



2016 CCCC Annual Convention Workshops

W.01 | Mindful Writing: Taking Action Toward a More Balanced Writing Life

Jonathan Cisco, Naomi Clark, Rebecca Dingo, Deborah Holland, Amy Lannin, Tara Pauliny, Jessica Philbrook, Maxwell Philbrook, Donna Strickland

A number of composition scholars (e.g., Gesa Kirsch, Barry Kroll, Christy Wenger, and others) have begun incorporating contemplative practices, including mindfulness, aikido, and yoga, into their writing classrooms. While these practices are made available to students, as professionals in composition and rhetoric, we may seldom find the time to mindfully reflect on our own writing practices. The field's pedagogical scholarship tends to focus on student writing, but rarely do we talk about strategies for managing the writing that we do ourselves. However, as this workshop will demonstrate, to be more effective scholars and teachers of writing, composition professionals need time to contemplate and refine their own writing practices and to examine the assumptions behind them. To this end, this workshop offers participants direct experience and practice in mindful writing strategies through meditation, yoga, and guided writing sessions.

This workshop offers a theory for and direct practice in a mindful approach to writing. This approach is based on Robert Boice's book, *How Writers Journey to Comfort and Fluency*. Boice was trained as a psychologist but actively drew from and participated in composition research and developed a very successful program for academics that advocates a relaxed and intentional approach to writing. In a later publication he called his approach a "mindful way of writing." Thus, workshop participants will engage in the kinds of breath- and body-based mindfulness practices taught in Mindfulness-Based Stress Reduction programs as a way to cultivate the calm and focus necessary to write with "comfort and fluency." We will then extend this calm and focus into actual writing sessions scheduled during the workshop. Boice advocates pausing for comfort breaks and finding ways to stay comfortable throughout one's writing session, and so these writing sessions will be guided to help participants maintain focus and ease.

All workshop co-chairs have been trained in and practice this specific mindful approach to writing and will share their experiences as part of the workshop. One co-chair has developed and taught an extended version of this workshop as a course at her institution since 2008 and as a series of faculty workshops since 2011. All other co-chairs have learned this approach to mindful writing as participants in these courses and workshops, and now they practice these methods and techniques as part of their writing processes. Co-chairs will thus be able to offer insight and guidance based on their own experiences with mindful writing.

Our time in this workshop together will actively involve participants. All workshop participants will learn new strategies for mindfully managing writing, and the workshop will include time to write and work on current projects. In developing this practice, participants will practice mindfulness, read contemplatively, prepare for writing with yoga and meditation, and write with comfort breaks. All participants, then, are encouraged to dress comfortably and bring a writing project to work on during our scheduled writing sessions.



2016 CCCC Annual Convention Workshops

Here are the intentions for the workshop:

- practice body-based meditations, contemplations, and exercises in order to calm and focus the attention
- begin the process of developing a daily writing habit and form a community of writers
- learn and practice Boice's "rules" for comfortable and fluent writing by working on a writing project during the morning and afternoon sessions of the workshop
- share observations, insights, and tools for fluent writing

Workshop participants will be provided with copies of readings to examine during and after the workshop. These will include excerpts from the following works:

- Robert Boice, *How Writers Journey to Comfort and Fluency*
- John Kabat-Zinn, *Wherever You Go, There You Are*

Workshop leaders will also provide all participants with fresh composition notebooks for contemplative and reflective writing during the workshop and beyond.

Our working schedule is as follows:

9:00-10:30 -- Introducing Mindfulness to Writing Practices -- Co-chairs will describe and explain Boice's basic guidelines and reflect on their own experiences with this approach. Participants will also be led through a contemplative reading practice.

10:30-10:45 -- Break

10:45-11:15 -- Mindful yoga to ease the body before writing

11:15-11:30 -- Mindfulness meditation to focus and calm the mind

11:30-12:30 -- Guided writing time

12:30-1:30 -- Lunch break -- you have the option of joining the workshop leaders and other participants at an arranged luncheon where we can practice mindful eating and conversation

1:30-2:30 -- Complicating the practice: Dealing with Writing Challenges -- Co-chairs will describe ways of dealing with disruptions through a mindful approach to writing as well as meeting the challenge of extending this approach into the classroom.

2:30-2:45 -- Break

2:45-3:15 -- Mindful Yoga

3:15-3:30 -- Mindfulness Meditation

3:00-4:30 -- Guided writing time

4:30-5:00 -- Reflection on practice, implications for future, & resources for learning more

W.02 | Leadership in Action: A Workshop for Heads, Directors, WPAs and Future Faculty Leaders

Ellen Cushman, Jane Detweiler, Thomas P. Miller, Susan Miller-Cochran, Joddy Murray, John ScentersZapico, Patti Wojahn



2016 CCCC Annual Convention Workshops

Leadership is a vital but largely unexamined aspect of work in rhetoric and composition. Although rhetoric has been concerned with leadership since ancient times, the craft of leadership is rarely explored in rhetoric journals or related scholarship. Composition studies do not address leadership in a systematic way, though research on writing program administration is concerned with related issues, and our expertise with outcomes assessment and faculty development provides a powerful preparation for leading writing programs, teaching and learning centers, and a wide range of interdisciplinary initiatives. Our depth of expertise and breadth of engagements provide rhetoric and composition specialists with a strong foundation for stepping into leadership roles in higher education, as we will discuss in this full-day workshop. The sessions of the workshop will include research on leadership and practical strategies such as project management to frame hands-on work on some of the most pressing challenges facing educational leaders.

The workshop organizers have developed and delivered a range of leadership programs for administrators, staff and faculty. Some of the discussion leaders have participated in such programs and in national mentoring programs aimed at helping rhetoric and composition specialists balance the demands of advancing their research while administering programs. Participants will be provided with opportunities to reflect upon how they can apply their expertise in rhetoric and composition to program assessment, strategic planning, improving support for nontenure-track faculty, and other related challenges. A guiding principle for our workshop is drawn from the research on writing that has highlighted reflection as the key to transferring skills to new situations. As such research details, metacognitive analysis enables us to develop the framing concepts that we can use to bridge what we know to what we need to learn. Drawing on this principle, each session will provide participants with a research-based framework to translate their expertise and experience into practical strategies for addressing leadership opportunities.

To help participants with that process, the workshop will use a personality profiling tool commonly used in leadership programs, Tom Rath's *StrengthsFinder 2.0*. Participants should take the online personality test before the workshop. Those who register late will still be able to participate in all the discussions because we will be talking more generally about assets-based leadership to help participants reflect upon their personal priorities and interpersonal communication tendencies. We will then expand the discussion of assets to consider the modes of thinking and analysis that the participants have acquired through their studies of rhetoric and composition.

