and

Collective Dreambuilding"

Sherita Roundtree, Towson University, "'She Isn't Engaged': Black

Women Graduate Students' Community Counterstory"

Khirsten Scott, University of Pittsburgh, “HYPE Media: Negotiations of Hope and Black Girl Youth Participatory Action Research and Pedagogies”

Stacey Waite, University of Nebraska-Lincoln, “Queer Love and Radical Hope”

Community, Civic, and Public Contexts of Writing

I.04 Hope in Community Literacy, Classroom Community, and Coalitional Knowledge Building: Esperanza y Comunidad

This panel focuses on the necessity of hope during desperate times and why it remains critical for working in communities. Presentations include research on maintaining hope with a community literacy program with Indigenous migrant students and classroom community building in the Rio Grande Valley to help students become hopeful again.

Salon A-3 (lower level)

Speakers: Denae Dibrell, The University of Texas Rio Grande Valley, “Collective Hope in the Classroom Community”

Cruz Medina, Santa Clara University, “Community Literacy Counterstory and Expectations of White Supremacy”

Approaches to Teaching and Learning

I.06 Making Global Rhetorics Central to the Classroom in Difficult Times

Three contributors to *Global Rhetorical Traditions (2022)* share insights from their pedagogy and scholarship on teaching global rhetorics in desperate times.

Salon A-2 (lower level)

Speakers: Tarez Graban, Florida State University, “Teaching Global Rhetorics alongside Antiracist and Decolonizing Agendas”

Elif Guler, Longwood University, “Teaching Rhetorical Transcendence through Non-Western Texts”

Hui Wu, University of Texas at Tyler, “Teaching Rhetorical Transcendence through Non-Western Texts”

Institutions: Labor Issues, Professional Lives, and Survival

**I.07 Master’s Degree Consortium of Writing Studies
Specialists Annual Business Meeting**

The Master’s Degree Consortium of Writing Studies Specialists is focused on MA and MS programs in rhetoric, composition, and writing studies. The Consortium serves as a network to help programs, promote the value of the Master’s degree, and foster articulation. The Consortium is currently discussing creating and sharing resources for members.

Salon A-5 (lower level)

Speakers: Jen Almjeld, James Madison University
Karen Kuralt, University of Arkansas at Little Rock

College Writing and Reading

**I.09 Collaborations and Connections: Thematic Writing,
Gamification, and Student Anxiety**

These presentations explore writing classrooms as sites of connection, collaboration, and cross-disciplinary critical inquiry. Topics include thematic first-year writing courses, gamification and collaboration in creative writing, and how teachers can draw upon their own experiences to understand and address their students’ writing anxieties.

Grand Tradition (lobby level)

Speakers: Amy Ash, Indiana State University, “Composing Joy: Helping Students Find Hope through Collaborative Writing Activities”
Christopher Drew, Indiana State University, “Composing Joy: Helping Students Find Hope through Collaborative Writing Activities”
Meghan Hancock, Marshall University, “‘Is It Going to Work This Time?’ Working through Faculty Perceptions of Writing Anxiety”
Gabrielle Stecher, University of Georgia, “Hopeful Futures: Reflecting on History in the Writing Classroom”

First-Year Writing

**I.10 Come Play with Us, CCCC! Play Pedagogies and
Play(ing) in the Classroom**

This session looks at concepts and enactments of play through crafting and messiness, ePortfolios and genre, and arts-based creative composition. Play pedagogies and play(ing) create places in our composition classrooms, in our students, and in ourselves to activate hope by intervening in writing practices, genres, and outcomes.

Buckingham (lobby level)

Speakers: Lisa Blansett, University of Connecticut, “Imagining a Future through ePortfolios”
Jeanetta Mohlke-Hill, Michigan State University, “Messy Rhetorics: The Possibilities of Craft”
Kathryn Warrender-Hill, University of Connecticut, “Imagining a Future through ePortfolios”

First-Year Writing

I.11 Composting, Cookbooks, and Climate Change, Oh My!

This session brings together a seemingly separate but intimately interconnected set of papers for an engaged conversation on generative hopefulness, personal writing, and becoming through ideas of process and revision as composting, cookbook writing as community, and autoethnography as part of climate change pedagogy.

Blvd. A (2nd floor)

Speakers: Molly McConnell, Syracuse University, “Compos[t]ing: Exploring Multimodality and Making Alongside”
Krystia Nora, Milwaukee Area Technical College, “Cookbooks and Hopefulness: Building Community Rhetorical and Linguistic Awareness while Fostering Writing Development in a Post-COVID Basic Writing Classroom”
Shane Peterson, University of North Carolina at Chapel Hill, “Autoethnographic Writing as a Pedagogy of Crisis: Student Agency, Personal Writing, and Field Research in the Midst of Global Climate Change”

Community, Civic, and Public Contexts of Writing

I.12 Collaborative Writing in Community-Engaged Courses: Finding Hope in Writing Together

Collaborative writing can be an antidote to pandemic fatigue by connecting students and community partners in hopeful learning. In this Engaged Learning Experience session, the presenters will share living documents from two community-engaged courses in which students “listen” to each other in profound ways. Participants will contribute to a Google Doc-style discussion and consider how to incorporate living documents into their teaching.

Blvd. B (2nd floor)

Speakers: Kate Kostelnik, University of Virginia
Kate Stephenson, University of Virginia

Inclusion and Access

I.13 Inclusive Practices for Fostering Transfer

Writing instructors and students need inclusive approaches to writing knowledge transfer. From inclusive writing knowledge transfer practices to TESOL teacher education for transfer to inclusive transfer spaces in writing centers, this action-oriented panel will offer new practices for a myriad of transfer contexts.

Blvd. C (2nd floor)

Speakers: Katherine Rothschild, Stanford University
Omar Yacoub, Indiana University of Pennsylvania
Andrew Yim, University of Nevada, Las Vegas

Writing Programs

I.14 Re-Envisioning GenAdmin: How the Pandemic Shifted WPAs' Perspectives and Priorities

Based on survey and interview data, we explore how the COVID-19 pandemic has contributed to WPAs' perceptions of and responses to trauma and mental health as well as WPAs' own reconceptualization of their professional identities. Also in this Engaged Learning Experience session, we suggest that the pandemic hastened an in-progress paradigm shift toward a re-envisioned GenAdmin that emphasizes the well-being of WPAs and writing instructors.

Waldorf (3rd floor)

Speakers: Jacob Babb, Appalachian State University
Jessie Blackburn, Appalachian State University
Kristi Costello, Old Dominion University
Ashanka Kumari, Texas A&M University-Commerce

Professional and Technical Writing

I.15 How the Pandemic Shaped Pedagogy in Professional and Technical Communication: Explorations

These individual presentations explore what the COVID-19 pandemic revealed about learning environments—both online and in person.

Astoria (3rd floor)

Speakers: Lauren Esposito, Marywood University, “Working toward Writing Transfer That Is Epistemologically Just”
Philip Gallagher, Mercer University, “Balancing Privacy and Presence in Post-COVID Pedagogy: A TPC Study”
Jason Michálek, Indiana University, “Communication in Dynamic Contexts: Conocimiento as a Technology of Hybridity”

Approaches to Teaching and Learning

I.16 The Transformative Power of Stories in Critical Composition Pedagogies

Drawing on scholarship on narratives, critical composition and rhetoric, CRT, and disability studies, this panel explores narratives in the teaching of composition for critical and equity-oriented purposes. Panelists engage with genres such as traditional stories, student and teacher narratives, fan fiction, and podcasting to illustrate the transformative power of stories.

Williford A (3rd floor)

Speakers: Taiko Aoki-Marcial, University of Washington, Seattle, “Storytelling for Translingual and Intergenerational Connections to Writing”

MiSun Bishop, University of Washington, Seattle, “A Multimodal Toolkit for Teacher Disclosure”

Anselma Widha Prihandita, University of Washington, Seattle, “Fanfiction as Critical Counterstories”

Rebecca Taylor, University of Washington, Seattle, “Narrative in Podcasting”

Jacob Wilson, University of Washington, Seattle, “Resisting Rhetorics of Work through Personal Work Narratives”

Creative Writing and Publishing

I.17 Creative Writing as Doing Hope: Self-Inquiry, Pedagogy, and Sharing Narratives

We explore the relationship between creative writing, composition studies, and hope. We will be sharing narratives of creative writing, teaching college writing, and research on teaching writing creatively. This panel is sponsored and presented by the Creative Writing Standing Group members and will be conducted in the form of a robust interactive roundtable among the presenters and attendees.

Sponsored by the Creative Writing Standing Group

Williford B (3rd floor)

Chair: Maryam Alikhani, County College of Morris

Respondents: Maryam Alikhani, County College of Morris

Michael Baumann, Marian University

Speakers: Maryam Alikhani, County College of Morris

Erika Luckert, University of Nebraska-Lincoln

Susan V. Meyers, Seattle University

Jenni Moody, Mount Mary University

Michelle Taransky

Community, Civic, and Public Contexts of Writing

I.18 Millennial Protest Rhetorics: How Amazon Unions, Black Lives Matter, and #OKBoomer Countered a Generation's Individualist Burnout

What makes millennial protest rhetorics distinct? We explore Amazon unionization, Black Lives Matter, and #OKBoomer in order to ask: How have millennials overcome the neoliberal individualist burnout that defines their generation to engender solidarity? Where have millennial protests thrived and failed? And, overall, what rhetorical strategies are learned by studying millennial culture(s)?

Williford C (3rd floor)

Speakers: William Kurlinkus, University of Oklahoma
Sarah RudeWalker, Spelman College
Kimberly Scott, University of Oklahoma

Writing Programs

I.19 Practicing Unlearning, Doing Hope, and Imagining New Futures: Graduate Courses as Spaces to Further Composition's Commitments to Justice

Graduate education in Composition and Rhetoric is where the past, present, and future of the field are reflected upon, critiqued, and revised. In this collaborative, interactive session, audience members will be invited to explore how graduate programs might actualize the discipline's commitments to more just futures. This panel includes both faculty and graduate student perspectives.

Marquette (3rd floor)

Speakers: Rebecca Kim, San Francisco State University
London Pinkney, San Francisco State University
Carlos Quinteros III, San Francisco State University
Clare Russell, University of Pittsburgh
Virginia Schwarz, San Francisco State University
Christa Westaway, Cerritos College

*Theory and Research Methodologies***I.20 Hoping This Works: Assessing Learning in STEM Writing and Reading Instruction**

As STEM educators, we hope our pedagogies prepare our students to develop writing and reading skills; however, we rarely assess whether they actually do. The papers on this panel aim to address this research gap by analyzing the efficacy of different STEM writing and reading pedagogies using qualitative and quantitative assessment methods.

Sponsored by the Writing and STEM Standing Group

Joliet (3rd floor)

Speakers: Meaghan Brewer, Pace University, “Reading as Problem Solving: Undergraduate Perceptions of Assigned Reading in STEM Courses”

Garrett Cummins, Ohio University, “Assessing Visual Literacy in the STEM Writing Classroom: A Research Story”

Michele Hanks, New York University, “‘Have They Taken AP Bio?’: Imagining Lay Audiences and Establishing Expertise in First-Year STEM Writing”

James Wynn, Carnegie Mellon University, “Do Humanities Interventions Make a Difference in the STEM Classroom? An Empirical Study of Pedagogy Designed to Teach STEM Students How to Read Scientific Arguments”

*Histories of Rhetoric***I.21 Feminist Strategies for Hope across Time and Space**

We have always lived in desperate times. In seeking hope for the future, we take inspiration from the past, exploring sites where our predecessors practiced hope despite oppressive circumstances. Each speaker examines a particular use of space/place that facilitated hope for racial justice, access, queer futures, and/or intersectional understanding.

PDR #2 (3rd floor)

Speakers: Sarah Cooper, Clemson University, “Mapping Hope for Queer Futures in Historical Women’s/Womyn’s Lands”

David Gold, “Finding Hope for Racial Justice in Wartime France”

Sarah Hallenbeck, University of North Carolina, Wilmington, “Building Hope for Access through Tinkering and Queer Use”

Michelle Smith, Clemson University, “Curating Hope for Intersectionality through Archival Collaboration”

Language, Literacy, and Culture

I.23 Engaging Immigrant Voices in Classroom and Community

Working with immigrant voices and communities, these presentations offer insights into ways to preserve culture and make visible rich culture and identity work.

Room 4K (4th floor)

Speakers: Shreelina Ghosh, “‘Sleep My Golden Child or the Monster Will Get You’: Listening to and Learning from the Lullabies in Immigrant Voices”

Amir Kalan, McGill University, “‘Our Culture Is a Product of Active Word’: A Poetic Inquiry into Immigrants’ Experiences with Writing in a Host Language”

Language, Literacy, and Culture

I.24 Embracing Food as Hope: Unlearning the Binary between Home and Academic Discourses in the Writing Classroom

The work of this panel looks to instill hope in our students by challenging the dichotomy between academic and home knowledges. This panel will discuss how each panelist brings hope to their classrooms by exploring how food-based pedagogies situate different literacies and identities to embrace the transnational, multiracial, and multiethnic student bodies we serve (Yosso 2015; Moll et al. 2005).

Room 4M (4th floor)

Speakers: Eirein Gaile Florendo, San Diego State University
Matthew Louie, San Diego State University
Consuelo Salas, San Diego State University

First-Year Writing

I.25 Curriculuming for Hope: Modifications for a More Equitable Future

After an academic year filled with many challenges, the Composition Program at the University of Louisville regrouped to discuss and modify the FYW curriculum, making manageable modifications based on a pedagogy of care. This panel will discuss hope and its requirement for us to listen to feedback and band together to create a more equitable and supportive learning environment for all who enter.

Lake Huron (8th floor)

Speakers: Cooper Day, University of Louisville
Lauren Fusilier, University of Louisville
Taylor Riley, University of Louisville

Antiracism and Social Justice

I.27 GTA Training and Linguistic Justice across the Curriculum

As seasoned administrators, we continuously reflect on whether we are adequately fostering linguistic justice in the ways we train GTAs to teach and respond to writing across campus. This panel will share how we work to foster linguistic justice, how our positionalities shape our work and conversations, and how we assess our methods. We will also invite audience reflection and participation.

Lake Erie (8th floor)

Speakers: Kelly Bradbury, Colorado State University, “Cross-Campus Perspectives”

Genesea Carter, Colorado State University, “Composition Program Perspectives”

Sue Doe, Colorado State University, “Administrative Perspectives”

Community, Civic, and Public Contexts of Writing

I.28 Love & Protect Letter-Writing Workshop (SJAC)

Join us for a hands-on workshop on the importance of writing letters to people in prison, and particularly, to criminalized survivors of gender-based violence with community activists from Love & Protect. Love & Protect is a grassroots volunteer collective that supports those who identify as BIPOC trans and cis women and GNC people who have been incarcerated or criminalized by the state for defending themselves against interpersonal violence.

Sponsored by the Social Justice at the Convention Committee

Lake Ontario (8th floor)

Facilitators: Bri Hanny, Love & Protect

Maya Schenwar, Love & Protect

Inclusion and Access

I.29 Re-Humanizing the Classroom: (hopefully) Inclusive Pedagogy across Delivery Modalities

In this Engaged Learning Experience session, speakers facilitate conversations about risks that students take as they externalize their identities in digital spaces. While we want to empower students to tell their stories, we do not want to put them at risk for biases, harassment, and/or digital exploitation. Multimodal instruction must be designed using a lens of equity, inclusion, and belonging.

Room 4C (4th floor)

Speakers: Roxanne Aftanas, Marshall University
Molly Daniel, University of North Georgia, Gainesville
Morgan Gresham, University of South Florida, St. Petersburg

College Writing and Reading

I.30 Reading the Room: Understanding Reading Struggle and Reading Choice

These presentations examine how to understand reading struggles beyond comprehension and explore text choices in the classroom.

PDR #3 (3rd floor)

Speakers: Kofi Adisa, Howard Community College, “Reading the Room: An Introduction to the Difficult Art of Reading to Learn”
Daniel Keller, The Ohio State University, “Theories of Reading: What Do We Need for Pedagogy?”

First-Year Writing

I.31 Reconceptualizing Composition I: Inclusion of Project-Based Learning and Collaboration to Enhance Student Success

This panel addresses the need to provide first-year college students with opportunities for continued development of their ability to communicate beyond the rhetoric of their high school education through Project-Based Learning.

Room 4A (4th floor)

Speakers: Maira Cabaniss, Our Lady of the Lake University
James Crawford, Our Lady of the Lake University
Amy Eickhoff, Our Lady of the Lake University
Amber Gutierrez, Our Lady of the Lake University
Laura Petersen, Our Lady of the Lake University

I.32 *Writing Centers (including Writing and Speaking Centers)*
Hope in Storytelling: Writing Center Research toward Linguistic Justice

This session features three studies funded by the International Writing Centers Association that prioritize the intersectional narratives of the writers and professionals who inhabit writing centers and writing center research. After brief presentations about each project, presenters will invite attendees to discuss how their methods/methodology enact hope by advancing linguistic justice.

Sponsored by the International Writing Centers Association

Room 4B (4th floor)

Speakers: Rachel Azima, University of Nebraska
Marina Ellis, University of Maryland, College Park
Kelsey Hixson-Bowles, Utah Valley University
David Kelly, University of Baltimore
Elaine MacDougall, University of Maryland, Baltimore County
Sherry Wynn Perdue, Oakland University
Neil Simpkins
James Wright, University of Maryland

I.33 *Antiracism and Social Justice*
An Experiment in Antiracist Pedagogy and Practice in the College Composition Classroom: What's Food Got to Do with It?

This paper argues for creating an antiracist College Composition course. It considers innovatively and effectively optimizing every student-writer's voice and agency by focusing on food...food as theme, food as topic, and food as community builder and support. Participants come away with concrete and creative ideas for antiracist curriculum, classroom, and program design.

Room 4F (4th floor)

Speaker: Rosalinda Salazar, Sacramento City College

Theory and Research Methodologies

I.34 Reimagining Agency: Land Ecologies and the Power of Refusal

This panel brings together research on reimagining agency through ecological methods and theories of Indigenous refusal. Presentation 1 uses refusal to reposition actors in a rhetorical exchange, decentering the people and structures that have been the hegemonic gatekeepers to agency. Presentation 2 proposes a parallax of ecologies as a methodology that accounts for the excluded as constitutive forces in rhetorical ecologies. Presentation 3 discusses phenology as environmental writing to shift our spacetime attunements from chronos and kairos to aion, the spacetime of rhythms and recurrence, which may induce action toward ecological hope.

PDR #1 (3rd floor)

Speakers: Linh Dich, Miami University Regionals, “Parallaxing Ecologies as Methodology: What Honey Bees Can Teach Us about Re-seeing Research”

Elle Fournier, University of Alaska, Fairbanks, “Rhetorical Refusal as Rhetorical Practice”

Jason Kalin, DePaul University, “Writing Environments, Practicing Phenology, and Living Aion”

Anita Long, Miami University, “Parallaxing Ecologies as Methodology: What Honeybees Can Teach Us about Re-seeing Research”

Writing Programs

I.35 WAC/WID/WEC: A Multidimensional Approach to Sustaining a Culture of Writing on Campus

This session addresses how the intersections of WAC/WID/WEC approaches have created and sustained a culture of writing on Appalachian State University’s campus since the implementation of our award-winning vertical writing curriculum in 2009. We explore the multidimensional approach that has enabled us to adapt to a shifting institutional landscape without drifting from our primary commitment.

Room 4E (4th floor)

Chair and Speaker: Beth Carroll, Appalachian State University

Speakers: Julie Karaus, Appalachian State University

Kelly Terzaken, Appalachian State University

Sarah Zurhellen, Appalachian State University

Theory and Research Methodologies

I.36 Writing for New Publics in New Spaces: Bringing Students Into College Classrooms and Helping Them Out

This panel posits “contributive inquiry” and metacognition as paths to, and gauges of, student access to writing publics and consequentiality. Speakers present data from two longitudinal studies, exploring undergraduate research journals and WAW curricula as ways of bridging student access to new writing spaces. This session includes audience writing and reflection.

Room 4Q (4th floor)

Speakers: Judith Chriqui Benchimol, Marymount Manhattan College
Doug Downs, Montana State University
Diana Epelbaum, Marymount Manhattan College

First-Year Writing

I.37 Toward an Antiracist Writing Program: The Pace of Change and the Need for It

This session presents examples of moving toward antiracist first-year writing programs. Presentation 1 features a WPA grappling with and making meaning out of being forced to slow down when unforeseen life events put her advocacy work on hold. Specifically, she honors the affordances of her new pace to allow for her program’s sustained, difficult, but productive revision of objectives using the CWPA’s newly published document, “Toward Antiracist First-Year Composition Goals.” Presentation 2 reports on an antiracist first-year writing curriculum initially developed in 2020. Recognizing that the curriculum was helping diverse students to bridge academic and personal experiences, we now work to expand its purview and remain culturally responsive. This presentation will share details about the existing curriculum as well as a pilot revision that integrates Jesuit mission.

Room 4L (4th floor)

Speakers: Cristine Busser, University of Central Arkansas, “Pace, Change, and the WPA: How Slowing Down Might Help Us See Where We’re Going”

Lillian Campbell, Marquette University, “From Expedient Response to Curricular Transformation: Working toward Sustainability of an Antiracist Cultural Rhetorics Unit in FYW”

Jenna Green, Marquette University, “From Expedient Response to Curricular Transformation: Working toward Sustainability of an Antiracist Cultural Rhetorics Unit in FYW”

Writing Programs

I.38 Using Data in Writing Program Assessment and Research

These individual presentations explore, critique, and propose new approaches to using and managing data for writing program assessment and research.

Room 4G (4th floor)

Speakers: Stephen Disrud, North Dakota State University, “Beyond the Record: Program Archiving as Research, for Research”

Megan Kane, Temple University, “Finding Hope in Unlikely Tools: Deploying Digital Text Analysis to Support Writing Program Assessment”

Christopher Shosted, Lehigh University, “Quantitative Data in Writing Assessment—Panacea or Poison? The Biopolitics of Writing Program Development”

Professional and Technical Writing

**I.39 Black Technical and Professional Communication:
A New Body of Scholarship**

In this roundtable we will discuss the growth of a body of Black Technical and Professional Communication (BTPC) scholarship. Roundtable participants will each situate their scholarship in both BTPC and Black intellectual traditions and discuss the possibilities and challenges that BTPC brings to the fore.

Sponsored by the Black Caucus

International Ballroom North (2nd floor)

Speakers: Constance Haywood, East Carolina University

Donnie Sackey, University of Texas at Austin

Cecilia Shelton, University of Maryland

Ja’La Wourman, James Madison University

Friday Special Interest Groups (SIG) Meetings

3:30–4:30 p.m.

Approaches to Teaching and Learning

FSIG.01 CCC 2023 Council for Play and Game Studies

The Council for Play and Game Studies (CPGS) will conduct the annual business meeting. At this gathering, the CPGS executive committee will review the past two years' activities as well as discuss upcoming plans and events. At this time, we will also solicit interest for upcoming EC elections, recruit additional membership, promote upcoming events, as well as discuss opportunities for scholarship. *Sponsored by the Council for Play and Game Studies Standing Group*

International Ballroom South (2nd floor)

Speakers: Dylan Altman, California State University, Northridge/
Oxnard College
Emma Kostopolus

Approaches to Teaching and Learning

FSIG.02 Studio PLUS

The Studio PLUS SIG works to support Studio approaches and programs being used across various educational contexts.

Mobley (lower level)

Speakers: Rhonda Grego, Midlands Technical College
Mark Sutton, Midlands Technical College

Approaches to Teaching and Learning

FSIG.03 Writing about Writing

The Writing about Writing Standing Group general business meeting provides a space for the following three agenda items: a brief presentation from an invited special guest; announcement of steering committee election results; and onsite breakout groups focusing on newcomers, WAW research, advocacy, and online teaching.

Sponsored by the Writing about Writing Standing Group

Salon A-4 (lower level)

Speaker: Samuel Stinson, Minot State University

Friday, 3:30–4:30 p.m.

Approaches to Teaching and Learning

FSIG.04 Writing with Current, Former, and Future Members of the Military

The Writing with Current, Former, and Future Members of the Military Standing Group welcomes scholars of all levels interested in the intersections of composition, pedagogy, and veterans studies.

Sponsored by the Writing with Current, Former, and Future Members of the Military Standing Group

Salon A-3 (lower level)

Speaker: Corrine Hinton, Texas A&M University-Texarkana

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

College Writing and Reading

FSIG.05 Writing and STEM

This session is the annual business meeting for the Writing and STEM Standing Group.

Sponsored by the Writing and STEM Standing Group

Salon A-1 (lower level)

Speaker: Kate Maddalena, University of Toronto, Mississauga

College Writing and Reading

FSIG.06 Writing Assessment

Open to scholars at two- and four-year institutions and community organizations who research or work in writing assessment, which includes classroom assessment, WAC/WID assessment, programmatic assessment and accreditation, and related subjects. The SIG session makes space for participants to discuss research, teaching, and administrative work, and develop channels to stay in contact over the year.

Salon A-2 (lower level)

Speakers: Megan Von Bergen, University of Tennessee, Knoxville

Joanne Giordano, Salt Lake Community College

Katie Miller, University of Nevada-Reno

Jessica Nastal, Prairie State College

Mya Poe

Virginia Schwarz, San Francisco State University

Lizbett Tinoco, Texas A&M University, San Antonio

Christie Toth, University of Utah

Stacy Wittstock, University of California, Davis

Shane Wood, University of Southern Mississippi

Special Interest Group Chair: Megan Von Bergen, University of Tennessee, Knoxville

Community, Civic, and Public Contexts of Writing

FSIG.07 Internship

If your professional responsibilities include internship program administration or internship instruction then this special interest group might be the professional network for you. The Internship SIG seeks to enlarge the field's discussions of internships and serve as a potential resource for internship directors and instructors seeking models and practical suggestions for designing and assessing internship programs.

Salon A-5 (lower level)

Speaker: Dauvan Mulally, Grand Valley State University

Community, Civic, and Public Contexts of Writing

FSIG.08 Rhetoric and Religious Traditions

The Rhetoric and Religious Traditions Standing Group is for any scholar interested in the ways in which writing (construed as broadly as possible) shapes and is shaped by religious experience (construed as broadly as possible). We welcome scholars and teachers from any career stage who study and/or teach anything and everything that falls under the categories “religious” and/or “spiritual.”

Sponsored by the Rhetoric and Religious Traditions Standing Group

Continental C (lobby level)

Speakers: Jim Beitler, Wheaton College

Emily Cope, York College of Pennsylvania

William FitzGerald, Rutgers University-Camden

Holland Prior, University of Tennessee, Knoxville

Melody Pugh

Standing Group Chair: Jim Beitler, Wheaton College

Inclusion and Access

FSIG.09 Dissertation

This SIG is a collaborative opportunity to question, discuss, and improve a key genre—the dissertation—that represents a significant gatekeeping and enculturation measure in our field. During this meeting, we will invite both graduate students and dissertation advisors to map the tensions of dissertation writing before problem-solving sources of immediate and long-term relief/support.

Grand Tradition (lobby level)

Speakers: Dana Comi, Auburn University at Montgomery

Charlesia McKinney, Middle Tennessee State University

Alisa Russell, Wake Forest University

Friday, 3:30–4:30 p.m.

Inclusion and Access

FSIG.10 Teaching Adult Writers in Diverse Contexts

This SIG, as a community of teachers of adult learners, examines ways to educate and advocate for these students, who are a diverse and growing population often marginalized both economically and educationally. We will celebrate these students as well and revel in the hope that propels them forward.

Buckingham (lobby level)

Speaker: Sonia Feder-Lewis, Saint Mary's University of Minnesota

Information Literacy and Technology

FSIG.12 Sound

The Sound SIG welcomes everyone interested in sonic rhetoric in all its forms: instructors who are new to or experienced with soundwriting in the classroom, theorists seeking new understandings of sound's functions, historians of archival sound recordings, soundscape designers, musicians, and more. The group will network, plan for the future, and make some noise.

Blvd. B (2nd floor)

Speakers: Abigail Lambke, Avila University

Kyle Stedman, Rockford University

Information Literacy and Technology

FSIG.13 Writing and Rhetorics of Code (SIGWROC)—Doing Hope

Our meeting will use our time together to develop a statement of shared and foundational values and goals for "Doing Hope." This statement will establish a socially-just precedent and commitment for what our scholarly work accomplishes in the world.

Blvd. C (2nd floor)

Speakers: Brandee Easter, York University

Elena Kalodner-Martin, University of Massachusetts, Amherst

Chris Lindgren, Virginia Tech University

Cara Marta Messina, Jacksonville State University

Sarah Young, University of Arizona

Special Interest Group Chair: Chris Lindgren, Virginia Tech University

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.14 4C Untenured and Alternative-Academic

The Untenured and Alternative-Academic WPA Standing Group is dedicated to supporting non-tenured and alt-ac WPAs in their administration, research, teaching, and personal lives. Untenured and Alternative-Academic WPAs may include tenure-track, non-tenure-track, staff, term lecturer, adjunct, or graduate student positions that administer first-year composition, writing centers, and WAC/WID.

Sponsored by the Untenured and Alternative-Academic Standing Group

Waldorf (3rd floor)

Speakers: Stacy Kastner, University of Pennsylvania

Angela Mitchell, University of North Carolina, Charlotte

Kem Roper, Alabama A&M University

Kaia Simon, University of Wisconsin, Eau Claire

Standing Group Chair: Angela Mitchell, University of North Carolina, Charlotte

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.15 Non-Native English Speaking Writing Instructors

The NNESWIs Standing Group represents individuals whose first language is not English and who teach college-level credit-bearing writing courses in the US. In this annual business meeting, the Executive Committee will report on the work of the group in 2021–2023 and then discuss ways to promote and grow the group; professional development opportunities; and ways to advocate for NNESWIs in the CCCC.

Sponsored by the Non-Native English Speaking Writing Instructors Standing Group

Astoria (3rd floor)

Speaker: Lan Wang-Hiles, West Virginia State University

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.16 English Education/Composition Studies Connections

This SIG welcomes all who are interested in the intersections between composition, English education, cross-level collaborations, and related areas. Alongside a little group business, at this year's meeting participants will share their own interests and connections to this work. Join us in meeting others with similar scholarly and professional interests.

Williford A (3rd floor)

Speaker: Nicole Green, Denison University

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.17 Feminist Caucus

The Feminist Caucus advocates for issues of feminist concern in the profession—contingency in the labor force; the material conditions that impact the working lives of women teaching in rhetoric and composition; feminist, antiracist, and anti-ableist teaching and research methodologies; and the promotion of feminist scholarship. We will host our annual business meeting and workshop this year.

Sponsored by the Feminist Caucus

Williford B (3rd floor)

Caucus Chairs: Raquel Corona, Queensborough Community College
Kate Pantelides, Middle Tennessee State University

Speakers: Danielle Bacibianco, St. John's University
Alex Hanson, Syracuse University
Megan McIntyre, Sonoma State University

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.18 Independent Scholar

This Independent Scholars SIG provides a hopeful community of support for transitory scholars working outside university-affiliated employment, and/or who have been displaced. It supports members in their research, helps brainstorm ways to solve issues unique to independent scholarship, and promotes the visibility of such scholars within composition studies.

Williford C (3rd floor)

Speakers: Risa Gorelick, New Jersey Institute of Technology
Mary Karcher
Krystia Nora, Milwaukee Area Technical College

Institutions: Labor Issues, Professional Lives, and Survival

FSIG.20 Senior, Late-Career, and Retired Professionals in RCWS

The Standing Group for Senior, Late-Career, and Retired Professionals will review the year's activities, finalize revisions to its Mission Statement and Bylaws, plan for elections, and preview activities for the coming year.

Joliet (3rd floor)

Speaker: Joel Wingard, Moravian University

Language, Literacy, and Culture

FSIG.21 A New Hope: Rhetorical Grammar as Tool for Inclusivity and Linguistic Justice in the Writing Classroom

This SIG will challenge the privileged place that traditional grammar and standard English have held in our writing classrooms and offer instead a hopeful, progressive approach that moves us from a prescriptive, rule-based notion of grammar to descriptive, inclusive grammars—expanding our vocabularies of sentence functions and challenging our usual methodologies to foster linguistic inclusivity. *Sponsored by the Special Interest Group on Rhetorical Grammar*

PDR #2 (3rd floor)

Speakers: Deb Rossen-Knill, University of Rochester
Joseph Salvatore, The New School

Language, Literacy, and Culture

FSIG.23 Language, Linguistics, and Writing

The group discusses collaboration and other support for language in composition.

Sponsored by the Language, Linguistics, and Writing Standing Group

Room 4K (4th floor)

Speakers: Laura Aull, University of Michigan
Angel Evans, The Ohio State University

Theory and Research Methodologies

FSIG.24 International Researchers' Consortium

The International Researchers' Consortium (IRC) is dedicated to promoting, advancing, and creating equal exchange spaces for writing research by international researchers from around the world. We invite anyone interested in this work to join our Standing Group to discuss our annual workshop and developing resources to promote understanding of international research.

Sponsored by the International Researchers' Consortium

Room 4M (4th floor)

Speakers: Nova Ariani, Universitas Negeri Malang
Tiane Donahue, Dartmouth and University of Lille
Steffen Guenzel, University of Central Florida
Magnus Gustafsson, Chalmers University of Technology
Marcela Hebbard, University of Texas Rio Grande Valley
Jay Jordan, University of Utah
Rich Rice, Texas Tech University
Brooke Schreiber, Baruch College, CUNY
Amy Zenger, American University of Beirut

Friday, 3:30–4:30 p.m.

Antiracism and Social Justice

FSIG.25 Jewish Caucus

Open meeting

Sponsored by the Jewish Caucus

Lake Huron (8th floor)

Chair: Mara Lee Grayson, California State University, Dominguez Hills

Antiracism and Social Justice

FSIG.26 A Conversation with the Task Force to Develop a “Position Statement: Principles for Equitable and Ethical Scholarship in Writing, Rhetoric, and Composition Studies”

In this roundtable, the CCCC Task Force to Develop a Position Statement on Principles for Equitable and Ethical Scholarship in Writing, Rhetoric, and Composition Studies invites a conversation about the purpose and outcomes of our work. We share progress on two position statements we are developing—one on editorial ethics and one on citation justice—and seek to foster a discussion about equity and scholarly engagement in current times. Making space for audience participation, this roundtable is designed to provide opportunities for a larger community dialogue around this work.

Sponsored by the Task Force to Develop a Position Statement on Principles for Equitable and Ethical Scholarship in Writing, Rhetoric, and Composition Studies

International Ballroom North (2nd floor)

Chairs: Sheila Carter-Tod, Denver University
Jennifer Sano-Franchini, West Virginia University

Speakers: Leigh Gruwell, Auburn University
Alexandra Hidalgo, Michigan State University
Rachel Ihara, Kingsborough Community College
Lori Ostergaard, Oakland University

Inclusion and Access

FSIG.27 Queer Caucus Meeting 2023

This is the annual meeting of the Queer Caucus in which we discuss any yearly business or issues related to caucus projects and queer/ LGBT+ visibility within the conference and disciplines.

Sponsored by the Queer Caucus

Lake Erie (8th floor)

Caucus Chairs: Matt Cox, East Carolina University
Elise Dixon, University of North Carolina at Pembroke

Inclusion and Access

FSIG.28 Asian and Asian American Caucus Business Meeting

This is the annual business meeting of the Asian and Asian American Caucus at the CCCC Annual Convention.

Sponsored by the Asian and Asian American Caucus

Lake Ontario (8th floor)

Caucus Chairs: Florianne Jimenez, University of Massachusetts
Boston
Lehua Ledbetter, University of Rhode Island

Inclusion and Access

FSIG.29 Undergraduate Research Standing Group Business Meeting

The Undergraduate Research Standing Group's mission is to foster undergraduate researchers in rhetoric and writing studies and their mentors. Undergraduate researchers and mentors are invited to join the group's meeting to network, talk about their experiences with undergraduate research, and plan new projects. If you're interested in doing or supporting undergraduate research, this is your place!

Sponsored by the Undergraduate Research Standing Group

Room 4C (4th floor)

Chairs: Doug Downs, Montana State University
Alexandria Lockett, Spelman University

Friday, 4:45–6:00 p.m.

Annual Business Meeting

Grand Ballroom

4:45–6:00 p.m.

All members and newcomers of CCCC are invited to attend and vote at the business meeting.

Chair: Staci M. Perryman-Clark, Western Michigan University, Kalamazoo

Associate Chair: Frankie Condon, University of Waterloo, Ontario

Assistant Chair: Jennifer Sano-Franchini, West Virginia University, Morgantown

Immediate Past Chair: Holly Hassel, North Dakota State University, Fargo

Secretary: David F. Green, Howard University, Washington, DC

CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE Executive
Director

CCCC Parliamentarian: Collin Craig, Hunter College, NY



Rules and Procedures for the Annual Business Meeting of the Conference on College Composition and Communication

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give their name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.
- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

Friday, 4:45–6:00 p.m.

- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
- d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their postconvention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

Friday, 6:00–7:15 p.m.

CCCC Awards Presentation and Reception

Grand Ballroom

6:00–7:15 p.m.

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

At this reception we announce the recipients of the 2023 CCCC and select TYCA awards. Past CCCC Chairs, distinguished guests, and international participants will be recognized. Please take the time to come celebrate with your colleagues.

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Jamey Gallagher, Community College of Baltimore County, MD
Yu Bai, Northern Virginia Community College, Annandale
Shuv Raj Rana Bhat, Texas Christian University, Fort Worth
Gita DasBender, New York University, NY
Deborah Minter, University of Nebraska–Lincoln

For a listing of previous Outstanding Book Award winners, please visit <https://cccc.ncte.org/cccc/awards/oba>.

JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Outstanding Dissertation Award Committee

Chair: Carmen Kynard, Texas Christian University, Fort Worth
Paige M. Hermansen, Westfield State University, MA
Cassandra M. Phillips, University of Wisconsin-Milwaukee at Waukesha
Karen R. Tellez-Trujillo, Cal Poly Pomona, CA
Qianqian Zhang-Wu, Northeastern University, Boston, MA

For a listing of previous Berlin Outstanding Dissertation Award recipients, please visit <https://cccc.ncte.org/cccc/awards/berlin>.

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

Chair: Antonio Byrd, University of Missouri-Kansas City
Sonia C. Arellano, University of Central Florida, Orange County
Jenn Fishman, Marquette University, Milwaukee, WI
Aneil Rallin
Christie Toth, University of Utah, Salt Lake City

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

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Friday, 6:00–7:15 p.m.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Cecilia D. Shelton, University of Maryland, College Park
Jonathan Buehl, The Ohio State University, Columbus
Geoffrey Clegg, Midwestern State University, Wichita Falls, TX
Erin Frost, East Carolina University, Greenville, NC
Stacey Pigg, North Carolina State University, Raleigh

For a listing of previous Outstanding Dissertation Award in Technical Communication recipients, please visit <https://cccc.ncte.org/cccc/awards/techcommdissertation>.

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee

Chair: Fernando Sánchez, University of St. Thomas, Saint Paul, MN
Kristin Bennett, Arizona State University, Tempe
Holly Gallagher, University of Georgia, Athens
Kathryn Lambrecht, Arizona State University, Tempe
Candie McKee-Williams, Oklahoma City Community College
Jason Tham, Texas Tech University, Lubbock

For a listing of previous Technical and Scientific Communication Award recipients, please visit <https://cccc.ncte.org/cccc/awards/techsci>.

WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to twenty writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Writing Program Certificate of Excellence Committee

Chair: Matt Gomes, Santa Clara University, CA
Florianne Jimenez, University of Massachusetts Boston
Kristi McDuffie, University of Illinois at Urbana-Champaign
Lynn Reid, Fairleigh Dickinson University, Teaneck, New Jersey
Kimberly Stewart, North Dakota State University, Fargo

For a listing of previous Writing Program Certificate of Excellence recipients, please visit <https://cccc.ncte.org/cccc/awards/writingprogramcert>.