To help the participants translate their self-assessments into practice, participants will be given opportunities to work on a project or problem that they bring to the workshop. Each of the sessions will combine discussions of our individual strengths and our strengths as rhetoric and composition specialists with reflections on our leadership experiences and hands-on work on scenarios and practical problems. For more information on the individual sessions and related readings, please visit our Leadership in Action website: <http://tmiller.faculty.arizona.edu/leadership-action-0>



2016 CCCC Annual Convention Workshops

W.03 | Responsible Action: International Higher Education Writing Research Exchange

Olga Aksakalova, Kirk St. Amant, Roman Banzer, Simon Bell, Ursula Canton, Keith Comer, Lance Cummings, Gita DasBender, Sabine Dengschers, Christiane K. Donahue, Estela Ene, Ann-Marie Eriksson, MarÃ-a Errazuriz, Dyanne Escorcia, Tyler Evans-Tokaryk, Majid Fatahipour, Natalia Fullana, Cinthia Gannett, Rachel Griffo, Steffen Guenzel, Beth Gulley, Magnus Gustafsson, Katarzyna Hryniuk, Chenchen Huang, Najla Jarkas, Wendy Kasap, Nuwar Mawlawi Diab, Martin McMorrow, Violeta Molina-Natera, Anne Nebel, Jason Peters, Karl-Heinz Pogner, Trista Rappert-McGetrick, Zsuzsanna Reed, Brooke Ricker, Lynne Ronesi, Elisa Rosado, Andrea Scott, Cheryl Sheridan, Natalia Smirnova, Julie Staggers, Liliana Tolchinsky, Xiqiao wang, Pavel Zemliansky

21st century writing scholars around the world are engaging what writing is and does. They are taking action, strategizing to engage with diverse traditions, theoretical models and methodologies, and complex, often unfamiliar cultural, political, and linguistic contexts. This work demands responsible action: understanding questions of language, culture, and context, and acting responsibly to negotiate these matters and their accompanying power relations. It entails both thinking globally and acting locally. Every scholar around the globe must also recognize the consequences of not engaging globally. And yet even in the age of the Internet, such projects are endangered by restricted resources or limited access to subjects, data, or publishing venues. The logistics of international work can be costly: institutions may not know how to value these projects, and political events can hinder research. The need for action is clear; advocating for responsible action for international exchange is essential to our collective future. The workshop creates a structured space for responsible exchange, one that allows everyone, across a full day of discussion, to learn with “and from “ international partners representing Austria, Canada, Chile, China, Colombia, Denmark, France, Germany, Hungary, Iran, Lebanon, Lichtenstein, New Zealand, Pakistan, Poland, Qatar, Russia, Serbia, South Africa, Spain, Sweden, Switzerland, Taiwan, Turkey, Ukraine, UAE, the UK, the US, and Vietnam. We will share our specific writing research projects-in-progress from physical/disciplinary sites often missing in US discussions in order to create new networks for action, in a format unique at CCCC.

38 research projects by 42 scholars representing 28 countries and diverse national, cross-national, and multilingual contexts will enable participants to reframe understandings of models of writing and writing instruction across cultures, disciplines, and populations. The projects consider: disciplinary writing development and pedagogy in social sciences, natural sciences, professional writing contexts, general academic contexts, and writing centers; writing research methodologies; analyzing approaches to EFL and EAP; teacher development around the world; composition theory, practice, models, and ideologies in the world and their influences on US composition; writing practices and pedagogies including writing to learn disciplinary knowledge, peer review, self regulation, and grammatical instruction; analyses of published writing and writing for publication; archival analyses.

Workshop goals:



2016 CCCC Annual Convention Workshops

When writing researchers from different geopolitical, theoretical, national, and institutional contexts come together to work, they need preparation and time to understand each other and to encounter and negotiate multiple discursive orientations, from simple terminology to deep theoretical grounding. Translating practices and projects across national, cultural, and linguistic borders requires exchanging materials in advance of the workshop, and extended time together to reduce misunderstandings. The workshop design addresses these challenges.

Format:

The workshop includes 3 interactive activities, 2 to be completed before the CCCC:

1) By January, workshop discussion leaders post on a wiki (see

<http://compfaqs.org/CompFAQsInternational/InternationalWritingStudies>):

- A draft research text.

- A brief institutional description, for context.

- A glossary of potentially context/culture-specific terms, to be further discussed during the workshop.

- A digest of key theorists and frames used in the methods and research design.

2) The texts are grouped into 6 clusters on the wiki. Workshop participants (discussion leaders and registrants) choose a text from each cluster, and read 6 texts from January to March, freeing up the workshop time for discussion and exchange.

3) At the workshop, all participants join small group discussions with each selected author/text across the day. In this unique workshop format, discussion leaders become learner-participants, alongside registrants, when not leading a discussion of their own draft. Everyone encounters the writing research, research questions, and emergent or well-established methods from other countries. Each project receives attentive, sustained discussion: we question assumptions, negotiate tensions and differences, model practices that resist simple dichotomies, and construct a collective sense of possible responses and shared concerns.

Morning session:

9:00-9:15 Introduction

9:15-10:00 Small-group discussions, 1st cluster of texts

10:00-10:15 Break

10:15-11:00 Small-group discussions, 2nd cluster

11:00-11:45 Small-group discussions, 3rd cluster

11:45-12:30 Whole-group discussion, sharing notes from clusters

Afternoon session:

1:30-1:45 Review of the morning discussion.

1:45-2:30 Small-group discussions, 4th cluster

2:30-2:45 Break

2:45-3:30 Small-group discussions, 5th cluster

3:30-4:15 Small-group discussions, 6th cluster

4:15-5:00 Final discussion: What's at stake in this exchange?

The workshop chairs keep track of threads across the day:



2016 CCCC Annual Convention Workshops

- * What is the “work” of writing research in different contexts? What new or revised research methods and networks do we need to foster serious international collaboration?
- * What questions of student, teacher, or researcher languages, of institutional or national languages, inform the research being done?
- * How can international communities of writing scholars benefit from sharing the texts and theoretical, methodological, and cultural contexts of higher education writing research-in-progress from around the world while working towards responsible mutual engagement?

We will conclude the workshop having strategized collectively about enabling deep exchange about international scholarship, and about how to engage these new projects in sensitive, responsible, productive ways. The dialogic exchange re-orientes our research horizons, as both novices and experts. Finally, the workshop introduces linguistic/discursive challenges that disrupt monolingual spaces and help us to act responsibly within the translingual modes the 21st century demands.

W.04 | Play as Activism: Using Game-Based Pedagogy to Build Structural Understanding, Foster Empathy, and Scaffold Change.

Emily Bunner, Richard Colby, Jessica Dambruch, Jessica Dambruch, Jennifer deWinter, Sarah Dwyer, Howard Fookman, Lee Hibbard, Kevin Moberly, Jill Morris, Anjali Pattanayak, Kris Purzycki, Rebekah Shultz Colby, Stephanie Vie

Games and game-based learning continue to offer new insights into writing pedagogy. The diverse cognitive, social, and rhetorical skills required of game players and designers can create a rich overlay to extend the teaching of writing (Gee, 2003; Squire, 2011) and promote social consciousness, civic engagement, and other aspects of critical awareness. Empathy Games, in particular, privilege social action and justice as key rhetorical concerns. They afford individual players the ability to narrativize the experiences of others and provide ludic frameworks that encourage structural understanding and prosocial behaviors (Greitemeyer et al, 2010; Anderson et al, 2010; Gentile et al, 2009). Research suggests that empathy games also promote social and emotional learning, as well as cross-cultural awareness (Hromek and Roffey, 2009; Bachen et al 2012). Empathy Games thus have the potential to underscore a lesson that is always present, but not always explicit in the composition classroom: the issue of how students learn to compose (write) themselves as critical subjects in relationship to the larger communities in which they are involved.

Building on last year’s successful workshop, this workshop will explore the rhetorical possibilities of games for change and games as social action in two half-day workshops. It will provide participants with hands-on experience with a variety of games and modes of gameplay and will demonstrate how simple game design exercises can help students better understand diverse rhetorical situations while also improving their writing processes. This workshop will facilitate a larger conversation about how games can be incorporated into the composition classroom to improve student engagement, interaction, and, ultimately, social consciousness.



2016 CCCC Annual Convention Workshops

Specifically, this workshop will examine how games scaffold learning through what Judd Ruggill and Ken McAllister (2011) describe as “insistent design” (pp. 40-45). As they argue, much of what constitutes play in digital games is comprised of a series of discrete actions that, when viewed separately, can appear repetitive and boring. Digital games, however, embed these discrete interactions in complex cycles of risk and reward that require players to constantly reevaluate their positions as subjects in relationship to the game’s visible and invisible rules. Insistent design thus has important implications not only for understanding how games engage players and spur them to action, but for the larger challenge of how to engage students in the composition classroom in social action.

Drawing on the work of Brian Sutton-Smith (1997), Robin Hunicke and Robert Zubek (2004), Raph Koster (2013), and a number of other scholars and game designers, this workshop will demonstrate how to leverage the pedagogical potentials play and gaming, including insistent design, in the composition classroom. It will be subdivided into a number of collaborative, scaffolded breakout activities that are designed to familiarize participants with the principles of game design and demonstrate how these principles can be leveraged through a variety of high and low-stakes writing tasks. The first half-day workshop will focus on playing and analyzing a variety of traditional games to better understand how their mechanics speak to the exigencies of the composition classroom. In the second half-day workshop, participants will experiment with design and the integration of gaming pedagogies by using digital tools such as Twine, Sploder, and Construct 2 to prototype and create playable games that ideally address a variety of contemporary social issues.

This workshop will thus model the pedagogy it seeks to teach. By asking participants to collaborate to accomplish a series of increasingly complex tasks, it will demonstrate how principles of game design can transform discrete moments of learning into the sophisticated pedagogical practices that characterize learner-centered teaching. Moreover, it will demonstrate how the work of game design, as a complex mode of composition, can help students not only better understand how, as James Berlin (1982) points out, writers create reality through the writing process, but, perhaps more pertinent to the theme of the conference, how designers deconstruct systems to see opportunities for structural change and rearticulation.

OUTCOMES: After attending this workshop, participants will be able to:

- * discuss how games help facilitate learning and action;
- * identify core elements in game design and experience design;
- * describe major game design strategies/processes as they relate to Games for Change;
- * leverage game design principles to achieve specific learning objectives; and
- * experiment with insistent design through various digital game design applications.

TAKE AWAYS: Participants will be provided access to a website that includes the following resources:

- * annotated list of scholarly resources;
- * assignment prompts and lesson plans/activities to help develop games; and
- * annotated list of digital game development applications.



2016 CCCC Annual Convention Workshops

AM AGENDA--9:00am-12:30pm

9:00am: Welcome, workshop introduction, objectives, and outline.

9:10am: Participants introduce themselves and share reflections on game play.

9:40am: Participants play traditional games and discuss how these incorporate specific design principles.

10:20am: Participants discuss how these principles correspond to / intersect with rhetorical concepts and/or writing processes.

10:50am: 15 minute break.

11:05am: Participants develop a course assignment or activity that uses games to facilitate learning and writing. Participants will workshop their ideas in small groups.

11:55am: Participants play and reflect on each other's games.

12:25pm: "Ticket Out" formative assessment activity and provide "Food for Thought" prompt for the lunch hour.

PM AGENDA--1:30pm-5:00pm

1:30pm: Welcome back and discuss "Food for Thought" prompt and "Ticket Out" concerns.

1:50pm: Participants play digital games and discuss how these incorporate insistent design as well as principles of play identified in the AM session.

2:30pm: In small groups, workshop participants use a variety of digital tools to design games that incorporate principles identified in the AM session. They will be supported with scaffolded activities and workshop facilitator access/Q&A.

3:30pm: Participants play and reflect on each other's games.

4:00pm: Group debriefs game building activity, discussing the following types of questions: What were the learning objectives met by the activity? What are support issues? How might you imagine adopting/adapting for your own course?

4:50pm: Conclusion and workshop evaluation.

W.05 | The Transformative Action of Basic Writing: The 2016 Council on Basic Writing Pre-Conference Workshop

Susan Naomi Bernstein, Susan Naomi Bernstein, Shannon Carter, Long Chu, Anicca Cox, Heidi Estrem, Heidi Estrem, Barbara Gleason, Michael Hill, Michael Hill, Michelle LaFrance, Andrew Lucchesi, Deborah Mutnick, Hope Parisi, Lynn Reid, Lynn Reid, Dawn Shepherd, Jennifer Swartout, Christie Toth, Karen Uehling

This year's workshop will explore how the lives of students and instructors intersect with their institutions and communities and how this intersection demands basic writing action that fosters social justice. Presenters will consider the action of BW in institutional policy, instructor research and activism, and classroom pedagogies and practices as participants are invited to rethink their own BW action.

Throughout the workshop, we will consider how the practice of BW can affirm student lives and respect student agency while it also fosters collective action amongst BW researchers and instructors.

Ultimately, our workshop will ask participants to better understand the work of our BW lives so that we can more fully commit to the action that BW performs in the world.



2016 CCCC Annual Convention Workshops

9:00-9:15 Welcome from CBW Chairs

9:15-10:15 CBW INNY Award Presentation: Taking Action Beyond the Classroom

Writing faculty know very well how to effect change at the classroom level. But once we move beyond our own classes and students, we often encounter institutional structures and state policies that do damage to students. As writing faculty, we can and should intervene in proactive, principled ways on these processes that feel external to our teaching (Adler-Kassner, *The Activist WPA*). This session will begin with a description of three programmatic innovations and the pragmatic, rhetorical, and strategic decisions we made while working through these changes. We will then help participants identify the appropriate pressure points, stakeholders, and processes connected to relevant issues at their home institutions.

10:15-11:15 The Action of Emerging Scholars

Because there are a limited number of BW experts in graduate programs across the country, CBW will offer emerging scholars in our field an opportunity to present posters of in-progress research on BW at the workshop. During this walk-and-talk session, presenters will display their posters, receive feedback from other workshop participants, and have an opportunity to network with editors of the major Basic Writing journals. Presenters for this session will be chosen through peer reviewed proposals.