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

The program offers financial aid, two travel grants of \$1,250 each, to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. With this Fellowship, CCCC hopes to create new opportunities for Tribal College faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education.

Tribal College Faculty Fellowship Committee

Chair: Qwo-Li Driskill, Oregon State University, Corvallis
Whitney Jordan Adams, Clemson University, SC
Sarah Prielipp, University of Alaska, Anchorage

For a listing of previous Tribal College Faculty Fellowship recipients, please visit <https://cccc.ncte.org/cccc/awards/tribalcollegefellow>.

Friday, 6:00–7:15 p.m.

ANNOUNCEMENT OF THE 2022-2023 CCCC RESEARCH INITIATIVE AND CCCC EMERGENT RESEARCHER AWARD RECIPIENTS

CCCC ADVANCEMENT OF KNOWLEDGE AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor
Clint Gardner, Salt Lake Community College, UT
Shyam Sharma, Stony Brook University, NY

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

CCCC RESEARCH IMPACT AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Chair: Carolyn Calhoun-Dillahunt, Yakima Valley College, WA
Suresh Canagarajah, Pennsylvania State University, University Park
Tony Scott, Syracuse University, NY

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

CCCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS

Established in 2011, this award provides two \$1,000 travel reimbursement awards to scholars from Mexico, Central, or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.

Luiz Antonio Marcuschi Travel Awards—2023 Recipients

Paula Carlino, Universidad de Buenos Aires, Argentina

Luciani Tenani, Universidade Estadual Paulista, São Paulo, Brazil

For a listing of previous Luiz Antonio Marcuschi Travel Award recipients, please visit <http://www.ncte.org/cccc/awards/marcuschi>.

CCCC GLORIA ANZALDÚA RHETORICIAN AWARD

Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three \$750 awards for travel to the CCCC Convention.

Gloria Anzaldúa Rhetorician Award—2023 Recipients

Monét Cooper, University of Michigan

Ruby Mendoza, Michigan State University

Gloria Anzaldúa Rhetorician Award Committee

Chair: Wilfredo Flores, University of North Carolina at Charlotte
Gavin Johnson, Texas A&M University-Commerce
Maria Novotny, University of Wisconsin-Milwaukee
Donnie Sackey, University of Texas at Austin

For a listing of previous Gloria Anzaldúa Rhetorician Award recipients, please visit <https://cccc.ncte.org/cccc/awards/anzaldua>.

Friday, 6:00–7:15 p.m.

CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

Established in 2013, this award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric.

Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

Chair: Katie Manthey, Salem College, Winston-Salem, NC
Martha Brenckle, University of Central Florida, Orange County
Michelle Flahive, Texas Tech University, Lubbock
Jolivette Mecenas, California Lutheran University, Thousand Oaks
Alejandra Irene Ramírez, University of Arizona, Tucson

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship recipients, please visit <https://cccc.ncte.org/cccc/awards/lavender>.

CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS

Established in 2014, these awards recognize scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens.

Disability in College Composition Travel Awards— 2023 Recipients

Ashley Barry, University of New Hampshire
Lesley Owens, University of Illinois at Urbana-Champaign
Devon Pham, University of Pittsburgh
Kerri Rinaldi, Old Dominion University
Rebecca Spiegel, Drexel University

Disability in College Composition Travel Awards Committee

Chair: Ruth Osorio, Old Dominion University, Norfolk, VA
Christina Cedillo, University of Houston-Clear Lake
Ada Hubrig, Sam Houston State University, Huntsville, TX
Stephanie Kerschbaum, University of Washington, Seattle
Alexandria Lockett, Spelman College, Atlanta, GA

For a listing of previous Disability in College Composition Travel Awards recipients, please visit <https://cccc.ncte.org/cccc/awards/disability>.

Thank you to McGraw-Hill Education for sponsoring our awards session.



Friday, 7:15–9:30 p.m.

Performance by The Vixen and Open-Mic Drag Show

Grand Ballroom (2nd floor)

7:15 p.m.–9:30 p.m.

The Vixen is a multitalented performer dedicated to making the world a better place. Growing up on the South Side of Chicago, she has always intertwined her art with social justice and activism. An accomplished drag queen, songwriter, fashion designer, and dancer, she credits her creative family for her love of the arts. As a student at Columbia College in Chicago, the Vixen learned the makeup skills it took to create her growing drag persona. After turning 21, she quickly gained attention in the Chicago drag scene for her athletic performance style.

Through hard work and dedication, the Vixen has become an influential member of Chicago's gay community—interviewed by many publications for her unique style and outspoken viewpoint. As a rapper, her bold lyrics and intricate delivery have earned her national attention for her show-stopping collaborations. Her proudest achievement is creating BlackGirlMagic, a drag concert where queens of color can celebrate their unique experiences through storytelling and performance. The Vixen lives by her grandmother's belief that helping others makes life worthwhile.

The Vixen's CCCC 2023 performance will feature dance and spoken word and an open-mic drag show following. So, Queens or Kings, if you want to add your name to the roster for open-mic drag night, please send your name, song, and a list of any props you'll be using (this is a BYOP performance, by the way) to our MC, Dr. Tommy at tmayberr@ualberta.ca before midnight on January 23, 2023.



Saturday, February 18

Special Events and Meetings

Cross-Caucus Collaborations

Pullman (4th floor)

8:00 a.m.–2:00 p.m.

Scholars for the Dream Coalition-Building Lounge

5H (5th floor)

8 a.m.–5 p.m.

This year the Scholars for the Dream (SFD) committee has a space available for the duration of the Convention. The purpose of the SFD Lounge is to provide a lounge atmosphere for socialization into an intellectual community drawn from our own cultural/linguistic perspectives as we conceptualize, plan, and build an SFD network. This will happen in an empowering space for SFD scholars and alumni to relax and meet while also building lasting relationships that we hope will serve everyone well beyond CCCC 2023. Come experience a safe, low-stakes environment where we're building a coalition and collaborations toward future projects, while offering survival strategies for historically underrepresented voices. Our hope is that you leave CCCC 2023 with relationships and resources that help you sustain long-term participation in the field.

Adjunct/NTT

Room 4H (4th floor)

8:00 a.m.–9:00 p.m.

DBLAC Lounge

Room 5E (5th floor)

8:00 a.m.–2:00 p.m.

Graduate Student Lounge

Room 5F (5th floor)

8:00 a.m.–2:00 p.m.

Saturday, 2:00–5:00 p.m.

TYCA Executive Committee

Continental C (lobby level)

8:00 a.m.–5:00 p.m.

Committee on Critical Whiteness

PDR #5 (3rd Floor)

9:30–10:45 a.m. (Open)

Chair: Mara Lee Grayson

Postconvention Workshops

Locations and descriptions are listed in this program after the M sessions.

2:00 p.m.–5:00 p.m.

Teacher 2 Teacher

Teaching, Networking, Sharing, Community-Building
International Ballroom North (2nd floor)

9:30 a.m.–11:30 a.m.

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

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

Saturday, 9:30 a.m.–5:00 p.m.

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

J Sessions: 8:00–9:15 a.m.

8:00–9:15 a.m.

Antiracism and Social Justice

Promoted Session

Live-PS-J Doing Hope: Surviving Antiracism in the University

In the recent rush-response to racialized pandemic violence, many educational institutions claimed antiracist causes. For some BIPOC, this clamor to “social justice” elicits complicated feelings of being invisibilized even while hailed into institutional spotlights. This panel challenges seemingly mundane operations in academic environments, highlighting their insidious strategies to appear just.

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

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

8:00–10:45 a.m.

Poster Sessions

Normandie Lounge (2nd floor)

Inclusion and Access

Achieving Hope Inside: Working with Incarcerated Tutors in an Intensive Writing Course

This poster presents an overview of and data from an intensive writing course taught inside a college-in-prison program to entering students. It shows how the instructor worked together with trained writing tutors from among the incarcerated to use the course to integrate new students into the academic community of practice within this program.

Speaker: Damian Zurro, University of Notre Dame

College Writing and Reading

Facilitating Interdisciplinary Collaboration: Focused Literacy Instruction in Discourse Community

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

Speakers: Carie King, Taylor University

Daniel King, Taylor University

Writing Programs

International Graduate TAs in the Composition Practicum: The TA Perspective

Using survey and interview data, this presentation shares the stories and experiences of international graduate TAs (ITAs) and offers strategies for how WPAs can improve their TA training practica for ITAs.

Speaker: Alyssa Devey, Arizona State University

Inclusion and Access

Labor-Based Grading Contracts: Navigating the Affective Dimensions of Learning as Productive Loss and Retention in a First-Year Writing Classroom

The speaker will share the qualitative results of her inquiry into how labor-based grading contracts impact first-year writing students' navigation of the affective dimensions of learning as a source of productive loss and retention at one four-year urban university with the dual mission of research and access.

Speaker: Debra Siebert, University of Wisconsin-Milwaukee

First-Year Writing

See Me After Class: The Case for Conferencing in First-Year Writing Instruction

Research indicates written instructor feedback on student writing is not consistently effective at producing its desired learning outcomes. Through a series of scaffolded first-year writing assignments punctuated by frequent, individual student-to-instructor conferencing, this presentation hopes to offer an alternative modality to the problem of written feedback in the writing classroom.

Speaker: Delia Pless, DePaul University

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

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

Lake Ontario (8th floor)

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

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

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

International Ballroom South (2nd floor)

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

Approaches to Teaching and Learning

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

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

Mobley (lower level)

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

Approaches to Teaching and Learning

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

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

Salon A-4 (lower level)

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

Professional and Technical Writing

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

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

Salon A-3 (lower level)

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

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

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

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

Jennifer Warnke, Bowling Green State University, “Changing Dynamics Require Revision”

Theory and Research Methodologies

J.06 New Interrogations of Genders

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

Salon A-1 (lower level)

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

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

Information Literacy and Technology

J.07 Online Social Movements

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

Salon A-2 (lower level)

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

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

Institutions: Labor Issues, Professional Lives, and Survival

J.08 Overcoming Obstacles to Academic Labor Solidarity

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

Salon A-5 (lower level)

Chair: Bernice Olivas, Salt Lake Community College

Respondent: Bernice Olivas, Salt Lake Community College

Speakers: Anicca Cox, Methodist University, “Preparing Graduates for Collective Action”

Seth Kahn, “Tenure, Autonomy, and Solidarity”

Amy Lynch-Binieck, Kutztown University, “Solidarity and the Disciplinary Conversation”

Lacey Wootton, American University, “Professional Obligations and Deep Accountability: Obstacles and Pathways to Collectivity”

Inclusion and Access

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

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

Grand Tradition (lobby level)

Speaker: Tracy Clark, Purdue University

First-Year Writing

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

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

Buckingham (lobby level)

Speakers: Emily Johnston, University of California San Diego

Allison Tharp, Virginia Commonwealth University

Community, Civic, and Public Contexts of Writing

J.11 Challenging Binaries across Institutional Contexts

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

Blvd. A (2nd floor)

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

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

Lesley Owens, University of Illinois at Urbana-Champaign, “Understanding Disabled Graduate Student Workers’ Literate Lives”

Approaches to Teaching and Learning

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

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

Sponsored by the Linguistics, Language, and Writing Standing Group

Blvd. B (2nd floor)

Speakers: Laura Aull, University of Michigan

Laura Clapper, University of Michigan

Allison Ellsworth, Arizona State University

Jennifer Kontny, Mount Mary University

Cameron Mozafari, Cornell University

Standing Group Chairs: Laura Aull, University of Michigan

Cameron Mozafari, Cornell University

Institutions: Labor Issues, Professional Lives, and Survival

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

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

Blvd. C (2nd floor)

Speakers: Maggie Cecil, Independent Scholar, “‘You’re an Adjunct?’: Avoiding the Deprofessionalization of Adjunct Faculty in Shared Governance Documents”

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

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

Institutions: Labor Issues, Professional Lives, and Survival

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

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

Waldorf (3rd floor)

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

Writing Centers (including Writing and Speaking Centers)

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

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

Astoria (3rd floor)

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

Language, Literacy, and Culture

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

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

Williford A (3rd floor)

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

Saturday, 8:00–9:15 a.m.

First-Year Writing

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

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

Williford B (3rd floor)

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

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

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

Theory and Research Methodologies

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

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

Marquette (3rd floor)

Speakers: Cristina De Leon-Menjivar, Old Dominion University, “‘Dear Spoonie Mom’: Blog Posts as Counterstories for Chronically Ill Mothers”

Megan McIntyre, Sonoma State University, “Antiracist Histories, Antiracist Futures”

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

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

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

Professional and Technical Writing

J.20 Innovative Uses of Professional and Technical Writing Pedagogy

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

Joliet (3rd floor)

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

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

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

Community, Civic, and Public Contexts of Writing

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

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

PDR #2 (3rd floor)

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

Information Literacy and Technology

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

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

Room 4D (4th floor)

Speaker: Jacob Greene, Arizona State University

Information Literacy and Technology

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

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

Room 4K (4th floor)

Speaker: Stephen Quigley, University of Pittsburgh

Approaches to Teaching and Learning

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

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

Room 4M (4th floor)

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

Professional and Technical Writing

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

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

Lake Huron (8th floor)

Speaker: Andrew Fiss, Michigan Technological University

Information Literacy and Technology

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

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

Lake Michigan (8th floor)

Speakers: Rebekah Shultz Colby, University of Denver, “Designing Affective Game Systems for Social Change”

Richard Colby, University of Denver, “Is Hope and Change Even Possible with Games in FYW?”

Wendi Sierra, Texas Christian University, “Game Design as Hope: Doing Survivance”

Writing Programs

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

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

Lake Erie (8th floor)

Speakers: Kimberly Harrison, Florida International University

Cayce Wicks, Florida International University

Ruilan Zhao, Florida International University

Writing Centers (including Writing and Speaking Centers)

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

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

Room 4C (4th floor)

Speakers: Mairin Barney, Towson University

Neisha-Anne Green, American University

First-Year Writing

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

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

PDR #1 (3rd floor)

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

Writing Programs

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

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

PDR #3 (3rd floor)

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

Histories of Rhetoric

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

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

Room 4A (4th floor)

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

First-Year Writing

J.32 **Teach Me How to Read**

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

Room 4F (4th floor)

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

Approaches to Teaching and Learning

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

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

Room 4B (4th floor)

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

Saturday, 8:00–9:15 a.m.

Writing Programs

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

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

Room 4E (4th floor)

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

Professional and Technical Writing

J.35 Uses of Multimodal Applications for Learning

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

Room 4L (4th floor)

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

Information Literacy and Technology

J.36 Troublemakers in Transdisciplinary Coding Communities

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

Room 4Q (4th floor)

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

Brandee Easter, York University

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

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

First-Year Writing

J.38 Your Story, Your Way

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

Room 4G (4th floor)

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

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

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

K Sessions: 9:30–10:45 a.m.

9:30–10:45 a.m.

Institutions: Labor Issues, Professional Lives, and Survival

Promoted Session

Live-PS-K.08 The Future of Our Field: Emerging Graduate Student Scholars as Harbingers of Hope

This panel focuses on the ways graduate students can make meaningful change in our field, as well as how our complex identities as graduate students impact our approaches to issues of access and inclusion within the academy. Together, our presentations highlight the pivotal role graduate students can play in bringing about a hopeful future for our field.

Sponsored by the Graduate Student Standing Group

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

Respondent: Walter Lucken IV, Wayne State University

Speakers: Olalekan Adepoju, University of Louisville, “The Future of Our Field: Engaging International Graduate Students’ Narratives about Writing Practices from a Transnational Perspective”

Thir Budhathoki, University of Arizona, “Critical Autoethnography of an International Graduate Teaching Assistant (IGTA) as a Narrative of Hope”

Savannah Foreman, University of North Carolina, Chapel Hill, “Our Stories: Navigating Mental Health/Illness in Academia as Graduate Students”

Millie Hizer, Indiana University, “An Accessible Future: Cultivating a Vulnerable, Disabled Teacherly Ethos as a Graduate Student Writing Instructor”

Charles McMartin, University of Arizona, “Early Career Faculty Perspectives on Graduate Programs: Habits of Collaboration”

Alexandra Russell, University of Memphis, “Nuances of Enacting and Experiencing Change as a Mother in Graduate School”

Standing Group Chairs: Millie Hizer, Indiana University

Walter Lucken IV, Wayne State University

Writing Centers (including Writing and Speaking Centers)

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

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

Mobley (lower level)

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

First-Year Writing

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

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

Lake Ontario (8th floor)

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

Language, Literacy, and Culture

K.02 CCCC Latinx Caucus Annual Meeting

Sponsored by the CCCC Latinx Caucus

International Ballroom South (2nd floor)

Speakers: Christina Cedillo
Romeo Garcia, University of Utah

First-Year Writing

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

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

Salon A-4 (lower level)

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

Professional and Technical Writing

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

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

Salon A-3 (lower level)

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

Writing Programs

K.06 No Graduate Students Left Behind

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

Salon A-1 (lower level)

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

Susan Miller-Cochran, University of Arizona, “Understanding and Responding to Graduate Students’ Academic Writing Anxiety (AWA)”
Cory Elizabeth Nelson, University of Southern California, “When They Can’t “Just Do It”: Beyond the Behavioral Approach to Graduate-Writing Support”

Writing Programs

K.07 Optimism in the Classroom

This panel tackles hope in the writing classroom.