11:20-12:30 Grasping the “Phenomenal Forms”: A Dialogue on Taking Action in Basic Writing

The theme of this joint keynote is the relationship between surface realities and underlying social structures. We examine the dialectic between what Marx called the “phenomenal forms” and the linguistic, cultural, social, economic, and political structures that produce the conditions of life that shape individual and collective existence, giving rise in the case of BW to the BW student and instructor, and the academic and social discourses of BW. Interweaving theoretical perspectives with specific cases, we suggest a three-step process of transformative education that consists of 1) striving toward critical consciousness—what Freire called *conscientizacao*; 2) fostering students’ sense of their own agency; and 3) engaging them in collaborative, dialogic activities and actions that simultaneously reveal the conditions of existence and begin to imagine another more just, democratic, sustainable world. We conclude with a dialogue on concrete actions that can be taken to defend access to higher education such as forming strategic alliances, promoting collective bargaining, supporting student mobilizations, and participating in other scenes of democratic struggle aimed at enacting social, pedagogical, and literate change.

12:30-1:30 Lunch Break

1:30-2:30 Working with Labor in BW

In collaboration with CCCC Labor Caucus, this workshop draws on the work of current research at the intersections between labor/composition studies (Bousquet, 2003; Harris, 2000; Scott, 2009; Strickland, 2011) and offers participants an introduction to the current exigencies for discussions of labor/work with students in our writing classrooms with particular attention to the unique positioning of BW instruction. Participants will be provided with examples of course and assignment designs and work in small groups to apply ideas and to develop assignments in local contexts and pedagogies.

2:40-3:40 Diverse Needs and Talents: Acting on the Promise of BW



2016 CCCC Annual Convention Workshops

How do disability services, tribal colleges, community colleges, TRiO, and developmental/basic writing programs frame their missions/ purposes? What are the convergences, dichotomies, as well as promises of practice? This session focuses on contact points between the mission(s) of BW programs, the institution, and teaching practice, highlighting the diverse needs and talents of students enrolled in BW courses at two-year and baccalaureate-granting institutions. Speaker #1 will focus on the growing population of students with learning and mental disabilities in the BW classroom to show how BW instructors can apply universal design principles to create more accessible assignments, assessment tools, and course policies. Speaker #2 will discuss a Writing Center collaboration with TRiO student support services at her two-year college, which required both program directors to align their rhetorics of mission and access. Speaker #3 will present findings from a study of faculty from six community colleges in Illinois that highlights the unique relationships that faculty often form with BW students, insights into the working conditions of faculty, and the importance of developing nonacademic supports for this population. Speaker #4 will discuss a semester-long ethnographic case study of four tribal college writing faculty and their students to explore locally responsive BW pedagogies that foreground Indigenous intellectual heritage while equipping students with academic literacies to further the self-determination of their tribal nation.

4:00-5:00 Creating Space for Writing as Activist Practice: Writing with WITS

The Houston based Writers in the Schools (WITS) approach engages teachers and students in shared writing experiences while providing an embedded learning community. This workshop presents the WITS model, and explores the necessity of creating safe spaces for writing as activist practice. In this model, students learn to honor writing their own stories as possibilities for civic engagement and social transformation. Even as storytelling may provoke genuine distress of self-exposure and risk to safety and sovereignty of family, community, and culture, this workshop offers an opportunity for addressing such obstacles to writing. Workshop participants will gain skills for facilitating the writing process using the WITS approach, through sharing activist practices for creating space for writing.

W.06 | Supporting Innovation and Effecting Change at Two-Year Colleges and Access Institutions

Felicita Arzu Carmichael, Erin Doran, Dr. Genie Giaimo, Joanne Giordano, Brett Griffiths, Jennifer Heinert, Katie Kalish, O. Brian Kaufman, Cassandra Phillips, Cheri Spiegel, Christie Toth, Kristen Welch

Sponsored by the Two-Year College English Association, this all-day workshop will present evidence-based strategies and innovations for teaching writing at two-year colleges and access-oriented four-year institutions that admit students with a wide range of diverse learning needs. Participants will explore ways to grow professionally in response to changing student needs, institutional initiatives, and calls for national reforms.

9:00: Opening Remarks and Introductions "Current Issues Facing Two-Year Colleges and Access Institutions," bringing together a range of presenters to discuss developmental education reform, educational initiatives, labor trends, and non-academic barriers to student success.

9:15-10:45 Panel presentations



2016 CCCC Annual Convention Workshops

The opening panel will set the stage for the day's workshop, with speakers providing overviews of academic and nonacademic needs facing two-year college students, faculty, and staff. Speakers 1 and 2 will discuss students' poverty-related challenges, largely a by-product of current economic/social safety net policies as well as the national and state policy pushes to get more students enrolled in postsecondary education in order to provide a context for thinking about curriculum, instruction, and program development work in the two-year college setting. Speakers 3 and 4 will describe research-based strategies for revising and enhancing first-year writing and developmental education programs to support underprepared students' transition to college learning at access institutions. They will discuss program development work taking place in a multi-campus, two-year institution focused on aligning developmental reading, writing, and learning support courses with degree-credit writing courses for students in both classroom and online learning environments. Speaker 5 will draw from the speaker's experience developing a systematic approach to the writing program that maintains faculty autonomy while ensuring similar outcomes across sections is of great importance. Responding to this notion, the presenter will explain how Louise Wetherbee Phelps' four-part definition was applied to one two-year context, helping faculty collaboratively foster a writing program where none was recognized in the past.

10:45-11:00 Break

11:00 Workshop Discussions (Doing Change Work)

Building on the panel presentation, speakers will facilitate small groups that focus on attendees developing plans for institutional-specific responses to some of the current issues facing two-year colleges described in the panel, with speakers facilitating table discussions in which participants can discuss change work they are hoping to or in the process of doing in their institutions. In particular, table discussions will focus on developmental education efficacy, reform, and assessment; students' nonacademic barriers to college success, professional development for two-year college English instructors, and innovative tools for assessing student progress in the classroom.

12:00: Lunch

1:00-2:00 and 2:15-3:15: Breakout Groups (with scheduled break between sessions)

In the afternoon, participants will be grouped into two concurrent sessions based on their interests, with panel presenters focused on several topics, including online writing instruction and using online platforms for professional development, developmental education reform or program innovations, and assessing campus and classroom needs to direct change efforts. In concurrent sessions, presenters will provide an overview of the projects or program work and facilitate discussions with their small groups

Breakout Group #1 (concurrent sessions):

Doing Department Change Work: In this breakout session, Speakers 6 and 7 will describe how using collaboration, existing institutional infrastructure, and documenting work to support requests for new positions are effective strategies for changing department culture.

*Effecting Change to Department Culture: Professional Development and Online Support

Developmental Education Innovations: In this concurrent session, Speaker 8 will describe the development of assessment plans for multiple department courses including ESL, developmental courses, and first-year writing.



2016 CCCC Annual Convention Workshops

*Building Frameworks for Collaborative Assessment Plans at Cochise College

Assessment in the Classroom: This concurrent session will focus on assessment and pedagogical practices employed in a FYC/ALP courses at the speaker's institution. Speaker 9's current work involves instructing developmental education students in composition and rhetoric practices in a computer lab setting.

*Combining Assessment and Instruction: Wearing Two Hats In the Writing Lab

Breakout Group #2 (concurrent sessions): Participants will be able to select from three concurrent sessions focused on the following topics:

Assessing Campus Needs: Focusing on results from a survey conducted in the fall of 2014, in this breakout session Speaker 10 will discuss how to improve outreach efforts and pedagogical direction of community college writing centers.

*Innovating While Growing a Community College Writing Center: Student-Directed Writing Center Research at Bristol Community College

Developmental Education Program Development: Speaker 11 will focus on some of the questions associated with integrated reading and writing (INRW), in particular the challenges faculty face along disciplinary lines and issues associated with professional development.

*Challenges and Opportunities of Faculty Responding to Integrated Reading and Writing at One Texas College

Online Innovations: Speakers in this concurrent session will address some of the unique issues associated with the growing field of online education, including implementing comprehensive faculty training for new online educators and creating new online courses which are designed to help create multiple pathways to academic success for students at two-year colleges.

*Introducing a New Online Writing Instruction Training and Professional Development Program at NMSU (Speaker 12)

*Online Plus: Faculty Collaboration and Online Innovation (Session Facilitators/Speakers 13-14)

Speakers will facilitate small groups that focus on attendees developing institutional-specific plans for effecting change related to the topics introduced in the panel, including strategies for changing department culture, implementing new standards, creating, developing, and supporting professional development for instructors both on and off the tenure track, and using resources like campus writing centers and online course platforms for achieving program goals.

3:30-4:30: Responses, Reflection, and Debriefing

Large-group discussion of presentations, discussions, and workshop conversation will close the workshop, including action plans and take-home strategies as well as organizational agenda items for TYCA or CCCC that emerge from the workshop.

W.07 | More Than Warm Bodies Needed: Who Is Qualified to Teach Writing and How Do We Know?

Dominic DelliCarpini, Steve Lamos, Laura J. McCartan, Peggy O'Neill, E Shelley Reid, J. Blake Scott, Tony Scott, Betsy Verhoeven, Elizabeth Wardle



2016 CCCC Annual Convention Workshops

This full-day Wednesday workshop will ask participants to take up several questions that have vexed our field for some time: what counts as “expertise” in teaching writing? What sorts of “beginning minimum qualifications” do faculty need in order to teach first-year composition, as well as more specialized upper-level courses, particularly in various types of writing majors? How can such expertise and qualifications be described, assessed, and eventually rewarded by our programs?

The question regarding who teaches composition has long been a difficult one, and with growing numbers of writing majors being established across the country, the questions surrounding the notion of “demonstrable expertise” are only becoming more vexed. As increasing numbers of non-tenure track faculty teach specialized upper-level courses in writing and rhetoric, how can they identify and access the resources and experiences they need in order to teach those courses effectively? Simultaneously, how can/do chairs, WPAs, and programs know what constitutes necessary expertise for such upper-level courses—and how can they value it when they see it? Moreover, how does this work of identifying and supporting expertise happen in a climate where Competency Based Education and products like Criterion, Turn it In and My Access are locating expertise outside of the academic field of Composition and away from teachers altogether (in other words, where expertise is embedded within assessment technologies, increasingly mandated from above)?

As faculty, programs, and administrators consider these questions, what cross-institutional statements and resources can they create together, in collaboration with national organizations such as NCTE, CCCC, WPA, and CPTSC in order to find pragmatic, fair, and theoretically sound solutions to these problems? This day-long workshop seeks to address that question by engaging with writing program administrators, program directors, department chairs, hiring committee members, and others who are interested in issues of defining and demonstrating writing-related expertise. The workshop will consist of four parts, as outlined below.

Part I (9:00-10:30):

The group will first discuss and consider definitions of expertise as they relate to the teaching of writing and related areas.

Then they will break into small groups to write statements regarding “beginning minimum qualifications” for teaching 1) first-year composition and 2) specific clusters of upper-level courses. In writing these statements, groups will consider qualifications such as graduate degrees, coursework, workplace and civic experiences, and so on.

In completing this work, the group will draw on existing NCTE/CCCC/WPA resources and statements, as well as lists of upper-division writing and rhetoric courses commonly being taught in the different types of writing majors across the country.

Part II (10:45-12:00)

After sharing ideas from Part I, the large group will discuss constraints, affordances, and tensions surrounding how to implement, evaluate, and reward these “beginning minimum qualifications.” Some of these questions to consider include:



2016 CCCC Annual Convention Workshops

1. When faculty are already teaching writing without graduate training in rhet/comp, how is it possible to support them in gaining qualifications but also not undermine the value of graduate degrees and training?
2. What sorts of experiences and training can faculty engage in other than graduate coursework that can be “visible” and “counted” across institutions?
3. To what degree is it possible or desirable to pursue “certifications” for faculty without training in rhet/comp, or is that term problematic in other ways for our field?
4. How do we create training opportunities and professional development experiences in ways that represent our field's values and do not unintentionally replicate “accountability” efforts that are mandated from the top down?
5. In contexts such as small liberal arts colleges where faculty from across the curriculum teach first-year writing and/or upper-division writing courses, what particular training might these faculty find useful? And how can we use a set of training criteria to communicate with deans and provosts about who is qualified to teach these courses?
6. How do differences across institutional sites impact our ability to define these qualifications? To recognize and address them within and across institutions? To reward them?

LUNCH BREAK (12:00-1:00)

Part III (1:00-4:00)

Small breakout groups will identify existing resources and professional development efforts and will brainstorm and propose new ones to aid people in gaining “beginning minimum qualifications,” carefully considering tensions and constraints discussed in Part II. Possible topics for groups include 1) examining current models such as the Computers in Writing-Intensive Classrooms and the Rhetoric Society of America’s Summer Institutes 2) searching for grant opportunities through sources such as Teagle Foundation and the National Endowment of the Humanities and 3) considering online professional learning through webinars offered by institutions or professional organizations and 4) examining current training programs for adjuncts at big state institutions and for tenure-track faculty at small liberal arts colleges to find models for summer and academic-year training

The small groups will report back and the large group will discuss the most potentially workable ideas, solutions, and funding sources and compile them into a list for further action.

Part IV (4:00-5:00)

The group will end by making specific plans for moving forward on the ideas created in Part III. These plans will include:

- * Considering the resources needed to put the Part III ideas into action
- * Making plans for where to find those resources (for example, grant funding)
- * Creating a network list that we can draw in as we move forward
- * Considering how to more formally coordinate our ideas with our national organizations

This workshop will require 6 or so round tables for breakout discussion.