Salon A-2 (lower level)

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

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

Writing Programs

K.09 Hope from the Center: The Art of Rebuilding a Writing Center While Rescuing Yourself

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

Grand Tradition (lobby level)

Speaker: Caitlyn Rudolph-Schram, Indiana University Kokomo

Approaches to Teaching and Learning

K.10 Chicago Style: The Hopeful Legacy of Joseph M. Williams

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

Buckingham (lobby level)

Speakers: Joseph M. Bizup, Boston University, “Joseph Williams’s American Universalism”

Tom Deans, “Williams among the Scientists”

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

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

Antiracism and Social Justice

K.11 Challenging Institutions and Institutional Challenges

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

Blvd. A (2nd floor)

Speakers: Kat Gray, Virginia Tech University, “Unruly Epideictics: Counterstories against Institutional Memorialization”

Andrew Moos, University of Michigan, “Meaningful Introspection or Performative Allyship? Unpacking the Shifting Language Ideologies of White Composition Instructors”

Community, Civic, and Public Contexts of Writing

K.12 Civic Storytelling

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

Blvd. B (2nd floor)

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

Creative Writing and Publishing

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

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

Blvd. C (2nd floor)

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

Language, Literacy, and Culture

K.14 Literacies of Decolonizing: Strategies of Marginalized Peoples

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

Waldorf (3rd floor)

Speakers: Anne Gere, University of Michigan, “Survivance Literacies of Indigenous Women”

Kristin VanEyck, Hope College, “Decolonial Work in Colonized Spaces”

Elizabeth Vander Lei, Calvin University, “You Left Your Mind in Africa: Epistemic Disobedience in Malcom X’s Message to the Grass Roots”

Approaches to Teaching and Learning

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

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

Astoria (3rd floor)

Speakers: Sarah Adams, Berea College

Katie Lynn Garahan, University of North Carolina, Charlotte

Amanda Kellogg, Radford University

Writing Centers (including Writing and Speaking Centers)

K.16 Equitable Hiring: Reflective Practices for Inclusivity

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

Williford A (3rd floor)

Speakers: Melody Denny, University of Northern Colorado

Leigh Elion, Oxford College of Emory University

Kristi Girdharry, Babson College

Daniel Gerling, Augustana University

Rachel Herzl-Betz, Nevada State College

Michelle Marvin, University of Notre Dame

Institutions: Labor Issues, Professional Lives, and Survival

K.17 Hope as Action: Stories from Untenured WPAs

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

Sponsored by the CCCC Untenured and Alternative-Academic Standing Group

Williford B (3rd floor)

Chair: Angela Mitchell, University of North Carolina, Charlotte

Respondent: Cheryl Glenn, Pennsylvania State University

Speakers: Elizabeth Burrows, Auburn University at Montgomery

Roland Dumavor, Michigan State University

Amy Locklear, Auburn University at Montgomery

Ashley Lyons, University of Chicago

Angela Mitchell, University of North Carolina, Charlotte

Kem Roper, Alabama A&M University

Antiracism and Social Justice

K.20 “‘If There Is Shouting after You Keep Going’: The Hope for Writing Programs doing Justice Work in Desperate Times”

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

Joliet (3rd floor)

Speakers: Allyn Bernkopf, Oklahoma State University

Joshua Daniel, Oklahoma State University

Anna Sicari, Oklahoma State University

Lisa Wright, Johns Hopkins University

Approaches to Teaching and Learning

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

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

PDR #2 (3rd floor)

Chair: Charity Givens

Speakers: Charity Givens, “Internationalizing Writing Pedagogy Education”

Sherrel McLafferty, Bowling Green State University, “Personal Gains: Improving the Inclusivity of Teaching Philosophies through Embodied Rhetoric”

Michelle Tram Nguyen, Bowling Green State University, “Trauma-Informed Writing Pedagogy: Far beyond a Well-Being Statement or a Soft Deadline”

Timothy Pyatt, Bowling Green State University, “Quilting Composition: Multimodal Writing in Process”

Antiracism and Social Justice

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

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

Room 4D (4th floor)

Speaker: Tom Do, University of Arizona

First-Year Writing

K.23 Juntos at the Table

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

Room 4K (4th floor)

Speakers: Brayton Hagge, University of Nebraska–Omaha, “Not So Novice? Multilingual Students’ Approach to Online Peer Review in First-Year Writing”

Titcha Ho, Baruch College CUNY, “All Hands on Deck: Highlighting Hope by Using Social Annotation in the Multilingual Composition Classroom”

Reymond Levy, Florida International University, “All Hands on Deck: Highlighting Hope by Using Social Annotation in the Multilingual Composition Classroom”

Shaofei Lu, Princeton University, “Dialoguing Hope with Student Writers—Promoting Student Agency through a 3-R Revision Process”

Writing Centers (including Writing and Speaking Centers)

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

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

Room 4M (4th floor)

Chairs: Eric Camarillo, Tarrant County College District

Jasmine Kar Tang, University of Minnesota-Twin Cities

Speakers: Eric Camarillo, Harrisburg Area Community College

Harry Denny, Purdue University

Anne Geller, St. John's University

Jasmine Kar Tang, University of Minnesota-Twin Cities

Approaches to Teaching and Learning

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

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

Lake Huron (8th floor)

Speakers: Anthony DeGenaro, Ohio Dominican University

Lena Hakim, Wayne State University

Inclusion and Access

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

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

Lake Michigan (8th floor)

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

First-Year Writing

K.27 Healing as a Collective

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

Lake Erie (8th floor)

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

Theory and Research Methodologies

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

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

Room 4C (4th floor)

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

First-Year Writing

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

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

PDR #1 (3rd floor)

Speakers: Carolyn Skinner, The Ohio State University, “Transitioning to DSP: A WPA’s Observations”

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

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

Professional and Technical Writing

K.30 Student Writing Proficiencies in Technical and Professional Writing

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

PDR #3 (3rd floor)

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

Jessica Mattox, Radford University, “‘Whose Definition Is It, Anyway?’ Investigating Non-English Majoring Students’ Conceptions of Professional Communication”

Antiracism and Social Justice

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

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

Room 4A (4th floor)

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

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

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

Institutions: Labor Issues, Professional Lives, and Survival

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

Newcomers will develop ideas for sessions for CCCC 2024 with help from established scholar/teachers. The CCCC 2024 chair will be present.

Sponsored by the CCCC Newcomers’ Orientation Committee

Room 4B (4th floor)

Speaker: Christine Tulley, University of Findlay

Language, Literacy, and Culture

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

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

Sponsored by the Rhetoric and Religious Traditions Standing Group

Room 4E (4th floor)

Standing Group Chair: Jim Beitler, Wheaton College

Speakers: Sabita Bastakoti, University of Utah, “Rhetoric as Event: The Life of ‘Umar ibn Sayyid in the Foundation of Islam in America”

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

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

Language, Literacy, and Culture

K.35 Expanding Understandings of Translingual Practice

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

Room 4L (4th floor)

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

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

First-Year Writing

K.36 Writing Wellness, Doing Hope

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

Room 4Q (4th floor)

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

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

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

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

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

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

Williford C (3rd floor)

Speaker: Matthew Rossi, Michigan State University

Language, Literacy, and Culture

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

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

Room 4G (4th floor)

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

Writing Centers (including Writing and Speaking Centers)

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

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

Salon A-5 (lower level)

Respondent: Rachel Robinson, Georgia Tech University

Speakers: Rachel Azima, University of Nebraska

Dianna Baldwin, Longwood University

Marilee Brooks-Gillies, Indiana University–Purdue University
Indianapolis

Karen Moroski-Rigney, Michigan State University

Stacia Moroski-Rigney, Michigan State University

Trixie Smith, Michigan State University

L Sessions: 11:00 a.m.–12:15 p.m.

11:00 a.m.–12:15 p.m.

Community, Civic, and Public Contexts of Writing

Promoted Session

Live-PS-L Narratives of Hope and Disruption: A Public Praxis of All Things Queer and Rhet

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

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

Speakers: Danielle Bacibianco, St. John's University

Jaymi Grullon, St. John's University

Ruby Nancy, University of Minnesota-Duluth

Information Literacy and Technology

Emerging Scholar

ES-L.05 Transcending the Essay: Inventing New Approaches to Multimodality in the Writing Classroom

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

Salon A-3 (lower level)

Speakers: Philip Choong, Indiana University, Bloomington, "From Arbitrator to Consultant: Student Agency in Co-Writing Assignment Criteria"

Jesse Crombie, Indiana University, "Un-rule-y Genres: Rhetorical Analysis and Multimodal Composition in the Professional Writing Class"

Rebecca Ottman, Texas A&M University at Galveston, "Make It or Break It: Using Multimodal Experimentation to Augment Rhetorical Awareness in FYC"

College Writing and Reading

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

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

International Ballroom South (2nd floor)

Speaker: Marlene Tovar, Arizona State University

Community, Civic, and Public Contexts of Writing

L.03 Inclusive Teaching Strategies

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

Mobley (lower level)

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

Approaches to Teaching and Learning

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

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

Salon A-4 (lower level)

Speaker: Jesus Limon, Sacramento City College

Institutions: Labor Issues, Professional Lives, and Survival

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

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

Salon A-1 (lower level)

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

Institutions: Labor Issues, Professional Lives, and Survival

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

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

Salon A-2 (lower level)

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

Approaches to Teaching and Learning

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

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

Salon A-5 (lower level)

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

Approaches to Teaching and Learning

L.10 Classroom Policy and Teacher Education

Speakers address policy and teacher preparation pedagogies in graduate and writing administration work.

Buckingham (lobby level)

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

Approaches to Teaching and Learning

L.11 Pandemic Pedagogies or, How We Managed to Survive

This panel examines the conditions for and practices of pedagogy as justice-oriented carework, offering hope under conditions—like a global pandemic—that make everyone want to quit.

Blvd. A (2nd floor)

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

Antiracism and Social Justice

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

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

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

Blvd. B (2nd floor)

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

Information Literacy and Technology

L.13 Innovative Teaching Methods in Information Literacy

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

Blvd. C (2nd floor)

Speakers: Kevin Augustine, California State University, Stanislaus, "Beyond Essays and One-Shots: Embedded Librarianship in First-Year Composition"

Ashleigh Hardin, The Ohio State University, "Fostering OER Awareness among Students and Instructors in First-Year Writing: Integrating Information Literacy and Enacting Sustainability"

Jacqueline Hollcraft, California State University, Stanislaus, "Beyond Essays and One-Shots: Embedded Librarianship in First-Year Composition"

Mariya Tseptsura, University of Arizona, "Instructor Autonomy and Pre-Designed Online Writing Courses: Finding Hope and Balance through Flexible Design"

Approaches to Teaching and Learning

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

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

Waldorf (3rd floor)

Speakers: Sean Dolan, Georgia Institute of Technology, “Tarot and Serious Play”

Kathleen Leuschen, Emory University, “The Pleasure of Improvisation: Pedagogy Jams”

Donna McDermott, Emory University, “Bop: Science Writing with Games”

Melissa Yang, Emory University, “Flocking Together: From Promiscuous Collaboration to Dynamic Groupwork”

College Writing and Reading

L.15 How We Keep Hope Alive: HYPE Media and Reimagining Pathways to College and Community Writing

bell hooks teaches us that hope “emerges from those places of struggle where. . . individuals [are] positively transforming their lives and the world around them.” Using bell hooks’ pedagogy of hope, this interactive panel discusses a university and community partnership through the reflections and recommendations of high school-aged Black girls, graduate and undergraduate students, and university faculty.

Astoria (3rd floor)

Speakers: Khirsten Scott, University of Pittsburgh

Jaime Booth

Ariana Brazier

LaNiya Brown

Kayla Butler

Sanai Carey

JaLissa Coffee

Taja Davis

Nadia Dixon

Kamiyah Hall

Elise Silva

Maia Stephenson

Amber Taylor

Writing Programs

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

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

Williford A (3rd floor)

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

Antiracism and Social Justice

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

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

Williford B (3rd floor)

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

Approaches to Teaching and Learning

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

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

Williford C (3rd floor)

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

Community, Civic, and Public Contexts of Writing

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

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

Marquette (3rd floor)

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

First-Year Writing

L.20 It's All Technicalities

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

Joliet (3rd floor)

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

Writing Programs

L.21 Justice Pedagogy Enacted

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

PDR #2 (3rd floor)

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

First-Year Writing

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

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

Room 4D (4th floor)

Speaker: Andrew Weiler, University of Waterloo

First-Year Writing

L.23 Just Literacies in Vulnerable Times

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

Room 4K (4th floor)

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

Theory and Research Methodologies

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

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

Room 4M (4th floor)

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

Histories of Rhetoric

L.25 Historical Perspectives and Contemporary Composition

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

Lake Huron (8th floor)

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

First-Year Writing

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

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

Lake Michigan (8th floor)

continued on next page

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

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

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

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

Community, Civic, and Public Contexts of Writing

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

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

Lake Erie (8th floor)

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

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

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

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

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

Theory and Research Methodologies

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

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

Room 4C (4th floor)

Speakers: Risa Applegarth, University of North Carolina, Greensboro, “Reframing Activist Failure”
Kefaya Diab, Loyola University Maryland, “Reclaiming Agency as Counterstory”
Nisha Shanmugaraj, Carnegie Mellon University, “Counterstorying the Model Minority Script”

Community, Civic, and Public Contexts of Writing

L.29 HBCUs and Historically Black Community Activisms

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

PDR #1 (3rd floor)

Speakers: James Beasley, University of North Florida, “Counterstory, Social Circulation, and Transfer for Social Action”
Michelle Bachelor Robinson, Spelman College, “Doing Hope in Historically Black Spaces: Community Engagement, Collaboration, and Change”
Nkenna Onwuzuruoha, University of Utah, “Hopeful Rhetorical Action: A Critical Discourse Analysis of Three Press Releases by Two Radical Student Organizations at San Francisco State, 1967–1968”

Antiracism and Social Justice

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

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

PDR #3 (3rd floor)

Speaker: Anna Zeemont, SUNY Buffalo State College, “‘The Truth Is No Longer Enough’: Student-Activist Writing and Rhetorical Authority”

Inclusion and Access

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

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

Room 4A (4th floor)

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

Writing Programs

L.32 Teaching Assistants Need Assistance

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

Room 4F (4th floor)

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

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

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

Approaches to Teaching and Learning

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

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

Room 4B (4th floor)

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

Alexandria Jennings, University of Pittsburgh, “Identifying Common Misconceptions about Writing and Their Effects on First-Year Writers”
Heather Sutherin, Youngstown State University, “Mental Health in the Composition Classroom: Unlearning Mental Health Biases”

Writing Programs

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

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

Room 4E (4th floor)

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

First-Year Writing

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

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

Room 4L (4th floor)

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

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

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

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

Theory and Research Methodologies

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

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

Room 4Q (4th floor)

Speaker: Joshua Abboud, University of Kentucky

Writing Centers (including Writing and Speaking Centers)

L.38 Writing Center Praxis for Evolving Writing Centers

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

Room 4G (4th floor)

Speakers: Amanda Anderson, Delaware State University,
“Reconceptualizing Writing Centers from ‘Fixing Places’ to
Productivity Studios”

Bhushan Aryal, Delaware State University, “Reconceptualizing Writing
Centers from ‘Fixing Places’ to Productivity Studios”

Kristine Johnson, Calvin University, “Negotiating Belief in the Writing
Center”

Sonya McCray, Delaware State University, “Reconceptualizing Writing
Centers from ‘Fixing Places’ to Productivity Studios”

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

Approaches to Teaching and Learning

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

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

Grand Tradition (lobby level)

Presenter: Lyndsey Elizabeth Key, Oklahoma State University

M Sessions: 12:30–1:45 p.m.

12:30–1:45 p.m.

Approaches to Teaching and Learning

Promoted Session

Live-PS-M Hopepunk Pedagogy

This combination roundtable/Engaged Learning Experience session defines ‘hopepunk’ — a stance of defiantly, disruptively responding to the status quo — using tools of radical kindness and collaborative solidarity to actively work toward positive change, even when the odds of success seem insurmountable. We then guide participants in operationalizing hopepunk for their classrooms and pedagogies.

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

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

Community, Civic, and Public Contexts of Writing

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

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

International Ballroom South (2nd floor)

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

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

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

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

Celena Todora, University of Pittsburgh, “Hope in the Face of ‘Disillusionment and Despair’: Institutionalality and Liberatory Rhetoric in Community-Based Prison Education Initiatives”

Information Literacy and Technology

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

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

Mobley (lower level)

Speakers: Christina Bush, American University

Lydia Fettig, American University

Edward Helpers, American University

Chelsea Horne, American University

Derrick Jefferson, American University

Information Literacy and Technology

M.05 Navigating Online Learning Environments

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

Salon A-3 (lower level)

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

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

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

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

Inclusion and Access

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

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

Salon A-1 (lower level)

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

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

Inclusion and Access

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

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

Salon A-2 (lower level)

Speaker: Jennifer Bankard, University of Southern California

First-Year Writing

M.08 Pedagogical Futures for First-Year Writing

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

Salon A-5 (lower level)

Respondent: Elizabeth Kimball

Speakers: Lena Hakim, Wayne State University

Jennifer Hernandez, University of Illinois at Chicago

Abigail Kremer, University of Illinois at Chicago

Walter Lucken IV, Wayne State University

Frida Sanchez Vega, University of Illinois at Chicago

Community, Civic, and Public Contexts of Writing

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

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

Grand Tradition (lobby level)

Speaker: Jill Morris, Frostburg State University

Antiracism and Social Justice

M.10 Considering Religion in First-Year Composition

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

Buckingham (lobby level)

Speakers: Shawn Bowers, Queens University of Charlotte, “Embracing Religious Differences through Narratives, Rhetoric, and Reflection”

Heidi Giffin, Queens University of Charlotte, “Embracing Religious Differences through Narratives, Rhetoric, and Reflection”

Tye Vossler-Shipp, Northern Arizona University, “How Capitalism Constrains Us All: The Role of Rhet/Comp in Dismantling White Supremacy”

Community, Civic, and Public Contexts of Writing

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

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

Blvd. A (2nd floor)

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

Approaches to Teaching and Learning

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

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

Blvd. B (2nd floor)

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

Antiracism and Social Justice

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

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

Blvd. C (2nd floor)

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

Histories of Rhetoric

M.14 Historical Models for Contemporary Resistance

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

Waldorf (3rd floor)

Speakers: Triauna Carey, Southern Methodist University, “How Did We Get Here?” Mapping What 21st Century Music of Resistance Teaches Us about Social and Political Movements in the West”
Jason Palmeri, Miami University, “Why I Dislike Men?” Feminist Resistance in 1950s Composition”

Institutions: Labor Issues, Professional Lives, and Survival

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

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

Astoria (3rd floor)

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

Professional and Technical Writing

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

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

Williford A (3rd floor)

Speakers: Sarah Carter, Georgia State University, “Utilizing Primary Research Initiatives in Advanced Professional Writing Classrooms to Promote Diverse Voices and Inclusive Classrooms”
Amelia Herb, University of Arizona, “Hope Is Action: Science Writing as a Revolutionary Act”
Shuwen Li, University of Michigan, Ann Arbor, “Teaching from a Humanistic, Communalist, and Interpretative Stance: Tapping Diverse Resources in Professional and Technical Writing Classroom”

Information Literacy and Technology

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

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

Williford B (3rd floor)

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

Approaches to Teaching and Learning

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

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

Williford C (3rd floor)

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

First-Year Writing

M.19 Existing Strengths in L2 Learners: Case Studies

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

Marquette (3rd floor)

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

Kittika Limpariwatthana, University of New Mexico, “Written Genres of Thai Undergraduate Students: An Exploratory Research”
Jagadish Paudel, University of Texas at EL Paso, “Decolonizing First-Year Writing Classrooms through World Englishes Pedagogical Framework”
Jet Saengngoen, University of New Mexico, “Written Genres of Thai Undergraduate Students: An Exploratory Research”

Antiracism and Social Justice

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

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

Joliet (3rd floor)

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

Laura Gronewold, University of Arizona, “Public Health Narratives”

Aimee Mapes, University of Arizona, “‘An Exciting Journey of Mind and Heart’: Doing Antiracist WAC Training”

First-Year Writing

M.21 Let’s Collab

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

PDR #2 (3rd floor)

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

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

Jamie Edlin, Ivy Tech Community College, “Using Group Writing Assignments to Develop Students’ Analyses”

Carl Schlachte, Kingsborough Community College, “Using Group Writing Assignments to Develop Students’ Analyses”

Saturday, 12:30–1:45 p.m.

Professional and Technical Writing

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

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

Room 4D (4th floor)

Speakers: Steve Fraiberg, Michigan State University, “Unsettling Start-Up Ecosystems: Mobilities, Geographies, and Decolonial Rhetorics in the Palestinian Start-Up Ecosystem”

Krista Speicher Sarraf, Cal Poly San Luis Obispo, “Amplifying Creative Approaches to Fundraising in Rural Nonprofits”

Approaches to Teaching and Learning

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

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

Room 4K (4th floor)

Speakers: Kellie Chouinard, University of Waterloo

Giuseppe Femia, University of Waterloo

Christopher Rogers, University of Waterloo

Writing Programs

M.24 Intersectional Stories of Hope

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

Room 4M (4th floor)

Speakers: Heather Camp, Minnesota State University, Mankato, “Leveraging Deep Relationships to Sustain WAC and Advance Social Justice”

Brigitte Mussack, University of Minnesota, “On Hopeful Rebuilding: Reframing Student, Instructor, and Departmental Wellbeing as Carework”

Community, Civic, and Public Contexts of Writing

M.25 Doing Hope during COVID-19

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

Lake Huron (8th floor)

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

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

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

Professional and Technical Writing

M.26 Exploring Public Health Discourse

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

Lake Michigan (8th floor)

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

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

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

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

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

Saturday, 12:30–1:45 p.m.