W.08 | A Workshop sponsored by the Latin@ Caucus: Latin@s Taking Action In and Out of the Academy



2016 CCCC Annual Convention Workshops

Sara Alvarez, Steven Alvarez, Isabel Baca, Alexandra Hidalgo, Kendall Leon, Aja Martinez, Cristina Ramirez, Iris Ruiz, Consuelo Salas, James Chase Sanchez, Raul Sanchez

This daylong workshop seeks to help members of the Latino/a Caucus increase their participation in activist and scholarly forums, particularly on matters of ethnicity and race as these relate to writing and literacy. The morning half will be devoted to activism, while the afternoon half will focus on scholarship.

Houston is home to Nuestra Palabra: Latino Writers Having Their Say, a grassroots organization that has founded such initiatives as MAS Texas and Librotraficante. The first half of the workshop will feature this group's representatives leading discussions about how Caucus members might participate in (or initiate) similar movements in their home communities. In addition, we hope to have representatives from Arte Publico Press (also based in Houston) discuss publishing possibilities beyond the strictly academic forums that will be the focus of the workshop's second half.

The second half is inspired, in part, by Adam Banks's Chair's address at the 2015 CCCC Convention. Banks asserted that our field's works cited pages should look more like our nation's demographics. At that same convention, Ersula Ore noted that several of our field's journals only pay sustained attention to questions of race, white privilege, and social justice in special issues. In this half of the workshop, we respond to Banks's and Ore's observations by helping Latino/a Caucus members prepare their work for submission to the field's journals and presses. After brief presentations by members of the Caucus with publishing and editing experience, the workshop will break into small groups--led by an experienced Caucus member--in which attendees' work-in-progress will be reviewed.

Our speaking roles are as follows:

W.09 | Writing Teachers Writing: Words in/as Action

Eberly Barnes, Melissa Goldthwaite, Ann E. Green, Douglas Hesse, Libby Falk Jones, Jacquelyne Kibler, Sandee McGlaun, Irene Papoulis, Wendy Ryden, Allison Schuette, Charles I. Schuster, Jenny Spinner

This workshop, sponsored by the Creative Nonfiction Standing Group, invites participants to experience a day of writing creative nonfiction and exploring ideas for teaching this multi-faceted genre. Creative nonfiction writers and teachers will offer nine different prompts in four segments, framed by assignment rationales. The day includes two presentations on writing as activism. Participants will take away pieces of their own writing and ideas for developing them, as well as tested writing prompts and teaching suggestions. The workshop concludes with the sharing of writings and reflection on the value of nonfiction writing for ourselves and our students.

SPEAKER 1 (prompt 1) Stuck: What are you stuck on? What's the broken record playing in your head? Where do you see the world stuck, hear debates and issues endlessly recycled? Choose something that's stuck for you, and be with this stuckness. Note where it resides in your body, how it feels. When, if, the



2016 CCCC Annual Convention Workshops

sensations, thoughts, feelings, start to move, simply note them. After 5 minutes, write whatever comes to you: reflections on the experience or what you're stuck on, or anything else.

SPEAKER 2 (prompt 2) Writing Personas: Persona can be seen as a social role, character, a mask, a performance of self, ethos. One's writing persona in CNF shifts, depending on audience, context, and purpose. Write about a time you wore a mask—literally or figuratively (for Halloween, in New Orleans during Mardi Gras, when you dressed up for prom, put on a front to intimidate, taught your first class, wrote for a new audience, sought to impress). Reflect on how you felt and others responded.

SPEAKER 3 (prompt 3) Humility as Action: In "Teaching with the Beginner's Mind from My Karate Journal," Sheryl Fontaine writes about how learning karate as an adult helped her become a better teacher. Humbled by her role as a novice, she recognized the challenges faced by students new to academic writing. Reflect on an experience other than writing that has humbled you. Maybe you tried—and failed. Maybe you never tried something (again) after failure. Maybe you refused to try something for fear of failure, or swallowed your pride, embraced your humility, and succeeded. Write about one of those experiences.

SPEAKER 4: Activating CNF: When Does a Genre Stop Being a Genre and Become a Form of Activism? Speaker 4 co-directs the Welcome Project, a documentary project using audio and video stories edited from interviews to help people reflect on what it takes to live well together in an increasingly diverse campus/community. What happens to our understanding of CNF when we "activate" it in this way? How does documenting lives digitally both resemble and deviate from text-based assignments? How do we communicate the connections between digital composition and activism?

SPEAKER 5 (prompt 4) Seven Deadly Sins in Four Parts: Choose one of the seven deadly sins. Write on each of these prompts about it for about 5 minutes each: 1) Write about the sin in the abstract. 2) Write a story from your life involving that sin. 3) What comes to mind from outside your life as you reflect on that sin? Use a phrase from each section as a title for another. Write an introduction with a thread connecting all three sections, and you have a working essay draft.

SPEAKER 6 (prompt 5) Map My Words: The website what3words.com is a "universal addressing system" that identifies every 3x3 meter square on the planet by a unique combination of 3 words. For example, the words that map my childhood backyard are "sunburns-leftover-communicate." Choose a place significant to you and enter the location at what3words.com. What images or experiences does the 3-word address of your place evoke? Write about your relationship to the place, incorporating the three words if you can.

SPEAKER 7 (prompt 6) Rewriting Agency: Charles Anderson suggests that through writing, we create textual spaces that allow us to claim an agency we might not have been able to claim at the time of an actual experience. He uses the term "contra-contextual space" to denote textual spaces we can create



2016 CCCC Annual Convention Workshops

to “talk back” to the discourses that contain us. Think of an experience that feels or felt disempowering. Create a narrative where you resist this and instead “talk back” to those forces with a different interpretation or view.

SPEAKER 8 Toad Crossings: CNF as Environmental Activism Speaker 8 will discuss how CNF from an environmental writing class became the basis for advocacy. After semester-long weekly service at urban environmental centers in Philadelphia, students used tools from CNF to create blog posts, e-post cards, and youtube videos for their sites, exploring ways to publicize the work of their community partners. One focus was “Toad Crossing,” the annual period where volunteers divert traffic so the local toad population can reproduce. This presentation explores how such projects emerge and how CNF can create activist work.

SPEAKER 9 (prompt 7) Bringing Awareness to the Act of Writing: This exercise explores the emotional spaces surrounding the physical act of writing and how awareness of the body affects our experience. 1) Reflect on your physical self in the present moment. 2) Explore the sensations surrounding “failure” in writing—amplify the inner critic and note what sensations arise (tension, warmth, etc.) 3) After a short meditation, reflect on authenticity—qualities of an authentic voice, the objective reality of the present moment, or your own authentic voice as a writer.

SPEAKER 10 (prompt 8) Neighbors: Write about a memorable neighbor when you were young—high school or younger. Of course, doing so means writing about yourself and neighborhood at that time. Then write about a memorable current or recent neighbor. Then write about what you learn when you reflect on these two together—the distances you’ve traveled physically, temporally, metaphorically twixt then and now.

SPEAKER 11 (prompt 9) Writing as Action: Write a sentence with just one independent clause that expresses a truth about you, written in a style/phrasing that communicates who you are as a writer. Then explore: 1) What should writing do? Which of its powers and limits particularly matter to you? 2) What do you want your writing to do, enable, perform? 3) What do you want your students’ writing to do? What should it do for you? Other readers? Themselves?

W.10 | Working Wikipedia: An Interdisciplinary Path to Taking Action

Amy Carleton, Greta Kuriger Suiter, Cecelia A. Musselman, Amanda Rust, Rebecca Thorndike-Breeze

The implicit message of every Wikipedia article is that its subject is notable. To remain live on Wikipedia, an article must present this message in a way that shows notability with neutrality. A Wikipedia article’s continued existence confirms notability of a topic, but the governing tenets of notability and neutrality raise questions about how they can be determined. This, in turn, presents scholars and teachers with a broad range of opportunities for taking action. In library science, research has focused on Wikipedia’s role in information literacy, particularly how students use Wikipedia in their research (Head,



2016 CCCC Annual Convention Workshops

Todorinova) and how assignments can encourage critical thinking about Wikipedia as both an information source and a site for knowledge creation (Kelly, Sormunen, Barnhisel, Calhoun). Humanities scholars have explored the affordances and constraints of Wikipedia's collaborative composition model, compared with the single-author model that dominates scholarly writing in their fields (Rozenweig, Kohl et al, Ray and Graeff, Nicotra). And over the last few years, university courses in many fields have begun to ask students to contribute to Wikipedia, often under the auspices of the Wikipedia Education Program. Wikipedia enacts the practices valued in writing studies by encouraging student editors to become producers of knowledge rather than consumers, by framing writing as a response to the needs of a community that follows community standards, by inviting students to interrogate and effectively implement citation and documentation practices, and by helping students develop collaboration skills (Purdy). All of these outcomes help students build good digital citizenship practices. However, few researchers have studied the rhetorical moves and stylistic conventions particular to Wikipedia or how students may learn to compose in this genre. Further, as students learn to be Wikipedia editors, they confront both issues of community editorial bias and Wikipedia's representation gaps (a growing concern in academic and Wikipedian circles) (Wadewitz). Asking students to write for Wikipedia not only supports key writing goals, but also opens opportunities to explore archives and special collections, to question what makes a topic or a source "notable," and to challenge Wikipedia's gaps in representation. This all-day workshop invites participants to investigate these and related questions by directly working in Wikipedia, providing participants with hands-on experience editing and collaborating in Wikipedia and designing Wikipedia assignments. Participants do not need previous experience with Wikipedia, but they will need to bring a laptop or tablet. Through its interdisciplinary cohort of presenters, the workshop will also illustrate the potential for collaboration among writing instructors, librarians, and archivists. Participants will explore how writing for Wikipedia can help students identify as authors and knowledge creators, gain comfort with collaboration and revision, better understand principles of source use, and understand how writing can be activism. The workshop will proceed in four sections. The morning begins with an introduction to working in Wikipedia (or "Bootcamp") [Speaker 3], followed by a 90-minute round-robin of collaborative, scaffolded activities on individual topics. After lunch, the afternoon will commence with an editing refresher followed by an Editing Salon [All Speakers]. The workshop will conclude with a guided assignment design session [All Speakers]. This workshop invites participants "and through them, their students" to join in active, deliberate knowledge creation and preservation in Wikipedia, and the kinds of interdisciplinary work that can aid learning and reinforce writing outcomes.

OUTCOMES:

At the end of this workshop, participants will leave with their own Wikipedia account and user page and be able to:

Compose using Wikipedia markup.

Communicate with other editors at various levels in the Wikipedia community, including on Talk pages.

Find Wikipedia guidelines, both general encyclopedic guidelines and those specific to classroom use, appropriate to an assignment or topic area.



2016 CCCC Annual Convention Workshops

Lead students through determining what to contribute by using Wikiprojects, Portals, and other tools. Craft a Wikipedia writing assignment that meets both participant course goals and Wikipedia values and needs.

Begin working with Special Collections and Archives at participant's home institution

Wed. AM Agenda: 9 -12

9:00 am: Introductions, goals, agenda (15 min.)

9:15: Wikipedia editing Boot Camp: account creation, basic guidelines, communication customs, editing customs (60 min.) [Speaker 3]

10:15: Break (15 min.)

10:30: Round Robin 1 (30 min.)

Participants choose among five themed activities, each led by one of our five presenters:

1: Critical Thinking in Action: Determining What and How to Contribute [Speaker 1]

2: Establishing Notability: Source Use in Wikipedia [Speaker 2]

3: Good Digital Citizenship [Speaker 3]

4: Incorporating Archival Resources [Speaker 4]

5: Activism in Wikipedia: Working with Underrepresented Groups and Topics [Speaker 5]

11:00: Round Robin 2 (30 min.): Participants move to second group discussion/activity.

11:30: Round Robin 3 (30 min.): Participants move to third group discussion/activity.

12:00: LUNCH (90 min.)

Wed. PM Agenda: 1:30 – 5

1:30: Regroup discussion and editing refresher (15 min.)

1:45: Editing Salon (90 min.)

3:15: Break (15 min.)

3:30: Guided assignment creation (60 min.)

4:30: Wrap-up, reflection, next steps and where to continue the conversation, both online and in your area (30 min.)

Equipment and Space Requirements:

Internet connection and projector. Seating requirements -- 5 tables of 10, for round-robin themed activities.

W.11 | Moving from Pro Forma to Performa: Music and Performance in the Writing Classroom

Lauren Esposito, Nicole Galante, Shawn Garrett, June Griffin, David Hyman, Peter Khost, Peter Khost, Faith Kurtyka, Bob Lazaroff

In its third consecutive year at CCCC (pending acceptance to Houston), and after multiple engagements at postsecondary and secondary institutions, this all-day workshop continues to evolve and improve its mission to powerfully bring performance theories and practices into composition pedagogy and professional development.



2016 CCCC Annual Convention Workshops

Offering valuable resources and joyful acts of practicing them, this workshop introduces and explores a variety of performative exercises and embodied rhetorics derived from participants' own interpersonal, bodily-kinesthetic, and musical intelligences. These include listening rhetorically to popular music as a means of critically developing pedagogical personae; integrating improvisational acting exercises into writing instruction as invention strategies; drawing on karaoke to improve writing skills attainment, voice, and transfer; and reconsidering argument through dance. The day culminates in reflective discussion and group performances, and in keeping with tradition, participants are offered the option to put the workshop's lessons into public effect later in the evening at a local karaoke club, along with the workshop leaders.

While past workshops have been a #1 hit with participants, we have made a significant revision to this year's program by turning down the theory and amplifying applications of embodied pedagogy to writing classroom and professional development events, with each workshop session offering specific takeaways for use in a variety of writing-based contexts. Also new to this year are mindfulness practices during the reflective session.