Histories of Rhetoric

M.27 Historical and Ethnoreligious Rhetorical Practices

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

Lake Erie (8th floor)

Speakers: Madhukar K C, Arizona State University, “The Rhetoric of the Bhagavad Gita: Honest Debate as a Way of Arriving at a Conclusion”
Maureen Fitzsimmons, University of California, Irvine, “Prelection Meets Neurodiversity”

Approaches to Teaching and Learning

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

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

Room 4C (4th floor)

Speakers: Chloe Milligan, Pennsylvania State University, Berks, “Heterotopia Over Homophobia: Queer Games, Trans Technologies, and Pedagogies of Counterstory”
Tania de Sostoa-McCue, Michigan State University, “Naming That Which We Fear: Storying Failure and Performance”

Writing Centers (including Writing and Speaking Centers)

M.29 Higher Self-Efficacies for Healthier Writing Lives

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

PDR #1 (3rd floor)

Speakers: Tina Matuchniak, California State University, Long Beach, “Course-Embedded Tutoring: Centripetal and Centrifugal Forces for Student Success”
Laura Wilder, University at Albany, SUNY, “Listening to and Learning from Low Self-Efficacy Student Writers: A Longitudinal Study of Eight Students’ Theories of Writing”

Writing Programs

M.30 Supporting Multimodal Composition

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

PDR #3 (3rd floor)

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

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

First-Year Writing

M.31 Take it Outside

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

Room 4A (4th floor)

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

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

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

Approaches to Teaching and Learning

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

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

Room 4F (4th floor)

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

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

Approaches to Teaching and Learning

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

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

Room 4B (4th floor)

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

Inclusion and Access

M.34 Supporting Pacific Island Students in Advanced Composition

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

Room 4E (4th floor)

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

First-Year Writing

M.35 Writing Campus Communities, Disrupting Campus Stereotypes

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

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

Room 4L (4th floor)

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

Community, Civic, and Public Contexts of Writing

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

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

Room 4Q (4th floor)

Chair: Nora McCook, Bloomfield College

Speakers: Tyra Brooks, Boston University

Hugo Gonzalez, Bloomfield College

Nora McCook, Bloomfield College

Postconvention Workshops

2:00–5:00 p.m.

Approaches to Teaching and Learning

SW.01 Building Student Resilience in Writing Courses

This interactive workshop offers participants the opportunity to learn from faculty and student presenters as we discuss, share, and reflect on activities and strategies that cultivate resilience through teaching practices and course design in writing courses.

International Ballroom North (2nd floor)

Workshop Facilitators: Maria Assif, University of Toronto Scarborough
Nicole Birch-Bayley, University of Toronto
Arsheen Bozai, University of Toronto Scarborough
Sayilaja Kalaimohan, University of Toronto Scarborough
Julie Prior, Oklahoma Panhandle State University

Community, Civic, and Public Contexts of Writing

SW.02 Circulating Stories: A Workswap and Ideas Exchange

An opportunity for conventiongoers to exchange stories and related expertise, to acknowledge and celebrate storywork as a vital activity and sustaining means of expression within our field. We invite colleagues with diverse relationships and approaches to storying to come together, to recognize the many experiences, traditions, histories, methodologies, and approaches to story.

International Ballroom South (2nd floor)

Workshop Facilitators: Kayla Fettig, University of Wisconsin-Milwaukee
Emma Howes, Coastal Carolina University
Michelle LaFrance, George Mason University

Community, Civic, and Public Contexts of Writing

SW.04 Community Writing Mentorship Workshop

Sponsored by the Coalition for Community Writing, this workshop offers mentoring and feedback to attendees at any level of experience with community-based writing research, scholarship, organizing, and teaching. Led by a diverse group of prominent scholars with deep experience with community projects and who have published books and articles in community writing or are journal editors, themselves.

Salon A-4 (lower level)

Workshop Facilitators: Damian Baca, University of Arizona
Sherri Craig, Virginia Tech University
Megan Faver Hartline, University of Tennessee-Chattanooga
Ada Hubrig, Sam Houston State University
Paula Mathieu, Boston College
Terese Guinsatao Monberg, Michigan State University
Veronica House, University of Denver
Beverly Moss, The Ohio State University
Lauren Rosenberg, University of Texas at El Paso
Sherita Roundtree, Towson University
Rachael Shah, University of Nebraska, Lincoln
Jasmine Villa, East Stroudsburg University

Community, Civic, and Public Contexts of Writing

SW.05 Handcrafted Rhetorics: DIY and the Public Power of Made Things

This workshop brings attendees into a local makerspace to learn about making, Chicago's DIY history, and do some making of our own. See <http://www.handcraftedrhetorics.org> for location information and details.

Salon A-3 (lower level)

Special Interest Group Chairs: Jason Luther
Kristin Prins, Cal Poly Pomona
Workshop Facilitators: Ashley Beardsley, Western Illinois University
Noël Ingram, Boston College
Danielle Koupf, Wake Forest University
Jason Luther
Kristin Prins, Cal Poly Pomona
Kristin Ravel, Rockford University
Kristen Wheaton, University of Oklahoma

Saturday, 2:00–5:00 p.m.

Community, Civic, and Public Contexts of Writing

SW.06 Text, Power, Telling: A Writing Workshop for Sexual Trauma Survivors

This workshop is for people who have experienced sexual trauma. Sexual harm takes many forms and occurs across identities, communities, and contexts; this workshop is inclusive. This workshop will first provide survivors with an overview of writing about sexual trauma in community-based, collaborative, non-evaluative environments; the second and longer portion will be the delivery of “Text Power Telling,” a writing workshop for sexual trauma survivors designed by the workshop facilitators (both survivors). For more information email Jess Restaino (restainoj@montclair.edu) or Jackie Regan (reganj@montclair.edu).

Salon A-1 (lower level)

Workshop Facilitators: Jacqueline Regan, Montclair State University
Jessica Restaino, Montclair State University

Creative Writing and Publishing

SW.08 Writing Creative Nonfiction: A Day of Writing and Ideas for Teaching

This workshop invites participants to a day writing creative nonfiction and exploring teaching ideas. Participants choose among prompts provided by CNF writers and teachers, do short writings, and share parts of work in progress. Two structured group conversations address opportunities for teaching CNF.

Sponsored by the Creative Nonfiction Standing Group

Salon A-5 (lower level)

Workshop Facilitators: Melissa Goldthwaite, Saint Joseph’s University,

“‘Crazy Hard Questions’: Going Deeper through Self Interviews”

Doug Hesse, University of Denver, “A Decision Revisited”

Libby Falk Jones, Berea College, “‘Hope Is the Thing with Feathers’:
Metaphors as Generative Writing”

Susan V. Meyers, Seattle University, “Writing from Witness”

Erin Pushman, Limestone University, “Working the Language”

Amy Robillard, “Averting Our Eyes”

Wendy Ryden, Long Island University Post, “Unspeakable”

Jenny Spinner, Saint Joseph’s University, “Writing, and Living, toward
Hope”

First-Year Writing

SW.09 Dual Enrollment Composition: Building Our Story

With a theme of “Building Our Story,” this workshop includes conversations and activities that serve as the foundation for (a) examining the story of DE FYW; (b) engaging participants in building the DE community within the CCCC organization; and (c) providing just-in-time solutions to current challenges faced by DE composition instructors and administrators.

Sponsored by the Dual Enrollment Collective

Waldorf (3rd floor)

Workshop Facilitators: Rebecca Babcock
Scott Campbell, University of Connecticut
Casie Moreland, University of Idaho
Jessica Rivera-Mueller, Utah State University
Frank Romanelli, University of Rhode Island
Kathy Rose, Utah Tech University
Erin Scott-Stewart, Southern University and A&M College

Inclusion and Access

SW.10 Designing Access Guides: Enacting Transformative Access

This workshop will offer an introduction to access guides as an inclusive practice. Participants will learn intersectional frameworks for imagining access guides in a variety of spaces, including conferences, classrooms, and other workplaces. Activities will engage participants in brainstorming contexts for their guides, planning their docs, and learning accessible document design techniques.

Williford A (3rd floor)

Workshop Facilitators: Morgan Blair, University of Louisville
Katie Bramlett, California State University, East Bay
Sean Kamperman, University of Kansas
Andrea Olinger, University of Louisville
Jeanne Popowits, Dominican University

Saturday, 2:00–5:00 p.m.

Institutions: Labor Issues, Professional Lives, and Survival

**SW.12 Even Job Seekers (Re)Invent the University:
Understanding Teaching-Intensive Positions and
Institutions as Hopeful Career Pathways**

The workshop will involve analyzing job ads; workshopping attendees' materials; preparing for interviews; and preparing for teaching demonstrations. The workshop presenters hold teaching faculty positions and seek to support others who are preparing to apply for teaching jobs at various institutions, including community colleges, regional universities, and small liberal arts colleges.

Williford C (3rd floor)

Workshop Facilitators: Sonja Andrus, University of Cincinnati Blue Ash College

Deborah Bertsch, Columbus State Community College

Margaret Gonzales, Texas Lutheran University

Debra Knutson, Shawnee State University

Ti Macklin, Boise State University

Brenda Refaei, University of Cincinnati Blue Ash College

Language, Literacy, and Culture

**SW.13 Supporting Multilingual Writers in Diverse Literacy
Spaces for Hope**

This workshop shares concrete pedagogical and programmatic strategies and practices with an orientation toward advocacy in diverse literacy spaces. Following an opening session chaired by the Second Language Writing Standing Group officers, leading scholars from multiple institutions will share their expertise and facilitate roundtable discussions. *Sponsored by the Second Language Writing Standing Group*

Marquette (3rd floor)

Roundtable Leaders: Marilee Brooks-Gillies, Indiana University Purdue University Indianapolis

Madeline Crozier

Estela Ene, Indiana University Purdue University Indianapolis

Norah Fahim, Stanford University

Steve Fox, Indiana University Purdue University Indianapolis

Xuan Jiang, Florida International University

Jennifer Johnson, Stanford University

Tanita Saenkhum, University of Tennessee Knoxville

Shawna Shapiro, Middlebury College

Nugraheny Zacharias, Pennsylvania State University Abington
Qianqian Zhang-Wu, Northeastern University
Ruilan Zhao, Florida International University
Zhaozhe Wang, University of Toronto
Standing Group or Caucus Chair: Zhaozhe Wang, University of Toronto
Workshop Facilitators: Analeigh Horton, University of Arizona
Sarah Snyder, Arizona Western College
Zhaozhe Wang, University of Toronto

Language, Literacy, and Culture

SW.14 Transnational Writing Education: What Transnational Relationships Make Possible

Led by transnational scholars, this workshop explores how translingual and transnational-oriented programs call us to teach differently. Four roundtable sessions present models and practical strategies for transnational partnerships for instructors, tutors, and administrators, and invite participants to question assumptions about effective writing pedagogy across national contexts.

Lake Michigan (8th floor)

Workshop Facilitators: Maria Avalos, Florida International University
Yiwen Chiu, California Polytechnic State University
Manuel Delgadillo, Florida International University
Glenn Hutchinson
Nicole Larraguibel, Florida International University
Tobias Lee, University of Louisville
Sabrina Martinez, Florida International University
Jason Peters, California Polytechnic State University
Brooke Schreiber, Baruch College, CUNY
Ana Sofía Ramírez, Pontificia Universidad Javeriana
Diana Rivero, Florida International University
Andrea Torres Perdigón, Pontificia Universidad Javeriana
Joyce Walker, Illinois State University
Chia-Yu Yeh, Department of Economics, National Chi Nan University

Information Literacy and Technology

SW.15 Playing for Hope: Interactive Narratives in the Classroom

This is a hands-on, half-day workshop introducing Twine, a tool for creating branching narratives, games, and other types of interactive writing. Aimed at those interested in incorporating interactive writing into their classes and requiring little experience with Twine or coding, participants will learn the Twine programming structure and ideas for how to implement it in their classrooms.

Sponsored by the Council for Play and Game Studies

Lake Erie (8th floor)

Speakers: Dylan Altman, California State University, Northridge/Oxnard
College

Sarah Dwyer, Texas A&M University

Emma Kostopolus, Valdosta State University

On-Demand Sessions

All 2023 CCCC Annual Convention registrants will have access to these On-Demand sessions. Instructions for accessing these sessions will be emailed to all registrants and will be available on the CCCC Annual Convention website.

Approaches to Teaching and Learning

OD-01 “A story that demands to be told”: Teaching Embodiment through Memoirs

Writing is a vulnerable process and the memoir genre provides good models for the effectiveness of that vulnerability. Thus, reading memoirs, particularly those about embodied and/or oppressive experiences, can help students comprehend different ways of existing in the world. But beyond just reading memoirs, writing their own embodied experiences can help students understand the complexities of embodied knowledge.

Speaker: Maureen Johnson, Northeastern State University

Professional and Technical Writing

OD-02 A Pedagogical Approach to Restoring Trust and Hope in STEM Writing

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

Speakers: Liz Hutter
Matthew Rossi, Michigan State University
Kelly Scarff, Virginia Tech University

Inclusion and Access

OD-03 Access Denied and Access Imagined: A Counterstory of Basic Writing

As a white, neurodivergent former basic writing (bw) instructor, I offer a counterstory to bw’s narrative of access to higher education, and insist on antiracist practices (Love) through intersectional processes of hyperfocus, flow, and nonlinearity for transformation. Hubrig and Osorio, Cedillo and Bratta, Yergeau, Samuels, Wood, and other disability studies scholars frame this perspective.

Speaker: Susan Naomi Bernstein, Queens College, CUNY

Antiracism and Social Justice

OD-04 Along the Tightrope: Performativity, Carceral Complicity, and Prison Correspondence in the Time of Pandemic

A theoretical auxiliary to the hands-on workshop for prison literacy practitioners, this panel answers Condon's call to hope-in-action by revisiting the tacit carceral logics shaping our origin stories, praxis, and approaches to access, notably through critique of arts-based writing programming and COVID-era institutional constraints grounded in Critical Race Theory and Critical Prison Studies.

Speaker: Cory Holding, University of Pittsburgh

Antiracism and Social Justice

OD-05 Antiracism and Social Justice through Multimedia Assignment Design in First-Year Composition

In my presentation, I investigate differences in values and beliefs expressed in class discussions and student writing, with the goal of understanding how to balance such differences through assignment design and scaffolding when doing rhetorical analyses of multimedia texts.

Speaker: Adriana Varga, Nevada State College

First-Year Writing

OD-07 Assessment in Backward Planning for Teaching and Learning First-Year Writing in US Higher Education

This presentation reports practical dimensions of classroom assessment that take a learner-centered backward planning approach in supporting first-year writing teaching and learning among diverse student populations in US higher education. The presenter demonstrates teaching from learners' educational needs through ongoing assessments and meaningful learning activities for the course goals.

Speaker: Ling He, University of Illinois at Chicago

Language, Literacy, and Culture

OD-08 Audacious/Persistent Hope: Intersections in Language Advocacy

As proposals regarding how to treat students with language difference persist, this speaker draws on the published literature to invite participants to consider: (a) the inherent intersections of hope in these proposals within the United States and across the Caribbean and United Kingdom and (b) what may be the way forward in addressing language difference in our classes and countries in this century.

Speaker: Vivette Milson-Whyte, The University of the West Indies, Mona

Antiracism and Social Justice

OD-10 Being a Social Justice/Antiracist Composition Educator

Drawn from critical race theory and other social justice theories (Delgado & Stefancic, 2012), this talk will frame the need of teaching writing through this framework. The speaker will give the audience tools to create a learning environment that explores the individual positionality and intersectionality of a teacher and a learner with regards to race, gender, and sex.

Speaker: Aparna Sinha, California State University Maritime Academy

Writing Centers (including Writing and Speaking Centers)

OD-11 Feather Bricks Newsletter and Getting Write with Teaching Fellows at North Park University Writing Center's Stateville Correctional Center and Chicago Campuses

Presenters will narrate two ways North Park University's Writing Center, comprised of individuals incarcerated and non-incarcerated at both our Stateville Correctional Center and Chicago campuses, has been doing hope. The first project, Feather Bricks, is the story of how correspondence-style learning grew into a bi-monthly writing center newsletter that publishes work of artists and writers both free and incarcerated who are enrolled in a variety of educational programming at multiple institutions. The second project involves alumni of North Park Theological Seminary's School of Restorative Arts at Stateville Correctional Center, also university Writing Advisors, sharing their journey of applying their recent MA degrees (earned June 2022) to work as Teaching Fellows.

Speakers: Ovidiu Brici, North Park University Writing Center's Chicago Campus

Howard Keller, North Park University Writing Center's Stateville Correctional Center Campus

Johnny Marizetts, North Park University Writing Center's Stateville Correctional Center Campus

Scott Moore, North Park University Writing Center's Stateville Correctional Center Campus

Alex Negrón, North Park University Writing Center's Stateville Correctional Center Campus

Melissa Pavlik, North Park University Writing Center's Stateville Correctional Center Campus

Benny Rios, North Park University Writing Center's Stateville Correctional Center Campus

continued on next page

Rayon Sampson, North Park University Writing Center's Stateville
Correctional Center Campus

Michael Simmons, North Park University Writing Center's Stateville
Correctional Center Campus

RóDerick Zavala, North Park University Writing Center's Stateville
Correctional Center Campus

Inclusion and Access

**OD-12 Building Bridges and Changing the Story: Recognizing
Funds of Knowledge in Summer Bridge Programs**

This presentation shares the results of a qualitative research study of 22 summer bridge program websites that focuses on funds of knowledge, the resources that diverse groups of students bring to universities. Intentional campus partnerships between composition programs and student affairs, collaborators in doing hope, can create meaningful institutional change to better support students.

Speaker: Maria Conti Maravillas, Youngstown State University

Writing Programs

OD-13 Building Inclusive Independent Writing Programs

Independent Writing Departments and Programs are uniquely situated to serve as models for inclusivity. This means making accessibility the default in all of our work; developing shared governance structures that serve all faculty; amplifying historically underrepresented community members in our departments and programs; and recruiting, hiring, and keeping diverse faculty.

Speakers: Sue Pagnac, Central College
Jan Rieman, University of North Carolina Charlotte

Community, Civic, and Public Contexts of Writing

**OD-14 “But it’s in our mission statement!”: Examining
Aspirational Hope in Official University Communications**

This presentation will explore the ways in which official campus statements and documentation such as “Letters from the President” or a University’s mission statement might serve as placeholders or pacifiers for real change. Through examples and student responses, we will identify ways in which we can use these genres to move toward the real work of “doing hope.”

Speaker: Katie Powell, University of Cincinnati

Community, Civic, and Public Contexts of Writing

OD-15 Carnival Dialogism: An Autoethnographic Narrative Inquiry on Teaching Resistance in High School Composition and History Classrooms

Educators who frame lesson content using the lens of historically vulnerable populations, student experiences, and cultural traditions can counter dominant hegemony to strengthen high school composition and dialogic skills by engaging students in ways that inform them about their community and encourage their involvement in collaborative learning projects to solve public issues.

Speaker: Tracee Auville-Parks, Entrepreneur High School

First-Year Writing

OD-16 Chasing a More Peaceable Classroom in FYC: Doing Hope Alongside Students with Evidence-Based Mindfulness Strategies

This presentation shares findings from recent classroom experiences and offers attending CCCC community members evidence-based mindfulness pedagogical practices that invite first-year writers and their instructors to reach for hope as part of a collaborative search for a more peaceable classroom.

Speaker: Nadia Zamin, Fairfield University

Writing Centers (including Writing and Speaking Centers)

OD-17 Composing Writing Center Justice: Building Community to Address WC Challenges/Opportunities

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

Speaker: Genie Giaimo, Middlebury College

Theory and Research Methodologies

OD-18 Composition, Value, and the Political Economy of Micro-Writing

This paper offers a propaedeutic reframing of writing and writing pedagogy through the lens of surplus value. My analysis will 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.

Speaker: James Daniel, University of Washington

Professional and Technical Writing

OD-19 Connecting Business Writing to NASA’s Technology Transfer University (T2U) Program

The speaker will reflect on the benefits of collaborating with NASA’s Technology Transfer University (T2U) program in business writing contexts, connecting it to exigencies in scholarship in technical communication pedagogy, and demonstrate how instructors can connect with T2U.

Speaker: Megan McKittrick, Old Dominion University

First-Year Writing

OD-20 Connecting the Local with the Global: Teaching Civic Engagement in the FYW Classroom

Drawing inspiration from critical pedagogy and the national “Write to Vote Project,” this panel focuses on how to incorporate civic engagement meaningfully into first-year writing curriculum. The panelists reflect on and share their experiences designing and teaching assignments that engage students in community-based field research as well as inquiry projects from global perspectives.

Speakers: Xavier Garcia, Fresno State University
Celeste Guirola, Fresno State University
Mary Sosa, California State University

Institutions: Labor Issues, Professional Lives, and Survival

OD-21 Courage and Hope through Graduate Student Labor Activism

Advocating for GTA labor means recognizing physical working conditions but also emotional responses to those conditions. In this panel, one WPA and three graduate WPAs share experiences and emotions: their feelings of betrayal and hope as they navigate these complex institutional systems.

Speakers: Cameron Becker, Ball State University
Zach Dwyer, Ball State University
Jennifer Grouling, Ball State University
Keith Jackson, Ball State University

Writing Centers (including Writing and Speaking Centers)

OD-22 Creating Communities of Practice through Peer Writing Tutor Development

Through a combination of storytelling, guided reflection, and written/spoken exercises, this session brings theory to practice for peer writing tutor development that is self-motivated, embodied, and inquiry-based. The participant will explore how they can apply these approaches to multiple contexts, as well as share their own experiences with peer writing tutor development.

Speaker: Nathalie Virgintino, Concordia College NY

Creative Writing and Publishing

OD-23 Crises of Love, Crises of Grief: Exploring the Uses of Autotheory in Composition Studies

After my sister died during the first semester of my PhD program, my research branched out in new directions as I turned toward autotheory to make sense of ongoing personal traumas amidst the onslaught that is a PhD. This presentation follows scholars like Robin Boylorn and Jo Hsu to ask how and to what ends rhetoric scholars might bridge theory and story. What, in short, is the use of autotheory?

Speaker: Abigail Burns, University of Texas at Austin

Institutions: Labor Issues, Professional Lives, and Survival

OD-24 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 towards decolonial futures. Responding to the Call, this panel theorizes decolonial practice and Indigenous futures as “doing hope.”

Speakers: Cana Uluak Itchuaqiyaq, Virginia Polytechnic University
Luhui Whitebear, Oregon State University

College Writing and Reading

OD-27 Doing Hope from Multiple Perspectives: Exploring Student Agency in Writing Center Tutorials, Academic Writing, and Narrative Writing

This panel explores doing hope from a variety of writing contexts and perspectives: supporting students post-pandemic in writing center tutorials, helping students gain a sense of agency via metacognitive interventions in writing classes, and the role of narrative writing in developing students' multicultural perspective.

Speakers: Maria Lombard, Northwestern University in Qatar, "The Hopeful Borders of Discourse Communities: Narrative and Selfhood in Transnational Composition"

Mark Sidey, University of Texas Tyler, "Student Agency: Exploring Metacognitive Interventions in Writing Classes"

Emily Standridge, University of Texas Tyler, "Asking and Receiving: Exploring What Is Asked for and What Is Given in Writing Tutorials"

Professional and Technical Writing

OD-28 Doing Hope with Real Social Justice Work: A Method for Facilitating Community Partnerships in Technical and Professional Writing Courses

This presentation focuses on a pedagogical approach to a TPC course in which groups of students worked with local social-justice-oriented organizations to complete real-world projects. Partnerships offered students the ability to interact with community groups that were uniquely positioned to help students learn about social justice issues and simultaneously apply TPC outcomes from the course.

Speaker: Sarah Lonelodge, Oklahoma State University

Inclusion and Access

OD-29 Doing Hope: Reflecting on the Pandemic, Examining the Ongoing Stressors of Native American and Rural Southwestern Students, and Raising Classroom Dialogues

In view of many students' high rates of pandemic and post-pandemic academic, health, relational, and financial stressors, the presentation urges faculty to "do hope" in teaching their students during perilous times and examines dialogical strategies they might use in reaching marginalized students, including Native Americans in some areas wishing to engage in dialogues about the current era.

Speaker: Tara Hembrough, Southeastern Oklahoma State University

Professional and Technical Writing

OD-30 Embracing the Hope Already Present: Amplifying Open Educational Resources as an Ethical Practice

This panel presents a series of distinct but overlapping case studies of developing different parts of programmatic OER in technical communication writing programs, courses, syllabi development, and (non-Blackboard) learning management systems (LMS) to draw broader connections to how the entire field of writing studies can better realize the forms of OER hope that are already right in front us.

Speakers: Henry Covey, University of Wisconsin-Madison
Avery Edenfield, Utah State University
Steve Holmes, Texas Tech University
Tiffani Tijerina, Texas Tech University

First-Year Writing

OD-31 Embracing Vulnerability: Personal Narratives as Methods of Social Change in the FYC Classroom

Vulnerability can be a point of community and connection within the First-Year Writing Classroom.

Speaker: Courtney Lund O’Neil, University of California, San Diego

Community, Civic, and Public Contexts of Writing

OD-32 Empathizing with the Community through Multimodal Social Advocacy Projects: An Inquiry into the What, Where, Why, and How of Community-Engaged Learning

To investigate the development and delivery of multimodal advocacy in writing pedagogy, we documented the ways in which instructors design and deploy multimodal pedagogies for the purposes of community engagement and social advocacy. Here, we present findings from 20 qualitative interviews to identify common and unique strategies through instructor reflections.

Speakers: Jialei Jiang, independent scholar
Jason Tham, Texas Tech University

Antiracism and Social Justice

OD-33 Expanding the Story: Racialization and the Outer Limits of the International Student Experience

In this session, the speaker shares research considering international students' interpretations of their experiences of racialization and how these experiences serve to define the limits of their acceptance and opportunities on campus. Finally, she argues for the importance of amplifying international student voices to bring attention to and challenge hostile spaces within the university.

Speaker: Kristin Raymond, Bentley University

Professional and Technical Writing

OD-34 Exploring the Efficacy of Undergraduate STEM Writing Instruction via National Survey and Analysis of Instructional Artifacts

This presentation will discuss results from the first portion of this multiphase study that is designed by interdisciplinary team of both STEM and writing experts. Specifically, it will discuss the results of a baseline national survey administered in late summer 2022 to Undergraduate Directors (UGs) of STEM programs at a variety of United States institutions.

Speakers: Susan Lang, The Ohio State University
Clinton Morrison, The Ohio State University
Roger Yallop, University of Tartu

Approaches to Teaching and Learning

OD-35 Failing Sideways: Queer Possibilities for Writing Assessment

This session showcases playful assessment practices to create opportunities with student writers for constructing meaningful, high-impact evaluations. We challenge several assessment shibboleths, like writing portfolios and rubrics, by showcasing practices which provide student writers with meaningful choices and opportunities for failure that do not hurt their academic or personal progress.

Speakers: Will Banks, East Carolina University
Nikki Caswell, East Carolina University
Stephanie West-Puckett, University of Rhode Island

Community, Civic, and Public Contexts of Writing

OD-36 Feeling, Fortitude, and Feminist Transfer: Re-Writing Composition Curriculum by Teaching Outside of It

This presentation invites those interested in social justice pedagogy to find inspiration outside of the composition and rhetoric curriculum for use within it. By drawing on community writing project and gender and sexuality studies course contexts, the presentation will offer some alternative ways of building curricular content for the writing classroom.

Speaker: Jessica Lowell Mason, University at Buffalo

Antiracism and Social Justice

OD-37 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.

Speaker: Ashley Canter, University of Massachusetts Amherst

First-Year Writing

OD-38 Feminist Design and Rhetorical Practices: Doing Less Harm

We use a feminist design lens—recognizing its roots in Black queer feminism and scholarship—to center accountability, equity, and social justice in design choices for writing and writing assignments. To fail to examine the influences of subject positions, motives, and impact is a matter of ethics. We aim to bridge the personal and the collective and aspire toward empathy and action.

Speakers: Jessica Corey, Duke University
Lauren Esposito, Marywood University

Community, Civic, and Public Contexts of Writing

OD-39 Feminist Ecologies of Hope: Collective Writing, Mentoring, and Making Voices Heard

Findings from a case study conducted at a nonprofit writing center show how collaborative rhetorical practices and surroundings intersect to develop women's trust and confidence as persons and writers. Focusing on women who have survived traumatic experiences, stories emphasize the role of feminist ecologies to nourish hope and develop agency in making silenced voices heard and sustaining change.

Speaker: Christiane Boehr, University of Cincinnati

Antiracism and Social Justice

OD-40 Findings and Implications for NCTE from a Multi-Site, Interdisciplinary Survey of College Instructors Who Teach about African American Language

Combating the stigmatization of African American Language (AAL) is an essential goal for higher education. Courses with AAL content can help advance this goal. To identify policies and practices that may support this work, we report results from a survey of instructors (n=149) across the US who teach about AAL in college departments of English, linguistics, education, and communication sciences.

Speakers: Anne Charity-Hudley, Stanford University
Christine Mallinson, University of Maryland, Baltimore County
Quentin Sedlacek, Southern Methodist University

Writing Centers (including Writing and Speaking Centers)

OD-41 First-Year Students' Stories of Selecting Support within (and beyond) the University

This presentation discusses IRB-approved research that invited first-year students to identify gaps in university writing support and how they addressed the gaps. In addition to sharing findings on institutional gaps and student-generated alternatives, the presentation discusses the need for more qualitative evaluation of supports and deeper understanding of students' support-seeking behaviors.

Speaker: Alicia Clark-Barnes, University of New Hampshire

Inclusion and Access

OD-42 Fostering Global First-Gen Futures through International Writing Communities

Panelists will discuss the development of an international writing community between first-generation students at Cal State LA and Durham University. Drawing from interdisciplinary research on equity-focused writing instruction and sociological studies in higher education, this initiative aims to increase access to global education and promote institutional belonging for first-gen students.

Speakers: Danelle Dyckhoff, California State University, Los Angeles
Rebecca MacLean, California State University, Los Angeles
Raoul Rodriguez, California State University, Los Angeles
Jasper Yangchareon, California State University, Los Angeles

Professional and Technical Writing

OD-44 Grant Writing as Hope: Reciprocal Online Service Learning at a Hispanic-Serving Institution

This presentation explores a grant writing course's service-learning redesign at a four-year HSI. Using student reflections, community partner surveys, and pedagogical analysis, this presentation argues how the course helped increase access for students to engage in reciprocal service learning by writing grants for their community partner clients which garnered hope for community change.

Speaker: Rachael Jordan, California State University, Channel Islands

Community, Civic, and Public Contexts of Writing

OD-46 Hope amidst the Climate Crises: AREPR and Innovative Disaster Response in Puerto Rico

This presentation explores how AREPR, a digital humanities project highlighting innovative disaster response strategies of grassroots organizations in Puerto Rico, offers hope in the face of the climate crisis. Additionally, this presentation offers concrete pedagogical examples that enrich higher education's commitments to environmental justice.

Speaker: Christina Boyles, Michigan State University

Inclusion and Access

OD-47 Hope Is Inclusive Action: Methods for Disability Inclusion and Access in Higher Education

This panel proactively approaches building environments that values disability at the center of learning spaces including spaces of instruction, research, and administration. As people with disabilities and advocates, we share from personal experience methods of disability inclusion including flexible practices, tutorials, and policy application to answer the gap between guidelines and practice.

Speakers: Charity Anderson, Bowling Green State University
Erin Kathleen Bahl, Kennesaw State University
Sherena Huntsman, Boise State University
Margaret Moore, Fairfield University

Writing Centers (including Writing and Speaking Centers)

OD-48 Hope in Storytelling: Writing Center Research toward Linguistic Justice

This sponsored session features three International Writing Centers Association-funded studies that prioritize the intersectional narratives of the writers and professionals who inhabit writing centers and writing center research. After brief presentations about each project, presenters will invite attendees to discuss how their methods/methodology enact hope by advancing linguistic justice.

Speakers: David Kelly, University of Baltimore
Elaine MacDougall, University of Maryland, Baltimore County
James Wright, University of Maryland

College Writing and Reading

OD-49 Hope on the Horizon: Empowering Composition Students to Broaden Authorial Perspectives

The rhetoric classroom can provide a refuge from the rapid physical changes and quick passages of time our students normally experience as college-age folks in a big city. In doing so, it can become a practice space for broadening critical thinking skills so central to argumentation and idea exchanges, both verbal and written.

Speakers: Nathalie Joseph, University of Southern California
Harly Ramsey, University of Southern California

Approaches to Teaching and Learning

OD-50 “Hope That Has Lost Its Bearings”: Making Space for Lament in Writing, Teaching, and Professional Life

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

Speaker: Tanya Woodward, Riverside International School

College Writing and Reading

OD-51 Developing a Symbiotic Relationship: Learning Authority

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.

Speaker: Cassandra Book, Marian University

College Writing and Reading

OD-52 Implications of Looking/Seeing: Visual Rhetoric in the College Writing Classroom

Drawing on visual and textual analysis in visual presentations, this project looks at how students in the writing classroom can be introduced to the hegemonic implications of visual and multimodal connections in the presentation genre.

Speaker: SB McCullouch, East Carolina University

Community, Civic, and Public Contexts of Writing

OD-53 In the Name of Peace: Cultivating Civic Hope in a Post-Military Democracy

In this paper, I examine strategic efforts on the part of the Ghanaian nation-state to forge a culture of peace and civic hope among its citizens in its post-military era democracy. I show the promises and perils of cultivating peace as a form of civic hope for citizens, ultimately centering citizens' histories, cultures, and perspectives on their own terms.

Speaker: Stephen Dadugblor, The University of British Columbia

Professional and Technical Writing

OD-54 Infrastructures and/as Writing: Methodological Innovations and Pedagogical Approaches

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

Speaker: John Sherrill, University of Qatar

Approaches to Teaching and Learning

OD-56 Jesus, Take the Keyboard: Spirituality, Music, and the Writing Classroom

This presentation extends scholarship on the use of music in the composition classroom by examining how students in a first-year course employ the matrix of writing, popular music, and spirituality/religion/non-belief as a means of doing hope.

Speaker: Scott Wagar, Santa Clara University

Antiracism and Social Justice

OD-57 Latinx Linguistic Justice

Following a course on Linguistic Justice at The University of Texas Permian Basin, regarded as a Hispanic Serving Institution, the authors of this article became aware of the lack of studies done specifically in relation to Latinx linguistic practices. As such, they have drawn from their own experiences to illustrate the need for Latinx linguistic justice due to the lack of studies found.

Speakers: Edward Corkill, The University of Texas Permian Basin
Sachie Morita, The University of Texas Permian Basin
Anabel Sanchez, The University of Texas Permian Basin
Maximillien Vis, The University of Texas Permian Basin
Randy Yanez, The University of Texas Permian Basin

Histories of Rhetoric

OD-58 Learning from Chief White Eagle and Susette La Flesche (Inshta Theamba): Embracing Community Co-Teaching and Activism

This presentation discusses Chief White Eagle's 1879 newspaper statement published amidst attacks on Ponca sovereignty. I discuss the statement's significance to extracurricular teaching and learning; how this act of "survivance" positioned Chief White Eagle and translator Susette La Flesche as co-teachers of a vast reading public (Vizenor); and implications for our teaching and activism today.

Speaker: Grace Wetzel, Saint Joseph's University

Approaches to Teaching and Learning

OD-59 Learning Together: Collaborative Contract Building in Writing Courses

Contract grading offers instructors an opportunity to create a more equitable and accessible form of writing assessment. While contract grading offers many benefits to writing courses, building and integrating contracts can be a difficult process. This presentation will discuss my experience and the strategies I use while building and using learning contracts in college-level writing courses.

Speaker: Matthew Schering, Illinois State University

Inclusion and Access

OD-60 Looking for Hope in Multimodal Maps: Exploring Points of Inaccessibility on the Campus of UNC Greensboro

How do we make our environments, particularly those made of brick and stone and thus intrinsically less malleable, more intersectional? The first step is documentation at the local level. My dissertation, which documents and maps points of inaccessibility on the campus of UNC Greensboro, will be briefly discussed, as well as its place within the larger digital rhetorical conversation.

Speaker: Amanda Shoaf, University of North Carolina at Greensboro

First-Year Writing

OD-61 Meaningful Research Writing in the First-Year Writing Classroom: Utilizing Context-Specific Curricular Revision for Improved Engagement and Empowerment

After a year of curricular revision, our small writing program refocused the research writing course in our FYW sequence to better serve our students, their disciplines, and their struggles. We looked particularly at how to foster meaningful writing experiences that would build transferrable writing skills, while fostering a strong sense of agency and maximizing collaborative engagement.

Speakers: Erin Banks-Kirkham, La Sierra University
Alyssa Garcia, La Sierra University
Cassandra Hicks, La Sierra University
Raquel Mentor, La Sierra University

Antiracism and Social Justice

OD-62 Multimodal Pedagogy for an Antiracist Classroom: New Assignments in First-Year Writing

This panel combines multimodal approaches and antiracist pedagogies to disrupt language hierarchies and diversify the way we learn, write, and create in the classroom.

Speakers: Felisa Baynes-Ross, Yale University
Caitlin Cawley, Fordham University
Caroline Hagood, St. Francis College
Mira Zaman, Borough of Manhattan Community College

Professional and Technical Writing

OD-64 Peer Review with Google Docs in a Technical and Professional Communication Class: How to Comment Effectively to Mitigate Conflicts?

The study on the Google Doc peer review mode in a technical and professional communication class showed that students' willingness to comment was affected by the availability of visual space in the margins. To ensure that a Google Docs page remains welcoming after the first reviewer leaves their comments, instructors can make their prompts more specific and teach students effective commenting.

Speaker: Sofia Tarabrina, University of New Mexico

Professional and Technical Writing

OD-67 Practices of Inclusivity: Doing Hope in STEM Writing Classrooms

This panel explores three ways to help STEM writing classrooms and programs can integrate with STEM curricula to alter the structural inequities and problems of access that continue to plague the fields. Panelists do so through engineering curriculum planning, incorporating indigenous science through cultural safety, and analyzing the promises and perils of visual rhetoric and femvertising.

Speaker: Deborah J. Danuser, University of Pittsburgh

College Writing and Reading

OD-68 Reading across Borders: Experimenting with Cross-Cultural Text Negotiation

This study experimented with and analyzed textual exchanges between two universities in China and the US to examine the complex negotiation process and border crossing rules in cross-cultural text negotiation. It also generates new wisdom for writing and reading education in global contexts.

Speaker: Xinqiang Li, Michigan State University

Information Literacy and Technology

OD-69 Remember “Voice?” Recasting Voice for Electracy

Drawing from a recent personal interview one of our panelists conducted with Peter Elbow, we explore pedagogical applications of “electrate voice,” including both print and multimodal collage, sound studies, and musical attunement, as a way to identify and foster electrate voice within cultural and technological narratives.

Speakers: Sarah Arroyo, California State University, Long Beach, “Defining Electrate Voice for Participatory Composition: A Collage Needs Some Clash”

Jessie Bullard, California State University, Long Beach, “Defining Electrate Voice for Participatory Composition: A Collage Needs Some Clash”

Geof Carter, Saginaw Valley State University, “Performing Electrate Voice, Binding Time with Perplexity: Remixing and Inhabiting Musicians”

Robert Leston, New York City College of Technology, “Attuning Electrate Voice: ‘Tuning into’ the Ethical Modality of Listening”

Information Literacy and Technology

OD-71 Research Processes of First-Year Writing Students

This explanatory sequential mixed-methods study of first-year writing students' annotated bibliographies and follow-up interviews aims to understand what research methods first-year composition students use as well as for what purposes they select and use search results in their research process.

Speaker: SJ Williamson, North Dakota State University

Community, Civic, and Public Contexts of Writing

OD-73 Service Learning as Volunteerism, Activism, and Community Engagement? Or, Service Learning as a Re-imagined Practice of Care

The speaker focuses on the concept of “care” as it interrelates with attempts to create inclusive teaching environments specifically in the context of a First-Year Writing class with a required Service-Learning component. Students who participate in Service Learning have the opportunity to cultivate an awareness of what it means “to care” beyond “mainstream” notions of “caring.”

Speaker: Bret Keeling, Northeastern University

Language, Literacy, and Culture

OD-74 Sharing Place, Space, and Geographic Literacies in the Multinational Online Writing Classroom

This session will focus on online writing instructional frameworks that combine virtual, cultural, and physical spaces to spark multinational student engagement, informed by particular themes of curiosity, play, flexibility, and multilingual knowledge-making.

Speaker: Sarah Snider, New York University-Shanghai

Community, Civic, and Public Contexts of Writing

OD-75 Social Emotional Learning: Empowering Multilingual Rhetoric for Public Engagement

Social-Emotional Learning (SEL) theory in multicultural composition courses fosters equitable learning experiences, enhances multilingual students' verbal and written skills, and augments cultural cognizance. SEL boosts fluency, enables the process of engaging with global issues, leads to deeper understanding of social issues, and fosters informed rhetorical choices.