Session 1: "Teaching to the Killer Riff: Writing as Beats," begins with the sharing of music as participants reflect on their own chosen songs that invoke aspects of their pedagogy. We then examine surprisingly rich rhetorical connections between the bedrock five-paragraph essay and the foundational "Bo Diddley beat," which has been both limiting and freeing for Western musicians for the past fifty years.

Session 2: "Embodied Rhetoric: Improvisation and Invention," introduces participants to various techniques that derive from improvisational acting, liberatory theater, and process drama. These techniques, which include theater exercises, tableaux, and role-play, offer ways of engaging students and teachers in deep explorations of invention, rhetoric, and visual and kinesthetic learning.

Session 3: "The Influence of Anxiety," puts together kairos and karaoke, offering immersive heuristics for teaching rhetorical analysis and awareness, and improving writing skills transfer, particularly of genre knowledge. A supportive environment and easy exercises promote experimentation with teachers' literal and figurative voices.

Session 4: Kinesthetic Conversation: Let the Argument Move You

This segment addresses everyday body language to draw on participant's intuitive kinesthetic intelligences. We will practice simple movement exercises as a means to understand body language. Participants will then analyze the "arguments" made by everyday body language and will attempt to craft their own arguments using only their bodies.

Session 5: Reflections and Mindfulness

The entire group will be led in yoga and meditative practices to reflect on and cohere what they've learned throughout the day, heading back into their teaching lives renewed and refreshed.

Workshop schedule:



2016 CCCC Annual Convention Workshops

9:00-9:30 - Introduction

9:30-10:45 - "Teaching to the Killer Riff: Writing as Beats"

10:45-11:00 - Short break

11:00-12:15 - "Embodied Rhetoric: Improvisation and Invention"

12:15-1:15 - Lunch break

1:15-2:30 - "The Influence of Anxiety: Kairos and Karaoke"

2:30-2:45 - Short break

2:45-4:00 - "Kinesthetic Conversation: Let the Argument Move You"

4:00-5:00 - Reflections and Performances

W.12 | Feminist Workshop: Action through Care

Elizabeth Baldrige, Kirsti Cole, Lauren Connolly, April Conway, Candace Epps-Robertson, Amanda Greenwell, Alison A. Lukowski, Lydia McDermott, Michelle Miley, Jennifer Nish, Krystia Nora, Sarah Prielipp, Cheryl Smith, Patty Wilde

Sponsored by the CCCC Committee on the Status of Women, this workshop will address a range of perspectives on ways we engage as feminist professionals: through mentoring of students and colleagues, through our feminist pedagogical techniques, and through examination of disciplinary questions. At the workshop we look to address issues of care, both in how it is framed at home and in the institution. Participants explore and define care as it impacts how mothering/parenthood and work-life balance are perceived and handled in the institution; how we work as educators to manage the flexibility and inflexibility of academic career trajectories; how we navigate family-unfriendly environments in order to create family-friendly ones; and how the classic frame of care work is reflected in the work that rhetoric/composition teachers/scholars occupy.

The day will include two panel presentations with extended discussions instigated by the each of presentations. It will extend into broader consideration of how to open up dialogue in a variety of spaces on the issue of care. The activities will encourage interaction between presenters and participants, will provide opportunities to create a plan of action for the future, and will allow space for feedback on academic projects.

9:00: Opening Remarks and Introductions

9:15-10:45 Panel 1: The Value of Care Work: Family Caretakers and the Impact on Labor

Speaker 1 My children were born while I was in a tenure-track position, which led to me needing to take unpaid leave before applying for tenure. This experience inspired a qualitative study of women who choose to have children while early in their career. I will present the research project's progress, as well as open discussion in context of the field.



2016 CCCC Annual Convention Workshops

Speaker 2 will address the issues of family care from a distance. In the second semester of my first year in a tenure-track position, a family member became ill. We believed the work to be flexible, yet it was not a reality. This speaker will discuss the issues of the flexibility and inflexibility of academic work as a woman of color, arguing that understanding this work is essential to helping both caretakers and university administrators understand how we can assist faculty balance academic and family labor.

Speaker 3 is a second-year doctoral student and will talk about balancing motherhood and academia as a student-mother and fixed-term faculty. The speaker is working on an oral history project to gather stories of student-mothers and will share their experiences.

Speaker 4 is a working mother, teaching an overload of basic writing courses at a community college. Her high-risk pregnancies led to difficult, unfair situations that have now resulted--through faculty bargaining--in paid parental leave at the speaker's institution. Attempts to balance this workload with her higher-priority family life, while attending the needs of her students, has evolved into a difficult situation.

10:45-11:00 Break

11:00-11:30 Discussions on Panel 1 presentations

11:30 - 1:30 Lunch with Breakout Groups for Writing Workshop and Policy Discussions

1:30-3:00 Panel 2 The Ethics of Care: Taking Stock of Caretaking in the Institution

Speaker 5 is presenting on her work with preservice secondary English teachers at a state college, and will focus on the student-teachers development as academic and professional writers and teachers of writing. Emphasizing the practice of responses ranging from student work, parent communication, and the notion of audience in general, the speaker engages the intersections between the relational and the rational, as well as the professional and the personal, working to create a supportive and collaborative community wherein students are encouraged to become colleagues who learn from--as well as about--each other as they hone their reflective skills.

Speaker 6 will address the ethics of care from the position of a writing center director, and is interested in how feminist pedagogies and her identity as a mother inform how she shapes and leads the mentoring of the peer tutors. She is interested in how writing center practices both give voice to and mute the voices of writing tutors, and how she can foster both rhetorical listening and empowerment.

Speaker 7 will address the potential conflicts surrounding work as a leader, a woman, and a feminist in the academy. Serving as the WAC Director for the past three years has been extremely high conflict. The speaker's work in the role has led to her to be nominated for a leadership position in her union, the Chair of the President's Commission on the Status of Women, and the leader of the local campus-wide writing project. She will be taking this on prior to her first sabbatical and would like to discuss the ways



2016 CCCC Annual Convention Workshops

in which these roles intersect and how feminist pedagogy and research supports her navigation of these roles.

Speaker 8 will discuss her experiences as a journal editor for the past five years. Journal editors play the role of both gatekeeper and mentor, guarding and shaping access to the public work of a field. Because academic publishing is so high stakes and many of our fields have been built upon the often invisible leadership and labor of women, we have a responsibility to build more transparent, diverse, and empowering routes toward publication. The speaker will consider Reagan's coalition politics and Adrienne Rich's revolutionary poetry provide feminist frames that can help us transform practices associated with academic publishing, from peer review to the process of working with an editor, and promote developing notions of scholarly work.

3:00 Break

3:15 - 3:45 Workshop Discussions on Panel 2 presentations

3:45 - 4:15 Breakout Groups for Writing Workshop and Policy Discussions

4:15-4:45: Presentation of Policy Discussions and Debriefing: Creation of an action plan derived from the policy discussions to submit to the CCCC Committee on the Status of Women.

Meeting day/space needs: Wednesday, 9 a.m.-5:00 p.m./AV & sound equipment / Need room for 50 people.