Speakers: Teresa Cusumano, Lehigh University
Jessica Harbaum, Lehigh University

Institutions: Labor Issues, Professional Lives, and Survival

OD-76 Strategies for Hope: Teaching and Administrating Practices for Survival

This session will involve speakers sharing their strategies for survival in this challenging era. Participants are encouraged to share their own strategies and we will focus the session on open discussion and shared learning, after brief presentations by each speaker.

Speakers: Kerri Bennett, Arkansas State University
Leslie Reed, Arkansas State University
Kristen Ruccio, Arkansas State University

College Writing and Reading

OD-77 Student Stories of Writing Development and Secondary School Policy

How do secondary school teachers shape their teaching to match state standards, and what are the implications for that teaching once students leave high school and enter the university? This case study incorporates both student and educator perspectives on high school curriculum, and student perspectives on writing in college, to assess the role of standards in writing development.

Speaker: Jeremy Levine, University of Massachusetts, Amherst

Approaches to Teaching and Learning

OD-79 Subtractive Schooling: Providing and Examining Hope for Cultural Ethnic Students

My presentation focuses on subtractive schooling and how we, as teachers, scholars, rhetoric, and learners, might provide hope to students in the field of composition studies. For different minority races, such as African American, Asian, and mainly Mexican, their histories, languages, and cultural practices are unimportant to the dominant white status quo which I will examine further.

Speaker: David Ornelas Jr., San Diego State University

First-Year Writing

OD-80 Take Back the Write: Technology, Feedback, and System Hacking

This session explores dialogic focuses-recentering students in conversations about their writing-within specific technologies to foster student and instructor agency. By transforming feedback from one-sided instructor comments to a recursive conversation, we gain insight into students' and instructors' terminology for and approaches to writing and revision strategies.

Speakers: Lindsey Harding, University of Georgia
Joshua King, University of Georgia
Sara Steger, University of Georgia

Antiracism and Social Justice

OD-81 Telling Our (Counter) Stories: A Collaboration between Baltimore City College and University of Maryland, Baltimore County, Writing Students

In a collaboration between students in an English 100 course at UMBC and an English class for high school seniors at Baltimore City College centered around the 2015 Baltimore Uprising, students read D. Watkins' book *We Speak for Ourselves*, focusing on the power of story and counterstory, and engaged in conversations and interviews in an effort to learn more about each other's unique stories.

Speakers: Elaine MacDougall, University of Maryland, Baltimore County
Lena Tashjian, Baltimore City College High School

Approaches to Teaching and Learning

OD-82 The Basic Needs of Writers: Using Self-Determination Theory to Identify and Develop Motivation-Aligned Writing Supports in an Honors Thesis Program

This session supports conversations about writer motivation in the honors thesis setting, and using SDT to identify writing supports that draw on autonomy, competence, and/or relatedness. Tested for validity in multiple countries, SDT provides an explanation regarding writer needs. The site of study was a large, eastern public university honors thesis program.

Speaker: Krysta Banke, University of South Florida

Inclusion and Access

OD-83 The False Hope of Universal Design for Learning

Exploring the pitfalls of UDL praxis, we reimagine what it means to bring an inclusive framework to writing pedagogies. By critiquing UDL approaches to difference, suggesting potential alternatives, and providing two specific examples of the efficacy of this shift, our panel seeks to enrich the conversation around UDL to bring it into better alignment between intention and application.

Speakers: Janelle Chu Capwell, University of Arizona
Kathleen Kryger, University of Arizona
Jay McClintick, University of Arizona
Griffin Zimmerman, University of Arizona

First-Year Writing

OD-85 The Hope in Play: Making Space for Play Pedagogy in the College Composition Classroom

Students often struggle with the blank page, but they can struggle even more with feeling like they are “real writers.” Using play pedagogy in the college writing classroom in the form of arts-based composition can help them access their early creative selves in ways that give them hope their writing lives can be different.

Speaker: Kelly Lemons, Teachers College, Columbia University/City College of New York

Community, Civic, and Public Contexts of Writing

OD-87 The Power of Stories in Activist and Justice-Oriented Projects

This presentation examines ways that stories open dialogue in activist and justice-oriented projects and provides assignments asking students to tell stories as part of a collective action project. Activities focus on microblogging on Twitter, video storytelling on TikTok and YouTube, and photo essays on Instagram. The presenter will provide links to assignments and supporting materials.

Speaker: Traci Gardner, Virginia Tech University

First-Year Writing

OD-88 Towards a New Pedagogy of Transfer: Supporting Underprepared Student Writers in STEM

This presentation will share findings from a mixed-methods study on student perceptions of writing in STEM. Combining interview and survey data, the project aims to understand the nature of writing tasks in STEM courses, how students are accessing support, and what feels challenging or familiar to students about STEM writing following two semesters of first-year writing instruction.

Speaker: Kristen Starkowski, Harvard College Writing Program

Approaches to Teaching and Learning

OD-89 Transformative L2 Writing Teacher Identity at the Nexus of Researcher Identity over 3.5 Years: Autoethnographic Approach

This autoethnographic research examines transformations of my writing teacher identity over 3.5 years. Findings revealed that with a deeper understanding of sociocultural perspectives on language teaching, my writing pedagogy shifted from cognitively-oriented (e.g., L2-only policy, error minimization) to socio-cultural, and critical approaches seeking linguistic/racial justice for L2 students.

Speaker: Juyeon Yoo, The Ohio State University

Inclusion and Access

OD-90 Translanguaging in Academia to Sustain Multilingual Communities

My research participants give me accounts of how the non-English common language background fosters building a sense of community, trust, and bond between teachers and students that though built within academia goes further beyond that. In my presentation, these are the stories I want to share—stories of hope—of sustaining multilingual communities through their diverse translanguaging practices.

Speaker: Anis Rahman, University of Wisconsin-Milwaukee

Inclusion and Access

OD-92 Using Data to Identify and Address Inequities in Teaching and Learning

This presentation examines how course data can be used, particularly in writing courses, to promote equity. Participants will engage in interpreting results from several studies that highlight differentiated student learning

experiences and will consider how they might gather and use course and institutional data as a way to foster educational equity.

Speakers: Cara Kozma, High Point University
Holly Middleton, High Point University

Institutions: Labor Issues, Professional Lives, and Survival

OD-93 We Are Not Okay: Managing Faculty Burnout and Seeking Hope in a Post-Pandemic World

This discussion focuses on mid-career faculty members' experiences in particular as they navigate how to best support students without completely burning out—and how to have and do hope in a time where such an aim feels at best one more thing to add to a too-long to-do list and at worst, completely foolish.

Speakers: Lesley Bartlett, Iowa State University
Josh Call, Grand View University
Brittany Cottrill Lloyd, Grand View University
Bobbi Olson, Grand View University

First-Year Writing

OD-96 Collaboration, Community, and Curiosity: Partnerships between Writing Programs and University Archives

This presentation explores collaborations between Writing Programs and University Libraries, with a focus on teaching writing and research with Special Collections and Exhibitions. I highlight the work my students do with archival photographs by Edward Curtis in dialogue with contemporary Native American photography.

Speaker: Kamila Kinyon, University of Denver

Approaches to Teaching and Learning

OD-97 New Directions in TFT Research During and Post-Pandemic

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

Speaker: Richard Matzen, Woodbury University

*Approaches to Teaching and Learning
Emerging Scholars Session*

**OD-98 RuPedagogies of Realness, The Roundtable Edition!
A CCCC Roundtable on Teaching and Learning with
RuPaul's *Drag Race* and on Pandemic Publishing**

This roundtable brings together the *RuPedagogies of Realness: Essays on Teaching and Learning with RuPaul's Drag Race* (2022) writers to share their work and their scholarly processes of pandemic publishing and how their pedagogical arguments with *Drag Race* have consequently expanded, shrunk, or even been completely foreclosed upon since the collection went to press in 2020.

Chairs: Lindsay Bryde, SUNY Empire State College
Tommy Mayberry, University of Alberta

Speakers: David Fine, University of Dayton
Phillip Joy, Mount Saint Vincent University
Viki Kampouridou, National Technical University of Athens
Russ Martin, Toronto Metropolitan University
Tommy Mayberry, University of Alberta
Mandy Penney, University of Alberta
Nathan Workman, University of Wisconsin-Madison

Professional and Technical Writing

**OD-99 Leveraging the Power of Rhetoric and Social Networking
Site (SNS) in Communicating the COVID-19 Pandemic to
the Chinese Public**

Focusing on his 45 WeChat posts from January 2020 to March 2022, this case study reveals that Dr. Wenhong Zhang in China has been apt at creating kairotic responses to the rhetorical exigencies caused by the COVID-19 pandemic. Specifically, he employs constructed ethos, metaphors, and narratives as the key rhetorical devices to convey concepts, lessons, and practices about the pandemic.

Speaker: Jianfen Chen, Purdue University

Community, Civic, and Public Contexts of Writing

OD-100 Senator Wendy Davis and the Rhetoric of Reproductive Justice Brokering

This presentation examines scenes of reproductive justice advocacy in order to identify discursive strategies and their material benefits. What do principled, impactful acts of reproductive justice advocacy and solidarity entail, and how might they constitute a rhetoric, or set of persuasive moves that can be named and replicated?

Speaker: Jill Swiencicki, St. John Fisher College

Community, Civic, and Public Contexts of Writing

OD-101 Creating Community through Coalitional Knowledge Building

This presentation focuses on coalition building through WPA-listserv action.

Speaker: Iris Ruiz, University of California, Merced

Inclusion and Access

OD-102 Embracing Neurodiversity in the First-Year Writing Course

Autistic students are joining colleges in record numbers, and first-year composition courses pose unique challenges to students on the spectrum. Composition pedagogy embraces project-based learning, student choice, and peer editing, all of which are difficult for autistic students. This presentation details pedagogical approaches for autistic students and highlights the struggles that they face.

Speaker: Rowan Deaton, Texas A&M University-Central Texas

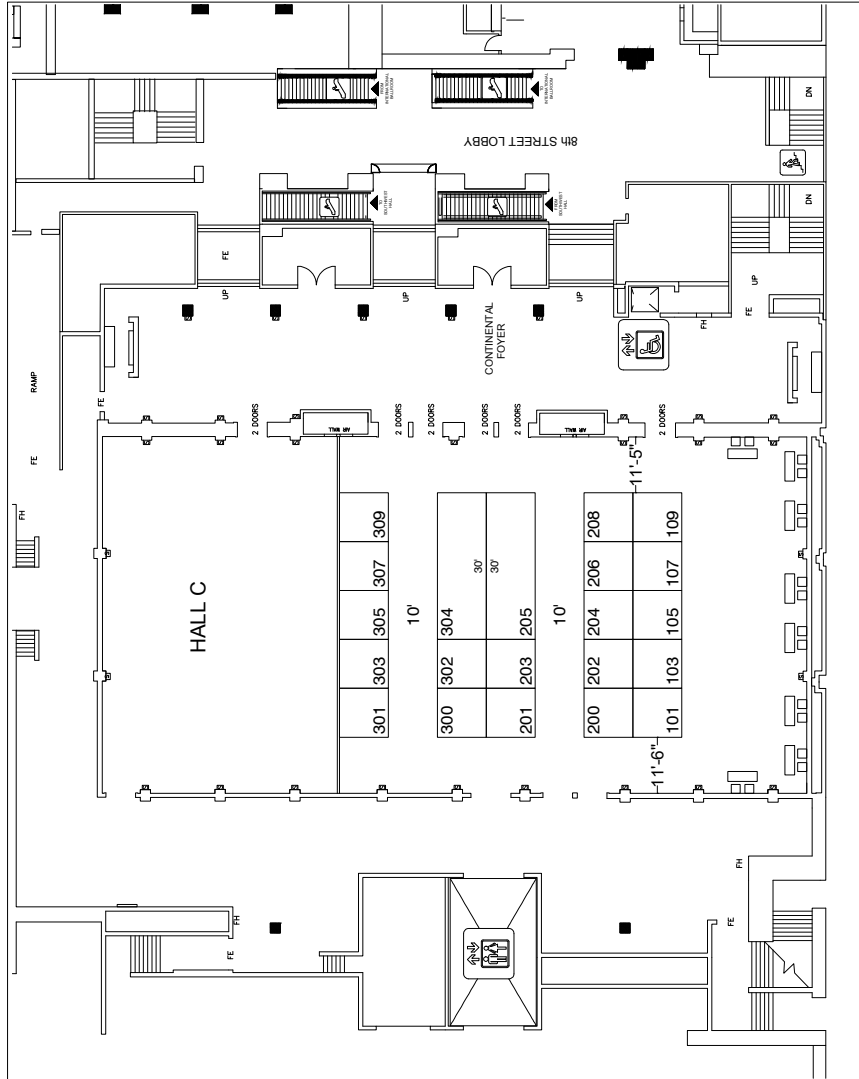
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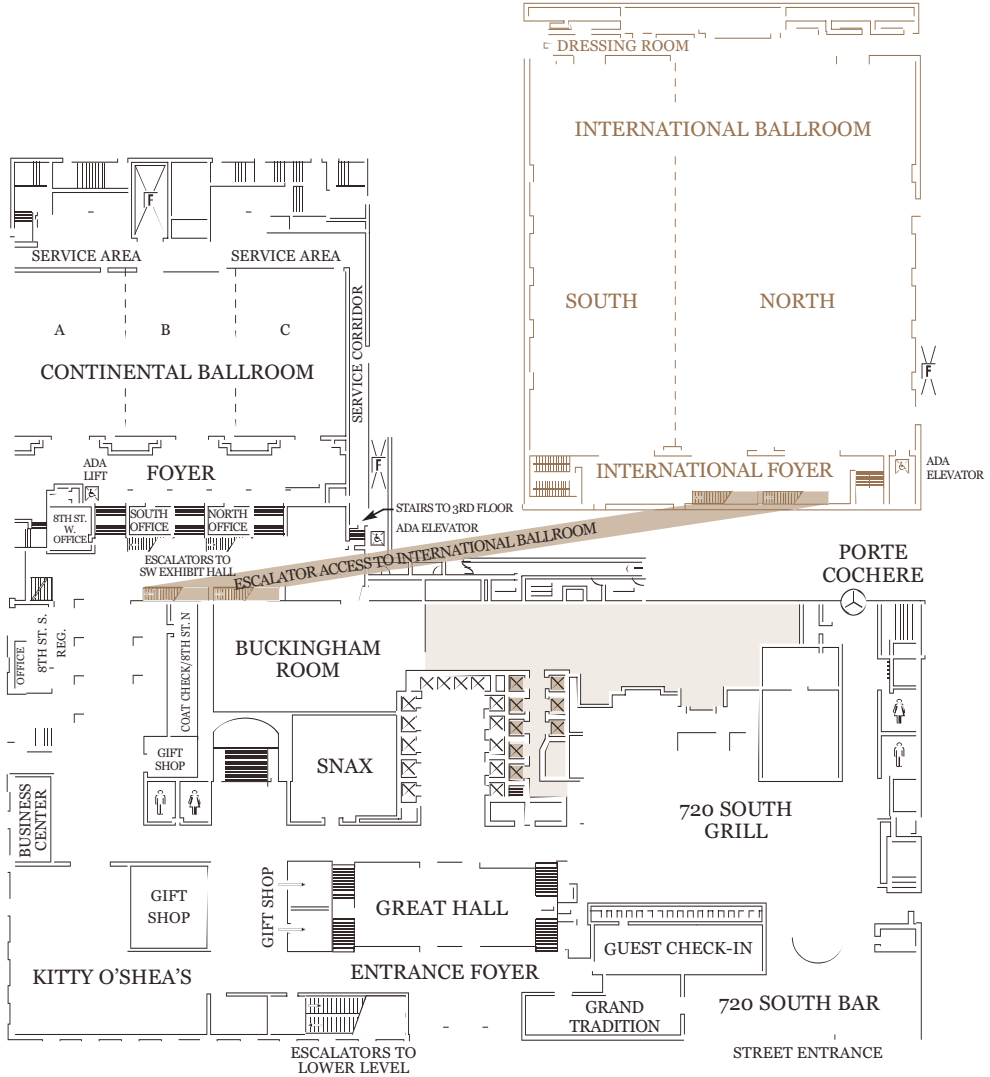
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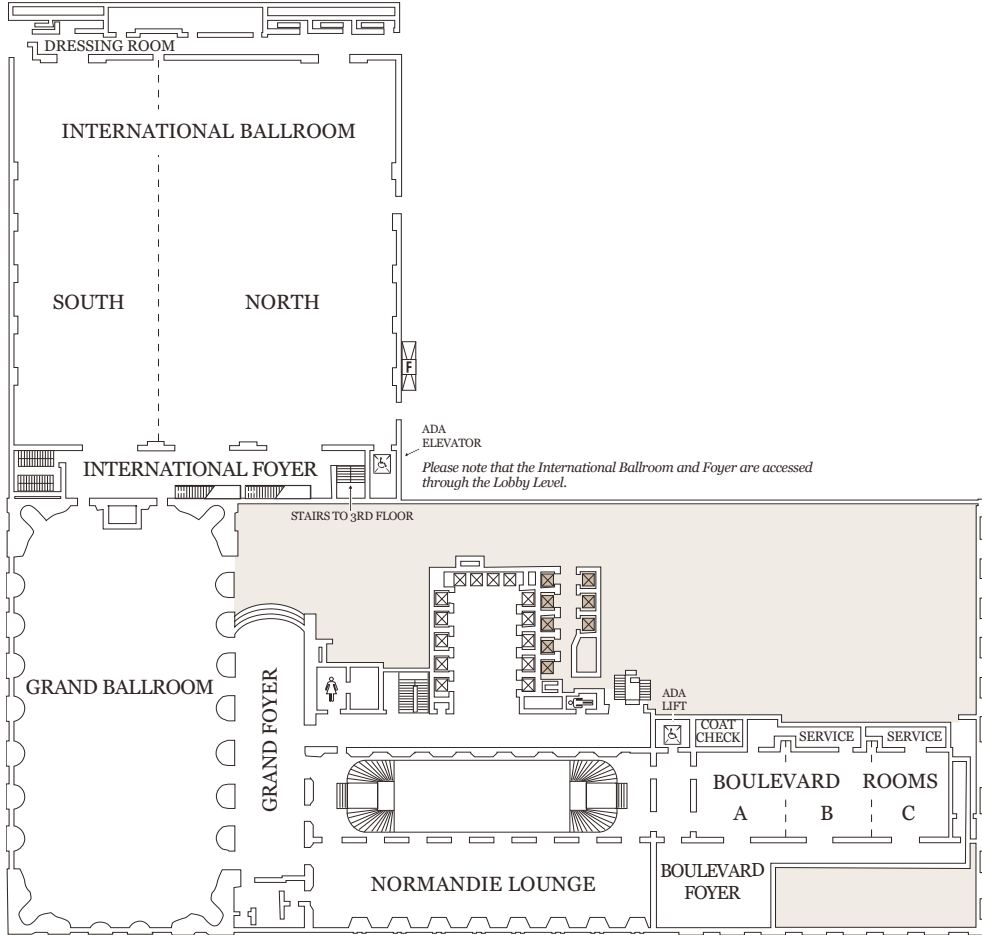
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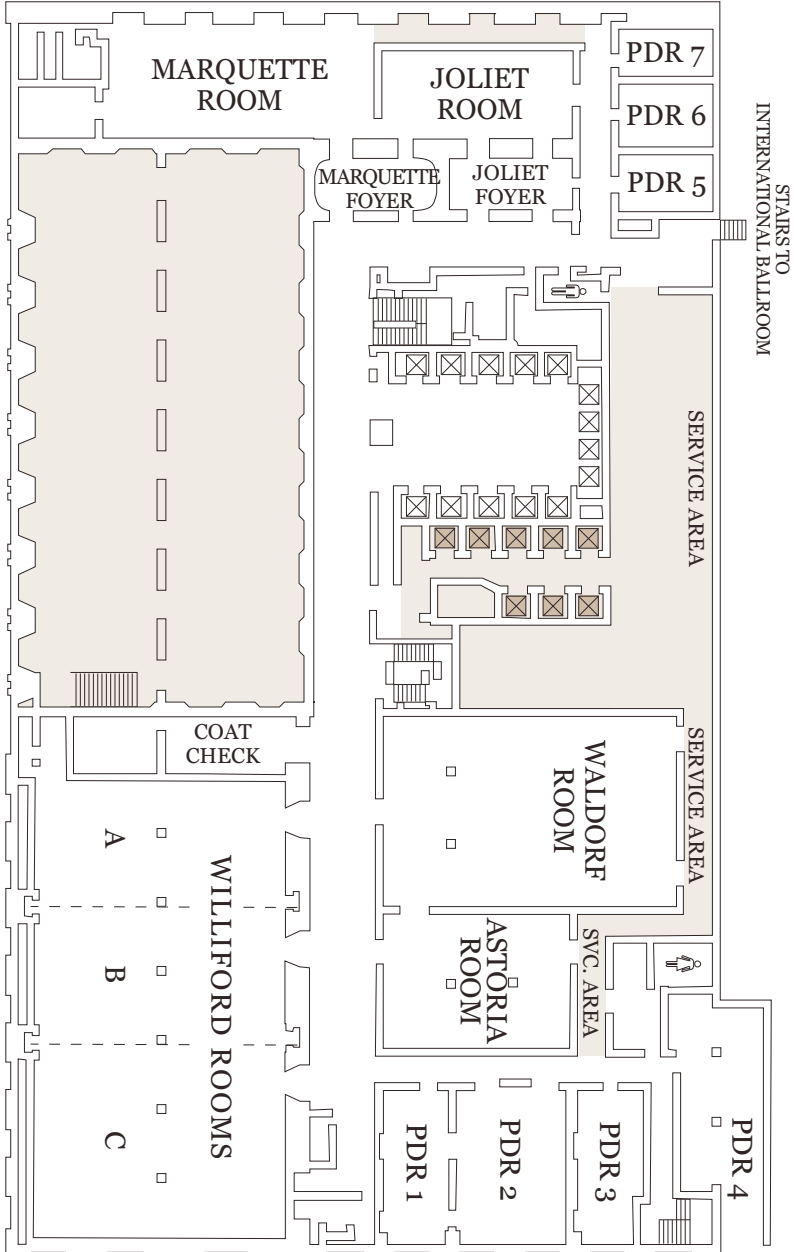
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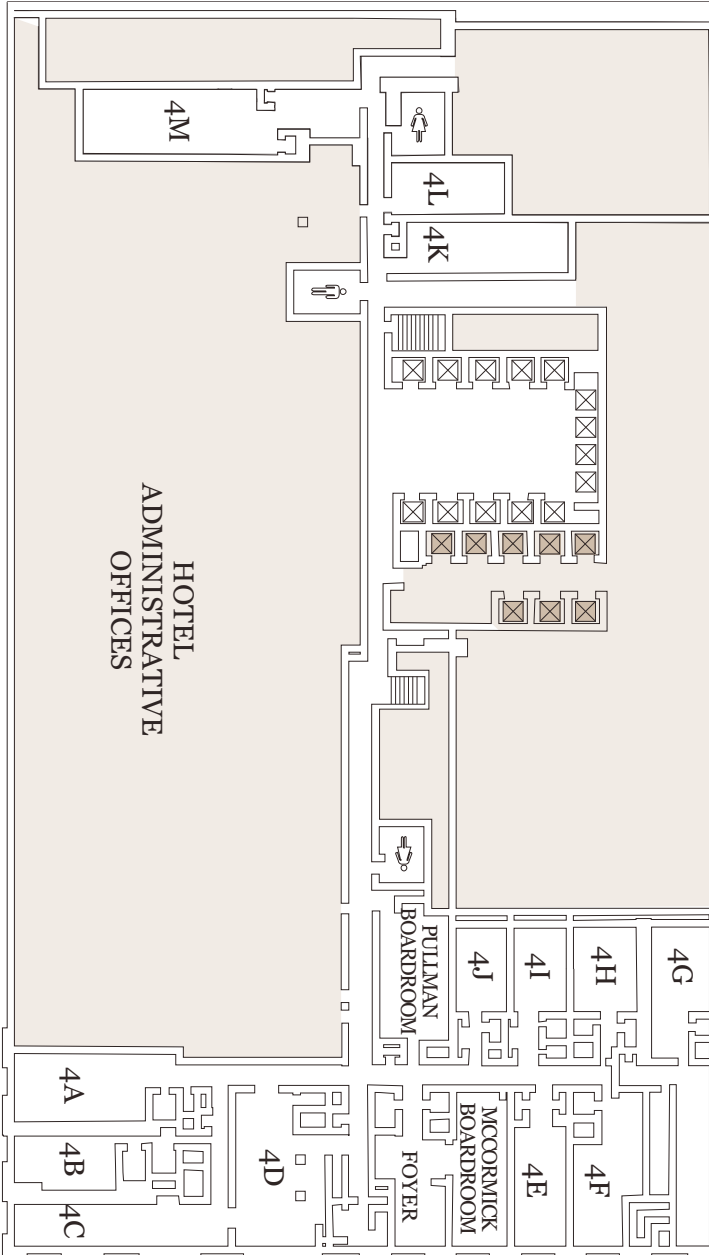
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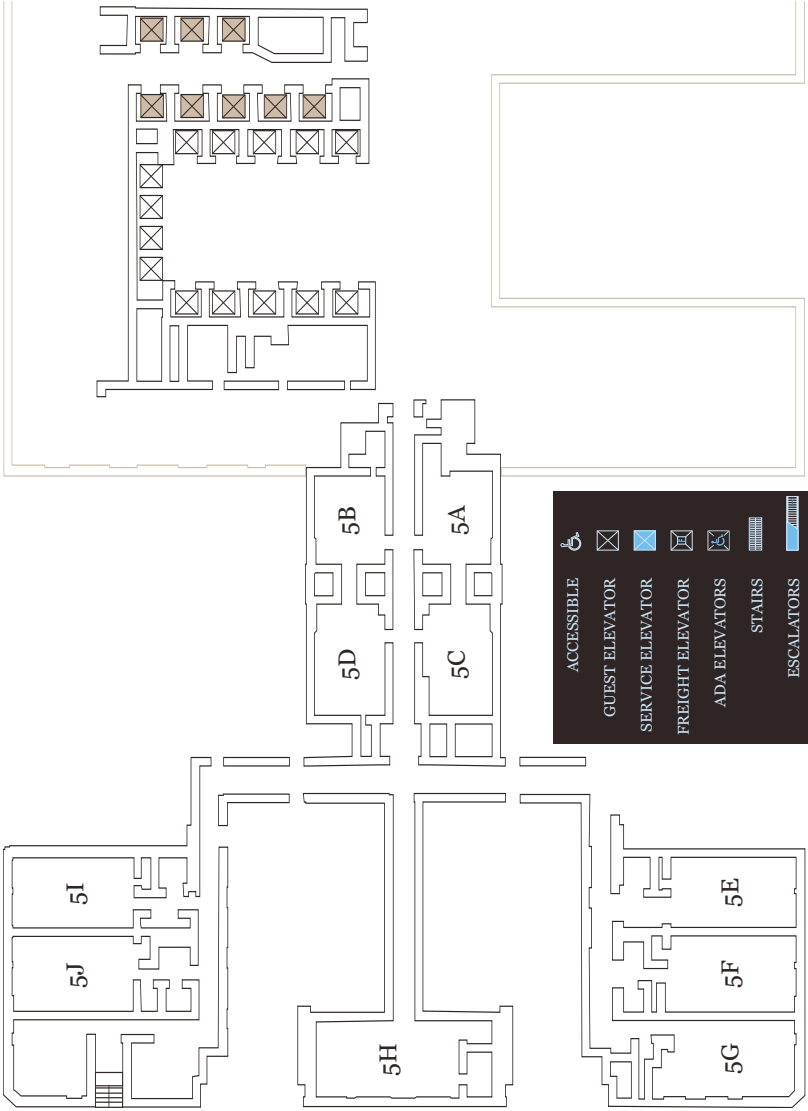
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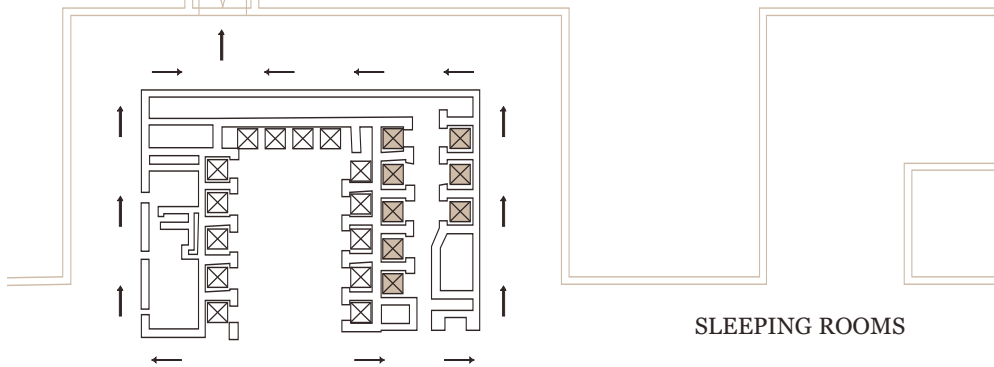
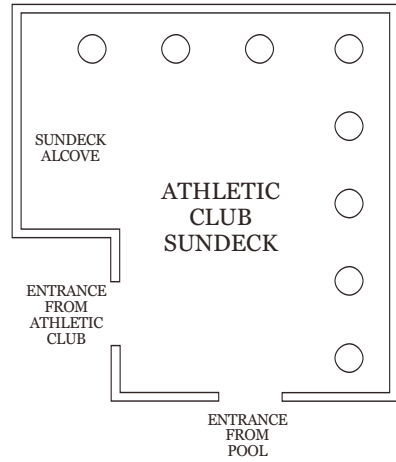
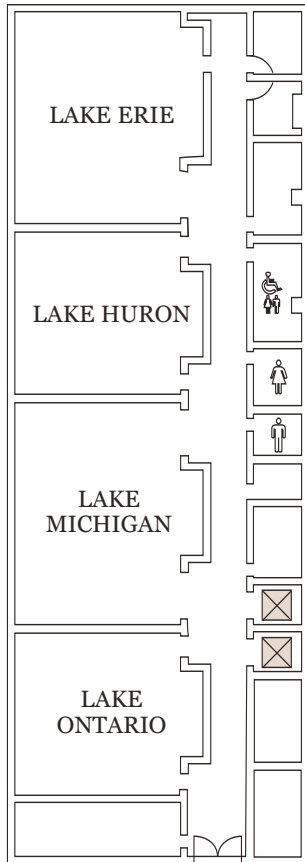
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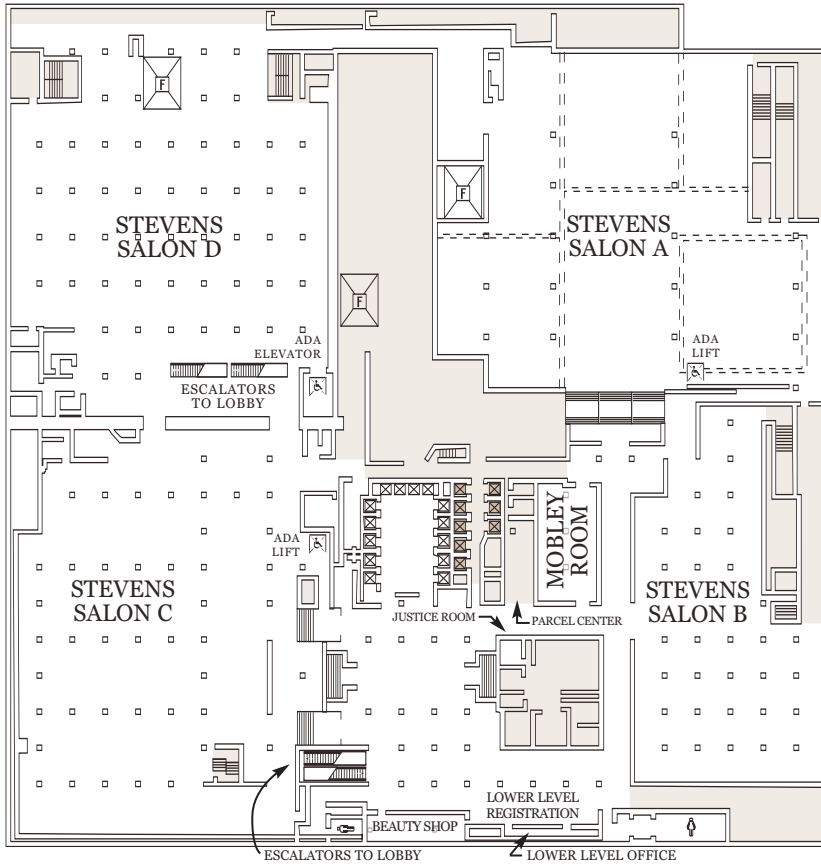
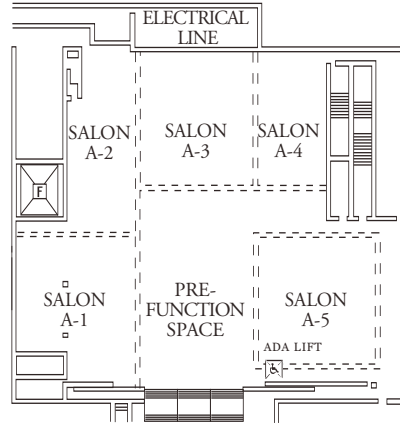
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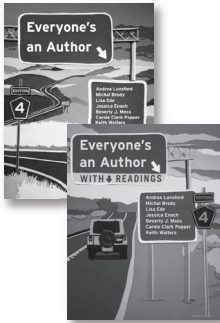


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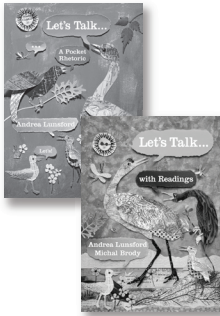
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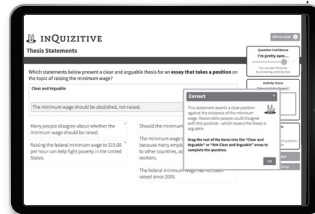
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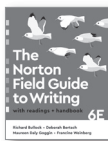
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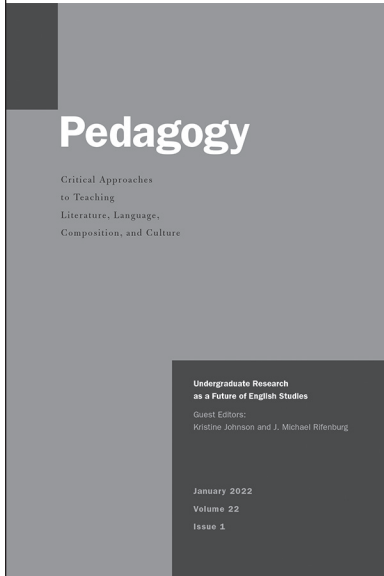
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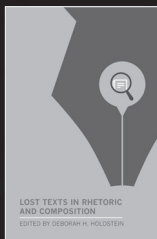
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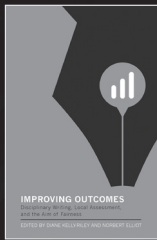
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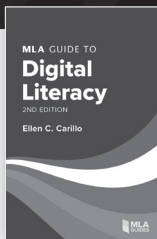
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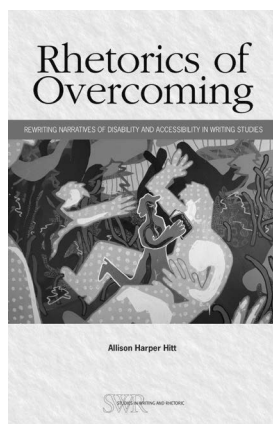
Rewriting Narratives of Disability and Accessibility in Writing Studies

Allison Harper Hitt

Rhetorics of Overcoming addresses the in/ accessibility of writing classroom and writing center practices for disabled and nondisabled student writers, exploring how rhetorics of overcoming—the idea that disabled students must overcome their disabilities in order to be successful—manifest in writing studies scholarship and practices.

Allison Harper Hitt argues that rewriting rhetorics of overcoming as narratives of “coming over” is one way to overcome ableist pedagogical standards. Whereas rhetorics of overcoming rely on medical-model processes of diagnosis, disclosure, cure, and overcoming for individual students, coming over involves valuing disability and difference and challenging systemic issues of physical and pedagogical inaccessibility.

Hitt calls for developing understandings of disability and difference that move beyond accommodation models in which students are diagnosed and remediated, instead working collaboratively—with instructors, administrators, consultants, and students themselves—to craft multimodal, universally designed writing pedagogies that meet students’ access needs.



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Allison Harper Hitt is assistant professor of rhetoric and composition at Ball State University.

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Montgomery, Christina: C.26
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Moon, Jessica: A.31
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Mueller, Derek: B.14
Mukavetz, Andrea Riley: MW.06, W.01, Live-PS-D, I.01
Mulally, Dauvan: FSIG.07
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Nadeau, Jean-Paul: C.17
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Nasr, Nadia: J.31
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Nava, Nicole: Poster.02
Navarro, Jonathan: Poster.UGR
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Navarro, Nela: B.32
Naydan, Liliana: F.08
Nazzal, Jane: F.20
Neal, Michael: AW.11, K.26
Nearman, Cynthia: C.11
Negrón, Alex: OD-11
Nelson, Cory Elizabeth: K.06
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Olasz, Ildi: A.12
Olejnik, Mandy: F.30
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Olinger, Andrea: SW.10
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Oswal, Sushil: W.04
Othman, Mahmoud: Poster.03
Ottman, Rebecca: ES-L.05
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Pandey, Nitya: E.22
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Papoulis, Irene: G.36, SW.08
Paraskevas, Cornelia: G.05
Parfitt, Elizabeth: C.03
Parisi, Hope: MW.05
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Peck, Brandon: C.02
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Pless, Delia: Poster.05
Poe, Mya: FSIG.06
Pollak, Calvin: M.02
Popowits, Jeanne: SW.10
Porter, Anne: A.25
Portz, Josie: AW.07
Pouncil, Floyd: ES-E.21

Powell, Katie: OD-14
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Prasad, Pritha: W.01, Live-PS-J
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Price, Delana: E.08
Price, Margaret: W.01, B.08
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Rose, Shirley: MW.07
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Schwarz, Virginia: AW.03, FSIG.06, I.19
Schwegler, Robert: MW.07, TSIG.12
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Spencer, Brea: Poster.UGR
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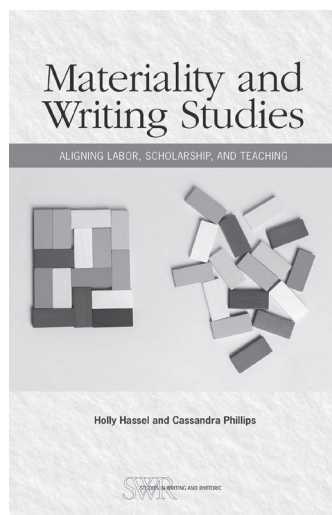
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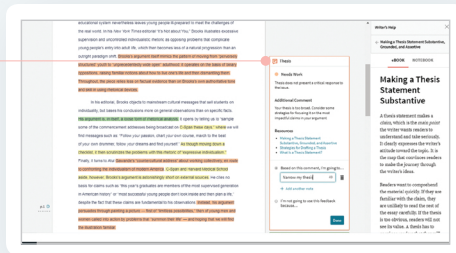
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Ekater Example	January 25, 2022	0/2	0/2	-	Allow Revisit
Max Woodcove	January 25, 2022	0/2	0/2	-	...
Group 3					
Name	Writer's Submissions	Revisions	Peer Review Submissions	Individual Comment	Actions
	Draft Completed	Revised	Revisions Completed	Sent on Peer Review	
Martin Margin	January 25, 2022	2/2	2/2	Comment Sent	...
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